

Fostering Self-Reliance and Capability building in the Nigerian Army: Making a Case for Functional Entrepreneurial Education

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Abstract: The Nigerian Army Tertiary Institutions (hence, NATIs) are investigated to determine the extent of their integration of entrepreneurial education into their curriculum. The study's population included 1,310 students who received entrepreneurial education in NATIs. A random sample of 300 respondents was chosen using Krejcie and Morgan (1970) table to estimate the sample size. Five NATIs from various parts of the country were chosen at random. A total of 60 respondents were chosen from each of the NATIs. The instrument's reliability was tested using the Cronbach's Coefficient alpha, which yielded a value of 0.78, and the validity of the instrument was confirmed by five specialists. After confirming the questionnaire's reliability and validity, it was distributed to 300 respondents. The data was summarized and simplified using descriptive analysis in this study. The descriptive analysis metrics employed in the data, discussion of results and interpretations were frequencies, totals, range, and percentages. It was found that about 50% of the respondents indicated that the entrepreneurial education received did not prepare them to become self-reliant nor did it equip them with the tools to succeed in initiating and sustaining entrepreneurial endeavors. The majority of respondents (60%) reported that their entrepreneurial education has not provided them with the necessary knowledge and broad mindsets to contribute to the growth of the economy. Recommendations were made based on the findings.

Keywords: Functional Entrepreneurial Education, Nigerian Army Tertiary Institutions, Self-Reliance and Capability building.

Introduction

The multiple security challenges confronting the Nigerian State in the Fourth Republic places the Nigerian Army in a crucial position but at a crossroad on how to surmount their numerous challenges and achieve their core mandate. Apart from engaging Niger Delta militants that attacked oil installations and thereby reduced the country's revenue from oil, the Army has been engrossed in a violent conflict against the Boko Haram insurgent in the North-East part of the country and the herdsmen and farmers clashes in other places such as in Benue and Plateau States amongst others. All these security threats have financial implications and demands that both the government and its Armies continually reflect on how best to improve the capacities of the Army while also maximising the benefits of the available but limited funds. Yet, military capabilities can thrive only when effective training is provided by Nigerian Army tertiary

institutions (hereinafter NATIs). But these institutions are underfunded which is affecting their training institutions, requiring necessary facilities and infrastructures than the Nigerian State can provide a scenario that necessitates serious innovative responses. The inadequate funding of the military was corroborated by Muraina (2014, p.80) that, “the armed forces as an institution have been under-funded and this has affected their operational capacity”. Admittedly, Nwankwo (2014) opines that inadequate funding is the greatest obstacles facing Nigeria tertiary institutions. But, the Nigeria Army (NA) funding challenges exist in a context where the Army engages in series of extra activities such as the settlement of the internal dispute, environmental sanitation, and humanitarian services especially during floods and environmental hazard, maintaining peace during elections, building hospitals, roads and schools and so on.

Certainly, the Nigerian government cannot satisfy all the aspirations and yearnings of the different institutions in the country owing to the limited resources. However, one way to respond to the funding challenges is the introduction and strengthening of functional entrepreneurial education (hereinafter referred to as FEE) at NATIs. This article, while noting the funding challenges of these tertiary institutions, makes a case for FEE, a model that prioritizes self-reliance and military capability in the areas of leadership skills, critical thinking, collaboration creative skills, problem -solving skills, strategies/tactics, threats, detection, risk undertaking, the discovery of new opportunities and value judgment. These aforementioned priorities of FEE relate to the objectives of entrepreneurial education; as cited in Jacob and Ariya (2015), as cited in Paul (2005) and Osuala (2010) teaching of business and computer education as well as Iroegbu (2017) kind of education respectively as cited in Jacob and Ariya (2015). Paul (2005) is structured to achieve four main goals: (i) to offer functional education for the youths that will enable them to be self-employed and self-reliant, (ii) provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities, (iii) offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible, and (iv) provide the young graduates with enough training and support that will enable them to establish a career in small and medium-sized businesses whilst Osuala’s (2010) viewpoint hinges on

- (1) Provision of a worthwhile education for the youths, which could make them self-reliant leading to self-independence;
- (2) Assist graduates with the training and support necessary to help them start a career in a small business.
- (3) Providing the graduates with the skills set that will make them fit into the manpower needs of the society.
- (4) Provide graduates with training in risk management.
- (5) Stimulate industrial and economic growth of less developed areas.
- (6) Provide graduates with creative and innovative ways of identifying new business opportunities.
- (7) Provide SMEs with the opportunity of recruiting entrepreneurial-minded graduate.

To corroborate this, Iroegbu (2017) asserts that the kind of education needed in the Nigerian economy of today is the one that will help the students to discover their innate abilities, develop and refine them, deploy them with skills and strategies in proffering solutions to the problems of our society both locally and internationally. Unfortunately, the duration of vocational trainings offered to students has been reported to be too short for the acquisition of entrepreneurship goals in Nigeria (Odigwe, Offem & Owan, 2018). This means that, “there must be a paradigm shift from the old ways teachers have been teaching to the new demands of the knowledge economy by encouraging them to acquire research skills in this fast changing world” (Obanya in Ukaigwe & Adieme, 2018 p.34). The goal of higher education as specified by

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the Federal Government of Nigeria (2013) in the National Policy on Education (NPE) also tallies with the FEE priorities. The seven NPE goals of higher education include to:

Contribute to the national development through high relevant manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high-quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; Promote and encourage scholarship and community service; Forge and cement national unity; promote national and international understanding and interaction (pp. 39-40).

