

ENTREPRENEURSHIP IN TEACHER EDUCATION: PROBLEMS AND PROSPECTS

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Abstract

Entrepreneurship education is generally defined as individuals' ability to use opportunities and to turn ideas into actions; ability to plan and manage projects in order to achieve objectives; and be creative, innovative and ready to face risks. It is believed that as engines of the economy, entrepreneurship education plays a critical role in shaping attitudes, skills and culture. Widespread exposure of students to entrepreneurship will make it more likely that they become entrepreneurs in the futures. Innovative strategies need to be developed that cater specifically for the entrepreneurship educational needs of students. The teacher education institutions need to provide practical training in entrepreneurship to their students, to make them more aware of the benefits of entrepreneurship and to address the factors that impact on developing entrepreneurial education. This paper takes a look at the concept of entrepreneurship, and teacher education. It explains the need to integrate entrepreneurship education in the curriculum of teacher education. The paper equally discusses some of the challenges facing entrepreneurship in teacher education such as poor funding, inadequate facilities etc and therefore recommends among others adequate funding, provision of adequate facilities//equipment, and that our prospective school teachers should not only given the opportunity to learn the skills of using technology, but also to learn how to design innovative instructions through an integration of ICT with curriculum.

Keywords: Entrepreneurship, Teacher, Teacher education

Introduction

Entrepreneurship education is generally defined as individuals' ability to use opportunities and to turn ideas into actions; ability to plan and manage projects in order to achieve objectives; and be creative, innovative and ready to face risks. It is believed that as engines of the economy, entrepreneurship education plays a critical role in shaping attitudes, skills and culture. Widespread exposure of students to entrepreneurship will make it more likely that they become entrepreneurs in the futures. In the National Policy on Education (2004), there is much emphasis on the need to create functional, relevant and pragmatic education that would guarantee the acquisition of appropriate skills, attitudes and competencies necessary for the individual to live and achieve maximum capacity for self reliance and also function and contribute meaningfully to the overall development of society.

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Nigeria faces a number of challenges that can only be met if it has innovative, well-educated, and entrepreneurial citizens capable to inculcate the spirit of inquisitiveness and courage to meet the challenges facing them. However, a dynamic economy, which is innovative and able to create the jobs that are needed, will require a greater number of young people willing and able to become entrepreneurs. As such, education is a key to shaping people's attitudes, skills and culture. It is vital therefore, that entrepreneurship education be integrated into education of the youth; and this, should be addressed from an early age. Entrepreneurship education is essential not only to shape the mindsets of young people but also to provide the skills and knowledge that are central to developing an entrepreneurial culture. This includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives.

Concept of Entrepreneurship Education

The term entrepreneurship is a derivative of the French word "entrepreneur" meaning a person who undertakes the development of a new enterprise or a new venture at some risks. Igweh (2005) defines entrepreneurship as the ability to set up an enterprise as different from being employed. He reiterated that this ability involves the acquisition of skills, ideas and managerial competencies necessary for self-employment. According to Usman 2006 cited in Ebo (2017)), entrepreneurship is "an attempt to create value, through recognition of business opportunity, the management or risk-taking appropriate to the opportunity and though the communicative and management skills to mobilize human, financial and material resources necessary to bring a project to function". According to Kuratko (2005) entrepreneurship education is the education that embraces skill building programs, in creative thinking product development and marketing, negotiation, leadership training and wealth generation. Entrepreneurship education seeks to provide students with the knowledge, skill and motivation for entrepreneurial success in a variety of settings. Heinonen & Poikkijoki (2006) also comment that entrepreneurship education fosters in learners the knowledge, skills and attitudes of creating new business venture to generate personal income. All these connotes that entrepreneurship education is a form of education which makes humans to be responsive to their personal, families and national needs and aspiration. However, entrepreneurship education can also be defined as a formal training to acquire knowledge, skill and attitudes which can direct human and material resources towards business objectives for self-reliance. The content of entrepreneurship education programmes varies according to the educator's definition and scope. Therefore, developing mindsets, generic attributes and skills that are the foundations of entrepreneurship can be complemented by imparting more specific knowledge about business according to the level and type of education. This is especially the case of teacher education profession where they can learn skills of educational technology for instructional material production.

