

INTEGRATING ENTREPRENEURSHIP EDUCATION IN TEACHER EDUCATION AS
INNOVATION FOR NATIONAL DEVELOPMENT

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Abstract

This paper focuses on the need to integrate entrepreneurship education in teacher education programme to enhance national development. It examines the concepts of teacher education and entrepreneurship education. The various strategies for integrating entrepreneurial skill development in teacher education were also discussed. In addition the meaning of skill training, the roles of entrepreneurship education in national development as well as some challenges of effective entrepreneurship education were examined. Based on the discussion, the paper recommended among others, the provision of adequate funds, adequate facilities and creation of awareness on the relevance of entrepreneurship education.

Keywords: Teacher Education, Entrepreneurship Education, Innovation and National Development.

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. It brings about an inherent and permanent change in a person's thinking and capacity to do things. Education can also be seen as a process in which and by which the knowledge, characters and behaviour of human beings are shaped and molded (Umar, 2012).

Nwaham (2010) states that education is the spring board to socio-economic growth and development of every nation: it prepares an individual to live in a dynamic or constantly changing society and contribute to such changes and constantly promote the survival, growth and development of the society.

Education is the most powerful instrument in the world because no nation has ever attained fame or a particular height in terms of development without education as its bedrock, which is engendered by solid education ideas. Thus Onwumere (2006), see education as the spring board for socio-political, economic and cultural development that enhances the production of skilled manpower for national development. The laudable goals of education cannot be achieved in the absence of well trained, knowledgeable, skillful and highly motivated teachers.

NPE (2004) states that, no education system can rise above the quality of its teachers, teachers are the hub around which the education system rotates. They are the key instruments in achieving sustainable national development. Teacher education is the fundamental form of education that should be functional, solid and concrete in all ramifications in order to meet the current challenges of the individual and the nation at large.

Okere (2007) in Nwaham (2016) states that there is high increase in the demand

for education at all levels in Nigeria due to the increased awareness, its importance, increased population and need for critical skills for survival in the society. Hence, there is urgent need for more qualified teachers to bridge the gap between the high growing student population and the number of qualified teachers in the education system. It is a known fact that the quality of teachers determines the standard of education in any country and the standard of education determines the level of sustainable development, hence, there is need to train skilled teaching manpower that can effectively handle the educational system in the country.

The Concept of Teacher Education

Teacher education is that type of formal education which prepares people to become qualified and competent teachers. Teacher education depicts a conscious effort geared towards the production of individuals with commitment for human capital production. The training of teaching manpower takes into cognizance the inculcation of skills and competencies in human management as well as pedagogy in order to make the teacher capable of upholding the tenets of the profession.

According to Denga (2001), teacher education is the process of preparing or developing individuals with the necessary knowledge and skills that will enable them to effectively direct learning situation. Nwana (2006) sees teacher education as the aspect of education which produces teachers through professional training. While Okafor (1988) sees teacher education as the formal systematic and organized training programme geared towards the production of a crop of required teaching manpower.

Teachers are the custodians of the curriculum. For entrepreneurial programme at any level of education to succeed, the teacher must be exposed to the details of such programme, during their training years. The course content of the entrepreneurial programme at their training level should be practical oriented. This will enable them to first acquire the entrepreneurial knowledge, and competent skills needed to be self reliant.

The Goals of Teacher Education

Federal Government of Nigerian in National Policy on Education (2004) stipulated the following as the goals of teacher education:

1. To produce highly motivated, conscientious and efficient classroom teacher for all levels of educational system.
2. To encourage further the spirit of enquiry and creativity in teachers.
3. To help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.
4. To provide teachers with intellectual and professional background adequate for their assignment and make them adapt to changing situation.
5. To enhance teachers commitment for the teaching profession.

The policy also stipulated that the minimum qualification for entry into the teaching profession shall be the Nigerian Certificate in Education (NCE), that all teachers shall be professionally trained, that all teachers shall continue to take cognizance of changes in the methodology and in the curriculum. Teachers shall regularly be exposed to innovation in their profession.

Importance of Teacher Education

1. Teacher education helps to produce competent professional teachers.
2. It brings about effective education.
3. Quality teacher education helps to enhance the standard of education and the survival of a nation or country is dependent to a large extent on quality and adequacy of the education.
4. Qualitative teacher education is a veritable instrument for excellence for social development.
5. Implementation of educational curriculum through professional training.

Concept of Entrepreneurship Education

Entrepreneurship Education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education is that form of education which inculcates into the individual learner concepts, skills and knowledge on how to start a new business, create jobs, create business ideas, develop the business, manage it and make profit (Adiele, 2010 in Atole & Irabor 2015).

Atole & Irabor (2015) opine that entrepreneurship education is the means of instilling the quality of entrepreneurship in people with the continued general activities of managers or what can be the purposeful activity of an individual, undertaken to initiate, maintain or organize a profit oriented business unit for the production or distribution of economic goods and services.

