



Skill Oriented Business Education and Development of Entrepreneurial Skills among Secondary School Leavers in Northern State; Remedies for Youth Restiveness in Nigeria

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Abstract

This paper focused on entrepreneurial skills acquired through business education at the secondary school level. It also examined the content of the curriculum of business and technology that relates to skills acquisition, model for business entrepreneurial education curriculum. The research recommends among others that there should be adequate sensitization campaign on skills acquisition, effective implementation of business entrepreneurship education programme at the secondary school level and provision of fund by the government to the graduating entrepreneurial students.

Introduction

Business Education is the theory and practical method of business teaching in the curriculum. While business itself is the one in which economic literacy has been addressed head on. It

can equally present this matter in several ways.

Principles of economic or economic theory, how business organize and function etc. Which attempt to

establish general laws or principles to describe phenomena under study. Ivowi (2011) observed that education is the process of learning and training, which culminates in changing the perception of an individual for better. The educational process can be arranged in many ways; formal, informal or non-formal; privately or publicly. In the final analysis, knowledge in the form of skills is acquired and used to improve society through the identification and solution of problems.

Business education also is a process of acquiring business skills through a well planned and executed program. To qualify as bedrock for economic development, the skill apply to economic activities, which raise a man from one low level to another higher one. Through the business processes, man acquires business skills which he applies in his interaction with goods and services to develop his capacities for attaining and sustaining economic growth and development. The business process skills are many and they include the following; observing, classifying, measuring, recording, designing, practicalizing/experiments, controlling variables, manipulating, using tablation model, interpreting data, inferring, calculating, marketing, distributing, generalizing and predicting. Some of these process skills, like observing and measuring are directly applicable to economic activities. Others calculating, designing, practicalizing and controlling variable are modified to suit the situation.

Business Education for job creation and sustainable development

According to UN report in Iyioha (2011), a staggering figure of 1.5 billion people of the world population, that is one third of the world working age population are either unemployed or underemployed, or world population that is one third of the world working age population are either unemployed or underemployed. As a result of the recognition of education as an instrument for job creation and development, the United Nations General Assembly declared 2005-2014 as “the UN Decade of Education for Development (<http://www.wikipedia> Education for Development). This recognition revolves around.

- Attention on the issue of literacy and acquisition of better skills
- Empowering people to participate in decision making.

- The need to appreciate changes in learning.
- Pursuits of standards that support interdisciplinary thing.
- A systematic thinking-acknowledging complexities and looking for links and synergies when trying to find solutions to problems.
- Building of partnerships through the promotion of dialogue and negotiation and people learning to work together.
- Critical thing and reflexion – learning to question our current belief-system and to recognize the assumptions underlying our knowledge, perspectives and opinions. Such critical thinking skills help people learn to examine economic environmental, social and cultural structures in the context of development.

In line with the above objectives, the United Nations observed that the Millennium Development Goals would be better attained via education for development. They emphasized that education helps individuals to acquire and develop specific skills, attitudes, knowledge, skills, character and idiosyncrasies that make them capable of making informed and sound decisions for the benefits of others, the society and the future.

Entrepreneurial skills and business education

There is need for practical approach in developing entrepreneurial skills in all aspects of business discipline and technology. This will make the students or learners who graduate from secondary schools and are not able to go further in their educational endeavor or gain employment as a result of economic crisis, to be self-employed (Alkamu and Langkuk, 2010).

Entrepreneurial skills: These are skills and competencies that will enable an individual seek and run enterprise successfully. The entrepreneurial skills according to Langkuk and Alkamu (2010) includes;

- i. Factors combination and management of fund
- ii. Identification of investment opportunities
- iii. Business directorship
- iv. Risk bearing
- v. Choice of investment opportunities
- vi. Innovation

vii. Decision of the form of business enterprise.

Using practical approach, business enterprise can be taught the above skills and how to apply acquisition and development of appropriate knowledge and skills. Ezenwene (2005) observed that appropriate knowledge and skills enable an individual to maximize the resources around him within the limit of his capability.

Entrepreneurial skills consist of effective utilization of ideas, information and facts that help a learner develop competences needed for firm career commitment such as setting up business, marketing services or being productive employer of themselves and others in salvaging the global economic crisis.

