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IMPLICATION OF ENTREPRENEURSHIP AND TEACHER EDUCATION FOR NATIONAL DEVELOPMENT

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Abstract
Entrepreneurship education is therefore that form of education that aims at orienting individuals into self-reliant organization of production. Teacher Education is that form of education that is properly planned so that the products will be capable of assisting the citizens to acquire knowledge, technological, technical and vocational skills in a minimum time under the given conditions. But a close observation has shown that formal education in Nigeria appears to be preparing people for in-existent white collar jobs. This leads to unemployment and suffering. It is therefore recommended that a call for scholarly articles on entrepreneurship education for teachers should be made and investment in research should be encouraged because through it knowledge expands and innovations emerge. This paper therefore examines the implication of entrepreneurship education and teacher education for national development.

Key word: Implication, Entrepreneurship, Education, Teacher, National, Development.

Introduction
Education is very important because it helps each pupil to discover inner psychological resources and develop his own individual strengths, as well as to realize his weaknesses, without imposing upon him the teachers' notion what he should be. A country may be said to be developed or developing positively if her

citizen's standard of living is high, the health of individuals is sound, there is adequate provision of infrastructure, the government is stable, income equitably distributed, and the skills, capabilities and knowledge of human beings are optimally developed and maximally utilized. The type of education we have is the type that tends to impede economic growth and promote political instability. To be plain, education in Nigeria is a great obstacle to national development (Bosah, 2008). This is behind Nigeria's numerous political, economic, social, religious and medical problems. These problems in turn gave rise to poverty, unemployment, hunger, students' unrest, constant strike actions, armed and open robbery, occultism, cheating, hardship and suffering in form of denial of basic amenities and artificial scarcity of fuel, kerosene and gas.

These may be attributed to the kind of education and orientation given to us by the colonial masters. Even after the formulation of objectives of Nigeria education which was formulated in national philosophy, no educated person in the past wanted to be associated with business as it was degraded and inglorious (Chima, 2004). This was the major reason the development of entrepreneurial abilities which played a major role in the process of economic development was not given prominence at various levels of education in Nigeria. Eventually, we have come to understand through hardship and suffering the importance of self-employment and self-reliance. However, instead of graduates and individuals chasing wind in the name of white collar jobs in the big cities, they resorted to self-employed commercial undertakings in order to keep surviving in a depressed and battered economy. In view of the objectives of Nigerian education (FGN, 2013), individuals are expected to be equipped with necessary and desired skills that will make them independent and self-reliant. For this reason, the curriculum, content, objective and philosophy of teacher education must be geared towards the social changes with emerging demands that affect both the individuals and the nation.

Entrepreneur and Entrepreneurship Education

Lassa (2006) defined an entrepreneur as risk-taking organizer of production. The three vital concepts that are involved in this definition –organisation of business,

production and management of risk are basis of technological or industrial revolution and enhancement of socio-economic development in any country (Lassa 2006). However, Carter (2006) credited the standard of living attained at any point in history to technology which is the basis of high productivity and the precursor of substantial wealth. Lassa (2006) is of the opinion that a vital corollary of technology is efficient production and this in turn is predicated upon three imperatives, namely:

1. A system of division of labour
2. An exchange
3. An entrepreneur

According to Carter, the entrepreneur is a 'promoter' who takes care of the business by being involved in the risk of producing the raw material, transporting them to the production centres, and collecting and selling the finished goods. Thus, the entrepreneur promotes the division of labour and the co-ordination of the various specialists of workers for efficient production. He further organizes the production system by investing his capital to initiate business. For an entrepreneur to be able to do this, he must be exposed to certain skills called entrepreneurial or managerial skills.

Entrepreneurship education is therefore that form of education that aims at orienting individuals into self-reliant organization of production. According to Eze (2005), it seeks to inculcate in the graduates and indeed product of any programme how best to convert their education in whatever discipline to intellectually productive ventures other than paid employment. It is when these characteristics of entrepreneurship are inculcated in the Nigerian Youths that essential foundation must have been laid for Nigerian's socio-economic development. If that is the case, there is the need to expose teachers during training to these skills.

