

Entrepreneurship Education for Sustainable Development: Implications for School Administrators

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Entrepreneurship education is widely acknowledged as a key driver of sustainable development, and its successful implementation in schools necessitates effective resource and capability management. The Resource-Based Theory is used to examine the implications of entrepreneurship education for school administrators in this paper. The theory emphasizes the importance of effective resource and capability management in achieving long-term competitive advantage. This means that, in the context of entrepreneurship education, schools must provide adequate resources and support to teachers and students or them to develop the skills and knowledge required for long-term entrepreneurship, such as access to mentorship, networks, and financial resources. The paper emphasizes the role of school administrators in promoting entrepreneurship education by aligning educational practices such as active learning, collaboration learning, inquiry-based learning, experiential learning etc, with prevalent values of sustainable development, creating an environment conducive to innovation and creativity, and ensuring that students have access to the resources they need to develop their entrepreneurial abilities. The paper concludes by emphasizing the potential benefits of entrepreneurship education for students, such as the development of critical thinking skills, problem-solving abilities, and a sense of social responsibility, which are all necessary for longterm entrepreneurship capabilities.

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Introduction

Entrepreneurship education is crucial in the fast-changing global economy. As sustainable development becomes more important, entrepreneurship education gives students the knowledge, skills, and attitudes to drive economic growth while addressing environmental and social issues.

To discuss how school administrators can use entrepreneurship education for sustainable development the Resource-based theory will be explored. Resource-based theory explains how entrepreneurship education affects school administration. The resource-based theory suggests that educational institutions can use their unique resources and capabilities to compete. This theory helps school administrators optimize their resources and programs for entrepreneurship education. Sustainability, environmental protection, social equity, and economic growth are global issues. Entrepreneurship education helps students solve complex social issues creatively and sustainably. Sustainability education can inspire a new generation of socially and environmentally conscious entrepreneurs. Successful entrepreneurship education programs must understand school administration resources and capabilities. Resource-based theory helps schools strategically allocate faculty expertise, infrastructure, networks, and partnerships for entrepreneurship education. It emphasizes aligning these resources with sustainable development goals to give schools entrepreneurship education an edge.

In order to promote entrepreneurship education, the Resource-Based theory emphasizes school administration that fosters innovation, interdisciplinary collaboration, and faculty and staff professional development. Building these capabilities helps schools teach sustainable entrepreneurship. Finally, sustainability requires entrepreneurship education. The resource-based theory can help schools assess the impact of entrepreneurship education on school administration. This method helps schools develop entrepreneurs who can solve complex social issues and promote sustainable development. This paper discusses the following subtopics: entrepreneurship education, sustainable development, school administrators, theoretical framework (Resource-Based Theory), implications for school administrators, conclusions, and suggestions.

Entrepreneurship Education

Learning isn't entrepreneurship. Entrepreneurship education emphasizes behavior over business knowledge. In its final report, the European Commission (2011) states that entrepreneurship education creates a culture of, for, and about entrepreneurship. Students learn by doing. They're hard to teach passively. They need active, learner-centered, real-world learning. Entrepreneurship education should be a theme rather than a subject for all students (ECOTEC, 2010). To help youth develop above-average entrepreneurial skills, this means that schools must provide adequate resources and support to teachers and students in order for them to develop the skills and knowledge required for long-term entrepreneurship, such as mentorship, networks, and financial resources. European Commission in (2004), highlights that teachers must become learning facilitators to teach entrepreneurship. While in (2013) the commission establishes that entrepreneurship education focuses on maximizing opportunities. Entrepreneurship education should emphasize opportunity realization, while management education emphasizes hierarchical operations. Entrepreneurship education gives students the knowledge, skills, and motivation to succeed in various fields.

Paul (2005) states the following goals of entrepreneurship education; to educate youth so they can be self-employed and self-sufficient, train young graduates to find new business opportunities creatively and innovatively, To boost economic development, train tertiary graduates in risk management to ensure bearing, reduce poverty, create job opportunities, reduced rural-urban migration, train and support young graduates to establish careers in small and medium-sized businesses, and to teach kids and adults perseverance so they can succeed in business Help the economy transition from traditional to industrial.