Developing entrepreneurial skills through effective implementation of business education curriculum

Entrepreneurship in business education is that which provides appropriate training experience and skills that are suitable for entrepreneurial endeavor, Ezeudo (2008) and Omike (2013) described entrepreneurship in business, technology and mathematics as the process of providing individual with the ability to recognize commercial opportunities, insight, self-esteem, knowledge and skills to act on them. Entrepreneurship in business, technology and mathematics thus prepares the students with entrepreneurial skills and inculcates skills that are scientifically and socially usable in business entrepreneurship.

Entrepreneurial skills are occupational survival skills, they are closely related to what are called process skills in business, technology and mathematics. These process skills are the ways or strategies adopted by business educators in order to arrive at the product of business. There are some process skills, they include; observation, classification, recording, measuring, controlling variables, manipulating, using practical models and interpreting data, inferring, conclusion and generalizing and predicting. The use of this process skills over a period of time will lead to accumulation of business knowledge which will be useful in the development of entrepreneurial skills.

Developing these entrepreneurial skills in business students will lead to acquisition of skills which successful entrepreneurs always use to start their

business ventures. Omiko (2014) advocated that entrepreneurship has the following merits;

- It plays a complementary in developing the occupational skills, knowledge and work experiences.
- It offers opportunities to students for job experiences and earning saving and investing money at early state of living.
- It will help students to form a base of knowledge about the formation and operation of businesses and to develop some level of familiarity and comfort with business environment such as technological change and micro enterprises.
- There will be great reduction in the rate of unemployment in our society. Self employment and business ownership will become viable.

Incorporating entrepreneurship into business and technology curriculum at the secondary school level

According to the National Policy on Education (FRN, 2004) business education shall emphasize the teaching and learning of business process and principles. This will lead to fundamental and applied research in business at all level of education. The broad aim of business education include;

- Development and improve the personal and employment situation.
- To prepare students for leadership position in both public and private life.
- To enable students have career consciousness and economic understanding of the free enterprise system.
- To provide opportunity for practical job preparation or vocation studies for students in order to make them render effective and efficient in office, distributive and service occupations.
- To prepare students based on interest and aptitudes with the skills, knowledge and attitudes needed to enter into a business occupation, advance and profit in it.
- To develop in students the basic awareness of the contribution which business and office employees make to the nation's economy. Chukwu (2020) with these creativity in business education which entrepreneurship is part of the business policy/process can help to

improve the skills in business and technology.

The National Policy on Education (2004) stated that the Senior Secondary School shall be comprehensive with a core curriculum designed to pupil's knowledge and outlook.

The students of the New Core-curriculum for the 3 years senior secondary school education in Nigeria.

Group A: core subjects: compulsory, cross cutting

Core subjects

- i. English Language
- ii. Mathematics
- iii. A major Nigerian language
- iv. One of Accounting, Economics, Commerce Short Hand.
- v. Typing or Marketing
- vi. One of Literature in English, Government, Geography or Religious Studies

A Vocational Subject

This implies that all the students, irrespective of their field of study are to take the listed compulsory cross cutting core-subjects are always classified as;

- i. English Language
- ii. General Mathematics
- iii. One Trade Entrepreneurship Studies
- iv. Computer Studies/ICT
- v. Civic Education

Core subjects in specialized field of study in the senior secondary school curriculum

Humanities	Science & Business	Technology
	Mathematics	
Nigerian Language	General Mathematics	Auto-Mechanics
Government	Physics	Electronics
CRS	Health Education	Building Construction

Islamic Studies	Agricultural Science	Insurance	Wood work
Literature in English	Further Mathematics	Commerce	Basic Electricity
Visual Arts	Physical Education	Marketing	Technical Drawing
Music	Biology	Shorthand	General Metal Work
Economics	Chemistry	typing	Food & Nutrition
			Dashing Textile

Source: NERDC, 2008, Lukeman and Oriawe (2010)

Students are expected to choose from the above subjects and specialize depending on the type of job, business or profession they want to join.

The Senior Secondary School Curriculum and Entrepreneurship Skills Acquisition/Trade Subject

According to the National Policy on Education (FRN, 2004) the following constitute the entrepreneurship/trade subjects;

- i. Auto-body Repair and Painting
- ii. Marketing
- iii. Animal Husbandry
- iv. Tourism
- v. Keyboarding
- vi. Salesmanship
- vii. Auto-Electrical Work
- viii. Data Processing
- ix. GSM Maintenance
- x. Book Keeping
- xi. Short-Hand
- xii. Store-Keeping
- xiii. Textile Trade
- xiv. Dyeing and Bleaching. (Source, NERDC, 2008).