Teacher Education

According to Okafor (2008), teacher education is that form of education which is properly planned and systematically tailored and applied for the cultivation of those who teach or will teach particularly but not exclusively in primary and post primary

levels of teaching. In its extended dimension, it encompasses also the preparation of administrators, supervisors and guidance counsellors within the same frame of reference. In this case, the academic curriculum is designed solely to train teachers so that they can impart academic knowledge to provide manpower for other services.

Teacher education seeks for the best way to produce good teachers. It is this quest that lead to formulation of many principles, laws and theories in teaching and learning. Acquisition of skills and competencies which distinguish a professional educator from other occupational groups is imperative for effective teaching and learning at all levels of learning. A good teacher must therefore have the knowledge of the learner, the learner's needs and aspiration and that of the society, creativity, school climate and motivation. Enyi (2004) believed that, teacher education should be basically related to every phase 0f development in education in Nigeria. He however said that no adequate training can take place without competent teachers to handle the programmes. Nwatu (2006) said that, his fifteen years of academic sojourn in Washington revealed to him American's primary source of power. American according to him built her greatness in the classroom. What is implied from this is a journey to greatness-national development starts with good teachers.

But because of economic hardship in Nigeria which leads to unemployment, most teachers could neither be absorbed in the teaching profession nor in any other sector. Some of them who manage to fix themselves somewhere are either wrongly deployed or underutilized or under paid. However, no nation is said to be growing if the skills, knowledge and capabilities of its citizens are no properly utilized. For this reason, there is need to expose the individuals during the training to certain skills that will make them stand on their own after the training without depending on the government. These skills are to entrepreneurial skills, which could be acquired through entrepreneurship education.

National Development

Development in common parlance may mean Growth' or 'Change' or 'planned Growth'. The term Development when prefixed or suffixed may apply to diverse perspectives such as 'Social Development; Economic Development, Political Development or a common hyphenated word Social-political-economic development: in the context of Public Development. Several Development Programmes, Project and Policies initiated in the new nations in the transition for development are directed towards higher income and living standards through industrialization and modernization, expansion of social services and cultural activities, full exploitation of mineral and natural resources.

Bosah (2008) sees national development as involving income, health infrastructural provision, nature of human interaction in the development of Nigeria to see whether it is positive or negative could involve looking at:

1. The economic situation of Nigeria
2. The standard of living of the citizens
3. The distribution of income
4. Availability of social amenities
5. Availability of medical facilities drug, hospitals and honest personnel.
6. Standard and quality of education
7. Standard of morality of the citizens
8. Stability of the government and its policy
9. The political atmosphere of the country, and
10. How functional the citizens are to the society.

Nigeria should ensure that the dimension outlined above are positive, to ensure that Nigeria are moving in the right direction.

In an attempt to present an approach to national development based upon the simple idea that human resources is the ultimate basis of wealth of nations, Harbison (2003) claims that the goals of development are the maximum possible utilization of human beings in productive activities, and the fullest possible development of the

skills, knowledge and capabilities of the labour force. He argued that if these goals are pursued, then others such as economic growth, higher levels of living and more equitable distribution of income would be the likely consequences. Put in another way, Harbison is of the view that if the skills knowledge or capabilities of human beings in any given society are optimally developed and maximally utilized, there will be economic growth, higher levels of living and more equitable distribution of income. This is true because a country which is unable to develop the skills and knowledge of its citizens and to utilize them effectively in national economy will be unable to develop anything else. At this point, it becomes imperative to look at the role of teacher education and entrepreneurship in national development.