The objectives of entrepreneurship education as highlighted by Ayeduso (2004) provides;

1. Meaningful education for the youths which could make them self-reliant and subsequently encourage them to drive profit and be self-independent;

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2. Small and medium-sized companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to the management of this small business centres;
3. Graduates with training and support necessary to help establish a career in small and medium-sized business;
4. Graduates with training in skills that will make them meet the manpower needs of the society;
5. Graduates with enough training in role management;
6. Graduates with enough training that will make them creative and innovative in identifying new business opportunities; and
7. Stimulate industrial and economic growth of rural and less developed areas;

Conceptualizing Teacher Education

Adewuyi and Ogunwuyi (2002) opined that teacher education is the provision of professional education and specialized training within a specified period for the preparation of individuals who intends to develop and nurture the young ones into responsible and productive citizens. It is informed by the fact that teaching is an all-purpose profession which stimulates the development of mental, physical and emotional powers of students. Such educated citizens would be sensitive and equipped with peaceful co-existence, environmental management and democratic process.

The heartbeat of manpower development and training for prudent use and sustenance of resources in nation building is teacher education. Teacher education, being inextricably linked with general education and social goals, is constantly caught up in the series of dilemmas derivable from educational expansion and social change. The prevailing crisis in Nigerian education and society as typified by unemployment, poverty, corruption, crime, indiscipline and underutilization of capacities in all facets of human life and national development could be ascribed to the neglect of teacher education and pitiable plight of the teachers. All these conflictual relationships precipitated poverty-induced hardships across all segments of the Nigerian community. What structurally becomes important in achieving the nation's quest for self-reliant society, imbued with vibrant economy and productive citizenry, is to put in place a comprehensive teacher education programme (Adewuyi, 2012).

Ogunwuyi (2010) contends that education should be globally adopted as an agent of change and stability to promote probity, equity and equality of opportunities and a launching pad for sustainable human development. Herein, teacher education should embrace and radiate the energizing forces of change backed up purposefully by democratic leadership and rational economic policies. This provides the basis for sustainable development and environment which largely facilitate harmonious creation of wealth and well-being of humanity.

The importance of education as a weapon against ignorance, disease and poverty demands coherent information processing systems anchored on manipulative skills which help to coordinate and transform conceptual ideas, emotions and feelings into life supporting operations beyond the school setting. Herein, a sufficiently educated and enlightened population is a quality assurance for individual and social productivity, responsible leadership and prosperous future. A general desire to be educated in spite of the stagnation of opportunities and incentives as well as

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disenchantment among the teachers at all levels requires a well conceptualized humanistic approach to teacher education programme. A coherent teacher education programme should systematically embrace integrated curriculum innovations which reflect the social, economic and political environment of a modern society to solve societal problems.

The National Policy on Education (FRN, 2004) states that the purpose of Teacher Education shall be to:

1. Produce highly motivated, conscientious and efficient classroom teachers for all levels of our school system;
2. Encourage further the spirit of enquiry and creativity in teachers;
3. Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.
4. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
5. Enhance teachers' commitment to the teaching profession.

The policy further states that Teacher education shall continue to take cognizance of changes in methodology and in the curriculum; and teachers shall be regularly exposed to innovations in their profession. One of such innovative measures is the inclusion of Educational Technology as a core subject in Teacher Education with the belief that it can be used to improve the quality of both training and objective performance of teachers in Nigeria.

Integration of Entrepreneurship Education in Curricula of Teacher Education

For the nation to succeed in developing the talent of the youths to meet the dreams of technological growth and advancement, the necessary foundation must be laid, and there is no nation that can grow beyond the quality of its education. A nation can only develop meaningfully through a good teacher education programmes. It is a well known fact that the level and type of formal education may affect entrepreneurship, on the other hand, lack of appropriate and necessary training would adversely affect the economy of a nation, therefore appropriate entrepreneurial education programmes must be included in teacher education curriculum Entrepreneurship education can be integrated into teacher education in different ways such as a cross curricular approach can be adopted, it can be integrated into existing courses or it can be introduced as a separate curriculum course. When it is integrated into existing courses, these are often optional for students. However, if it is introduced as a separate curriculum course in some cases, they are compulsory. The overall goal of entrepreneurship education is to give students the attitudes, knowledge and skills to act in an entrepreneurial way. Heinonen & Poikkijoki (2006) proposes a framework of integrating entrepreneurship education into teaching, learning and human development. This comprises the three domains of learning in teaching and learning situation:

