

Entrepreneurship Education in Teacher Education: A Means of Wealth Creation

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Abstract

The rate of unemployment in Nigeria is soaring high. Even more disturbing is the frustration and restlessness it breeds among the youths especially graduates. The Teacher Education landscape is also not spared of this high unemployment rate. Innovative strategies need to be developed that cater specifically for the entrepreneurship educational needs of students. The higher 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 focuses on tackling unemployment for graduate teacher through the use of information and communication technology (ICT) as a tool for developing learning resources for schools, and; as means of wealth creation. The paper therefore recommends among others that trainee teachers be given quality practical training in educational technology course as a means of skills development in learning materials production and establishing self-employment and entrepreneurship mentality in students during the academic year.

Keywords: *Entrepreneurship, educational technology, teacher education*

Introduction

Nigeria faces a number of challenges that can only be met if it has innovative, well-educated, and entrepreneurial citizens who, whatever their walk of life, have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to 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 who are willing and able to become entrepreneurs. As such, education is a key to shaping young people's attitudes, skills and culture. This is the role entrepreneurship education can perform creditably and remarkably well. 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.

Defining Entrepreneurship Education

Entrepreneurship has been variously defined by many authors. This means that it can mean different things to different people. 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), entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity and operating and maintaining that business.

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.

Purpose of Educational Technology in Teacher Education

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

- Produce highly motivated, conscientious and efficient classroom teachers for all levels of our school system;
- Encourage further the spirit of enquiry and creativity in teachers;
- Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.
- Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- 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. The course structure and content of educational technology enables students to develop and produce appropriate instructional material for an instructional design.

Thus, in the National Commission for Colleges of Education (NCCE) minimum standard (1996), educational technology is inspired both by the desire to:

- Help students become intellectually informed in educational technology
- Produce competent and effective teachers who are competent not only in their areas of specialization but also in managing school media resource centres.
- Inculcate in students the desires to produce, select and utilize instructional materials in their third year teaching practice exercise.
- Prepare teachers whose exposure in the course would help them in maximizing the gains of the modern new information technologies.

In addition, the expertise so developed would aid them tremendously when they finally become professional teachers after training. It is therefore necessary and important for teachers to be able to design and produce some kinds of visual media especially flat ones and audio-visual media to enhance effective teaching and learning in the classroom as well as, a means of wealth creation.

Entrepreneurship Education in Curricula of Teacher Education

Entrepreneurship education can be integrated into teacher education in different ways: 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 these three domains of learning in teaching and learning situation:

1. **Attitude** (self awareness and self confidence)
 - **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 then allow individuals to turn their creative ideas into action. In many countries, these attitudes might be pursued as general education goals.
2. **Cognitive** (knowledge of career opportunities and the world of work, economic and financial literacy; and knowledge of business organization and processes)
 - **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.
 - **Economic and financial literacy** includes knowledge of concepts and processes that can be applied to entrepreneurship.
 - **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.

Technology Innovation in Teacher Education and Entrepreneurship

Entrepreneurship education and technological innovation in teaching are becoming increasingly important for the development of the 21st century knowledge society. They contribute to economic prosperity, as well as social and individual wellbeing. They are essential factors for a more competitive and dynamic economy. Education is seen as central in fostering entrepreneurship education and technology skills in teaching and learning.

Information and communication Technologies (ICTs) play a crucial role in learners' lives and can enable educational change towards an innovative and creative school environment. ICT provide new opportunities for creative learning and innovative teaching and can be a source of pedagogical change as well as a means of wealth creation. They could act as a platform to foster creative learning and innovative teaching and are currently offering a variety of opportunities for constructive change. As seen by us in today's universe of education, the use of ICT has caused substantial changes for learning. Firstly, the rich representations of information changes learners' perception and understanding of the world; secondly, the vast distribution and easy access of information has changed relationships between educators and learners; and thirdly, the flexibility of spatial and temporal dimensions in the cyberspace changes human beings' learning life.

