ENTREPRENEURSHIP CURRICULUM FOR SUSTAINABLE DEVELOPMENT: EMANCIPATION TO SKILLS ACQUISITION AND SELF ACTUALIZATION OF STUDENTS IN RIVERS STATE.

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Abstract

The ethmology of curriculum presents it as a "race course", that which learners engage in, to win a medal, degree, certificate or result, at the end of the academic exercise. The originality of curriculum is embedded in it's practice as a race course not only for certificate, but for mastery, which should be the driving force for engagement in education. Entrepreneurship curriculum is teaching students to possess ability to create and manage venture's, provide needed resources, bear risks and maintain profit. Through entrepreneurship education, students' creatively develop attitudes and competences in starting and running businesses, and they are able to bear associated risk, with the aim of making profit. Education posit as bedrock to development, sustainability and self-actualization, yet it is bedeviled with theoretical frameworks that lack consistent applicable innovations for entrepreneurship, which metamorphose every developed economy the world over. The paper conclude that the existing lacuna between teaching and learning with sustainable development is entrepreneurship education. It's benefits are, increase in National Gross Domestic Product (GDP), increase in local content, and foreign investment. Suggestions made are intensive implementation of entrepreneurship curriculum for skills acquisition in Secondary schools in Rivers State.

Keywords: Entrepreneurship Curriculum, Self Actualization, Skills Acquisition, Sustainable Development.

Introduction

Entrepreneurship education is that education which teaches students to possess the ability to create and manufacturer ventures, provide needed resources, manage risk arising from the venture and make profit. For Sawang (2020) entrepreneurship education is the study of enterprise and entrepreneurs, including the practical and academic knowledge, skills and techniques used in being an entrepreneur. An entrepreneur is a person who identifies or creates and acts on an opportunity, for example by starting a new business venture or social enterprise, and that is the missing link in education. Entrepreneurship education involves aspects that include employability skills, social enterprise, self-employment, venture creation and employment in business. By this

definition Entrepreneurship education has been structured in a way that reflects its objective in that it outline skill acquisition, business or venture creation and management, change in attitude, recognition of opportunity to endear sustainable development, which is tasked to be surmounted in Nigeria. Alcontentfy team (2023) maintained that preparing students for the real world at this digital age of revolutionized industries would mean upgrading the education system to entrepreneurship educatio6n where students at different levels of education be it basic or secondary are trained to think critically, creatively and enterprenually, for that is what accounts for self-actualization and sustainable development. with formalized entrepreneurship education curriculum students are trained on how to establish students as well as garner other entrepreneurship activities with behaviors associated to it. Students taught entrepreneurship education think outside the box, simulate the economy and impact on national gross domestic products (GDP).

Similarly, Nzeako cited in Olubiyo P.O and Olubiyo J.T (2022) opined that entrepreneurship education supports economic and facilities leakages as no business exist alone without contacting other enterprises. The various sectors of the economy are related in production, distribution, preservation and knowledge and these are provided through entrepreneurship education. The paper discussed some benefits of entrepreneurship education as increase in local content, resilience and doggedness, poverty alleviation and sustainable development, conclusively the paper opined that entrepreneurship education increased students' knowledge, skills, competencies and provides entrepreneur behavior, suggestions made included. The paper suggests among others an inclusion of entrepreneurship education in basic and secondary levels in Rivers State.

Conceptual review on Entrepreneurship Curriculum

Entrepreneurship curriculum is the planned outline of teaching students the ability to create and manage ventures, provide needed resources, bear risks and maintain profits. Entrepreneurship education enable students develop critical thinking skills, business skills, with innovations translated into physical achievements for personal and societal benefits and growth. Entrepreneurship curriculum according to Kee, Rodrigues, Kundu and Racine (2023), has been designed in the form of a workshop adapted to forma regular semester length course with pedagogical interactive and experimental tool outside the traditional teaching tools.

