

The Role of Entrepreneurship Education in Teacher Preparation: a Pathway for Sustainable Development

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Abstract

The role of entrepreneurship in society has changed dramatically. The importance of entrepreneurship development to education has been a subject of increase attention in Nigeria and the world in recent years. In this difficult situation, there is a growing awareness that a traditional academic education is inadequate to equip young people with the knowledge and skills they will need to be self reliant and an entrepreneur. Therefore, this paper focused on the role of entrepreneurship education in teacher preparation: A pathway for sustainable development. It discusses the concept of entrepreneurship, entrepreneurship education, teacher preparation and sustainable development. It was recommended that entrepreneurship education can be reactivated among student teachers at all level of education through intensive and articulated programmes, thereby making them ready for business venture before leaving school.

Keywords: *Entrepreneurship, Education, Teacher and sustainable development.*

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Background to the Study

Education is very important to the development of any nation that is why every nation must take it very serious in all institutions of learning. Many of the developed countries of the worlds were able to achieve so much in entrepreneurship education. The concept of entrepreneurship in simple terms connotes getting involved in profitable business enterprise. Akpan and Uwah (2014) see it as undertaking the risk of starting and running a business enterprise.

Entrepreneurship education has been receiving consideration worldwide. Several attempt have been made through entrepreneurship courses and programs in both institutions of learning and entrepreneurship research centers for the purpose of developing both entrepreneurship spirit and culture (Adejimla and Olufunmilayo, 2009), but there is need to put more effort in order to encourage entrepreneurial activity which will consequently benefit individuals, government and the society at large, thereby making them self reliant. Millions of young school leavers in Nigeria fail to find formal employment in an environment where jobs are scarce. For many of them, tertiary education for various reasons is not an option but the only alternative is to make a living in the informal sector. Without relevant qualifications for self-employment, the outcome is generally scarce. There is a growing awareness that a traditional academic education is inadequate to equip young people with the knowledge and skills they will need to improve their chances of sustaining their life.

In order to meet this challenge, many of the countries are introducing Entrepreneurship Education since Entrepreneurs are not always born but people can be cultivated or trained to become entrepreneurs. Many researchers has shown that there is an essential role that education plays in the development of society, and in particular the central role that teachers play in this process requires nothing less than a mere change in the approach to education, emphasizing active learning and the provision of new experiences for students outside their classroom.

Teachers are in the middle of these changes, because they need to be equipped with the right skills, knowledge and attitudes to be able to provide their students with the new curricula, pedagogies and learning environments. Teachers need to be trained for the task, and the training support the view of Columbus (2012). He opined that before entrepreneur can become a way of life in any country there is need for pre-incubation. That is, entrepreneurship needs to be learnt and not just learning but by actually being involved in business. He classified the activities in to three stages: learning to understand entrepreneurship, learning by actually being involved in business and learning to do business. (Saurio, 2003; Chinwendu, Bridget & Ada). It is in this need that this paper intends to discuss the role of entrepreneurship education in teacher preparation in tertiary institutions of Nigeria.

Moreover, Entrepreneurship education is very important to the development of any nation in many areas. A graduate of College of education can be self employed. Many of the graduates have some knowledge of Small and medium Enterprise that is enough for them to be able to have a little period of training as apprentices and then stand alone as an entrepreneur. For instant, Creative Art, Computer Studies, Agriculture, Technical Education as well as Business Education causes are important in the modern technology that if properly learnt, it is enough for one to stand upon for a living; they are part of what any graduate of Science and Vocational students of tertiary institution will learn and should learn. Entrepreneurship education is very

important in a growing economy like ours in Nigeria; it is useful in creating self-reliant and a well-trained entrepreneur education graduate can be well established in creating self-reliant.

Entrepreneurship Education

Entrepreneurship education is an Entrepreneurship Education planned systematic and sustained effort at inculcating and nurturing the entrepreneurial spirit among Nigerians so as to produce a pool of willing, able and successful entrepreneurs (Owula (2008; Yusuf and Mustapha, 2016). Entrepreneurial Education is the purposeful intervention by an adult (the teacher) in the life of a learner to impact entrepreneurial qualities and skills to enable the learner to survive in the world of business (Gouw, 2002; Yusuf and Mustapha, 2016). It aims at equipping learners with skills, knowledge and dispositions that can help them develop or implement innovative social or business plan (Nnazor, 2005; Yusuf and Mustapha, 2016). Zuamo and Aondoaka, 2007; Akpan and Uwah, 2014) see it as identifying, developing and bringing a vision which may be an innovative idea, an opportunity or a better way of doing something to life. Entrepreneurship education refers to the process of equipping the individual with the skills and experiences that will enable him or her to identify and undertake a profitable business enterprise successfully (Akpan and Uwah, 2014). Entrepreneurship education as a process through which learners acquire a broad set of competencies can bring greater individual, social and economic benefits since the competences acquired lend themselves to application in every aspect of people's lives.