1. Attitude (self awareness and self confidence). These are the entrepreneurial attitudes which constitute the basis for all other aspects of entrepreneurship. They entail discovering and trusting in one's own abilities which allow individuals to turn their creative ideas into action. In many countries, these attitudes might be pursued as general education goals. Ekima and Oguntunde (2015)

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2. Cognitive (knowledge of career opportunities and the world of work, economic and financial literacy; and knowledge of business organization and processes)
 - a) Knowledge of career opportunities and the world of work are learning outcomes that are not exclusively related to entrepreneurship, but usually form part of students' general preparation for their future career choices. However, a sound knowledge of the nature of work and different types of work involve an understanding of what it is to be an entrepreneur. This knowledge also allows students to define and prepare their place in the world of work with a well developed awareness of opportunities and constraints.
 - b) Economic and financial literacy includes knowledge of concepts and processes that can be applied to entrepreneurship.
 - c) Knowledge of business organisation and processes is specific knowledge of the environment in which entrepreneurship is often applied.
3. Psychomotor skills (communication, presentation and practical exploration of entrepreneurial opportunities) are transversal skills essential to entrepreneurs. This includes the various stages of the business set up process, including designing and implementing a business plan.

Challenges of Entrepreneurship in Teacher Education in Nigeria

Entrepreneurship Education has been viewed as a learning process that imbues in the learners /students traits and competencies such as team spirit, leadership, problem solving, negotiation skills, self-direction and self management unlike the traditional stereotype education, which places less attention on skills and practical needs of the world of work, (Ebo, 2017). However, the challenges confronting entrepreneurship in teacher education are as follows:

1. **Emphasis on conformity:** Rigid conformity and entrepreneurship are incompatible. Some teachers fail to plan for teaching entrepreneurship as they plan to achieve other objectives. Some of them discourage divergent thinking and fail to expose the learners to tasks that will allow them think of new ideas and novel ways of solving a problem.
2. **Lack of qualified teachers:** The major problem confronting entrepreneurship in teacher education is lack of qualified/ inadequate training of teachers who have the appropriate knowledge and pedagogy to impart enterprise skills and competencies unto the students. Entrepreneurship education requires the use of active learning methods that place the learner at the centre of educational process and enable them to take responsibility for their learning experiment and learn through participation, such methods have shown to make learning experiences permanent with positive benefits for students to become self reliant
3. **The use of wrong motivational teaching approaches:** According to Agbo (2003), the ultimate goal of scientific inquiry is to create, invent or discover new ideas, knowledge or solve problems. The teacher however may dampen or stifle this ability in learners through the use of wrong motivational approaches in teaching/learning situation. Teachers nowadays do not seem to be familiar with teaching methods/activities that are bound to develop and foster entrepreneurship behaviour in the learners.

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4. **Inadequate materials and creative environment** : Insufficient teaching materials as well as unfavourable learning environment does not give teachers and students the opportunity to teach and learn effectively and to interact with everything around and as such, meaningful entrepreneurship thinking/experiences are not gained.
5. **Poor Funding**: Another challenge of teacher education for the teaching of entrepreneurship and creativity is inadequate funding, which has negatively affected the implementation of entrepreneurship education curricula, a fact attested by National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) and sister supervisory agencies in Nigeria (Gabadeen and Raimi, 2012). Also, entrepreneurship education is capital intensive and so some schools don't have enough money to purchase technological tools such as computers. Shortage of regular power supply to support efficient and effective instruction and development of technology also constitute a major challenge.
6. **Poor enterprise culture**: Due to inadequate fund, training centres and enterprises, students are faced with the problems of getting appropriate establishment for their work experience. They end up attaching themselves to side mechanics, business centres, tailors etc. this is contrary to the goals of recast (Industrial Work Experience Scheme SIWES) which is expected to provide students with opportunities of exposure to practical experiences and relating the knowledge and skills in the classroom to the real world of work. More importantly an indirect challenge facing entrepreneurship is personal experience of graduates who have taken up self-employment based on the entrepreneurship instructions they had in schools. The experiences have not been palatable, as they live and cope with the problems of multiple taxes, poor government patronage, difficulty in getting registered/incorporate, headache of accessing funds in banks, harsh government regulation, high rate of inflation, incidence of harassment/extortion by government officials, infrastructural decay, exorbitant cost of raw materials etc. (Mambula, 2002; Ariyo, 2005; Gabedeem and Raimi, 2012).

