

ENTREPRENEURSHIP AND FUNCTIONAL TEACHER EDUCATION AS MEANS OF ACHIEVING THE NATIONAL OBJECTIVES OF VISION 2020 IN NIGERIA

Emmanuel Sunday Otu; Judith Solomon Charles and Ifreke Uko Akpabio

Abstract

Education as an instrument for change has been the greatest force used to bring about positive changes in a nation. That is why government has been playing active roles in the education of its citizens at all levels. Education therefore, stimulates creativity and innovations. This paper, defined an entrepreneurship, entrepreneurship education, the concept of Vision 2020, and the role of entrepreneurship education in economic development. The paper also discussed what is teacher education, challenges militating against teacher education and highlighted ways in which it can be enhanced through proper planning, funding, supervision, provision of instructional materials and curriculum review to achieve the national objective of Vision 2020. That government, therefore, should review educational policy to include entrepreneurship in teachers education, embrace a diversified economy, provide adequate funding for teacher education are among the recommendations given.

Education from the time of Plato to the present day has remained a difficult and contentious concept to define. It does not seem that educationists do not know what education is, rather different perceptions have given rise to various descriptive and stipulative definitions that arouse philosophical challenges (Schfield, 1972).

There are four categories of education pre-primary, primary, secondary and tertiary levels of education. Also at tertiary levels we have various types of professional education such as teacher education, nursing education, technical education, business education, agricultural education, home economics education, entrepreneurship education, accounting education, computer education, mathematics education, physical and health education etc.

In the explanation of education, four essential criteria are involved namely; content, process, methods and the effectiveness of the product. The content of education differs likewise the process and the methodological approaches equally differ so as to ensure consonance, adaptability and effectiveness. All aspects education have in common, the improvement of the intellectual capabilities of the beneficiary, acquisition of some essential skills and elevation of the person from the position of low value status to higher value and recognition.

Education not only eliminates ignorance and superstition from those who pursue it, but also frees their minds from quicker perception of issues; it inspires the spirit of enquiry and experimentation, it stimulates creativity and innovation. Education equally instills some sort of discipline and cultured behaviour in the beneficiaries. If it were a professional type of education, there are professional ethics in various areas of specialty.

The Entrepreneur and Entrepreneurship Education

Entrepreneur is a person that is self-employed. Owners of small business firms may also be called entrepreneurs because they chose to assume risks, identify business opportunities, gather

resources, initiate action and establish organization to meet the demand of the market opportunity (Nelson and Leach in Osuala, 2002).

An entrepreneur is also defined as either the originator of a new business venture or a person who tries to improve an organizational unit by initiating productive changes (Nwaokolo, 2003).

The entrepreneur is an individual or group of persons who see environmental change as an opportunity and uses it to produce new goods and services. The entrepreneur takes the lead in combining raw materials, capitals, labour and other inputs in the production of goods and services. An entrepreneur is also a person who takes business risks, financial responsibility, dictates the pace of the business earns the interest alone and also bears the loss alone (Osuala, 2002).

One important characteristics of the entrepreneurs is that they possess the ability to cope effectively in ever changing situation. They have the ability to identify opportunities to which others are blind. They have an optimum of confidence in themselves well beyond others. An entrepreneur can therefore, be said to be a person that is determined.

As a home economist, an entrepreneur is someone who is determined to use the skills acquired in clothing and textiles, food and nutrition, child development and care, home management to establish a business of her own in which she earns the profit, bears the losses and finances alone. She is self-employed, she operates alone in business, she takes the risk of losing or succeeding, she combines other factors of production, she finances her business alone, she identifies new business alone, she is creative and innovative.

Entrepreneurship is defined as the process of using available capital in any form for business endeavours in open and free market economy for the purpose of making profit (Osuala, 2002). Also, (Osuala, 2002) defined entrepreneurship as the ability to set up business enterprises as different from being employed.

This ability according to him, involves the acquisition of skills, ideas and managerial abilities necessary for self-reliance. The concept of entrepreneurship has been associated with several activities concerned with the establishment and operating of business enterprises, namely: poultry production, feed mill, soap factory and bakery etc. identification of investment opportunities, decision making as to the opportunities to exploit, promotion and establishing, aggregate of the scarce resources required for production and distribution, organization and management of human and material resources for the attainment of the objective of the enterprises, innovation, risk bearing.