Teacher and Entrepreneurship Education

The role of teacher education is better explained in Okafor (2008) because education is an indispensable factor in the solution of modern equations. But in the new world order, there can be no effective educational system without teacher education system without teacher education. Good and purposeful teacher and instructional programming can no longer be left to chance. Teacher education is the soul of every modern education system, and a nation without good teacher education is in a moribund state. The growth of such a nation would be stunted, if not distorted. This is particularly applicable to developing nations. The role of teacher education in development cannot be over-emphasised. This is the reason why the Ashby Commission was moved in laying special emphasis on it when it said since a teaching staff of proper quality is the first step in any effort to train skilled manpower, this task demands first priority. The essential embodiment in this commission's ideal has been since re-echoed indirectly by the National Policy on Education (NPE) when after acknowledging the vital role of education in nation building, it stated the now famous dictum that no education system can rise above the quality of its teacher (Okafor, 2008).

In the same vein, Nwatu (2006) maintained that, the making of civil engineer, or a medical doctor, or an accountant, or an architect, or a petroleum engineer or an aircraft technician, or a food technologist, or indeed any other professional in the

areas of Science and technology begins with the lessons in elementary science and technology. Therefore, it is the teacher that lays the foundation of technological development in any country. Both the quality and the pace of technological advancement of a nation depend on the quality and efficiency of the teachers. If a nation is to effectively develop a culture of science and technology, one of the best ways to do so is through the schools, starting with the teachers. It is self-evident that teachers' knowledge and attitudes have a way of diffusing and filtering through to pupils/students.

Entrepreneur is a businessman who assumes the risks of bringing together the means of production including capital, labour and materials and receives his reward in profit from the market value of his product. The aim of entrepreneurship education is to provide individuals with necessary skills and knowledge that will make them self-reliant. Presently, our formal education system is general and teacher education in particular seem to be continuously turning out people who are ill-prepared to help in the development of the country because they are either wrongly developed or underutilized. Still thousands are jobless. Teacher education programme in Nigeria will continue to be quantitatively impressive but qualitatively deficient until it starts to produce or aid producing individuals who are adequately equipped to stand on their own without much dependence on the government.

Thus Nigeria ends up in producing graduates whose major contribution to the development of the economy is receiving their salaries. What I am saying us that our teacher education system is not what is needed especially now that Nigeria economy is in shamble. What is needed therefore is the type that makes individuals self-employed and reliant. One of the ways of achieving these noble objectives of teacher education is by inculcating entrepreneurship education in the curriculum at by education in Nigeria. This is because teachers are the brains behind any meaningful development of any nation. Lassa (2006) enumerated some of the strategies for encouraging entrepreneurship education in Teacher education in Nigeria.

They include:

1. *Building achievement motivation in teaching/learning situations* Entrepreneurship education should seek to motivate students to seeks for success in new ventures through one's effort and skill and not just by chance.
2. *Quality performance of models*
   Teaching of certain courses should not be divorced from history. References should be made to the experiences and exploits of successful entrepreneurs who started from the slum wadded through poverty and penury, employing their wit and resourcefulness to create, manage, and control resources that ultimately brought them into fame.
3. *Career Education*
   Career education should seek to orient young Nigerians toward creative and honourable means of livelihood at all levels education.
4. *Courses in Management efficiency*
   Entrepreneurs have been classified into two: Opportunities and craftsman. Both are needed in Nigeria for rapid socio-economic and industrial development.

Conclusion

Nigeria is a country with numerous problems and two of such problems are bad economy and unemployment. Economic depression is a serious impediment to national development Entrepreneurship is one of the answers to this problem. Entrepreneurship education has the advantage of equipping individuals with skills necessary to be self-reliant and successful enterprisers. Entrepreneurship education should be made part and parcel of teacher education at all level especially primary and secondary school levels where the foundation of technological, scientific, cultural, political, economic for effective enhancement of entrepreneurship in teacher education.

Recommendations

1. Government should make entrepreneurship education part of teacher education at the various levels of education so that the products will strive for self-employment and self-reliance.

2. A call for scholarly articles on entrepreneurship education for teachers should be made.
3. Related associations or bodies should organize workshops, seminars and talks on entrepreneurship education for their members.
4. Investment in research should be encouraged because through it knowledge expands and innovations emerge.

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