Opera (2000) states that entrepreneurial education is an education aimed at enabling a person to find out investment opportunities, establish and run the enterprise successfully. According to him an entrepreneur is an individual who has the zeal and ability to find and evaluate opportunities, gather necessary resources, take sequential and systematical steps towards utilizing the advantages of such opportunities. While Undie and Udiba (2006) refers to entrepreneurial education as competency based education capable of satisfying the needs of the individuals and that of the economy.

Omolewa (2001) advocated for a functional education, which he described as work-oriented education. He suggested that education, at the early stage should be for acquisition of specialized skills so that learners could be able to do a specific job for which they will-earn a living without much reliance on white collar job. This implies that vocational education could encourage entrepreneurial opportunity for the learners. Considering the rate of unemployment in the nation, its introduction into the curriculum becomes a necessity which will drastically reduce the burden of unemployment in the nation.

Hence Nelson (1996) emphasized that entrepreneurship education is very imperative in the tertiary education curriculum as it provides students with skills and knowledge to successfully start and operate their own business venture, provide them the opportunity to develop their own business, and practice skills and perspective that are vital to entrepreneurial success. David (2000) believes that the inclusion of entrepreneurship education in tertiary institution curriculum would provide students with experience and understanding that is needed in setting up a business.

The entrepreneurship education according to Paul (2005) in Otele & Irabor (2015) is structured to achieve the following objectives:

- i) Offer functional education for the youths that will enable them to be self-employed and self-reliant.
- ii) Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
- iii) Serve as a catalyst for economic growth and development and
- iv) Offer tertiary institution graduates with adequate training in risk management to make certain bearing feasible.

Strategies for Integrating Entrepreneurial Skill development in Teacher Education(Otele and Irabor, 2015)

Entrepreneurial skill development in teacher education can be achieved through the following ways:

a. Creating a positive attitude towards entrepreneurship.

Encouraging enterprise spirit, in young people is a precondition to achieving progress in employment, growth competitiveness and innovation.

The argument is that entrepreneurship should be seen as a general attitude that can be usefully applied in all working activities and everyday life. When this becomes the focus of education, it will be nurtured in young people those personal attributes that form the basis of entrepreneurship such as creativity, spirit of initiative, responsibility, capacity for confronting risks and independence.

b. Seminars/workshops on development of entrepreneurship attributes needed by entrepreneurs to succeed in business should be organized. Here successful entrepreneurs and experts could be invited to deliver lectures on entrepreneurship to broaden students minds and help them know more.

c. Internship on small scale business should be carried out by would be teachers.

Potential teachers should be given the opportunity to a interne to a small business organization where they can practice the skills that they have learned. Participants may be given opportunity to apply for a paid long holiday internship with a local entrepreneur. Through this programme, entrepreneurial awareness among the young people is promoted, and a stronger bridge between the educational system and the business would be further strengthened.

d. Use of competent and qualified teachers

The teacher employed to teach entrepreneurship education should be competent. Qualification, practical skills and knowledge of business opportunities available should form the basis for engagement to teach. The teacher is expected to know both methodology and the content of the subject so that he can teach the students effectively.

e. Teaching strategies

Teachers should use appropriate teaching methods (innovative strategies such as guided inquiry and field trip) in teaching entrepreneurship education so that students could understand the subject taught and at graduation they could make use of the knowledge acquired and establish their own business instead of waiting for government employment. Entrepreneurship village or centre should be established by each institution so that students can be exposed to the real practical about each chosen business. These centres could be found at College of Education, Agbor and Ogwashi-

Uku Polytechnic, Ogwashi-Uku-Delta State.

f. Visitation to entrepreneur in the community.

Occasionally students should be organized to visit local entrepreneurs within the community. Through such visitations, instructors can expose students to successful small business outfits, provide opportunities for students to practice their skills, enable students to become familiar with entrepreneurial and management task, and introduce students to contacts that they can draw upon to pursue their entrepreneurial dreams.



Curriculum of Entrepreneurship Education

Due to the flexibility of the curriculums for tertiary institutions especially teacher education programmes, entrepreneurship education has been introduced and commenced in many tertiary institutions. At College of Education, Agbor, it is called SAP-Skill Acquisition Programme.

As stated by William (2014) in Atole and Irabor (2015), sound entrepreneurial education curriculum is one that contains information that will help students to

- i) Recognize business opportunities in their immediate enrolment and write business plan that will enable them address such opportunity.
- ii) Source the necessary resource required to take advantage of the identified market opportunity. This requires both conceptualization skill, and marketing abilities
- iii) Establish organization and enterprise that will be involved in the production, marketing and distribution of product and services that address the marketing opportunity.

He further stated that developing and designing entrepreneurial education curriculum requires more than theoretical ability. Entrepreneurial curriculum is different from other business courses curricula because it provides a decentralized, individualized and empowering environment in which students can learn or develop the skills needed for entrepreneurship. It involves careful assessment of individual student's ability in terms of idea generation, analyzing of such idea and designing programmes that will enable students pursue such idea into a profitable venture.

