

ENTREPRENEURSHIP EDUCATION: AN EFFECTIVE TEACHING METHOD IN NIGERIAN POLYTECHNICS

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ABSTRACT

The aim of this paper is to investigate entrepreneurship education for national development. The objectives are to identify the methods of improving learning of entrepreneurship education in Nigeria tertiary Institutions, Polytechnics to be precise. Entrepreneurship Education is a basic human right or critical element in human development; hence a reviewed guide to effective teaching of entrepreneurial education is suggested in order to achieve the desired goal so that students will be equipped with ideas not only to formulate new product but also to acquire a business oriented thinking to market his services and to maximize profit. This will serve as a guide to both teacher and students in entrepreneurial instruction and learning habit. Therefore, this study intends to shed more light on what entrepreneurship education truly is, how it should be taught and learnt and the role of Institution of higher learning especially Polytechnic in entrepreneurship

Keywords: Development, Entrepreneurial, Lecturer, Student, and Innovations.

1. INTRODUCTION

Nigeria being the most populous country in Africa is naturally endowed with millions of areas of arable land, 38.5 billion barrels of stated oil reserves, vast gas reserves, a variety of unexploited minerals and a wealth of human capital by virtue of its estimated population of 150 million (Arunma, 2009). However, it is also one of the top countries in the world with the largest population of poor people. The economic reform have not been sufficient to reverse present economic decline, recession, weakened institutions and inadequate infrastructure while the recent dramatic stock market decline and banking crises and the global economic crises have worsened the situation (Acs and Storey 2004)

In order to solve (or reduce to a minimum) these challenges, Entrepreneurship Education (EE) should be introduced to the education system at all level. According to Aladekomo 2004 throughout the world, entrepreneurship has become a very important phenomenon. Also many previous researches has shown the essential role that education plays in the development of such mind sets, and in particular the central role that teachers play in the process requires nothing less than a sea change in the approach to education emphasizing active learning and provision of new experiences for students outside the four-walls of the classroom Acs and Storey 2004.

The essence of entrepreneurship education is to introduce the student of entrepreneurship to challenges such as the ability to see opportunities in a situation where others did not (Bamiro 2000). And also to inculcate in the minds of the students the ability to be creative and innovative to mobilize resource to put together all the resource needed to transformed the business ideas into product, processes or services that's finds a market or create value for the customer, and this is achieve through taking a significant calculated personal risk in building the business idea. (Bamiro, 2014)

Entrepreneurship education is a basis to human right or a critical element in human development. Therefore, human capacity development that is facilitated by strong learning system is central to social security and economic stability (Bamiro, 2014).

2. LITERATURE REVIEW

A broader definition sees entrepreneurship education as a process through which learners acquire a broad set of competences bringing greater individual, social and economic benefits together, since the competences acquired lend themselves to apply in every aspect of people's lives. Entrepreneurship in this case is referred to as an individual's ability to turn ideas and opportunities into plan and manage projects in order to achieve desired objectives (Alhuelmonkhan *et al.*, 2013).

Entrepreneurship can also be defined as lifelong competence development contributing to Nigerian competitiveness leading to a number of positive social and economic benefits. The entrepreneurship key competence plays vital roles in vision 2020 as a consequence. Gabideen and Raimi (2012) further described entrepreneurship education as the one that transverse the length of business formation, management, diversification and growth and ongoing process that equip entrepreneurs (students) with entrepreneurial skills. It also seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (The

European Union Commission, 2003). However, Onu (2013) proposed three main reasons for the need to pay attention to entrepreneurship namely:

- ❖ Job creating and economic development
- ❖ Strategic adjustments and realignment
- ❖ Deregulation and the privatization of public utilities and state owned enterprises

The first category deals with creative awareness among student and apprising them of the requirements for setting up and running a business, this usually takes a theoretical perspective in the next category, education deals with preparing aspiring entrepreneurs to become self employed and run their own business. The third category of entrepreneurship education focuses on training recognized entrepreneurs for growing firm to the next level, become bigger in size or become a high growth company.