Likewise, how the tertiary education will function to achieve their goals were also explicitly stated in the Federal Republic of Nigeria Sixth Edition of the National Policy on Education (FRN, 2013, p. 40) and out of these functions stated, the one that directly replicates what FEE is laying much emphasis is stated as the 'provision of a more practical based curriculum relevant to the needs of the labour market' which is the essence of this study.

The problem of this study is that majority of Nigerian Army tertiary institutions are just complying with government directives of introducing entrepreneurial education in tertiary institutions without integrating both the theoretical and practical aspect of the course into the curriculum which is the Functional Entrepreneurial Education (FEE) as expected from them. Again, most of these Army tertiary institutions contended that their institutions are a 'unique' defined military institution that does not need any entrepreneurial education and as such cannot put in place entrepreneurial resources.

Besides, there is a dearth of research work on this aspect of functional entrepreneurial education (FEE) as scholars tend to ignore this aspect and dwell so much on Attitude of youths and young graduates towards entrepreneurial skill Acquisition in Abeokuta, Ogun State (Salau, 2013) and Teaching entrepreneurship to postgraduates (Jones, 2014). More so, researchers don't dare to research on these NATLs on the verge that, it is a military institution and will not allow them to embark on any genuine research in their institution and that even if they were allowed they will not be objective enough in their findings but subjective.

To this end, the study investigated the extent of integration of entrepreneurial education into the curriculum and course content of Nigerian Army Tertiary Institutions (hereafter NATIs) for self-reliant and capability after graduation.

Research questions

1. What is the demography of the NATIs respondents in this study?
2. What skills and capacity building do students of Nigerian Army tertiary institutions expect to develop from Functional entrepreneurial education (FEE)?
3. What is the perception of students of Nigerian Army tertiary institutions about the extent to which entrepreneurial education in the curriculum prepares them for self-reliance?
4. What is the perception of students of Nigerian Army tertiary institutions about the extent to which entrepreneurial education in the curriculum prepares them for national development of Nigeria's economy?

Structurally, the article is divided into five sections. The first section is an introduction. The second conceptualizes functional entrepreneurial education (hereinafter, FEE) learning intricacies, self-reliance, military capability and functional learning intricacies while the third section is on methodology. The

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fourth section highlights and discusses the research findings. The fifth section is the conclusion and recommendations.

Contextualizing Functional Entrepreneurial Education (FEE); Self-Reliance and Military Capability

There are different types of change in education. Alimba cited in Isa (2016); Yusuf (2005) and Volkmann, C., Wilson, K.E., Mariotti, S., Rabuzzi, D., Vyakarnam, S., & Sepulveda, A. (2009) outline a couple of changes and paradigm shifts in education over time and pointed at the educational system that promotes, apart from rote learning, the use of the head, hands-on experience to learn and introduces how to add value and problem-solving ethos in the individual students. This is what is here called functional entrepreneurial education (FEE). This article lays strong emphasis on the adoption of FEE for NATIs. Here, FEE can be said to be under and part of the shadow umbrella of educational change required and should be provided to the students in NATIs, thereby contributing its share to the country's socio-economic development. This perhaps informs Mbagwu (2013) assertion that the more fluid or competitive the society becomes the more challenged individuals desire to acquire new knowledge and skills so that they will not be disadvantaged in their career or profession.

No doubt, "The rise of the Internet broke the geographic link between teachers and students and enabled instruction to come to students, rather than students physically coming to class. The emergence of search technologies, such as those that power Google, chroma key technology and cloud technology made information retrieval, availability of educational software's and research activities performed by students as part of their course work exponentially quicker and more relevant.

Given this aforementioned, the conventional pedagogy has to automatically change to heutagogical as it is students –oriented and focuses on creating individuals who are highly autonomous and capable of becoming self-determined learners (Blaschke, 2012; Jones, 2014); leading to the hands-on, project-based activity, facilitating, peer teaching, multidisciplinary, non-linear approaches that entrepreneurship education requires. Hence, there is the need to move towards these higher-order thinking skills for all young people (Volkmann et al., 2009). Entrepreneurship education is a form of education that makes humans responsive to their personal, families and national needs and aspirations (Okon & Friday, 2015). Therefore, "Entrepreneurship Education requires the use of active learning method that places the learner at the center of the educational process and enables them to take responsibility for their learning to experiment and learn about themselves". It is not just about the motivations and skills needed to start-up a business or a new venture; it is also about nurturing the ability and willingness of individuals to create value for themselves, for others and for the society. In view of this, FEE offers a useful approach that can be adopted, maintained and sustained in NATIs for self-reliance and military capability.

Self-reliance – for our purpose in this article – is defined as the capability and proficiency to strategize both intellectually and otherwise in order to discover hidden treasures and proactively manage outcomes and control them irrespective of the risks involved with/without any hiccup or assistance (internal or external) whatsoever. That means being able to take a proactive strategic plan of providing for oneself and other people resources, detecting problems and undertaking risks as well as making a rational decision leading to good value judgement in the process of managing events /situations as they are unfolding in the environment without any support. Conceptualizing self-reliance Agi and Yellowe (2013) opine that it is a concept in social and economic empowerment that can be interpreted to mean less dependence on external scenarios for the provision of basic/essential inputs to sustainability. In addition to the above, they said that the concept connotes "inward" sourcing for sustainable livelihood with implication for individuals or nations to possess competencies and capacities to cause sustainable productivity over time. Sadeeqe, Suleiman and Bukhari (2015, p.3) submit that, "Self-reliance as coined by Ralph Waldo Emerson entails

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the need for each individual, or nation to avoid conformity and false consistency at a national level and follow his or her own instinct and ideas”.

