IJAAR PUBLISHING®

International Journal of Research in Education and Sustainable Development | ISSN: 2782-7666
Vol. 4, Issue 6 (June, 2024) | www.ijaar.org/ijresd

IMPLEMENTATION OF THE ENTREPRENEURSHIP EDUCATION CURRICULUM: THE PANACEA TO NATIONAL DEVELOPMENT

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Abstract

The main issue of this paper is on the need for entrepreneurship education, proper implementation, acquisition of entrepreneurial skills for sustainable development in Nigeria. The paper also explored the meaning of education, vocational skills implementation, sustainable development and proper implementation of these vocational skill as well as challenges facing the vocational skills implementation of its curriculum. The government in the policy provided for the three levels of education- UBE, Senior Secondary and Tertiary Institutions. If the three sectors are given proper attention, Nigerian graduates would have been singing a new song today like Indonesia, India, and Canada, Malaga, America etc. Conclusion was made. Among the suggestions given, qualified and committed teachers should be involved in the implementation and take more time to implement the practical aspects, and not only the intellectual and theoretical knowledge. Again, the group responsible for minimum standard shall sit up to see that the curriculum is properly given attention.

Keywords: Entrepreneurship Education, Curriculum Implementation, National Development, Educational Reform

Enwereuzoh N. N. & Eziefula, J. (2024). Implementation of the Entrepreneurship Education Curriculum: The Panacea to National Development. *International Journal of Research in Education and Sustainable Development. 4*(6), 40-48. DOI: 10.5281/zenodo.12571622

Introduction

Education generally is for enlightenment and enlightenment leads to resourcefulness and development. Since ages different types of education, be it formal, informal or non-formal have made one impact or the other to the growth of humanity, but it is not all types of education that can lead to the sustainable development in the life of an individual or the growth of a nation. However, the strength of any nation lies in the management of their environment, economy and the future expectations, therefore any education that is not channeled to creative skills, sustainable skills, poverty-reduction skills and good management of the resources of their environment cannot meet up with the national sustainable and economic development. There is. in essence, the need for that type of education that will address the needs of the people in the society, education and training that shall engage the youths even after graduation without idling and wilding away their precious time in the name of seeking for the almighty white-colar jobs. White-colar jobs are the jobs offered by the government based on paper qualifications, which characterized Nigeria and other African nation as a result of the white-man's colonization and the type of education made available by the Colonial Masters.

Today Nigeria needs entrepreneurial education, that can carter for the nation's needs, environment, economy, as well as utilize the resources available. This of course, has already been built in the curriculum of the educational system. It only needs to be properly implemented by the schools and qualified teachers and their management for candidates. If proper attention is given to entrepreneurship education in the Nigerian education system, there shall be new and sustainable development in our country.

This paper therefore shall explore the topic under the following headings.

1. Education
2. Entrepreneur ship education
3. Implementation
4. Education for Sustainable development through proper implementation
5. Challenges facing proper implementation of entrepreneurial curriculum in Nigeria.

Education

For Okoh, Nnabuo and Anosike (2016), “Education is seen as a process, a product and a discipline” As a process, it "is the activity of preserving, developing, and transmitting the culture of a people from one generation to another". As a product, "it refers to change, whether overt or covert, implicit or explicit which education is expected to bring about". However, Kinpelu in Okarosaye (2005), stresses the product of education is the educated man, who in African context is “one who shows evidence of a well-integrated personality... economically efficient, socially and publically competent, morally acceptable and intellectually sophisticated” Again lending credence to the above statement, Obiefuna and Enwereuzoh (2012), Says “The educated man receives information, sieves it and makes use of it in the manner that yields positive ventures”. The writers continued by emphasizing that education is an absolute imperative in any human society because no community develops on its own, but through lives that exist in it. It is through the educational level, types of good jobs and occupations available that grows the society which in effect bridges the gap between the world of literacy and illiteracy, as well as breaking the walls and shackles of poverty.

