

INFORMATION SERVICE AND ENTREPRENEURIAL SKILLS ACQUISITION FOR THE STUDENTS WITH SPECIAL NEEDS IN NIGERIAN SECONDARY SCHOOLS

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Abstract

The paper examined information service and entrepreneurial skills acquisition for the students with the special needs in Nigerian secondary schools. Since information provision for the citizens is power, information services for developing entrepreneurial skills acquisition in students with special needs, is inevitable. It is therefore essential for the educational managers to provide all the necessary information services which assist the students with special need. The current expository study explained the concepts of information services, types of information, flow of information, causes of information blockage, needs for entrepreneurship skills acquisitions, methods of providing information services that will aid students with special needs to acquire necessary entrepreneurial skills to help them in their later life. Suggestions were made for the school managers to provide necessary information available for the career choices of students with special needs especially students of secondary schools.

Keywords: Information service, entrepreneurial skills acquisition, students with special needs, Nigerian secondary schools

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Introduction

Education is an effective tool for positive social mobility of citizens in every society. Education is therefore regarded as social responsibility which every individual should enjoy as a citizen of any society. Ogundele and James (2015) regarded education as the basic right that every citizen should enjoy in the global society. Egunjimi (2013) states that for quality education to be provided to the citizens, education should be practically oriented, culturally compatible and must provide opportunity for skills acquisitions. Abdulkareem (1997) said that the failure of colonial education was attributed to the fact that the type of education provided was theoretical in nature and culturally biased, the problem therefore led to high rate of unemployment among Nigerian graduates. The author praised the traditional education as the type of education that allowed the parents to hand over their skills to their children, for instance a farmer will hand over the farming skills to their children, whose parents are carpenter, will get the opportunity to become a carpenter.

Oyedeki (2013) described information service as essential services required by the students with special needs in the secondary schools. These human resources include the principals, teacher teachers and other stakeholders in the school system. The information services create sense of directions to put the individuals to function well for the smooth running of the school system.

It is important to note that for effective provision of quality education, for the students with special needs in secondary schools, there is the need to develop entrepreneur skills acquisition among the students with the special needs in Nigerian secondary schools.

Ayeleso (2016) defined the students with special needs as the students having visual impairment or with hearing impairment etc. All these types of students are hyper sensitive to teaching-learning processes. However, whatever the category of special needs is, they need information services in order to give sense of direction. The author however opined that disabilities would not be a barriers to employability. Yakubu (2012) also noted that there are abilities in the students with special needs especially in Nigerian educational system. The authors however noted that it is an information availability essential service needed for all categories of students in order to develop entrepreneurship skills acquisition for the students especially in Nigerian secondary school, Ogundele (2015) identified those entrepreneurial skills that can reintegrated into the special education programme in Nigeria schools such as knitting, typing clobber, animal husbandry, weaving, wood work. It is important to note that manipulative skills are essential for the schools in order to encourage job creations and self-reliance in the students with special needs, after graduation. The students will not land into street begging instead they will depend on the skills acquired for their survival. It is to note that, the entrepreneurship

education demand necessary information service for the secondary schools students with the special needs in order to give them sense of directions.

Alibi (2000) identified the available types of information services as Upward information, Downward information and Lateral information system. Downward information according to the author is the type of information which emanate from the school manager or school administrators like principal to the vice principal, teachers and finally to the students. Upward information starts from the students towards the principal. The students' needs will be expressed to the school authority and the authority would act accordingly while the lateral encountered and perpetrated among the informal group of people that are of the same rank downward or upwards. The information provides services of direction necessary for the entrepreneurship skill acquisition to be developed for the students with the special needs in Nigeria secondary school.

Information services are an impetus for effective entrepreneurial skills acquisition because of the following merits: It creates awareness to basic entrepreneurial skills to be acquired, the strategies and methods of acquiring them in the interest of job creation, self-reliance employability employer and entrepreneurs among the special needs students in Nigerian secondary schools. Information services aid market mix for the entrepreneurial product. The information services provided expose the basic products that attract the societal demands, however, that the skills developed right from the school system will help to balance the demand and supply of such products for the society.

Information services for the special need students will help in developing dignity of labour, honesty, and various method of developing certain entrepreneurial product right from the school system.

