

TEACHER TRAINING EDUCATION, LANGUAGE USE AND ENTREPRENEURIAL DEVELOPMENT IN NIGERIA

¹**Prof. AYENI Mathew Adedeji**

E-mail: mathewayeni@eksu.edu.ng

²**OLASEINDE, Felicia Olufemi (Ph. D)**

E-mail: felicia.olaseinde@eksu.edu.ng

^{1&2}Department of Arts and Language Education, Ekiti State University, Ado - Ekiti.
Ekiti - State.

Abstract

Teacher training education plays a pivotal role in equipping educators with the necessary tools, methodologies, and pedagogical approaches to effectively teach entrepreneurship. Entrepreneurship education goes beyond imparting theoretical knowledge; it focuses on empowering teachers with practical insights, experiential learning opportunities and innovative teaching techniques tailored to the unique demands of entrepreneurship education. It is necessary to equip educators with the knowledge, ideas, approaches, pedagogical tools, and mind-set necessary to cultivate entrepreneurial thinking, this approach will not only enhances the quality of teaching and learning experiences but will also empowers students to navigate the complexities of an entrepreneurial world with confidence and competence. This paper discusses the strategic utilization of teacher training education as a powerful vehicle for instilling entrepreneurial competencies in students of higher institution of learning. The teacher training objectives should be align with educational policies and socio-economic needs of the society, the innovative teaching methodologies and experiential learning opportunities should be incorporated, the identification of core entrepreneurial competencies must be learnt and the cultivation of a supportive ecosystem conducive to entrepreneurial development within educational institutions.

Keywords: Development, Entrepreneurial, Entrepreneurship, Skill acquisition, Teacher training, Entrepreneurship is a derivative of the French word 'entrepreneur' mean

Introduction

Education is a systematic process through which a child or an adult acquires knowledge, experience, skills and acceptable attitude. Education is seen as a veritable tool in human development. It has different connotation from schooling. Education deals with the total process of human learning by which knowledge is imparted, faculties are trained and different skills are developed. It is a

life-long process which encompasses all aspects of life, be it physical, social or spiritual environment. Education remains a potent factor in national development. This makes an individual civilised, refined, cultured and educated (Lihua, 2022). It is a continuous process; life happens to be a continuous process of growth and development; this is why education is also a continuous process which begins from womb to tomb.

Education is a dynamic instrument of change which is expected to affect or condition the social behaviour of the person being educated. (Olaseinde, 2016) Education is not only collection of information, but it is acquisition of experiences throughout life in the social and natural environment. It is also the development of all those capacities in an individual, which makes him to control his environment and fulfill his possibilities (Joensuu et al, 2020). Schooling is just one medium through which education can be provided and made accessible. Education means an act or process of educating or applying discipline on the mind or a process of character transformation. An individual learns through his experiences, which are acquired throughout his life. Education right from cradle; it has been recognised as a veritable means of progress and well-being of nations and individuals (Nguyen, 2023).

This is why each country has progressively reviewed their system of education with a view of bringing about speedy national development. This is because a country's level of social-economic development is generally linked with the type of educational philosophy or system in operation. However, Ayeni in Borode and Ayeni (2019) define education as a continuous process of acculturation through which an individual is aided to attain his optimum level of all round development by utilising the potentials of informal, non-formal and formal means. So education in Nigeria does not only stand out as an instrument of national wealth and development but also signifies to the individual Nigerian an important vehicle of upward social and political mobility as well as economic comfort. An Entrepreneur is a person who sets up a business or

businesses; he takes on financial risks in the hope of profit.

Adetayo (2015) defines entrepreneur as a person or agency that treats the business or businesses; bear the risk and uncertainty to achieve profitability and growth by perceiving opportunity in the environment. Entrepreneur is someone who undertakes something or someone who owns or runs a business. It also means someone who risks his capital in a business enterprise; a person who starts or organizes a business company, especially one involving risks. An entrepreneur has also been defined as a person who does not work fulltime in the service of another and who has economic responsibility for his or her own work, by owning the business, an entrepreneur may experience both the positive prospects and the risks. It can also be the way a person chooses entrepreneurship. First, the person becomes interested in entrepreneurship, then ponders about entrepreneurship and then intends to become an entrepreneur by setting up his or her own business.

