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**Research and Innovation for National
Development (RIND)**

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Dr. Oluwatola Felicia Kikelomo

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**RESEARCH AND INNOVATION FOR NATIONAL DEVELOPMENT
(RIND)**

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EDITORIAL

Planning and administration is the fulcrum of the entire education system. If this is missed out as the superstructure on which curriculum and pedagogy are mounted, the system will definitely collapse; whereas if the foundation-planning and administration which is the superstructure is solidly laid and nourished, the system will reign supreme! "International Journal of Educational Planning and Administration" is set out to ensure the foundation of dissemination to stakeholders.

In this edition of the International Journal of Educational Planning and Administration (IJEPA), with the theme, "Research and Innovation for National Development (RIND)," readers will receive elucidation on topics such as managing secondary education for sustainable development in Nigeria.

Scholars are enjoined to embrace this edition of IJEPA and contribute articles to the subsequent editions of this "must have journal" which is one of the major instruments of achieving an aspect of NIEPA's mandate of building the capacity of education sector planners and managers at all levels of our education system.

Prof. Lilian I. Salami

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FROM THE MANAGING EDITOR

The International Journal of Educational Planning and Administration (IJEPA) is published by the Department of Research and Development of National Institute for Educational Planning and Administration (NIEPA), Nigeria. The journal publishes scholarly contributions from academics, researchers and practitioners and showcases outstanding researches of research fellows of National Institute for Educational Planning and Administration (NIEPA). The journal's primary aim is to make high quality contribution to current debates on local and global issues on Research and Innovation for National Development (RIND). The journal also provides a medium for dissemination of innovative and consequential papers on theoretical and empirical researches. We wish to add that the vibrant intellectual life of NIEPA, through the instrumentality of the Department of Research and Development, a place where originality and innovation are highly prized and where the shared pursuit of ideas remains fundamental to the department's continuing success.

Importantly, this edition of the journal has arisen from the papers presented at the International Conference on Research and Innovation for National Development which held at the Institute in 2017.

Our highly articulate and scholarly editorial board has made a thorough job of this maiden edition. I wish you happy perusal and synthesis of the rich research contained therein.

Professor Ephraim E. Oluchukwu

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ABOUT RESEARCH AND INNOVATION FOR NATIONAL DEVELOPMENT (RIND)

Research and Innovation for National Development (RIND) is an initiative of the Research and Development Department of the National Institute for Educational Planning and Administration (NIEPA) Ondo, Nigeria. It is a forum where research works carried out by academics are presented and brainstormed upon to form educational policies on emerging issues in the education sector. Other activities include networking, workshops, conferences, information sharing and collaborative policy research.

RIND is committed to finding scientific solutions to various problems/challenges facing education system in Nigeria in particular and Africa in general. The Network is dedicated to creating, harvesting, propagating and promoting knowledge that would help in transforming institutions (tertiary and research) to a global standard as well as capacity building for researchers and policy makers. The Research and Development Department is to influence policies on education along directions suggested by theories and evidences of sound practices. Therefore, we implore policy makers to generate policy problems requiring investigations and information. Researchers would devote quality time to finding relevant information on what makes education relevant in various parts of the world and share these with policy makers for adaptation at local, national and international levels.

For more information visit our website www.niepa.net.



Dr. O. A. Oyekan

Ag. Head, Research and Development Department

GUIDE FOR AUTHORS

1. Manuscripts should conform to the style set forth in the publication manual of the American Psychological Association (APA) 5th edition by having the following characteristics among other things:
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Manuscripts' are welcome throughout the year.

About Us

The National Institute for Educational Planning and Administration (NIEPA), Nigeria domiciled in Ondo town in Ondo State, was established in 1992 by the Federal Ministry of Education, in collaboration with UNESCO/IIEP Paris, as a sub-regional staff college for West Africa. It seeks to realize its mission through capacity building, continuous training, consulting, action research in educational planning, information dissemination and providing resource centre services. The Institute operates a relatively small bureaucracy with large repertoire of highly experienced external consultants from UNESCO-IIEP Paris, France, Nigerian Universities and Private Sector. It is the only capacity building outfit for education sector planners and managers in Nigeria.

Mission

"To develop a critical mass of education sector planners and managers for the effective and efficient planning and management of the education system through capacity building, continuous training, action research and information dissemination."

