

Discourse on the
**PROVISION OF QUALITY
MANAGEMENT OF EDUCATION:
THE ROLE OF SCHOOL PERSONNEL**

A Festschrift in Honour of



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Chapter Seven



QUALITY ENTREPRENEURIAL AND LIFELONG EDUCATION: AN ASSURED ROUTE FOR A THIRD WORLD COUNTRY, NIGERIA

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Abstract

The dynamic changes in the society call for a rethink on the quality of education given to the citizens. This paper discusses quality entrepreneurial and lifelong education as an assured route for development in a third world country like Nigeria. The paper considered the concept of quality, entrepreneurial education, lifelong education, the need for quality entrepreneurial and lifelong education for Nigeria, implications of quality entrepreneurial and lifelong education for the development of Nigeria. It concludes that quality entrepreneurial and lifelong education is 'sin qua non' to individual's cognitive, psychomotor/psycho-productive and socio-economic stability that would lead to sustainable development of the country.

Keywords: Quality, Entrepreneurship, Entrepreneurial and Lifelong Education, Education, Development.

In recent times there have been growing public concerns about the education system of Nigeria. How to address global educational issues and developmental challenges have also become issues of discuss at different fora. The quality of education has been questioned by parents and stake holders because graduates from institutions of learning roam the streets looking for white collar jobs. This situation is worsened by the fact that as jobs are gradually becoming less available the condition has resulted to mass unemployment and youth restiveness. The dynamics of the society has heightened calls for paradigm shift in policies that will support that for the entire education system to be redesigned to facilitate lifelong and 'lifewide' learning. Different educational programmes have to be developed at various levels to impact knowledge, skills and attitude on individuals for self reliance and general development of the society. One of such programmes is entrepreneurship and lifelong education in which many countries including Nigeria would embrace with keen interest because of its indispensability in development processes. This will go a long way to contribute to reversing unemployment, youth restiveness and social vices.

The need for entrepreneurship and lifelong education in Nigeria, according to Ekong and Udofia (2017), is the type of education that provides youths in school and out-of-school as well as adults with the right skills for establishing and managing business concerns for self sustenance and the provision of employment opportunities for those who desire. Lifelong learning is defined as all learning activities undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. The Federal Government of Nigeria (2014) in the National Policy on Education document outlined the goals and standards for successive education plan and implementation. The

success and quality of entrepreneurship and lifelong education that would be provided to learners formally and informally education in Nigeria would be better imagined than described.

A number of factors have been identified to be responsible for the increasing rate of unemployment and poor development of Nigeria as a country. Among such factors are inadequate skilled lecturers, poor teaching methods, non collaboration in practical work, large class size, inadequate power supply and poor mind-set (Balogun, 2004). Others include poor methods of teaching, lack of good mentors or role models as entrepreneurs (Joshua, Abdullahi & Gbobo, 2012). Research findings by Ekong and Udofia (2016) have further identified political instability, fear of failure, type of career/ discipline, lack of appropriate role models in entrepreneurship, low level of confidence, poor personal motivation, poor government regulations, inadequate facilities for learning and large class size as challenges to teaching and learning entrepreneurship and lifelong education.

Quality education according to Obanaya (2016) is more than learning outcomes of knowledge, attitude and skills acquisition. It encompasses teachers' quality, improved learning materials, conducive learning environment, school time available for active learning with adequate activities for teachers and students as well as inclusive and relevant curricula and pedagogical renewal. It is defined as the maintenance of academic standards (Cooper, 2002). Quality entrepreneurship and lifelong education is a "never too young" and "never too old" to learn programmes. For obvious reasons, both are tied together because of the significant role they play in sustainable development of a nation. Consequently, this paper discusses the concept of quality, entrepreneurship education, lifelong education, the need for quality entrepreneurship and lifelong education in Nigeria, implications for third world country like Nigeria and conclusion.

The Concept, Quality

Quality is an elusive word that takes up different meanings depending on the focus or settings to which it is applied. The term quality, according to Jegede (2017) is an attainment of fitness for a purpose in a given situations in a systematic and reliable fashion to provide confidence to the client or individuals. The accurate and reproductive results would be indicators that the products exceed customers' expectations. In the view of Omoregie (2005), quality is the success with which an educational institution provide conducive education environment which enables students to achieve lasting educational goals. It is further defined as a process whereby teaching and learning are continuously improved and maintained with a view to bringing about desirable educational goals in the school system (Ogunmade, 2005). Egwuasi and Egwuasi (2010) considered quality in education as both physical facilities and instructional processes. This is to say quality is fundamentally important for effective teaching and learning and for meeting educational goals.

