



CONSTITUTING QUALITY EDUCATION FOR EFFECTIVE ENTREPRENEURSHIP PROGRAMME

GARBA SHEHU Ph.D. FICEN
SA'ADATU RIMI COLLEGE OF EDUCATION, KUMBOTSO, KANO.

INTRODUCTION

With an estimated population of 140 million, Nigeria accounts for nearly one quarter of the populations of sub-saharan Africa. Growing at an estimated **2.8%** a year, certainly it is one of the fastest growing populations in the World with children below the ages of sixteen for 45%. Despite its oil revenue, it is estimated that 70% of the population are still living below poverty line largely due to lack of access to quality education (VSO, 2008). The Federal Ministry of Education in its 2006 presentation identified education as a transformative tool to develop, empower and progress the Nigerian nation. Yet the education system which is regarded as an instrument for the nation's socio-economic development, industrial and technological advances and political as well as cultural growth, has over decades been in a state of severe crisis, stemming from an increase in disparity between the requirements vital to providing quality education and the available resources. According to the 2008 World Bank Report on Education sector Due to high increase in number and size, our education sector has now become large and complex, demanding for continuing strategic planning and efficient management . These challenges have prompted growing concern over the efficiency and effectiveness with which the nation's educational system is handled. In order to have a quality education that holds a strong bearing and insistence on economic empowerment of the Nigerian citizens, there is need to explore and examine the best options and best practices for guidance. Therefore, the primal intent of this presentation condenses around five major components viz: Brief Historical background of education in Nigeria; Theories of Quality Education; Toward constituting a Quality Education; Effective Entrepreneurship Education Programme; Entrepreneurship Education in the NPE, MS and Roadmap, Critique; Framing Challenges and Mapping Solutions.

1.1 BRIEF HISTORICAL BACKGROUND OF EDUCATION IN NIGERIA.

Nigeria as a developing nation has enormous potential for industrial expansion and technological advancement and these developments are a never-ending process as one innovation leads to another. For Nigeria to realize these potentials and available resources, a quality education system was required. Historically, Nigeria inherited a British system of education with Colonial mentality; which did not see to the future needs of the country as a developing nation. That type of education, according to Fafunwa (1982) mainly reflected the needs of Colonial Masters of the 1950s among which initially, acquisition of conventional literary and artisan skills and later on academic pursuit in general education assumed preponderance over technical orientation in industrial arts as well as science and

technology education necessary for the nation's technological growth. Thus, ever since the attainment of independence in 1960 and eventual status of a developing nation, Nigeria has been and still remains challenged by the problem of providing relevant and quality education to the ever increasing number of students' population (Aloko, 1999). Still through its history, education in Nigeria, has undergone various levels of development and acquired significant changes through review and reform efforts, all the recommendations insist on substantial financial input. Yet, there is paucity of convincing evidence that shows attainment of well documented success and general effectiveness of programme implementation.

1.2 THEORIES OF QUALITY EDUCATION

Theoretically, there is a plethora of educational theories that have emerged over centuries. Each theory has had and still has distinct characteristics that profoundly influenced and continues to influence our educational practices. In considering the contributions, theories make to development and implementation of education system, one must do so with great care as several trends continue to emerge to confirm or disapprove one other. Perhaps the best way to show respect for these limitations is to state expert's clarifications rather than delving into definitive statements. According to World Bank (2008) The successful formulation and implementation of quality education system is largely dependent upon the quality of inputs and the **degree of interplay** among the major stakeholders i.e. **Governments, Ministry, Institutions and Development Partners**. The roles of each in constituting quality education are as follows:

On one hand, governments, concentrate on consultations, economic growth, wealth creation, legislation, planning, accountability, financial regulation and management, research priorities scholarships, collaborations etc ministry should see to quality assurance, accreditation system, roles and mission, mobility, status, allocations, competitiveness performance, initiative etc. Similarly, while institutions focus on strategic planning statistics, performances, review, motivation upgrading, professional development, administration decentralization, supervision, improvement, employment and departure etc development partners become more concerned with recognition, expansion, special programme, donations, ICT equipment instruction and leadership.

