EDUCATIONAL MANAGEMENT, RECORDS AND RECORDS KEEPING, AND ENTREPRENEURSHIP SKILLS ACQUISITION IN THE POST-BASIC LEVEL OF EDUCATION: THE WAY FORWARD.

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Abstract: *Contribution of education in a national development of a Nation cannot be over-emphasized. Likewise education contribute immensely on entrepreneur skills acquisition, in the sense that it is a vehicle of passing instruction on how to do a particular exercise or event that lead into production of a product. This study examined the concept of entrepreneurship/entrepreneurial education, educational management, roles of education management and significant of records and record keeping in relation to promoting entrepreneurial trade in post-basic education. Conclusion and recommendations were made which include: Government at the centre, states and local should endeavour to provide all necessary equipment's that will enhance entrepreneurship trade in secondary schools and basic schools. Government should as well as make the schools environment be conducive for teaching/learning process that will accommodate learning of trade by the learners among others.*

Keywords: Educational Management, Post-basic education, Entrepreneurship, Skills acquisition, Record and Record Keeping

INTRODUCTION

Education as an instrument of change, nation's building (National Development), and human capacity development per excellence goes beyond the ability to read and write. It is a systemic process which involves the total making of a man in such a way that he will be useful to personal self and to the entire community that he belongs to. According to the Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education (NPE) education maximizes the creative potentials and skills of the individual for

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self-fulfillment and general development of the society. Education and Entrepreneurship are inseparable. Education provides a child with diverse basic knowledge and skills for entrepreneurship and educational advancement. To be an entrepreneur, one needs to identify: what to produce? How to produce? When to produce? Where to produce? and for whom to produce? That is the audience in the market world (those that will be the direct consumers of the products).To do this, it will require feasibility studies of the environment through conducting of the environmental scanning. Environmental scanning is the process of understudying a particular area, community, and society for a purpose of identifying what is obtainable and practice in such an area or a place. One cannot just stand up one day and establish enterprises empires or activities without knowing the needs of the people where the business activities will operate. Therefore, education promotes functional skills acquisition, job creation and poverty reduction. To reduce poverty in Nigeria society, entrepreneurship skills acquisition is the answer. The goal of entrepreneurship education is to empower the post-basic education graduates irrespective of their area of specializations with relevant skills that will enable them to engage in income yielding ventures. It is a reorientation from being job seekers to job creators.

According to Iwuagwu (2007), in Adetoso, Akesinro, and Oladejo (2013) the objectives of entrepreneurship education are to upgrade the status of self-employment as a career alternative in the society and to facilitate and accommodate the various components vital for enterprise culture. This study examined the concept of entrepreneurship/entrepreneur, the functional roles of educational management in entrepreneurship education, acquiring entrepreneurship skills at the post-basic education, records and record keeping, conclusion and recommendations were made in order for the stakeholders in the enterprises world, young post-basic education students' and graduates to benefit.

ENTREPRENEURSHIP/ENTREPRENEUR

Among the four factors of production that is Capital, Entrepreneurship, Land, and Labour (CELL). Entrepreneurship constitute a pillar to reckon with, in the sense that, it is the coordinating factor that brings other factors of production together as a team in ensuring goal of producing a product, which earn an entrepreneur an income of living. To be an effective

entrepreneur, one need to acquire the pre-requisite skills, these skills are what education provided. Suleiman (2006) cited in Unachukwu (2009) Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities, to establish and to run an enterprise successfully. Nwangwu (2006) cited in Unachukwu (2009) opined that entrepreneurship is the willingness and the ability of an individual or a firm or an organization to identify an environmental change and exploit such an opportunity to produce goods and services for public consumption. Unachukwu (2009) attributed the concept of entrepreneurship with the associated numbers of activities. These include:

➢ The ability to create and build something from nothing.
➢ The ability of having a vision matched with focus and determination of building an enterprise.
➢ The skill for seeing an opportunity where others fail to do so.
➢ The ability to build a working team to complement talents and efforts of an individual.
➢ The ability to aggregate, marshal and control resources judiciously.
➢ The willingness and ability of innovativeness and creativity.
➢ The willingness to undertake personal and financial risks.
➢ The ability to engage in activities despite all odds and in fact surmounting these odds and possibly turn them into your own favours.

