

# EFFECTIVE CURRICULUM PLANNING: A MAJOR ISSUE FOR ENHANCING ENTREPRENEURSHIP IN NIGERIA

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## **Abstract**

*Nigeria as a country has been bedeviled by various problems such as unemployment, robbery, terrorism, ethno-religious conflicts etc. The only remedy to such problems, is the provision of sound education that support entrepreneurship. This will give the teeming graduates the opportunities to be self employed. This paper examined the various issues related to effective curriculum planning. The paper pointed out that the curriculum should not be a mere rhetoric or assembly of contents that in the end, will render the graduate without entrepreneurship skills that support self employment. The paper therefore recommended that the curriculum should comprise highly of the various learning experiences that gives room for enterprising. It also recommended that subjects like agricultural science and local crafts of the different sections of the community should be made core subjects in curriculum plan.*

Entrepreneurial form of education is believed to be the most viable aspect of curriculum planning in Nigeria. One of the necessary conditions for attaining self reliance is the provision of functional education that de-emphasises clinging to milkless saturated public labour market. Education should therefore be targeted towards encouraging all aspects of development, innovations trial and institutionalization of change that support entrepreneurial endeavours to enhance the utilization of the abundant resources in Nigeria. Educational planning and policy renewal are basic aspects that warrant formulation of various initiatives through the learning experiences offered which in turn, give the individual opportunity to think of what he/she should offer to the nation.

The indigenous system of education in Nigeria support both theoretical and practical aspects that support functionalism or operation of the various institutions for the sustenance of the society.

A well planned education must be the major focus of various stakeholders. The numerous problems of Nigeria can only be tackled through a effective curriculum

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planning and implementation, which can make the youths develop positive attitudes towards entrepreneurship innovations.

#### **Education and Entrepreneurship in Nigeria**

Since time immemorial, members of any society has a firm believe that the major means of inculcating the values of the society is through education in what ever form. The various institutions that existed before the advent of colonialism strived hard to transmit the various traits, customs, occupations and attitudes to members of the society in order to sustain the economic and social development of the society. The criteria for assessing the level of progress in any society is through analysing the extent to which such society educates its members. Adamu, (2011) contented that:

“Education comprises of four basic pillars: learning to know, which emphasises general knowledge and the will to learn; learning to do, which involves the acquisition of formal or occupational skills, in the context of an individual’s experience and community learning to live together, which incorporate developing an understanding of other people and appreciation of interdependence; learning to be, which enables an individual to develop his/her personality and to act with greater autonomy, judgment and personal responsibility”.

In trying to analyse the above contention, one can say that education is the overall development of an individual to be functional to himself and the entire society. The major goal of education therefore is to train an individual to participate in the political, economic, as well as social aspects of the global community. The formal education which of course, we are concerned with, has an enormous task in integrating all the parameters that are needed for producing qualitative citizens. The fundamental concern therefore is to formulate sound curriculum that can pave way for a better and functional education. Balarabe, M. (2011) asserted that “the term standard education implies the provision of education to all citizens secondly, it implies that the education provided must be of good quality and meet the needs of the individual and thirdly, the education provided must be by enabling environment. This enabling is characterized by an enlightened citizenry, a dynamic economy with good infrastructure”.

The assertion above must be the major issue as far as Nigeria education is concerned. For education to be viable in Nigeria the issue of quality, access and funding must be the bases for planning, and executing such a plan. Education in Nigeria must be planned in such a way to make its recipients acquire skills necessary for participating in the economic aspects of the society. The defects of Nigerian education was identified immediately after independence hence changes were made to reflect the needs and aspirations of the members of the society.

National Policy on Education (NPE) (2004) stated that

“the need for a national policy on education came about as a result of the 1969 National Curriculum Conference which attended by a cross section of Nigerians. The conference was a combination of various stakeholders that

express the dissatisfactions with the existing education system which had become irrelevant to national needs, aspiration and goals. After the national conference, a seminar of experts drawn from wide range of interest groups within Nigeria was convened in 1973. The seminar, which included voluntary agencies and external bodies, deliberated on what a national policy on education for an independent and sovereign Nigeria should be”.

The NPE (2004) was formulated to pursue the attainment of the five main national goals which include building of:

- a) Free and democratic society;
- b) Just and egalitarian society;
- c) A united, strong and self reliant nation;
- d) A great and dynamic economy;
- e) A land full of right opportunities for all citizen.

Education in Nigeria must be in committant with the above listed goals, hence the need to diversify Nigerian education emanated because of the need to integrate fully individuals to participate in the economic as well as the functional aspects of the nation. Though it may be very difficult to ascribe full success to the policy of education due to many factors, but the NPE alerted that there is need for an education that encourages entrepreneurship. It is against this background that in the NPE in Section (7) identified the objectives of science, technical and vocational education.

Nigeria is a country that has been blessed with abundant natural resources, i.e the factors production which include land, labour and sources of capital development, education is therefore geared towards boosting of the economy will support in the provision of employment opportunities in the private sector. This is only possible if the school system have been totally changed towards the development of entrepreneurship.