Skill Training

Entrepreneurship education involves the acquisition of knowledge and skills. Skill is the ability to do things well. And the acquisition of skills requires training that will bring competence among the trainees. Acquisition of requisite skill is a means of increasing the productive power of a nation, and individuals, therefore, the Nigeria society would recognize the fact that every citizen should be well equipped to contribute effectively to the welfare of the country. Ezeji (1988).

Therefore skills training is the process of designing stimulators to develop the skills of different elements of job or task of a particular trade, building workers, or students performance first on individual elements and then, combination of elements.

The following are technical vocational education trade or subjects offered in Nigerian Technical Colleges from craft, advanced and technical levels (NERDC,1997) in Aina(2000).

- Painting and interior decoration
- Plumbing and pipe fitting
- Carpentry and joinery
- Furniture making
- Catering craft practice
- Ladies and men garment making
- Printing
- Upholstery
- Computer training
- Refrigeration and Air conditioning

- Vehicle body building
- Electrical installation and maintenance
- Photography
- Cosmetology
- Beauty care practice
- Footwear and leather trade
- Laundry and dry cleaning
- Snail farm(snailing)
- Soap production

The above listed subjects are trades that are also taken under entrepreneurship education. Training of students in these areas will help to develop a broad range of knowledge, skills, attitude and value, each of which ultimately contributes in some manner of graduates employability, and other advantages.

The Role of Entrepreneurship Education in National Development

Entrepreneurship education is inevitable in the curriculum because it brings about economic growth and development, as well as solving the problems of hunger, poverty and unemployment. Other importance are listed below:

- Entrepreneurship is a key driver of Nigeria economy
- Wealth and a high majority of jobs are created by small business started by entrepreneurial minded individuals, many of whom go on to create big business.
- People exposed to entrepreneurship education frequently express that they have more opportunity to exercise creative freedoms higher, self esteem, and an overall greater sense of control over their own lives.
- Fostering a robust entrepreneurial culture will maximize individuals and collective economic and social success on a local, national and global scale.
- Entrepreneurship education equips people with the capacity to produce goods and render services which add to a country's Gross Domestic Product (GDP) which is a significant index of a country's economic standing. (Okebukola, 2012).
- Entrepreneurship education help to reduce poverty level.
- It helps to keep people economically sustained even in old age.
- It lowers crime rate through job creation e.g. 419,cyber crime, armed robbery,kidnapping, human trafficking e.t.c.
- It creates and raises student awareness of self employment as a career option which will lead to self and economic development
- It leads to self-reliance which simply means reliance in one's own effort and abilities and be gainfully employed.
- It develops the small and medium scale enterprise (SME) sector which is the key to the speedy restoration of the middle class in the economy.

Izedonmi (2011) in Chiazor and Idiaghe (2016) state that in USA, the SME sector provides 84% of the total employment in the country with the state and federal government together providing only 6% and the big corporation providing only 10%.

- Entrepreneurship education enables the nation to achieve the five main national goals of education as follows:
 - o A free and democratic society

- o A just and egalitarian society
- o A united, strong and self reliant society
- o A great and dynamic economy
- o A land full of bright opportunities for all citizens (NPE 2004).

Challenges of an Effective Entrepreneurship Education in Nigeria

Due to the problem of unemployment in the country, it became imperative to introduce entrepreneurship education which will expose the talents and potentials among the students. But this programme has been faced by many challenges:

- **Inadequate fund:** This is one of the major problem facing entrepreneurship education. The funds available for the programme is grossly inadequate.
- **Inadequate training facilities:** Facilities are needed for effectiveness of the programme, but they are not enough.
- **Insufficient entrepreneurship educators:** Since it is a new course in the curriculum, highly qualified teachers are inadequate.
- **Inappropriate delivery method:** Effective teaching is achieved through the use appropriate methods.
- There is imbalance between theory and practical occupational skill development. And this has affected the success of the programme.
- Rampant political and bureaucratic corruption together with the absence of social consensus on important macro-economic policy issues.
- There is absence of a pro-active regulatory environment that encourages innovative enterprise development at the grassroots level.

Conclusion

It is a non-disputing fact that entrepreneurship education is the key to national development. For entrepreneurship education in Nigeria to actualize the desired goals, teacher education programmes should balance theoretical education with entrepreneurial education. Adequate resources including good learning environment must be provided. Therefore if the constraints/challenges facing entrepreneurship education are tackled by all stakeholders, the programme will be a powerful tool for fighting unemployment and good means of human resource development.

Recommendations

Due to the versatile roles of entrepreneurship education to National development, the following recommendations have been made:

1. Adequate funds should be provided by government for effective running of the programme.
2. Adequate facilities should also be provided for effective deliverance.
3. Proper awareness should be created. Enlightenment campaign should be mounted in mass media, for example; radio, television, internet and newspapers to create awareness on the relevance of the programme.
4. The curriculum at all levels of education in Nigeria should be restructured with more emphasis and focus on entrepreneurship content.
5. Entrepreneurship educator should be given adequate training.

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