

Environmental Resources Transformation for Entrepreneurship Mindset in Nigerian Schools

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ABSTRACT

The paper focused on the environmental resources transformation for the entrepreneurship mindset in Nigerian schools. This article therefore examined the concepts and the available types of environmental resources and the need to make use of these environmental resources to produce goods for the benefit of the society and the products produced will also be useful to develop entrepreneurship mindset among the students in Nigerian schools. However, the paper went further to investigate the problems that militate against effective use of environmental resources for entrepreneurship education and the environmental resources transformation for specific products. It was concluded that there are series of environmental resources which could be transformed into different products and the products could in turn be useful to develop entrepreneurship education in Nigerian schools. It was however; recommended that there should be effective diversification of Nigerian economy to produce other form of products using the environmental resources. The transformation of such resources will aid entrepreneurship mindset and it will encourage job and wealth creations employers, and high rate of unemployment in the society will be drastically reduced in the society.

Keywords: Environmental Resources, Transformation, Entrepreneurship Education and Nigerian Schools

INTRODUCTION

It is an undisputable fact that the Federal Republic 2009 of Nigeria educational provision to the citizens is an effective instrument for socioeconomic transformation of any nations. As Ogundele (2008) rightly put that any nations that toyed with the educational provision for her citizen, such nation will never be ranked high among the developed nations of the world. However, education is the only instrument that brings about socioeconomic and political emancipation of any nation.

Among the major challenges that made Nigerian education products to be relegated are high rate of employment, inadequate respect for the local products, the cultural background of their society and inability of the youths to make use of their local environmental resources to produce local goods for the benefit of other members of the society. It is disheartening to note that many students could not transfer the knowledge gained in the school and relocate it to make use of their environmental resources to produce goods and services for herself or other members of the society.

It is however important to note, that despite the fact that the schools environment are made up of series of environmental resources which could be used for developing entrepreneurial skills among Nigerian secondary schools yet the available resources are not transformed Ayoku (2005) defined environmental resources as those renewable and unrenewable materials that are provided by nature for the benefit of mankind. According to the author the environmental resources in Nigeria are categorized into relief, which include high land low

land soil etc. the vegetation which the author defined as the plant cover of the earth surface which are made up of grasses and tress, climate which is the atmospheric condition of a place which include weather sunlight water rainfall humidity temperature. To the author these are there for the benefit of man. That these resources are also called physical environmental resources. These resources can be modified to suit the needs of individuals. Another environmental factor according to Abdul (2004) is called human resources. The human resource comprise of human being that are living together within the society. The human resources are there in the environment to modify individuals' physical resources for the benefit of mankind.

For the benefit of economic situations in the country Nigeria. There is the need to develop entrepreneurial skills among the secondary schools students using the available environmental resources in their schools. Ogundele (2001) sited example of Taye Solarin may flower schools at Ikere Ekiti where the school utilized all the available environmental resources to produce necessary needed products by the students. The situation had led to the development of skills acquisition among the students while in the school and after their schoolings. The need to develop the environmental resources had been underrated since the period of oil boom of 1973, over the years individuals are trained on weaving, farming, knitting, broom making, basket weaving, foot mat, palm oil making gari processing, dairy, cooking etc right from their schooling period. When the students graduate, the skills become part of them. With the negligence and cancellation of type of training through the use of environmental resources, lead to over dependency on foreign goods that is importation and caused many of environmental products to die or fade away. The situation have adverse effects on the national economy because of this today is what many could no longer make use of local resources, so they depend on the imported goods.

The basis for this paper is to find out the available school environmental resources and strategies for tapping them and transform them for the benefit of the students and society.

CONCEPTS AND TYPES OF ENVIRONMENTAL RESOURCES IN THE SCHOOLS

Emeliu (2007) defined environment as those features that are in the surroundings where man reside. The author grouped environment into physical and social environment. Physical environment are those feature that are founds in an environment such as soil vegetation relief, climate drainage and the social environmental are made up of man as interact with each other within the living environment. Environmental resources are therefore including features that are in the man surroundings. The available types of environmental resources which are relevant for developing entrepreneurial skills acquisition among the youths in the schools are vegetation resources as the plant cover of the earth surface which include trees grasses, forest palm trees, cocoa, coffee, kola-nut, cashew, yam cassava and all other types of food crops. The vegetation resources are in the school surroundings which the schools can make use for the benefit of the students and the society at large (Suleiman (2001).

Relief: The relief is made up of both the highland lowland and valley that are in the school environment.

Drainage: This are made up of water resources that are in the school environment such as well, raining water, ponds, etc.

Social Environment: These are the interaction of the people that are in the school surroundings such as teachers, student, buildings, cultural values, language of the people.

However, it should be noted that these resources can be effectively utilized towards developing the necessary entrepreneurial skills among the secondary school student's schools environmental usage and entrepreneurial skills acquisition in secondary schools.

In the interest of socioeconomic transformation of Nigeria as a country there is the need to revive the dirt, of the available resources to train skills acquisition and make use of them for the benefit of the society.

DEVELOPING ENTREPRENEURSHIP SKILLS USING ENVIRONMENTAL RESOURCES IN NIGERIA

There are the strategies for entrepreneur ship skills acquisition making use of school environmental resources are.