Similarly, Bassey, Akuegwu and Uche (2015.p.4) assert that, “self-reliance means depending on oneself for social and economic survival. It involves not looking at anybody to supply our personal needs. Thus, it is synonymous with self-sufficiency”. Admittedly, self-reliance in the Nigerian context means "the use of local raw materials for industries, the harmonization of consumption with local productions and the use of domestic endowment of human and material resources context” (Umoh & Jacob,2020, p. 3). Invariably this implies the discovery of raw materials around and its utilization in the production of goods and services for local consumption which is what FEE is laying emphasis on instead of relying on importation of raw materials and finished products that would have located and produced in Nigeria for self-sustainability of the society. This is in agreement with the assertion of Nkoyo and Itighise (2015) that, self-reliance is equated to entrepreneurship studies.

Iroegbu (2017) postulates that self-reliance is the autonomy of decision-making and full mobilization of a society's resources. Explicating further on this, she opined that, the concept anchors on self –confidence, reliance primarily on one's resource, human and natural, and the capacity for autonomous goal-setting. This implies having the skills, knowledge, competence, power and value judgment to utilise the available resources (natural, material and information) effectively and efficiently to cater for oneself and also contribute meaningfully in the society without relying on someone or government for sustenance and means of livelihood among others. This perhaps explains why entrepreneurial, technical and vocational education can be explained as a synonymous form of training that seeks to develop one's knowledge, skills, mind, attitude and character towards self-reliance and job creation (Umunadi, 2014). Although, Eneji, Nwagbara and Kati (2020) argue that, the existing perception of equating entrepreneurship education with vocational education or business education is quite erroneous as entrepreneurship education is fundamental to education. Nevertheless, there seems to be a link between the three concepts of entrepreneurial, technical and vocational in the national policy on education as rightly pointed out by Umunadi (2014) that demands further the imperative for functional entrepreneurial education in Nigerian Army tertiary institutions. Oderinde and Ekpo in Bassey, Akuegwu and Uche (2015, p. 5) cited Ogundowole in Oderinde and Ekpo (2005, p.59) who identified the philosophies of self -reliance to include:

1. Creating a new cultural and productive environment that will promote pride in primitive work and self-discipline.
2. General awakening to the rights and obligations of citizens to the nation.
3. Encouraging people to take part actively and freely in discussions and decision affecting their general welfare.
4. Promoting new sets of attitudes and culture for the attainment of the goals and objectives of the Nigerian State.
5. Acquiring new sets of universal values for global citizenship.

The importance of Self- Reliance and FEE finds expression in the Federal Republic National Policy of Education (FRN, 2013, p. 4) where it was stated categorically clear that "the quality of instruction at all levels of education shall be oriented towards inculcating the acquisition of functional skills and competencies necessary for self-reliance'.

Having said this, military capabilities connote adopting any diverse mechanism of military power that will support combat readiness of the Army and it requires enormous resources in men and materials to uphold.

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NATO (2018) sees military capability as the ability to create an effect by employing an integrated set of aspects, categorized as doctrine, organization, training, materiel, leadership development, personnel, facilities, and interoperability. Consequently, “A country’s defence capability may be regarded as an insurance policy covering the ability of a government to ensure the sovereignty of the nation and the security of its people” (Oosthuizen & Roodt, 2008, p.2). This perhaps explains the reason why “professionalism has been argued to be the hallmark of military institutions” (Odudigbo, 2014, p.90). As, ‘military culture thrives on professionalism which is seen as the acquisition of military skills through training or as including expertise, service and commitment’ (Agashua, 2014, p.204). He further identified the hallmarks of military professionalism to include; cohesion, hierarchical command structure, firm discipline, spirit de corps, loyalty and patriotism; high ethical conduct, high levels of achievement motivation, teamwork, courage and sacrifice’ (Agashua cited in Agashua, 2014, p. 204). This is imperative since the military capability is all about the capabilities to perform specified tasks (Ghosh, 2008).

Likewise, defence (Army, Navy and Air force) forces must be manned, equipped and trained to carry out identified tasks, which they are assigned (Ghosh,2008).Therefore, the basis for resource allocation decision in the capability-based Defence plans should be military tasks that are required to be performed (Ghosh, 2008). This boils down to the viewpoint of Anifowose (2008, p. 123) that “the military strength of a nation-Army, Navy aero planes, nuclear weapons, missiles –count in the assessment of a nation's power". But the researchers are of the view that human capital is of utmost importance and needs to be trained, educated and developed to plan, organize, build, utilize and sustain the aforementioned resources effectively and efficiently. Supporting this, Oosthuizen and Roodt (2008) contended that, the capacity is usually associated merely with tangibles, such as equipment, neglecting to consider hidden dimensions such as personnel, doctrine and support systems. The hidden dimensions referred to here are supposedly the FEE instincts, creativity, abilities, good rectitude, dexterity, mindsets and skills that are of great importance for a self-reliant and military capability to triumph.

Today, the quantity of troops organized and utilized for any war/ battle is not as important as their quality. What is significant is the quality of the resources/substances, their comparative advantage, flexibility and readiness in action. Buttressing this point, what matters most is the person's ability to discover hidden opportunities, develop, make its products available and be able to launch them swiftly. The capabilities of any Army consist of its ability to formulate particular objectives, strategies and contingency plans, including increasing its size and force structure, equipment and logistic back up in a time of crises and war (Knorr cited in Omede, 2014, p.124). This invariably does not necessarily mean having the military power to subjugate or coerce others but entails possessing the mechanism to have one's way felt and heard without resorting to the use of force among others. Just like the popularly held assumption that the United States of America always have their impact felt and expressed which does not necessarily relate to their military power, population or wealth but the carrying intellectual capacity they possessed.

