

CURRICULUM, WEALTH AND CREATIVITY: THE NEED FOR ENTREPRENEURSHIP EDUCATION IN HIGHER INSTITUTIONS

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Abstract

The study is on curriculum, wealth and creativity: the need for entrepreneurship education in higher institutions. The study analyzed the concept of curriculum in relation to entrepreneurship education for wealth creation and school curriculum, concept of higher education, concept of entrepreneurship and entrepreneurial education, entrepreneurial education and wealth creation. The paper drew conclusion and recommended that universities should try as much as possible to introduce and develop entrepreneurial skills in every faculty, foster positive attitude to entrepreneurial education for wealth creation. 3 Students should explore the necessary skills that will generate wealth, teachers should relate teaching in the classroom to the outside world and the planned curriculum should be implemented in a way to include entrepreneurship education.

Key Words: Curriculum, Wealth and Creativity, Entrepreneurship and Higher Education Institutions.

Global changes in recent times call for innovations in the school curriculum, Nigeria as well as other nations of the world has been experiencing changes in the system so as to meet the challenges of the economic downturn. The issue is how to eradicate illiteracy by the year 2020, (Ogunkunle 2009). This is why the universal Basic Education (UBE) Programme is a wise step at this critical point in time. The major concern of curriculum experts is not just providing education at these levels alone, rather providing the right type of education that will benefit for the needs and aspirations

of the society. The Nigerian Education Research and Development Council (NERDC) have taken a step in view of the curriculum at the primary and Junior Secondary levels. The revised curriculums have taken bold strides in reflecting changes in knowledge and social contexts. An account of the historical and political considerations culminating into the National Policy on Education (NPE) has also been considered, in view of these circumstances, the curriculum reflects:

- 1 Relevance of today's needs
- 2 Practical applications adding value to adult /work life.

3 Challenges of employment in tomorrow's world

4 Equipping Learning in Basic Skills. This requires enhancing technological innovations, entrepreneurship skills, agricultural and science related disciplines. Many people do not realize how important the role universities play in creating technology commercialized by the private sector. When one looks for information on the internet, mostly, we use the Google search engine which was invented by Larry Page and Sergey Brin while they were Ph.D students at Stanford University. Every time a football team wins a big game, the player dumps and embraces the coach. Gatorade was formulated in 1965 by a team of researchers at the University of Florida, College of Medicine to aid athletes by acting as a hydrating replacement for the body fluids lost during physical exertion in hot weather. These and many more are some of the inventions made by some entrepreneurial Universities. The role entrepreneurial universities play in changing a nation cannot be over emphasized, (Ogo-Chukwu and others 2014).

Concepts of Curriculum

Nigeria is a country that is blessed with diverse mineral and natural resources. The Federal Ministry of Mines and Steel stipulate that Nigeria has well over 24 yet to be tapped mineral resources in commercial quantities; She is the 6th oil producing nation in the world. Nigeria is a member of OPEC and earns almost 95% of her national income through the sale of

crude oil alone. Her gas deposits are enormous and untapped. In the area of natural resources, Nigeria is rich in groundnut, millet, rice, coco, palm oil and palm kernel, etc. She is blessed with natural waters that abound with aquatic organism.

Despite all these blessings and inspite of the existence of 96 Federal, state and private universities, 5 polytechnics and 73 colleges of education, Nigeria is shamefully rated as one of poorest countries in the world. Unemployment especially youth unemployment, has reach an appealing level. If Nigeria is so blessed and yet so poor, then something must be wrong. This conclusion is based on our realizing that some developed countries in the world like Japan are not one tenth as blessed as Nigeria in natural resources and yet she is among the top leading economics and infact leader in the field of technology. Could the problem with Nigeria be due to the fact that our educational system is still saddled with relevant curriculum? What then is curriculum and what makes a relevant curriculum? How can Nigeria design a relevant curriculum capable of enabling her to harness her rich natural and mineral resource and by so sowing fulfill her dream of being one of the 20 top economies in the world by the year 2020?, (Dike 2009 and Beetseh & Kohol, 2014).

