

***Entrepreneurship Education and Women Graduates Productivity in Ondo State  
Nigeria: Available Option in Lifelong Skills Approach***

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The IAFOR International Conference on Education – Dubai 2016  
Official Conference Proceedings

**Abstract**

Education has revolved from long established systems to the needs of students and the society. Due to this, nations have tried to tailor their societal needs to the goals and objectives of the education policy especially, with the current global economic, social and environmental change, the transition to a knowledge-based society and demographic pressures from population increase. All these attest to the introduction of Entrepreneurship Education in Nigerian tertiary institutions. However, this paper asserts that the lifelong learning skills approach is capable of enhancing the productivity of women through entrepreneurship. This paper seeks to find out the specific skills of women graduates acquired during the course of taking Entrepreneurship education and lifelong learning in their respective institutions, the extent to which they have been able to utilize entrepreneurship education and lifelong learning skills for productivity, whether entrepreneurship education and lifelong learning skills could enhance the women's socio – economic development. These questions and others were answered through survey research of a combination of quantitative and qualitative approach from 243 women graduates in Ondo State. Findings revealed that the combination of entrepreneurship education and lifelong learning skills enhanced women's entrepreneurial productivity for their socio-economic development F-ratio of 205.875 is significant at 0.05 levels. Lessons from these findings are that lifelong learning skills could be used to enhance women's productivity in Nigeria. This is crucial to boost productivity, reduce unemployment, poverty and achieve socio economic development of the women.

**Keywords:** Entrepreneurship education, Lifelong learning skills, women graduates' productivity and socio economic development.

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## **Introduction**

The traditional Nigerian Education system is distinctive although, she has borrowed from international standards as no nation can reach the lofty height of development without borrowing from other cultures but, she has revolved from long established system of indigenous education of learning by doing, character training and community participation to the present system and the introduction of Entrepreneurship Education in the nation's educational curriculum.

Religion and western culture brought about formal education into Nigeria. Educational activities was operated majorly by Christian missions in Nigeria between 1842 and 1882 with a meagre financial support from the colonial administration thus, the utilitarian goal of education was emphasized such that the colonial period and early years of independence witnessed the white-collar job syndrome by Nigerians. However, in 1969 there was a review of the education system Adaralegbe (1972) and in 1982 the emergence of the 6-3-3-4 system of education in Nigeria which provided the content of the system through functionalism and education for self reliance.

The curriculum emphasised the needs of youths and adults, the socio-economic needs, values, aspirations and development of the society (Babafemi, 1990). The 6-3-3-4 would have yielded great impact on the Nigerian youth and adult but for the missing link between curriculum planning and implementation thus, the objectives of the 6-3-3-4 system were not met. Graduates of institutions still seek salaried jobs.

Unemployment in Nigeria stands at 23.9 percent, The Punch April 23 (2014) and Alese (2015); the increase looms. The growing incidence of graduate unemployment and skill shortages in the face of population increase has culminated in high poverty level, underdevelopment and rising rate of social vices and insecurity. One is apt to say that previous formal education policy of Nigeria did not meet the needs of her people. Women were the worst hit as the few that were opportuned to receive formal education early enough had the Victorian style of education to function as 'good wives'.

In order to reduce the level of unemployment among graduates of tertiary institutions, entrepreneurship education was introduced into the tertiary system as a means to instil self reliance through the building of entrepreneurial spirit among Nigerian graduates and reduce the high rate of unemployment among youths, of which women graduates are more vulnerable. Presently, students in secondary schools are also mandated to offer vocational education as a means to build entrepreneurship practice and self employment. Graduates of institutions are also devising coping strategies by attending both private and public lifelong learning institutions. Again, a salient issue is the funding of education in Nigeria. Over the years, a token had always been allotted to education in the nation's budget which had resulted in under implementation of policies in educational units and strata. Adult education, despite the potential had received so much neglect, one wonders why policies written down in blueprint are implemented haphazardly and not adequately funded.

Despite, UNESCO's recommendation of a twenty-six percent nation's budgetary allocation to education yearly; education is largely underfunded in Nigeria while adult and non-formal education, a potential tool for national development had received near to nothing.

