

# INCULCATING ENTREPRENEURSHIP VALUES AT THE NURSERY SCHOOL LEVEL FOR ACHIEVING VISION 2020

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## **Abstract**

Nursery Education is the concrete foundation and floor upon which sound progressive education, retention, recall, manipulation, analysis, synthesis, application and appreciation knowledge can be based. Therefore, there is need to inculcate entrepreneurship values in the nursery education is to prepare pupils for developing their potentials. The paper examines the concept of entrepreneurship and ways of integrating it in the nursery school curriculum as a means of achieving vision 2020. In conclusion the paper suggests that training and retraining of nursery school teachers should be encouraged.

## **Introduction**

The increasing attention entrepreneurship is receiving is not a surprise because the challenges of living posed by global economic crunch, leaves nobody in doubt that one has to create something new, different and attractive to increase ones financial status and to have a living that worth it. Furthermore, the dream of Nigeria to attain development level economically and politically as well as to be ranked among the first 20 most developed countries in the world rest heavily on development of manpower resources that can contribute their quata to the development of the society.

Nigeria also wants to take her leadership role in African by the year 2020. This gave birth to her vision 2020. This vision statement has it as her goals, that “by 2020 Nigeria will be one of the 20 largest economics in the world able to consolidate its leadership role in Africa and establish itself as a significant player in the global economic and political arena” (Bello 2008). To attain these over arching goal of reaching the top 20 developed country by the year 2020, the country will need to enhance her economic development performance as illustrated by the under listed key parameters.

- **In the area of polity:** Nigeria will be peaceful, harmonious and have a stable democracy.
- **In the area of economy:** Nigeria should have a sound, stable and globally competitive economy with a GDP not less than \$900 billion and per capital income not less than \$4000 per annum.
- **In the area of infrastructure:** Nigeria should have adequate infrastructure services that support the full mobilization of all economic sector.
- **In the area of education:** Nigeria should have modern and vibrant education system opportunity and facility to achieve his maximum potentials and provides the country with adequate and competent manpower.
- **Health sectors:** A health sector that would sustains and supports a life expectancy of not less than 70 years and reduces to the barest minimum the burden of infectious disease such as malaria, HIV/AIDS and other debilitating.
- **Agriculture:** Nigeria should have a modern technologically agricultural sector that will enable the nation to solve the problem of food scarcity and contribute meaningfully to foreign earnings.

- **Manufacturing:** A vibrant and globally competitive manufacturing sector that contributes significantly to GDP with a manufacturing values added of not less than 40% (Okhawere, Ogunwole and Okoh 2009).

The vision has laudable missions which if properly planned and implemented, these aims would be achieved. Inculcating entrepreneurship values into children/pupils at nursery school level would help in achieving vision 2020.

### **Conceptual Framework**

Chukwudi (2005) defined entrepreneurship as a process of creating something different with value by devoting the necessary time, effort, assuming the accompanying financial, psychological and social risks and receiving the resulting rewards of monetary and personal satisfaction.

The above definition points to the following:

- Entrepreneurship involves creation process i.e. creating something new which has to be of value to the entrepreneur and his audience as well.
- Entrepreneurship requires conscious devotion of time and efforts. Only those who are enterprising would appreciate the significance of time and effort required to make something new and operational.
- Furthermore, risk is involved in entrepreneurship. Also reward is associated with entrepreneurship. The most important of these rewards is independence followed by personal satisfaction.

According to Esomonu (1998), entrepreneurship is a clear manifestation of effective manipulation of human intelligence as demonstrated in creative performance. It seeks to find out how best graduates can convert their education to intellectually productive ventures in order to bring out the best in an individual. Most importantly, entrepreneurship facilitates national development and engenders competition in the economy. It is therefore noted that entrepreneurship pertains ethics and dealings based on morals and values.

### **Values**

Values are one's principles or standards, one's judgment of what is valuable and important in life. Okpilike (2010) stated that values are desires, wants, needs, interest and aspirations. They will present specific elements of culture and so can be termed as expected patterns of behaviour. They are equally to be passed on from one generation to another. Children are taught from the early stages of their lives to respect the basic values of their society. Virtues such as honesty, truthfulness, kindness, wisdom, dignity of labour, loyalty, respectfulness, perseverance are highly cherished and are taught to the children right at the family level (Okpilike, 2010) in response to the basic values cherished in the Nigerian society, the national conference for moral education held in Port-Harcourt Nigeria, February 1<sup>st</sup> – 5<sup>th</sup> 1982 recommended the following values for inclusion in the secondary curriculum.

- **Honesty:** Rejection of fraud, cheating, bribery and corruption, truthfulness, fair-play and sincerity.
- Regards for the interest of others manifested in tolerance, good neighbourliness, humane courtesy and sportsmanship.
- **Justice:** Practice in fairness in one's personal dealings with others, the equitable distribution of social amenities, goods and services and the equitable settlements of disputes in and outside the law courts.
- **Discipline:** Shown in habits of self-control, moderation, modesty and respect for legitimate authority.

- **Right attitude to work:** This includes punctuality and regularity, devotion to duty, service cooperation and dignity of labour.
- **Courage:** Physical courage moral and spiritual courage.
- National consciousness patriotism, sense of belonging, services to the nation, loyalty, unity and communalism.