Drucker (1986) cited in Adeyanju and Ogeleka (2014) opined entrepreneur as a way of assuming the responsibility of gathering and using resources as well as redirecting such resources to create new opportunity. However, entrepreneurship is as old as man on earth, it is only that it re-occurrence in the global village makes it, to sound new in the school curriculum at every level of education sector. Meredith (1983) cited in Unachukwu (2009) an entrepreneur is a person who possesses the ability to recognize and evaluate business opportunities, assemble the necessary resources to take advantage of them and take appropriate action to succeed. Unachukwu (1992& 2009) an entrepreneur is a person (or group of persons) who initiates a business, organizes, controls, and combines other factors of production, directs the processes of production and bears all the attendant risks.

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Entrepreneurship Education

Ogunsola, Alaba, Chukwu, and Lato (2014) attributed study of entrepreneur education as a way of building future entrepreneur skills aspiration in students at all levels of education, which will be of help to the creation of new jobs and change in the structure of businesses in Nigeria. Arogundade (2011) cited in Odia and Odia (2013) argued that entrepreneurship education will equip the students with the skills to be self-reliant and task the government and other education stakeholders to make sure that educational programme at all levels of education are made relevant to provide the youths and graduates needed entrepreneurial skills. Entrepreneurship education in the narrower sense follows a direct approach, developing students' competences and entrepreneurial intentions towards starting a business as a career option after the completion of educational career. Vincent Uwadiae, the Principal of Sapati International School, Ilorin, Kwara State at the school's inter-house in one of the nation's national newspaper, the punch to be precise dated Friday 11th March, 2016 stated that entrepreneur is a veritable strategy to prepare students/pupils for self-reliance after graduation, and to expose them to entrepreneurial studies early, so as to solve the high unemployment rate and security in the country. He further stated that it is important to equip students/pupils with entrepreneurial skills, so that, they can even become wealth and job creators. Kevin Massey, also the principal of Roemichs International School, Ilorin, Kwara State in the same Punch newspaper attributed that entrepreneurial studies should not be limited to secondary schools only but be extended to primary schools also. He made this statement during the school's open day. Paul (2005) cited in Odia and Odia (2013) identifies the objectives of entrepreneurship education to include:

➢ Offering of functional education to youth to make self-employed and self-reliant.
➢ Providing the youth with adequate training to make them creative and innovative in identifying novel business opportunities and establish a career in small and medium scale businesses.
➢ Reducing high rate of poverty and rural-urban migration
➢ Creating employment opportunities, and serve as a catalyst for economic growth and development among others.

Unachukwu, (2009) cited in Odia and Odia (2013) deposited that in the face of the global meltdown, entrepreneurship is a central pillar to economic growth and development, employment generation and poverty alleviation. Therefore, Nigeria as a Nation cannot afford to play with the issue of entrepreneurship at the post-basic education, entrepreneurial skills acquisition, and development.

EDUCATIONAL MANAGEMENT AND ENTREPRENEURSHIP EDUCATION

Entrepreneurship education focuses on skills acquisition and development. These skills are entrepreneurial spirit, character and personalities, enterprises building skills and ability to start one's business technological and other professional competences needed for production work. Entrepreneurship education has some specific roles to perform, such as provision of employment, rural-urban balance, industrialization, efficient use of scarce resources, improved productivity and labour utilization (Adetoro, Akesinro, & Oladejo 2013). According to Kourilsky, (1995) cited in Unachukwu (2009) defined entrepreneurship education as opportunity, recognition, marshaling of resources in the presence of risk and building a business venture. Bechard and Toulouse, (1998) cited in Unachukwu (2009) defined it as a collection of formalized teachings that informs, trains, and educates anyone interested in business creation or small business development. Unachakwu (2009) affirmed that entrepreneurship education means different things at different levels of education. At the primary and secondary school level the aim is mainly to create awareness for a career option and to serve as a vehicle for the development of academic skills with an emphasis on the importance of school subjects. Entrepreneurship education is perceived not only as a career opportunity but as a way of upgrading a young person's abilities to succeed as an employee as well as an entrepreneur. The implication is that the overall purpose of entrepreneurship education is the development of expertise as an entrepreneur. It is the process of providing individuals with the ability to recognize business opportunities, the insight, the zeal, the knowledge, the courage and skills to act on them. He further stated that entrepreneurship education is a relatively new academic discipline. It is multidisciplinary in nature, having strong emphasis in economics, covering business disciplines like management, marketing, and finance; and closely linking with other disciplines like psychology, sociology,