Inegbenebor (2006) contended that “entrepreneurships are the heroes and heroines in the economic spheres. In any market oriented economy entrepreneurs are the agents of social and economic transformation and change. They create jobs for themselves and for others by establishing new businesses. They raise the level of productivity in the economy by harnessing and utilizing resources more efficiently. Entrepreneurs are innovators developing new technologies, new products and services or adapting existing technologies to new uses.

The development of entrepreneur education demand careful analysis of the kind of resources in question i.e there is the craftman entrepreneur who needs education in technical aspects, there is also entrepreneurs, who need high level of education involving both technical and non technical education.

### **Concept of Curriculum**

Society is not static, therefore changes are inevitable, change is the only permanent phenomenon. Education is a long life process, and is a major means of

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instilling the values of the society into its member. A curriculum that operates in the society is typically a guideline set out for educators that describe what they need to teach their members. It tends to outline the subjects that need to be taught so that each member has indeed learned the necessary materials. This guideline therefore is organised in order to provide a variety of experiences in accordance with the values of the society. Giroux (2001) maintained that “what is crucial to understand is that curriculum is not merely about the acquisition of skills, but also a political and ethical project deeply concerned about matters of power, knowledge, values and agency. For the curriculum matters when it empowers students to become critical agents capable of understanding and engaging those forces that bear down on their lives as citizens and members of a larger global community”.

Curriculum could also be described as a related link between student and teacher organised in such a way to achieve goals previously set by the teacher, or organised by curriculum specialists. However, this explanation does not cover all the meaning of curriculum. This is because there are many goals and objectives to be pursued and achieved. The issue of defining curriculum poses a major challenge, it is in line with this that Urevbu, A. O. (1990) stated that:

“Perhaps one way to deal with the issue of defining what is curriculum is to turn to an examination of the idea of definition itself, in his book. The language of education, Israel Scheffler discusses three types of definition: the stipulative, the descriptive and programmatic. A descriptive definition is one which purports to describe adequately what is being defined or the way in which the term is used, programmatic definition tell us overtly or implicitly that, this is the way things should be. A stipulative definition is the one which is invented or better still, is given by its author”.

Perennialists conception of curriculum is that since man is endowed with rational faculty the purpose of education to them should principally be the cultivation of the intellectual virtually the Curriculum should consist of “permanent studies” i.e rules of grammar, reading, mathematics, rhetoric and logic, they believe permanent studies are valid both for the present and all times, limiting the education in cultivating the mind. This kind of curriculum is narrow, because the interest of the learners are not adequately catered for.

The essentialists on the other hand emphasize the so-called academic areas of systematized knowledge that represent race experience which should be transmitted to children. Their views support provision of standard programme for the children.

Essentialists maintained that race experience consist of some organised bodies of knowledge to be acquired or stored for future use to them curriculum is centred on training the intellectual they emphasise the following subjects, i.e command of the mother tongue, systematic study of grammar, literature writing, mathematics, science, history and foreign language.

Discipline doctrine advocates refer curriculum as knowledge that comes from disciplines, hence the needs of the learners are discarded, it created a barrier and progressive define curriculum as guided learning experience, Dewey emphasized involving the children in curriculum construction and evaluation through the famous doctrine of pragmatism.

### **Curriculum Planning and Entrepreneurship in Nigeria**

Planning curriculum is an enormous tasks since it encompasses the whole educational policy. Curriculum planning is simply designing the contents of education and various procedures of teaching and evaluating them. Planning curriculum entails organizing the various elements that form the basis of teaching/learning processes which in turn, lead to the attainment of the overall goals. Curriculum planning can explained as developing various proposed curriculum theories that are subject to analysis. Emeruwa (1996) asserted that curriculum planning is choice-oriented. It involves making choices as to the learning experiences which are appropriate and desirable for the children of a given society. Thus, curriculum planning may be defined simply as the process of building a programme of learning experiences calculated to result in the attainment of set goals for a particular people”.

Curriculum planning should involves identifying the nature and level of the planning and who plans the curriculum and for who. The task of planning the curriculum makes necessary the analysis of various issues these issues include the need and aspirations of the members of the society. Emeruw (1999) contended that effective curriculum planning must satisfied some prerequisite conditions which include general knowledge of the society which the curriculum is to serve, the significance of such knowledge to members of the society, how it is going to serve the society, understanding the social and cultural milieu of the society and the need to involve teacher and all other stakeholders.

The Nigerian society is becoming more complex and sophisticated hence the need to have an effective curriculum planning that should cater for the following problems is crucial.

