

THE ROLE OF HEAD-TEACHER IN THE DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION IN PRIMARY SCHOOLS

Ogbonna Nwaju Ememe¹, Stella Chinasa Ezeh², Cecilia A. Ekemezie³

¹Department of Educational Management, University of Port-Harcourt,

²Department of Educational Foundation, & ³Department of Educational Management and Policy,
School of Education, Federal College of Education (T) Umunze,
NIGERIA.

¹ememeon@yahoo.co.uk, ²stellacezeh@yahoo.com

ABSTRACT

This paper examined the role of head-teachers in the Development of Entrepreneurship Education in Primary Schools. It explores the concept of entrepreneurship and also x-rayed the development of entrepreneurship education in primary school pupils. Entrepreneurial success was as well reviewed. What head-teacher should do in the development of entrepreneurship education in pupils was highlighted. It was concluded that entrepreneurship education can ensure self-reliance in the pupils if the teachers show commitment and drive entrepreneurship with greater zeal and enthusiasm. It was recommended among others that the head teachers should create an enabling environment to galvanize and stimulate the activities of entrepreneurship in the primary school pupils.

Keywords: Head Teachers, Entrepreneurship Education, Primary Schools

INTRODUCTION

In Nigeria today, there is a massive unemployment rate as against in the past when employers of labour went to the respective institutions of higher learning to recruit their choice of staff. Unemployment is a situation in which people who are willing to work at a prevailing wage rate are unable to find jobs. This means that they (unemployed) remain part of the untapped labour force (Gbosi, 2003). Labour force is therefore, a pool of individuals between the age 15-65 excluding students and those medically unfit, available for work but did not work (CBN, 1993). This scenario has brought about a situation where well educated individuals roam the streets in search of non-existent jobs. The solution to this ugly development appears to be the development of entrepreneurship and acquisition of sellable skills among pupils in Nigerian schools as these will help instill self-reliance among Nigerian primary school pupils. In today's increasing globalized world with its rising disparities in income distribution where 60% of the world's inhabitants live on only 6% of the world's income, something has to be done (Ikediugwu, 2009). The starting point of all life successes is the development of a mind conscious of success. Poverty and riches are the result of a state of mind (Tracy, 2006). The state of mind required of pupils who want to succeed in life later is that of entrepreneurial consciousness. UNESCO (2009) pointed out that half of world's population lives on two dollars a day and over one billion live on less than one dollar a day. Today, 75 million children of primary school age are out of school; over half of this number is girls.

In addition, 774 million adults still lack basic literacy skills and more than three quarter live in only 15 countries in which Nigeria is one (UNESCO, 2009). In wealthier countries despite the resources available many young people leave school with no useful qualifications. Others are sometimes educated in settings detached from mainstream education and some choose to dropout since what is taught in school is perceived as irrelevant to their lives. Once they drop out of schools, they constitute nuisance to society because they are not properly

equipped to face life's challenges. This was why entrepreneurship education was advocated for in the Nigerian educational curriculum (Ikediugwu, 2009).

Attentions were drawn to the role of educated man's contribution to the nation's economy to this day. Notable economists such as Smith (1776), Becker (1975) & Marshal (1870) recognized that the most valuable of all capital is in human beings. This led to the emergence of the Human Capital Theory. This theory therefore emphasizes that there is need to develop the human resource as a way of bringing about economic growth and development. The economic connection of human capital in the growth of society has been proved in a study conducted by Dennison between 1930 and 1962. The findings of the study revealed that education accounted for up to 23 percent of annual growth rate of United States. The results of the study clearly show that the quality of the workforce in any country is dependent on the skills developed and acquired by the citizens in that society. Thus, enhancing the entrepreneurial skills of primary school pupils has a lot of potential for the future economic growth of the nation.

Harbison (1961) maintained that when societies consciously invest in human capital with a view to acquiring and increasing the number of persons who have skills that are critical for economic and social development of a country such as education and experience, they are said to be engaged in the process of Human Capital Formation.

In support of Harbison & Becker (1975) stressed that education and training were considered investments aimed at producing higher benefits for the educated person. Indeed, this is the aim of entrepreneurship education. These theorists all agree that Human Capital achieved through education and entrepreneurship improves Labour force. This has significance to the acquisition of skills for national development. The importance of acquisition of human skills, knowledge, competence and dexterity are sources of growth (Ememe, 2010).

The foregoing theoretical positions are relevant to the study of entrepreneurship education because Human Capital Theory emphasizes the development of the human person and skills through the acquisition of education. Thus, the requirement for the primary school pupils to study entrepreneurship education in their curriculum is one of the major ways to ensure that pupils are provided with the type of skills and experience with which to face future with confidence and self-reliance.

WHAT IS ENTREPRENEURSHIP?

Mamman (2009) sees entrepreneurship as an organizational and management approach that enables a person respond to change and solves problems in whatever situation they may find themselves. Similarly, Entrepreneurship is the art with which the resources of production – Land, Labour and reproducible capital can be combined in a manner that could achieve the profit aim of small scale enterprises. It requires the creation of wealth. This wealth is created by persons who face the risks involved in creating such wealth (Okorie & Ememe, 2010).

WHAT IS ENTREPRENEURSHIP EDUCATION?

UNESCO (2008) states that the possible definitions of entrepreneurship education are as follows:

1. Entrepreneurship education is made up of all kinds of experiences that give pupils the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation, it is about increasing pupils' ability to anticipate and respond to societal changes.