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anthropology, teacher and business education. It goes beyond textbooks teachings and it involves a wide spectrum of life ideas drawing practically from life experiences. However, Paul (2005) cited in Arogundade (2011) and Umezuruike (2014) itemized the objectives of entrepreneurial education as follows:

a. To offer functional education for the youth that will enable them to be self-employed and self-reliant.
b. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities
c. To serve as a catalyst for economic growth and development.
d. To offer its beneficiaries with adequate training in risk management to make certain bearing feasible.
e. To reduce high rate of poverty
f. To create employment generation
g. To provide beneficiaries with enough training and support that will enable them to establish a career in small and medium sized business
h. Reduction in rural-urban migration
i. To inculcate the spirit of perseverance in youths and adults which will enable them to persist in any business venture they embark on.
j. To create smooth transition from traditional to a modern industrial economy.

Acquiring Entrepreneurship skills at the Post-Basic Education

Post-basic education comprises of Senior Secondary School one to three (SS 1-3) with a duration of three years and after which external examinations will be conducted by National Examinations Council (NECO), and West African Examinations Council (WAEC). FRN (NPE, 2013) section 3 subsection 35 describes this level of education as post-basic education and career development. It is the education that every child receives after the completion of the ten (10) years of basic education and passing the Basic Education Certificate Examination (BECE).

Two of the objectives of this level of education among others are:
➤ To provide trained manpower in the applied science, technology and commerce at sub-professional grades, and

> ➢ To provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development FRN (NPE, 2013; section 3 subsection 36c&d).

In order to actualize the above objectives, section 3 subsection 38.2.5 of the NPE (2013) listed out 34 trades and entrepreneurship subjects that the students at this level of education are free to offer apart from their core-subjects. Notably entrepreneurship is now a core compulsory course in the tertiary institutions-Universities, Polytechnics, and Colleges of education. This is done up to Ph.D level.

Note: the compulsory cross-cutting subjects at the post-basic education are:
➢ English Language
➢ General Mathematics
➢ Trade/Entrepreneurship Subject
➢ Civic education

And for your trade/entrepreneur subjects, every student is expected to select one out of the 34 listed trade/entrepreneur subjects below:

I. Auto Body Repair and Spray Painting
II. Auto Electrical Work
III. Auto Mechanical Work
IV. Auto Parts Merchandising
V. Air Conditioning and Refrigeration
VI. Welding and Fabrication Engineering Craft Practice
VII. Electrical Installation and Maintenance Work
VIII. Radio, TV and Electronic Servicing
IX. Block Laying and Concrete Work
X. Painting and Decorating
XI. Plumbing And Pipefitting
XII. Machine Woodworking
XIII. Carpentry and Joinery
XIV. Furniture Making
XV. Upholstery
XVI. Catering Craft Practice
XVII. Garment Making
XVIII. Clothing and Textile
XIX. Dyeing and Bleaching
XX. Printing Craft Practice

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XXI.	Cosmetology
XXII.	Photography
XXIII.	Mining
XXIV.	Tourism
XXV.	Leather Goods Manufacturing and Repair
XXVI.	Stenography
XXVII.	Data Processing
XXVIII.	Store Keeping
XXIX.	Booking Keeping
XXX.	GSM Maintenance and Repairs
XXXI.	Animal Husbandry
XXXII.	Fishery
XXXIII.	Marketing
XXXIV.	Salesmanship

Roles of Educational Management in Entrepreneurship Education

Educational management could be conceptualized as the application of management principles to education industry through the coordination of human and material resources towards the accomplishment of educational goals and objectives. Educational management involves the concentration of how to achieve the most effective means of recruiting, placement of teaching/non-teaching staff, admission of the potential students into the school system and utilization of other available resources made available to the school system in order to attain the educational objectives and goal (Adeniji 2009 cited in Oresajo 2015). Olagboye (2004) also cited in Oresajo (2015) attributed educational management to be the process of planning, organizing, influencing and controlling the efforts of the operators of the education system to achieve the stated goals of education. It is a process which primarily concerned with overall formulation of plans, programmes and policies of the education enterprise. The school administrators and managers of the post-basic education are expected to embrace the under-listed functions of educational management as postulated by National Institute for Educational Planning and Administration (NIEPA, 2015) and these functions can also be attributed as the elements of good administration. These include:
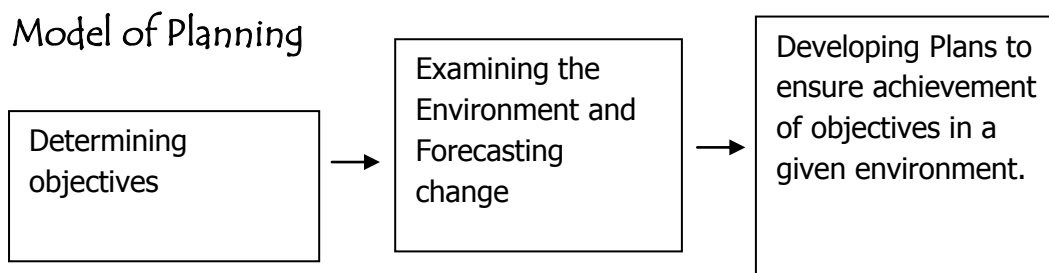 ➢ Planning
  ➢ Organising