Lifelong learning, a salient component of adult education is defined as all learning activity undertaken throughout life, with the aim of improving knowledge, skills, and competence, within a personal, civic, social and/or employment related perspective. This millennium witnessed transition to a knowledge-based society globally where the resources of a nation without adequate knowledge and skills may not take her anywhere in the global market. The concept of lifelong learning is paramount to competitiveness of the knowledge economy that applies to all levels of education and training at all stages of life involving all forms of apprenticeship.

Entrepreneurship Education should be particularly lifelong since it is the training that emphasises the acquisition and development of appropriate knowledge and skills that would enable individuals to maximise resources around them and within their capabilities. Entrepreneurship education is a desideratum in the context of lifelong learning for national development.

It becomes imperative to bring to fore the link between Entrepreneurship education and lifelong learning in adult education as a tool to boost entrepreneurial productivity of institutions graduates and particularly women graduates because of the definite ability of imbuing in graduates/individuals the urge and drive for creativity and self-sustainability. Lifelong learning in adult education that is change-characterised, relevant, situational, relatively planned and organised to develop, create, increase and update people's knowledge irrespective of age for real-life tasks is a continuing education system and instrument for achieving a developed egalitarian society with relatively better productivity of all her citizenry irrespective of sex and age and which is the main thrust of this paper.

Women graduates in this study are adult females, who have completed their studies from secondary schools to tertiary institutions. In essence, they are graduates from secondary schools, advanced teachers colleges, polytechnics and universities.

### **Statement of the Problem**

The level of development of a nation is predicated upon the level of productivity of her human resources irrespective of sex through appropriate quality and level of skills, education, and training. Whereas, functional education involves entrenching requisite skills to make the people self dependent and co-contributors to national development; anything short of these create problems and a lacuna in the total development of the citizenry and the nation at large. There is therefore, the need to appraise the present hands on formal system of education to putting all institutions in place for a more flexible, adaptive and proactive knowledge. Could Lifelong learning side by side entrepreneurship education enhance productivity and stem labour surplus among female graduates for their socio economic development and that of the nation at large? The study provides answer to this as we read on.

## **Objectives of the Study**

The study sought to find out:

1. The specific skills women graduates acquired during the course of taking Entrepreneurship education and lifelong learning in their respective institutions.
2. The extent to which they have been able to utilise entrepreneurship education skills for productivity.
3. The extent to which they have been able to utilise lifelong learning skills for productivity.
4. Whether entrepreneurship education and lifelong learning skills could enhance the women's socio – economic development

## **Research Questions**

The following questions guided the study:

1. What are the specific skills women graduates acquired in their respective institutions?
2. To what extent has entrepreneurship education skills enhanced women graduates' productivity?
3. To what extent has lifelong learning skills enhanced women graduates' productivity?
4. To what extent has entrepreneurship education and lifelong learning skills enhance the women's productivity for their socio – economic development?