A curriculum is an embodiment of all the knowledge, skills and attitudes which a nation, through her school, imparts to her citizens. By "knowledge" in his definition, I mean all facts, theories, principles/generalizations and her rules

needed to be acquired for a student to be certified as competent in the field: If a student is majoring in English for instance, knowledge here refers to all facts or information about a verb, the majoring in terms of history, he may be exposed to the slave trade in all ramification. Curriculum also evolves the acquisition of skills needed to perform task. If a student wants to specialize in choreography for instance, he or she must learn how to combine different body movements to depict and synchronized with music rhythms in order to heighten interest and appreciation. To be an excellent pilot, a basketball player, a television cameraman, a video editor, an auto mechanic, a surgeon, a computer guru, etc, one needs to acquire the skills in these areas to be certified as competent. Skills refer to the ability to expertly use our hands, legs, entire body in combination with facts in our brain in order to perform a task, (Dike and Eze 2009). It goes beyond mere recall of facts to applying them along with body movement to perform task.

Curriculum embodies the acquisition of requisite attitudes, interests, feelings, notions etc. towards self, others, a profession and environment. Not everybody can fit into every profession. There are professions that demand certain mental make up for success to be attained. For instance, some individuals collapse at the sight of blood; some have aggressive disposition and can go to any length in search of a goal. Other are not so tenaciously built. What this implies is that it is not enough to train as a nurse or a

cashier in a bank. One needs to imbibe the right attitudes for good customer relationship and for a business to flourish. In the field of curriculum studies, these three components are called the three domains (house), (Dike 2009). The knowledge component is called the cognitive domain; the skill component is called the psychomotor domain while the attitude, interest and feeling component is called the affective domain. It is a standard practice in education that teachers specifically instruct objectives to guide any instructional effort in any of these domains. Instructional objectives represent the behaviour expected of learners as evidence that each component has been attained.

It is apparent that the field of curriculum studies is central to education. The viability of any higher educational system is gauged by the relevance of her curriculum. A curriculum can therefore, be likened to the human heart. Any individual with a weak heart is actually incapacitated. This is because he or she will be able to function effectively. In the same vein, a nation with a weak curriculum cannot confront the challenges of competition, when is a curriculum said to be relevant? Dike, (2009) defined relevant curriculum as one that endows its learners with appropriate knowledge, skills and attitudes with enable them to harness resources (material and human) in order to improve the quality of life and the environment. By this definition, a graduate of such curriculum should be able to demonstrate knowledge in: Mechanical Engineering to design a

bridge or any mechanical device for use in a given environment.

Agricultural engineering graduate to devise alternatives for traditional hoes and knives to till the land and harvest their crops manually.

Chemical engineering to come up with chemicals to combat mosquitoes

Fishery biology to identify the various fish species and set up a viable fish pond.

Curriculum studies to load a team to develop new curriculum or to review a curriculum

Wealth Creation and School Curriculum

A proud and happy country is one that sees that its learners are successful and responsible citizens, contributing effectively to the growth of the nation's economy and being confident individuals wherever they might be. Globalization has cut across all spheres of human endeavour and this accounts for accelerated trends in commerce and industry too. The key to wealth creation activity used to be the manufacturing sector that involves the transformation of resources to generate both goods and services. There has been a shift to other sectors in recent times. Mere looking at the university curriculum differently, equipping students with high levels of literacy, numeracy, thinking skills and supporting the development of the health and well being is important. Every student can develop his potential through broad range of challenging, well-planned experience, what develop qualities of enterprise

Citizenship and creativity, (Ogunkule 2009). Wealth creation is linking with full development of a student's potentials and capacity, needs will not confined to making money. It is a richness that helps to self-actualize a person holistically. Similarly, Charles – Zalakoro (2016) described wealth creation as a system that teaches people inside knowledge and develops avenues of income for themselves and their families. Wealth creation in having financial freedom, where by citizens can get rid of the various circle of poverty. People have to be made aware of how to accumulate more capital for investment, create jobs and increase productivity. To create wealth we need development.

➤ Development is a process that begins with the mind and manifests in the actions of people. Hence, wealth creation is gradual process that will develop people and equip them with financial wisdom. Consequently, it will develop the people and the people will tend to develop the environment. The challenges are that there is need to develop the curriculum so as to integrate knowledge with practice. Learners need to change their attitude to life; people when educated should no longer be job seekers. The high rate of unemployed graduates and school leavers storming the labour market with very few vacancies has been a source of concern.

