

STRATEGIES FOR PROMOTING ENTREPRENEURSHIP IN TEACHER EDUCATION PROGRAMME IN NIGERIA

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ABSTRACT

The paper examined the strategies for promoting entrepreneurship in teacher education programme in Nigeria. It highlighted teacher education, the objectives of teacher education and the challenges of teacher education. The paper equally highlighted entrepreneurship education, the aim of entrepreneurship education, objectives of entrepreneurship education and what entrepreneurship education could lead to. The following strategies for promoting entrepreneurship education in teacher education programme were enumerated. Internship, seminar/workshop, practical entrepreneurship counselling, teaching strategies among others. Lastly it was concluded that teacher education is an important organ in any society and it is expected that the government, management and staff of tertiary institution and policy makers should implement and consolidate entrepreneurship education in all teacher education programmes.

KEYWORDS: Examined the Strategies for Promoting Entrepreneurship in Teacher Education Programme in Nigeria

INTRODUCTION

Teacher education is pre-planned articulated set of events and activities which are intended to help a would be teacher, or a teacher-trainee acquired appropriate knowledge, skills, the right type of attitude, habits and competencies needed to be able to enter the teaching profession and to become a resourceful, effective and efficient teacher (Ezugwu, 2006). Teacher education is an educational process or training that deals with the art of acquiring skills in teaching profession. It is an essential exercise that enhances the skills of learning and teaching. Umar (2005) views teacher education as the provision of professional education and specialized training within a specified period for the preparation of individuals who intend to develop and nurture the young ones into responsible and productive citizens.

In recognition of the importance of teacher education, the national policy on education FRN (2004) categorically stated that since no education system can rise above the quality of its teachers, teacher education should continue to be given major emphasis in all educational planning and development. To ensure the realization of the above statement, the same policy enumerated the following as some of the objectives of teacher education.

- To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- To create adequate incentives to attract competent people into the teaching profession.
- To ensure that teachers have sufficient mastery of content and varied methods of teaching that are subject-specific including teachers of special need learners.
- To ensure structured, effective and supportive supervision of teaching practice and induction as well as

certification and licensing.

- To produce sufficient trained teacher educators capable of importing and modeling desired knowledge, skill and attitude.
- To motivate teachers and provide opportunities for their continuing professional development, retention, advancement and improvement in their chosen career.
- To ensure that teachers constantly upgrade their skills in order to remain competent and relevant.
- To ensure rigorous admission and graduation requirements and apply them consistently. To ensure that teacher education institutions are as well equipped both in human and material resources.

It is believed that if a teacher is well trained, he/she will be able to manipulate the available means to effectively train the students under his or her care. The students depend solely on the teacher on what to learn and how to learn it. As pointed out by Ivowi (1999) teaching must be handled by well trained and motivated persons with academic and profession competencies which will match the society's expectation.

Challenges of Teacher Education in Nigeria

The entire educational system has suffered untold neglect and has virtually collapsed. The teaching-learning process and environment have lost their glory. Education system has become a heaven for criminals, cultists and drug addicts. Teachers have become cheaters, exam malpractices have assumed widespread and alarming, secret cults have practically taken over the administration of most of the higher education institutions, some of which have turned into battle ground for rival cult groups (Ukeje, 2000). He went further to discuss the following fundamental challenges in teacher education which need urgent attention.

- **Quality of Candidates Admitted for Teacher Education**

Teachers in this country are selected from failure. This is because when a student fails to get admission into the University, he then goes into teacher training institutions. These four quality personnel that are eventually employed in the teaching sector help to ruin the nations education system due to their academic backwardness. The products of these teachers training institution are half-baked teachers that are near illiterate. Most of them are not adequately prepared either in subject content or in methodology.