Education is a vital aspect of the nation's development; and the educational attainment, economic, political as well as socio-cultural statue of the individuals in the society promote the nation's progress and development. It is a tool for changing social mobility and improved

employability. For UNESCO (1987), it is a human right in itself and an indispensable means of realizing other human rights. By implication it means that no one should be denied access to education, it is too important for anyone to be isolated frame it. Idialu (2012) says that education is paramount to human and national development as well as human empowerment. She describes it as a social and private investment that is capable of yielding benefits that have some externalities. Education and training are the main instruments available to government and the community to prepare individuals for a rapidly changing, increasing demanding world.

Education and training are interrelated and they pave way for acquisition of skills, and knowledge which in essence lead to sustainable development to a nation's life-wire Economy and environment, however, should not be neglected since it is the environment that structures ones need, education social and cultural demands of the individuals and society as a whole. Education for sustainable development is a life- long process that leads to an informed and involved citizenry having the creative problem-solving skill, scientific and social literacy, and commitment to engage in responsible individual and co-operative action.

Entrepreneurship Education

Entrepreneurship has to do with entrepreneur and acquisition of skills through education and training for a long and specific period of time. The term entrepreneurship was derived from the 17th Century French word, entreprendre, which means taking risk for doing something and also doing it differently (Wikipedia encyclopedia). Enwereuzoh and Izuagba (2016) citing Uchem (2010), say it involves taking the initiative, the responsibility and the risk to do what others have not been doing and in different and new ways; and become successful in it. Entrepreneurship education therefore is the type of education and training that can lead to skills acquisition that can grant autonomy to an individual, group of people or companies to exercise a sense of wholeness/authority to stand firmly on their own in risk-taking, decision-making, taking initiative, accepting responsibilities, engage in some ventures and or businesses in order to maximize profit and become successful in life. At the course of receiving the knowledge and training, an entrepreneur acquires the skills that will sustain him or her in life which in effect has to do with creativity, critical thinking and poverty reduction. In other words, these skills call for creative, thinking/ ability and foresight to explore ones environment and maximize the resources available within that locality. Entrepreneurship is increasingly recognized as an important instrument that propels economic growth, productivity, innovation and employment transforming into economic opportunities. Since entrepreneurship is the ladder to national upward mobility, there is every need for vocational training and good implementation of these skills across all levels of education be it Basic, Secondary and Tertiary.

An entrepreneur is one who owns a small-scale business, for profit making, the risks involved not withstanding and ready to maximize profit, he employs others on his own account. These skills may include the skill of tailoring, welding, catering, communication skill, trading, scripting, farming, teaching, sculpturing, mechanics, computer manipulation, tieing and dying of clothing, motorcycle, electronics, carpentry, laundry, binding and restaurants, etc. Doggoh (2014), says that entrepreneurship programmes prepare or equip learners with the skills that make them not just capable but also willing to undertake and run a small business of any kind with the sole aim of making profit. In another dimension, Obioma (2006) states that the curriculum of the **nine year basic Education** reveals subjects like Business Studies, Creative Arts, Computer Studies, Basic Science, Practical Agriculture are offered at Basic Level. The above statements give the exact picture what entrepreneurial education involves, and with good implementation of these courses, the graduates should be able to acquire enough skills

that will make them take advantage to explore existing opportunities to enhance their economic benefits for self-reliance and as well become employers of labour. The implementation should be more of practical application, a deliberate process or endeavour to provide opportunities and insight and not into the world of human and economic survival and not being more of intellectual and theoretical aspect in the classroom.

Senior Secondary School, such subjects like Computer Studies/Information and Communication Technology Science and Mathematics, Business Studies, Technology are available. Doggoh (2014) rightly pointed out, in the Senior Secondary school curriculum that students are expected to offer all the five compulsory subjects and choose 3 to 4 subjects from their field of interest in order to specialize in such areas as humanities, science, technology and business studies, It is also expected that they should offer at least a trade subject from the list of 35 trades. In all they are required to offer a minimum of 7 examination subjects and a maximum of 9, five core trade (entrepreneur), 3 to 4 from specialized field of interest and 1 elective subject.