The type of education as specified in the NPE is not only to be educated but also to be self-reliant. This requires that school leavers are expected to create a workforce of dynamic people who have skills to perform different tasks in

different work environment and also have the ability to create work, if non is forth coming in the labour market or even in the society at large. This calls for an innovation in the school curriculum to meet the expectations required in the employment market. A curriculum that will take of wealth creation is therefore not out of place for all levels. This curriculum will address the rudiments of practicals in the various courses where such skills are required. An encounter with real life problem enables one to enter from knowledge which is interdisciplinary in nature. Hence, the curriculum for wealth creation needs to bridge the gap between the academic world and that of business and industry. It should be one that will promote initiatives on entrepreneurial studies and creation of wealth. This curriculum for wealth creation is not about fending for oneself in this competitive world. Attributes to be imbibed also include:

- 1 Interacting with others
- 2 Having leadership qualities
- 3 Perseverance understanding conditions in order to succeed.

Concept of Higher Education

Higher Education is the education given after secondary education in universities, colleges of Education, Polytechnics, Monotechnics as well as those institutions offering correspondence courses. Higher Education has these meanings, first, it refers to the next academics level that has no research component after secondary education and the second refers to the academic

institutions that provide secondary courses and engage in research activities. These are principally universities, (Emenalo, 2013). Higher education, also known as post secondary education occupies an important place in modern society. As noted by Emenalo (2013) higher education is seen as the largest repositories of certified knowledge, hence the highest concentration of certified experts in different fields of study required for the advanced and development of the society are engaged in it. It supplies higher –level manpower for the socio-political and economic development for a nation. In view of the fact that higher institutions are meant to produce high-level man power, they are charged with responsibilities an enriched in section 6 of the Nigerian National Policy on English (2013).

These Responsibilities Are:

- 1 Contribution to national development through high-level relevant manpower training
- 2 Developing and inculcating proper values for the survival of the individual and the society.
- 3 Developing the intellectual capacity of individual to understand and appreciate their local and external environment.
- 4 Giving both physical and intellectual skills, to be self-reliant and useful members of the society.
- 5 Promoting and encouraging scholarship and community service
- 6 Forging and cementing national unity and

7 Promoting national and international understanding and interaction.

To attain these charged responsibilities, Higher education especially the universities have to engage in teaching, research and community service. These imply the universities are industrial establishments for turning out the most precious product of all, which is the functional individual. It is an agent for shaping not only the destiny of man but also the nation. A university is a community of scholars who believe in the freedom of mind over matter and who insist that things or materials should be subordinated to the intellect. Universities are therefore, places where concepts, respected by age and traditions are subjected to serve analysis and objective debate or discourse for knowledge growth and clarification. This explains why Emenlo, (2013) posited that, the two major institutions that can serve the society well are the university and the church.

The Concept of Entrepreneurship and Entrepreneurial Education

The entrepreneurship involves wealth creation and requires ingenuity, orientation, and paraphernalia. The process recognizes and exploits opportunities and creating enterprises that exploit those opportunities in the economy, (Mark, 2016 and Beetseh & Ahima, 2012). It involves galvanizing “The original abilities and risk taking involved in starting new business or introducing a new product”. The goal,

according to him, is to develop a fresh combination of the production factors, and to create some value. From this perspective, an entrepreneur is a person who attempts a fresh business or introduce a new product; risking economic failure in return for the possibility of financial gain. Mark (2016) defined entrepreneurship as a dynamic process of creating incremental wealth. The wealth is created by people who assume the major risks in terms of equity, time and/or career commitment or provide value for some product (agricultural, commercial and industrial, etc) or service (transportation, tourism, banking, etc). The product or service may or may not be new or unique, but value must be infused by the entrepreneur by receiving and locating the necessary skills and resources.

In education, entrepreneurship would mean designing and administering teaching and learning based on dynamic process of creating incremental wealth. The wealth is created by students who assume the major risks in term of initiative, time, research commitment or infuse value for some product (agricultural, engineering and/or medical, etc), or service (in science concepts, banking code, teaching pedagogy, etc). The product or service may or may not be new or unique, but value must be infused by the student by locating redesigning and manipulating appropriate skills, ideas and resource. Thus, an entrepreneur is a person who attempts to initiate new skill, idea or introduce a product; risking research failure in return for possible academic and financial gain.

The emerging perspective is that;

- (1) Entrepreneurial education men initiating new product or assets in education;
- (2) Repackage and restructure teaching and training and training framework;
- (3) Identify education systems abounding opportunities and
- (4) Attract enterprises (industries factories, individuals etc) to exploit ensuring products.