Although, power is a relative concept that cannot be separated in the real sense from wealth and force in absolute terms since it can be wielded through force, domination and manipulation. Hobbes cited in Anifowose (2008) opined that power is “the present means to secure some future apparent good” (p.108). Anifowose (2008, p.121) reported that no matter how "powerful a nation is, it still needs a plentiful supply of manpower to man its armies and operate its industry" which is apt in this discourse. This becomes imperative since “the mere possession of power does not constitute capability except when effectively utilised to achieve specific objectives” (Akinbobola, 2008, p. 330). Especially, where the guiding principle for the growth of the state has been self-sufficiency (not self-interest) and the development of ever more elaborate institutions essential to satisfying mankind’s unique and most distinguishing characteristics

reason (Ologbenla, 2004). Given that armies are not perpetually in wars, capacities are not necessarily in fighting terms. It is in this regard that FEE becomes useful in this context.

Ultimately, to achieve a sustained and purposeful capability and a self-reliant nation, an effective innovation within the education system is required to harness the potential offered by modern science and technology to its social and economic advantage (Udofia, 2009). The effective innovation required is the integration and strengthening of FEE in NATIs' curriculum and course contents to tackle learning needs in order to attain self-reliance and military capability.

The benefit of FEE explains the splendor for the harnessing and utilization of FEE in NATIs curriculum and course content. Undoubtedly, FEE empowers and equips the students with the necessary problem-solving and analytical skills, critical thinking, values, teamwork, observation, knowledge and broad mindsets required for the growth and sustainable growth and national development of an economy. It is through the FEE tools that self-reliance and military capability are enhanced, maintained and sustained. It is important to note that the FEE intricacies model when embedded into the NATIs' curriculum and course content can provide the students with a wide range of systematic and pragmatic tools for becoming self-reliant, better informed and productive in life. Therefore, FEE is value and action-oriented as well as experiential and contemplative in thought.

Moreover, it is readily and easily integrated into any subject of study without much hindrance. The threshold of inculcating self-reliance and capability building to the students is the deep-seated role of the NATIs. These institutions are expected to educate, renovate, transform and mould the student's lifestyle, character and personality through FEE. Given the tremendous threats in the Nigerian State and funding challenges confronting the NATIs, it is imperative to nurture in the student's mind, the critical reasoning ability and creative mindsets to develop Nigerian military hardware's and also skillfully manage their different software effectively and efficiently. The Nigerian Military hardware in this regard includes the following: tanks, fighter aircraft, uniforms, transport vehicles, equipment, warships, armored vehicles, guns, electronic and surveillance equipment among others along with the management of its resources (6 Ms: i.e. men, money, materials, methods, machines and markets) as software.

In quintessence, attaining self-reliance and capability building is akin to adopting FEE that will enable NATIs to have the intellectual capacity, skills and potentials to not only eke a living and live a worthy life but respond positively to contemporary threats and challenges in the Nigerian State. Ibrahim's (2011) findings further strengthened the justification for this empirical study where he asserted that acquisition of skills, abilities and competencies equip the beneficiary with self-reliance which is necessary for societal development. Any quality NATIs in today's knowledge-based economy that desire to be at par with their counterparts globally need to foster self-reliance and capability building both in war and peacetime. Nigerian Army tertiary institutions should therefore be equipped with resources (i.e. money, men, materials, methods, machines and market) to enable their various institutions to prepare students for higher professional responsibility and healthy living for nourishment. At this junction, it is imperative to expound on the different categories of learning FEE for a better understanding of this discourse. This is necessary since the concern of this discourse is making a case for attaining self-reliance and capability building through FEE. Therefore, three categories of learning FEE are explicated here. First is the teaching "about" while the other is "teaching for" and the third is "teaching through entrepreneurial education." The latter is elaborate for the total development of the student whereas the first and second are definite and for a particular purpose. For instance, teaching "about" entrepreneurship is content and academic-oriented. Confirming the reality of this level, Salau (2013) asserts that in Nigeria, the geometric progression and trend of unemployed graduates revealed that young graduates do not do the needful in

terms of the necessary entrepreneurial abilities, competencies and values that will assist them to adapt and integrate with the world of business.

Because of this, any consequential and valuable education must cover the three educational domains of the cognitive (knowledge), affective (feelings) and psychomotor (skills) domains. As “Educational institutions are required to turn out qualified graduates to meet the needs of employers and national development through the inculcation of employability skills” Okolocha & Odimma, 2019 p.82). It is important to stress that; employability skill is enhanced when students actively listen and engage in a range of learning activities (including personal development planning). Employability skills are most effectively taught through active, participative learning, offering opportunities for work experience and by encouraging reflection (Okolocha & Odimma, 2019.).

From the foregoing, teaching "for" entrepreneurship is job-related in pursuits which is what most institutions do using the old archaic ivory tower method of “do as I do or tell you” phrase (regurgitation) and storytelling among others rather than learning "through entrepreneurship with functional educational technology" which is more action-oriented, creative, recognition, rational, practical and participatory. It involves the utilization of the various educational technology in trendy in coaching and mentoring (guide, role model, empower, sponsor and supervisor) the students so that effective learning will take place. Here, students are supposedly meant to have deep in thought learning with deeper satisfaction where they participate fully as well as derive benefits that will aid in their productive, self-realization/ actualization, fame and personality development rather than being hare-brained with the theoretical aspect provided in most tertiary institutions.