In Professor Chinedo O. Nebo key-note address to 2007 Undergraduate Business Conference on "Unemployment in Nigeria: Exploring Entrepreneurship as the next alternative," he described an entrepreneurial graduate as a graduate that has imbibed the entrepreneurial spirit which is manifested in persistence confidence, boldness, foresight and sacrifice. He or she has the analytical and ICTs (Information and Communication Technologies) skills in the work-place; problems solving/decision making skills; technical skills required as exhibited by his/her ability to approximately apply acquired knowledge to the work place.

The Concept of Vision 2020

The main policy thrusts of the vision 2020 are unleashing economic and wealth creation, optimizing the sources of economic growth to increase productivity and improving governance, security, law among others. They also include fostering, accelerated and sustainable social and economic development in a competitive and environmentally friendly manner.

The Minister of National Planning, Dr. Shamsudeen Usman, spoke during a Sensitization Workshop for the South – East and South – South in Port Harcourt, Rivers State, on Monday 23rd August, 2010, that Nigeria needs about N32tn for the implementation of vision 2020 in the next four years. (*The Punch Newspaper, Tuesday 24th August, 2010*). Usman, explained that N13tn of the projected expenditure was expected to come from the private sector, while the balance of 19tn would come from the Federal, State and Local Governments.

He identified some key development challenges in the country's march towards achieving the vision 2020 goals. The challenges include, inadequate infrastructure, high graduate unemployment, problem of teacher education and subsistence agriculture. The minister observed that Nigerian economy had for long, been dependent on the global environment, adding that major oil consuming nations are now encouraging alternative sources of energy.

Roles of Entrepreneurship Education in Economic Development

1. Entrepreneurship Fosters Economic Development of a Nation; encouraging the production of more goods and services. It helps in purchasing infrastructural facilities, which invariably, lead to the development of that nation.
2. Entrepreneurship helps to create new technologies, products and services. Entrepreneurship helps to enhance creativity and innovations in the society which leads to the generation of new ideas and translation of the new ideas into new companies; new technologies, new products and new services. All these lead to development of the nation.
3. Entrepreneurship changes and regenerates market competition: This idea shows that entrepreneurship make people to think about the competitiveness in business.
4. Entrepreneurship increases productivity. Entrepreneurship helps to raise productivity by improving production, techniques, researches, developments and investment in new plants and machineries.
5. Entrepreneurship creates employment. It has been emphasized that entrepreneurial activities create employment for the teaming population of the nation; by creating Small and Medium Scale Enterprises (SME) which afford private individuals and groups to start business with minimal resources requirement.
6. Entrepreneurship helps in utilization of resources. Through the entrepreneurial activities, it was observed that small and medium scale enterprise help to mobilize resources that would otherwise remained idle or wasting in the hands of people (Ezema, 2005).

What is Teacher Education?

Teacher education is a system of education for the production of teachers for various levels of education in any country. The history of Teacher Education is well explained in a number of textbooks (Ukeje, 1986). The national groundwork of Teacher Education is spelt out in the National Policy on Education (NPE) (2004, section 8, sub-section 71), which outlines the purpose of Teacher Education in Nigeria for “the production of highly motivated, conscientious and efficient classroom teachers for all levels of our educational system”.

In view of the above policy, the worth of an individual's contribution to national development should be recognized through Teacher Education. It should be able to produce capable man powers who are adequately trained intellectually, fully motivated for achieving the nations development goals. Teachers Education should instill confidence and courage in individual within the society. It should prepare the teacher to cope successfully with life in today's demanding society. It should also

equip the teacher with academic skills such as ability to read, write and pass on his knowledge to other learners for the benefits of the wider society.

Some Challenges Militating Against Teacher Education

Several challenges have negatively affected the process of implementation of the policy on Teacher Education programme. Some of these challenges are outlined below:

1. **Insufficient Funding**

For any nation to attain a meaningful development, raise the living standard of her citizens, education must be given adequate and utmost priority. Insufficient funding has to be identified as a major problem confronting effective implementation of Teacher Education programme in Nigeria. Less than ten percent (10%) of the annual national budget in Nigeria is allocated to education sector, which is inadequate.

2. **Inconsistency in Educational System Policies**

Inconsistency in government policies on Education affects education of students. This instability caused due to change in government policies on education results in lack of co-ordination and continuity in policies and school system. For example, the sudden introduction of the 9-3-4 system of education in Nigeria without feasibility studies creates problems in area of implementation.

3. **Inspections and Supervision**

In order to assess the progress of Teacher Institutions, there should be periodic visitation to school by supervisors or inspectors. Where routine inspection is properly done, teachers will sit-up and do their work effectively. The attitude of learners to school work will change.

