



A PHILOSOPHICAL UNDERPINNING OF ENTREPRENEURSHIP EDUCATION AS QUIDDITY OF FREEDOM MANAGEMENT

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Abstract

The paper provides a philosophical underpinning of entrepreneurship education by showing how its philosophical base freely affects the procuring, maintaining and development of competent workforce in an organization to achieve the greatest goals. In the course of the explanation, the necessary philosophy of pragmatism coupled with the power of limited human freedom are employed to root out effective freedom management. This is because, pragmatism embraces human experience and emphasizes changes. Hence, it can be used to determine the appropriate structure and scope of the entrepreneurship education as it equally embraces freedom by encouraging people/human to seek out process when works best in order to achieve desirable end through freedom management. The methodology of approach is conceptual clarification and this is the structural framework by which philosophical arguments are suited for logical presentation. Therefore the bearing of entrepreneurship education on the freedom management in an organization is elucidated using the philosophy of pragmatism. The study prefers that knowledge need to be re-directed, re-oriented and reformulated to address the problem of freedom management to enable each component of the workforce to work in its state of affairs to become aware of itself as method of responsibility.

Introduction

It is taken axiomatically that entrepreneurship education is the most powerful instrument for the social-economic transformation and emancipation in any society of humans if its philosophical sorting can be properly annexed to aid teaching and learning. Entrepreneurship education is not just preoccupies with training of future entrepreneur but with the totality of national development as self awareness of an individual to freely and be able to manage “self” in the course of managing the affairs of human relation in an organization.

Entrepreneurial education is essential in every sector, especially in addressing global examine problem. It is geared towards job creation and national development and provide basis for transformation. (Aluwong, 2010). This is in line with pragmatics education when it maintains that reality is created through

awareness and man's intention with the environment. This is possible because, men intelligence could be used critically to understand nature. Hence, Abdullahi (2018) states that, entrepreneurship education has also been described as a vehicle to improve the availability of life for individuals, families, communities and in sustaining a healthy economy and environments.

If entrepreneur education is structured in line with philosophical scrutiny, the fortunes of individuals in a nation will change as the capital to respond and adopt for the ever changing and international world around us keeps changing. The philosophy of pragmatism is considered because, it is a philosophy of actions or work ability of ideas, this is because, it is directed towards the development of critical thinking ability, hence the entrancement of motivational studies of risk taking, risk bearing and as it will

favour entrepreneur participation in the free market economic dusted by force of demand and supply. It was therefore observed, that entrepreneurship education will resume a new dimension capable transforming the society if it is philosophical based can be considered in the course of education.

Statement of the Problem

It appears that the issue of making decisions rest on the power of the intellect and the “will”. This affects choice making, but the choice making occupies the nucleus of the activities of making good and prompt decisions in the course of knowledge transmission through entrepreneurship education. The ethics of procuring, maintaining, directing, communicating and development of competent workforce to achieve desirable goals involves strong determination and scrutinization of choices for energization of prompt and good freedom management. The influx of wrong choices at wrong times would amount to wrong applications of knowledge, and this would affect the free management of the entrepreneurship education adversity.

Objectives of the Study

The objectives of the study are:

- a. to clarify the concept of entrepreneurship education to root out the positivity of promoting freedom management in the course of educating i.e {teaching and learning}
- b. to provide and justify how philosophical underpinning of entrepreneurship education can serve as frame of reference for educational theories and practices in Nigeria.
- c. to analyse and clarify the influxes and benefits of freedom management in the course of entrepreneurship education

Methodology

The methodology of approach is conceptual analysis. It involves explanation of meaning of words or definition, making clarifications by drawing implications to examine the relationship that exists between concepts. It must be pointed out that no method in philosophical research is adequate. This is

because philosophy is endemic in all field of specialization. The study makes use of analysis because; it involves the examinations of the relationship that exists between the various concepts such as Entrepreneur, Entrepreneurship, education, pragmatism, freedom. A little bit of hermeneutic method is employed as the research interprets vividly the meanings of concept used.

Concept of Entrepreneurship Education

Entrepreneurship education aims at turning ideas into action. It includes creativity, risk taking, innovation as well in the ability to manage and plan for solidification of projects in order to achieve ascertain objectives. The life wire in the entrepreneurship education is creativity and must be sustained with high level of rationality. Creativity here is to invest with new form, to produce through imaginative skills to make or to instill thinking the impossible and then doing what no one has done before. Hence, creativity is embedded in everyday activities of an entrepreneur, samples of such are, agglomeration of ideas, perception, analogical thinking, reflecting not only of cognitive dimension but self criticism, monitoring and emotion. In agreement with above, the Commission Communication (2006) confirmed.