Entrepreneurship is derived from the French word 'entrepreneur' this means someone who undertakes business; it is someone who owns or runs a business. It also means someone who risks his capital in a business enterprise; a person who starts or organizes a business company, especially one involving risks. Entrepreneurship is the ability and readiness to develop, organise and run a business enterprise along with any of its uncertainties in order to make profit. With these, Bureau of Statistics (2015) is in support of entrepreneurial education and believes that Entrepreneurs performed the role of change agents, as they integrate various factors of production by producing new products or

commodities and novel to the society by means of their innovative and creative ideas. The continual transmission of entrepreneurship development is of great benefit and greater task to the government, it creates awareness in them through knowledge, skill, behaviour and attitudinal development of persons to assume the role of entrepreneur (Hou, 2023).

Entrepreneurs production transformation embodied the ability to identify business opportunities and harness the necessary resources in utilising the opportunities identified. According to Ayatse (2013), the education received through entrepreneur activities has to do with collection of formalized teaching that reforms, it educates and trains anyone concerned in the business establishment. This is the process through which individuals are made participating members of the society. This enables them to become capable of living in the society so as to contribute towards its economic development. One of the ways to receive entrepreneurship education is the promotion of entrepreneurship education through appropriate teaching strategies in Nigeria schools, in support of this; Kraus, et al (2019) declare that this will help in creating and providing gainful employment for a teeming population of unemployed and under-employed Nigerians is a daunting task. In recent years, Nigeria has come up against problems of unemployment and many have plunged into a mission of creating new business opportunities for their citizens. Unemployment has compelled countries to find ways to enable their citizens to become self-employed. Under these circumstances, the concepts of entrepreneurship and entrepreneurship education are now appearing in educational curriculums.

As such, it is seen as a basis for developing social and economic well-being in Nigeria system of education.

Entrepreneurship education is the process of providing individuals with concepts and skills to recognise opportunities and the skills of others. (Aina, 2016) Entrepreneurship education can be conceived as that type of education that deals with the inculcation into students, the ability to study ones environment and make use of available opportunities into some economic gain. This made Afolabi et al (2014) to affirm that entrepreneurship education is a process that equips individual with entrepreneurial skills, knowledge and right attitude to work and sharpen their talents, natural endowments and competencies so as to make them self-reliant, self-employed and employer of labour. Likewise, it is about developmental attitudes, behaviours and capacities of participating individual; it is the application of the entrepreneur skills and attitudes that can take many forms during individual career by creating a range of long-term benefits to society and the economy (Anho, 2014). Entrepreneurial education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of setting. Variations of entrepreneur education are offered through higher education programmes.

Entrepreneurship development is a programme which helps in developing entrepreneur abilities. The skills that are required to run a business successfully is developed among the students through entrepreneurship education. Entrepreneurship education at any level should aim at:

- a) developing in youths the right attitudes and skills towards owning a business.

- b) equipping an individual with the requisite knowledge and skills for paid or self-employment.
- c) enabling an individual to develop skills for making rational economic decisions, as a producer.
- d) developing individuals who will be capable of meeting the modern technological and business challenges.
- e) developing individuals who will be properly equipped with the requisite knowledge and skills for productive work life.
- f) preparing business and industrial managers who will be capable of meeting technological and managerial complexities of modern industry.

It should be noted that as employment opportunities shrinks, the acquisition of entrepreneurial skills for self-employment becomes major imperatives in the schools.

The introduction of entrepreneurship education is an indication of its importance in economic empowerment and job creation. Entrepreneurial training programme is an effort to convert a person to an entrepreneur through structured training. Entrepreneurial training helps entrepreneur to respond appropriately to the market and he or she is required to understand the needs and demands of the people. Entrepreneurship education offers a practical understanding of key business concepts and strategies, equipping individuals with the tools they need in order to succeed. The training received helps entrepreneurs to develop a solid business financial management skill. This helps individual to enhance the leadership abilities and it includes effective communication and negotiation. The education received has become

imperative as it helps Nigeria to continue to produce graduates that are self-reliant and will no more dependent solely on white collar jobs.

Entrepreneurship education can be an important part of teacher training because it can help teachers develop skills that make them self-reliant and successful entrepreneurs.

Here are some strategies for encouraging entrepreneurship education in teacher training:

- Teach entrepreneurship throughout the education system
- Provide information, advice, coaching, and mentoring
- Facilitate access to funding and support infrastructure for business start-up
- Teach courses that incorporate history
- Share the experiences of successful entrepreneurs
- Offer career education that encourages creative and honorable means of livelihood
- Provide in-service training for basic education teachers

In order to support productivity and growth in Nigeria, it is essential to invest in education and training. Education remains the pivot upon which the wheels of the society revolve (Ediagbonga, 2013). The inability of unemployed graduates in the society to contribute meaningfully to the economic development of the nation by being self-employed is what brought the introduction of entrepreneurship education in schools and society. Olaseinde (2016) observes that the first and the best way to deal with the learners' problems is the teacher. The teacher must be properly trained in the acquisition of all the relevant skills that will make such teacher serve as a good model to the learners in the class. Teacher education needs to develop an entrepreneurial approach to teaching and learning. It needs to create an

environment that enables innovation in teachers' education and teaching practice.