The character of this redesign and repackage would, of necessity, affect structure of classrooms, curriculum (in letter and spirit), pedagogy (in ability) and the teaching manpower (in demeanor and action) for effective service delivery of entrepreneurial education, (Mark 2016). In order words, entrepreneurial education encompasses a wide range of various abilities. Initiative (in orientation); creativity (possessing and demonstrating the power of imagination); environmentally perceptive and conceptive (capable of inward thinking); and can venture (believes that “gains” are much more important than ‘risk’) into unknown terrains. It may be the down of proactive, community focused schools established with capacity for production of economic and academic commodities.

This new face of teaching and learning would then be one that closely links classroom to the economy such that there are classrooms equipped with environment-friendly pedagogy; agricultural science taught in poultry and fish farms, etc; shipping taught in mock shipping lines, aerodynamics taught in

model space stations; teachers prepared in micro-teaching laboratories, banking and finance taught in mini-banks; engineering taught in model construction sites, and so on. Activities in each of these different areas of specialization would produce, not only graduate individuals capable skills and adaptable) to exploit local economic environment but also commodities such as fishes, variety of meat, roofing sheets, assorted food studs, clothing materials as well as fashioned wears, various engineering products, locally manufactured drugs for local therapy and cure, etc.

The third effort would differ significantly from reproducing irrelevant (After foreign) ideas to the one that explores (by research) and exploits domestic knowledge frontiers. Essentially, this means not reproducing the grand-fathers clothes, houses, food-stuff, leather work, woodwork, etc, but imagining and redesigning other variants in tailoring, carpentry and woodworking, iron and gold smelting, animal husbandry, chemical production, etc. Effort would be gear towards adding value to existing technology in order to produce an entirety new concept: attempting to produce fresh products with utility of available resources and technology. It means forging the unknown and utilizing the known as threshold in order to create new species of fish, meat, fabrics and fashioned clothes, engineering designs and models, pedagogical designs could be produced. The concept is much more than talking courses on chalkboard, with students note-taking, and where science course are

taught in ‘class –oratories .’ understanding and appreciating this concept has summoned Brazilians to teach biological sciences in weeks: Iranians to teach chemical sciences in deep-sea and underground laboratories; the Taiwanese to prepare agricultural scientists on farm; the Indians to insist on training doctors, in teaching hospitals, the Chinese to train engineers in engineering workshop; the English to prepare teachers in micro-teaching laboratories; the Swiss to train bankers and financiers in mini-banking platforms; the Americans to prepare astronauts in astronautically assembled plants; Egyptians to prepare archeologists on deserts, just to mention a few, (Mark, 2016).

Successful development of this concept would also translate Universities to micro-factories capable of producing commodities (as by –products of education) such as clothing and accessories; fishes; chemicals; engineering models; quality teachers, etc, for markets. This symbiotic arrangement provides dual; satisfaction; (i) the needs of the institution, and (2) Those of individual consumers and corporate organizations. Schools would become places where individuals and corporate world could demand for products and skilled labour just as the institutions would depend on the latter for characteristics of their productivity. This cycle works better with higher institutions such like college of education, polytechnics, montechnics and universities. The concept is a proposal for an increased exploitation of school-

community relationship especially in the area of wealth creation.

Entrepreneurial Education and Wealth Creation

Successful entrepreneurship creates stock of commodities or wealth, (Mark, 2016). Mark (2016: 280) related wealth to “economic products that are tangible, scarce, useful and transferable from one person to another” To him, this extends most economic goods (with monetary and nonmonetary values) including natural resources, consumable goods and capital goods such as cars, factories, stores, houses, motels, theatres, furniture, clothing, books, bank deposits, value of income expected in the future, bonds as well as stock relating to earnings: a flow. Mark (2016) however, maintained that services are not wealth because their value is difficult to measure accurately.

Personal wealth can be held in different forms, the most important of which is the ownership of income, land, stocks and shares, consumer durable goods, deposits in banks and building societies, and other financial assets. He also distinguished two kinds of personal wealth now in common practice, viz: (I) marketable wealth consisting of assets which can be bought and sold, or which can exchange for value (eg as listed above); (2) non-marketable personnel wealth which primarily consists of pension rights.

By deduction, educational wealth can be perceived as creations (i.e products and services) consequent upon educational processes (curriculum and research ideas, skills, etc) which can be bought and sold,

or which can be exchange for value (i.e money). In other words, educational wealth means all the medical drugs, engineering machines, nursing services, teaching services, banking concepts, etc that would result from the process of teaching, learning and research activities schools undertake and requires a fresh perspective and design of teaching and learning processes.