This brings to mind Marton’s (1975) argument on pigeonhole of learning where learning is divided into two compartments: i.e. surface and deep learning. Surface learning is associated with a more passive approach. It is premised on a model of education that is dependent on absorbing learning and regurgitating. This is different from deep learning which is associated with a more active approach characterized by a desire to grasp and synthesize information for valuable long-term meaning. It is while passing through the rudiments of FEE that students develop to their fullest capacity, showcasing their potentials, capability, dexterity, team spirit, professional skills, value judgment, and good attitudinal behaviour. After all, the curriculum involves all the learning experiences (planned and guided) that students are exposed to undergo under the auspices of the school. The Nigerian government introduced Entrepreneurship education in schools as a pathway to stimulate self-sufficiency, self-sustainability and self-support culture in students although this is yet to be realized up until today. Therefore, students' productive functional life needs to be connected and tailored towards the natural resources and objectives of FEE.

The huge success of FEE utilization in tertiary institutions across the globe raises a serious concern concerning the fate of students in NATIs now and among their peers in the globe, especially in the future. As “half of the European countries are engaged in a process of educational reforms, which include strengthening entrepreneurial education” (Nicoleta & Dimitrescu, 2015, p.175). Similarly, the Asian Tiger’s countries as fondly referred to the economies of South East Asia's such as Taiwan, Hon Kong, Malaysia, South Korea and Singapore as well as China and India have successfully moved from the dependency stage to the manufacturing options. They are continuously becoming a force to reckon with in the world economy today. Obviously, Ofemiu (2014p.169) and Isa (2016p.556) captured the idea behind the Asian tiger’s engagement in education and functional entrepreneurial education. For Ofemiu, “the more the number of people who get educated, the readier a society is to engage in enlightened discussion of social problems and to set achievable goals” (p.169) while Isa (2016) affirmed that, “The Asian tigers experienced a progressive growth for a period of times associated with good planning and mostly

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explained to be due to investments and development arising from investments in education and entrepreneurship”. This invariably means that it is hard to enchain an educated and enlightened student, Army officer or soldier who is well-informed and grounded with the rudiments of FEE. Probably this is what informs Trachtenberg (1999) five features of the New American Entrepreneurial University that include;

an institution that generates money; an institution where it is legitimate to refer to students as customers; where the teacher will be rather alike and often educated at the same universities; the new entrepreneurial university will at long last have found a way to live in close contact with the outside world that we supposed to teach our students about; where our status will improve, despite complaints to the contrary (p. 108).

That is why the game is focused on the theory of effectuation designed to replace a case study for an in-class discussion on entrepreneurial thinking (Sarasvathy, 2008). Today, American forces depend so much on the use of space system in surveillance, information communication and navigation while Britain as an island country has a very strong sea power capability that protects them from threats. This is to the extent that, U.S. Army and the Canadian Army each use computer games and alternative reality games for recruiting and training purposes (Greene, 2017). Similarly, Israel has its fortified capability developed by them against any threat or attack. It boasts one of the most technologically advanced military stockpiles in the world, and one of the world’s most effective workforces (Farley, 2017). The country's indigenous investor and the so-called captains of industry are simply agents and representatives of manufacturers in North America, Europe, Japan and the newly industrializing countries of South East Asia. It is this dependence on other countries' goods/services for Nigerian Army technology and gadget that propel the urge for this discourse to make a justification for FEE to be integrated with the curriculum and course of the students in NATIs. It is through FEE that students are trained and exposed to have the entrepreneurial mind-set of being self-reliant and productive.

Methodology

The study adopted a survey research design using ex-post-facto type. The population of the study comprised all the 1,310 students offering entrepreneurial education in NATIs. A total of five Nigerian Army tertiary institutions from various parts of the country were chosen at random. Using Krejcie and Morgan (1970) table to estimate the sample size, a sample of 300 respondents was randomly chosen. A total of 60 respondents were chosen from each of the NATIs. The researchers chose not to refer to the schools by their full names since these military tertiary institutions operate under a strict confidentiality policy. These schools, for instance, are designated by letters to specify each school such as NATIs AA, NATIs AB, NATIs AC, NATIs AD and NATIs AE respectively.

A research questionnaire was designed by the researchers and it had four sections; section A consists of question on the demography of respondents. Section B contains 7 items related to skills and capacity building that students of Nigerian Army tertiary institutions expect to develop from functional entrepreneurial education. There were 7 items in section C which covered respondents’ perception on the extent to which entrepreneurial education has been adopted and integrated into the curriculum and course content of Nigerian Army tertiary institutions. Section D consists of 3 items which examined the perception of students about the extent to which entrepreneurial education curriculum prepares them for national development of Nigeria’s economy after graduation.

Section B to D of the questionnaire used a 4-point Likert-Scale for the question’s items. The 4-point Likert-scale for section B is graded as 4= strongly agree, 3= agree, 2= disagree, 1=strongly disagree. In Sections C and D, 4= to a very large extent, 3= to a large extent, 2= to a moderate extent, 1= not at all.

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After confirming the questionnaire's reliability and validity, it was distributed to 300 respondents. The instrument's reliability was tested using the cronbach's coefficient alpha, which yielded a value of 0.78, and the validity of the instrument was confirmed by five experts' lecturers in measurement and evaluation to ascertain its appropriateness. Ambiguous and irrelevant items were discarded and the instrument reviewed and improved upon. Four research assistants were used to support the researchers in the administration and collection of the instruments for effective coverage and retrieval. Data collection and administration lasted for six weeks. The descriptive analysis used in this study summarized and simplified the data collected. Frequencies, totals, range, and percentages were the measures of descriptive analysis metrics used in the discussion of the results and interpretations.