## **Literature**

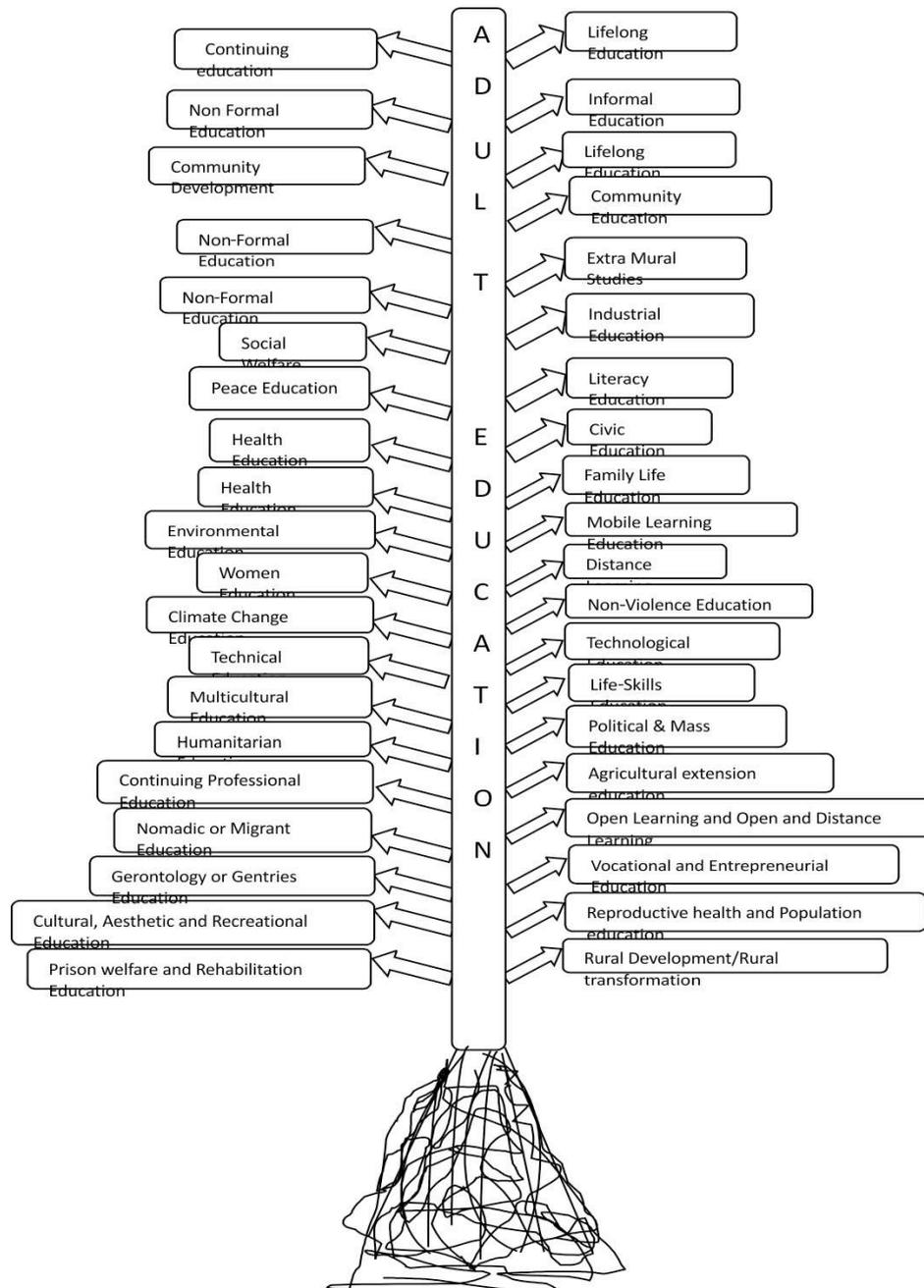
### **Entrepreneurship Education**

Entrepreneurship education in Nigerian tertiary institution's curriculum has come to stay. For over a decade now, the quest for self-reliance and solution to unemployment and poverty has made the nation to seek better productivity through entrepreneurship education. According to Ifegbo (2000) entrepreneurship education is the training that emphasises the acquisition and development of appropriate knowledge and skills that will enable an individual to maximise the resources around him/her within the limits of his/her capability. Also, Osuala (2004) opined that entrepreneurship education is a specialised training in which one acquires skills, ideas and management abilities necessary for self-reliance.

Meanwhile, Okoye (2004) says entrepreneurship education consists of ideas, information and facts that assist learners to develop competencies needed for firm career commitments like setting up business, marketing services or being productive employees of organisations. Abiona and Alese (2009) averred that entrepreneurship education enables students to be better equipped to cope with dynamic change as it shows concretely how cultural values, social institutions, economic policies and legal practices interrelate to shape human behaviour. This offers the opportunities of identifying and responding to societal needs.