Trainers who have been self-employed or have experience of 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 special background in small business ownership, management or instruction is required of the trainer. Men and women entrepreneurs might serve as guest speakers in the classroom to provide personal experiences in being entrepreneurs (Bamiro, 2014).

There exist many differences between the conventional mode of teaching and entrepreneurship teaching. In the former, the students play a passive role leaving completely the active part to the trainer. 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 (Bamiro, 2014).

- learn how to learn
- identify learning strategies based on their needs express feelings
- gain self-confidence
- listen well and ask meaningful questions
- determine their own training
- face their problems
- make decisions
- develop plans and take responsibility for them
- develop standard for themselves
- be in control of their own learning

The foregoing 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 in which they are interested. 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).

The successful implementation of entrepreneurship education depends on the techniques used in the classroom. These techniques are expected to allow the students experience and feel the concept of the topic. In order to do so learning context such as making the learning environment controllable and making students feel secure and comfortable during the learning process. Also the leaning process must be flexible interactive and based on multi divisional knowledge development and mistake are regarded as a part of the learning process (Aliu and Ibe, 2008).

Entrepreneurship Education is often conceptualized as being embedded in different subject specific teaching as a cross-curricular competence rather than a specific one. In the other hand some knowledge may need to be acquired through subject specific teaching of entrepreneurship (Bamiro, 2014).

However, aims and methods of entrepreneurship education vary according to the level of education and the target group that is the way it is taught is radically different in primary education and that of the Polytechnic or higher education (Bamiro, 2014).

3. TEACHER-STUDENT RELATIONSHIP

Teaching is the ability to provide an opportunity and share experience and knowledge with others (Bamiro, 2014).

Who is an Entrepreneurship Teacher?

An entrepreneurship teacher is an experienced professional that teaches the student about a specific issue, coaches him/her on particular skills, and facilitates his growth by sharing resources and networks (TETFUND, 2014).

Who is an Entrepreneurship Student?

An entrepreneurship student is an inexperienced person to be trained in the art of business and also to be assisted in acquiring skills and knowledge for a successful business (TETFUND, 2014).

Methods of Entrepreneurship Teaching

Entrepreneurship education can be taught through one on one general business teaching, specialist, groups, peer, informal or formal training (Bamiro, 2014).

4. THE ROLE OF GOVERNMENT AND HIGHER INSTITUTIONS (POLYTECHNIC) IN SUCCESSFUL LEARNING OF ENTREPRENEURSHIP IN NIGERIA

A smooth running market economy is the best way to encourage entrepreneurship rather than direct support. In order to ensure this, government should provide business friendly infrastructure by providing a framework of enforceable competitive law that discourages monopoly and unfair competition as well as intellectual property rights that protects a firm's valuable, but often tangible, knowledge (ideas) assets (Gabadeen and Raimi 2012).

Many governments of different countries in the world believes entrepreneurs are the solution to weak economic performance and job creation what remains a challenge is a better understanding of the factors that determine entrepreneurship and the environment that motivates and supports the growth of entrepreneurs. However, knowledge of the primary catalyst for entrepreneurship is essential for understanding the micro economic foundations that will lead to growth in ensuring economics (Gabadeen and Raimi 2012). There is need to develop a curriculum that comprises developing the spirit and culture of entrepreneurship in the youth through their entire educational career. This should begin from primary school, secondary school and tertiary institutions (Universities, Polytechnics, Monotechnics and Colleges of Education (Akhueomonkhan *at el* 2013).

4.1 Ability to Encourage and Inspire Trainees

Entrepreneurship education is about developing entrepreneurial attitudes, as much as anything else, among trainees. This calls for a certain style or behavior on the part of the trainer in encouraging and inspiring trainees towards success and achievement. The following may not exactly be a code of conduct; their adoption, however, will help trainers achieve just as much as they inspire trainees:

- Be enthusiastic: Entrepreneurship is both fun and useful.
- Believe yourself: With good preparation, you can do it; and
- Be a role model: and a good one for that matter!

