
OCCUPATIONAL HEALTH EDUCATION AND ENTREPRENEURIAL SKILLS: A CREATIVE MIX FOR SUSTAINABLE NATIONAL DEVELOPMENT

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Abstract

Creative education opens entrepreneurs and occupational health practitioners and indeed all stakeholders in businesses to critical thinking and critical reasoning; leading to creativity and innovations. Entrepreneurs are people who start and own businesses. The growth of entrepreneurship determines the growth, dwindling or stagnation of national economies. New businesses create new and more jobs. New ideas are introduced and problems are solved in better ways. Entrepreneurs are known for embracing risk, having big ideas, and making major innovations that change how other businesses are run. True Entrepreneurs are identified by their mental picture or vision that is capable of transforming the society's collective quality of life. Obviously, this cannot be achieved without appropriate workplace health. Occupational health practitioners share the same skills with entrepreneurs. The ability to identify health hazards, specific agents, their route of entry or contact, the risk level, determination of controls and strategies, the buy-in of workers on controls and implementation. All these are products of creative education and

critical thinking. In other words, creative education or knowledge allows seamless understanding and creative implementation of set goals. For Nigeria to march towards progressive, dynamic and sustainable economy, all hands must be utilized to provide creative entrepreneurial and health education, training and development for the general populace. It was therefore recommended that deliberate policies to initiate and effectively implement creative education in entrepreneurship and occupational health and safety at all levels of education should be put in place, also entrepreneurial and occupational health education should be enshrined in the Nigerian school curriculum, right from primary to tertiary

Keyword: Creative Education, Occupational Health, Health Education, Entrepreneurs, Dynamic and Sustainable Economy

The rapid increase in industries and commercial activities especially in the developing countries have continued to expose workers to numerous health hazards, occupational diseases and industrial accidents leading to an alarming rate of injuries, morbidity, disabilities and death. The new concept of occupational health and safety education emphasized the need for individualized approach to health and safety especially in the workplace. Industrialization is indispensable to the economic growth of every nation, Nigeria inclusive. Industrial and commercial activities contribute immensely to the development of nation's economy. Industrialization is synonymous with the citing of various categories of industries both productive and service-oriented. In an attempt to facilitate the process of production and rendering services, people are hired to work in industries either to produce or render services.

Work is meant to be a means of economic survival and sources of satisfaction, happiness, social status and companionship but can also result in stress, dissatisfaction and threat to workers health and wellbeing (Achal, 2000). According to World Health Organization (WHO) as cited in Amanze and Agu (2014), many employees are either maimed or killed on daily basis as a result of exposure to workplace hazards and not heeding to safety practices as laid down by the establishment. This usually leads to loss of man powers, litigation, poor corporate image of the establishment and loss of productivity.

The word occupation health education is coined out of three different words, occupation, health and education. Occupation is a person's usual or principal work or business, especially as a means of earning a living; vocation; hence it is any activity in which a person is engaged (Dictionary.com, 2020), while health is according to the World Health Organization (WHO, 1948) is a state of complete physical, mental and social wellbeing and

not merely the absence of disease or infirmity. Health therefore is an ever evolving state of mind, body and relationships perceived by an individual, a family, a group of a community for self in a particular time, space and context. Education in a broad sense is a means of imparting knowledge. The knowledge could be in different ways, such as systematic or organized, structured and unstructured but must lead to acquisition of knowledge, skills and values, attitudes, beliefs by learners. It inspires, changes, reproduces people and shapes them. Education therefore remains a social process in capacity building and maintenance of society for decades. It is a weapon for acquiring skills, relevant knowledge and habits for serving in the changes.