According to Anyway (2013) entrepreneurship education should play a promoting role in the process of transforming life. Entrepreneurial teacher training programmes should motivate student- teachers to develop their own entrepreneurial knowledge and skills. As entrepreneurship education plays a mediating role in the transformation of entrepreneurial activities to intention behaviour. (Obanya 2014) University entrepreneurial education is in existence, a new venture in itself. (Lawal, 2013) point out that entrepreneurship education is a key area for universities to support entrepreneurial activities. Teachers cannot teach how to be entrepreneurs without themselves being entrepreneurial.

Student teachers should get the opportunity to experience entrepreneurial learning in their training. Student teachers should graduate with the awareness and skills of entrepreneurial principles which will enable them ignite entrepreneurial sparks and inspire their students' right from the beginning of their professional career. In order to act entrepreneurially, active learning is necessary. Nigeria needs creative and innovative entrepreneurship, a flexible and resilient workforce that is well equipped with the necessary skills and key competences. Contemporary pedagogies such as project-based active learning should be applied. These will be piloted in specific teacher education programs. Real-life situations out of classroom should be made available to all student teachers. Entrepreneurship education has inevitably, become recognised as a major solution to check unemployment. Entrepreneurship

education is designed for learning and it can only be operated effectively in an efficient manner when human performance has been brought up to and maintained at a peak level of mastery.

Language used in Entrepreneurial Education

Entrepreneurship studies were adopted in the Nigerian higher institutions as a mandatory course and also its inclusion in the educational curriculum, with Centres for Entrepreneurship Development (CED) established in all tertiary institutions operating in the country (Fadeyibi & Chaudhuri, 2014). Language is at the centre of education and the right language will certainly make for optimal achievement in learning. It was proposed that using the mother tongue or the language of the immediate environment in which the students are comfortable with will build a solid entrepreneurial foundation. Therefore the use of the language of the students' immediate environment will give the students solid entrepreneurial foundation and later the students are introduced to a foreign language. As a nation committed to unity in diversity, there is no better way than the government recognizing the major and minor languages and developing them equally.

In this way, multilingualism could become an asset for our country as well as a source of cultural and social enrichment. Language is an essential part of a teacher's daily work, and teacher training programs should include courses that teach language knowledge. Language skills are the foundation for many other areas of development, including reading, writing, communication, social skills, and forming friendships. Akeju and Olanipekun (2014) declare that lack of

entrepreneurial skill is closely related to the poor quality of education. Entrepreneurship development is to present a well-researched information, appropriate knowledge and skills on the concept and practice of entrepreneurship. This helps to develop the learners mind, promote, innovate and enhance creative enterprise characteristics and the capacity for further learning. Language helps students develop an awareness of the skills and strategies they need to complete learning tasks successfully. Teacher training programs should include courses in applied linguistics and academic writing to help teachers develop their language knowledge. Teacher training programs also help teachers develop other skills, Language is an important factor in entrepreneurial development and can be a key part of teacher training education. These include:

- Teaching skills: Teachers learn techniques, approaches, and strategies to plan instruction, provide reinforcement, and conduct assessments.
- Pedagogical theory: Teachers learn sound pedagogical theory.
- Professional skills: Teachers learn other professional skills. Teacher training programs can also help teachers learn new pedagogic ways, innovations, and emerging trends in teaching.
- Language is an important factor in entrepreneurial development and can be a key part of teacher training education:
- Language and entrepreneurial success: Language ability is a vital resource for entrepreneurs, and can be a competitive advantage. It can also help with profit maximization.
- Language in entrepreneurship education: Entrepreneurship

education courses often don't include enough focus on language skills, which can be important for students who are learning French and English as a second language.

- Using reading passages: Reading passages about entrepreneurship or innovation can inspire students to think and behave like entrepreneurs.
- Using classroom activities: Teachers can use classroom activities designed to help students learn about starting a business. These activities can help students learn business vocabulary, marketing, customer service, and more.
- Using the mother tongue: Using the language a child is most comfortable with can help build a solid entrepreneurial foundation.

