

ENTERPRENERSHIP EDUCATION: A PANACEA FOR SECONDARY SCHOOLS TRANSFORMATION IN NIGERIA

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ABSTRACT

This paper examined entrepreneurship education as a panacea to effective secondary schools transformation in Nigeria. The paper observed that, theoretical, non-technological and non-cultural orientation of Nigeria educational system constituted the major factor that lead to the present day unemployment, insecurity and poverty among Nigerian youths. The paper examined the issues, needs, types, problems and solutions of entrepreneurship education system in secondary schools. The following recommendations towards developing entrepreneurship education for secondary schools transformation in Nigeria are made: Financing of technical and vocational education should be a joint responsibility of all the principals, parents' non governmental agencies, and religious bodies. Private investors should be licensed to establish entrepreneurships education centers to complement government efforts in youth empowerment, job creation and poverty alleviation. Also secondary schools in Nigeria should be restructured to meet the needs and challenges of entrepreneurship education in Nigeria. If Nigerian secondary schools are adequately transformed, secondary schools certificates in Nigeria will be accorded high respects at both national and international communities and social crimes in the society will be adequately eradicated.

Keywords: - Entrepreneurship education, secondary education and national transformation

INTRODUCTION

Every society accepted education as the instrument for national socio-economic development and transformation. For any country to be ranked high among the developed nations of the world, such country should transform the education of her youths. Ojedele (2000) regarded mass illiteracy as the bane of socio-economic development and national transformations. Ojedele however called on every society to find ways of eradicating all forms of illiteracy among their youths. Ogundele, Sofoluwe and Kayode (2012) also observed that every society has her own ways of educating their youths, for instance African traditional culture developed in children on how to become a responsible member of the society. Individual parent trained their children to become good citizens that will promote good name of the family.

According to Daramola(1995), traditional Nigeria parents would hand over the baton of their skills to their offsprings. For instance, a tailor will hand over the Baton of tailoring skills to their children. Children of farmer automatically become a farmer while those of carpenters would hand over the

carpentry skills to their children. The same thing is applicable to blacksmith, fishermen, and bricklayer. It should however, be noted that the issue of unemployment and was not common to the citizens before the advent of western education in 1842. Ogundele(2008)described western education provided by the British as irrelevant, poor cultural orientation, theoretical in nature and non- practically and non technologically oriented. The aftermath of the education system was social problems in Nigeria.

Adeyinka (1995) also noted that 1960s witnessed so many social crimes and social ills such as civil wars, election malpractices, arson, thurgry, examination malpractice and other public disgrace attitudes such as poor respect to elders, insecurity, disorderness killings, kidnapping e.t.c. Adeyinka (1995) now put high blames on the faulty education provided by the British Colonial government.

Ogundele (2002) also observed that series of education programmes and policies had also been formulated such programmes and policies as universal Primary education, universal basic education, national policy on education, 6-3-3-4 system and now 9-3-4 system of education yet the problems and still persist in Nigerian society till today.

Ogundele, Oluwalola and Adegbelemi (2011) described entrepreneurship education as the process of training individual students to acquire one or more vocational and technical skills right from the secondary schools level. According to the authors, the skills acquired would aid job creation, youth empowerment and alleviate poverty among the youths and solve the social problems in the society.

In Nigeria society today there are series of problems which called for national transformation of Nigeria education system. The problems are youth unemployment and high level poverty. It was observed that the problems are attributed to the theoretical nature and non practical orientation that was characterized Nigeria education system. For Nigerian secondary education to be adequately transformed through entrepreneurship education; there is the need to be borrow a leaf from the systematic approach used by the Israelites to solve their problem of insecurity using education, Kazeem (2007) opined that since the Federal Government of Isreal noted that the major challenge of the Israelites is the insecurity and constant attack and terrorism of Palestine. The federal government of Israel however, called for military education to for the youths. According to Kazeem, the Israel however transformed secondary education to extent that every secondary school graduates have to serve at the military barrack for a period of two years before he or she proceed to the university or to apprenticeship centers. Every youth are therefore transformed to meet up with the challenges of that society. Today every Israelite is a soldier that can defend the nation against external aggression.

Nigeria government can still adopt the Israelites strategy to transform our secondary education system to face the challenges of Nigeria society.

Afolabi and Olorisade (2008) noted that most of Nigeria social ills and problems are caused by the unemployment and poverty that is biting high on Nigerians. Afolabi and Olorisade noted that idle hands are devil workshops. the authors, however called for the need to transform Nigeria education to meet up with challenges facing Nigerias.