## Entrepreneurship Education, Adult Education, Lifelong Education and Lifelong Learning: The Interconnectivity.

Adult Education is conceptualised as an educational activity relatively planned and purposefully organised for people, irrespective of their age, location and socio-economic background, those who desire to learn in order to cope more satisfyingly with real life problems. (Nyerere, 2006 and Egunyomi, 2015). Adult Education covers a variety of activities. It enhances creativity, innovativeness, novelty, survival of the people and sustainable development. The scope of Adult Education is represented in the tree below:



The salient characteristics of Adult Education are the richness, comprehensiveness, wideness, multidisciplinary and interdisciplinary scope. Perhaps the reason why it was re-conceptualised in Hamburg in 1997 as:

*The key to twenty-first century: Both a consequence of active citizenship and condition for full participation in society. A powerful concept for fostering sustainable development, for promoting democracy, justice, gender equity and scientific, social and economic development, and for building a world in which violent conflict is replaced by a dialogue and a culture of peace based on justice.... (Hamburg Declaration paragraph. 2)*

Lifelong Education emphasises continuous and never completed education. It is all levels of formal and out-of-school education that are merged without a break and into a continuum uninterrupted by final qualifications (Knoll, 2004). Nyerere once said that adult education must be a part of life, integrated with life and inseparable from it to contribute to development. In essence, adult education encompasses the whole of life which must build upon what already exists (Nyerere in Adult Education and Development IIZ/DVV 2006). This is Lifelong Education. Lifelong learning is about acquiring and updating all kinds of abilities, interest, knowledge and qualifications from pre-school years to post-retirement, promoting the development of knowledge and competencies to enable citizens adapt to the knowledge based society.

Entrepreneurship is empowering. A deep view of its context reveals the empowering nature. For instance, Essien (2006) defined entrepreneurship as the totality of self-asserting attributes that enables a person to identify latent business opportunities together with the capacity to organise needed resources with which to profitably take advantage of such opportunities in the face of calculated risks and uncertainty. Similarly, Abimbola et al (2007) define entrepreneurship as a process which involves identification and exploitation of opportunities in a social context for the purpose of innovative and increased production, which ultimately translate to economic development and enhance quality of life. A good view of these concepts revealed the connectivity and there is none of them that could not enhance the other. The combination of which will promote the type of lifelong education that a nation desires.

### **Entrepreneurship and Women's Productivity**

Women's contribution to national development cannot be underestimated. According to the United Nations Development Fund for Women (1995) Seventy percent of small scale enterprises are run by women in developing countries. African rural women are engaged in different levels of business activities ranging from micro to cottage enterprises. Former president Babangida of Nigeria remarked that Nigerian women have a history of engaging in productive activities on the farm and in their various cottage industries across the country. Again, Awe and Alese (2010) asserted that Nigerian women produce about eighty percent of the national food output. Corroborating women's productivity Terparse(2013) reiterated that women's involvement in small scale businesses have grown significantly. The female share of entrepreneurial activities in Sub-Saharan Africa accounts for 44.3% in agriculture, 28.2% in industry and 46.9% in services in 1996. In 2004 the figures were 43.8%, 27.0% and 46.2% respectively. Again, in 2005 they were 43.7%, 26.4% and 46.1%. (ILO, 2007 in Alese, 2013).

### **Lifelong Learning Skills and Women's Productivity**

Lifelong learning skills are productive skills. The Nigerian government had embarked on some lifelong skills approach earlier to enhance the people's productivity in which women had benefited. Programmes such as the Better Life for Rural Women Dwellers, Family Support Programmes and the Capacity Acquisition Programme of the National Poverty Eradication Programme are good examples (Alese, 2010).

Similarly, International agencies have been assisting developing countries to empower their citizens through lifelong skills. According to Oladapo (2006) the UNDP launched a programme to enhance the status of women in Nigeria through income generating activities for urban, semi-urban and rural women. Again, DVV international of the German government is implementing development projects in developing countries. For instance, in Afghanistan, it is contributing in an outstanding way to ensuring that women in particular have both literacy and lifelong learning skills. (DVV,2014).