On other hand, according to McDonald (1990) Quality education operates as a system comprising of basic components that seek to ensure the conformity of the simultaneous operation of the **internal coherence factors** which include: **Content, Teacher, Student and Setting**. McDonald further stated that:

In order to constitute quality education, there is need to ensure the matching of these internal coherence factors.

- a. Contents that are politically, culturally and socio-economically determined are adequate, relevant, worthwhile and address current and future challenges, issues and aspirations of the nation.
- b. Teachers are academically qualified, and have attained high level of professional competence and developed positive attitude toward teaching their respective fields of specialization.
- c. The students admitted are physically and mentally adequate and attitudinally ready to withstand the challenges involved in the process of learning.

- d. The setting receives the necessary, adequate and continuing administrative, financial and societal supports which include maintenance and development of the physical as well as psychological aspects of learning environment.

McDonald summarizes his theory of quality education as follows: A good quality education system strives to be envisioned as having independent subjective interior existence which is capable of experiencing, obliged to history and motivated by sincerity of its purpose .

1.3 TOWARD CONSTITUTING A QUALITY EDUCATION

To constitute quality education there is need to consider and recognize what World Bank 2008 Report refers to as inter play model as well as Mc Donald's thesis of internal coherence factors. Considering the World Bank Report (2008) as well as McDonald (1999) vision on quality education, the conference participants may deliberate further to ascertain whether our education system is a quality one, and has met the experts' requirements and whether it is good enough for effective entrepreneurship training.

1.4 EFFECTIVE ENTREPRENEURSHIP EDUCATION PROGRAMME

According to Zottan (2006) Entrepreneurship has at least two meanings, first, entrepreneurship refers to owning and managing a business. This is the **occupational notion of entrepreneurship** within this concept, there are dynamic and static perspectives: while **dynamic perspective** focuses on the creation of new business, **static perspective** relates to the number of business owners. Secondly entrepreneurship refers to entrepreneurial behavior in the sense of seizing an economic opportunity. This is the **behavioural notion of entrepreneurship**. Entrepreneurs in the behavioural sense need not be business owners. Brown (2007) identifies another category of entrepreneurs referred to as social entrepreneurs . They are innovators whose ideas have the potential to disrupt existing patterns of actions, driving further societal change. In sum, an entrepreneur is an initiator, innovator and risk bearer – the catalyst who combines land, labour and capital resources in new and unique ways to produce new goods and services (Coleman, 2001). Almost all successful international businesses such as: General Motors, Coca-Cola, IBM, Canon, Samsung, Honda, Mercedes, Lexus, Intel Johnson, McDonald, Kodak, Nokia, Nike, Oxford, Harvard, Cambridge, 3M, Apple II, PZ, as well as our national businesses such as: Odutola, Ekene Dili Chukwu, Dangote, Dantata, The Young Shall Grow, Kabo Air, Virgin Nigeria, Dana Air, Ashaka and many more all have contributions to socio-economic development of humanity. Entrepreneurship education then is an education which prepares citizens to become an entrepreneur, employer and a manager of resources.

1.5 ENTREPRENEURSHIP EDUCATION IN THE NPE

The Post-Colonial Education was not leading to the production of scientists and technologists capable of utilizing creative and productive force for national development it is in response to this guide the development of a responsive and productive quality education in Nigeria. One of the significant thrusts of this policy is the incorporation of entrepreneurship in science and technology segment to boost nation's economic development. To support this strategy, the government and institutions began to build in entrepreneurship education in school curriculum.