Entrepreneurship education helps youth develop character, outlook, and purpose. It fosters innovative environments (European Union, 2006). The Quality Assurance Agency (QAA) (2012) recognizes its value in laying the groundwork for innovation, establishing shared values, and fostering an entrepreneurial culture that promotes job growth, economic growth, and new forms of innovation.

The literature on entrepreneurship education discussed above encourages students to think creatively, identify opportunities, and take initiative rather than simply teaching business knowledge. Entrepreneurship education emphasizes active, learner-centered teaching. Inquiry-based learning and real-world activities are encouraged. All students should learn entrepreneurship as a cross-cutting skill. It suggests teaching entrepreneurship thematically across disciplines and curricula.

It is a well-known fact that entrepreneurship education has been primarily a priority for management and business students in most countries around the world, particularly in Nigeria. The purpose of this paper is to emphasize the importance of entrepreneurship education principles in both the teaching and learning of actual entrepreneurial skills as well as the teaching and learning of how to manage the business part of entrepreneurial to equip learners with what it takes to succeed.

Sustainable Development

Sustainability is "a capacity to maintain some entity, outcome, or process over time" (Jenkins, 2009) and using resources sustainably. This definition of sustainability covers all human and commercial activities. According to the broad definition, each action can be repeated infinitely without destroying it. According to Shiva (2010), the common definition of sustainability ignores environmental limits and the need to adjust human activities to sustain natural systems. Sustainability requires an ecological perspective because natural systems support human life and activity (Jenkins, 2009; Sachs, 2010; Shiva, 2010). Thus, ecological sustainability is a framework for socio-cultural and economic sustainability and a topic of debate in sustainable development. It discusses sustainability. Sustainability is maintaining an entity, outcome, or process without depleting its resources. This means activities can be repeated without self-destruction. This broad definition of sustainability ignores environmental limits and the need to adapt human activities to

natural systems, Shiva warns. Humans need nature. Without them, ecological limits and sustainability cannot be addressed. Ecological sustainability now underpins socio-cultural and economic sustainability. Ecological sustainability is essential to sustainability and development. The preceding briefly introduces sustainability, recognizes ecological sustainability, and emphasizes the need to integrate environmental considerations into human activities for long-term viability.

United Nation Development Programme (UNDP) releases 17 sustainable development goals in 2015. Transforming Our World targets seek global change by 2030. They include ending extreme poverty and hunger, promoting economic growth and decent employment within planetary limits, advancing gender equality, social inclusion, and human rights, guaranteeing health and well-being for all ages, strengthening agricultural systems and rural prosperity, building inclusive, productive, and resilient cities, combating human-induced climate change, and establishing sustainable energy practice. Sustainable development meets human needs without harming future generations or the environment. Ukairo (2017) reiterates that sustainable development must consider environmental, social, and economic factors to preserve and improve future generations' quality of life.

School Administrators

School administrators create a shared vision of sustainable development through curriculum development and implementation (Valdez, 2018). They should strategically allocate resources and align curriculum implementation with school goals to integrate sustainability into education. Administrators must prioritize teacher professional development to promote creativity and continuous improvement (Valdez, 2018). Sustainable practices and stakeholder engagement in curriculum development require parent and community involvement. Administrators and teachers can create a curriculum that emphasizes sustainable business practices in real-world situations to meet the need for entrepreneurship education. Sustainable business planning, responsible financial management, eco-friendly marketing, and sustainable sales can be taught.

Sustainable development entrepreneurship education includes creativity, innovation, risktaking, project management, and goal-setting (Commission of the European Communities, 2006; Gautam & Singh, 2015; Raposo & do Paco, 2011; Secundo et al., 2021). It helps students apply creative ideas to sustainable business. Personal, social, and professional development requires lifelong learning across disciplines and formal and informal education (Ndou, 2021). Due to rapid technological advancements and social complexity, entrepreneurship education is becoming more relevant at all levels and disciplines (Ndou, 2021). Identifying, assessing, and seizing opportunities helps students develop entrepreneurial skills (Akhuemonkhan et al., 2013). Entrepreneurship education for sustainable development fosters creativity, initiative, and responsibility, encourages self-employment, and teaches the business skills needed to start and

manage sustainable ventures (European Commission, 2014). Student-centered pedagogy and entrepreneurship foster multidimensional knowledge development in flexible, interactive learning environments (Gibb, 2005; Ikavalko et al., 2008).