The above curriculum for entrepreneurship and skills acquisition is well articulated. Its realization shall help to produce graduates, youths or people that can make use of their brains and hands as a result of their acquired creative knowledge and self-employment skills. Lukman and Oviawe (2010) observed that such productive individuals are equipped with necessary professional

abilities and rendering of services to ensure human survival and economic prosperity.

Kourilsky in Omiko (2013) place curriculum components into three groups; opportunity recognition, the commitment of resources and creation of an operating business organization. Opportunity recognition involves the identification of unfulfilled needs in the market place and the creation of ideas for services or product that meet them. Opportunity recognition requires observation of the market, insight into customer needs, invention and innovation. Marshalling resources involves a willingness to take risks as skill in securing outside investment.

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Entrepreneurship Fields	Job Description
ICT Works	Repair and maintenance of office information and communication equipment like the computers, handsets etc.
Baking	Production of breads, snacks and ceremonial cakes
Wholesale Transaction	This involves a specialized training or a specific or series of consumable, household or plants or machinery sales
Retail Transaction	This involves a specialized training in buying and selling of assorted or related goods, especially of general household items.

The table above shows some of business apprenticeship fields as well as entrepreneurial opportunities and descriptions in the system can be summarized, Oduma,[2012].

1. Development of practical skills for specific occupation.

2. Learning experiences in the various fields in unstructured
3. The system is usually without assessment, certificate or terminate examination.
4. Skills are developed through imitation, observation, personal efforts and minimum initiative and creativity.
5. Finally, it involves in each case the carrying out of order of the master tradesman by the student to enable them develop the desired occupation or skills.

Strategies for successful implementation of business entrepreneurship education curriculum

For the successful implementation of the business entrepreneurship education curriculum, the business teacher has important roles to play. Such roles include;

1. The students should be given access to libraries and community resources.
2. The use of project work, case studies, field trips and links with entrepreneurs in the community are necessary.
3. Making conscious efforts to assist students to develop self confidence, responsibility, perseverance, risk-bearing/taking and creativity.
4. Making learning activity based with opportunities for students to experience the fun, creativity and excitement that are often a part of innovative and entrepreneurial activities.
5. Increasing understanding through the use of gender balanced materials and strategies, as well as making efforts to analyze current business practices.
6. Providing physical resources that are organized in a variety of ways to enable students to work individually in small groups, or in a whole class setting, Olagunju and Akanbi (2009).
7. There must be effective supervision and close monitoring of the learning activities assigned to the students by both the teachers and the school authority.
8. The instruction can be goal achievement oriented. This may involve the use of a variety of teaching strategies and approaches that will allow students to have control over their learning activities.

The above strategies are necessary for the implementation of business entrepreneurship education curriculum which is geared towards helping the students to acquire entrepreneurial skills and competences required for self-employment and job creation.

Conclusion

Skill acquisition and entrepreneurship education are essential issues in solving the problems of youth restiveness in Nigeria. Various subjects of small, medium and large scale business enterprises that encourage the economic landscape add up to produce the service products and system that supports the mainstream economic system.

Business technology, vocational and technical education curricular should incorporate skill acquisition and entrench entrepreneurial skills. This will help the students to acquire skills that would empower them to become self-employers of labour when they graduate from the school. Omiko (2012) observed that the preparation and repositioning of the youth for better future is the solution to youth's restiveness and their attitude toward violence.

Recommendations

Based on the usefulness of entrepreneurial skills in business education and its importance in the society, the following recommendations were made,

- i. Fund: This is very useful during the learning processes or stages and during the period of establishing the business enterprise. The money required during the learning process may be big or small depending on the type of training. Money is always required in purchasing materials used in the training. The fund or capital required to establish the business can be sourced from friends, family members, groups or community, cooperative societies, loans from banks, among others. The government should provide fund to help the graduates or entrepreneurs to buy all the materials they need.
- ii. Monitoring and evaluation of business entrepreneurship education programmes should be encouraged. This will help to assess the success of the link between entrepreneurship education, industries or

- resource centers and self-reliance, Agi (2011).
- iii. There should be adequate sensitization campaign on skill acquisition and proper implementation of business entrepreneurship.
 - iv. Well trained educators in skill acquisition and entrepreneurship education programmes should be employed to help in training and retraining of the students in schools on skills acquisition which subsequently would enable the youths to be self-employed and employers of labour in their societies.
 - v. The local, states and federal governments should provide materials, equipment facilities and enabling environment needed for functionality in business entrepreneurship education.

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