Essential Skills for Wealth Creation

When referring to wealth creation, it could either be for economic or social reasons. It is economic when referring to the contributions in a work place, that is, activities engaged in, to earn a living. It is social when adults engage in active roles in the community. The movement from school to higher education and then to the work place is a developmental path during which there are many influences and decisions affecting the course of future life. The impact of education on the economy should be felt by the preparation and attitude of learners in contributing to wealth creation. Hence, curriculum for wealth creation should be integrated into the existing school curriculum with specific emphasis on equipping learners with skills such as:

- 1 Thinking Skills
- 2 Problem –solving skills
- 3 Information and Communication Technology (ICT) skills
- 4 Language Skills
- 5 Basic Skills

1 **Thinking skills:** Are exhibited by learners when they are involved in active

learning. They are allowed to construct their own thinking. Teachers should create avenues for learners to interact with others whole learning. Questions asked on areas, which seem to be difficult especially in Mathematics and Basic Sciences by learners. Again, engineering in practical lessons will clear certain doubts too. Learner's will explore their environment and relate their relevance in the learning of science. They will become independent in their learning and as well become good observes. While learners think, they are also expected to take initiatives themselves and this becomes part of them as they progress in their course of study. Even after leaving school such skills are available in entrepreneurship which lead to wealth creation.

2 **Problem –solving skills:** they are valuable in solving real life problems. School subject like social studies, integrated Science, mathematics, English language etc, should be taught using problem solving method. Learners exposed to problem solving while at school will be able to identify real life problems, learners horizons are widened through their ability to think and make choices while arriving at a solution to the problem at hand. The use of problem solving skills in wealth creation is crucial since decisions have to be made over issuers. There are financial implications regarding viability of starting a business, risk analysis, investment opportunities, growth and diversification.

3 **Information and Communication Technology (ICT)**

skills:

ICT is an important tool in laying a solid foundation for science, Technology and mathematics education (STME). ICT has contributed immensely to all fields of human endeavour. ICT can facilitate students learning in the school curriculum. The earlier learners are exposed to these skills the faster they become acquainted to it. It is important to note that computer literacy and communicating skills are inevitable in recent times. There is interdependence between education and ICT. It is sad however, to note that, epileptic power supply and lack of enthusiasm by government authority has to contribute to inadequate acquisition of necessary facilities for ICT in Nigerian schools.

4 **Language skills:** Ability to express oneself is the greatest value in communication. Language and the ability to interact efficiently and writing are the essential components needed to communicate with one another. In addition English language can be used by learners throughout in their schools. Language interaction among pupils also helps to bring out creativity in learners. All school subjects are learnt using language as a medium of instruction, hence language is an important tool of communication, it is also essential for wealth creation. It is the knowledge learners acquire here that serves them while writing reports, creative writing and

other focus of communication, (Wongs, 2000).

5 **Basic skills:** Basic skills embrace literacy in scientific knowledge and numeracy. Here scientific knowledge embraces technological literacy where the understanding of the physical world around us, the government and its roles in the society. When learners have access to fundamental scientific formation in schools, they understand the reasons, native, principles surrounding certain circumstances. The curriculum for Agricultural Science, Basic Science and Technology as well as mathematics give adequate background needed to engage in self-help projects that will result in wealth creation.

Conclusion

The analysis holds that Nigeria can make significant improvement in tertiary institutions by shifting from financing interventions to well plan and executed funding paradigm from within the system, one such alternative is entrepreneurial education. But, clearer message is that potentials of entrepreneurial education must first be established. Education especially higher education in Nigeria is an economically and socially productive investment. In education entrepreneurship would mean designing and ministering teaching and learning based on dynamic processes of creating incremental wealth. The wealth is created by students who assume the major risks in terms of initiative, time, research commitment or infuse value for some

product, the product or service may or may not be new or unique, but value must be infused by the student by locating redesigning and manipulation, appropriate skills, ideas and resources to create wealth.

Recommendation

Based on the issues identified and discussed the following recommendations are proffered.

- 1 The universities should try as much as possible to introduce and develop entrepreneurial skills in every faculty.
- 2 To foster positive attitude to entrepreneurial education for wealth creation
- 3 Students should explore the necessary skills that will generate wealth
- 4 Teachers should relate teaching in the classroom to the outside world
- 5 The planned curriculum should be implemented in a way to include entrepreneurship education.

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