Way Forward. (Prospects)

Every society requires adequate human and material resources to improve its social organization, preserve the culture, enhance economic development and reform the political structures. In order to address the above challenges, the following solutions were proffered:

1. Higher order thinking skills (divergent/lateral thinking, critical thinking and convergent/evaluative thinking) should be infused into the teaching strategies used by teachers in schools. Wherever it is possible, the teacher's inclination to demand conformity should be restrained. In this way, new avenues are opened for viewing life and grappling with its problems.
2. Qualified entrepreneurship teachers are needed across all levels of the education system for handling practical for entrepreneurship skills. Moreso, the training programme of a prospective teacher should be expanded to allow more sufficient exposure to pedagogical knowledge and relevant subject matter content and to

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include existing innovative opportunities the society can gain from each subject matter content.

3. The methods of instruction employed by teachers are crucial in determining the extent to which entrepreneurship can be developed in the students/teachers, therefore teaching methods that inspire the development of entrepreneurial skills such as activity oriented methods should be encouraged. Teachers should stress discovery and explorations for the students
4. Adequate and modern facilities and equipment should be provided in our schools. Current teaching materials especially textbooks and ICT hardware and software, libraries, and laboratories with adequate equipment should be provided.
5. Training of quality teachers demands better funding as teacher education should not be viewed only in terms of teaching but also research and publication components. Therefore, Schools should be adequately funded so as to enable them purchase necessary technological tools such as computers. Also regular power supply to support efficient and effective instruction and development of technology should be possible, and all educational stakeholders must be interested in funding teacher education programme.
6. Our prospective school teachers should not only to learn the skills of using ICT, but also to learn how to design innovative instructions through an integration of ICT with curriculum. They should be well prepared for using ICT in education. It has become a common sense that, for a pre-service teacher education programme without an integration of ICT, it could not be said to be a complete one. Therefore, educational systems should also take into account the empowerment culture, otherwise, there is the risk that education policies and systems become irrelevant for students' real and future needs. This becomes a challenge for teacher education programme in our various higher institutions, especially in times of economic crisis. Therefore, skills need to be improved in order to enhance employability, personal wealth creation and, as a consequence, economic growth.

Conclusion

Entrepreneurship is the most important outcome of learning which must be developed in children. It calls for the learners' ability to bring into existence ideas that are novel or unique and which can be applied to the solutions of given problems

Entrepreneurial education has a tremendous potential to help in the employment status of students in Nigeria. The development of entrepreneurial education can result in jobs and employment sustainability over time. Innovative strategies need to be developed that cater specifically for the entrepreneurship educational needs of students. Higher institutions in Nigeria need to provide practical training in entrepreneurship to their students, to make them more aware of the benefits of entrepreneurship. The biggest reason Nigeria is not experiencing more entrepreneurs is because of a lack of education about entrepreneurial activity at all levels of her educational system. With a properly designed entrepreneurial curriculum in place in Nigerian schools, the number of entrepreneurs would increase dramatically and the economic health of the country would also increase. Increased education on entrepreneurial skills would also create that perfect opportunity to stimulate economic growth. The teacher is the key figure in

the development of entrepreneurship among students, so teacher education Institutions therefore, should properly train pre-service teachers with the right skills.

Recommendations

Education is often seen as a prerequisite for quality manpower development and a sure path to success in life and service to humanity. Thus, teachers have important role to play to adequately prepare the young for their roles in the society in order to achieve the set national objectives. However, considering the importance of teacher education in entrepreneurship in Nigeria educational system, the following recommendations were made

1. Government should establish institute of entrepreneurship education that will from time to time review the entrepreneurship and ensure standard in implementation and providing financial and technical assistance to graduates after the programme
2. It is also recommended that entrepreneurship education and training should be expanded and intensified.
3. The relevant entrepreneurship skills must be made available to more students and individuals especially with the prevalence of ICT in our environments.

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