



INCLUSIVE ROLES OF EDUCATIONAL MANAGEMENT IN STIMULATING ENTREPRENEURSHIP EDUCATION FOR A SELF-RELIANT ECONOMY

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Abstract

No nation will ever develop and have a self-reliant economy if its human capitals are not entrepreneurially innovative, creative and productive. To achieve this, schools are meant to be the primary educational environments through which skills and other entrepreneurial activities are being imparted to the teeming students. To this end, the school leadership needs to intensify efforts in exhibiting its basic roles in fostering entrepreneurship education. Based on this premise, the paper came to justify the basic roles that an educational management can play towards actualizing entrepreneurship education in educational institution in an attempt to promote self-reliance among the students for national development in Nigeria. After making a conceptual clarification of the major concepts, the paper outlined and discussed the major roles which among others include: providing advocacy awareness to both parents and students, providing positive leadership, providing technical assistance and establishing favorable linkages with other sister institutions. Similarly, the paper recommends the need for extending entrepreneurship education beyond educational institutions, government at all levels need to make fund available to the educational managers for shouldering the matters arising concerning the entrepreneurial demands of the schools as there is also the need to establish monitoring and inspection departments for carrying out monitoring and supervision functions of the entrepreneurship education and programmes in the schools. This will boost the Nigeria's economy to a highest level of development.

Key words: *Roles, Educational Management, Entrepreneurship Education, Self-reliance, Economy.*

Introduction

In the contemporary times, development is significantly determined by the nation's ability to be self reliant through its gross domestic product (GDP). Countries with self reliant economies are those whose human capital are advanced in creativity and innovations that yield to the production of many life-touching products demanded for the survival and sustainability of themselves and humanity at large. This production capacity helps in generating income to both the entrepreneurs and their mother countries and helps in raising their status across the global nations. That is the reason why whenever the concept of 'developed' or 'self-reliant economy' is mentioned; one cannot but think of countries like the United States of America, United Kingdom, China, Japan, Korea and France. This is due to their educational, scientific, technological and entrepreneurial advancement in the production of various products that have direct bearing to the demands of the nations of the world. This is what fetched them high status and made them economically flamboyant and politically developed over the remaining nations of the world. This is due to their ability to innovate, manipulate ideas and manufacture things for their own and others' consumptions.

Basing on this, all the developed economies attached high premium on education and entrepreneurial services and so they can manufacture, produce, manipulate and do a lot of wonders. That is why they got to be the 'policemen' of the world. If really any country wants to be economically self-reliant, such country must acquaint its people with diverse education scientifically and vocationally.

Even though, Nigeria has made several concerted efforts towards this direction by creating many vocational, technical and entrepreneurial education schools, colleges and centres

to produce manpower that can be creative and innovative for self reliance; still, government alone cannot make all things happen at a time until assisted by patriotic citizens who would help it realize its target goals. This paper therefore maintains that educational managers have some roles to play in ensuring that entrepreneurship education is stimulated in educational institutions for the establishment of a self-reliant nation in Nigeria. The paper thus collapses in to defining the concepts of entrepreneurship, education, economy, educational management and proceeds to expatiate the roles of an educational manager in stimulating entrepreneurship education in school for the actualization of the desired goal. The paper ends with conclusion and recommendations.

Conceptual Clarifications

The term Entrepreneurship refers to the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully (Osuala, 2004). Similarly, Nwaogwogu and Usiagbe (2008), saw entrepreneurship as “the effective manipulation of human intelligence as demonstrated in a creative performance.” In the view of Oviawe (2010), entrepreneurship is the art of recognizing business opportunities, mobilizing resources and persisting to exploit that opportunity.”

According to Fafunwa (2004), Education refers to the “aggregate of all the processes through which a child develops abilities, attitudes and other forms of behaviours which are of positive value to the society.” Education is also seen as “the process of learning to live as positive, useful or acceptable member of the community (Olatunji and B/yauri, 2012).