With respect to the above subjects like: **Information Communication Technology** provides skills of computer literacy and the candidate can set up business centers and also train others.

Science and Mathematics can earn one remedial center for skills of teaching and can take up those who are deficient in mathematics and illiterate adults. Even Physical and Health knowledge provides skills of keeping fit and weight reduction and regulates blood pressure.

That of **Business Studies** enables them to start running small business outfits like provision stores, bookshops and boutiques start business of any type in a small scale from using the rudimentary skills of management and financial accounting. Technology itself enables them to acquire and exhibit skills like drawing building plan, engaging in electrical installations and wiring, car repairing, car painting and construction, tieing and dying of clothes, tailoring, establishing a restaurant etc. The important thing here is to practically engage the students during implementation and attend all field works needed for the right acquisition of the entrepreneurial skills if the implementation of the above subjects/courses are well carried out and students learn with every seriousness, then there will be high expectation of these entrepreneurial skills that can earn the graduates of these levels a sustainable self-reliant, wage-earning and become peace-loving individuals both in the home and society at large. In the tertiary institution, Inegbenebor (2005) commented that it was as a result of higher level of graduate unemployment in the country to absorb the products of the ever-expanding tertiary instituted the education and training of entrepreneur at tertiary level of the Nigerian education system. As it is now, every institution of higher learning offers the education and training of this entrepreneurship courses as mandated after the establishment of the National Economic Empowerment and Development Strategies (NEEDS). Inegbeneabor lamented that the unfortunate thing is that in most of these institutions, the courses are not properly handled for it is either taught by incapable hands or taught theoretically. If these courses are taught by the right instructors and appropriate time given to the practical aspects, there should be sustainable development as a result of the training received and the graduates will live satisfactory life as they stay on their own to practice the skill learnt.

The provision for entrepreneurship education at basic level has been made by the federal government. Dada (2011: 4) citing Obioma (2007) said that the curriculum of the basic education reflects debt, appropriateness and inter-relatedness of the curricular contents. Also emerging issues which cover value orientation, peace and dialogue, including human rights

education, family life, and HIV and AIDS education, entrepreneurship skill etc. were incorporated into the relevant curriculum.

The nine years basic education reveals that subjects like business studies, creative arts, computer studies, science and technology, home economics and practical agriculture are provided in the curriculum. The aforementioned courses are sufficient to lead to entrepreneurial skills at the end of the day, but the problem of lack of good implementation and practical applications rub the students the good knowledge of the entrepreneurial skills. This makes it difficult for them after nine years of basic education to be unable to acquire the appropriate skills, rather they learn the content of the curriculum harphazardly which may be as a result of either crowded programme, lack of interest on the part of the student and teacher, non-commitment to the job or lack of appropriate and available materials for the actual practical implementation of the skills during the training period. An effective implementation of the curriculum will guarantee economic and sustainable development in the lives of the learners and the nation as a whole as a result of the acquired functional skills. This, of course, will boost the level of poverty reduction and peaceful co-existence in the society.

What is Implementation

The importance of curriculum implementation is of paramount importance in any institution/organization. If curriculum is not implemented or properly implemented, it is as good as not being produced at all and the whole effort of its production will be defeated. To implement means to put into practice. Mkpa (1987) defined implementation as "the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned putting into operation the curriculum document". Okebunkola (2005) implies that a document has already been planned and has to be put into practice in the classroom or whatever platform meant for it; and will involve the students, facilitator/teachers and any other technical personnel that will contribute to the effective and actual transformation and translation of the planned document. Proper implementation and training of the entrepreneurial skills to the learners is the bench mark for the acquisition of the skills that will equip the candidates for self-reliance and economic development as well as employ other member of the society.