1.6 ENTREPRENEURSHIP COURSES IN THE NCCE MINIMUM STANDARD (MS).

When Ashby Report of 1962 recommended that an organ that would see to the peculiar needs of teacher education and professional preparation in Nigeria, nobody had the establishment of NCCE in mind. However, what Ashby conceived then eventually led to the promulgation of Decree No.3 of 1989. An instrument upon which the National Commission for Colleges of Education was established (NCCE: New Letter, Jan 1995, Vol. 3; No. 1). The Commission was charged with the following responsibilities:

1. Making recommendations on the National Policy on Education necessary for the full development of teacher education.
2. Laying down National Minimum Standards for Nigeria Certificate in Education (NCE) programmes for nationwide application.
3. Harmonizing entry requirement for admission in Colleges of Education.

The eventual production and implementation of the MS document certainly had brought to an end the utilization of unrefined and differentiated curricula tailored by Individual Advanced Teachers Colleges (ATCcs). It also made transferability of credit system possible. Subsequent reviews of the MS have over 19 years generated various modifications resulting on one hand; expansion exclusion, separation and integration of course contents on the other hand, procurement of infrastructural facilities, equipment and instructional materials. One major thrust in the reviewed versions of the MS is the inclusion of entrepreneurship courses in the vocational and technical education component at the levels of NCE II and NCE III.

1.7 ENTREPRENEURSHIP EDUCATION IN THE ROADMAP FOR NIGERIAN EDUCATION SECTOR.

The 2009 Roadmap for the nation's educational sector was recently presented by the Hon. Minister of Education to the National Stakeholders of education to obtain comments consensus and ownership. The Roadmap which focuses on four priority areas i.e. Access and Equity; Standards and Quality Assurance; Technical and Vocational Education and training; and funding recognizes education as the vital transformational tool and formidable instrument for socio-economic empowerment. The document clearly states the roles of tertiary institutions in achieving socio-economic empowerment through provision of effective Vocational Technical Education. Entrepreneurship as a course in Vocational and Technical Education Departments, will certainly receive enormous attention in respect to funding.

1.8 CRITIQUE OF ENTREPRENEURSHIP COURSES IN MS

In a related development, entrepreneurship courses as contained in the 3rd edition of 2002 MS is of quality standard and full coverage of topics. However, it rather addresses issues vertical direction than horizontal enrichment. Moreover, the general observation remains that whether this particular segment of entrepreneurship course was actually field tested prior to its incorporation into the MS. It is discussable whether the continuing expansion of course content is not leading to imposition and credits overloading on students.

1.9 FRAMING CHALLENGES AND MAPPING STRATEGIES

The 1988 UNESCO International Education case studies of selected countries revealed that many developing countries have embarked on processes of curriculum diversification and integration as a way of tackling unemployment and poor economic performance. It was obvious that continuous curriculum reforms are needed to improve the quality of education system and students' capacity for self-employment, such reforms must focus on procurement of infrastructure and instructional system delivery. Since Vocational Technical Education has remained a powerful instrument for tackling unemployment and poor economic performance, the instructional environment in Vocational Technical Institutions can be redesigned to prove the kind of employability skills and managerial competence needed for entrepreneurship engagement. In establishing a business unit whether on the basis proprietorship, partnership, private or public limited liability, basic considerations such as: capital, choice of business and location factor need definite attention. Many small scale businesses have failed due to lack of business experience, insufficient finance, wrong choices of location, business line, investment attitude and judgement. (Pauda, 2001). According to Nwamaradi and Emele (1988) business organizations and industries in Nigeria are seriously affected by environmental factors. These factors include political, socio-cultural, economic, technological and infrastructural problems. In a related development, Owo (1992) associated the concept of entrepreneurship with the activities challenges of establishing and operation of business enterprises Viz:

Identification of investment opportunities, correct decision making, promotion and establishment of business. Provision of scarce resources required for production and distribution.

Management of human and material resources for the attainment of the basic objective, risk bearing and involving innovations in science and technology.

At institutional level, the issue of inadequacy of infrastructural facilities, workshop experiences pedagogical activities, curriculum review efforts industrial work experience, career guidance relevant projects orientation motivation, research and development continuity, articulation, etc remain major challenges to the entrepreneurship education.