- **Teacher Motivation**

Poor remuneration makes it difficult for the educational sector to attract and retain the top quality personnel like in banks, that are required to function in the system (Eya, 2000). According to Onah (1998) the teaching condition of a teacher pre-suppose the learning condition and success of the students. As perceived by Nwangbo (2001), teachers are objects of ridicule by other members of the society especially politicians. They are poorly paid and denied their professional rights and other benefits enjoyed by other civil servants.

The desire of the Nigerian government to attain the vision 20-20-20 and MDGs goal propelled the Nigerian Educational research and development council to revise the secondary education curricula. The main thrust of the exercise is the re-engineering of the curriculum with entrepreneurial education, ICT skills and civic education. Entrepreneurial education and ICT skills have been acknowledged world wide as a potent and viable tools for self employment, job and

wealth creation. Across Nigeria, secondary education is expected to expose the children to diversity curricula in both JSS and SSS classes. (Oyekan, 2002). It is a means of producing literate, healthy and self-reliant citizens that would create wealth for human development. All these are the products from teacher education programme. The main objectives for setting up teacher education programmes were to produce the needed teachers that will man both primary and secondary schools.

Entrepreneurship is a process of using available capital in any form for business endeavour in an open and free market economy for the sole purpose of making profit. Nwaokolo (2004) defined entrepreneurship as the ability to set up a business enterprise as different from being employed. It involves the acquisition of skills, ideas and managerial abilities necessary for self-reliance. Entrepreneurship is the ability to create and build up new business through personal effort, creativity and innovativeness. It is initiating, doing, achieving and building an enterprise or organization, rather than just watching, analyzing or describing one. It is the ability to build a founding team, to complement ones own skills and talents. Entrepreneurship is all about the willingness to tackle calculated risks, both personal and financial, through personal investment.

Entrepreneurship education involves a specialized training given to students of vocational business education to enable them acquire the skills, ideas and manageable abilities and capabilities for self employment rather than being employed for pay. Oduma (2012) gave his own definition of entrepreneurship education as learning directed towards developing in young people those skills, competencies, understanding and attributes which equip them to be innovative, and to identify, create, initiate and successfully manage personal, community business and work opportunities, including working for themselves. Ashmore (2007) noted that entrepreneurship education seeks to prepare people especially youths to be responsible, enterprising individuals who become entrepreneur or entrepreneurial thinkers and who contribute to economic development and sustainable community.

Entrepreneurship education is not just about teaching someone how to run a business, but also encouraging creative thinking and promoting a strong sense of self worth and accountability. Through entrepreneurship education, students learn how to create business. The core knowledge gained through entrepreneurship education include: ability to recognize business opportunities in one's life, ability to create and operate a new venture, and ability to think in a creative and critical manner (Krueger and Brazeel, 2007). Entrepreneurship education therefore is a force that mobilizes other resources to meet unmet market demands. It is the process of creating value by pulling together a unique package of economic resources to exploit business opportunities Azubike (2006) noted that entrepreneurship education focuses on educating the recipients to equip them with the necessary skills, knowledge, ability, characteristics, interest and motivation to be effective entrepreneurs. It assists the beneficiaries in expanding their individual skills, talents, knowledge and competencies and makes them become successful entrepreneurs.

The aim of entrepreneurship education therefore is to encourage and train the recipients to create self employment opportunities for themselves through inventing new business. It is the key agent in the development of human creative and innovative talents in business. It is the simulation of human business interest and potentials, including the development of managerial skills, human relations and appreciable positive attitudes needed for the establishment and operation of a new business venture on profit basis. Ojo and Gbinigie (2006) stressed that entrepreneurship education aim at supporting people's business knowledge, skills and attitude. It exposes them to recognize the role of the people enterprise desire, active entrepreneurship. Effective entrepreneurship education prepares the recipients to be responsible and enterprising

individual who becomes entrepreneurs or entrepreneur thinkers, and who can contribute to economic development and sustainable communities. It provides opportunities for youth to master competencies related to core entrepreneurial knowledge, skills and attitude such as business opportunity recognition, idea generation and marshalling resources in the face of risk to pursue opportunities, venture creation and operation, creativity and critical thinking.

