

# STRATEGIC PLANNING FOR ENTERPRENUERSHIP STUDIES IN INDUSTRIAL DESIGN PROGRAMMES

Wuritka, Enoch Gotring  
Department of Industrial Design, Faculty of Environmental Technology  
Abubakar Tafawa Balewa University, Bauchi Nigeria

**ABSTRACT:** Although Industrial Design Programmes constitute some of the curricular arrangements in Nigerian Institutions of higher learning for the purpose of establishing a strong foundation for entrepreneurship studies, there are strong indications of summountable problems. According to Blake (2011) there are problems of traditionalism and conservative beliefs which have largely failed to exploit the roles of effective communication in emphasizing the importance of the curricular underpinnings. Industrial Design Programmes being interdisciplinary and multidisciplinary studies with commitments linked to entrepreneurship must embrace the sense of innovations. These factors according to Onwuka (2010) are meant to explore and capitalize on the development and advantages of appropriate resources for the purpose of rationalizing instructions on entrepreneurship education in Industrial Design. While this paper highlights the role of appropriate instructional resources in relevance to entrepreneurship studies in Industrial Design, institutional policies and realities on ground have also been reviewed.

**Keywords:** Industrial Design, Entrepreneurship, Skills Acquisition.

## Introduction

One of the core elements associated with the National Policy of Education (2004) is the pride of place given to Vocational and Technical Education as an area of study of which Industrial is one of the constituents. The policy regards Vocational and Technical Education as a core component of every curriculum at the different levels of Educational system in order to acquire and to sustain desirable attributes and characteristics of entrepreneurship and good citizenship.

Industrial Design Programmes are not only expected to communicate and contribute its own quota in the tenets of entrepreneurship but also expose situations that would provide insights into the structures and process through which people live, work and play together. According to Alade (2000) Industrial Design can enhance an understanding of the economic system, policy matters,

differences and similarities of peoples the world over.

### **Institutional roles**

The schools' part in communicating and training is not only in the acquisition and development of skills and attitudes appropriate for entrepreneurship but also in competencies and virtues essential for Industrialization. Teaching and learning become more effective when there is a bond between stimulus and response as a result of being conditioned by a curriculum enriched by environmental resources, relevant instructional techniques and materials. The responses, according to Anozo (2009) are often triggered by events, pictures, sound items and effects that are often external. He further stressed that that conducive environments and materials will make for effective, efficient and permanent learning.

Entrepreneurship studies in Industrial Design Programmes are studies based on ethical practice of facilitating learning and improving performance by creating, using and managing appropriate resources in materials and machines. The efforts at integrating entrepreneurship studies into the Industrial Design Programmes have generated numerous researches, of which the findings have encouraged continuous applications of entrepreneurship studies in virtually all subject areas.

To make entrepreneurship studies in Industrial Design more interesting, real, meaningful and concrete educational tours and internships must be inculcated into programmes to make positive impact. The Nigerian National Policy on Education according to Dale (2011) regards studies on entrepreneurship as a core component of the curriculum on Industrial Design. These will enable the

learners become aware of the needs and possibilities of entrepreneurship (economic/industrial relevance and services) in addition to the acquisition and sustenance of desirable attributes and characteristics of effective entrepreneurship within the community.

### **Relevance in Nigerian Education**

As an area of studies now widely accepted in Nigeria for classroom dispensation of the attributes of meaningful and relevant education, entrepreneurship studies in Industrial Design Programmes will accomplish so much. It will enhance the economic and social growth of the people and place, expose them to situations that would provide them with insights and structures, and processes through which people live, work and even play together. The teachings on entrepreneurship, according to Ingle (2010) will introduce learners to an understanding of the economic system, institutional policies, histories, differences and similarities among people. The studies can also help create awareness regarding contributions of Industrial Design to the welfare, rights and duties of the people and community.

### **The Human Factors**

Entrepreneurship deals with human relations, providing a wider field of information and skills on developmental strategies, social and inquiry skills designed to improve and sustain socio-economic attitudes and behaviours.

The Institution's role in strategic planning and training goes beyond the acquisition and development of skills and attitude appropriate within an industrial community. It also covers the competencies and virtues essential for maintaining

and extending the fundamental values associated with the studies in Industrial Design.