Innovative teaching methods of entrepreneurship

Language is a key factor in entrepreneurship education, and teachers can be trained to help students develop entrepreneurial skills and attitudes. Entrepreneurship education requires the use of active learning methods that place the learner at the centre of the educational process and enable them to take responsibility for their own learning to experiment and learn about themselves. Such methods have been shown to make learning experiences richer to have positive benefits for students in terms of improving their motivation with positive effects from their engagement with learning and long-term attainment. Thus teachers need the professional competencies to be able to guide students through the learning process rather than, as in traditional methods, communicating knowledge and information mainly

through 'chalk and talk'. They need the skills to be able to ensure the relevance of education to students' learning needs and backgrounds and be able to support students in planning activity. The teacher's role is especially important in the latter stage of activity-based learning, i.e. in the reflection and generalisation stages. Without the right support, students may not be able to draw lessons from their experiences. In this setting, there is a fine balance to be found between too distant interventions that leave learners under-equipped to make the most of the experience and too much supervision which does not leave space for students to develop their independence. This is not to say that it is only teachers who need to change. Students need authentic, practical experiences and realistic learning environments as essential parts of active learning. Teachers need to have access to a varied new range of resources in order to build activities for students that are as true to life as possible, bringing the outside world into the school. This includes, for example, the resources to set up and manage a businesslike project, to organize study visits to companies or charities, or visits to schools by entrepreneurs. This challenges both schools to become more open to their local communities and, in equal measure, businesses and the wider community in general to be willing to play an active and committed role in supporting teachers and schools in their endeavours.

The role of Teacher Training Education in Entrepreneur Development

The teacher training programmes are essential components of entrepreneurial skills which ensure

that educators are equipped with the necessary knowledge, skills, and competencies to effectively teach entrepreneurship and foster entrepreneurial skills among students to give them room for self-reliance during the school programmes and after the graduations. Teacher training programmes are designed for individuals who are ready to become teachers but have not yet entered the profession. These programmes typically are learnt in colleges, universities, or teacher training institutions and provide aspiring educators with the foundational knowledge and pedagogical skills which are necessary to teach in their chosen subject areas, including entrepreneurship education. Training programmes in equipping educators with the necessary knowledge, skills, and competencies to effectively integrate entrepreneurship education and cultivate these skills in students. This emphasizes the ongoing need for teacher training throughout an educator's career to ensure they can adapt and deliver effective entrepreneurship education.

Conclusion

Entrepreneurship education is a lifelong learning process that should start as early as elementary school and progressing through all levels of education, including adult education. The standard and their supporting performance indicators are a framework for teachers to use in building appropriate objectives, learning activities and assessment for their target audience. Using this framework, students will have progressively more challenging educational activities; experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities; and the

expertise to successfully start and manage their own business.

Recommendation

The paper recommends that:

1. All facilitators in the programmes should first be given practical training in various areas, adhere strictly to various strategies and capitalise fully on the unique properties of the current strategies used in teaching entrepreneurship development in various areas.
2. There should be investment in research so as to encourage researchers; through this knowledge will expand and innovations will emerge.
3. Government should endeavour to make entrepreneurship education part of teacher education at all levels of education so that the products would strive for self-employment and self-reliance.
4. There should be talks, workshops, seminars well arranged on entrepreneur education for other members and the society at large

References

- Adetayo H. O. (2015). Technopreneurship, In Oladele P. O. and Arogundade K. K. (eds) Development of Entrepreneurship Skills (pp58-68) The Entrepreneurship Study Centre, Ekiti State University, Ado- Ekiti.
- Afolabi, F. O., Yusuf M. A., Ogunjobi, O. P., Idowu E. K. (2014) Establishment and sustenance of viable entrepreneurship education centres in Nigeria. Tertiary Institutions prospects and challenges. *The Journals of Arts and Education Researches*: 2(1) 29-46 Retrieved from <http://www.timesjournals.org/tjaer>.
- Aina M. A. (2016) Appraisal of the Teaching of Entrepreneurship Education in Ekiti State University, Ado-Ekiti. *International Journal of Educational Foundations and Management Vol.10(1)* 269-276.
- Akeju, K.F. and Olanipekun, B.D. (2014), Unemployment and Economic Growth in Nigeria. *Journal of Economics and Sustainable Development*, 5(4), 137-144.
- Amway Global Entrepreneurship Report (2013). Encouraging Entrepreneurs Eliminating the Fear of Failure (pp. 1-24). Puchheim: Amway GmbH.
- Anho, J. E. (2014), Entrepreneurship education; A panacea for unemployment, poverty reduction and national insecurity in developed and undeveloped countries. *American Journal of contemporary Research*, 4 (3), 128. 9607 *International Journal of Development Research*, Vol. 06, Issue, 10, 9605-9608, October, 2016
- Ayatse, F. A. (2013). Driving entrepreneurship in Nigeria: Issues and challenges. *International Journal of Business and Management Review*, (4), 83-90.
- Borode M. and Ayeni M. A. (2019) History and Development of Education. Petoa Educational Publishers, Ado – Ekiti.
- Bureau of Statistics (2015). Unemployment Rate. Retrieved from <http://www.tradingeconomics.com/nigeria/unemployment-rate>
- Ediagbonga, K. (2013). The Role of Entrepreneurship Education in

