

UNDERSTANDING TARGETS FOR TERRORISM AND MANAGING THE CONSEQUENCES CASE OF ENTREPRENEURSHIP EDUCATION

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ABSTRACT

Entrepreneurship is widely recognized as a vital driving force for socio-economic growth and technological development of a nation. As such, one of the well known characteristics of Entrepreneurship education is its orientation on the acquisition of employable skills. While achieving the goals and objectives of Entrepreneurship Education in Nigeria, the quality of the programme needs to be improved, controlled and sustained. This paper intends to be of practical help to those working with students in higher education to foster their skills in entrepreneurship. It further dwells on the concept of quality assurance in education, entrepreneurship and entrepreneurial effectiveness, and challenges of quality assurance on Entrepreneurship Education. The paper recommends that to enhance the quality assurance on Entrepreneurship Education, adequate concern should be on students learning and experience, developing entrepreneurial mindset, graduate out come and enterprising behavior. It finally concludes that Entrepreneurship Education is essential for sustainable economic development of a nation and assuring its quality will promote graduate Entrepreneurial behavior and out come

Key words: Education, Entrepreneurship, Enterprise, Quality Assurance

INTRODUCTION

The recent years, everything about education seemed to have come under re-examinations and restructure to ensure quality control (Isyaku 2012). Training and preparing skilled manpower and retraining and developing learners to become productive and occupational has the economic role and social value, hence the need for quality control. There is a general telling that the quality of Education in Nigeria may no longer be adequate in the face of prevailing global situation (Adebayo 2010). The fall in the quality of education has also affected the state of entrepreneurship education as well, Therefore, adequate strategies must be put in place to ensure quality in Entrepreneurship Education in Nigeria.

Entrepreneurship Education is centered on teaching and learning offered in institutions of Higher learning in the name of given students an alternative career opportunities and the confidence that they can set up their own business (Isyaku 2012). The skills acquired is useful to those for self employment and can as well help students develop a "Can Do" confidences, and willingness to take risk, hence quality assurance strategies in entrepreneurship education among institutions of Higher learning.

Concept of Quality Assurance in Entrepreneurship Education in Nigeria

Zelrys (2004) Perceives that the concept of quality has been one of the most important concepts in educational terminology, entrepreneurship inclusive. Quality education is measured by the extent to which training received from an institution enables the recipient to think clearly, independently and analytically to solve relevant societal problems. Quality assurance on the other hand is about consistently meeting product specification or getting thing right first time and every time. According to Oderinde (2004), quality education is about internal aspect which is the implementation of the university objectives, while the external aspect deals with the implementation of national objective.

UNICEF (2000) in Ayonmike, Okwelle and Okeke (2013) explains quality education by enumerating the components of quality education which are:

1. Learners who are healthy, well nourished and ready to participate, learn, and supported in learning by families and communities.
2. Environments that are healthy, safe, protective, gender sensitive, and have adequate resources and facilities.
3. Content that is reflected in relevant curricula and materials for acquisition of basic skills, skills for life, and knowledge in such areas as gender, and health.
4. Process through which trained teachers use appropriate teaching approaches in well managed classrooms and schools; and skillful assessment to facilitate learning and reduce disparities.
5. Outcomes that encompass knowledge, skills, attitudes, and are linked to national goals for education and positive participation in society.

According to Nonye, Bakare, Virgy, and Ngozi (2011) education quality is measured using already established standards or quality indicators that can be low or above a given benchmark. The quality is said to be low or poor where standards are not met, or where stakeholders query or doubt any area of the process or the competencies of graduates of the educational system/programmes.

Entrepreneurship Education in Nigeria's Higher Institutions of Learning

Entrepreneurship Education is concerned with students in Higher Education to foster their skills in enterprise. It has been noticed that the current Entrepreneurship Education is structured differently across different providers, Some provide standalone degree programmes in the subject area, others still offer training and development as part of carrier education and preparation for employment. There is, therefore, the need to robust quality assurance mechanisms, including the programme or course validation strategy in the name of offering a framework for development and assessment of Entrepreneurship Education behavior, attitude and skills, which when taken together can contribute towards the development of entrepreneurial mindset and entrepreneurial effectiveness.

Entrepreneurship Education is the application of enterprises skills, specifically to create and growing organization in order to identify and build on opportunities (Green and Saradakis 2007). It focuses on the development and application of an enterprising mindset and skills in the specific context of setting up a new venture, developing and growing an existing business.

Entrepreneurship Education in Nigeria aims to produce graduates who are capable of intensifying opportunities and developing ventures through setting up a business or developing and growing part of an existing venture. It focuses on encouraging students of Higher institutions in Nigeria to apply enterprising skills and attributes to a range of different context after graduation.. According to Holden and Walmsley (2007) An entrepreneur demonstrates enterprising approaches and attributes such as creativity, vision, responsiveness to opportunity and ambition for growth.