Entrepreneurship education as the individual ability to form ideas into action, these includes creativity, innovation, risk taking as well as the ability to plan and manage project in order to achieve objective. In essence, the entrepreneurship education must be creative, dynamic focused and shall be directed toward the development of a critical thinking ability. This is why entrepreneur is being regarded as a person that is to be generated and convert new idea into actions and successful innovation. Susan (2015) *sees entrepreneurship education as a powerful instrument in achieving economic development, employment generation, poverty reduction and enhancing independence technology and reduce the flow of people from urban to rural area.*

Commenting further on this, one may state that pragmatics education influxes into entrepreneurship would improve creativity naturally to arrive at the specified goals of

progressive education. In the process of educating, knowledge is imparted through teaching and learning for the purpose of reformation of individual who may later reform the society. But it is the entrepreneur who knows, we do not attribute these activities of entrepreneur to any separate entity called intellects, in the process of creativity, the intellect processes the quality of awareness of the structural frame work of the messages transmitted during the course of entrepreneurship education as it may really be. The idea of creative skills of entrepreneurship education are the awareness of the “essence” or “nature” of the skills and the intellect's reactions to the sensibility of the sensitive idea through the sense organs. For examples, in the process of mastering several skills of entrepreneurship, the understanding of each prominent skill applies equally so that the same meaning is reading to the same “concept “, no matter the mode of explanation. Akindolu (2019) *contends in his own view that the entrepreneurship education implies that acquisition of knowledge, skills and attitudes enables learners to apprehend life challenges in whatever forms they take in life.*

There seems to be a paradox on the nature of man as he is at the centre of education, because, knowledge and attitude rest on the general behaviour of entrepreneur and solidifies in the mind as “Content”. It implies that mind is a receptacle of ideas and knowledge. Hence, entrepreneurship education can be termed as experience of the mind that will give access and vision to the learners or entrepreneur to form his opportunity into practical use. Ayeni (2016) *on the entrepreneurship education affirms that apart from the receptions and presentations of ideas, the mind also explores various sources of ideas.*

This happens when mind throws light into the nature of the skill and experience needed for the creativity in the course of entrepreneurial education and provides useful insight that can promote, and refine attitudes towards the conclude and effective participation of the entrepreneur activities. Quite often, mind is a constant reference point on the issue of acting according to the rate of consciousness. In the process of the creativity, the activity of mind in reserving, conserving, reactivating and

construction of new arrangements of others do not take place unconsciously even when an entrepreneur is said to be unconscious.

Adiele (2019) *describes entrepreneurship education as the form of education which inculcate into individuals learner concepts skills and knowledge on how to start a business.*

The quality of entrepreneurial education would be used as a tool to create self awareness on the individual about the ability of man's mind towards innovation of goods, useable and re-energisation of new idea. Entrepreneurs are creative and summarily focused as person who are determined to convert and generate ideas of new dimensional origin which are useful.

The Concept of Pragmatism

Pragmatism is a theory which holds that knowledge is meaningful only when our senses can experience it. This implies that learning objects must be concrete and be value-oriented and that anything that is not practicable has no meaning and therefore not worth learning. Hassan.(2014) *states that pragmatism is the philosophy of workability which encourages us to seek process and doing things which work best to help us achieve desirable ends...*

Pragmatists define education as the product of interaction of man with environment. Hence, one can state that the intelligence of the entrepreneur should be projected as the product of thinking whose purpose is to effectively solve the problem of man and society. This lend credence to the view that the tenet of entrepreneurial education should include all learning experiences or contents that are workable and practicable or that are open to process of actions. In this case, the steps in problem solving may be stated as:

- ✓ statement/identification of pressing problem.
- ✓ generation or formation of hypothesis.
- ✓ collection or gathering of data/generation of good ideas.
- ✓ hypothesis testing/juxtaposing of ideas.
- ✓ drawing of conclusion/recommendation.

The bearings of pragmatism on entrepreneurship education can be deduced as follows:

- ✓ Pragmatism expressed that since man has



intellectual and has ability to create and relate, entrepreneurship education should be organized in a way that will blend his intellectual with the nature of the environments and his desired actions.

- ✓ Pragmatism lays emphasis on scientific/practical approach to issues and hence influences the maintenance and development of competent workforce aspects of entrepreneurship education in order to assist in discerning of truths using the skills of creativity.
- ✓ Pragmatism embraces change as a result of interacting with environment, the function of procuring in entrepreneurship education should be systematic and scientific in nature as it accommodates pragmatic nature of entrepreneur in the course of acquisition of knowledge.
- ✓ Pragmatism maintains that the value of action depends on the benefits derivable from it, and as such the aims of entrepreneurship education is to equip the entrepreneur with the ability to distinguish between the experience, the value of such experience and the actions derivable from it.
- ✓ Pragmatism posits democratic principles of acquiring knowledge so as to serve as tools for mobility and as instruments of potential and successful living. The process of acquisition of knowledge in the entrepreneurship education calls for democratic setting to serve as an end and means in order to take care of individual differences.