Occupational health deals with all aspects of health and safety in the workplace and has strong focus in primary prevention of hazards. The health of the workers has several determinants, including risk factors at the workplace leading to cancers, accidents, musculoskeletal diseases, respiratory diseases, hearing loss, circulatory diseases, stress related disorders and communicable diseases among others. Employment and working conditions at the formal or informal economy embrace other important determinants – including, working hours, salary, workplace policies, concerning maternity leave, health promotion and protection provision among others (WHO, 2020). According to Gupta (2013), about 45% of the world population and 58% of the population over 10 years of age constitute the global workforce and their contribution sustains the society economically and materially. Thus the occupations are crucial preconditions for productivity, socio-economic and sustainable development. Conclusively, occupational health and its services are provided to protect and promote the health of the worker. A healthy worker is a major factor for sustainable and economic development. Occupational health education therefore is that knowledge, skills, attitude, beliefs and values passed on to the staff in workplace, for protective, promotion, and safety practices while in the workplace for their health and wellbeing for high productivity and sustainable growth.

Entrepreneurship according to Hisrich et al. (2009), is the act of being an entrepreneur and the willingness or ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities, so as to meet the ever changing needs of the society. Hence it is a process through which individuals identifying opportunities of unmet needs, plan and organize for all business venture through the use of resources to create, develop and implement solutions to problems and to meet people's need.

Education and entrepreneurial skills are twin imperatives in the development of any nation. These two imperatives revolve around the learner who acquired or is aspiring to acquire the knowledge and the skills of these disciplines. However, the learner cannot attain

this feat without good health; and this is where occupational health plays a critical role. A nation without healthy citizens with entrepreneurial skills and healthy workplace is bound to groan under the weight of underdevelopment.

Concept of Education/Creative Education

Education is the bedrock of any development. Leonard (1967) said, that to learn is to change and education is the process that changes learners behaviour to a positive direction. Adiele (1972) defines education as the process undertaken through teaching and learning or a desirable change in human behaviour towards a better existence. Similarly Ukeje (1973) viewed education as that process of education which occurs whenever any influence produces a change in the physical and mental behaviour of the learner.

However the 21st Century definition of education emphasizes the technological domain of education which is the ingredient for faster growth and development of nations. Hence Zolfaghari et al (2019) says that education must provide at its core the modern technology which aims to improve educational practices because technology facilitates learning process and increases performance of the educational system. Tabotnip (2010) defines education as the process of acquiring knowledge that begins from birth to death. The Oxford Advanced Learners Dictionary (2015) views education as the process of teaching or learning especially in a school or college. According to Wikipedia, Education is the process of facilitating learning or the acquisition of knowledge or skills, values, beliefs and habits (Wikipedia.org).

Education is a life-long process of acquiring skills that enables the individual to be useful to himself/herself and the society in general. Ebeigbe (2014) as cited in Ebeigbe et al. (2017) opines that education is a continuous process that creates in an individual the competence to function academically, occupationally, politically, socially and morally. Thus education is a means by which the individual acquires the skills and knowledge which makes it possible for him/her to function effectively in the society. Similarly, Ukeje (2001) sees education as a process of transmitting, preserving, developing, and advancing the culture of the people. According to Ukeje, the essence of education therefore is morality and value transmission. The author posited that education means changes in behaviour that is desirable and acceptable in the society in which the individual finds himself/herself. This means that education is important to the normal, the disabled and the handicapped persons. Education therefore is the process which helps the whole man to grow.

Combs and Ahmed as cited in Ebeigbe et al (2017) posited that there are three forms of education: formal, informal and non formal education. Informal education refers to the education received through experience, exposure to the environment at home, at work or

play, examples are from families and friends, from travel, mass media, books, newspapers among others. It is not organized. Formal education refers to highly institutionalized, chronologically graded and hierarchically structured educational system which starts from primary school to university levels. Non-formal education refers to organized systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular sub-groups in the population. It includes agriculture extension and farmers training programmes, occupational skills among others.

Education provides the basic knowledge and skill required in today's dynamic society of changing values and attitudes. It equips the individual with some measure of stability and confidence in dealing and interacting with others. Education frees the individual's mind from the enslavement of superstition, ethnicism and narrow-minded view which retard development. Hence from all sides, education provides basic ingredients for sustainable national development, as an educated citizenry is seen to be more productive, economically, more satisfied, politically and contributing to national wealth and stability. Education therefore is highly rated in the national development plans because education is the most important instrument of change and any fundamental change in the intellectual and social outlook of any society has to proceed by an educational revolution (FGE, 2004, 8).