Information service will aid environmental resources utilization for developing entrepreneurship products by the special need students in Nigeria schools. The information services provided for the students with the special need will expose those environment resources that can be transformed to create entrepreneurial products. The environmental resources that are readily available and can be transformed into entrepreneurial products are agricultural, wind, vegetation, biomes etc. All these resources can be used for entrepreneurial products by the students with special needs.

It is therefore essential for the Secondary education stakeholders to provide essential information system that will aid entrepreneurial skill acquisition among the students with special need essentially in Nigerian secondary schools.

Information service is regarded as an impetus for enhancing quality assurance in Nigerian education. The following methods are essential for providing effective information for the special needs students in the secondary schools.

- i. Provision of bulletin boards in the strategic places in the schools: where all the necessary information can be pasted for the student's consumptions and actions.
- ii. Orientation programs for the new students to expose their needs in the school: the available facilities, the human resource and all those activities that can aid excellent performance of the students which is their basic needs in the school can be ensured through orientation. Through orientation the students will be exposed to different types of violations, technical skills. (Sambo, 2014).
- iii. Organize seminar: School personnel officer and counselor organizes seminars for the students. These seminars can impart knowledge on understanding their capacities and capabilities and enable them to act according to their needs. For instance seminar can be organized based on a specific problem that is parading among the students. The school managements may demand for the attention of the counselor in the school to brief them on those issues. However, when the students are correctly informed about their needs, it will reduce their stress and enable them to work towards their needs satisfaction. The seminar may be on different types of entrepreneur skill which can help them for practical life (Lannap, 2012).
- iv. Through mass media; Information can be passed through mass media. Student's personnel officer can organize a press conference and present the bothering issues that are affecting the student's needs satisfaction. In the press conference the problems highlighted by the parents, students, school, government and others can be elaborated. The information provided therefore will enable the students to take a wiser decision and forbid the bad behaviors that can affect their needs achievement (Ogundele, Oulwalola and Adegbemi (2012).
- v. Discussion strategies: These can be used in passing the necessary information to the students based on their needs. The student's personnel officers would organize discussion group and provide different assignment to each of the group and discuss their experiences, relationships, and sometimes practical orientation to the other members of the groups. Through this, individual students will be able to identify their needs and find a suitable approach for achieving these needs from the discussion participation.
- vi. Field trip: Students need safety, acceptance and recognition in the society. Students with special needs may be taken to field trips where they can assess the market demands and employability chances for motivation.
- vii. Organizing career week: As a student personnel officer, there is a need of holding and organizing career week on regular basis. The experts can be invited to come and talk or deliver paper or different moral decadence in the society. The presenters therefore, inform the students in such a way to go against negative habits in the society and take a wiser decision. (Ogundele, Jimba and Luka (2016)
- viii. Student-teacher interpersonal relationship: Such a relationship should be stressed by the school management that when the student interact with their teachers, they will be able to discuss their problems and need together for the attention of the student personnel officer in the school. Through interpersonal relationship the students can be introduced to series of available skills (Ijaiya 2000).

- ix. Work study approach: Student can be employed by the instruction as casual worker, through this approach the student will be informed on various organization structural and be able to make a choice as to where he/she will like most in the nearest future. It is the duty of the student personnel officer to inform the students how to get to each of the structure. this will motivate the students to strive for career education.

Recommendations

Based on the need to provide all the necessary entrepreneurial acquisition skills into the secondary school, recommendations are given:

- a. Information provision is an essential tool for physical, emotional and educational development of an individual. Students should not be left alone to find out the information on his own. Schools should be the hub of information provision resources.
- b. Information services on the entrepreneurship skills acquisition can be provided through formal and informal groups within the school organization, there are formal group where information service could be provided. The school manager and the career counselors can also make use of the available informed group within the school organization such informed groups include friendship, interest groups, religious group, ethnic group, cultural group etc all these groups are very essential in the information service in the schools.
- c. There is a need for positive use of committee approach in the school's administration. The school managers and career counselors may constitute committee for identification of situations in the entrepreneur skills and the committee can be used to pass all the necessary information for the students with special need.
- d. The school-community relationship should be strengthened through School Based Management Committee (SBMC) Parent-Teachers Association, Alumni Association, Old Boys Association.
- e. Through Clubs and Association which are based in the schools through these grouping, essential career information services can be provided for the students with special needs.

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