For entrepreneurship education to be relevant, it must embrace changes and practical relevance to the present situation to accommodate human nature. In short, it must be pragmatic in all nature.

Concept of Freedom

Freedom resides permanently in the concept of choice, as the issue of making decision by entrepreneur gives the opportunity of making choices all the time. It's foundation rest in the unlimited scope of intellects. The intellects determine and process motives which the "will" acts upon before the movement of the body to take action. This lends credence to the view of

Owan Enol (2004) when he states that the logical necessary condition of freedom have been shown to include:-

- ✓ *the unnecessary and exercise of choice*
- ✓ *the authenticity on the part of the individual*
- ✓ *capacity for natural reflection, and*
- ✓ *having the strength of will.*

Judging from above, freedom connotes immunity from coercion. It is drawn attention to as deriving from the nature of man as regards his right as a member of organization or society. It implies due regard to the right of all stakeholders in any organization

Essentially one can deduce that:

- ✓ in the course of entrepreneurship education, the actions which we are putting on in the full sense of responsibility to set up or monitoring a business are those for which we can be praised or beamed
- ✓ the choice of making decision is seen as the activities of entrepreneur utilizing the power of both intellects and the "will".
- ✓ if the intellect of an entrepreneur sees the situation as it is, it is not free to judge, the judgment of making choice as from the 'will'. This 'will' cannot cut out the intellect present motives for it informs of conflicting characters, then, it leaves the will free to making choice and choose between them. This is a stage in which the entrepreneur is confused whether or not to act.

Towoju (2017) states that it is common belief that man is free; that he can make use of his freedom to make choice ..., choice to remain suffering or stay in hardship or economic recession or to deploy it, is always to make difficult and final cause.....and to aid intellects that enable 'will' to act correctly and freely. Freedom is being considered in terms of libration from ignorance or disposition to learning certain concepts in entrepreneurship education. In this stance, freedom is not a notion of disposition from certain financial responsibility but to understand self as self programming entity in cause of procuring, maintaining and developing competent workforce.



Entrepreneurship Education for Freedom Management

Knowledge is valuable and should be advanced and disseminated through educating, but best required and can only be validated if subjected to free sharing and inquiry. Within the business organization for instance, there is the traditional practices of the workers to freely engage in knowledge sharing. The workers realized 'self control' in an exclusive situation in making decision on some matter exclusively within self of which self is responsible. One may ask; to what extent are the workers free to carry out their activities on duty which one is responsible? The choice made by self may determine the managerial or performing levels of 'self' daily activities.

Here, self consciousness is considered a liability. As it is, one may uphold that the workers must accept and blame self for managing his personal and the affair of the organization as he is free and undue or subdue to the management on duty for the operational job. The workers are also free to alter it or cooperate with the established rules of the organization, and be responsible for all greeds and misdeed. This is to state that the issue of control will be out of the matter. In a similar manner, the organization is said to be free to manage the staff affairs and have free control over them or allow them to neglect their duties and bear the consequences.

Conclusion

Entrepreneurship education is designed purposefully to groom the entrepreneurs on the acculturating and how best it manages within limitation. If freedom is value oriented, it must be tailored towards application of knowledge in positive direction and not otherwise. This is because positive applications of knowledge is education and vice versa.

Recommendations

The objective of entrepreneurship education must be tailored towards training of the entrepreneur in building valuable concept, generalization to understand changes in the world around. The value of understanding 'self' in the light of others must be the focus to improve the personality of individual. The

values of working together must be democratic so that the issue of appreciation within the workforce must be in reciprocal order.

The education must be a means to guide individual response with certain limitation. The management should maximally utilize their positions to guide the responses of workers with the limit of their boundary for maximization of human and material resources within the organization. Entrepreneurship education must be holistic; it must train the whole person in the area of knowledge skills, such as creative, innovative etc and in the development of right and wrong attitude towards life. This is because, the capacity to retain intellectual knowledge for goods, parallel the memory at sensory to enhance motivation. These must be the basis of achieving their set goals and objectives in line with the goals and objectives of the nation.

Entrepreneurship education must imbibe the skills of financial management to avoid liquidations. Ayeni (2004) *maintained that education as an instrument of change has a lot of challenges to offer*. The management of education must enhance man the right to use freedom to enhance meaningful ways of life that will earn them maximum respect in financial transactions and management.

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