All of these changes are evidence that ICT is becoming an integral element for educational reforms and innovations in current society, and our education is reaching an age of e-education. Undoubtedly, ICT is bringing about new opportunities for educators, because it can provide powerful support for educational innovations. However, the use of ICT in education creates ever-new challenges for teachers. They need 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. Reasonably, for undergraduate students who are prospective school teachers, 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.

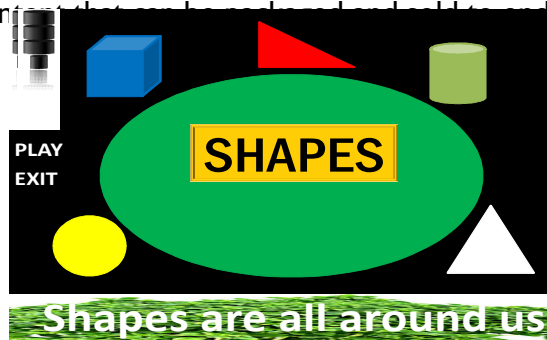
Educational systems should also take into account the empowerment culture, the deployment of Information and communication technologies can bring into the learning activities by putting the learner at the centre of the learning process. Otherwise, there is the risk that education policies and systems 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.

Examples from Two Developed Learning Packages

There is no better way to support entrepreneurship education practices than to show through examples what has been achieved from experience. The following examples are meant to show case ICT based learning packages developed for learning of shapes, colours and classification of animals without the presence of a life teacher. This can serve as a guide to planners of entrepreneurship education programmes for potential teachers and graduates alike.

A Self Learning Package

There are several instances where ICT – based self learning materials have been or are being applied to teaching and learning. A look at two examples of instructional package developed and sold/marketed to school administrators/learners will show the range and variety of learning content that can be developed and used by users.



Shapes and Colours is designed to serve as an introductory starting point for those interested in learning basic shapes and colours. Page features also include questions that prompt responses from students.

Figure 1: Shapes and Colours

Classification of Animals is a self learning computer packages that support the understanding of classes of animals w

Figure 2: Classific

These products (figures 1 and based CD packaged and only inter types of resources that can be deve create wealth. Visit www.google.co learning packages.

How to Sell Your Own Products:

One good way is to contact book p provision of computer based learning your state government and find out i you. Displaying your product in co major way to promote your produ impress stakeholders in education.



many of our customers during displays of these learning materials. This has brought about jobs of developing learning materials at one point or another. Infact, school fees, funds for research and general upkeep were gotten by developing this learning materials.

Moreover, many researches in the areas of innovation in education require the skills of professionals who can develop these materials for researchers. As such, having the skills could help generate funds for the developer. This will continue to expand as we are in the era of Information and communication technology. Educators should therefore take advantage of this opportunity while in schools. Students can operate enterprises that charge fees for information-related services and learning products; and, develop specialized learning materials from scratch to create personal wealth. The benefits of the computer based learning packages format are its capacity to store enormous amounts of information at a relatively cheaper cost.

The range of multimedia that can be incorporated, the cost and ease of replication, distribution and storage open up a vista for graduates to generate income for themselves. This skill can serve as a means of wealth creation for pre-service and graduate teachers. One interesting aspect of developing these learning packages is that it can be done without necessarily buying any special software. The production of these packages was done using PowerPoint template. In PowerPoint, you can now save your presentation as a Windows Media Video (.wmv) file, and distribute it confidently, knowing that your animated, narrated, multimedia presentation will play without a glitch. This is at no cost because by default every computer system with Microsoft office has the PowerPoint installed on it. Educators should therefore, take advantage of this free tool (PowerPoint), to create learning environment for learners, as well as create wealth for themselves.

Conclusion and Recommendations

Entrepreneurism is a phenomenon that is gaining global popularity today. It is one of the best ways to grow an economy because it creates the basis for the economy. Entrepreneurial education has a tremendous potential to help in the employment status of students in Nigeria. The development of entrepreneurial education can results 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. Teacher Education Institutions therefore, should properly train pre-service teachers with the right skills in educational technology, especially in the area of instructional material production as a means of job creation. It is therefore recommended that entrepreneurship education and training should be expanded and intensified. Also, 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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