Education is also seen as the tool that facilitate economic, social, political and technological advancement and diversification in all human societies. Education is widely accepted as a leading instrument for promoting economic growth and development of human resources in any economy, as it imparts appropriate skills, capacities, values, knowledge, and attitudes which can be used in the transformation of individuals, communities and the world at large.

Creative education exists when learners are able to use imagination and critical thinking (and reasoning) to create new and meaningful forms of ideas where they can take risks, be independent and flexible. Instead of being taught to restate what was learned, learners try to develop their capability to find various solutions to problems (*Oklahoma State University, 2020*). King (1992) affirmed that "the function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education".

When thoughts and initiative result in creative actions and innovations, creativity occurs. It is also the ability to create through the relation of previously unrelated ideas or things; the application of a person's mental ability and curiosity to discover something new. It also involves the introduction of something new; the development of new course of actions, methods, devices, products, and services for useful purposes. However, the spate of increasing interest in creative education has necessitated the quest for these critical thinkers

and innovative minds to solve complex problems in businesses, health, science, politics and other subjects.

The contemporary education demand is novelty, creativity, and global integration of knowledge, research, critical and analytical thoughts. Fast social changes are creating uncertainty and complexity in the society. To prepare the youths to cope with the present situation demands in them, the needs to develop analytical and critical thinking, entrepreneurial skill and attitude that would make them more flexible and innovative to handle with certainty these complexities at national and global levels. This calls for the redesigning of curriculum, textbooks, teaching methodology and pupil's literature, formal and non-formal educational systems. It has been demonstrated by researchers that creative learning develops innovation and stimulates learning (Adesina, 2014).

Concept of Occupational Health/Occupational Health Education

Occupational health is an aspect of public health. Its basic objective is to ensure that health and wellbeing of individuals in any form of occupation are protected, maintained and promoted. The goal of occupational health and safety programmes is to foster a safe work environment and as a secondary effect to protect co-workers, family members, employers, customers, suppliers, nearby communities and other members of the public who are impacted by the workplace environment (International Labour Organization (ILO)) as cited in Amanze and Abu (2014).

Asuzu (1994) submitted that occupational health are programmes that are engaged upon aiming to attain and maintain the highest possible level of health and safety of all people who are engaged in any type of work whatsoever. In support of this, Achalu (2000) posited that occupational health is the study of the factors or conditions influencing the health and wellbeing of workers not only in the workplace but also at home with the aim of promoting health. Similarly Afuwelu as cited in Amanze (2002) viewed occupational health as the sum total of all activities and programmes that are engaged upon, aiming to attain and maintain the highest level of health and safety of all genre of workers in all occupations, through the approach of disease prevention, general safety assurance including the manipulation of the work environment to make it conducive to the average man's physiological make up.

Occupational health deals with the knowledge of the promotion and maintenance of the highest degree of physical, mental and social well-being of workers in all occupations by preventing departures from health, controlling risks and the adaptation of work to people, and people to their jobs (Kopias, 2001). Thus, for any sustainable development to take place there must be a healthy workforce with sound entrepreneurial skills.

However, the World health Organization (WHO)/ILO as cited in Amanze and Agu (2014) defined occupational health as the promotion and maintenance of the highest degree of physical, mental and social wellbeing of workers in all occupations, by preventing departure from health, controlling risks and adaption of work to people and people to their job. International Labor Organization (ILO) and World Health Organization (WHO) in their shared common definition, emphasized that “occupational health should not only include occupational diseases and accidents but all health aspects of man at work, the adjustment of work to man and of each man to his or her job” (International Labour Organization, 2004). Giving support to these, Achalu (2009) described occupational health and safety as a state in which a worker is able to function at an optimum level of well-being at the worksite; reflected by higher employee productivity, an increase in attendance, a reduction in worker’s compensation claims and an increase in longevity in employment status.