Poor human relation is another factor militating against Teacher Education. Where this exists, there is usually poor communication between the supervisors and the supervisee. This brings about administrative problems which may jeopardize governments' effort for effective supervision of schools.

Functional Teacher Education as a Mean of Achieving the National Objectives of Vision 2020

Teachers are very important in any nation that needs development. Teachers are the key holders of any nation – building (Enaibe and Imonivwerha, 2006).

Nigeria needs additional 200,000 teachers to meet the goal of educational manpower need by 2020 (Obani 2006). To meet this policy, there is the need for government, private organizations and individuals to contribute their quota to Teachers' Education Programmes which is the only source of producing teachers for Nigeria's education system and for the general development of the nation.

Here are some ways in which Teacher Education can be over-hauled or enhanced to achieve national objectives of Vision 2020.

1. **Proper Planning – Meaning of Educational Planning**

The place of planning in Teacher Education with respect to a relevance and sustainable national development cannot be underestimated. Adesina (1990) defines planning as a way of projecting our intentions, that is, a method of deciding what we want to accomplish. Ejiogu (1999) holds that to plan, means to project, forecast, design or make or chart a course. From

these views, it can be summarized that planning refers to the act of deciding in advance what is to be done, how and when to do it, where and who is to do it in order to achieve the goals or objectives of the system. For example, when arrangements are made as to how many students are to be in a class, how many classes will be needed to accommodate all the available children seeking admission into our school system, we say we have planned the educational system.

A plan is detailed scheme, programme or method worked out before hand for the purpose of achieving a set objective. Therefore, Teacher Education should occupy national vision (Vision 2020), which is out to tackle the problem of inadequate planning in Nigeria. It will accommodate planning, organization and implementation needs in Teacher Education. The success of Teacher Education depends on proper planning, efficient administration and adequate financing. Administration is of particular importance in the connection because it includes organization, structure quality and supervision. Educational experts should be drawn nationwide for workshops to plan, organize and implement the Teacher Education programme.

The total manpower need in Teacher Education must be statistically assessed and planned accurately and executed. With appropriate information from such planning, the correct or relevant number of students to be admitted, trained and recruited can be ascertained. Required up-to-date data on number of students, buildings, and logistics for efficient planning could be put in place. Thomas (1991) stated that, reformers of education may build new schools, make changes on the structure and curriculum, recommend and prescribe teaching methods and aids, in the end, the teacher will be responsible for applying them.

There are three basic elements in a plan, viz: it deals with the **future** involves **action** and identifies who is to implement the future action. For example, the NTI carried out a research to find out if Nigerians will readily patronise its NCE by Distance Learning. On the basis of the findings which were positive, the Institute came up with a detailed scheme regarding how it is to admit students, how course materials will be written, who should serve as writers of the course materials, when to write the texts, how the study centres will be organized and administered, how the progress will be monitored and evaluated, etc. It is this detailed programme that is called a plan.

How Teachers Education should be Planned

Teachers Education programme planning should involve the following steps: plan survey and deliberations; definition of goals and objectives; programs design and specification; Programme provision; implementation and control; Plan Evaluation and plan regeneration (Peretomode, 1991).

2. Curriculum Review

The constant modification of the curriculum is necessary, since the curriculum should be relevant to the needs of the society, and the society is not static, it is dynamic. The curriculum is the key and the pivotal point on which the success of education system is based. The curriculum should be drawn to include the entire element that provides viable and qualitative human resources geared towards achieving a relevant and sustainable society.

These elements of focus in the Teacher Education Programme include:

- (a) Specific objectives that are dynamic and structural towards the needs, hopes and aspirations of the individuals and society.

- (b) Rational and pragmatic contents and method that are relevant and applicable to the community of the individuals and society.
- (c) Periodical evaluation or review of the curriculum.

The curriculum should be elastic to accommodate academic components. The questions that should come to ones mind are: how adequate is the curriculum at the various levels of Teacher Education in Nigeria? Is the curriculum sufficiently diversified, adequate and meaningful to the learners? How regularly should the curriculum be reviewed? These issues should be addressed in the curriculum of Teacher Education Programmes in the Colleges of Education and Faculties of Education in Nigerian Universities.