Entrepreneurship education in Junior and Senior secondary schools is pivotal in fostering a culture of innovation and self-reliance among students. (Gibb, 2002). The essence of entrepreneurship curriculum lies in its ability to integrate theoretical knowledge with practical skills, thereby preparing students not only for future employment but also for creating their own employment opportunities. The aim is to nurture a mindset that is conducive to entrepreneurship, characterized by creativity, critical thinking, and resilience according to by Isaacs, Visser, Friedrich, &Brijlal,(2007). The entrepreneurship curriculum should be underpinned by theories of education and entrepreneurship that emphasize experiential learning and hands- on education. Constructivist theories, as posited by Piaget and Vygotsky,also suggest that learning is most effective when students are actively involved in a process of meaning and knowledge construction. This implies that an entrepreneurship curriculum should be interactive and student-centered, encourage active participation through projects, case studies, and real-world problem-solving activities. In synergy humancapital theory, which underscores the importance of investing in education to enhance individuals' productivity and potential for innovation, provides a robust framework for the entrepreneurship curriculum. By equipping students with entrepreneurial skills,

schools can enhance their human capital, which is crucial for personal and socio - economic growth (Becker, 2009).

Practical Application of Entrepreneurship Education

In practical terms, an entrepreneurship curriculum should encompass a variety of learning activities that simulate real business environments. For instance, students can be engaged in creating business plans, conducting market research, and developing prototypes of products or services. These activities should be designed to teach essential entrepreneurial skills such as opportunity recognition, resource management, and risk assessment. Field trips to local businesses and interactions with successful entrepreneurs can provide students with insights into the practical aspects of running a business. Additionally, integrating technology and digital tools in the curriculum can help students understand modern business operations and the significance of e-commerce and digital marketing.

Curriculum Content of Entrepreneurship Education

For Fayolle & Gailly (2008), the content of the entrepreneurship curriculum should be comprehensive, covering key areas such as:

1. Business idea generation and validation, where students learn to brainstorm and validate business ideas through exercises like identifying community problems and proposing innovative solutions.
2. Market research and analysis are also essential, equipping students with the skills to analyze market needs and trends; for instance, conducting surveys and focus groups to gather consumer feedback on potential products or services.
3. Financial literacy is also crucial, involving basic accounting, budgeting, and financial management practices. Students might engage in activities such as managing a mock budget for a school project or learning to read financial statements.
4. Understanding marketing and sales strategies is another key component, where students are taught to grasp consumer behavior and effective sales techniques through role-playing sales scenarios or developing marketing campaigns for hypothetical products. {**Martin, McNally, & Kay (2013)}**
5. Additionally, the curriculum should provide step-by-step guidance on business plan development, helping students articulate their business ideas in a well structured format. They could work on projects where they create detailed business plans, including market analysis, financial projections, and operational strategies.
6. Legal and ethical considerations are also important, introducing students to the legal aspects of starting and running a business and the significance of business ethics. This might include case studies on business law and ethics or discussions on real-world ethical dilemmas faced by entrepreneurs.
7. Finally, leveraging technology and innovation is vital, teaching students to use modern technology to enhance business operations. This could involve projects where they create websites, use social media for marketing, or develop apps that address specific market needs. By integrating these elements, the entrepreneurship curriculum can effectively prepare students for the complexities of the business world and foster a generation of innovative and ethical entrepreneurs.

Assessment and Evaluation in Entrepreneurship curriculum.

Assessment in an entrepreneurship curriculum should be both formative and summative. Formative assessments, such as peer reviews and self-assessments, can help students reflect on their learning process and identify areas for improvement. Summative assessments, including the evaluation of business plans, presentations, and practical projects, can provide a comprehensive measure of students' entrepreneurial competencies.

Entrepreneurship Education (EE) and Sustainable Development (SD)

Among the goal of Sustainable Development is Goal 4 which is to ensure all individuals have access to entrepreneurship education and have life ling learning and acquire entrepreneurship skills to function well and contribute to the society. (UN 2016). In synergy with the SD goal 4, FRN (2014) enshrined that entrepreneurship education should make optimum contribution to sustainable development by making entrepreneurship skill acquisition a requirement for all universities in Nigeria in the opinion of Kabir, Haqque and Sariwa (2017), entrepreneurship education provides skills, help persons change their mindset from job searchers to job creators. Entrepreneurship education encourage entrepreneurstartups which provide opportunity for advancing human well-being, self-esteem and freedom it also ensure creation of jobs, drives forward economic growth and increase gross national product (GDP), it manages environmental volatile complicities, turn out learners with business minds to reduce poverty, initiate innovations, infrastructural transformations and environmental sustainability.