It is worthy to note here that, the World Health Organization (WHO) policy has, since the foundation of the Organization, included elements for occupational health which demonstrates the necessity for occupational health information to be disseminated to all stakeholders in any business or enterprise. Numerous key documents of WHO, the Constitution, Alma Ata Declaration, Health for All Strategy, the General Programmes of Work and several resolutions of the World Health Assembly have all emphasized the need to protect and promote health and safety at work by preventing and controlling hazards in the work environment and by promoting health and the work capacity of working people. These can only be achieved through creative occupational health education. Basically, occupational health is a preventive activity, aimed at identifying, assessing and controlling hazardous factors at the workplace to reduce risk of harm to health to - as low as reasonably practicable (ALARP); to ensure a healthy work environment and healthy workforce. However, such activity cannot be carried out with primary health care competence alone, but with specialized occupational health competence and knowledge of workplace hazards (e.g. knowledge on chemicals, physical, biological, ergonomic and psychological hazards) and real health needs (WHO, 2015).

Workplace health hazards are usually investigated under two broad headings, viz: Health of subjects within the workplace (workers), commonly described as – Health Risk Assessment (HRA) and Health of subjects outside the workplace (neighbours and passers-by), commonly described as – Health Impact Assessment (HIA). This exercise involves a lot of creative thinking, reasoning and analysis by occupational health and safety experts in conjunction with entrepreneurs and workers.

Health Risk Assessment (HRA)

This deals with the adverse health effects of workplace hazards on workers or employees as predisposed by their work activities or daily tasks in their establishment or enterprise. It should be noted that, every task, performed by the worker or employee has inherent hazards. Workplace hazard and its effect on workers is the major reason for the practice of occupational health and safety. Every human being performs some type of job or task everyday without the knowledge that every task has inherent hazards. Although work provides many economic and other benefits, a wide array of workplace hazards also present risks to the health and safety of people at work.

In the context of Occupational Health (OH) “Hazard” connotes “harm” which generally describes the direct or indirect degradation (temporary or permanent) of the physical, mental, or social well-being of workers. For example, repetitively carrying out manual handling of heavy objects is hazardous. The outcome could be a musculoskeletal disorder (MSD) or an acute back or joint injury. Risk assessment is required in modern occupational and safety health legislation, hence entrepreneurs should also keep in mind that risk management requires that, risk be managed to a level which is as low as is reasonably practical (ALARP), such as (i) Hazard is anything (including condition) that has the ability to cause harm. Examples are chemicals, bacteria or other microorganisms, excessive heat or extreme cold, radiation; just to mention but a few and (ii) Risk on the other hand is the chance or probability (high, medium or low), that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be (HSE, 2015). In carrying out health risk assessment, the following steps are usually adopted, viz: (i) Identify the hazards, (ii) Decide who might be harmed and how, (iii) Evaluate the risks and decide on remedies (controls) (iv) Record significant findings and (v) Review the assessment and update if necessary.

One of the most important aspects of HRA is accurately identifying the potential hazards in the workplace. Cherrie, Howie and Semple (2010) stressed that, a good starting point is to walk around the workplace and think about any hazards (walk-through survey). In other words, what is it about the activities, processes or substances used, that could cause harm to the health of the worker? It is obvious that when one works in a place every day it is easy to overlook some hazards, so here are some tips to help identify the ones that matter, viz: (i) **Manufacturers' instructions** or material safety data sheets (MSDS) for chemicals and equipment are **checked** as they can be very helpful in spelling out the hazards and putting them in their true perspective. (ii) **Workshop or facility's accident and ill-health records** are examined - these often help to identify the less obvious hazards. (iii) **Non-routine** operations (e.g. maintenance, cleaning operations or changes in production

cycles)are taken into account when considering workplace hazards and (iv) Long-term hazards to health (e.g. high levels of noise or exposure to harmful substances)should also be considered.

The participation and involvement of workers in all aspects of risk assessment, communication and management is very crucial as well as considering the risks from their perspective, – those who carry out the task or work can easily identify the hazards. Communication must be clear and open, - one that gives as much information as possible to all levels of the enterprise, including the workers, as well as the supervisors, the workers' representatives and managers. Effective communication on hazards and controls help to close the gap between perceived and actual risk and supports the development of safe practice (Oluwagbemi, 2007). Participation in policy formulation and strategic planning (e.g. HRA) allows for ownership of decisions, outcomes and full responsibility for implementation. By so doing, one is sure that what is proposed to be done will work in practice and won't introduce any new hazards (HSE, 2014).