➢ Co-ordinating
➢ Commanding
➢ Controlling
➢ Decision Making

Planning: Planning is a set of managerial activities designed to prepare the organization for the future and ensure that decisions regarding the use of people and resources to achieve the objectives of the organization are made. It is clear that individual and organizational activity without plan is certainly to be ineffective and achievement may be very slow. Planning may be a short or long term depending on what is to be achieved. In essence, planning determines which direction an organization should go and the approaches to adopt for the manager to get better result. It is the first of all managerial functions. A manager must be able to develop programmes and approaches for the use of the resources to achieve the stated or pre-determined objectives of the organization.   In the National Policy on Education in Nigeria, the objectives have been broadly and generally defined. The policy emphasizes that school administrators should be concerned with:

(A)   Setting specific educational goals and objectives,

(B)   Determining the approach by which the goals and objectives are to be achieved.

In essence, planning determines what direction a school should go and the approaches to adopt by the school administrators to get a better result. It is the first of all managerial functions. A school administrator must be able to develop programmes and approaches for those of the resources to achieve the stated or pre-determined objectives of the school.

Model of Planning

| Determining objectives | → | Examining the Environment and Forecasting change | → | Developing Plans to ensure achievement of objectives in a given environment. |

Being an important working tool, managers of complex organizations plan because:-

1.   Planning leads to organizational success

2.   Planning leads to feeling of success and satisfaction

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3. Planning helps managers to cope with changes.
4. Planning is very essential for effective performance of his managerial functions.

Organizing: Organizing is the management process by which the work is divided up among units and employees (division of labour) and then these units and jobs are linked together to form a unified system. Having this in mind, the manager of an organization with complex system such as the school should know that he is the organizer of both human and material resources that would be used by employees under him to achieve the goals of the organization. Therefore, organizational ability of a manager is concerned with: His ability to determine the ways and means by which the planned goals can be achieved. A school Administrator should be more knowledgeable about human management in this case. He deals with teachers and the students than the materials. The performance of teachers on educational results depends on his ability and capability to manage. A School Administrator must be aware that he is dealing with people of high potentials and as such he must be ready to make use of these potentialities possessed by his teachers. It is his duty to seek for highly qualified staff from the appropriate authority when he finds out the school is in dire need of one.

Commanding: This is another function of an Administrator, which is generally being described as a leadership art. Eminent writers have asserted that authority is the right to issue instructions and that power is the right to make oneself obeyed. The school Administrator has the power to command and issue instructions that will guide both the students and teachers working under his leadership. In most cases, the problem of an Administrator in the school is to make subordinates obey. This then points to reality that school Administrator must be tactful, understanding and flexible in approaches adopted to deal with human elements in the school setting. In trying to make both students and teachers obey him, he must do the following:-

a. Possess a character worth emulation by both the school and the immediate community.
b. Show good leadership behavior
c. Conduct periodic inspection and supervision to follow up instructions but not to victimize.

d.   Help to reduce inadequacies in teachers.

e.   Provide a behaviour modification.

f.   Should be less rigid and meticulous in both communication and supervision patterns.

g.   He should allow both vertical and horizontal flow of communication in the school organization system It is an accepted postulation that, if a leader is good, the followers must be equally good.

Co-ordinating: This is the ability and capability of an individual to put together human and material resources at his disposal and to use some for better achievement of the school objectives. If we believe in the foregoing analysis, therefore, the ability and capability of an Administrator should be the strong-cord that binds all members of the school system together to strive towards achieving a common goal. To provide unity, peace and conducive atmosphere worth living in the school for his staff. A school Administrator result hinges on his co-ordination efforts. He should use his co-ordinating ability to praise, reward and replenish the efforts of his subordinates.