- Ensuring economic Empowerment and Development. *Journal of Business Administration and Education*, 4(1), 35-46.
- European Commission (2011), Entrepreneurship education: Enabling Teachers as a Critical Success Factor. Retrieved from <http://ec.www.europa.eu/DocsRomm/.../i/.../native> Nigerian
- Fadeyibi, I. O., and Chaudhuri, M. R. (2014). Edifying the Culture of Innovation in Entrepreneurship Development in Nigeria. *Management Studies and Economic Systems (MSES)*, 1, 115-125. <https://doi.org/10.12816/o006210>
- Federal Government of Nigeria, National Policy on Education 4th Edition. (2004). National Education Resource and Development Council Press, Lagos. Federal Republic of Nigeria.
- Ghazy, N., Ghoneim, H. and Lang, G. (2022), "Entrepreneurship, productivity and digitalization: evidence from the EU", *Technology in Society*, Vol. 70, 102052, doi: 10.1016/j.techsoc.2022.102052
- Hou, F., Qi, M.-D., Su, Y., Wu, Y.J. and Tang, J.-Y. (2023), "How does university-based entrepreneurship education facilitate the development of entrepreneurial Intention? Integrating passion- and competency-based perspectives", *The International Journal of Management Education*, Vol. 21 No. 2, 100798, doi: 10.1016/j.ijme.2023.100798.
- Joensuu-Salo, S., Viljamaa, A. and Varamćaki, E. (2020), "Do intentions ever die? The temporal stability of entrepreneurial intention and link to behavior", *Education þ Training*, Vol. 62 No. 3, pp. 325-338, doi: 10.1108/ET-03-2019-0053
- Kautonen, T., Van Gelderen, M. and Fink, M. (2015), "Robustness of the theory of planned behavior in predicting entrepreneurial intentions and actions", *Entrepreneurship Theory and Practice*, Vol. 39 No. 3, pp. 655-674, doi: 10.1111/etap.12056.
- Kraus, S., Palmer, C., Kailer, N., Kallinger, F.L. and Spitzer, J. (2019), "Digital entrepreneurship: a research agenda on new business models for the twenty-first century", *International Journal of ET Entrepreneurial Behavior & Research*, Vol. 25 No. 2, pp. 353-375, doi: 10.1108/IJEBr-06-2018-0425.
- Lawal, A. B. (2013). Entrepreneurship and Innovation: Yard Stick for Growth of Enterprises and Industrial Organisations in Nigeria. The 7th National Conference of College of Administration and Management Studies, Hassan Usman Katsina Polytechnic, Katsina-Katsina State, 1-16.
- Lihua, D. (2022), "An extended model of the theory of planned behavior: an empirical study of entrepreneurial intention and entrepreneurial behavior in college students", *Frontiers in Psychology*, Vol. 12, 627818, doi: 10.3389/fpsyg.2022.627818
- Nguyen, Q.D. and Nguyen, H.T. (2023), "Entrepreneurship education and entrepreneurial intention: the mediating role of entrepreneurial capacity", *The International Journal of*

- Management Education*, Vol. 21 No. 1, 100730, doi: 10.1016/j.ijme.2022.100730.
- Obanya, P. (2014). *Educationeering* (pp. 1-704). Ibadan: Heinemann Educational Books Nigeria.
- Olaseinde, F. O. (2016). Effects of Audio Instructional Strategies on Students' Academic Achievement in French Language in Nigeria Secondary Schools. *Multidisciplinary Journal of Arts and Language Education* Vol. 1(1) Page69-79.
- Wright, E., Feng, S. and Zheng, Y. (2022), "Unemployed graduate to the next Jack Ma? A counternarrative to the entrepreneurship movement in higher education", *Higher Education*, Vol. 83 No. 4, pp. 863-880, doi: 10.1007/s10734-021-00709-4.
- Yi, G. (2021), "From green entrepreneurial intentions to green entrepreneurial behaviors: the role of university entrepreneurial support and external institutional support", *International Entrepreneurship and Management Journal*, Vol. 17 No. 2, pp. 963-979, doi: 10.1007/s11365-020-00649-y.