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ENTREPRENEURSHIP AND TEACHER EDUCATION FOR NATIONAL DEVELOPMENT

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ABSTRACT
Entrepreneurship is the art with which the resources of production, land, labour and reproducible capital can be combined in a manner that could achieve the profit aim of small scale enterprises. It had undoubtedly broadened horizons, brought about creative minds, skills and talents which are the hallmark of scientific development and innovations. The paper focussed on concept of entrepreneurship education, teacher education, national development, teacher education and entrepreneurship for national development and role of government in entrepreneurship development. The paper concludes that, entrepreneurship education has the advantage of equipping individuals with skills necessary to be self-reliant and successful enterprisers and should be made part and parcel of teacher education at all level.Recommendations were also made which include: government should make entrepreneurship education part of teacher education at the various levels of education, more scholarly articles on entrepreneurship education for teachers should be made and related associations or bodies should organize workshops, seminars and talks on entrepreneurship education for their members.

Key word: Entrepreneurship, teacher, education, national, development.

Introduction
The high unemployment rate in Nigeria is the result of academic institutions turning out graduates mostly regarded as unemployable by employers of labour because they lack technical/vocational

and entrepreneurial skills. Presently, it is very important for governments to provide the necessary infrastructures and policies that are required for skill acquisition among her citizenry. This is because without appropriate policy and technological skill, entrepreneurial spirit which drives economic development through job creation will be elusive. Education has been regarded as the vehicle for entrepreneurship skills and scientific development. It had undoubtedly broadened horizons, brought about creative minds, skills and talents which are the hallmark of scientific development and innovations. Bosah (2008) noted that, a country may be said to be developed or developing positively if her citizen's standard of living is high, the health of individuals is sound, there is adequate provision of infrastructure, the government is stable, income equitably distributed, and the skills, capabilities and knowledge of human beings are optimally developed and maximally utilized.

In large parts of Africa, the formal economy is weak and millions of young school leavers on the continent fail to find formal employment in an environment where jobs are scarce. For many of them, post primary education for various reasons is not an option. Their only alternative is to make a living in the informal sector. Without relevant qualifications for self-employment, the outcome is generally meagre. 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 would need to improve their chances of a decent life. In order to meet this challenge, an increasing number of countries are introducing Entrepreneurship Education (EE). However, Obasi, Okogbe and Ike (2011) observed that, the essential role that education plays in the development of student's mindset, and in particular the central role that teachers play in this process requires nothing less than a change in the approach to education, emphasizing active learning and the provision of new experiences for students outside of the classroom.

Consequently, we have come to understand through hardship and suffering the importance of self-employment and self-reliance. However, instead of graduates and individuals chasing wind in the name of white collar jobs in the big cities, they resorted to self-employed commercial undertakings in order to keep surviving in a depressed and battered economy. In view of the

objectives of Nigerian education (FRN, 2013), individuals are expected to be equipped with necessary and desired skills that will make them independent and self-reliant. However, that is why the curriculum, content, objective and philosophy of teacher education must be geared towards the social changes with emerging demands that affect both the individuals and the nation.

Concept of Entrepreneurship Education

Mamman (2009) saw entrepreneurship as an organizational and management approach that enables a person respond to change and solves problems in whatever situation they may find themselves. Similarly, Entrepreneurship is the art with which the resources of production, Land, Labour and reproducible capital can be combined in a manner that could achieve the profit aim of small scale enterprises. Entrepreneurship education is designed for the learner to become an entrepreneur. Susan (2013) noted that, an entrepreneur is a person who starts new business venture. Such ventures can be based on totally new ideas, and new ways of doing things or attempting what no one else has done before. An entrepreneur has the talent of seeing opportunities and ability to develop those opportunities into profit making business. Lundstrom and Stevenson (2005) described entrepreneurship as a dynamic process of vision change and creation. This implies that entrepreneurship requires application of energy and passion towards the creation and implementation of new ideas and creative solutions. Entrepreneurship skills are business skills which individuals acquire to enable them function effectively in the turbulent business environment (Ademiluyi, 2007).

According to Uko (2010), entrepreneurship skills are the abilities to manipulate input resources efficiently with a particular enterprise to achieve production goals. Baba (2013) described entrepreneurship education as a specialized training given to the students or trainees to acquire skills, ideas, managerial abilities and capabilities for self-employment than being employed for pay. It includes creativity, innovation, risk-taking, as well as the ability to plan, manage projects in order to achieve the objectives and to master one's own life. Omosewo, Akanmu and Asebiomo (2013) posited that, the need for introducing entrepreneurship education in Nigeria's educational

system can easily be attributed to the scary unemployment statistics of the nation. The high unemployment rate in Nigeria is the result of academic institutions turning out graduates mostly regarded as unemployable by employers of labour because they lack technical/vocational and entrepreneurial skills. To that extent, entrepreneurship education is an approach to stimulate students to be curious and creative. Stimulating their entrepreneurial abilities and making them confident about education as a specialized training given to the students to acquire skills, idea, managerial abilities and capabilities for self-employment than being employed for pay.