In a knowledge-based global economy, entrepreneurship drives growth, creativity, and innovation (Binks et al., 2006; Gundry, 2014). Entrepreneurship education creates world-changing leaders. Entrepreneurship in education promotes creativity, social responsibility, and problemsolving (Bacigalupo, 2016). Administrators must involve teachers in curriculum development and incorporate sustainable development principles (Bacigalupo, 2016; Valdez, 2018). This aligns school entrepreneurship education programs' philosophy, objectives, learning experiences, teaching materials, and evaluation with sustainable development.

Theoretical Framework

The theoretical framework to be used in explaining this paper is Resource-Based Theory (RBT) which was first put forward by Penrose (2009), he proposed a model for the effective management of a firm's resources, diversification strategy, and productive opportunities. His publication was the first to propose conceptualizing a firm as a coordinated bundle of resources to address and tackle how it can achieve its goals and strategic behaviour (Penrose,2009; Penrose,2009). RBT began to take shape in the 1980s. The antecedent of RBT was the Theory of the growth of the firm. Later, during the 1990s, Jay Barney's work was critical to the emergence of RBT and became the dominant paradigm in strategic management and strategic planning. The Resource-based Theory suggests that resources that are valuable, rare, difficult to imitate, and non-substitutable best position a firm for long-term success. These strategic resources can provide the foundation to develop firm capabilities that can lead to superior performance over time.

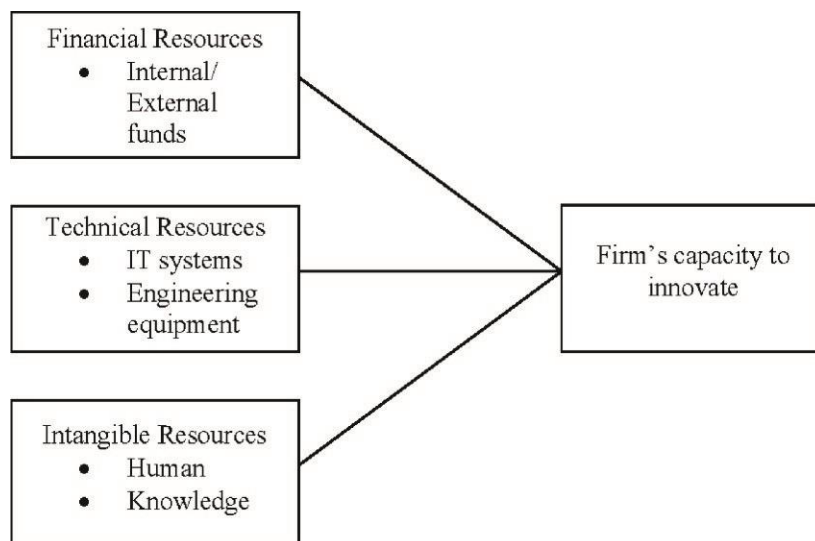


Figure 1. The Resource Based view of the firm and innovation: Identification of Critical Linkages. Semantic Scholar

Two RBT assumptions explain how firm-based resources provide persistent competitive advantage and why some companies outperform others by becoming more competitive (Helfat & Peteraf, 2003). First, firm resource bundles differ (Helfat & Peteraf, 2003). RBT bases its competitive advantage on a population of enterprises' heterogeneity of resources and capabilities. The heterogeneity of resources assumes that a firm with unique resources in a specific setting can perform some activities better and gain a competitive advantage. Second, the complexity of exchanging resources among enterprises may perpetuate resource inequalities (the assumption of resource curriculum, and support systems for entrepreneurial activities are examples of these resources. Administrators can improve students' entrepreneurial abilities by focusing on developing these resources, resulting in a higher potential for sustainable development.

Administrators can also use RBT principles to prioritize resource allocation and investment decisions. They can identify the specific resources and capabilities that align with the goals of sustainable development and ensure that these resources are used effectively. Administrators can also create an environment that promotes resource sharing, collaboration, and knowledge exchange among students, faculty, and external stakeholders. Administrators can contribute to the overall goal of sustainable development within their educational institutions and beyond by cultivating a culture of entrepreneurship and resource utilization.