The rationale for this paper is to examine the systematic ways of transforming secondary schools system through the use of entrepreneurship education. This paper however traced the available types of technical and vocational skills, strategies for integration into the secondary school system, the role of

stakeholders in the transformation of secondary schools system, associated problems and recommendations was made towards enhancing effective transformation of secondary education system through technical and vocational training for Nigeria secondary schools graduates. If entrepreneurship education is adequately integrated into secondary schools education, it will be the basis for transforming Nigeria education and Nigeria certificates will be respected.

ENTREPRENEURSHIP EDUCATION SYSTEM FOR SECONDARY SCHOOLS TRANSFORMATION

The need to step up efforts in making Nigeria innovative, great, to catch up with the developed nations, to cover the path of robust and sustainable development called for transformation of secondary schools in Nigeria. Federal Republic Of Nigeria (2004) identified the types of technical and vocational skills that could be bought in the schools such skills include mechanical trade, computer, crafts, engineering, building, technology, wood works, hospitality, textile works, agriculture, mining. It should be noted that the integration of entrepreneurship education should be practically oriented.

Kuranko (2003) stated the basic skills to be into the entrepreneurship education programme as barbing, photographing, video recording, typing, decorating, waving aluminum windows and doors, computer engineering, GSM repairs and tailoring, fishing, poultry, farming. The authors opined that the skills required during or after the secondary school would aid job creations and youth employment and will accelerate long life process in Nigeria education.

Agbebi (2004) described the Federal Republic of Nigeria efforts towards encouraging entrepreneurship educational programme in Nigeria as laudable development. Such efforts include establishment of directorate of employment, (NDE). The federal government also aided youth employment and vocational development through the establishment of national open apprenticeship scheme, graduate job creation loan scheme, graduate agricultural loan scheme and small and medium scale enterprise scheme. Agbebi however opined that the exercise of the government efforts was to assist individuals, youths, jobless citizens, retirees and well meaningful individuals to the mindsets for the technical and vocational skills. It should be noted that he efforts was a welcome idea but still the rate of unemployment is still biting high on the citizens.

The Federal Government of Nigeria in 1990s supplied the necessary materials and equipment for the skills acquisition into secondary schools. Stipends were also paid to the beneficiaries schools. yet, the programme failed woefully due to poor implementation and executions. Another effort of federal government was the supply of various types of introductory technological equipment to secondary schools which gulped billions of naira. The policy also failed woefully due to poor implementation. Ogundele, Oduleke and Kayode (2012) noted that those materials supplied were stolen away by thieves while some were vandalized. This paper however called for effective transformation of secondary schools to enhance effective technical and vocational skills by both the students and teachers. If done, Nigeria education system will aid job creation, youth employment and social problems will be adequately challenged.

Ajewole (2012) described entrepreneurship education as the inculcation of basic skills and attitude essentially for individual's development and the society. The author however observed that entrepreneurship habits encourage self employment, job creation there by contributing meaningfully to

national economic development of any country.

Transformation of secondary schools is not a total change from the existing practices but there should be innovative ideas to enhance effectiveness. To transform secondary schools in Nigeria therefore, there should be inclusion of entrepreneurship education in the school curriculum. It should be noted that secondary education transformation to take place in any country, if the type of education provided meet up with the global issues and challenges of such nation. Agbebi (2004) noted that the more entrepreneurs a nation has, the better are the chances for accelerated socio economic development.

Ogundele, Sofoluwe and kayode (2012) identified the importance of entrepreneurship education to the socio economic transformation of any nations as(1) source of employment or job creation for the youths(2)method of economic diversification,(3)sources of capital investment(4) it aids diversification of technical and vocational jobs(5) Entrepreneurship education aids effective utilization of local resources(6) it aids promotion of entrepreneurial culture technological development (7) secondary schools curriculum are made relevant to the societal needs. The authors also identified those skills that could be introduced into secondary education to include barbing, hairdressing, tailoring, soap making, GSM repairs, and photographing short term skills into the secondary schools curriculum. Such short term skills include barbing, hairdressing, tailoring, soap making, GSM repairs, photographing etc.

The benefit of entrepreneurship skills acquisition at secondary schools level would reduce Youth unemployment in the society. Youth employment will reduce poverty level and social crimes in the society. If the social crimes are reduced, secondary school certificates in Nigeria will be accorded highly respected at both national and international levels and entrepreneurship education will then be the focus and the only way for secondary schools transformation especially in Nigeria.