Controlling: It is clear that control procedures, like any other management function, can contribute to productivity, making the school more efficient. When control has been accomplished the management process is completed. Control is concerned with: Comparing objectives with plans, and making necessary adjustment and corrections where there are differences between plans and objectives. Objectives must be in measurable terms for individual as well as work groups. This occurs if planning is well done. Henry Fayol described control as ensuring that every order which has been given following the laid down principles is carried out. Control is the managerial skills that ensure effective acquisition and use of the organization's resources and achievements of the objectives. Four factors could be identified as significant controlling. These are:
➢   Establishment of standards,
➢   Comparing of performance with standards,
➢   Adjustment and correction of deviation, and
➢   Provision of feed back

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Decision Making: Decision making is the actual selection among several alternatives in taking a course of action. It is the process of deliberating, calculating, or reflecting over an issue either consciously or unconsciously and thereby leading to a particular action. Most people find it difficult to take decision, while most leaders in particular wish to shy away from their responsibility if they could. This is because the process is very vigorous and demanding. In the school system and focusing on effectiveness. Taye (2009) asserted that decision making in school can be improved through the following procedures:

i.   Identifying a particular problem;
ii.   Gathering of relevant intelligent data relating to the problem;
iii.   Hypothesizing certain solutions;
iv.   Discussing solutions among the parties involved;
v.   Choosing the most promising solution;
vi.   Implementing the solution on a trial basis;
vii.   Evaluating the trial;
viii.   Deciding on the basis of this evaluation whether or not to implement fully and permanently.

In applying the above identified procedures, attention should be paid to certain factors likely to influence these procedures, such factors include difference in the perception of school goals, the difficulties that may arise in the process of evaluating the school programmes, the independent role of the teacher in the classroom, the leadership style of the school manager, as well as the interest of parents in school curriculum design for the entrepreneurial skills acquisitions in the senior secondary schools.

Significance of Records and Record Keeping in Entrepreneurial Skills Acquisition

Record is a process of giving an accurate account of past event that can be informed of written document or concrete object which serves as prove of an event of the past. Thus, records and record keeping are inseparable therefore record keeping involves preserving documents or documentation of the facts, and concrete objects in a safe place and reproduce as the need may arise in the future time. According to NIEPA (2015), record is to supply an account, in written or other permanent form, serving as a memorial or authentic evidence of a fact or event. In other words, it is information on

facts or events preserved and handed down. Record keeping, on the other hand, is the art of keeping such information or fact in such a way or manner that it can be retrieved whenever needed. Small Business Administration (SBA, 2014) referred the term "record keeping" to the orderly and disciplined practice of storing business records. Record keeping is one of the most important responsibilities performed by a small business owner. The success of a business depends on creating and maintaining an effective record system, whether the business is a sole proprietorship, partnership, or corporation. Record keeping ranges from simple manila folder filing systems to complex on-line electronic systems. Whether simple or complex, a record keeping system must be easy to use and provide adequate storage and retrieval of records. Most importantly, the record keeping system chosen must be suitable to a particular need. The type, size, and complexity of an organisation, as well as available resources, will help to determine the record keeping system best suitable to the organization. In the art of teaching entrepreneurial skills in the post-basic education, it is pertinent to expose the students into the art of record and record keeping so that the students can imbibe the spirit of keeping records.

Reasons for Good Records Keeping

Record keeping is not solely about fulfilling regulations or legal requirements. Record keeping is also about understanding progress made, now and in the future. Reasons of keeping good records include:

Detail Tracking; This requires tracking a significant amount of information, such as names, addresses and inventory. Without a proper record keeping system, one may lose sight of important details, leading to problems with serving customers. If you do not know details about your customers, such as who your customers are and what your customers like, your business may not be able to meet buyer demands. You risk disappointing a customer, maybe losing that customer forever. Staying informed of customers, their orders, and the inventory to provide for their purchases is challenging. Without a proper record keeping system, tracking important details of your business may be impossible. Inventory will be needed, you can anticipate the need to finance inventory. You also can avoid carrying too little or too much inventory, such as extra swimsuits into the fall season.