Findings and Discussions

Respondents' Demographics

Table 1: Demographics of Respondents

| Group | Subgroup | NATIs AA | NATIs AB | NATIs AC | NAITIs AD | NATIs AE | Total |
|--------|-------------|-----------|-----------|-----------|-----------|-----------|-------|
| Gender | Male | 54(90.0%) | 27(45.0%) | 44(73.3%) | 50(83.3%) | 48(80.0%) | 223 |
| | Female | 06(10.0%) | 33(55.0%) | 16(26.7%) | 10(16.6%) | 12(20.0%) | 77 |
| | Total | 60 (100%) | 60 (100%) | 60 (100%) | 60 (100%) | 60 (100%) | 300 |
| Age | 20-30 years | 18(30%) | 38(63.3%) | 27(45.0%) | 18(30%) | 31(51.7%) | 132 |
| | 31-40 years | 3(5.0%) | 22(36.7%) | 19(31.7%) | 12(20%) | 17(28.3%) | 73 |
| | 41-50 years | 38(63.3%) | 0 (0%) | 8(13.3%) | 30(50%) | 12(20%) | 88 |
| | above 50 | 01(1.7%) | 0 (0%) | 6(10.0%) | 0(0%) | 0(0%) | 07 |
| | Total | 60 (100%) | 60 (100%) | 60 (100%) | 60 (100%) | 60 (100%) | 300 |

Demographically, there were more male respondents than females in the sample for this research. Specifically, there were 90% male respondents from NATIs AA, 45% from NATIs AB, 73.3% from NATIs AC; 83.3% from NAITIs AD, and 80% from NATIs AE. Meanwhile, 10% of the respondents in NATIs AA, 55% in NATIs AB, 26.7% in NATIs AC, 16.6% in NAITIs AD and 20% in NATIs AE respondents are female. Generally, the proportion of male respondents range from 45 % to 90% while for females it ranges from 10% to 55% (see Table 1). This result shows that more males are enrolled in tertiary school, a fact corroborated in report of the National Bureau of Statistics (2020), which showed that males had about thrice the enrolment of females in post-primary education in Nigeria. See Table 1 above for the distribution of the sample by gender.

The ages of the respondents range from 20 years to over 50 years. The four age groups into which the respondents fall were unevenly distributed. Close to half of the respondents, 132, fell within age group with the highest frequency was 20 -30 years, while the age group with the least frequency was for respondents who were above 50 years having 7 respondents. Three out of the five schools studied, NATIs AB, NATIs AD and NATIs AE, had no respondent who was above 50 years; the remaining two schools that had students who were above 50 years were NATIs AA and NATIs AC. The frequency in the age groups 20-30 years (132) and above 50 years (7), are indicative of the age of entry into many tertiary institution in Nigeria, as an applicant into any tertiary school is expected to have completed 12 years of primary and secondary education, hence the high frequency for 20-30 years. Respondents who are 50 years form a relatively negligible proportion because most people in that particular age group are closer to age of retirement in public service and may not be open to attending formal education to add to their knowledge.

Skills and military capability skills that Students of Nigerian Army Tertiary Institutions Expect to Develop from Functional Entrepreneurial Education (FEE)

Table2: Skills and Capacity Building Needed from Functional Entrepreneurial Education (FEE)

| S/N | ITEMS | SA | A | D | SD |
|-----|---------------------------------------------------------------------|----------------|----------------|---------------|--------------|
| 1 | Leadership skills development | 157 (52.3%) | 93 (31%) | 35 (11.7%) | 15 (5%) |
| 2 | Creative skills development | 135 (45%) | 110 (36.7%) | 39 (13%) | 16 (5.3%) |
| 3 | Problem-solving skills training | 145 (48.3%) | 95 (31.7%) | 30 (10%) | 30 (10%) |
| 4 | Discovery of new opportunities | 90 (30%) | 140 (46.7%) | 40 (13.3%) | 30 (10%) |
| 5 | Risk management skills | 151 (50.3%) | 109 (36.3%) | 31 (10.4%) | 09 (3%) |
| 6 | Creative and innovative in identifying novel business opportunities | 122 (40.7%) | 148 (49.3%) | 20 (6.7%) | 10 (3.3%) |
| 7 | Establishment of small and medium-sized businesses | 150 (50%) | 128 (42.7%) | 12 (4%) | 10 (3.3%) |

Field Work, March 2022.

Respondents expect to gain certain skills and improve their military capability as a result of entrepreneurial education training in school. These skills include leadership skills, creative skills, problem-solving skills and risk management skills. The responses obtained shows that not less than three-quarters of the students agree and strongly agree that entrepreneurial education should enhances the aforementioned skills (see Table 2), the percent of respondents who agree and strongly agree did not vary much among all the skills, leadership skills development (83.3%), creative skills development (81.7%), problem-solving skills training (80%), discovery of new opportunities(76.7%), and risk management skills (86.6%).