Entrepreneurship education place emphasis on skills and experience which enable students curb societal challenges like unemployment, juvenile crime, cultism, internet crime, poverty, terrorism which has become a global challenge. Entrepreneurship education is an indispensible tool for realizing sustainable development if students in junior and secondary school are exposed to it as part of the curriculum, students from early age begin to tackle economic challenges facing the nation so as to realize sustainable development.

On the urgent need to include entrepreneurship education into its junior and secondary school curriculum, Salami cited in Adamu (2015) maintained that entrepreneurship education has become embraced by almost all the developed countries so it is important to develop the spirit and culture of entrepreneurship education also in the developing countries. Thomas (2011) on the need for a transform of education system to enable sustainable development buttressed that not all students would be entrepreneurs as company owners, but all students would be creative enough to solve challenges of the society and that is entrepreneurship education for a better world. Entrepreneurship education is associated to creativity in that it:

- Endears critical thinking skills.
- Enable problem solving.
- Imbues self-reliance.
- Provide innovative skills.
- Entrepreneurial mindset.
- Provide financial management skills.
- Endears creative thinking abilities.

Skills Acquisition Curriculum for Junior and Senior Secondary Schools

Skills acquisition is a fundamental component of education that equips students with practical abilities necessary for personal development and economic participation. In junior and

senior secondary schools, a well-structured skills acquisition curriculum can play a critical role in preparing students for both the job market and entrepreneurial ventures. This curriculum should blend theoretical knowledge with hands-on experience, fostering a comprehensive skill set that enhances students' employability and self-reliance.

The design of a skills acquisition curriculum should be grounded in the Competency-Based Education (CBE) framework, which focuses on equipping students with specific skills and competencies required in various professions and industries. This approach according to Guthrie (2009) emphasizes mastery of skills through practical application and continuous assessment, ensuring that students achieve a high level of proficiency. Another theoretical underpinning is the Experiential Learning Theory proposed by Kolb (1984), which advocates learning through experience.

According to this theory, effective learning occurs when students engage in a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. A skills acquisition curriculum should, therefore, incorporate experiential learning opportunities that allow students to apply theoretical knowledge in real-world contexts.

Practical Application of skills acquisition curriculum.

The practical implementation of a skills acquisition curriculum involves creating a learning environment that encourages hands-on activities and real-world problem solving. Workshops, laboratories, and field projects should be integral parts of the curriculum, providing students with opportunities to practice and refine their skills. For instance, in technical and vocational education, students could be involved in activities such as carpentry, electrical work, plumbing, and automotive repair. These activities should be guided by industry standards and supervised by qualified instructors to ensure that students gain relevant and high-quality skills.

Curriculum Content of skills acquisition curriculum

The content of the skills acquisition curriculum should be diverse, covering a wide range of skills that are in demand in the job market and essential for entrepreneurship. Key areas of focus include technical skills, such as welding, mechanics, and electronics, where students engage in hands-on projects like constructing basic electronic circuits or repairing mechanical devices. Information and communication technology (ICT) skills are also crucial, involving basic computer literacy, coding, and digital communication. Students might participate in activities such as creating simple websites, coding small programs, or using digital tools for effective communication.

Additionally, home economics skills are vital, encompassing cooking, sewing, and home management. Practical lessons could involve preparing balanced meals, sewing garments, or managing household budgets. Agricultural skills are another important area, teaching techniques in farming, animal husbandry, and horticulture. Students could engage in activities like planting and maintaining a school garden, or learning about sustainable farming practices. Creative arts skills, including drawing, painting, sculpture, and graphic design, are also essential. Students might work on art projects, design digital graphics, or create sculptures from various materials.

Finally, business skills are integral to the curriculum, covering basic entrepreneurial skills, financial literacy, and project management. Students could develop business plans, manage mock budgets, or undertake projects that require planning and execution, thereby gaining a comprehensive skill set that prepares them for future careers and entrepreneurial endeavors. Rae, (2007).

Assessment and Evaluation in skills acquisition curriculum

Assessment in a skills acquisition curriculum should be competency-based, focusing on students' ability to perform specific tasks to a defined standard. Practical assessments, such as projects, demonstrations, and portfolios, can provide a clear indication of students' proficiency.

Additionally, continuous feedback from instructors and peers can help students identify strengths and areas for improvement. To ensure comprehensive evaluation, assessments should also include written tests and oral examinations that gauge students' understanding of the theoretical aspects of their skills.