3. Teaching Strategies and Instructional Materials

A careful consideration of various learning styles or strategies should be utilized to plan the best use of materials in enhancing students learning. Instructional materials should be provided for active learning. The government and all the educational stakeholders should provide modern technological instructional media to facilitate learning in the teacher institutions. Such media are overhead projectors, transparencies, filmstrips television, videotape and computers. Audio aids as well as video tapes, slide motion pictures should be supplied to the teacher training colleges. Learning is more practical when modern media are used at training.

4. Adequate Funding

According to Beeby (1966), “good education costs more money than bad”. Adequate funding and monitoring of utilization of fund available will enhance effective learning. That is, fund should be made available to build and provide such facilities as libraries, laboratories and classrooms. More Teacher Colleges will be established with enough funds. These would produce the right quality and quantity of teachers needed for attaining national requirement for teachers. For effective utilization of the funds available, a monitoring committee or team should be formed to audit how the funds are used to the benefit of the learners and the nation in general.

5. Quota System

The quota system in reality negates the principle of quality education. It has worked against bright and intelligent learners from some states during placement into Federal Teacher Colleges in the country. Some policy makers seem to equate equal opportunity to education with quality achievement. It is not possible. The quota system in Teacher Colleges admission should be re-examined since it opposes the philosophy of “a just and egalitarian society in a land of bright and full opportunity for all citizens” as contained in the policy of Nigerian Education.

6. Proper Supervision/Inspector Method

There should be full inspection carried out by groups of inspectors from the Ministry of Education or other related bodies to examine subjects taught in the schools, scheme of work, lesson notes and classroom management. This enables the supervisors to make observations, corrections and make recommendations for the progress of the Teacher Training institutions.

There is the need for routine supervision or periodic visitations to schools by supervisors or inspectors in order to assess the progress and achievement of the teacher training schools.

7. Admissions and Duration of Courses

It is desirable that those people to be trained as teachers should be materials of good quality, hence, the admission into the teacher training institutes should be restricted to those who have good passes, say five credits in their O'Level certificate examination.

The duration of the programme for teacher education should be reviewed. The aim is to assess the worth of the training programme if the numbers of years spent are enough to prepare the trainees properly to be able to achieve the goals and objectives of the Teacher Education in Nigeria. As in the words of Hanson (1964), the future of the nation rests in the hands of its teachers, for the qualities they possess today will inevitably be reflected in the citizens of tomorrow.

Conclusion

The historical survey of education policies in Nigeria has shown Teacher Education as fundamental and crucial for the socio-political and economic development of the nation. In order to achieve the purpose of Teacher Education, students should be motivated and trained for real life adventure. Teacher Education Programme and policies should be designed and implemented to guarantee a sustainable achievement of Vision 2020.

Recommendations

The education policy on Teacher Education has fallen short of its productive success since its inauguration. Therefore, a brief discussion on the recommendations is presented here to guide the course of enhancing Teacher Education for achieving national objectives of Vision 2020:

1. Review of Education Policies

The government of Nigeria, local, state and federal levels as well as concerned non-governmental agencies, subject specialists should organize workshops, seminars and conferences where the national policy on Teachers Education should be reviewed. Let education experts nationwide be drawn to evaluate or assess the proficiency of the policy on Teacher Education.

2. Funding

Teacher Education should be adequately funded to enhance conducive learning conditions. Insufficient funding has been a major problem confronting education in its positive outlooks towards a national development. The national budget fund allocation to education should be reviewed and increased to enhance Teacher Education implementation.

3. Early Preparation

Since it takes a long time to produce a good teacher, machinery for training of teachers in institutes of learning should be mounted early enough so that the rate of turnout from teacher's college should be reasonable to meet every-increasing rates of the demand for teachers.

4. Result-Oriented Supervision

The potentials of school supervisors and inspectors should be optimally tapped by government for quality control of schools, especially the Teacher Institutions. They should form strong monitoring teams to supervise the teacher institutions.

5. Curriculum Review

The curriculum of Teacher Training programmes should be reviewed to assess the adequacy of the curriculum for the teacher trainees. Experts from various educational fields of learning should be invited to review the curriculum for teacher education programme. This gives room for proper assessment and evaluation of the curriculum as regards its meeting the expected standards of educational goals for the benefits of the society.

6. Professionalising Teaching

If we expect excellent teachers in our schools, excellent and competent teacher trainers should be employed to do the training. In view of this, teaching should be professionally recognized. Every teacher both in the primary, secondary and tertiary institutions should be professionally qualified and registered as a teacher. The unqualified teachers already in the teaching profession should be sent for postgraduate Diploma to qualify them for the teaching job as in such other professions as Engineering, Law, and Medicine etc.

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