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Legal Compliance; As an owner, you will likely execute contracts and be required to hold various licenses and permits. As an employer, you will be required to maintain and report employee payroll for tax purposes. These three categories of legal compliance are:

- Contracts, leases, and other agreements (such as copyrights)
- Licenses, insurance, and permits
- Payroll and personnel

Tax (Federal, State, and Local) Preparation; a well maintained record keeping system ensures that you are able to keep up with tax reporting requirements. For example, if you are an individual small business owner or contractor, then you are generally considered self-employed. Self-employed owners file a personal income tax return annually and pay estimated tax quarterly (SBA, 2014). The above reasons on record keeping are attached to the business world as identified and discussed by Small Business Administration. The ideas cannot be jettisoned; it is only that the point of discussion is centred on the post-basic education. Therefore under-listed are reasons for keeping record in schools as stated by NIEPA (2014) and these include;

(i)   To ensure strict compliance with the requirements of the education law.
(ii)   For planning and budgeting purposes.
(iii)   To serve as indices for assessing school performance.
(iv)   To provide useful information not only for members of the school community but also for members of the public, employers of labours, researchers and government.
(v)   To save the school from any unnecessary embarrassment as well as legal tussle.
(vi)   To aid administrative decision making and efficiency in the school.
(vii)   To enable the teacher discover details about his students and through this, be in a better position to assist him academically, morally, socially, etc, in addition to being able to predict his behaviour and provide needed information to whoever may need it.

Types of Records and Their Uses

According to Owo and Nweze, (2014), the aim of any school record is to preserve information. If school records are properly kept, they serve as an information bank from which the principal and his staff can recall stored

information when needed. For this purpose, the records must be honestly and faithfully kept in order to make them reliable and to serve as a means of diagnosing individual student's problems and recording his achievements. The ability to recall stored information depends on the availability of the records, easy access to the records, a good filing system which guarantees that no pages are gutted out. There are two types of records namely: administrative or statutory records and non-statutory records. These include;

1. A register of admission, progress and withdrawals
2. A register of attendance and fees
3. A log book
4. A time-table
5. Weekly diaries
6. Visitors book
7. A corporal punishment book
8. Individual cumulative record care
9. Academic record of a student
10. School inventory book
11. Other school records

CONCLUSION AND RECOMMENDATIONS

Students are expected to select one or two among the above listed trade/entrepreneurship subjects, which must be outside their field of study. Ability to do this makes a student future entrepreneur, meaning when others are searching for jobs that are not even available, such a student create jobs and earn good living for him/herself, also becomes an employer of labour. At this 21st century, education is now a combination of learning a trade while schooling, the purpose is to reduce the rate of poverty and unemployment rate in the country and in the nearest future. There is an adage in Yoruba and I quote "Atelewo eni kii tanni je" meaning that one's future lies in his hands. The place of educational management in entrepreneurial activities cannot be over-emphasised in the sense that education as a whole provide relevant and deserving knowledge to understand the trend of development of a nation, through the enhancing human capacity development. Thus educational management supply relevant management techniques and strategies for coordinating the entrepreneurial skills in the schools system. It does this by injecting the idea of records and records keeping among other strategies and techniques for inculcating the

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spirit of entrepreneurial skills to the post-basic education students. Therefore, the following recommendations are suggested:

1. Government at the centre, states and local should endeavour to provide all necessary equipment's that will enhance entrepreneurship trade in secondary schools and basic schools.
2. Government should as well as make the schools environment be conducive for teaching/learning process that will accommodate learning of trade by the learners.
3. Government should endeavour to training school administrators and the teachers on the significant of entrepreneurial education to Nations development.
4. Government should come up with a strong relevant entrepreneurial policy and circulate such to schools throughout the federation.
5. There should be stakeholders meeting on entrepreneurial education and be organized by state and federal government.
6. The administrators/managers of secondary schools should identify needs of the school immediate environment before chosen a particular entrepreneurial trade or skills for their schools.
7. The administrators/managers should also design an opinion form inform of questionnaire to generate the learners area of interest on choice of entrepreneurial trade.
8. Government at all levels and the schools managers/ administrators of post-basic education should recognize entrepreneurship as being a major factor in unemployment reduction.
9. The school managers and the teachers should endeavour to keep accurate records of the schools entrepreneurial activities. Also sensitise the students on the significant of keeping records.
10. Government should design the school curriculum to the existent of emphasizing practical exercise than the theory activities in the post-basic education.

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