### **Why Lifelong Learning Skills in Tertiary Institutions in Nigeria?**

According to Bamiro (2015), there is an apparent disconnect between acquired skills of the product of the university system and the requirements of the Nigerian industry as the system still operate the curriculum laid down by the colonisers. whereas the World Bank (2009) posits that tertiary education in general is fundamental to the construction of knowledge, economy and society in all nations. Again, Alese (2013), Onyesom and Uwaifo (2013) and Bamiro (2015) posit that it behoves on the nation to restructure the education policies and delivery so that the curriculum will be tailored towards the acquisition of entrepreneurial skills that drives the empowerment of the people for sustainable development and articulate for each discipline the required skills set for the graduates to thrive in the nation's economy.

Similarly, Oloide (2000) affirmed that the absence of a functional entrepreneurship curriculum is an impediment to sustainable development. However, Adult Education stands to remedy this problem as a ready response to human limitations at the individual, community and societal levels. It also fosters a renewed town and gown relationship. This is corroborated by (Sarumi, 2011). Adult Education programmes are usually problem-solving and situationally relevant to the needs of the society. Because of the non-formal nature, it stands to achieve better result where entrepreneurship education is incapacitated for being too formal in nature. It also permeates all discipline. Perhaps the reason Sarumi (2011) affirmed that

*probably no other discipline that the university has helped to contribute to its growth and acceptability than adult and non-formal education and no other discipline in the university that has tremendous impact on the society than adult education.(p.128)*

Nigerians need to borrow a leaf from German's philosophy of education as her policy is guided by the principles of holistic lifelong learning in the form of education from early childhood through primary and secondary school-vocational education, higher education and further education and training. This is academic learning and above all non-formal education which DVV international implements (DVV, 2014).

### **Challenges of Entrepreneurship Education**

There is no doubt that Nigeria had always tried to correct her errors and imbalances in her educational policies, she had always bought into developmental issues through diffusion but, the problem had always been a gap between policy formulation and implementation. For instance, the 6-3-3-4 system of education of the 80<sup>s</sup> would have corrected the anomaly of colonisation and a solid foundation for entrepreneurship education but for poor implementation. The 6-3-3-4 system was a local breed that laid emphasis on functionalism and education for self-reliance but was not allowed to thrive.

Meanwhile, The teaching and learning process of entrepreneurship education is too formal. Also, rather than making use of local text to address local needs; foreign texts that are not synonymous with local needs are made use of. According to Alese (2013 and 2015). Oyetakin (2015) Onyesom and Uwaifo (2013). There is the need to bridge the theory – practice gap and the missing link between curriculum planning and implementation.

Again, the poor knowledge of basic science and technology poses threat to entrepreneurship development. Nigeria has refused to develop her technology. In cases where some people initiate indigenous technology, incentives and motivations are lacking to drive the creativity and innovation. According to Oyetakin (2015) there is lack of strong patent law even to protect local entrepreneurs such that products will not be exposed to piracy and local goods need to be encouraged. The high cost of Operating business and the collapsed infrastructural facilities hinder entrepreneurs from maximising their potentials. Equally, the ‘get rich quick syndrome’ as a result of the oil boom has impacted negatively on our attitude to work.

Funding of quality education generally in Nigeria is not encouraging. According to Alese (2015a) the budgetary allocation for education generally falls short of UNESCO’s recommendation. The present Buhari administration’s budget has just been passed and education received 365.6 billion. Inadequate funding has affected the implementation of education curricula generally in Nigeria.

### **Challenges of Adult Education and Lifelong Learning**

According to Sarumi (1998) Adult education makes use of initial skills, changes wrong values and attitudes, updates knowledge and offers people lifelong learning through its multidisciplinary component. Adult Education in the context of lifelong learning provides opportunities for change in individuals, communities, societies and nations. It assists in the acquisition and renewal of skills to make a living but despite these benefits, the society and government gives little or no priority and recognition to adult education.

The nomenclature – adult education has attracted global discourse which makes the people to have a wrong perception of its content. No wonder many universities in Nigeria are yet to embrace the discipline. Also, collaboration among cognate Faculties and Departments in universities that float programmes in adult education is lacking some Faculties and Departments are ignorant of the value adult education could add to their programmes as such they underrate it as a discipline.