2.0 SUMMARY

The making of a successful entrepreneur, civil engineer or medical doctor or an accountant or an architect or a petroleum engineer or an aircraft technician or a food technologist or indeed any other professional in the areas of science and technology begins with the lessons in elementary science and technology. Therefore, it is the quality of education that lays the foundation of technological development in any country. Both the effectiveness and pace of entrepreneurship advancement of a nation depend on the quality and efficiency of its education system (Lassa, 1997). This citation should remain us of the necessity of quality education for national economic development. Therefore, quality education must be capable of preparing citizens with the knowledge, competence and attitude to face developmental challenges of a nation. In recognition of the contributions quality education can make to the development of an effective entrepreneurship programme, it is found that

major stakeholders as well as internal coherence factors have profound influence on a nation's socio-economic development plan.

Entrepreneurship education is identified as a major source of Nigeria youth empowerment, yet there is still scanty evidence supporting the adequacy of governmental and non-governmental corporate supports. Since the spectrum of entrepreneurial investments is limited in Nigerian economic sector due to economic, societal, infrastructural and political problems there is an urgent need to ensure that the potential mismatch between the education content and our industrial and market needs is non-existent.

2.1 CONCLUSIONS

The quality of education, training and attitude an entrepreneur possesses is large responsible for his productivity and successfulness. Through the process of quality education which emphasizes innovations, skills acquisition and managerial ability, an effective entrepreneurship programme can be put in place.

In the explanation of quality education for effective entrepreneurship training, four essential issues have to be addressed namely: content, process methodologies and the effectiveness of products. For the purpose of participants' deliberations on entrepreneurship education, the range of production for which the entrepreneur sticks his head, his initiative and resources, should go beyond factory production, to include provision of personal services such as: supply of security guards, the marketing of industrial products, collection of broken bottles and plastic products for re-cycling and setting up of one's own workshop or business centre. Therefore, entrepreneurship education, must address contemporary issues for socio-economic development of the nation.

REFERENCE

- Akolo, J. B. (1999) Art and Pedagogy: Art Curriculum in the 6-3-3-4 System of Education. In SNA at 25 Creative Dialogue, Lagos: Pola – Tabson Nig. Pp 1 – 15.
- Brown, C. (2007) Open Sourcing Social Solutions Innovations Summer Press, National Park Service Issues.
- Coleman, J. (2001) Identification of International Business. New Your: Harcourt Brace, Jovano Vich – IL.
- Dauda, W. (2001) Business Entrepreneurship Development. Current Challenges. Journal of Vocational Education. Vol. IV No. 2 March.
- Fafunwa, A. B. (1994) History of Education in Nigeria. London: George Allen And Urwin Ltd, WCIA – IL.
- Federal Republic of Nigeria (1982) National Policy on Education (Rev. Ed.), Lagos: Federal Ministry of Information, Printing Division.
- Federal Republic of Nigeria (2009) Roadmap for Nigeria Education Sector, Lagos: Federal Ministry of Information.
- Federal Republic of Nigeria (2006) Education s a transformative tool to develop, Empower and progress the Nigerian Nation . NEEDS Conference Abuja.
- Lassa, P. N. (1997) Entrepreneurship Education for Socio-Economic and Industrial Development in Nigeria. Entrepreneurship Practice in Education Publication Unit F.C.E. (Technical) Umunze.
- McDonald, J. B. (1990) A Conceptual Model, Washington, D. C. Association for Supervision and Curriculum Development.
- Nwamaradi, S. M. and Emele (!988) Entrepreneurship and Environmental Factors. A Hand Book for Successful Management of Organization.
- National Commission for Colleges of Education, (1995) Special Education Newsletter, (Jan. Vol. 1, P. 6).
- Owo, C. M. (1992) Establishment and Operation of Business Enterprises: The Challenges. Unique Press Limited.
- Unesco (1988) International Education Case Studies in Developing Countries, Paris Unesco.
- Volunteer Overseas Organization (2008). www.vsointernational.org.
- <http://www.worldbank.report2008>.
- Zotton, A. (2006) How is Entrepreneurship Good for Economic Growth. Innovations/Winter.