In the context of this paper, quality is defined as learning that is engaging, relevant, meaningful and stimulating to bring about knowledge construction, disciplined enquiry and application to solving problems. Furthermore, quality could also be

defined as education that meets the demands of individuals through the provision of relevant knowledge, skills and attitudinal change. The realization of the foregoing would demand quality state of the art teaching, flexible curriculum, high quality educated and professionally minded teachers, conducive and democratic learning environment, holistic and flexible curriculum to take care of developmental process, health and individual needs. It would also demand quality and appropriate facilities and equipment to effectively meet the varying cognitive styles and needs of individual students.

It is noted that, the issue of quality in education in Nigeria is questionable as manifested in the high level of unemployment, political instability, insecurity and other social vices. This can be linked to lukewarm attitude of society and government towards quality delivery of entrepreneurship and lifelong education in terms of effectiveness in instructional delivery, poor state of infrastructure, un-conducive learning environment, poor classroom management as well as poor funding.

Entrepreneurship Education

Entrepreneurship education has become a vocational and job oriented school curricula at all levels of education in most countries of the world. It incorporates the subject matter content as well as programming for mind-set development towards sustainable livelihood. Entrepreneurship education according to Ekong and Udofia (2016) is a purposeful intervention by an educator in the life of the learners. This involves the teaching of entrepreneurial qualities and skills so that the learners can survive in the world of business through training, planning, setting up and managing business ventures for meaningful and effective living. The objectives of entrepreneurship education at the tertiary level of education according to Nwangwu, (2007) comprise the provision of functional education for youths so as to enable them be self-employed and self-reliant. It also includes providing graduates with adequate training that will ensure creativity and innovativeness all aimed at identifying novel business opportunities. Again it involves offering graduate training in the acquisition of skills to enable them meet the manpower needs of the society. The major objective of establishing entrepreneurship education therefore is to educate students to think creatively and transform knowledge through technological processes into wealth and broader economic base. This in effect will build on the interest and passion based on identified skills by development of expansive and relevant curriculum content beyond and through practices to industrial applications. The result will enhance individual's sustainable development, self reliance, creation of wealth as well as becoming an employer of labor.

Entrepreneurship education train individuals to create opportunities, to reflect on themselves as becoming entrepreneurs and facilitates socially constructive processes of creating wealth. In this case trainees will be business inclined, discovering and utilizing existing opportunities in the work place and society. Henry, Hill, and Leitch (2005) asserted that entrepreneurship education must focus on the three aspects of entrepreneurial didactics which are how do I create opportunities?

What does it mean for me to become an entrepreneur? And how do I best reflect on this dialectical process?. Thus entrepreneurship education approach must fundamentally be learning through pedagogy as both opportunities and entrepreneurs are seen as social constructions. A successful implementation of entrepreneurship education in Nigeria education system must go “pari passu” with the availability of relevant, skilled-human and material resources because no educational program can succeed without quality teachers as well as material resources such as infrastructure in terms of classrooms, conducive learning environment, and instructional materials (Ekong & Udofia, 2017).

Entrepreneurship education and training systems particularly in Nigeria do not seem to adequately equip learners with the necessary skills. Ekong and Udofia (2016) in their study on the impediments to the acquisition of entrepreneurial competencies by pre-service teachers in the University of Uyo identified some major impediments, among them are political instability, fear of failure, type of career/ discipline, lack of appropriate role models in entrepreneurship, low level of confidence, poor personal motivation, poor government regulations for entrepreneurship, inadequate facilities for learning and large class size. These impediments have to be resolved. Such resolution will ensure quality entrepreneurial and lifelong education and pave way to an assured route for development in a developing country like Nigeria.

Lifelong Learning

Lifelong education and lifelong learning are often used interchangeably. Lifelong education is an organized principle of all forms of education aimed at addressing global educational issues as well as developmental challenges. Lifelong education could be broadly defined as learning that is pursued throughout life. It is flexible, diverse and available at different times and in different places (LLCQ, 2016). Lifelong education is associated with the arrival of knowledge economy in the 1970s. It is a key driver of education, skills, thinking and applications. The fundamental principles underlying the operation and practice of lifelong education are learning how to know, learning how to do, learning how to live together with others and learning how to be independent.

i) Learning how to know – this involves the art of mastering the use of learning tools rather than on the acquisition of structured knowledge.

ii) Learning how to do – this is a hands-on orientation for preparing individuals for the work the person would be exposed to currently and in the future.

iii) Learning how to live together with others – this involves harmonious living with indicators of the dominating community and occupation in the environment, tools and equipments, culture and the vocational practices of the people being harnessed as a sustainable means of livelihood in cultural milieu.