Vision

The vision is to empower the education sector workers with appropriate skills and techniques for effective and efficient operation. Philosophy The Institute's philosophy is to transmit the most essential knowledge and practical know-how required to build capacity for educational planning, management, monitoring and evaluation in Nigeria educational system. This philosophy is based on the need to produce seasoned, articulate, well-grounded, technically skilled education managers, planners and school administrators who are to ensure quality, relevance and efficiency in all the tiers of the educational system.

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EFFECTIVE MANAGEMENT OF ENTREPRENEURSHIP EDUCATION AND TRADITIONAL EDUCATION PRACTICE IN NIGERIA: ITS IMPLICATION FOR INNOVATIVE INDIVIDUAL SELF-ECONOMIC SURVIVAL

By

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Abstract

The paper examined the effective management of entrepreneurship education and traditional education practice in Nigeria where individual must be self-reliant through innovative ideas generated for self-economic survival. Skills, knowledge and competence to attain innovative individual economic survival is expected to be achieved through traditional education practice of doing it by yourself and merged that with the goal of entrepreneurship education of Western Education as embedded in the National Policy on Education. This in the long run, will make every learner to become self-employed and thus bring improvement to national development through this innovation and development. The objectives of entrepreneurial education; entrepreneurial education and indigenous educational practices; indigenous educational practices and innovation for development: the road so far on formal/western education in retrospect and entrepreneurial education; method of delivery of an entrepreneurship programme; challenges of entrepreneurial education; and barriers to an entrepreneurship in Nigeria were vividly espoused. The paper concludes and recommends among others, that Africa and Nigeria education policy makers, curriculum planners/implementers, administrators and managers in the sector should complement and use the best features in the western education and traditional education simultaneously to achieve the objectives of entrepreneurship education.

Introduction

Individual self-economic survival in the present era of recession is a vital factor for serious consideration. It is not a gainsaying that millions of job seekers in Nigeria are in the labour market. Economic survival is basically addressing the ability of every individual personality in an attempt to cater for him/herself through the acquisition of a particular skill that could assist them to stand out in the world of work. This development in most cases pinpointed self-reliance working characteristics. In the opinion of tradingecomomics.com/ Nigeria/youth/unemployment rate (2017), youth unemployment rate in Nigeria increased to 25.20% in the fourth quarter of 2016 from 25% in the third quarter of 2016. Youth unemployment rate in Nigeria average 19.20% from 2014 until 2016, reaching an all-time high of 25.20% in the fourth quarter of 2016 and the record low of 11.70% in the fourth quarter of 2014.

Most of the employed people's emolument are hardly enough to meet their immediate needs out of their numerous wants. Two categories of potential users of goods and services for self-economic survival are outstanding at this juncture: i. the many unemployed youths with little or no skill to stand alone on their own

volution in trading or providing services; and ii. the few employed people sparsely distributed into all available jobs around the country. This latter category of workers may be with or without skills, competencies or cognate experiences of engaging in self-employed jobs. The aftermath of this development is the lack of wealth creation on the path of the masses for plausible self-economic growth and national development for the ultimate survival of Nigeria. According to Adam Smith, economic is an enquiry into the nature and causes of wealth of nations (Ade, 2012). This shams constitute a unique challenge to the general masses at large. Lord Lionel Robbins defined economics as a science which study human behavior as a relationship between end and scarce means which has alternative uses. It is only the bourgeois and capitalist that could satisfy this definition. Basically, in the present dispensation, too much money is chasing fewer goods, meaning that the money meant for the purchase of goods and services lack value to get to those goods and services. This is premised on scarce job for the unemployed job-seekers and even for few employed ones whose take-home could never create any wealth.

Many definitions of entrepreneurship education have been postulated by education researchers and scholars. Entrepreneurship education is defined as a conscious and purposeful effort by an educator, geared towards inculcating entrepreneurial skills and attitudes to enhance the success of learners in the world of business (Isaac, Visser, Friederich, & Brijlal 2007 cited in Sathorar 2009). In another development, entrepreneurial education is an education process that creates in an individual the ability and skills to become self-reliant and to overcome the dynamic challenges posed by the harsh economy of nations (Meziobi, 2013). Innovative strategies towards enterprise development in Nigeria have yielded little or no result till date, considering the fact that unemployment and particularly youth unemployment has persistently been on the increase (Ezemoyih, 2011). Population explosion of school leavers year-in year-out are moving at geometric rate while the available jobs in the employment market are in the low proportional arithmetic rate. Self-jobs are expected to be created in schools through entrepreneurial/vocational curriculum implementation best practices (Egbebi, 2016).