Like we have said earlier, curriculum that is not well implement will yield no venture. It should be realized that self-reliance, poverty-reduction sufficiency. Peaceful co-existence shall be far from reality if proper implementation is lacking in an entrepreneurship education curriculum. Planning the curriculum is not just enough, but a means to an end. It is only when the training receives adequate attention through proper or effective implementation that it will solve the problem of unemployment in our country. This is why Mkpa (1987) emphasized that curriculum is not drawn up as ends in themselves, but as mean, the ends of which are solutions to specific problems.

Nevertheless, good and proper entrepreneurial education curriculum implementation in our education system will go a long way to solve the problems of high rate of unemployment, youth restiveness, scrambling for government white-colar jobs, wage-earning jobs and lack of peace in the society. Good and effective implementation will sustain the populace thereby raising the economic level of our dear country like Ojukwu (as cited in Doggoh 2016) India, Indonasia, Malaysia, Taiwan as well as United Kingdom and Canada.

Education for Sustainable Development

The term sustainable development has been a global issue for some decades now as the need for practical evidence for any nation to be self-sufficient, developed, and sustainable after schooling without much dependence on white-collar jobs, by engaging in environmental resources with the sole aim to maximize profit which in effect leads to economic freedom and upward mobility for both the present and future generations. UNESCO (1987) comments that one of the important objectives of educate for sustainable future (ESF) is to promote across the curriculum approaches to education for a sustainable future. World Commission on Environment and Development (WCED), (1987) on its own argued also for an approach to development that would take into account the relationship between ecological, economic, social and technological issues. The WCED called this approach 'sustainable development' defining it as development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

(Ugoh, 2008) defined sustainable development as “a construct, which envision development as meeting the need of the present generation without compromising the needs of the future generation”. By implication it is that while education meets the need of the present it does not compromise the ability of the future generations to meet own needs. The ability to meet the needs is determined by human capital (through education, technology advance) and through physical capital (machine, too etc). The above writer argues that continued sustainable development is only possible when it is agreed and indeed concrete steps are taken to raise the level of literacy and numeracy in any society. Educational institutions, their programmes and implementation strategies of the contents are expected to be the tools with which to achieve development and its sustainability.

Again, the term has been defined in Osuji (2004, p. 55) as an approach that combines the development needs and aspirations of the present without compromising the ability of the future while also maintaining ecological integrity. According to Osuji, it implies a development process that is equitable and sensitive to ecological and environmental issue. It depends on the initiative, resourcefulness and discipline of human beings who manage developmental programmes.

From all experiences, it is clear that the type of education and programmes that will bring literacy and entrepreneurial skills that meet the needs of the present and future generations, coupled with physical capitals as well as respecting and taking care of the environment will lead Nigeria to sustainable development.

Education for sustainable development is lifelong process that leads to an informed and involved citizenry having the creative problem-solving skills, skills of communication, study skills and vocational skills, scientific and social literacy and commitment to engage in responsible individual and co-operative actions. According to UK panel (1998). Education for sustainable development enables people to develop the knowledge, value, and skills to participate in decisions about the ways we do things, individually and collectively, locally and globally, that will improve the quality of life now without damaging the planet of the future. Building capacity to think in terms of 'forever', commitment to take part practically in vocational and technology courses and good implementation of the UBE, Senior Secondary and Tertiary curriculum will lead to sustainable development.

ESD is a holistic approach for school's management and curriculum, not a separate subject, therefore it requires reflection on **what** to teach and **how** to teach in order to clarify and extend the ability of students to think for themselves and be involved in practical vocation

subjects. Sustainable development calls for giving people knowledge and skills in terms of lifelong learning to help them find new solutions on their environment, economic and social issues. In Nigeria vocational education and training should be given attention at all levels and the implementation of the curriculum should be adequately taken care of, if the graduates of the various institutional levels should acquire the necessary entrepreneurship skills that will sustain them for life.