Health Impact Assessment (HIA)

Health impact expresses the adverse health effect any entrepreneurs' tasks or activities could possibly impact on the third party. That is those who have no business with the enterprise, but by chance are exposed to the by-product of the establishment such as polluted air, noise or environmental degradation or contamination. Such people may include passers-by or neighbours.

Entrepreneurs should as a matter of necessity and responsibility imagine (at first instant) what hazards from the workplace can reach and affect the neighbours or passers-by. Is it high noise, excess generator fume or other chemicals, radiation, sewage contaminants? All these are determined by the workers, based on the tasks they perform. It takes a critical mind and creative education as imperative to figure out this. With the assistance of occupational health and safety experts, this could be resolved; and controls to prevent, eliminate or reduce the effects to as low as reasonably practicable put in place; but this process must be initiated by the entrepreneur.

Concept of Entrepreneur/Entrepreneurship

Folahan and Omoniyi (2006) defined entrepreneurs as the individuals who cause change to take place, have bright ideas, suggest different ways of doing things and never contented with the status quo. Hisrich (2011), Onu and Ochiaka (2011) sees an entrepreneur as a person who own, manages and assumes final risk in business venture. This according to Hisrich et al. (2009) implies that an individual must have business, vision, opportunity,

mission, strategy and resources. In support of this, Hisrich (2011) submitted that the entrepreneur perceives an opportunity and exhibits biases in taking the decision to exploit the opportunity. The entrepreneurial opportunities according to the author includes, designing actions to develop business plan, acquiring the man, financial and other required resources and to being for its success or failure.

Okoye and Akenbor (2010) posited that becoming an entrepreneur means more than just getting a business and special training in knowledge and skills acquisition. Thus entrepreneurship requires learnable set of skills and knowledge. Gray and Balmor (2001) identified these learnable set of skills to include, entrepreneurial skills, business skills, technical skills, genetic skills and accounting skills. Entrepreneurs are the characterized by vision, creativity, drive, vitality, courage and confidence to act on new opportunities, adaptability to change conditions and situations through innovation and implementation.

The entrepreneur is seen as the innovator who implements changes within markets through the carrying out of new combinations such as introduction of new techniques of production, reorganization of an industry and innovation (Freel, 2009, in NUC, 2017). The developing entrepreneurial skills and talents among youths are important to sustain the economy of any nation and advantage in a global economy that is competitive and catalysed by innovations. Entrepreneurial development leads to economic, political and social development.

Onuoha (2007) defines entrepreneurship as the practice of starting new organization or revitalizing mature organizations particularly, new business in response to identified opportunities. Thus, entrepreneurship is about self reliance on employment, in creativity and in taking risk. It is also the engine fueling innovation employment generation, economic growth and welfare. Entrepreneurship is the process of bringing together creative and innovative ideas and comparing them with management and organizational skills in order to combine people money and resources to meet and identify need and thereby create wealth (Abdulkadir, 2011). Cohen and Winn (2009) on their part averred that entrepreneurship is the examination of opportunities to bring into existence, future goods and services that are discovered, created and exploited by people and with attending economic, psychological, social and environmental consequences.

Entrepreneurial skill is a key driver of any economy. Wealth and a high majority of jobs are created by small businesses started by entrepreneurial skills which play a vital role in economic development through the creation of utilities and generation of employment within a short period. Entrepreneurial skill is the capacity to harness the quality, quantity and combination of resources that are consistent with profit making under risks and uncertainty. It is a driving force of change and innovation introducing opportunities to achieve efficient

and effective performance in both public and private sectors of the economy. Through entrepreneurial skills, one seeks for investment opportunities, establishes and run an enterprise successfully. The spirit of entrepreneurship is a pre-requisite to an entrepreneurial society and culture. This spirit is required for the overall economic growth of any nation especially development ones.