Objectives of Entrepreneurial Education

Ezemoyih (2011) stipulated the objectives of entrepreneurial education in the foregoing.

- To provide meaningful education for the youth which could make them self-reliant and subsequently encourage them to derive profit and be self-independent;
- To produce graduates with the training and support necessary to help them establish a career in small and medium sized business;
- To provide graduates with training in skills that will make them meet the manpower needs of the society;
- To stimulate industrial and economic growth of rural and less developed area;
- To produce graduates with enough training that will make them creative and innovative in identifying new business opportunities; and
- To provide graduates with enough training in risk management and make uncertainty being possible and easy.

Entrepreneurial Education and Indigenous Educational Practices

The expected transformation of innovative entrepreneurial education in indigenous educational practices is as old as the history of man race in Nigeria as a sovereign nation. Norms, culture, value, axiom, tradition in Nigeria among others gave to us best way of becoming a good entrepreneur. According to Anamuah-Mensah (2010), an educationist attributed the phenomenon of low learners' performance to lack of effective supervision and monitoring at school, lack of motivation for teachers, inadequate number of qualified teachers etc. to fill empty classrooms and this opinion does not apply to Africa traditional education mode of teaching and learning.

The mode of teaching of trade subjects in traditional setting that enhances entrepreneurial education is not formal, but, encourages self-employment skills, wisdom, knowledge and understanding of interested occupation that a youth may wish to learn. Learning through this means of informal educational practice is by observation.

hands-on-equipment, repetition and practice by doing (Fafunwa, 1974 in Amusan, 2012). The learning achievement were on the high side comparing with the formal education approach.

Indigenous Educational Practices and Innovation for Development

According to edu_ng series news (2015), innovative features for national development in the indigenous education are narrated. It is completely effective, i.e. the child learns all he or she need to know to become a functioning adult; although the education involves harsh trials and ordeals, every child who survived them is allowed to graduate; the cost of education (e.g. paying masters and religious leaders) is not prohibitive; children are not totally withdrawn from the workforce; reservation of culture starting from the smallest unit i.e. followed by the clan and finally the tribe; make members adapt to their environment in order to make them aware of the jobs and roles in the society; and make the young individual understand that the future of the society solemnly depends on the laws, values and language that they merit from the past.

The objectives of traditional education in Nigeria according to Fafunwa, 1974: 20 in Amusan, 2012) supplied the seven cardinal aims of African traditional education which depicts the nature and nurtured entrepreneurial education set up: The development of child's talents and physical skills; the development of character; inculcating respect for elders and those in position of authority; the development of intellectual skills; the acquisition of specific vocational training and the development of healthy attitude towards labour; the development of the sense of belonging and encouragement of active participation in family and community affairs; Understanding as well as appreciating and promoting the cultural heritage of the community at large. Contents or curriculum of traditional education: Imitation, recitation and demonstration, farming, fishing, blacksmithing, weaving, calving, cooking knitting; recreational subjects were wrestling dancing, drumming, display and racing; intellectual training include local history, legend, local geography, plant and animals, poetry, reasoning, riddles, proverbs, storytelling among others.

The Road so far on Formal/Western Education in Retrospect and Entrepreneurial Education Content of an Entrepreneurship Programme

The main focus of entrepreneurship education centres on the entrepreneur and the entrepreneurial process. Thus, compilation of an effective curriculum for entrepreneurship education should be a reflection of these themes (Isaacs, Visser, Frederich & Brijlal 2007 in Olokundun, Falola, Ibidunni, & Inelo, 2014).

Specifically, this study considers the following as vital to the content of an entrepreneurship programme. Entrepreneurial attitudes and attributes (Isaacs, Visser, Frederich and Brijlal 2007 in Olokundun, Falola, Ibidunni, & Inelo, 2014). These includes a high level of self-motivation, a drive for achievement, effective decision making, ability to take initiative, creative and innovative dispositions, effective risk taking attitude, and internal locus of control. Entrepreneurial skills which includes; visionary leadership, self-knowledge, effective communication and bargaining, effective time management and financial practice, effective planning and strategy formulation. In the same vein, the entrepreneurial process should reflect the understated aspects:

- In-depth knowledge of relevant economics of education. This could revolve around economic issues such as economic growth and development, unemployment, industrialisation and productivity, taxation, and financial management; development of innovative and creative business ideas; writing a workable business plan; venture creation (Gouws cited in Isaacs, Visser, Federich and Brijlal 2007);
- It is also important to note that the literature on content of an effective entrepreneurship programme discussed above does not emphasise the identification and exploitation of business opportunities as the initialisation of the entrepreneurship process.

