

LECTURER-STUDENT RELATIONSHIP ON ENTREPRENEURIAL EDUCATION IN PUBLIC TERTIARY INSTITUTIONS IN NIGERIA

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ABSTRACT

In this paper, lecturer-student relationship on entrepreneurial education in Public Tertiary Institutions, a model was framed so that students will be encouraged to be not only creative and innovative in developing ideas for new products but also adding value to existing ones and possess a business-focused mind that will enable the student to improve their profit-making services. This will no doubt pave the way for the successful teaching and learning to both teacher and student of entrepreneurial endeavors. Thus, the students would have the courage to mobilize resources to convert the business ideas into a business exercise; this can be possible when the student's entrepreneur combines all the required resources (capital, management, people and business strategies) to transform the idea into a product, service innovations and processes. It is recommended that Tertiary Institutions urgently review and align the Entrepreneurship Education curriculum alongside Nigeria's business challenges. The methodology adopted in this work centers on secondary sources, which include a review of literature on related studies, the internet (articles from journals, books and related documents) and Focus Group Discussion (FGD)

Keywords: Synergy, Entrepreneurial, Lecturer and Student.

INTRODUCTION

In Nigeria, tertiary education is the type of education given in Institutions such as Universities, Colleges of Education, Polytechnics, Monotechnics and other specialized colleges, Federal Republic of Nigeria (FRN, 2013:52). According to the National Policy, University education should make an optimum contribution to national development by "making entrepreneurial skills acquisition a requirement of all Nigeria universities" p. 54.

Research findings have revealed that the youth and children account for about 40 percent of the world population, UNESCO and ILO (2006). They are national assets in every country, yet they are also exposed. The lack of profitable employment opportunities, meaningful education, and channels to explore their talents and engage more meaningfully with their communities often render the youths vulnerable to various hazards, including poverty, crime, militancy, disease, and drug abuse, which combine to push them towards the margins of the society. Based on this understanding, learning approaches have emerged that connect education and skills more directly to real-life situations of youths. It supposes it will become a wealthy



nation when it offers its student's entrepreneurship education. Those with a stock of skills and enhanced capacity for learning can look forward to lifetimes of unprecedented economic fulfillment. In realizing this, economic and development experts worldwide have come to accept entrepreneurship as a tool to count on (Chukwuma, 2006).

Entrepreneurs determine America's economy, accounting for most of the nation's new job creation and innovations. Entrepreneurship is the economic force that transformed the United States into the most powerful economy globally and has been responsible for USA's astronomical growth in various sectors over the last 200 years (*D.C. Children and Youth Investment Corporation, 2001*). Countries such as the U.K., Norway, Netherlands, Denmark, France, Austria, Poland, Belgium, Spain, Romania, Egypt, Tunisia and America have, for a long time, been teaching Entrepreneurship in their school systems and have all produced specific and separate national entrepreneurship education strategic documents as their programs are fitted into their national development plans (Chukwuma, 2006).

Entrepreneurship has become an encouraging phenomenon throughout Akinola (2013). However, globalization demands that irrespective of country, having the right mix of knowledge and skills is now critical for the young generation, especially those living in rural and urban areas. Those without any employable skills, outdated skills, or low skills stand the risk of losing opportunities in their communities economic and social mainstream (UNESCO and ILO, 2006).

It is noteworthy that the present generation of entrepreneurs is very attracted to entrepreneurship as they provide creative solutions to society's most pressing social issues. Moreover, it is a way for entrepreneurs to feel the resounding impact of doing something good for the rural settlers while turning a profit. Accordingly, some entrepreneurs start businesses to improve the quality of their life. Others seek to work for themselves, yet some see an opportunity in the market that they cannot resist. But sometimes, the inspiration is the desire to use business to create positive change in the rural areas. Based on the importance of entrepreneurship, the Federal Government of Nigeria Incorporated it into all programs of tertiary institutions in the country in 2006 (Maniba, 2011). The paper investigates the lecturer-student relationship on entrepreneurial education in Public Tertiary Institutions in Nigeria. The objectives are to identify the challenges of improving Student-Teacher synergy in teaching entrepreneurship education.