4.2 Communication Skills

There is a great deal of training on interacting with supervisors, calling companies to get information, and practicing other communications in daily life. The ability to send a clear, assertive message and understand the response is a critical skill in employment success. It is recommended that students develop basic communication skills to the best of their ability.

4.3 Characteristic of an Effective Teacher

An effective teacher will:

- ❖ Be sensitive to student's needs. He/she will listen to students concerns with complete attention; respect students' feelings and, particularly with young people, err on the side of caution regarding their emotions.
- ❖ Consider learners development needs.
- ❖ Create a learning process where students feel a sense of investment, ownership and empowerment. Effective teachers consider how they can share authority with the students.
- ❖ Develop a support system of people such as administrators, colleagues, interested parents or community members.
- ❖ Be enthusiastic about the learning process, the project the students are doing and life in general! It's catching.

4.4 Teaching Tips for Face-to-Face Instruction

- ❖ Speak slowly and clearly to ensure that students can follow you-this is especially important if some or all the students do not have English as their first language.
- ❖ Do not read your lecture notes verbatim. This is a sure way of losing your students' attention.
- ❖ Always show an interest in what you are teaching.
- ❖ Try to use examples as often as possible to explain concepts. If the examples are taken from the students' own countries or regions, so much the better.

- ❖ Try to keep within the daily timetable recommended for the Module- if you get behind in one lesson it may be difficult to make up time in a later lesson. Avoid extending the class beyond the time period allotted.
- ❖ Be prepared to use back-up materials if for any reason the computer will not function during a lesson.
- ❖ Try to answer all questions from students, but if you do not know the answer to a question it is better to admit it than to try and bluff.
- ❖ Make sure that all equipment needed for a lesson is working properly before the lesson begins; things can often go wrong!
- ❖ Be ready to stay behind for a few minutes after each lesson to answer questions that students may have but that they did not wish to ask in class.

5. RECOMMENDATION

The following recommendations if implemented will cause a turnaround in our economics:

- Government should make a major shift in its state education policy by providing the enabling environment eg funds and other logistics
- favour of the sub-sector, in order to build the nations stock of human capital and give employable skills to the numerous youth all over the country
- All Technical and Vocational Institutes should be rehabilitated and upgraded as a matter of urgency into functional ENTERPRENEURAL centres
- Entrepreneurial institutions should review and update their programmes to meet the emerging needs of the nation
- Government should formalise Apprentice-Training and establish a National Apprentice-Training Board with membership from various sectors of the economy, to regulate apprentice-training in terms of registration of apprenticeship providers, content and, duration of training programmes and certification
- Specific budget allocations should be made for the development of the ENTERPRENEURAL institutions, with possible bursaries and scholarships to brilliant students who opt for technical education
- Entrepreneurship centres for business incubation should be set up to facilitate business start up with possible funding options.

Above all, there is the need for all stakeholders, including prospective trainees, training providers, industry, parents and the State to shed the outmost perceptions of entrepreneurial and channel our energies into building a strong and attractive entrepreneurial super-structure, with view to spearheading our development efforts.

6. CONCLUSION

There must be a paradigm shift from learning for degrees to learning for the needs of the sub-regional labour market. We have to look at what the student/trainee can do and not what qualification he/she has. Although paper qualifications are the basic evidences and indications of one's ability to perform task, today, there are so many Master degree holders which do not dynamically reflect on their performance, we are still laden with so many managerial challenges in our organizations. To this end, entrepreneurial research must focus on exploring and developing local resources through the use of appropriate indigenous technology. The challenges are not insurmountable. Entrepreneurship education must move in tandem with entrepreneurial education. Nigeria must move away from the traditional education system which is based on the colonial model to the entrepreneurial system. The economic liberation of Nigeria lies with entrepreneurial education and education policies must focus on this area with adequate budget support. Unless there is a major shift in policy direction to entrepreneurial education, Nigeria will remain "drawers of water and hewers of wood".

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