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## CITIZENSHIP AND ENTREPRENEURSHIP

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### ABSTRACT

A saying goes thus: —life is not a bed of roses|. This is a fact. If life is not a bed of roses, then entrepreneurship cannot be a tea party. It is a product of hard work of sleepless nights, being jack of all trades and master of all. Learning to start out early in the day and work till late night, and it takes being prepared to wait until the seed of your enterprise germinates grows up into fruits bearing tree and then harvest the fruits. A lot of people dream of becoming entrepreneur but have not really weighed the odds and counted the cost whether they can sustain the initial enthusiasm and endure till the seed planted begin to bring in fruitful harvest. This is the essence of citizen education for better entrepreneurship. Citizenship education helps in creating desirable social behaviours and skill in students in the light of some social problems which the society is trying to solve. The main trust of this paper is to define important concepts as they relate to the discuss, x-ray the challenge before the Nigeria Nation as regards unemployment of school leavers and the need to encourage skill oriented education.

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### INTRODUCTION

Economic realities in Nigeria since Gen. Ibrahim Babangida (1985), Nigeria’s onetime military president who introduced the structural adjustment programme, had pushed many to embrace alternative means of sustenance aside paid employment. One of the few options Nigerians of all

ages and sex have exploited in the past 20 years is entrepreneurship. Many were ill-prepared for the task of entrepreneurship before they embraced it, leading to the early demise of many of such start-ups, while those who survived did so in the hard way. Every game has its success rules, and entrepreneurship is not an exception. Being an entrepreneur is more than just starting a business, it is about having the right attitude and the drive to succeed in business. All successful entrepreneurs have a similar way of thinking and possess several personal key qualities that make them so successful in their chosen venture. Successful entrepreneurs like Mike Adenuga have an inner drive to succeed and grow their business rather than having a Harvard business degree or technical knowledge in a particular field. A one-table exhibition, arranged at the foyer

of the Bola Ige Information Technology Center, National Women Center, Abuja. The date was Tuesday, March 10, 2009. On display were baby cots, baby bags, baskets, various types of perfumes, soaps, chocolates, curie, pomade and many other household needs. These items were products of women who were trained on Information Technology skills at the Prof. Iya Abubakar Community Center, Bauchi, under the Microsoft Corporation social corporate responsibility flagship programme, the Unlimited Potential. Under the programme at the Bauchi Center, 50 Women living in Purdah (Seclusion) were trained on basic IT skills and entrepreneurship. The result was an astonishing torrent of creativity that has produced these products which are of very high international standards, yet all made from locally available materials. Does this not tell us that industry lies in the empowerment of the people? The secret as revealed by Yusuf Mahmoud, a staff of the Iya Abubakar Centre who conducted people round the exhibition was that the women were able to leverage their newly acquired IT skills, browsing through relevant websites, downloading designs and recipes which they then adopted and used local materials to produce their wares. Today many of these women who are secluded and therefore living from homes, have found an outlet for their creativity through the internet. They are economically empowered and fully engaged. One of the main aims of citizenship education is inculcating in the individuals the desirable idea, values, norms, philosophy and cultures of their society that have evolved over the years. Every citizen including the young has a responsibility to make a positive impact on his/her group community, and country. But to do this, the individual need to have the confidence to contribute and to appreciate that his/her contribution will be useful to the development of the society. To empower and involve everyone in the process and thus safeguarding stability and encourage change, we must gear their thoughts and imagination accordingly through citizenship education in all its ramifications. According to Aibangbe (2004), there is no better time to talk, about citizenship education for effective citizenship in Nigeria than now, when our society appears to be lottering at the brink of collapse. At the same time, citizenship education must be distinguished from mere indoctrination. Hence the individuality of the citizenry must also be protected.