Entrepreneurship education is that education which deals with those attitudes and skills that are necessarily needed by individual in the process of conserving, starting and managing a business enterprise (Emeraton, 2008). The concept is also defined by Wikipedia, the free

encyclopedia, “as an education that is given to students with the sole aim of providing them with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. This kind of education primarily focuses on the development of skills or attributes that will enable the realization of opportunities to the target beneficiaries.” The European Commission (2017) has also defined Entrepreneurship education as an education that prepares people to be responsible and enterprising individuals. It helps people develop the skills, knowledge, and attitudes necessary to achieve the goals they set out for themselves. Evidence also shows that people with entrepreneurial education are more employable.

Similarly, Miron-Shatz, et al, (2014) related that entrepreneurship education can take four different dimensions. It can be inform of teaching students how to start a new business, it can be in form of promoting innovation or introducing new products or services or markets in existing firms which is now known as corporate entrepreneurship or Intrapreneurship. It can be in form of creating charitable organizations as it can also be in the form of developing skills such as risk-taking and problem solving that facilitate achievement of life goals. Moreover, the American National Consortium for Entrepreneurship Education (ANCEE, 2017) suggested that entrepreneurship education seeks to provide advocacy, leadership, networking, technical assistance and resources for empowering entrepreneurial students to achieve success in the program.

Clarifying the concept of Educational management, Bashar, et al (2016) inferred from the definitions put forward by Bush (2003), Chapman (2004), Boldmand and Deal (2007) and Brundrett (2009) that Educational management and school administration are terms that are interchangeably used to mean the art and science of managing human, material and financial resources of a school for the attainment of its desired goals. The human resources involve the

students, the teachers, the school administrators, the parents and the supporting staff. The material resources cover the school plant, the facilities, the equipment and other instructional materials, while financial resources refers to the entire economic and financial aspect of the school. Similarly, Ali (2002) quoted Mursi (1995) defining school administration as “every systematic and deliberate activity aiming to achieve educational objectives of learning institution”. It also involves all the administrative aspects related to cooperation and unifying the efforts of human and materialistic elements in the learning institution with the provision of all the means and required capabilities for the process of work.

Educational Manager is the one that serves as the driver of the machineries of the school. He is the one that is tasked with the job of planning, organizing, directing, staffing, coordinating and communicating in the school for the attainment of its desired goals. He is once again charged with the responsibility of managing effectively all the school's resources namely; human, material, financial, information and time. This is to enable the school realise all its target educational and institutional goals.

Roles of Educational manager in Stimulating Entrepreneurship Education in School

To be able to stimulate entrepreneurship skills in the institutions of learning, there are certain roles that a school manager can play to ensure that students after being taught their specific study areas, can also learn entrepreneurial skills so as to be able to innovate technical skills through which they can create jobs for themselves after graduation for a self reliance and a sustainable economy. Some of these roles are hereby identified and discussed:

Firstly, a school manager has to be able to cause the entrepreneurship educators to think of affordable kinds of businesses or jobs that could be initiated, run and financed in the school.

This could be decisively done with the school head and other members of staff. If this is done, the students could then be taught in practical scenario how to start that kind of business, run it and manage it appropriately. This will develop the interests of many of such students to be thinking towards embarking on that business or job ever before or after their graduation.

Secondly, a school manager has to stimulate entrepreneurship education in the school by facilitating or promoting the existing innovations (if available) through acquiring and fetching them financial aids and support to ensure their successful completion for the students to be able to learn experiences from those innovations so that they would be able to practically perform those innovative skills for their livelihood before or after school graduation.

Thirdly, a school manager has to play a role in stimulating the entrepreneurship educators in the school by introducing corporate entrepreneurship (Intrapreneurship) by initiating new products or services in the existing ones so as to enrich and solidify them for better output. This process could be done in clustering system whereby certain number of students would fetched out from the mother business and group them to run their own business building upon their previous practical experience of the mother business under the monitoring and alliance of the mother one.