However, Aisha (2013) as cited in Abdullahi, Sulaiman and Liman, (2016) defines entrepreneurship as a dynamic process of vision, change and creation. It requires application of energy and passion towards the creation and implementation of new novel ideas and creative solutions. In the view with Kurotko (2003) as cited in Abdullahi, Sulaiman and Liman, (2016) who says that entrepreneurship is dynamic process of vision, change and creation. It requires an application of energy and passion towards the creation and implementation of new, novel ideas and creative solutions. Arising from above definitions, Entrepreneurship is a process of actions of an entrepreneur who is a person always in search of something new and exploits such ideas into gainful opportunities by accepting the risk and uncertainty with the enterprise.

In respect to teacher preparation entrepreneurship education according to Loughran (2006) looks at it as the pre-service and in-service teacher preparation where students of teaching seek to develop knowledge and skills of teaching and to learn how to competently apply these in practice. These require significant changes in the way teachers themselves are educated. The implication of these changes for teachers is substantial. The introduction of technology into the teaching-learning process changes traditional patterns of teacher training. Training is no longer bound to fixed schedules or physical spaces of instruction. Rather, teachers are free to enter into training on their own and at their convenience. They can receive training as often as they log on to their computers. This situation has implications for the management of training. To a certain extent, it is the individual teacher, as opposed to the school or the educational authorities, who decides when training will occur. Training activities are, literally, taking place all the time for different teachers. With the participation of groups of students' teachers of the respective school in this development in the same vein, rather than pulling together teachers from different schools, for training which can be provided through the computer and other vocational causes, it helps the Higher institutions of learning in Nigeria. Investments in teacher training have been the one outstanding exception. There is need to support teacher training programmes, particularly pre-service, which has become a routine component of major investment packages for the education sector.

The Role of Teachers in Entrepreneurship Education

The developments of teaching and learning process in tertiary Educations and hence the practices teachers who are in need of entrepreneurial skills, have to be coincide with the development of the entrepreneurship key competence which is not simply a question of knowledge acquisition. Entrepreneurship education means developing a culture which is through, for and about entrepreneurship. Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitude and behaviours are perhaps more important than knowledge about how to run a business (Yusuf and Mustapha, 2016). Many students acquired this skill through discovery and people-led enquiry method that enable students to turn ideas into action. They are difficult to teach through traditional teaching and learning practices in which the learner tends to be a more or less passive recipient. These required active learner-centred pedagogies and learning activities that use practical learning opportunities. Furthermore, since entrepreneurship education is a transversal competence it should be available to all students and be taught as a theme rather than as a separate subject at all stages and levels of education (Yusuf and Mustapha, 2016).

Research carried out by the Education Trust Fund as cited in Yusuf and Mustapha, (2016) shows that the core skills and values linked to entrepreneurship education are seldom a priority in initial teacher education programs (such as National Certificate in Education). Creativity is not fully embedded into these programs and there are significant variations in the way programmes are run across colleges of education. Approximately 80% of teachers say that they would like to receive some further training on creativity. Teachers also feel that educational and school cultures do not fully support them in fostering creative and innovative approaches to learning; this requires time to explore new approaches and a culture that encourages experimentation and allows for failure - in short, an environment that itself embodies the characteristics of entrepreneurialism. Teachers thus need support throughout their careers, in their initial education, their continuing professional development and in their day-to-day work (European Union, 2011).

Teacher Preparation and Sustainable Development

One of the important components of education is teacher education. Through it, school teachers who are considered mentors of society are prepared and produced. Teacher education is ostensibly designed, developed and administered to produce school teachers for the established system of education (Kafu 2003; Namunga and Otunga, 2012). These views summarize the importance and the role of teacher education in the life of a given society. Education in this respect is regarded as the driving force for social development. Teacher education in this paper is seen as the pre-service and in-service education and training of all those involved in the dissemination of knowledge at all levels of education aimed at exposing them to new ideas and practices which continuously improve their ability to educate. The improved ability to educate is an important ingredient for sustainable development (Namunga and Otunga, 2012).

Education for Sustainability is a paradigm of education that puts citizenship and the creation of resilient, secure and prosperous communities at the center of teaching practice. Sustainability-based teacher education aims to develop teacher effectiveness, knowledge and skill standards in the context of sustainability. This approach is echoed in the teacher preparation competencies defined in UNESCO's Sustainability Teacher Education Initiative (UNESCO, 2005). Because Education for Sustainable development encompasses far more

contexts than just the science disciplines, teacher education must embed sustainability principles, knowledge and skill development across a range of courses and field experiences. Teacher education courses can provide opportunities for supporting pre-service educators to become sustainability literate teachers (Nolet, 2009; Namunga and Otunga, 2012). Given its complexity, only multiple Education for Sustainable development experiences across a teacher preparation programs' courses can achieve the goal of preparing educators to teach from sustainability paradigms (Yang, 2012).