Entrepreneurship curriculum for self-actualization.

Entrepreneurship curriculum makes provision for core business plan, financial management, risk and profit, accessible to students, it empowers students with business skill, critical thinking, creativity, innovation, risk management, and profit orientation which Traver (2024) categorized are successful characteristics for a successful entrepreneur namely:

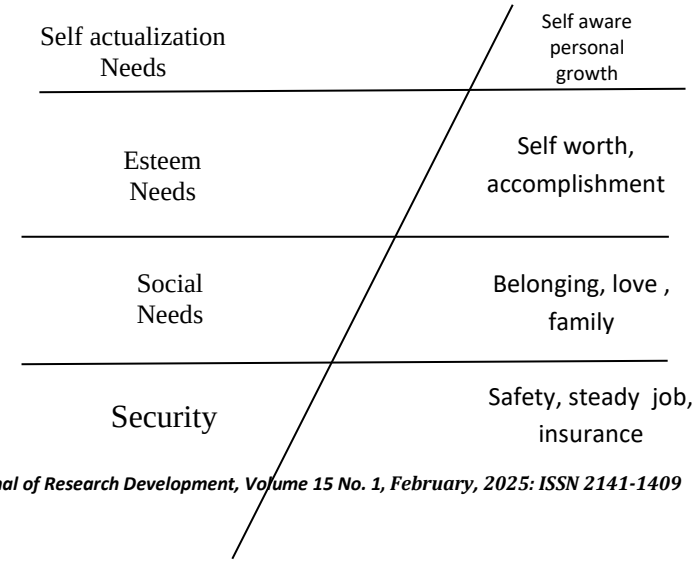
- Communication: Being an effective communicator.
- Sales: Posses skills of sales.
- Focus: Stay focused amidst ups and downs.
- Ability to learn: Expand ones knowledge.
- Business strategy skills: Sound high business sense or plan.

The call to integrate entrepreneurship curriculum in junior and secondary schools curriculum cannot be over emphasized as entrepreneurship education has not been the missing link to student'sself-actualization, economic growth and sustainable development.

Self-actualization connotes achieving set goals with personal values and aspirations in the course of a venture self-actualized people feel a sense of completeness, joy and accomplishment, according to Maslow's hierarchy of needs theory, self-actualization is the highest level of psychological development, where personal development is fully realized after basic, bodily and ego needs have been fulfilled. (Wikipedia n.d). Self-actualization is a tool for self-improvement, realizing ones full potential and achieving set goals for sustainable development.

The pyramidial depiction of Maslow's hierarchy of needs as shown below puts self-actualization at peak of other needs.

Maslow's Hierarchy of Needs



Physiology Needs	Food, water, shelter, air, warmth

Self-actualization is the capacity to achieve, buttressed by Igani, Lucky-kormene and Amakiri. (2017). Make students become well developed and rounded to the point where they confidently express themselves and get to having the assurance that they have more opportunities to exercise their creative freedoms, higher self-esteem, and an overall greater sense of control over their own lives.

Impact of entrepreneurship education for self-actualization.

- Students develop sense of purposefulness and impacting life style.
- Students identify their passions and values, and how they can engage meaningfully to actualize their passions and values.
- Through contentious entrepreneurship learning students learn resilience, doggedness and adaptability skills.
- There students build a sense of self-sufficiency they are confident in their abilities
- Creativity, critical thinking and problem solving skills impact on self-actualization.
- Students imbibe independence and self-direction been able to take decisions and take ownership of ideas and actions.

Conclusion

The Paper conclude in synergy with other scholarly research cited, the urgent need for integration of entrepreneurship education into Secondary school curriculum to teach entrepreneurship skills such as creativity, transition, critical thinking, risk becoming management skills, decisions making skills, and profit making, skills. These skills provide employment, alleviate poverty, increase national production and entrepreneurship, as well as sustain development.

Suggestion

Suggestion made are that:

1. Entrepreneurship curriculum be integrated into secondary schools curriculum.
2. Curriculum organizations initiate avenues for curriculum innovations to meet sustainable development goals of the 21st century.
3. There is need to adhere to national policy on Education in entrepreneurship and experimental education.
4. Subjects taught in secondary schools weather Arts or science be backed up with entrepreneurship, skills.
5. Students be exposed to business ownership, risk, movement and profit skills at secondary school age.

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