Onyeozu (2007) defined economic development as "quantitative and qualitative change, in factors of production leading to increase in the quantity of goods and services produced by a society and increase in the quantity of such goods and services that every individual is opportune to posses (p12.). The above writer has brought to light the essence of all we have been stressing. Any society that cannot fend for herself shall no doubt, be living below survival rate.

Some Challenges of Proper Implementation of the Curriculum for:

1. The syndrome and mentality of wage-earners. In the Nigerian contest after any level of education, almost everybody will be scrambling for white-colar jobs when other developing countries made their head way to economic development through entrepreneurial skills acquired. Even the developed countries like Canada, United Kingdom America, to mention but a few, greater percentages of their work force are owned by the entrepreneurs.
2. Out of context education. Some people in actual sense only go to school to become graduates, their area of training not withstanding Inegbenebor (2005) stressed that most Nigerians are being educated out of context, meaning that people receive training in the field that may not grant them any employment or job creation. The nation itself seems to place more emphasis on paper qualifications than on the entrepreneurial skills acquisition.

3. Lack of adequate teaching/learning materials. Since the course is new, there is that fact that lack of materials is evidenced both in public and private schools. In addition, even getting qualified teachers who will handle the learners with experience may be lacking thereby compounding issues. Even the once supplied by the federal government during president Obasanjo regime were carted away by the local communities for the personal interest.

4. Population explosion in Nigeria schools. The surge in our schools is another factor that increases our problems in the area of entrepreneurial education. Nigeria is known for over population and with the proper qualification syndrome and the issue of Education for All (EFA). Everybody wants to be enrolled in school. Since the issue of the skills acquisition calls for close monitoring, both the number of qualified teachers and materials can hardly be enough for such close attention.

5. Ignorance on the part of Administrators. So many school administrators are nonchalant concerning entrepreneurship education as a result of ignorance. They play down on the issue and do not give it the deserved attention.

Conclusion

For every nation to be developed and sustained in the entrepreneurship and vocational skills acquisition there must be entrepreneurial education for all citizenry at all levels of education. The entrepreneurial education for sustainable development is achievable in Nigeria through the three levels of education - UBE, Senior Secondary and Tertiary institution, if there shall be proper implementation.

The Federal government made appropriate provision for entrepreneurial skills through the three levels of education, but the problem facing the candidates of this programme is lack of good and proper implementation that will lead them to sustainable development. Any education system that neglects the vocational training of the youths cannot rise above poverty level. For Nigeria to have a sustainable development, the content of her entrepreneurship education shall be practically thought and acquired by the youth while in school and not theoretical and intellectual aspect only. The product of entrepreneurship education should be functional, self-dependent, wage-earning and employers of labour.

Suggestions/Way Forward

1. Since the issue of entrepreneurial education curriculum goes across board the UBE, Senior Secondary and Tertiary, (NPE 2004), there shall be a compulsory participation of every student at each of the levels. Even if it means making it a promotional content that is practical-oriented in order to attract and sustain their interests.
2. The federal government should make it a duty to re-orient the administrators of both the public and private schools on the benefits and the need to give support to the government for it to succeed at all levels. This can be done through seminar, workshops and conferences
3. The government should provide the needed materials meant for the practical and theoretical aspects of it.
4. Teachers at all levels in these areas should encouraged and at the same time be exposed to the training and retraining programmes through workshops and seminars.
5. The body charged with minimum standards at all levels should sit up to its duties and ensure full participation by all students through the school by making both scheduled and unscheduled visits
6. Everything concerning craft and trade at the basic level should be taken seriously. Never should these be exchanged with money by any teacher or school and some stringent measures as penalty be tagged. It is good to catch them young.
7. The government should be ready to encourage graduates of entrepreneurship education with soft loans to establish their small-scale businesses.

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