- Poverty
- Ethno-religious crises
- Terrorist attacks
- Bribery and corruption
- Inculcating democratic ethics
- Security problems etc

All these problems listed above could be address through formulating a laudable sound curriculum that encourages acquisition entrepreneurial skills. The number of graduates from different levels of education keep on increasing day by day, the promotion of entrepreneurial aspects that de-emphasize seeking government jobs is

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much needed in our society. Curriculum plans therefore need to be highly entrepreneurial in nature. Entrepreneurship according to Tawiah (2006) is the combination of other factors – land, labour, capital – in production and the acceptance of risk of production which arise through uncertainty.

Curriculum planning should be in two folds, i.e catering for both rural and urban members of the society, formal and non formal education, the idea behind this if the curriculum is highly loaded with enterprising aspects the whole sectors of the economy will be developed by the recipients of the curriculum. The Nigerian education should strive hard to make a learner an enterprising individual, so that rural-urban migration should be curtailed. It is important to point with an effective curriculum plan that highly supports various elements of entrepreneurship will problems reduce such problem.

Curriculum planning in our items must consider the internet generation i.e the students are now fond of internet searching and to be candid a lot of entrepreneurial opportunities could be located through the internet.

Onstein, A. C.; Pasjuk, E. F. and Onstein, S. B. (2007) asserted that

“the internet affects us all – the way we create wealth, the nature of commerce and marketing, the delivery system of entertainment, the role and dynamics of learning, the nature of government. It should not surprise us that those first to grow up with this new medium are defined by their relationship to it. I call them the internet generation - the N-Geners”.

Curriculum deals with enrapture of educational processes, that is to say what elements do we need in a curriculum. In addition to this personnel which include preparation of teachers, administrators, supervisors must also be in focus.

The classical problems in Nigeria that include explosion of graduates, unemployment, ethno-religious crises if not curtailed through effective curriculum planning can explode and the impact will have a serious consequences to the entire nation. The current trends in the world calls for curriculum renewal since even the developed nations like USA is now confronted by scarcity of jobs for the citizenry. The curriculum that is effectively organised to encompass enterprising aspects is highly relevant in Nigeria. Effective curriculum is expected to be more broad, cherishing and valuing hardwork. The emphasis on only cognitive segment should be highly discouraged.

In curriculum planning data must be obtained through various sources. It is to this effect that Wheeler (1967) proposed seven phases of curriculum planning i.e selection of aims, goals, and objectives, selection of learning experiences, the selection of content, organization and integration of experiences and content, evaluation. Many models of curriculum planning are available these include that of Lawton Kerr, Nicholas and Nicholas Hall well etc. Curriculum planning is a pivot of societal transformation, because it is evident that the major channel for sustaining national development is through planning an effective curriculum that supports solving problem.

Curriculum plan that supports entrepreneurship is the major educational programme that emphasises utilization of resources. This in turn will provide jobs opportunities. Curriculum planning that is organised to cater for organizing, managing resources is vital in Nigerian situation. The word entrepreneur originates from 13<sup>th</sup> century French verb *entreprendre*, meaning “to do something or to undertake”. By the 16<sup>th</sup> century the noun form *entrepreneur*, was being used to refer to someone who undertakes a business or a venture.

The educational programme entails making an individual to identify the various opportunities far and near to make ends meet, hence the skills that enable a learner to allocate resources and create wealth must be the genesis of this millennium curriculum. In addition to this, people should be encouraged through education to go into entrepreneurial venture, so that the rate of unemployment would be reduced drastically. Now it has become necessary to emphasise for a curriculum that cherishes enterprenrial skills. The above assertion pointed out the major challenge of the entire educational sector should be the emphasis on vocational and technical skills. Though the National Policy on Education (NPE, 2004) was designed to cater entrepreneurship but because of lack of political will, bribery and corruption little success have been achieved.

## **Conclusion and Recommendation**

Curriculum is a process that entails a combination of various efforts of the stakeholders to produce a programme of education that warrants the acquisition of various skills for survival in the society. The global trends no longer accommodates a theoretical kind of education that is devoid of enterprising in one aspect of the economy or the other. Effective curriculum planning must have a total reflection of the value of the society. It is a well known fact that the African indigenous education cherishes hand work rather than making an individual an educated person without the experiences for enterprises. The curriculum planning should be focused on what the individual should offer to the society in terms of exploiting the enormous resources in the country.

For an effective curriculum that will give entrepreneurial orientation to the citizenry the following recommendation should be considered.

- In planning curriculum the local crafts and agricultural science should be the core subjects in the basic education.
- The evaluation procedures should emphasise psychomotor domain rather than cognitive domain only.
- There should be constant curriculum renewal to cater for emerging needs.
- There should be continuity in any laudable educational programme that cater for entrepreneurship.
- The government should provide adequate infrastructures for any planned curriculum to be implemented effectively.
- The various researches conducted on the relevance of encouraging entrepreneurship should be noted seriously by the stakeholders.
- Teachers preparation to cope with challenges of entrepreneurship of our time should be enhanced.

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- Change of attitudes that should discourage all negative attitudes towards good governance should be highly encouraged.
- The government should inject more funds in curricula research and the fund should be judiciously used by the concerned individuals.

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