Risk management skills (86.6%) and leadership skills development (83.3%) had the highest proportions of respondents who felt that these skills were essentials skills that entrepreneurial education. The results indicate that as entrepreneurs, a lot of risk are involved and for the success of any chosen venture, the ability to manage associated risk is foremost. The similar result shown for leadership skills is not out of place as entrepreneurs needs to lead and provide direction for the group they work with. The success of a team or group lie with the quality of leadership provided, hence the desire of the respondents to be equipped with skills that would make them efficient and effective leaders. Respondents who disagree and strongly disagree on the need for leadership skills development (16.7%), creative skills development (18.3%), problem-solving skills training (20%), discovery of new opportunities (23.3%), and risk management skills (13.4%) inclusion in entrepreneurial education were relatively negligible. Discovery of new opportunities skill has the highest proportion of respondents (23.3%) who did not see it as an essential skill to be developed (see Table 2). This result could imply that there are sufficient existing opportunities in the country, hence it does not require the skills to be developed.

Entrepreneur need to be creative and innovative in identifying novel business opportunities and establishment of small and medium-sized businesses are capacities in a competitive capitalist economic system being operated in Nigeria. New businesses are springing up and new ways of doing former traditional businesses are everyday occurrence in Nigeria. The results clearly show that military capability

(ability to be creative and innovative in identifying novel business opportunities and establishment of small and medium-sized businesses) are in high demand in entrepreneurial education as over 90% of the respondents strongly agree and agree that the development of military capabilities should be included in entrepreneurial education. The proportion of respondents who do not see the military capability as essential in entrepreneurial education range from 7.3% in establishment of small and medium-sized businesses to 10% in creative and innovative in identifying novel business opportunities (see Table 2).

Perception of Students of Nigerian Army Tertiary Institutions about the Extent to Which Entrepreneurial Education Curriculum Prepares them for Self-Reliance

Table 3: Perception of Students of Impact of Entrepreneurial Education in Propagating Self-Reliance

| S/N | ITEMS | To a Very Large Extent | To a Large Extent | To a Moderate Extent | Not At All |
|-----|-------------------------------------------------------------------------------------------------------|------------------------|-------------------|----------------------|-------------|
| 1. | Empowers and equips me with the necessary problem-solving skills | 50 (16.7%) | 45 (15%) | 100 (33.3%) | 105 (35%) |
| 2. | Empowers and equips me with analytical skills. | 80 (26.7%) | 30 (10%) | 50 (16.6%) | 140 (46.7%) |
| 3. | Enables me to develop critical thinking. | 83 (27.6%) | 47 (15.7%) | 45 (15%) | 125 (41.7%) |
| 4 | Provides me the opportunity to develop observation skill. | 45 (15%) | 49 (16.3%) | 100 (33.3%) | 106 (35.4%) |
| 5 | Prepares me for self-reliance | 20 (6.7%) | 32 (10.7%) | 100 (33.3%) | 148 (49.3%) |
| 6 | Provides me with a wide range of systematic and pragmatic tools for becoming self-reliant. | 40 (13.3%) | 55 (18.3%) | 95 (31.7%) | 110 (36.7%) |
| 7 | Provides me with a wide range of systematic and pragmatic tools that will make me productive in life. | 25 (8.3%) | 35 (11.7%) | 90 (30%) | 150 (50%) |

Field Work March, 2022

An Entrepreneurial venture is one in which the owners or initiators are equipped with problem-solving skills. Therefore, problems are identified along with their root causes and crucial decisions are being made regularly on how to develop solutions to the problems. The responses of the respondents in this study shows that only 16.7% of the respondents feel the entrepreneurial education they receive has equipped them with necessary problem-solving skills to a large extent. This could be because some content of the curriculum are broad-based and their areas of personal entrepreneurial interest were not sufficiently addressed, hence, more than half of the respondents (68.3%) feel the entrepreneurial education received has only equipped them to moderate extent or not at all with problem solving skills (see Table 3). This significant proportion from amongst the respondents implies that course content has either not been properly implemented or as is obtained in many of these kind of courses, a lot of emphasis has been put on the theoretical aspect of the work with minimal hands on experience (practical sessions) or industrial attachments (internship) that would have allowed the respondents to fully maximize the potentials of entrepreneurial education.

Analytical skills are essential to owners of enterprises, thus to entrepreneurial education should be such that students are trained to be able to interpret data or information and have the ability to make decisions based on several factors and adopt the best option out of many that may be available. The current entrepreneurial education as is taught in NATIs is such that only about a third, 36.7%, of the respondents feel that they are to a very large extent and large extent being taught to have requisite analytical skills. About two-third of the respondents, 63.3%. feel they have not received adequate analytical knowledge and training, as they responded that entrepreneurial education has only built up their analytical skills to a moderate extent or not at all (see Table 3).

More than half of the respondents, 56.7%, feel the entrepreneurial education have only moderately enhanced their critical thinking skills or not helped them at all, while less than half 43.3% feel they have to a very large extent or large extent had their critical thinking skills enhanced as a result of the entrepreneurial education received (see Table 3). The critical thinking skills in entrepreneurial education is expected to enable learners to deal with matters dispassionately, as the sustenance of any enterprise depends on the ability of owners to make decisions that benefits the growth of their enterprises and for this to be done effectively, critical thinking skills which equips them to think clearly and rationally.

The entrepreneurial education in NATIs has not done much to make the students feel they can be self-reliant. The respondents who are of the opinion that to a very large extent or large extent the education received has prepared them for self-reliance accounts for less than a fifth of the total respondents, 17.4%; while 82.6% are of the opinion that the entrepreneurial education received has only moderately prepared them for self-reliance or has done nothing at all to prepare them for self-reliance. This outcome is corroborated by the result seen when respondents were asked further if the education received provides them with systematic and pragmatic tools for becoming self-reliant, about two-third of them, 68.4%, indicated that the education has enhanced their use of systematic and pragmatic tools for self-reliance only moderately or not at all. The goal of entrepreneurial education should be to make the learners self-reliant, as it is clear that government cannot provide jobs for everyone and more focus should be on the growth of the informal private sector.