WHO TO TEACH ENTREPRENEURSHIP EDUCATION?

Enterprise education is about doing just as much as it is about learning. It is learning by doing. Trainees learn about enterprise but also through enterprise. One way of implementing the latter is by encouraging and assisting trainees in setting up micro and small businesses operated from their educational or training institution. The enterprise idea could be as simple as selling sweets on campus or washing cars in the neighborhood at week-ends to more complex dealings involving commissioning the production of sportswear or greeting cards, for example (FME, 2013)

Ideally, the business idea would come from the trainees themselves, who would organize themselves, register and operate the business, produce a set of accounts at the end of the



accounting period, have them audited and decide on dividend payment, if any. At the end of the school year or accounting period, the enterprise might be dissolved or shares traded, and a new group of directors voted in (FME, 2011). The trainer could play a significant role in guiding the whole process. They could also arrange or provide counseling or additional training for the trainees, when required, as well as facilitate contacts and negotiations both with the school/college authorities and the outside world (FME, 2013)

APPROACH

Although intended to be used by trainers, these materials are trainee-centered, trainees are involved throughout the process, and the responsibility for learning moves from the trainer to the trainees. This is achieved when the trainer creates a learning environment where trainees can engage in structured experiences individually in small groups or as a class and develop specific skills through reflection and review. These skills can then be applied to varieties of situations. To achieve this outcome, a range of trainee-oriented training methods are used. Techniques such as group discussion, role-play counseling and brainstorming are employed to ensure the active participation of trainees in the training process. Trainee-oriented instruction is concerned with the outcome and the steps that each takes to achieve an outcome. A great deal of emphasis is therefore placed on trainee motivation.

TEACHING OF ENTREPRENEURSHIP

Trainers who have been self-employed or have experience in starting or running a small business might be expected to be the best persons to teach Entrepreneurship. Because the material is presented at the awareness level, however, no particular background in small business ownership, management or instruction is required of the trainer. In addition, men and women entrepreneurs might serve as guest speakers in the classroom to provide personal experiences.

1. Ability to Use Enterprising Teaching Approaches

There exist many differences between the conventional mode of teaching and entrepreneurship teaching. For example, the students play a passive role in the former, leaving the trainer's active part altogether. Enterprise teaching, however, involves a participative style and an orientation towards action and learning by doing. The following provides a summary of the main differences between the two approaches.

- learn how to learn
- identify learning strategies based on their need's express feelings
- gain self-confidence
- listen well and ask meaningful questions
- determine their training
- face their problems
- make decisions
- develop plans and take responsibility for them

- be in control of their learning
- develop a standard for themselves

The preceding is not to say that the trainees do whatever they like. If trainees are not interested in something, they are encouraged to find something else they are interested in. The trainer and the trainee in the entrepreneurship programme are a team that works together to achieve as much as possible for each team member. A supportive team atmosphere should be developed based on respect for each member of the group (Aliu and Ibe, 2008)

APPLICATION

As with other areas of enterprise development, effective entrepreneurship education calls for the application of knowledge in illustrating and cementing concepts. The trainer needs to relate activities to the trainees' needs, circumstances, and profiles - The more practical the approach, the better. This explains the emphasis on the trainee exercise throughout the course and extracurricular activity such as setting up the institution's micro and small enterprises. Multi-disciplinary teaching in a highly participative fashion requires stimulation to hold interest. Therefore, the trainer should employ exciting and varied teaching methods to capture and sustain attention. This calls for the use of audio-visual aids, technology (such as a computer, where available), different kinds of group exercises, and encouraging individuals to think creatively and work on their initiative.

Entrepreneurship Education is a learning process directed towards developing young people in the Tertiary Institution those skills, competencies, understanding and attributes which equip them to be innovative and identify, create, initiate and successfully manage personal and community business and work opportunities, including working for themselves. Therefore, the need to teach entrepreneurship principles and competencies to students in Tertiary Institutions becomes critical given the enormous challenges posed by unemployment, especially among graduates in Nigeria.