Learning how to be independent – it has to do with lifelong education that contributes to a person's development of cognitive, affective, psychomotor and psycho productive skills which enables development of the mind and body, intelligence, sensitivity, aesthetic, appreciation and spirituality. On the whole, it is a finished product that could function independently in the society.

The European Lifelong Learning/ Education Initiative defined lifelong education as a continuously supportive process which stimulates and empower individuals to acquire all the knowledge, values, skills and understandings they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment, in all roles and circumstances (Watson, 2003). These are the concomitant effects of quality entrepreneurial and lifelong education.

World Education Forum 2015 held in Incheon, Republic of Korea succinctly stated that *“every person, at every stage of his/her life, should have lifelong learning opportunities with which to acquire the knowledge and skills needed to fulfill aspirations and contribute to the societies”*. According to the European Commission (2001) lifelong learning/education has four broad and mutually supporting objectives which are personal fulfillment, active citizenship, social inclusion and employability/adaptability. Similarly, Skolverket (2000) viewed lifelong education holistically and recognizes learning from two different environments. These are: lifelong learning- meaning individuals learning throughout a lifetime and life-wide learning which involves formal, non-formal and informal settings. Therefore, lifelong learning/ education for Nigeria could be defined as that type of education that provides equal educational opportunities for the citizens and which instills creativity, enhances skills development and acquisition of knowledge. Others include application of skills, positive attitudinal change, building up initiatives, mental alertness that will enable the individual to exhibit responsiveness to a given situation. Quality Lifelong education aims at transforming lives through reduction in differences between the processes and experiences of learning in the different settings of life stages.

Quality entrepreneurial and lifelong education is to meet the diverse and context-specific learning needs of all age groups, including the acquisition of basic literacy, technical and entrepreneurial skills through both formal and informal education. Lifelong education therefore can be considered as a pre and post-compulsory education which crosses sectors and promotes learning beyond traditional schooling and throughout adult life for economic and social benefits. It is widely accepted that knowledge and skills become obsolete therefore new path of learning must be developed so that individuals can continuously update their competencies in the process of learning through lifelong learning and education.

The Need for Quality Entrepreneurial and Lifelong Education for Nigeria

The emergence of knowledge based economy and new skills make it critical for individuals' life transformation. The equation which demands proactive and quality entrepreneurial and lifelong education. Learning no longer needs memorization of facts and procedures for success in life and so the long standing practice where school education is assessed in terms of the cognitive achievement and targets, limit individual development. That strategy negates the laying of foundation for entrepreneurial and lifelong learning. Quality entrepreneurial and lifelong education is to ensure that students have a true sense of their life needs and strengths such as

learning to learn, skills for global citizenship, entrepreneurial skills, and other core skills like vocational, health, communication and so on. This will take responsibilities for their own continuing life-long learning.

Quality entrepreneurial and lifelong education is tantamount to producing educated workers with conceptual understanding of complex concepts, and the ability to work with them creatively to generate new ideas, new theories, new products, and new knowledge thereby reducing poverty, social imbalance, unemployment and political thuggery. The need for quality entrepreneurial and lifelong education will to an extent bridge the gap in the economy and reduce the effect of globalization and knowledge economy in Nigeria. The quality and level of educational attainment by the citizens has a multiplying positive effect on human lives and the country's sustainable development and stability. It is therefore pertinent to critically promote higher-order thinking, creativity, encourage aspiration and motivate individuals for future commitment to learning. It will also involve retraining and re-skilling through quality entrepreneurial and lifelong education. Thus quality entrepreneurial and lifelong education will provide life and occupational skills that will enhance the potentials of individuals, reinforce self-sufficiency and improve the quality of life among citizens. Entrepreneurial education should not only be taught in the Universities, but be practicalised at all formal and non-formal settings. Teaching according to Udofia (2017) should be more interdependent and interactive to ensure development of skills and competencies needed to function effectively in a culturally and ethnically diverse society. This calls for fundamental changes in instructional delivery systems that will replace the information- base, teacher-directed and rote learning presently provided within a formal school system. It should be governed by directives with quality teaching and learning of entrepreneurial education. This invariably will emphasize creativity, application, analyzes and synthesize of knowledge.