Issues in Teacher Education

There is need to give more attention on the impact of these developments on teacher education programmes, teaching profession and national development. In Nigeria developments in teacher education have been affected by socio-economic status, political changes and technological advancements both locally and beyond. Jenson (2013) says that the status of teacher education has generated great debate among the teacher educators and teacher educationists. Teachers are an important group of professionals who impact knowledge on every sector of the economy, teacher education is considered as an indispensable driver for economic development (Lin, 2010).

Entrepreneurship Skills for Pre-Service Teachers in Nigeria

Teaching is a deliberate activity done in a professional manner to bring a positive change on the learner; in order to teach well. Teaching is to impart knowledge, positive attitude and a well developed wisdom to the learner through a learning process. Izedonmi and Okafor, (2010) state that imparting of knowledge comprises a complex mingling of factors such as political, social, economic and cultural. To train a teacher to acquire certain skills that enables him/her to grow or become self reliant not depend on his/her salary even if he/she has acquired a job will make that teacher to delivered and also perform his/her duty well, and this can only be possible when pre-service teachers were engage with entrepreneurial skills from their respective schools. Some of these skills include;

Personal Skills: One of the important skills to be teacher is expected to develop as an entrepreneur is personal skill. Personal skills are simply those skills that are attached to personality. Developing personal skill with respect to building a business, it is just like developing an entrepreneurial mindset (Patel, 2017). One needs to be in the right mindset before starting a business. Being in the right mindset entails you have abandoned the get rich quick mentality. To be successful entrepreneurs, there is a need to be courageous, passionate about the entrepreneurial situation (Tony, 2017).

Communication Skill: Another important aspect of entrepreneurial skill that teachers need to develop is communication skill. Patel, (2017) to be a successful business owner, you must be a powerful communicator. Look at Alinko Dangote; whenever he speaks, people listen with attention. So here as train teacher there is great need to give more attention to those causes that are offered under General Studies Department which deal with this aspect for the purpose of achieving a great success not only in school but also in improving the business entrepreneur.

Learning Skills: Learning is a skill that an entrepreneur need. Entrepreneurs need to be quick learners, willing to learn new skills constantly. As a business owner there is need to set aside time to learn new skills (Patel, 2017). Teachers need to learn how to gain understanding and find meaning that is deeper than the surface. They also learn to make their own arguments (not

just those made by the media), synthesize new knowledge, memorize information, gain new relevant skills, and be able to utilize all the knowledge in order to create new things and make old things more efficient.

Sales Skill: Sales is the most important entrepreneurial skill of all. Tony, (2017) Said that no business without selling. Sales skill is important because life is all about selling. Many people shy away from selling because they are afraid of rejection. To succeed in business one must first sell himself/herself to the investors, suppliers, business team and employees and above all customers (Patel, 2017).

Furthermore, in addition to the above there is skills like Cap making, Leather work, Dyeing, Basket making, Barbing, Hair dressing, Carpentry, Tailoring skills that serve as entrepreneurial skills which help in making teachers self-reliant. Clothing and Textile can be applied in knitting and weaving. It engages women in swing clothes, dye stuff and tie and dying activities. All of these skills can be done either in rural or urban areas with a little amount of money and help in one way the other the economy as well as being a self-reliant. However, in school of Vocational and Technical Education there are also skills like Poultry, Fish production, Cattle rearing, Millet, Guinea corn, Groundnut, Cotton, Vegetables, Sugarcane, Wheat, Vulcanizing, Carpentry, Building etc

Moreover, skills like Microsoft word, Microsoft excel, Microsoft access, Microsoft power point, Quick books, Email, Web and Social Media, and Graphic and Writing few to mention among that a Student with a combination of computer studies course will learned from the school and this if put in to use will make one to be self-reliant and even help others why because we are in digital era where every aspect of life has been touched.

Conclusion

Discussed are the roles of Entrepreneurship in teacher preparation to the Nigerian students of higher institution of learning; as a way to sustainable development. These roles are many though not all of them we were able to mention. The paper is backed-up with the possible recommendations in which if put to it will make our young generation to have knowledge on how to sustain their life. It is believed that the situation of the country will get better if these recommendations are put into action by both the government and citizens of Nigeria.

Recommendations

Following the above discussion, for a country Nigeria to achieve a feasible entrepreneurship education that will help the pre-service teachers as well as the in service teacher to be self-reliant, then suggest that;

1. Educational institution have a responsibility in their curriculum, technique for helping students develop entrepreneurial skills so that they could see themselves as creators of jobs and not job seekers as they earlier believed.
2. Develop entrepreneur internship programs for civil servants with clearly established entrepreneurship education programs. This is to encourage them to develop personal entrepreneurship skills and make personal investments in entrepreneurship.
3. School of Vocational and Technical Education, School of Science and Department concerned in Colleges of Education and Universities should make copies of Entrepreneurship skills manual available in their libraries for staff and students to use.

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