All these values are important for entrepreneurship. Telling lies and asking for bribe in your establishment are very unethical and dishonest. An entrepreneur must be honest to achieve objectives of the business. It is therefore important to inculcate these values to young children at early stage. This is because it is the value attached to certain activities that help the individual develop the ability to identify business opportunities. Value system of the individual directs the person on accepted standards to adopt in order to determine what to do based on scale of preference (www.turnerlearning.com2007).

Nursery education has become an important arm of Nigeria's education system hence, its recognition and inclusion in the National Policy on Education (NPE) or the Federal Government of Nigeria (FGN) (2004). Ejieh (2006) defined nursery education as the education given in an education institution to children three to five prior to their entering the primary school. It can also be described as a school that serve the needs of 3-5 years old children by offering them experiences adapted to their growth in a period when growth is rapid and vital.

According to Barnett (2006) infancy to school age is a span of life when development is more rapid than at any other time in the life of an individual. It is at this time that it is easy for a child to learn and form habits, and also politics of social interchange is established. Nursery education is also intended to prepare children for further development of their potentials. It is the first step towards helping the young to assimilate valuable knowledge, skills and attitude that are needed for life Mohammed (2002) pointed out that nursery education is the concrete foundation upon which sound progressive education can be built.

### **Objectives of Nursery Education**

The objectives of nursery education as stated in the National Policy on Education of Federal Republic of Nigeria 2004) include among others:

- Providing a smooth transition from home to the school
- Preparing the child for the primary level of education
- Providing adequate care and supervision for the children while their parents are at work.
- Inculcating in child the spirit of enquiry and creativity through the exploration of nature and the local environment, playing with toys, artistic and musical activities.
- Teaching rudiment of numbers, letters, colour shape forms etc. through norms.

In the document are listed a number of measures to be taken to ensure the achievement of the above objectives. They include:

- Encouraging private efforts in the provision of nursery education.
- Making provision in Teacher Training Institutions for production of specialist teachers in nursery education.
- Ensuring that medium of instruction will be principally the mother tongue or the languages of the local community.
- Ensuring that the main method of teaching in nursery institution will be through play

- Regulating and controlling the operation of nursery education ensuring adequate training of staff and provision of essential equipment.
- The National of Policy on Education stated that the child in the nursery institution should be involved in active learning but document is silent on the curriculum.

Elijeh (2006) noted that the curriculum of most nursery schools in the country includes alphabets, numbers, nursery rhymes, colouring and story time and in some cases, rudiments of reading, writing and arithmetic. Chagbe (2009) stated that most of the teachers in the nursery schools are secondary school leavers. Majority of these teachers are never exposed to any training in child care and development. The holders of Nigeria Certificate Education from Colleges of Education and those who are holders of Bachelors Degree in Education might have been exposed to some knowledge in method of teaching which may not be a substitute to teaching nursery school. This might be one of the reasons why most of the nursery schools do not include creativity in their activities. If creativity values are taught at the nursery level, many of our children will be entrepreneurs. They will be able to create new products that can compete well with other countries.

### **Strategies for Inculcating Entrepreneurship Values in Nursery Schools**

Igbo (1995) suggested ways of inculcating entrepreneurship in pupils at the primary, secondary and tertiary levels.

- Give simple explanation of market system to students in the early years of education.
- Provide more in-depth discussions as the students go higher.
- Analyse the market system, develop positive attitude towards it and begin to express values of the market system to society.
- Shape students attitude towards understanding the relationship between the market system and themselves and quality of life.
- Introduce extra-curricula activities which have a small business orientation like cooperative education, programmers, and students chapters of professional association. She further suggested the followings:
  - Games and stimulation methods should be used.
  - Students playing the role of persons selling product.
  - Students organizing group fund raising activities leading to profit making.
  - Organizing business projects like school talk shop.
  - Formation of future business execution clubs.

Nwazuoke (2007) suggested the followings:

- Teachers should stress discovery as well as remembering of facts i.e. making learning explorative rather than mere absorption.
- Parents and teachers should not interrupt children when they engage themselves in creative pursuits, this might help the child to create something new.
- Children's activities should be reinforced and supported by parents and teachers.

Robert and Michael (2002) did state that, encouragement to form a company is further sustained by teachers who can significantly influence individuals to regard entrepreneurship as a desirable and viable path and that schools with exciting courses in entrepreneurship and innovation tend to develop entrepreneurs and can actually derive the entrepreneurial environment in an economic era.

The American culture for instance places a high value on being one's own boss, having individual opportunities, being a success and making money Chukwudi (2005) stated that, in the United States, there is high rate of company formation. We have seen so far that the whole idea of entrepreneurship centres on innovation and newness in introducing something new, different and unique. It is therefore important to start teaching children entrepreneurship values at early stage.

### **Conclusion**

Going by what entrepreneurship is all about, it becomes crystal clear that schools, nursery, primary, secondary and tertiary institutions have a lot of role to play in entrepreneurship education. It has been found that a culture that values an individual who successfully create new business will spawn more venture formation than the one which does not.

### **Recommendation**

It is within the sphere of the issues discussed that the following recommendation were proffered:

- Training and retraining teachers of nursery in skills and attitudes that will help inculcate entrepreneurship values to the children at the early state.
- There is need for the Federal, state and local government to ensure that relevant facilities are available for the implementation of stated objectives of nursery school.
- The facilities and activities of nursery schools should be closely monitored and regularly inspected to enhance the quality of their education programmes.
- The contents of the curriculum should be re-structured to enhance skill acquisition and in the interim, permit the pupils to ask questions about situations.

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