Federal Republic of Nigeria (2004) defined secondary education as the type of education provided for the children after primary education before entering into the tertiary institutions. Olagunju(2010) Stated the need to transform secondary education because of the following purpose

Upgrading self employment as a career and accommodating entrepreneurial culture

Provision of employment opportunities through development of basic skills. productivity and labour utilization for efficient use of scarce national resources

For industrial development which aid rural –urban balance

Sparking of new ideas and developing of new products and services p.13

If entrepreneurship education is to be adequate used for national secondary transformation, necessary equipment need to be provided towards training and developing enterprise mind, attitudes and skills. A transformed secondary education is a type of education that develop in youths the spirit of self employment, job creation . Ogundele,sofoluwe and kayoed(2012)observed that an idle hands are devils workshops ,if entrepreneurship education is well developed in Nigeria secondary schools it will reduce high rates of social crimes such as turgry,killings,kidnapping, armed robbery and prostitutionin the society.Effective secondary education will enable secondary schools certificates to be accorded global respects.

PROBLEMS MILITATING AGAINST SECONDARY SCHOOLS TRANSFORMATION FOR ENTREPRENEURSHIP EDUCATION

Ogundele, Oluwalola and Adegbemi(2011) identified major problems that hinder effective transformation of secondary schools for technical and vocational training.

The problems are over dependency on paper qualification, poor value orientation for the technical and Vocational education, theoretical and non-technological nature of Nigerian education system, love for foreign goods, high waste management techniques, environmental problems, poor teachers morale, poor utilization of environmental resources for the societal needs, high poverty level and failure of the curriculum planners and administration to integrate aspect of entrepreneurship education to secondary school system.

Ajewole (2012) also identified the barriers to effective entrepreneurship education to include, poor market familiarity, poor technical knowhow, social stigma, lack of capital backing, social stigma, legal constraints and inability of individuals to take risks. Ogundele (2011) also identified high degree of business risks and uncertainty which constitute problems for entrepreneurs such risks identified are career risk, financial risk, emotional risk, family risks. Ogundele, defined entrepreneurship as a dynamic process of creating incremental wealth by the individuals who assumes risks in terms of time allocation, energy resources, skills and business ownership innovation ability and willingness to take risks. Effective and successful risks taking therefore become product of Educational transformation in Nigeria

CONCLUSION

For effective secondary school transformation to be enhanced in Nigeria, the graduates should be able to create job, self sufficient and reliant and have value orientation for the technical and vocational skills. If secondary schools are adequately transformed through entrepreneurship education, it will reduce high rate of social crime, and job creation and encourage high security rate and peace for the nation. If entrepreneurship education is fused into secondary schools curriculum, it will aid youths empowerment, job creation and enhance desirable behaviors in the society. Finally, for the nation to be peaceful, secondary education should be effectively transformed by integrating entrepreneurship education into secondary schools curriculum.

RECOMMENDATIONS

Based on the conclusion the following recommendations are made

Sufficient fund should be provided for the entrepreneurship equipment and materials

The government, the principals and well meaningful Nigerians should come to the aid of secondary schools, in generating funds for the purchases of technical and vocational tools for the training of secondary schools students.

The public private sector to establish entrepreneurship skills centres

Both the private and public sectors should be allowed to establish entrepreneurship education centres to train youths on the various entrepreneurship skills. If done it will compliment government efforts in the

job creation and youth empowerment. Introduction of two years industrial training scheme for the secondary schools graduates: Secondary school transformation strategy should ensure that every secondary school graduate should be made to serve under the technical and vocational centres during their awaiting result. Within the period of awaiting results; certain skill must have been acquired by the candidate which will help him or her self employed after their school life.

Structural approach for secondary schools education

Secondary schools system should be adequately transformed to develop entrepreneurship skills. Reconstructing include large percentage of secondary schools should junior secondary schools, out of the remaining secondary schools, some should be transformed for senior science college to be adequately equipped with science equipment some run pure arts and commerce and some secondary schools to be transformed for pure Technical College and to be transformed for teachers education. If the technical college is well equipped they will aid technical skill acquisition among the youths.

Integrating entrepreneurship education into secondary schools curriculum

Secondary schools curriculum should be adequately transform to integrate entrepreneurship skills into the school system.

There should be training workshop on entrepreneurship education for the teachers

Technical and vocational teachers should be trained and built for entrepreneurship education in secondary schools. If done, self sufficiency and self reliant among the youths will be enhanced and secondary education becomes long life process for the individuals and nations.

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