The Concept of National Development

Development connotes advancement of skills, process of output, progress, growth and change. It is also a growth in structure and in functions. It is the growth of production and income of a nation. To Ekejiuba (1985), development is a process of transformation in which the individual and society, creatively interact with the environment which has finite nonrenewable resources, with a view to improving their quality. Hence the focus in education settles on the process of transformation in which the individual as a part of the society creatively interact with the environment with a view to improving quality of life. It is the transformation of society and economic structure (Ebiegbe et al., 2017).

Development embraces changes that would improve the human element, who in turn would improve their society, social institutions and per capital income. Umoru (2012) defines development as growth plus changes which involve material, mental, psychological, physical and instructional innovations. National development is the maximization of the potential of the total environment of a nation's economic, physical, political, and human resources for the settlement of the citizens. Development therefore is about self-reliance in any aspect of national life. It needs the acquisition of special skills by citizens for exploitation of the nations and natural resources for societal improvement thus it is a change by which the entire social system turns away from a condition of life widely perceived as unsatisfactory condition of life and makes its materially and spiritually better.

Education, Entrepreneurship Skill, Entrepreneurship Education, Occupational Health Education and Sustainable National Development

The entrepreneur is often referred to as the agent of economic, technological and social systems (Ogundele and Olayemi, 2004). The formal processes of equipping the entrepreneur with necessary insight and skill are through formal education (with informal education equally playing a role), entrepreneurial training and development. Education is considered formal if the process of learning takes place in school, college or university with approved standard curriculum. While the informal consist of our day-to-day learning outside the classroom from conversations, experiences, information based on norms, traditional arts and culture. The purpose of education is to broadly develop the individual as well as the

society. However, Udo-Aka (1987) considers education as involving the acquisition of broad knowledge and development of basic mental capacity. This places the burden of education on formal school system. Hornby (1974) described development as gradual expansion through progressive stages of growth from within. By deduction, development therefore, implies ‘transformation’; which is very significant in any consideration of entrepreneurship education and development.

Okaka (1990) observed that, to be successful, entrepreneurs need to possess certain qualities in addition to technical skills and knowledge concerned with owning a business; such skills however, are acquired through organized creative education, training and development. These skills include: (1) Development of entrepreneurial spirit, characteristics and personality (2) Development of technical, technological and professional competencies needed for productive work employment (3) Development of enterprise-building and small business development, capabilities to initiate and start one’s own business or self employment and (4) Development of managerial capability to run the business and other self employment activity successfully (Rao et al.,1990). The end products of this will be mass turnout of creative agents of development - technologists, innovators, scientists, engineers, accountants and technicians who are entrepreneurs in their own rights and well armed to push the nation to higher level of sustainable development, as demonstrated by some developing countries such as Taiwan, Korea, Indonesia, Malaysia among others, that have developed and equipped their human assets with orientation and capacity for spontaneous responses to opportunities and challenges in their environment. This has placed their economies as the fastest growing and developing ones in the world presently; turning their economies to very dynamic ones for national development.

For a nation to produce great and dynamic and sustainable economy, all hands must be utilized to provide creative entrepreneurial education, training and development for the general populace in order to acquire the following 28 vital and necessary entrepreneurial skills - time managements, entrepreneurial self development, managing change for competitive success; decision-making, human resources environment of business; helping people to learn; team building; project management, re-engineering or business process redesign; total quality management, organizational development, corporate excellence and people skills. Others are: leadership, delegation and counseling, subordinate development, information technology, re-engineering entrepreneurship ventures, managing information, employee empowerment, conflict management, negotiating and communication skills; innovation and creativeness, planning, organizing skills among others. Learners must be taught how to apply these skills in solving the problems of society. They must also be

introduced to the various occupational areas in their local environment (Ogundele and Abiola, 2012).