Salleh and Gibbs (2009) conceptualized an entrepreneur as someone who exhibits a distinctive set of enterprising attributes. According to Salleh and Gibbs, these attributes embrace a number of skills, personality traits, acquire experiences and attitude. The enterprising attributes therefore, include creativity, initiative taking, analytical ability, high autonomy and achievement motivation. Entrepreneurship education is designed to provide students with the knowledge, skills and motivation to start up businesses. Ojeifo (2013) noted that, entrepreneurship education is designed to offer functional education for the youth that will enable them to be self employed and self-oriented. It also provides the graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities. However, Ojeifo observed that, entrepreneurship education also serve as a catalyst for economic growth and development, reduce high rate of poverty, rural-urban migration and offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible. In other words, entrepreneurship education provides the means on how to design, develop, organize and manage a business venture along with any of the risks involved in the process.

Teacher Education

Teacher education seeks for the best way to produce good teachers. It is this quest that lead to formulation of many principles, laws and theories in teaching and learning. Acquisition of skills and competencies which distinguish a professional educator from other occupational groups is imperative for effective teaching and learning at all levels of learning. A good teacher must

therefore have the knowledge of the learner, the learner's needs and aspiration and that of the society, creativity, school climate and motivation. Okafor (2008) defined teacher education as that form of education which is properly planned and systematically tailored and applied for the cultivation of those who teach or will teach particularly but not exclusively in primary and post primary levels of teaching. In its extended dimension, it encompasses also the preparation of administrators, supervisors and guidance counsellors within the same frame of reference. In this case, the academic curriculum is designed solely to train teachers so that they can impart academic knowledge to provide manpower for other services.

Enyi (2004) believed that teacher education should be basically related to every phase of development in education in Nigeria. He however said that no adequate training can take place without competent teachers to handle the programmes. However, because of economic hardship in Nigeria which leads to unemployment, most teachers could neither be absorbed in the teaching profession nor in any other sector. Some of them who manage to fix themselves somewhere are either wrongly deployed or underutilized or under paid. And no nation is said to be growing if the skills, knowledge and capabilities of its citizens are no properly utilized (Eze, 2005). Thus, there is need to expose the individuals during the training to certain entrepreneurial skills that will make them stand on their own after the training without depending on the government.

National Development

Development in common parlance may mean Growth or Change' or planned Growth. Several developmental programmes, project and policies initiated in the country are directed towards higher income and living standards through industrialization and modernization, expansion of social services and cultural activities, full exploitation of mineral and natural resources (Bosah, 2008). In an attempt to present an approach to national development based upon the simple idea that human resources is the ultimate basis of wealth of nations, Harbison (2007) claimed that, the goals of development are the maximum possible utilization of human beings in productive activities, and the fullest possible development of the skills,

knowledge and capabilities of the labour force. He argued that if these goals are pursued, then others such as economic growth, higher levels of living and more equitable distribution of income would be the likely consequences. Put in another way, Harbison is of the view that if the skills knowledge or capabilities of human beings in any given society are optimally developed and maximally utilized, there will be economic growth, higher levels of living and more equitable distribution of income.

Teacher Education and Entrepreneurship for National Development

The role of teacher education is better explained in Okafor (2008) where he stated that, education is an indispensable factor in the solution of modern equations. But in the new world order, there can be no effective educational system without teacher education. Good and purposeful teacher and instructional programming can no longer be left to chance. Teacher education is the soul of every modern education system, and a nation without good teacher education is in a moribund state (Susan, 2013). The growth of such a nation will be stunted, if not distorted and it is more applicable to developing nations. The role of teacher education in development cannot be over-emphasised. This is the reason why the Ashby Commission was moved in laying special emphasis on it when it said since a teaching staff of proper quality is the first step in any effort to train skilled manpower, this task demands first priority. The essential embodiment in this commission's ideal has been since re-echoed indirectly by the National Policy on Education (NPE) when after acknowledging the vital role of education in nation building, it stated the now famous dictum that no education system can rise above the quality of its teacher, (Lassa, 2006).

In the same vein, Nwatu (2006) maintained that, the making of civil engineer, or a medical doctor, or an accountant, or an architect, or a petroleum engineer or an aircraft technician, or a food technologist, or indeed any other professional in the areas of Science and technology begins with the lessons in elementary science and technology. Therefore, it is the teacher that lays the foundation of technological development in any country. Both the quality and the pace of technological advancement of a nation depend on the quality and efficiency of

the teachers. If a nation is to effectively develop a culture of science and technology, one of the best ways to do so is through the schools, starting with the teachers. It is self-evident that teachers' knowledge and attitudes have a way of diffusing and filtering through to pupils/students.

Entrepreneur is a businessman who assumes the risks of bringing together the means of production including capital, labour and materials and receives his reward in profit from the market value of his product. The aim of entrepreneurship education is to provide individuals with necessary skills and knowledge that will make them self-reliant. Presently, our formal education system is general and teacher education in particular seem to be continuously turning out people who are ill-prepared to help in the development of the country because they are either wrongly developed or underutilized. Still thousands are jobless. Teacher education programme in Nigeria will continue to be quantitatively impressive but qualitatively deficient until it starts to produce or aid producing individuals who are adequately equipped to stand on their own without much dependence on the government.