### ***Definition and Meaning of Citizenship Education***

There is no viable single-sentence definition of citizenship education. The concept is far too broad for that. But it is possible to obtain a working characterization of it from a broad spectrum of views on the field. Onipe (2002) for instance, sees citizenship education as: —The deliberate incubation of Social and Cultural attitudes, knowledge and skills that enable individuals to become socially and politically integrated within the society. Ubioworo and Avwata (1997), on the other hands, describe citizenship education as nothing but: —A process of spreading the ideas or knowledge of Citizenship skills, traits and abilities required for the development of the nation and members of the diverse Nigerian Communities. To Adiotomre (2003), this implies that citizenship education aims at inculcating the ideas of the society in the youth. He goes further to argue that citizenship education can also be those things we expect the youth to acquire in order for them to be able to develop and contribute more meaningfully to the development of the country. Such expectations,

in accordance with constitution of the Federal Republic of Nigeria, may include: virtues of respect for the worth and dignity of the individual, respect for the dignity of labour, faith in man's ability to make rational decisions, sharing responsibility for the common goals of society, acquiring moral and spiritual values in interpersonal and human relations, etc. The ultimate aim of citizenship education in Nigeria can be said to involve how individuals may, be transformed through the process of education into sound and effective citizen. Citizenship education according to Lar (1999) is: That type of education which teaches what it entails to be citizens of a Community, his responsibilities in the society: his limitations and the fundamental rights he is supposed to enjoy as enshrined in the constitution. It also teaches why it is important for one to be patriotic to the country and love his fellow countrymen so that unity, progress and stability will be reached. Meziobi (1992) was of the opinion that citizenship education equips the individual with pertinent knowledge and skills that will enable one to contribute meaningfully to the development and progress of an ever enhancing dynamic modern world. Citizenship education is a form of socialization that enables the citizens of a country to adapt to their society through the provisions adequately made by government. This informs the view of: Ikemelu (1994) to the effect that —citizenship education is the type of education that can transform a person into a citizen. Furthermore, it prepares the society itself to enable a citizen to exhibit his citizenship. Citizenship education aims at inculcating through practical exercises such qualities as public spiritedness, voluntary service, sense of fair play, honesty, and respect for opposing opinions and views, and self-sacrifice for the good of others. These qualities will promote self-reliance, the dignity of labour, national ethnicity, unity in diversity and national economic and political stability. From the above definitions and views one can deduce that citizenship education refers to the educative means in a sovereign state whereby the citizens or individuals become socially and politically aware, socially integrated into the social milieu, acquire social skills and competencies (for entrepreneurship) and become socially sensitive and actively participate in their social responsibilities for maximum productivity and development.

### ***Concept of Entrepreneurship***

The word entrepreneur is defined in terms of specific functions which the entrepreneur performs or in terms of characteristics or activities generally associated with the entrepreneur. The concept has been explained by various authors in various ways:

1. The dynamic process of creating incremental wealth (Histrich and Peters 2002). The wealth created by individuals who assume the major risks in terms of equity, time and/or career commitment or provide value for some product or service. The product or service may or may not be new or unique but value must somehow be infused by the entrepreneur by receiving and locating the necessary skills and resources. In the process of creating something new with value necessary time and effort are involved, coupled with financial, psychic and social risk with resultant rewards of monetary and personal satisfaction and independence.

2. The willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunity (Gana 2001).

All successful entrepreneurs have the following qualities:

1. Inner drive to succeed
2. Strong belief in themselves
3. Search for new ideas
4. Openness to change
5. Competitive by nature
6. Highly motivated and energetic
7. They are dedicated
8. Visionary
9. Risk takers
10. Boundless energy
11. A quick study
12. Rejecting rejection