Objective of Entrepreneurship Education

Oborah (2006) while on the objectives of entrepreneurship education noted that the programme enables its beneficiaries stand on their own because of the business knowledge, skills and creative abilities they have gained which are also needed for self employment. Entrepreneurship education is a functional education centre on making the graduates to be job producers rather than job seekers. Thus, other objectives of entrepreneurship education include to:

- Provide meaningful education for the youths which could make them self-reliant and subsequently encourage them to derive profit and be self independent.
- Provide small and medium size companies with the opportunity to recruit graduates who will receive training and tutoring in the skills relevant to the management of small business.
- Provide graduates with the training and support necessary to help them establish a career in small and medium size business.
- Provide graduate with training skills that will make them meet the manpower needs of the society.
- Provide the graduate with enough training in risk management to make uncertainty bearing possible and easy.
- Stimulate industrial and economic growth of rural and less development areas.
- Provide graduate with enough training that will make them to be creative.

Entrepreneurship education could lead to

- Stimulation of nations economy
- Creation of employment
- Reduction of rural, urban migration
- Provision of practical training opportunities
- Simulation of rural resources
- Income generation and re-distribution
- Better standard of living
- Fostering large scale production

Strategies for Promoting Entrepreneurship in Teacher Education Programme

The following strategies will assist in promoting entrepreneurship in teacher education programme.

- **Internship:** Internship provides students with opportunity to practice with a small business organization with a

view to exhibiting the skills they have learned in the school. Participating students may be given opportunity to apply for a paid holiday internship with a local entrepreneur. Through these programmes, entrepreneurial awareness among the youth is promoted, and a stronger bridge between the school system and the business world is further strengthened and enhanced.

- **Seminar/Workshop:** Seminars and workshops on entrepreneurship skills and attributes which are needed by entrepreneur to succeed in business should be organized for students. Here successful entrepreneurs and experts in trade areas could be invited to deliver lectures on entrepreneurship to broaden students minds, knowledge, horizon and helps them to know more about entrepreneurship practices. Some of the business skills which can be taught include business planning skills, opportunity recognition and selection, business idea generation, resources management skills, time management, people management, customers relation and marketing of goods and services. When necessary for setting up a business enterprise, such a person irrespective of gender is said to have acquired entrepreneurial skills.
- **Practical entrepreneurship counselling:** Entrepreneurial lecturers need to counsel the students on the benefit, importance, significance and contribution of entrepreneurship education to national development. There is need for lecturers and counselors to regularly organize practical counselling sessions to acquaint students with the skills of writing business plans, feasibility report, securing finance and establishing business.
- **Regular visitation to entrepreneurs in the community:** This visit afford students the opportunities to become familiar with entrepreneurial and management tasks and also introduce students to contacts they can draw upon to pursue and realize their entrepreneurial aspirations and dreams. Entrepreneurial lecturers should regularly organize visit to local entrepreneurs for their students.
- **Employment of qualified and competent teachers:** Lecturers to be employed to teach must be competent and qualified in terms of professional qualification; practical skills and knowledge of business opportunities available after graduation. The lecturers must know both the methodology and the content of the subject to foster effective teaching and learning.
- **Teaching strategies:** lecturers should use appropriate teaching methods such as demonstration, team teaching, collaboration learning and fieldtrips. Omoifo (2009) noted that to successfully implement entrepreneurial curriculum, the lecturers should use project work, case studies, fieldtrips and link with entrepreneur in the community.

CONCLUSIONS

Teacher education is an important organ in any society. Unfortunately teacher education is faced with many challenges. It is expected that the government, management and staff of teacher institutions, policy makers should implement and consolidate entrepreneurship education in all teacher education programmes. An entrepreneurship unit should be mounted in every college of education and every faculty of education. Government should provide facilities and adequate training equipment for the effective delivery and implementation of the curriculum and programme.

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