Individuals will engage in collaborative learning throughout their life span. Integrating entrepreneurial culture and mind-set in schools demands quality school culture and learning with focus on general conflict between entrepreneurship and the educational system. It will also beam its searchlight on teaching culture and approaches of instructional delivery and make it active as against passive, innovative as against traditional.

Quality entrepreneurial and lifelong education is very necessary if Nigeria wants to reduce the prevalent high rate of poverty. Investment in quality entrepreneurial and lifelong education will surely create employment, reduce rural-urban mobility, motivate and promote self esteem, provide the young graduates with enough training and support that will enable learners establish a career in small and medium sized businesses. It will inculcate in them the spirit of perseverance and enhance skilled entrepreneurship population because that is the key to a country's sustainable economic development and stability.

The acquisition of knowledge, skills, competences that lifelong learning brings is not limited, in its conceptual understanding. Therefore, *every individual, at every stage of life should have lifelong learning opportunities so as to acquire the knowledge and*

skills for personal fulfillment of aspirations and contribute positively to the societies. The need for quality entrepreneurial and lifelong education to a great extent will emphasize and promote the spirit of learning to learn and the ability to keep learning for a lifetime and a better future. Hence, quality entrepreneurial and lifelong education in Nigeria is very essential in transforming lives, building peace among communities, eradicating poverty and driving sustainable development in the country.

Implications of Quality Entrepreneurial and Lifelong Education for Development of Nigeria

The awareness of entrepreneurial and lifelong education is well acknowledged. There is a positive link between quality entrepreneurial and lifelong education and their contributions to national development. The implications of quality entrepreneurial and lifelong education to a great extent makes individual learners and the country at large to benefit socially, politically, educationally, economically as well as technologically. Quality entrepreneurial and lifelong education would promote healthy social life among citizens, reduce unemployment and social vices like political thuggery, cultism, kidnapping, robbery and other related crimes and insecurity. Given the realization of globalization, knowledge driven society and accelerating information and communication change, quality entrepreneurial and lifelong education would serve as a bridge to link relevant, meaningful and personalized learning and greater productivity in the 21st century Nigeria.

Quality entrepreneurial and lifelong education would nurture creative spirits that would lead to knowledge, skills and competencies needed to create wealth. This would improve the economy and reduce the incidence of over dependence on white collar and political jobs. Quality entrepreneurial and lifelong education would encourage individuals to make the best use of their talents as well as facilitate and reward cooperation and collaboration between individuals for self-improvement. Invariably, this will promote a socially and politically healthy environment and encourage peaceful co-existence among individuals and groups for business to thrive. Individuals will derive greater satisfaction from their work. Education is a human and civil right endowment, therefore quality entrepreneurial and lifelong education would enable everyone at all stages of life, to achieve maximum potentials and better understandings about oneself, others and the society at large.

There is need for greater emphasis on quality entrepreneurial and lifelong education so as to make it more versatile, adequate, inspiring and relevant for learners to successfully face the challenges of the contemporary world. Quality entrepreneurial and lifelong education has inbuilt mechanism for unlocking the key to modernization. The future of any country depends to a large extent on the quality of its education system which in turn depends on the quality of teachers who perform this mandate (Ayayi, 2004). As noted by Ayayi, (2004) there is always a wide gap between policy formulation and policy implementation in contemporary Nigeria education system. Obviously the lack of political will and poor implementation process in Nigeria has led

to the production of a generation of white collar-job-seekers. This can be overcome through quality entrepreneurial and lifelong education that enhances innate tendencies, capabilities and capacities of blending intellectual skills and attitude with physical handwork reinforced with discipline as this will bring about self reliance and self independence. Quality entrepreneurial and lifelong education that encourages innovation is a vital way of accountability that will bring about national development. It underlies the constructive integration of creative thinking, feeling, and actions that lead to empowerment and responsibility.

Conclusion

The paper discussed the importance of quality entrepreneurial and lifelong education as a sure way of improving quality of lives of individual citizen and also result to a general development of a country like Nigeria. The increase in knowledge as well as the high rate of unemployment in the country surely requires quality entrepreneurial and lifelong education for youths. This will provide them with the opportunity to acquire knowledge and skills and become employers of labour. They will also depend less on the government for white collar jobs. Quality entrepreneurial and lifelong education will ensure the fundamental principles of learning how to think, how to know, and how to do, and apply the acquired creative knowledge, skills and positive attitude towards self reliance. It will encourage and enhance the spirit of living together with others successfully in the ever changing society. All these, will ultimately contribute positively to the development of the country.

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