### ***Skills Oriented Education Is What Nigeria Needs***

The nation's educational system equips students only with explicit knowledge which exposes students to learning by rote without necessarily leading to the acquisition of skills badly needed for production processes. Mass unemployment among school leavers; widespread ignorance and poverty as well as acute industrial backwardness are the results of this deficient system of education, which has made the nation to be complacent as a consumer one instead of learning to produce what its citizens need and what others need. When we observe Nigeria today, we do not see a learning society. We have hordes who go after explicit knowledge. We learn by rote and do not translate the explicit knowledge (Knowledge about a school subject) to procedures and have no means of turning it into implicit skills that lead to productive process. We have learned to consume the products of other economies, but we have avoided learning to produce what we need or even what others need. Little wonder that we are challenged with providing employment for our school leavers. An organization or a culture can only be said to have acquired knowledge when a broad section of the population has become repeat doers. Then the knowledge will have found its way into applications in the production processes for the organization, and in the economy and culture of the people. A typical knowledgeable society will have a few elites who operate as creators of knowledge working mainly at the theoretical level, many more who act as adapters and innovators working at the practice level, and most people acting as repeat doers working at the application level. A functional education is the type that empowers the people to use the accumulated knowledge to produce products and services that have economic value. This type of education is non-existent in Nigeria because —we do not have enough production activities to force people to really learn. The minister of labour and productivity, Adetokunbo Kayode, (2009) said it is indeed disheartening to watch helplessly as youths spend their years and vigour going about in search of jobs that do not exist. This has range of implication for social stability. He went further to say, it is even more agonizing when we consider the plight of helpless parents who worked hard to educate their children. They wait endlessly for their children to get employment after graduation. Also in the light of series of the infectious—corruptive influences prevalent among the Nigerian populace, it becomes very important that our pupils in schools should be trained to abhor completely attempts to develop these ill. This will

enable the replacement of the corrupting influences of society with better refined good citizens that will affect the Nigeria society through selfless efforts and self-reliance. To facilitate the improvement of these objective Citizenship Education should be taught in Nigerian schools.

If the challenge of unemployment must be comprehensively and holistically tackled from all fronts, Nigeria should take a cue from the heavy investment in human capital development which Japan and the Asian Tigers (Korea, Taiwan, China, Singapore and Hong Kong) undertook before being transformed from technological backwardness to relatively modern and affluent economies. —In parity— Experts have tried to explain the success of the Asian Tigers by two theories —Assimilation and Accumulation theories. The later theory stresses the role of investments in moving these economies along their productive functions. Having investment in machinery, especially those with in-built technology helped in no small way to push these countries along the path of rapid industrialization.

These were supported by training, research and apprenticeship and by efforts of study groups to technology exporting countries. In the end, it is a strategy that transforms them from consumers to producers that made the difference. Production for export creates the necessary condition for learning and the knowledge enable better and more production. The act of production, which can only be ensured by functional education, leads to acquisition of the essential knowledge for better productivity that can result to economic emancipation. If according to Ibezim (1994)

Citizenship education which is a compulsory General Studies course in the Nigeria tertiary education curriculum, is intended to train the students in civic responsibility vis-a-vis state objectives, duties and obligations.

From the foregoing, the introduction of citizenship Education in schools can be deemed to have been Informed by the following objectives:

- i. To prepare the student to be able to identify and exercise their civic rights and responsibilities.
- ii. To enable the government to appreciate the stated objectives and responsibilities.
- iii. To help the students to appreciate their economic, Political, social, cultural and physical environment.
- iv. To enable the students to appreciate the working of democracy in thought and deeds relating to large and small groups.
- v. To help the students to develop the ability to adapt to changing economic, social, cultural, political and physical environment.

- vi. To enable the students to devise necessary intellectual and political tools for improving their social and physical environment,
- vii. To help the students to acquire the necessary skills and techniques for analyzing social events such as causes of political unrest, purpose of youth movements, inflation; etc.
- viii. To inculcate in the students the ideals of good leadership- followership relationship;
- ix. To initiate in the students the desire to ask for information  
concerning the government of the time and its essence and to offer useful suggestions for the successful establishment and sustenance of good governance.

For Nigeria to become one of the top 20 economies in the world, the following suggestions are recommended:

- (1) There should be a new emphasis on quality education aimed at broadening access to practical and adaptive knowledge that can be used in production, an education which recognizes that most people should be taught skills and competencies that are useful in the productive process.  
There should be widespread creation of avenues and opportunities for apprenticeships in productive skills.
- (3) There should be accessible institutions where young people can go to learn various trade, adding that these institutions should provide training that can be certified to meet minimum standards of proficiency acceptable to employers in industry.
- (4) Lastly, economic policies that give priority to export of manufactured and processed goods must be put in place; this is critical as it will impose the strict discipline of the market standards on the nations Local production.

## CONCLUSION

Yes, atrophy as a country, we must produce what we consume. We must add value to the work of our hands. We must value excellence, knowledge and positively. We must love work. We must act in these ways if we want to survive, if we want to live a balanced society. We have no choice than to embrace the global best practices of (entrepreneurship)

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