Entrepreneurship education seeks to provide students with the knowledge, skills, and attitude that would enable them to become self-reliant and adapt to changing needs of society to encourage entrepreneurial success in various settings. For students to be more entrepreneurial, they need first to think about the attributes of an entrepreneur, such as looking for opportunities, taking the initiative, making decisions, seeing things through, identifying problems and finding creative solutions. In addition, teaching should encourage the element of innovations and relate what students are doing to actual business exercises. The convention that a student produces a good piece of work discussed and put to one side no longer holds in the real world; you do it again, practice it and do it better for success and sustainability.

Engaging students to work with people in their subject discipline is essential to keep them connected to the real world. They should be encouraged to learn this "community of practice" and get students to interact with counterparts in other skills. Developing and sustaining good relationships is key to becoming a successful entrepreneur. "The essence of a good entrepreneur

is to catch the attention of customers." It gives them opportunities to focus their inquiries and see results, and they can also do a tremendous amount of good work. Not only is corporate responsibility becoming a more significant issue in the business world, but students are more likely to impress future employers if they have some real-world experience (Gibb, 2008).

Lecturers should lead students to develop positive attitudes, innovation and skills to embark on projects that have a clear impact on people's lives thus are likely to inspire entrepreneurial spirit. Lecturers are to be more proactive and enthusiastic about entrepreneurship. In return, such an experience will produce students with self-confidence and capacities for independent thought to discover new information leading to economic development. The students should know that starting a business is not bad; they are not doomed to failure. Lead the students to see their involvement in student societies in an entrepreneurial light and encourage them to join enterprise schemes such as Young Enterprise.

COMMUNICATION SKILLS

An entrepreneur's success is determined to a large extent by the ability to communicate. One can be the best at what he does, but opportunities are being missed if there is no effective communication with clients, staff, and the market. Communication in the small-business world differs; It ranges from the individual formats such as writing and speaking to different contexts that involve client communication and employee administration. However, after a closer look at a handful of predominant themes that surpass specific situations, one can conclude that mastery of these different communications skills ensures that one will be effective at every level. The importance of communication skills for business leaders cannot by any means be over-emphasized. Besides all the other skills such as marketing, sales, accounting and operations, it is also essential to focus on investing in good training programs, seminars, or a master instructor, which can be very rewarding in the long term.

CHARACTERISTICS OF AN EFFECTIVE TEACHER

Teachers have long-lasting impressions on the lives of their students, and the most outstanding teachers inspire students towards greatness. An effective teacher is one a student remembers and cherishes forever. Most students are affected by the quality of their teachers. Apart from daily classroom interaction with teachers, the quality of that interaction matters a lot for our students' future.

To be successful, an effective teacher must;

- Share ideas and materials with others to build trusting relationships with students to create a safe, positive, and productive learning environment.
- Be a compassionate person and sensitive to student differences, particularly with learners.
- The teacher should understand the pace and capacity of the student, aware that learners have individual needs and abilities; therefore, instruction should be tailored to meet each learner's needs.

- Be a collaborator who values collegiality and has a passion for the work, including a commitment to the students' success.
- Develop strategies to engage and motivate students to learn cognitively, emotionally, and behaviorally.

METHOD OF FACE-TO-FACE INSTRUCTION

Most instructors prefer to introduce active learning and student-centered course design in miniature seminar-type courses rather than large classes that sometimes feel overwhelming. Although the latter seemed to lend themselves to presentation-style lectures, there are many advantages to teaching large classes. For instance, large numbers and various students often take fresh and critical discussions. Moreover, these aspects of large classes can be promoted via peer instruction.

- Make presentations using teaching aids, demonstrations, and activities that require handouts with clear, detailed descriptions. You can make these handouts available online to avoid printing costs and spend time handing them out in class. The essence is to work towards building connections with the entire students.
- Learn to identify some students by their names and call them during classes; this will increase students' access to you; for example, arrive early and give them room to ask questions and make comments and try to avoid distractions while they talk to you.
- Reduce anonymity, introduce 'get-to-know-you' from the attendance register where students list their names, upon which you can originate in-class discussions. Allow different volunteers to partake and ask non-volunteers for input. Always provide a variety of experiences.
- Design and encourage in-class discussion and interaction using various active learning techniques.
- Break up the class flow by pausing intervals for interim summaries and planned and unplanned questions.