Productivity is one of the primaries aims of setting up enterprises but systematic and pragmatic tools that will make this possible has not been sufficiently entrenched in the entrepreneurial education being taught at NATIs. Eighty percent (80%) of the respondents indicated that they have only been moderately equipped with systematic and pragmatic tools for productive life, or not at all. In addition, only a third of the respondents indicated that entrepreneurial education received has enhanced their observation skills. Observation skills are important as it helps people pay attention to details when studying the dynamics of their enterprises, and when this skill is high it positively impacts decision making skills.

Perception of Students about The Extent to Which Entrepreneurial Education Curriculum Prepares them for National Development of Nigeria's Economy After Graduation

Table 4: Students' Perception on the Extent to which Entrepreneurial Education Prepares Them for National Development of Nigeria's Economy

| S/N | ITEMS | To a Very Large Extent | To a Large Extent | To a Moderate Extent | Not At All |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------|----------------------|--------------|
| 1. | Enables me to acquire knowledge and broad mindsets required for the growth and sustainable growth and national development of an economy. | 37 (12.3%) | 43 (14.3%) | 40 (13.3%) | 180 (60%) |

| | | | | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|---------------|----------------|
| 2 | Enables me to acquire the intellectual capacity to respond positively to contemporary threats and challenges in this contemporary world. | 41 (13.7%) | 39 (13%) | 80 (26.6%) | 140 (46.7%) |
| 3 | Makes it possible for me to acquire the skills to respond positively to contemporary threats and challenges in the Nigerian State. | 53 (17.7%) | 37 (12.3%) | 90 (30%) | 120 (40%) |

Field Work, March 2022.

The majority of respondents 60% believed that the curriculum does not provide students with the knowledge and broad perspectives necessary for economic growth and national development. Another 13.3% believe that entrepreneurial education provides them with the only moderate benefit of being able to contribute to the national economy and development.

Nearly 73.3% of the respondents believe that present entrepreneurial education curriculum either does not enable them to gain the intellectual capacity to respond favorably to contemporary difficulties in the modern world or only somewhat boosts their potential.

These findings suggest that entrepreneurial education course content has not effectively prepared NATIs students to face a variety of contemporary hazards and difficulties in the country, including but not limited to security threats. The trainings provided in NATIs should not be limited to combat training, but should include a holistic approach to education and training that develops personnel's skill and capability to be self-sufficient while also contributing to national development and economic progress.

Overall, this research backs up researchers like Ofeimun (2014); Adepegba (2011); Okolocha and Odimmega (2019) & Eneji, Nwagbara & Kati (2020). According to Ofeimun (2014) "the failure that has befallen Nigerians in this digitalized world of education extends from universities and polytechnics to the lower levels (p. 176)". In a similar vein, Adepegba (2011) as referenced by Jacob and Ariya, (2015 p.105), claims that, "the Nigerian tertiary institution curriculum does not stimulate originality and innovation in students, which in turn affects their employment viability in a current competitive economy". According to the conclusions of the Eneji, Nwagbara, and Kati's (2020) research findings show that much of what is taught and learned focuses on informing students other than preparing them for functional entrepreneurial education. This explains why the threats and difficulties of this competitive global organization captivate higher tertiary institutions.

The findings of this study corroborate with Okolocha and Odimmega (2019, p.85) statement of problem that, "students are not receiving the type of functional entrepreneurial education that will prepare them for life in a competitive world that demands innovation, collaboration, creativity and critical thinking." This is in spite of the fact, that, "Functional education is viewed as that education that is relevant and adaptable to the needs of learners and society" (Ukaigwe & Adieme, 2018.p.32).

Conclusion

While the move to include entrepreneurial education into the curriculum of NATIs is commendable, skills and capability required by the students to effectively initiate and sustain successful enterprise are not being met with the current curriculum. The respondents showed they are to a very large extent not being trained to be productive, self-reliant and significant contributors to Nigeria's economy. This shows that entrepreneurial education is more theoretically with very little industrial attachments (internship) and practically, giving them hands-on experience useful for entrepreneurial ventures. This means that if the current trend in entrepreneurship education continues unabated, the expected entrepreneurial development and economic growth that Nigeria desires would not be achieved.

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In view of the aforementioned, NATIs needs to fully adopt and integrate functional entrepreneurial education (FEE) into their curriculum and course content in order to join the third academic revolution that is characterized by many tertiary institutions, especially as many tertiary institutions evolve into centers for innovation and entrepreneurship. They need to revolutionize their entrepreneurial curriculum to the society to functional entrepreneurial curriculum of the society. This article argues that functional entrepreneurial education can contribute to self-reliance and capability, leading to NATIs economic improvement and societal transformation and nourishment of the country.

Recommendations

1. To reap the full benefits of functional entrepreneurial education, a core component of the curriculum should include hands-on, experiential learning and internships that will enable students to gain self-reliance and capability that will inevitably lead to significant contributions to the socio-economic development of the country.
2. A curriculum review should also be launched to encourage the development of 21st century skills relevant to starting and maintaining businesses in the private sector, which is a large employer of labor in Nigeria.
3. A good FEE center along with standard new knowledge economy instructional materials and information communication technology equipment should be provided (in a serene environment) where students can learn the practical aspect of this course with ease and understanding.
4. A well-trained and qualified functional entrepreneurial education staff with excellent knowledge of pedagogy and practical course content should be employed and provided in each of these schools for not only the training of these students (both on the theoretical and practical aspect) but also for the socio-economic development of the institution.

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