Entrepreneurship studies are designed to alert and communicate the individual as well as group personalities on their relationships with people and society at large. Entrepreneurship studies enable learners acquire skills in human relations which entail such responsibilities as:

- Ability to cooperate harmoniously with others on small, medium or large group projects.
- Ability to contribute productively to group tasks and discussions.
- Ability to supply the needed leadership when, and if necessary and appropriate.
- Ability to strategize and plan with others.
- Ability to respond courteously to the issues and feelings of others.
- Ability to act responsibly
- Ability to exhibit concern and feelings for others.

### **Study perspective on Entrepreneurship**

Studies on Entrepreneurship are essentially concerned with explanations and communication of issues and problems pertaining to the relationship between humanity and the socio-economic environment. The primary purpose according to Lee (2007) is aimed to improving the process by which people use knowledge from the socio-economic sciences and other relevant areas of disciplined thought integratively in making decisions. These decisions pertain to their individual behaviours on one hand and concerning issues of public policies on the other hand.

One of the major strengths of Entrepreneurship studies as a necessary component in Industrial Design is derived from its emphasis on the structural relevance to people and the society. This according to Funtua (2007) implies a structure related to function based on a synthesis of knowledge with its structural arrangements designed to relate the curriculum of instruction to the life situation of the learner. Its emphasis impinges on the utility function of knowledge. This sense of utility is considered from the viewpoint of a unified personal and social understanding.

### **Assessing Entrepreneurial Studies in Industrial Design**

Entrepreneurship studies in Industrial Design should be conveyed to learners in imaginative ways that would foster discovery and problem – solving. It is expected to capitalize on and to exploit the communication process. This will make it easier to explain how the facts, concepts, generalization, theories as well as the modes of enquiries used in the subject area are related and connected in order to give its contents substantial degree of academic vigour and functionality.

Although the National Policy on Education has accepted entrepreneurship studies as vehicles for communication and inculcating the norms, social skills and values, attitudes, interests and rights associated with functional education, we are yet to achieve its full potentials.

### **Conclusion**

Over the years there have been criticisms of the faulty approach to the teaching of Entrepreneurship courses in most Nigerian institutions of learning. Dike (2003) opined that the contents and teaching methods were not related to

the needs of the people and the society. He further stressed that the emphasis was more on achievements and acquisition of objectives associated with the cognitive domain, while those of Affective and Psychomotor domains were relegated to the background.

Other critics deplored the general lack of any systematic effort at collecting evidence of the learner's progress and growth in both affective and psychomotor objectives. Marcus (2011) criticized and condemned the practice of assigning Entrepreneurship studies to unqualified teachers who largely demonstrate poor knowledge of the subject area in teaching and evaluation. The concept of Entrepreneurship is such that it is an integrated subject area which cannot be effectively taught by using a single textbook. Anybody teaching the subject must be broad minded and competency based in outlook and must be able to consider issues at hand from many different perspectives.

Based on the findings associated with the above studies Nigeria is yet to realize her dreams of using Entrepreneurship studies as requisite instruments for enhancing the study of Industrial Design. The urgent need to acquire social skills and values norms, attitudes and rights which are germane for enabling the functions can only be addressed through strategic planning for and interpretation of the realities on ground .

# IJSER

## REFERENCES

Alade, O. (2000). Relevance in Nigerian Education, Lagos. Links publication Int.

Anozo, A. (2009) Curriculum Handbook. Kano City printers Ltd.

Blake, L.I. (2011) Scope in Entrepreneurship Studies. Monrovia, Cliffs Inc.

Dale, D. (2011) Curriculum Planning for Entrepreneurship Education. Accra; Ftagship printers Inc.

Dike, O. (2003) Entrepreneurship Studies: The Inquiry Method Approach. Onitsha; Freedom Press Inc.

Funtua, J. (2007) New Perspectives in Vocational and Technology Education. Lagos; Johnson and Johnson Inc.

Ingle, O. (2010) Vocational and Technical Education: Teaching issues and problems; Jakarta; P & I publications.

Lee, O. (2007) Towards a Reconstructed philosophy in Industrial Design Free town. Liberty Press.

Marcus, P. (2011) Curriculum Development in Vocational and Technical Education Studies; Bombai; Delhi printers.

Onwuka, O. (2010) exploring the meanings in Industrial Design Programmes: Aba Weber Press Inc.

IJSER