CONCLUSION

The field of entrepreneurship development and training in Public Tertiary Institutions is more than the mere acquisition of knowledge. Instead, it is the application of skills to enhance students' core service and product needs. It also helps develop the learner's mind, promote innovations, and enhance creative enterprises, features, and further learning capacity. This is because the current global economy and its various technologies call for more incredible creativity, innovation, self-reliance and seizing of available opportunities by Nigerians to become proven industrialists to solve the nation's economic problems and thereby become the actions providers of this generation. Thus, the adoption of entrepreneurship Education development as a course of study in tertiary institutions is a positive signal to establishing the following: Greater commitment to creativity, innovation and responsibility by Nigerians, young

and old; Create awareness for crime reduction in the society; An opportunity for self-reliance and enterprise; An opportunity for nation-building; Assistance to the needy through the provision of community-based self-help projects.

Educational institutions can make or mar entrepreneurship as structures and practices exist within the sector, creating opportunities for entrepreneurship emergence. Entrepreneurial endeavors are mainly concerned with creation and innovation and adding value to the existing products. Therefore, the traditional values of educational institutions, vis-a-vis modern learning demands and technology, can be enhanced by stimulating and promoting entrepreneurial processes.

The catalytic role of entrepreneurs in business management and innovative ability is not in doubt. They search for and identify business opportunities, evaluate alternatives, select which one to operate, take appropriate measures to create an organization and ensure its success. Therefore, Entrepreneurship Education Centers should be mandatorily established in every Nigerian Tertiary Institution to equip students with entrepreneurial skills, attitudes, and competencies to be job creators rather than job seekers. Equally too, workshops should be constantly organized for the students and invite successful business professionals to give lectures on how to initiate business start-ups successfully. This would improve the nation's economic, technological, and industrial development and reduce poverty to its minimum.

RECOMMENDATIONS

The recommendations drawn from this work are:

- Tertiary Institutions need to urgently review and align the Entrepreneurship Education curriculum alongside Nigeria's business challenges. Entrepreneurship is best learned on the ground; connecting mistakes, successes, and strategies with real-world business challenges makes entrepreneurship as accurate as possible for students
- Tertiary Institutions should partner with identified businesses professionals to strengthen the practical aspect of training. Business executives should be invited to deliver lectures on critical business challenges in the Nigerian context. Consequently, Tertiary Institutions will be able to incorporate the experiences of professionals and guest lecturers from the business world; This "value-added element" is invaluable and teaches more than classroom texts
- Young entrepreneurs should be facilitated and protected. Thus, the Government should provide direct financial assistance to facilitate and enable students and graduates to commence viable business ventures, given the risky business terrain in Nigeria.
- Educational institutions in Nigeria should be motivated and inspired to plan and establish training in entrepreneurship by Government in partnership with private investors, business organizations, state and local governments and other relevant stakeholders in the local environment.

A curriculum comprising the culture and spirit of entrepreneurship in the youth should be developed to reflect all levels of our educational systems. The present educational system in the country should be redesigned and refocused to accommodate the supply of entrepreneurship initiatives and activities. Educational institutions should become Centers for training entrepreneurs on the one hand and prepare and process students for other aspects.

- Tertiary Institutions should create programs that develop empathy among students to understand others better to build teams and fit into the larger society.
- Tertiary Institutions should imbibe programs tailored towards exposing students to problems and help guide them through constructing a solution. This youth-initiated social problem solving should be encouraged.
- Entrepreneurship should be taught alongside practical, covering 70% of lecture time to students in all educational institutions in Nigeria. Ideas that emerge from non-business disciplines can be put together for investment in economic growth and development. This will impart the knowledge and entrepreneurial skills needed for self-reliance and sustenance and reduce poverty to its minimum.

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