A well developed adult education and training system provides a variety of programmes and courses that respond to personal and national development needs (Nnazor, 2005, Sarumi, 2011, Egunyomi, 2015 and Igbo, 2016).

Again, Sarumi (2011) asserts that adult education need to re-examine itself and reflect on the courses on offer , the tools of analysis used, relevance to its goals, quality of research output and the way the discipline is responding to global challenges, as it behoves on lifelong learning to redress the challenges of globalisation, the digital divide, armed conflict, insurgency, industrial unrest, peace building, poverty reduction, gender parity and the Millennium Development Goals.

Funding of all levels and strata of education is a big challenge in Nigeria. Individuals, government, philanthropists should rise up to the challenge and fund education generally and adult education in particular in order to meet up with the lost of period and neglect.

The body anchoring adult education practitioners in Nigeria are not up to the task of coordinating the Nigeria National Council for Adult and Non – formal Education (NNCAE) properly. All known professionals come together always to address issues concerning their profession but the NNCAE organises its annual conference at will.

## **Theoretical Framework**

### **Constructivist theory of learning**

The study employs Constructivist theory of learning to presents how learning occur. Constructivism is a cluster of related views among which is the social constructivism, radical constructivism and social cultural approach premising on the assumption that learning is a social, personal and active process of constructing meaning and transforming understanding (Schulze, 2003 in Geduld, 2014). As propounded by Dewey, Piaget and Vigotsky, they opined that knowledge is constructed from real life experiences, prior knowledge and the activities students engage in as they learn (Bartos, 2007 in Geduld 2014).

This theory states that students learn with greater understanding when they share ideas through conversation, debate and negotiation. Again, that learning should be situated in realistic settings while testing should be integrated with the task and not a separate activity and sometimes peer review to be set up to encourage further thinking (Bartos, 2007 in Geduld, 2014). This is quite relevant to entrepreneurship education and lifelong skills as they provoke knowledge and enhance creativity and innovation which are essential for the knowledge economy.

Although constructivism has its weaknesses, for instance, it has been criticised for its subjectivity in downplaying the role of individual students while emphasising social interaction and collaborative learning and that student are evenly responsible, self directed and posses the skills to control their own learning Geduld(2014) yet the theory is quite adaptable.

## **Methodology**

The Study adopted a descriptive survey research design which enhanced the research process. A sample of women from a selected lifelong learning Skills/Entrepreneurial skills: RQ1\_ Bag making, shoe making, cosmetology, photography/ event recording, poultry keeping and fishery were chosen because of women's prevalence in the skills. Participants of the study were two hundred and fifty (250) women. Participants in four skills RQ1 Bag making, shoe making, cosmetology and photography/event recording were drawn on equal basis of forty – two (42) participants each from the purposefully selected skills; employing the stratified and simple random sampling techniques while the two other skills: poultry keeping and fishery had forty – one (41) participants each.

The participants' age range from twenty – eight years (28) to forty – five (45) years. Out of the two hundred and fifty participants, one hundred and sixty – two (64.8%) are married while eight – eight (35.2%) are not married. None of the participants are widowed. All the participants are literates. Their literacy rate range from the Senior Secondary School to University level. All the participants had a taste of entrepreneurship education while they were in School. They decided to go for the practical in lifelong learning centres when they graduated since they did not have the opportunity while at school.

The study covered the three senatorial districts picking two major cities each where lifelong learning centres were operational in Ondo State, Nigeria. They are Akure, Ondo, Ileoluji, Okitipupa, Owo, and Akungba. Apart from the fact that the cities represent the three senatorial districts, they also house formal institutions from primary schools to tertiary institutions where the respondents graduated from. A thirty item self – structured questionnaire tagged Women Entrepreneurship Education/Lifelong Learning Skills Indices and Productivity Scale (WEELLPS) based on Lickert scale format with a reliability coefficient of  $r = 0.79$  was used as the main instrument to elicit responses from the participants.