Method of Delivery of an Entrepreneurship Programme

As suggested by Fayolle and Klandt (2006) in Olokundun, Falola, Ibidunni, & Inelo, (2014), the following are considered relevant to an effective entrepreneurship learning approach particularly for the Nigerian secondary education curriculum:

1. Learners should be involved in the decisions regarding learning objectives, and the resources and activities or processes required to meet these objectives;
2. A monitoring system should also be in place to determine the achievement of specific entrepreneurial learning goals;
3. The development of positive intuitions and rational thinking in learners through their involvement at problem solving in real life situations. Motivating co-operation and communication at enterprise development;
4. Stimulating effectiveness and efficiency, and the ability to cope with unforeseen circumstances in the business world geared at enhancing decision making; and
5. The presence of role models for learners who will also be directly involved with both the learning and assessment processes with the goal of demonstrating to learners the role, abilities and motivational attitudes of Successful entrepreneurs (Kirby cited in Fayolle and Klandt, 2006).

Challenges of Entrepreneurial Education

Challenges facing the contents of an entrepreneurship programme and method of delivery of the programme in the formal education is stated as follows (Okoye, & Ekereobong 2015).

The Issue of Curriculum Content;

- Issue of Teachers Competence;
- Issue of Linkage to the Labour Market;
- Issue of Facility;
- Issue of Sufficient Exposure of Learners to the Learning Tasks; and
- Poor State of Infrastructure.

Teaching and learning deliverables from the identified challenges in comparison with traditional education are at the opposite and there should be an area of equilibrium to achieve the objective of entrepreneurial education.

The Need for Merging Traditional Education with Entrepreneurship Education of the Western Education

Giving preference to the contents, features, aims and objectives of traditional education that has to do with entrepreneurship education and to examine the content, method of delivery and challenges of entrepreneurship education in the western education, there is the need to merge the areas in which innovation can be brought into entrepreneurship education in order to embrace best practice of functional education. Some lessons regarding entrepreneurship education cannot be learnt in schools that can be got through traditional education within the larger society.

Who is an entrepreneur?

Basically, an entrepreneur is someone who can take risk in the entrepreneurial education related occupation whether from four walls of classrooms and simultaneously through independent trade makers outside of the school i.e. society. According to Awoleke (2004), an entrepreneur is a person who perceives business opportunities, organises and manages scarce resources such as land, capital among others to produce goods and services to achieve profit. A man or woman who got the drive, ambition, foresight, information to breakthrough barriers, overcome social inertia and transform theory into practice. An entrepreneur has three identities: artisan personal autonomy identity; classical role identity; and managerial excellence identity.

Barriers to Entrepreneurship in Nigeria

In the opinion of Awoleke (2004), barriers to an entrepreneur include:

- Extended family;
- Lack of alienation from the traditional values;
- Lack of trust among individuals;
- Lack of inclination to work rules regulations; and
- Lack of expertise by would-be entrepreneurs

Conclusion

The paper explored the place of entrepreneurship education within the context of best features of traditional education in Nigeria that could reflect innovation in the best interest of individual self-economic development. The expectation of the authors is to examine the best features in traditional and western educational practices and blend to meet the objectives of entrepreneurship education as contained within the framework of Federal Government of Nigeria (2013).

Recommendations

Africa and Nigeria education policy makers, curriculum planners/implementers, administrators and managers in the sector should complement and use the best features in the western education and traditional education simultaneously to achieve the objectives of entrepreneurship education. The traditional education delves more on cultural tendencies and territorial/geographical needs of Nigerians.

Managers of education: teachers, education officers, heads of basic, post-basic schools and other institutions across the three levels of education must possess adequate knowledge of entrepreneurship education through training and retraining regarding the mode of impartation of skills in entrepreneurship education. Capacity building of personnel is required.

Mode of training in traditional education must be documented for existing generation and posterity.

Entrepreneurship related subject teachers must be employed and equally distributed across schools.

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