School administrators can use Resource-Based Theory to promote positive outcomes in the context of entrepreneurship education for sustainable development. Administrators can identify and cultivate valuable and unique resources within their educational institutions by leveraging the theory's principles, which provides a framework for identifying and managing these resources effectively to achieve long-term successes.

Implications for School Administrators

Entrepreneurship education may help nations develop sustainably, affecting school administrators. Improved resource and capability management by school administrators promotes entrepreneurship education and long-term development. Administrators must fund entrepreneurship education. Funding supports education and student initiatives. Administrators should provide innovation and entrepreneurship spaces, technology, equipment, and networking. Boosting the school's internal capabilities encourages entrepreneurship. Encourage faculty and staff interdisciplinary collaboration and provide professional development for teachers to improve entrepreneurship teaching.

Administrators should build partnerships and networks with industry professionals, entrepreneurs, and community organizations to support entrepreneurship education. Mentorship, internships, and entrepreneurship could result from this partnership. Administrators should meaningfully incorporate entrepreneurship education into the curriculum. Integrate entrepreneurship into other subjects. Administrators should promote project-based learning,

problem-solving, and experiential learning to foster entrepreneurship. Administrators must integrate sustainable development values into entrepreneurship education. This includes incorporating environmental and social concerns into entrepreneurship curricula, promoting ethical business practices, and encouraging students to innovate sustainability solutions. Administrators should assist entrepreneurship educators and students. Create platforms for knowledge sharing and collaboration and enable access to external resources and experts. Administrators should encourage risk-taking, resilience, and failure-learning.

Finally, entrepreneurship education can help develop long-term entrepreneurship skills. School administrators manage resources and skills to promote entrepreneurship. Resource-Based Theory can guide administrators. Administrators can support student entrepreneurship by allocating resources, developing internal capabilities, engaging stakeholders, integrating entrepreneurship into the curriculum, aligning with sustainable development goals, and providing guidance. This can teach students critical thinking, problem-solving, and social responsibility—skills needed for entrepreneurial success and sustainable development.

Conclusion

Administrators can give students real-world learning experiences through partnerships and networks with sustainable development organizations, businesses, and community stakeholders. Collaborations give students real-world challenges and inspire creativity. Feedback and assessment help administrators allocate resources and improve entrepreneurship education. Promoting sustainable development entrepreneurship education can help administrators gain support, mobilize resources, and influence policies and practices.

Resource-Based Theory helps administrators promote student entrepreneurship, sustainability, and citizenship. This improves society, solves social issues, and creates sustainable businesses. Finally, sustainable development entrepreneurship education accelerates economic, social, and environmental progress. School administrators can maximize the impact of entrepreneurship education on students, communities, and the world with the right strategy.

Suggestions

Entrepreneurship education for sustainable development can benefit school administrators in several ways, by addressing the following key areas:

- i. administrators can incorporate sustainability into all subjects, not just entrepreneurship. This interdisciplinary approach teaches students about sustainable development
- ii. administrators can collaborate with sustainable development-focused businesses, nonprofits, government agencies, and community groups. Partnerships give students experience, mentorship, and networking.

- iii. technology helps school administrators teach sustainable entrepreneurship. Online platforms, virtual learning environments, and digital resources support innovative teaching methods, remote collaboration, and many educational materials.
- iv. school administrators must establish robust monitoring and evaluation mechanisms to evaluate entrepreneurship education programs for sustainability. Student outcomes, stakeholder feedback, and program impact data improve resource allocation and program design.
- v. administrators should mentor teachers in entrepreneurship and sustainable development. This informs educators of new trends, best practices, and innovative teaching methods, benefiting students.
- vi. educational research and knowledge sharing promote sustainable entrepreneurship education. Administrators can fund research, create best practices networks, and attend conferences and workshops.

Administrators can advocate for entrepreneurship and sustainable development in local, regional, and national educational policies. Policymakers and educators can aid administrators in decisionmaking and support. Focusing on socially and environmentally conscious entrepreneurs can help school administrators. Entrepreneurship education goes beyond business skills to inspire positive change for a sustainable and equitable future.

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