Out of 250 questionnaires that were administered 245 were returned while 243 were adequate for data processing. While the 243 questionnaires formed the basis of data analysis of the study. The Focus Group Discussion (FGD) was used to capture information that may have been omitted by both the researcher and respondents in writing. A total of six FGD sessions were conducted with the participants from six selected skills – Cosmetology 42, Bag making 42, Photography 42, Shoe making 42, Poultry 41 and Fishery 41

## Result and Discussion of Findings

Research Question 2. To what extent has entrepreneurship education enhanced women graduates' productivity?

Hypothesis 1: Would there be no significant relationship between Entrepreneurship education and Women productivity?

**Table 1**

Variable	Mean	Std. Dev.	N	R	P	Remark
Entrepreneurship Education	71.9506	14.2735	243	-.422**	.001	Sig.
Women Graduates' Productivity	24.6872	3.8345				

It is shown above that there was a negative significant relationship between Entrepreneurship Education and Women Graduates' Productivity ( $r = -.422^{**}$ ,  $N = 243$ ,  $P < .01$ ).

The reason is not farfetched. Although, entrepreneurship education is found to enhance productivity; the women graduates were exposed to a non explicit and theoretical curriculum while in school. This agrees with (Alese, 2010, 2013 and 2015b; Onyesom and Uwaifo 2013, Agbim et al and Ojeifo 2013)

Hypothesis 2: Would there be no significant relationship between lifelong learning and women's productivity?

**Table 2**

Variable	Mean	Std. Dev.	N	R	P	Remark
Lifelong Learning	71.9506	14.2735	243	.221**	.001	Sig.
Women's Productivity	32.2305	5.3556				

Also, table 2 shows that there was significant relationship between lifelong learning and Women's Productivity ( $r = .221^{**}$ ,  $N = 243$ ,  $P < .01$ ).

This corresponds with Figel (2006) Alese (2013) Sarumi (2011); Egunyomi (2015) and Igbo (2016).

Hypothesis 3: Would there be no significant relationship between entrepreneurship education and lifelong learning for Women's socio – economic development?

**Table 3:** Joint contribution of the independent variables (Women’s socio-economic development ) on Entrepreneurship Education and Lifelong Learning Skills.

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.522	.272	.271	12.2442			
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	61729.336	2	30864.668	205.875	.001	Sig.
Residual	165211.15	1102	149.919			
Total	226940.49	1104				

Table 3 shows that the joint effect of the independent variables (Women’s Socio Economic Development) to the prediction of the dependent variables.

i.e Entrepreneurship Education and Lifelong Learning Skills were significant. The table also shows a coefficient of multiple correlation ( $R = .522$  and a multiple  $R^2$  of  $.272$ ). This means that 27.2% of the variance was accounted for by the predictor variables when taken together. The significance of the composite contribution was tested at  $P < .05$ . The table also shows that the analysis of variance (ANOVA) for the regression yielded a F-ratio of 205.875 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant.

Lifelong learning component in Adult education is enhancing. This supports (Sarumi, 2011, Egunyomi, 2015 and Igbo 2016). Lifelong learning has assisted in providing the missing link in entrepreneurship education by providing practical link between the women’s needs and their society. Thus enhancing their socio – economic development and assisting in solving real societal problem.

These findings corroborate the Focus Group Discussion session with the participants. For instance, The Bag making session was summarised thus:

*We learnt entrepreneurship education in school but was too theoretical. Some of us that are tertiary institutions degree holders were exposed to a week practicals of the skills we are interested in learning at the National Youth Service Corps Camp in Nigeria. After this, we went to lifelong learning skill centres where we had pure practicals. Ma, there is a big difference between theory and practice although we paid for the training; we are satisfied because we are able to practice. We take our products to schools, markets, churches and the like. Even, during festive seasons we make more money; see! I cannot sit in any office to be pushed around, wait for thirty solid days before receiving salaries which is not even regular these days. Our apprentices are here. So what else do I want?*

The above is corroborated by Ojeifo (2013), Bamiro (2015) and Alese (2015b) that there is an apparent disconnect between the universities and industry which calls for university – industry partnership. Alese (2010, 2013 and 2015) further complemented the creativity of women in their different engagements. Also, the shoe makers corroborated the opinion of the bag makers.