Thus Nigeria ends up in producing graduates whose major contribution to the development of the economy is receiving their salaries. What I am saying us that our teacher education system is not what is needed especially now that Nigeria economy is in shamble. What is needed therefore is the type that makes individuals self-employed and reliant. One of the ways of achieving these noble objectives of teacher education is by inculcating entrepreneurship education in the curriculum at by education in Nigeria. This is because teachers are the brains behind any meaningful development of any nation.

Lassa (2006) enumerated some of the strategies for encouraging entrepreneurship education in Teacher education in Nigeria.

They include:

1. *Building achievement motivation in teaching/learning situations*Entrepreneurship education should seek to motivate students to seeks for success in new ventures through one's effort and skill and not just by chance.
2. *Quality performance of models* Teaching of certain courses should not be divorced from history.

References should be made to the experiences and exploits of successful entrepreneurs who started from the slum wadded through poverty and penury, employing their wit and resourcefulness to create, manage, and control resources that ultimately brought them into fame.

3. *Career Education*
Career education should seek to orient young Nigerians toward creative and honourable means of livelihood at all levels education.

4. *Courses in Management efficiency*
Entrepreneurs have been classified into two: Opportunities and craftsman. Both are needed in Nigeria for rapid socio-economic and industrial development.

The Role of Government in Entrepreneurship Development

In the complex economic environment in which most individuals operate, not only is the role of government in entrepreneurship self evident, there is also a considerable room for government to facilitate entrepreneurship in a non-interventionist way. A smooth-running market economy is the best way to encourage entrepreneurship rather than direct support (Chai, 2006). However, the role of government can be to provide business-friendly infrastructure by providing a framework of enforceable competition law that discourage monopolies and unfair competition as well as by intellectual property rights that protect a firm's valuable, but often intangible, knowledge assets. Many governments view the entrepreneur as the solution to weak economic performance and job creation. Anette, (2011) note that, what remains a challenge is a better understanding of the factors that determine entrepreneurship and the environment that motivates and supports the growth of entrepreneurs. However, knowledge of the primary catalyst for entrepreneurship is essential for understanding the microeconomic foundations that will lead to growth in emerging economies. These primary catalysts for entrepreneurship according to Anette, (2011) include:

1. Creating an enabling environment for innovation and entrepreneurship: The very nature of innovation means that entrepreneurs will either take advantage of existing gaps or forge into new territories. Either way, creating an

enabling environment that lowers the barriers to market entry will certainly spur entrepreneurship. To achieve this objective, entrepreneurship should be integrated into the country's economic development efforts by: Making entrepreneurship part of the explicit mission of the country's economic development efforts; Creating support mechanisms for entrepreneurs through the establishment of economic development programs that target entrepreneurs; Using entrepreneurial, capital, and research networks to deliver services for entrepreneurs. By integrating entrepreneurship into the country's development efforts, government lends credibility and draws attention to the role of entrepreneurs allowing them to gather the momentum required to enable them actively participate in the transformation of the economy.

2. **Offering incentives that foster entrepreneurship**: Numerous examples indicate that access to reliable and steady sources of funding is essential to entrepreneurial growth and sustainability. By establishing a framework that encourages the funding of new ventures, government can help ensure that solutions that work will sustain and grow their impact. To achieve this objective, government needs not only to invest in diverse sources of risk capital to fund entrepreneurs, but also to provide the fiscal incentives for investors to provide funding by: Developing a rich base of early-stage capital options to fund entrepreneurs; Supporting and incentivizing angel investors; Ensuring that risk capital is available to the wider society to broaden and enhance entrepreneurial capacity.

3. **Taking successful approaches to scale:** Expanding the reach of a proven solution is often critical if the solution is to become truly transformative. Having observed the difficulties while recognizing and supporting the funding to scale of successful initiatives; government can play a crucial role in expanding the reach of solutions that works by ensuring that knowledge is produced with clear standards and with easily accessible data. Building a repository and disseminating information on what works and what does not and building entrepreneurial readiness through offering entrepreneurship education in the curriculum.

Conclusion

Nigeria is a country with numerous problems and two of such problems are bad economy and unemployment. Economic depression is a serious impediment to national development Entrepreneurship is one of the answers to this problem. Entrepreneurship education has the advantage of equipping individuals with skills necessary to be self-reliant and successful enterprisers. Entrepreneurship education should be made part and parcel of teacher education at all level especially primary and secondary school levels where the foundation of technological, scientific, cultural, political, economic for effective enhancement of entrepreneurship in teacher education.

Recommendations

1. Government should make entrepreneurship education part of teacher education at the various levels of education.
2. A call for scholarly articles on entrepreneurship education for teachers should be made.
3. Related associations or bodies should organize workshops, seminars and talks on entrepreneurship education for their members.
4. Investment in research should be encouraged because through it knowledge expands and innovations emerge.

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