Entrepreneurship Effectiveness

As with all academic disciplines, practice should be underpinned by theory. So, an ideal combination is to include learning both 'about' and 'for' within the curriculum. Entrepreneurial effectiveness focuses on equipping students

and graduates to develop their overall effectiveness beyond the educational setting. Entrepreneurial Effectiveness is developed through a combination of: • enterprise awareness • entrepreneurial mindset • entrepreneurial capability. Entrepreneurial Effectiveness can be defined as the ability to behave in entrepreneurial ways (Rae, Antcliff and Hannon 2012). This is achieved through the development of enhanced awareness, mindset and capabilities to enable learners to perform effectively in taking up opportunities and achieving desired results. Effective performance means adapting and applying the entrepreneurial mindset and capabilities to the relevant contexts, and exercising judgments about the optimal actions to take within set environments. The students learning experience in relation to the range of enterprise related activities that exist on-campus and the range of possible experiences that can contribute to the development of entrepreneurial effectiveness. An essential feature of enterprise and entrepreneurship education is that it supports and leads to entrepreneurial action of some kind, now or in the future. The education team may comprise of academics, practitioners and other support staff with appropriate and relevant experience. Practical opportunities for gaining experience can be created either within the curriculum or through optional extra-curricular activity that complements learning within the curriculum (Rae et al 2012). This guidance primarily addresses not only curricular learning, but it also recognizes the value of extra-curricular activities as providing important opportunities for access, networking, practical experience and support for student enterprise

Challenges of Quality Assurance in Entrepreneurship Education and Training Programme in Nigeria

According to Anachuna and Nwachukwu (2012), the factors militating against quality assurance in Entrepreneurship Education in universities include: population explosion in our universities; overcrowded classrooms; inadequate funding; inadequate infrastructural facilities; inadequate academic staff; poor remuneration of lecturers; mirage office accommodation; poor school management; unstable academic calendar due to incessant strikes by staff and students unrest. Others include: examination malpractice; dearth of research grants; cultism, ill equipped libraries; and too much emphasis on paper qualification. Furthermore, Babalola (2001), posits that universities in Nigeria are in crisis. He stated that there is less money to spend on teaching, research, and community services. Also, he maintained that libraries in Nigerian universities lack adequate and relevant books; laboratories do not have essential apparatus; classrooms are without adequate seats for students, and even office accommodation to university staff is a mirage. The Educational Sector Analysis shows that equipment for Science and Technical Vocational Education among others were lacking in the majority of the schools in Nigeria. Many school buildings in every state of the country were in a terrible state of disrepair; teaching

materials, workshops, staff offices, and school furniture were also lacking, although there was wide variation from state to state.

Folashade (2005) observes that many school teachers are unhappy, lack the zeal and enthusiasm in their jobs, because their welfare is not taken into consideration by their employers. They go on strikes before being paid their salaries, and retirement benefits are not guaranteed at retirement. Under these conditions, quality in teaching may be affected. However, Anyanwu (2009) states that students can make or mar quality in teaching. Indeed, when students are not interested in a subject and do not possess learning materials, quality teaching is jeopardized especially for Entrepreneurship Education, which contributes significantly to economic and self reliance. It is clear that Entrepreneurship Education in Nigeria is sounded by series of challenges that need to be re-arrested in the name of quality assurance.

Conclusion

In order to provide Entrepreneurship Education that can create an impact in the development of human resources, who can be the driving force for technological and economic growth of the nation, quality and standard will have to be created (Idia 2013). Strategies for addressing the challenges of attaining quality Entrepreneurship Education were identified in this paper. In addressing these factors, both government, nongovernmental organizations and owners of enterprises need to work collectively to curtail these crises of knowledge which has led to the fall in standard and quality of education, Entrepreneurship Education inclusive, in Nigeria. These can be achieved through a workable quality assurance mechanism and system that will help to foster quality and standard in every aspect such as input, process, and output of Entrepreneurship Education in Nigeria's tertiary institutions.

Recommendations

1. The government, stakeholders, policy makers and Higher Institutions of learning in Nigeria should focus on Entrepreneurship Education, quality assurance and best practices that have worked in countries around the world.
2. The need for the provision of adequate facilities, equipment, consumable materials and hand tools; provision of qualified Entrepreneurship Educators and personnel; adequate provision of instructional materials.
3. The need for creation of linkages between the Universities and owners of enterprises in the name of improving Entrepreneurship effectiveness, there comes need for review of Entrepreneurship Education Curriculum to pay more attention to practical than the theory.
4. Entrepreneurship Education should be centered towards better integration across subject areas, improved practice-based pedagogical tools, and better approaches to teamwork.
5. The need for the Higher Education Community to offer learning opportunities that are meaningful, relevant and can lead to entrepreneurial skills that enhance lifelong learning.

6. The institutions of higher learning should make sure that the Entrepreneurship Education Curriculum gives students an alternative career option and the confidence that they can set up their own business after graduation.

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