Developing Farming Skills

Within the schools environment farming skills can be developed among the students. The students can be trained on how to make ridges hoe the weeds, planting of crops, harvesting of cross, storing of the crops and cooking. With this approach, the students can be acquainted with the rudimentary aspects of farming technique which can be useful for them at tater age.

Milk production

Milk could be produced using soya beans and sugar cane care juice with flavour.

Animal Husbandry

Within the environmental, the farm products could be sold and use the money to set up birds, goat, piggery etc. and the students will be trained on how best way they can take care of the birds for economic benefits.

Weaving Skills

The students can be trained how to make use of the palm stems to weave baskets, chairs, cotton conversion to thread all these can be used to teach the students. By so doing entrepreneurs skills will be adequately developed making use of the environmental resources.

Developing Mechanization Mindset in Students

The students can be exposed to orchards, plantation, market gardening, dry season farming fruit farming planting of ground nut coco-nut and other fruits which may be sold and reduced high rate of unemployment in the later life.

Innovation and diffusion of the resources could enhance entrepreneurship skills acquisition. For instance through dismantling of some product, the knowledge gained could be used to transform local resources to produce another one. Transfer of knowledge could transform local resources to more efficient recourse in the society. For instance in republic of Israel, the product like fruits are not taken in raw but they have to be transformed into can product.

Finally, establishing in a relevant environment where there are viable enviroemntal resources such environmental resources could be used to develop entrepreneurial mind step among the students. For instance University of petroleum in area where there are plenty crude of metrological University of Agriculture located at Markudi and Abeokuta where the environment are suitable for agricultural development and the institutions will get opportunities for making use of those resources to develop individual students entrepreneurial skills and mindsted.

PROBLEMS MILITATING ENVIRONMENTAL RESOURCES TRANSFORMATION FOR ENTREPRENEURSHIP EDUCATION IN NIGERIA

Despite the fact Nigeria as a country is blessed with many laudable and viable natural resources the resources availability if not those problems that are militating against the usage of those resources Nigeria should have been among one of the developed nations of the world. The environmental resources like mineral resources, vegetational resources climatic resources, water resources, vast land for agricultural resources etc. effective utilization should have made Nigeria great. However, the following factors are militating against the usage of those resources and in turn relegated the growth and development of entrepreneurship skills among the citizens of the country. Such problems are poor teacher's moral and satisfactions discourage the teacher's use of local material for teaching.

Land tenure system, in many society, it was believed that individuals family are the owner of land in attempt to tamper with such land for farming mining, building and construction without the approval of such family it can lead to the destruction of life and properties in such land. The year of land tenure system relegate the use of the use of the environmental resources for entrepreneurial skills development in the country. The schools there find it difficult to make use of the environmental resources for their training because of the fear of land tenure system.

Also over dependency on foreign goods make it difficult for the citizens to tap the immediate resources freely and use it for their own good. Instead for instance, Nigerian has vast land suitable for the rice production, instead of making use of such land to produce enough rice for country the citizens prefer the imported rice to the local rice being produced. The training on the rice production therefore jeopardized.

Also, fair of risk involvement made the extraction of environmental resources for entrepreneurship skills acquisition difficult. Many Nigerians fear what failure is so they did not want to make use of the available resources to produce goods that are needed for the society. For instance vegetable oil could be extracted from cashew nut, flour from cassava, non-alcoholic juice could be extracted is difficult because many people could not take risk of wastages and as such they there not venture into the use.

Furthermore, poor marketing strategies for the finished product made the people not to extract those environment resources and use them to train the students on the transformation of those resources for a finished product made the people not to use the resources nor use them to train the students.

Economic depression and deregulation had made the cost of the environmental resources extraction too high. This is because to extract there materials one need capital equipment and those capital equipment are too costly. The cost of extraction machine made the use of environmental resources for entrepreneurship skills acquisition difficult.

Over dependency on mono-economy made the environmental resources diversification difficult in the school.

Finally, security challenges in the country constituted threat to effective transformation of the existing environmental resources in the society.

CONCLUSION

Having considered the availability of the environmental resources in the society and around most of the schools in Nigeria. It should be noted that most of these resources are not effectively tapped to teach the students and when the students graduated, to develop these

environmental resources become difficult due to many problems. It could therefore be concluded that unless, the perpetrated problems are solve the extraction of the environmental resources will be very difficult to tap and used for effective development of entrepreneurship skills for the youths while in the schools.

RECOMMENDATIONS

Based on the conclusion made the following recommendations could be proffered. Adequate funds should be made available for the schools in order to make effective use of the environmental resources to develop student's entrepreneurial skills while in schools. When they graduate they will be able to expand the knowledge to produce goods and services that will create jobs and wealth for self and society. The government should help in the diversification from mono economy to multiple economy country the revenue from the oil should be used to develop other economic sectors like agriculture mining trading manufacturing processing etc, when these economic sectors are well developed the schools will be able to diversity the curriculum making use of local environmental resources.

Teachers should be adequately motivated by way of good salaries in service training job prospects and all efforts that will make the teachers to be happy should be put in place. This is to say that a happy teacher is a happy worker, when teachers are happy, they will put in their best to improvise and extract the local environmental resources to develop students skills while in the schools.

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