*We patronised lifelong learning skill centres in order to be skilled in our chosen engagement. You can see that this has actually counted us among manufacturers. Personally, I don't even want to be engaged in salaried profession. Here, I exhibit my creativity and innovative skills and it's worth the while. Aunt, people wear shoes every day!*

The above affirmed (Sarumi, 2011; Egunyomi, 2015 and Igbo, 2016). Lifelong learning engages the people by meeting them at the point of need. Again, the Cosmetologists had this to say:

*Have you seen people, especially women who do not like to look good? Yeah! We make people look great! If we make up for you, your husband will love you the more. We learnt this skill when we left school. Nigerians love throwing parties. There is no day, especially weekends that we are not engaged. The unique head gears on politicians are also done by us. Abeg this business, na good one!*

This agrees with Machando (2000) Oyetakin (2015) and Nyerere (2006). Education and training for the need of the society is important.

Meanwhile the event coverage/photography session enthusiastically said:

*We give real meanings to programmes and events. During programmes, events and parties, we cover and record such events and people dote on us because of our expertise. Sister, this business earns us good living. Despite our certificates; none of us is thinking of picking up a white collar job.*

This is in agreement with (Machando, 2000; Bamiro 2015 and Alese 2015b). The poultry and fishing sessions are summarised thus:

*Poultry and fishery businesses are good. Most of us engage in the two as you can use poultry waste to feed your fish. At school we learnt these skills too but there is nothing like practical experience. The experience gained with farmers in our locality was put together with the one acquired during entrepreneurship education at school. Let's be sincere with you Ma, government is wasting resources by not investing extensively in farming.*

This agrees with (Agbim et al 2013, Ojeifo, Onyesom and Uwaifo 2013, and Onyetakin, 2015).

## **Conclusion**

It was established in this study that Entrepreneurship education side by side lifelong learning is a right move towards enhancing women graduates' productivity in Ondo State, Nigeria. Given, the high rate of unemployment, and poverty among the citizenry and the movement towards knowledge based competitiveness internationally; the present curriculum of Entrepreneurship education in tertiary institutions and the way it is taught may not be able to address the needs of the learner, the Nigerian industry and society at large. Lifelong learning through adult education is capable of harnessing the potential of the discipline towards bridging this lacuna since it is a ready response to human problems at the individual and society levels.

## **Recommendations**

Based on the findings of the study, it is necessary to recommend the following:

- There is the need to review all tertiary institutions curricula in order to make provision for the required skills of the Nigerian industry to avoid a disconnect between the acquired skills of the product and the requirements of industries.
- There is the need for collaboration between cognate faculties and departments of institutions in building a curriculum that involves community participation for all discipline. Also, no discipline should see itself as being superior to the other but partners in progress.
- Entrepreneurship education curriculum in tertiary institutions should be made more practical to address local content.
- There should be a well developed lifelong learning and training system that respond to both personal and national development needs.
- This is the right time for all universities to create a separate department for adult education in universities and other tertiary institutions.
- The NNCAE need to rise to the challenge faced by adult education in the society. There is a dire need to protect and enhance the image of the discipline in Nigeria.
- Funding is salient to the success of any programme embarked up. The time is right for the government to give the funding of all units of education a pride of place in the nation's budgetary allocation if anything is to be achieved.
- Government, political leaders and philanthropists need to fund good business plans of graduates of institutions. This way, they must have impacted better on the society.
- It is high time majority of students take their studies more seriously and move away from the stage of complacency to a more problem – solving and solution driving stage. Attitude to work should change from an atmosphere of uncertainty of the oil boom, and the get rich quick syndrome to an attitude that promotes knowledge, creativity, innovation and entrepreneurship.

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Fig 1: Pictures showing a woman cosmetologist at work



Fig 3: Picture showing researcher during an interview session with skilled women in a lifelong learning centre



Fig 4: Poultry and feed mill owned by a young female graduate





Fig 5: Pictures showing fish pond natural aquatic and artificial habitat



Fig 6: Picture showing photo village and research assistant during an interview session with a young female graduate photographer.