Aside from 28 skills areas already listed, Ogundele and Abiola (2012) advocate that there are other skills development, necessary for Nigerian entrepreneurs; these are - cultural adaptation, managing knowledge for organization success, creating participatory organization, quality customer service, job specific technical transfer of knowledge, human relations skills and managing one's health - physical, mental and social. This is where occupational health education comes in as an integral aspect in business development. These skills must be developed in Nigerian entrepreneurs so that, they can face effectively, the challenges of globalization and other environmental factors, which will lead to sustainable national development. In order to be productive and succeed in contributing to national development, entrepreneurs should make sure that every employee knows how to work safely and without risks to health. As an entrepreneur, giving the workers the right health and safety information, instruction, training and necessary competence is not only a legal duty but can also contribute to the success of the business.

It is the responsibility of the entrepreneurs to: Carry out safety and health risk assessment of the workplace; Provide information that is easy to understand and follow, so workers are aware of the hazards and risks they face, the measures in place to control the risks, and how to follow any emergency procedures; Give clear instructions so that, everyone working for an entrepreneur knows what they are expected to do; Provide adequate health and safety training that is relevant and effective. This should take place during work hours and must be provided free of charge; Provide an appropriate level of supervision, which is particularly vital for new, inexperienced and young workers; and Provide the necessary protective equipment – either personal or general.

The most successful economies have demonstrated that, workplaces designed according to good principles of occupational health and safety are the most sustainable and productive. Furthermore, ample experience from countries illustrate that a healthy economy, high quality of products or services and long-term productivity are difficult to achieve in poor working conditions with workers who are exposed to health and safety hazards (WHO, 1994). The available scientific knowledge and practical experiences of enterprises and countries which have achieved the best results in the development of occupational health indicate the value of several principles. These principles are common denominators in occupational settings that have shown the best results in health, safety, social relations and economic success. Enterprises with such occupational settings are also the most stable in times of crisis.

Health at work and healthy work environments are among the most valuable assets of individuals, communities and countries. Occupational health is an important strategy not only to ensure the health of workers, but also to contribute positively to productivity, quality of products, work motivation, job satisfaction and thereby to the overall quality of life of individuals and society (WHO 1994)

Conclusion

Entrepreneurship is the bedrock of economies of any nation. It is the tool that set nations apart or differentiate their levels or growth and development. This has been demonstrated by the economic progress and development of other developing countries such as Singapore, Hong Kong, Korea among others. For entrepreneurship to succeed and produce the desired national development, all hands must be on deck to educate, train and empower prospective entrepreneurs (especially the youth) in entrepreneurial skills. This must be done through creative education. It has been established that entrepreneurial skills without adequate knowledge of occupational health and safety cannot guarantee and sustain entrepreneurial success. A healthy workforce is a veritable factor in all successful businesses. As the workplace is a hazardous environment, replete with occupational health and safety hazards, information and education on health and safety hazards must be in place and readily available to workers for their safety management.

Entrepreneurial skills have been acknowledged worldwide as a potent and viable tool for self employment, job and wealth creation for national development. Hence it is a means of producing literate, healthy and self-reliant citizens that could create wealth of human development. A healthy workforce is a productive workforce. A productive workforce drives the economy and sustains development of any nation. Health at work and healthy work environments are among the most valuable assets of individuals, communities and countries. Occupational health is an important strategy not only to ensure the health of workers, but also to contribute positively to productivity, quality of products, work motivation, job satisfaction and thereby to the overall quality of life of individuals and society. A positive work environment makes employees feel good about coming to work, and this provides the motivation to sustain them throughout the day with healthy minds and emotions resulting in high productivity.

Recommendations

Creative education and critical thinking should form part of Nigeria's school curriculum. Schools curriculum from primary to tertiary should be reviewed to include entrepreneurial and occupational health studies

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The federal government of Nigeria should create an ideal national body to be responsible for the formulation and implementation of ideas and policies towards the promotion of entrepreneurship, health and safety of the workforce.

Federal government should redesign textbooks, teaching methodology and pupil's literature, formal and non-formal educational systems to incorporate and reflect creative learning and critical thinking.

Governments at all levels should train and retrain teachers and instructors to acquire skills in the art of creative teaching and learning.

Government at all levels should reduce unemployment through empowerment of entrepreneurs and teaching them entrepreneurial skills by regular seminars/workshops.

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