Fourthly, a school manager has to be able to make the entrepreneurship educators establish social venturing or social entrepreneurship in the school. This could be by creating certain charitable unions, foundations or organizations and design them to be self-supporting ones in addition to doing their good works.

Fifthly, a school manager has to ensure that entrepreneurship educators can develop in students' ability to develop skills such as risk-taking and problem solving that facilitate achievement of life goals and in education.

Sixth, a school manager has to be able to provide certain advocacy campaigns or awareness to both the students and their parents on the significance of acquiring entrepreneurial skills for them to be motivated to develop a sense of focus towards it for their own technical development.

Seventh, a school manager has to be able to provide positive leadership to ensure that all necessary resources needed for the practical execution of the entrepreneurship education are mobilized, provided and equally disbursed for the success of the program.

Eighth, a school manager has to be able to provide all necessary technical assistance needed for the success of the program whenever he/she is asked to offer it for such purpose even if it should cost his pocket directly or otherwise.

Ninth, a school manager has to be able to establish networks and some favorable linkages with some sister institutions, centres or organizations that provide entrepreneurship education so that whenever the need arises for their help, they can assist both academically and skill-wisely. This would help complement the effort that is being made in the school in that direction.

Conclusion

It is to conclude here that entrepreneurship education remains the only education that serves as the major avenue that a society, nation, or country can follow to develop a sustainable and self-reliant economy. The paper stressed however that the educational manager can play

series of roles in enhancing and stimulating entrepreneurship education in the school for the establishment of a self-reliant students that will be productive in future and transform the nation's economy. The paper lastly forwarded certain recommendations that it believes, if are properly adhered to, can lead to effective entrepreneurship education delivery in schools for the establishment of a self-reliant economy in the country.

Recommendations

To enhance the success of entrepreneurship education in schools for the establishment of a self reliant economy, the paper hereby recommends that:

- i. There is the need for educational policy makers in Nigeria to incorporate entrepreneurship education in the national curriculum and make it a compulsory subject across all levels of education in the country.
- ii. There is the need for teachers of the programme to be sent for training and development on regular basis so that they can get to know new ideas and experiences through series of studies, workshops, seminars and conferences.
- iii. There has to be some common models of instructions and some common instruments to be used across all schools in teaching entrepreneurship skills so that a common ground could be made for uniformity of purpose and actions towards the desired goal.
- iv. There is the need for policy makers in the country to plan strategically, good and effective techniques of implementation while developing the entrepreneurship education policies.
- v. There is the need for providing frequent and effective training of other implementation personnel other than the teachers so as to make effective implementation and utilization

of the available resources put in place for the realization of the needed goals of the programme.

- vi. Students need to be adequately and timely assessed based on the entrepreneurial skills they acquired so as to ensure the efficiency and effectiveness of the teaching methods that are being used by the teachers and or instructors in teaching them.
- vii. Students need to be timely motivated through series of grants, scholarships and allowances to encourage them to extrinsically pay attention to what they are being taught.
- viii. There is a dare need for building the entrepreneurship education in schools on the ground of handicraft services, real-life experiences, and project works other than the theoretical aspect alone.
- ix. There is the need for extending entrepreneurship education beyond educational institutions to the wider community so that other people who might not have been able to attend school would benefit by acquiring technical entrepreneurial skills of livelihood.
- x. There is the need for the government at all levels to make fund readily available to the educational managers in the schools for shouldering the matters arising concerning the entrepreneurial demands of their respective educational institutions.
- xi. There is also the need for initiating monitoring and inspection departments in all the ministries of education, boards of education and local education authorities that will be curiously conducting monitoring and supervisory functions in schools on the conduct of entrepreneurship education. This is to ascertain whether the program is being implemented as is gracefully and satisfactorily required for the realization of the desired goal.

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