2. Entrepreneurship education is education and training, which allow pupils to develop and use their creativity, take initiatives, responsibilities and risks.
3. It should be called entrepreneurship education (not enterprise education) so that it does not sound as if it is focusing on business.

Entrepreneurship education prepares the pupils to be responsible, enterprising individuals who can take risks, manage results and learn from the outcomes. Pupils show interest in difference types of education all over the world for different reasons. The main reasons in this respect are self-reliance (Ememe & Undie, 2011).

ENTREPRENEURSHIP EDUCATION FOR WHAT?

In a survey report of failure rate among new businesses in Nigeria, it was observed that of all businesses started each year in the country, only 50 percent exists up to 18 months less than 20 percent after 2 years (Iloeje & Anyanwu in Ikeme, 2007).

The core concern created in teaching entrepreneurship education to pupils is for them to take more responsibility for themselves and their learning, to try to achieve their goals in life, be creative, discover existing opportunities and in general cope in the complex societies (Seikkula, 2008).

DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION IN PUPILS

Entrepreneurship development is premised on the belief that a body of knowledge, skills, aptitude and attitudes could be learnt and applied by pupils who are reasonably motivated. It recognizes the fact that many pupils have the potential or the invisible talents that can fit into the role of entrepreneurs through such programmes (Okorie & Ememe, 2009).

According to UNESCO (2008) the development of entrepreneurship education will achieve the following:

- i. To raise the level of awareness among key stakeholders of entrepreneurship and enterprise creation as a viable and realistic option for pupils career development.
- ii. To nurture and develop entrepreneurial characteristics in pupils and encourage that pupils become entrepreneurs.
- iii. To raise the awareness that entrepreneurship is not about reading books or writing essays.
- iv. To develop strategic plans for activities at different levels, targeting different players through above to influence the decision makers to give more attention and higher priority to entrepreneurship education and to take initiative according to the strategic plans.
- v. To develop innovation in pupils and to develop their skills to identify, create, imitate and successfully manage personal, community, businesses and work opportunities.
- vi. To give young pupils the opportunity to develop skills.
- vii. To focus on the idea of creating an entrepreneurial culture.
- viii. To empower pupils with the competencies and skills necessary to prepare them to respond to their life needs including running their own businesses, so that they become productive citizens.
- ix. Allow pupils demonstrate entrepreneurship through entrepreneurial practice as well as the study of entrepreneurship.

These issues according to Asodike (2009) depict entrepreneurship education as involving the development of behaviours, skills and attributes applied individually or collectively to help pupils and organizations of all kinds to create, cope with and enjoy change and innovation. She maintains that development of entrepreneurship in pupils has many values to the pupils as well as their nations.

STAGES OF ENTREPRENEURIAL DEVELOPMENT

The consortium for entrepreneurship education supports the concept that entrepreneurship is a lifelong learning process that has 5 distinct stages of development. This lifelong learning model developed by Dennis (1993) assumes that every pupil in our primary educational system should have opportunities to learn about these stages of business development:

Stage 1

Basics: Pupils are expected to understand the basics in the economy, career opportunities and the need to master basic skills to be successful in a free market economy.

Stage 2

Competency Awareness: Pupils learn to speak the language of business and see the problem from the small business owner's point of view.

Stage 3

Creative Applications: Pupils can take time to explore business ideas and a variety of ways to plan the business.

Stage 4

Start-up: Pupils are encouraged to start-up a business and be their own boss. This enables them have experiences on how to risk their own money, organize their own work and handle diverse activities at the same time.

Stage 5

Growth: Some pupils when given money to start-up a business cannot manage the final outcomes. There is need for seminars and workshops to enable them recognize potential problems and deal with them in time as this fosters growth and prosperity in businesses.

Entrepreneurial Success

Uche, Nwabueze & Ememe (2009) posited that to succeed in business, there is need for the pupils to be focused. Goals have to be reached, customers satisfied, employees motivated; have vision of where they want their business to be in future and be flexible, that is understand the world and the environment in which the operate are constantly changing. Uzoka & Adetayo (2008) maintain that entrepreneurship success in the new economy requires behavioural skills such as ability to think critically; communicate well and work effectively in teams. They emphasize that concept like creativity, risk-taking, and flexibility in the face of change are becoming increasingly important in the development of entrepreneurial education job creation skills.

The entrepreneurial skills and qualities needed to be possessed by these pupil entrepreneurs include: sales and marketing, financial know-how, self-motivation, communication skills, administrative skills, thinking skills, enterprising skills, leadership skills, problem-solving skills, risk-taking skills, time management skills and information skills. Entrepreneurship is

all about risk-taking, risk-taking is about survival and survival is about life (Onyene, Uche & Nwogbo, 2008). All these skills are essential for entrepreneurial success.

WHO IS A TEACHER?

From the common usage of the term ‘teacher’, there is the tendency to lump together the scholar and the instructor, the researcher worker and the tactician and the coach in practical skills. In the past, a teacher could combine all of the above activities to deserve the name and a status commensurate with the dignity and eminence of teachers. In effect, the teacher represents a complex of loyalties and social ranking (Okeke, 2004). In support of Okeke, (2004) & Adejumo (1984) describes the teacher as one who performs the pupils-related tasks summarized below:

1. Gives knowledge, trains pupils in some basic tasks and provides them with effective learning activities in class.
2. Provides conducive emotional climate in the classroom that facilitates learning and
3. Helps in the administration of the school.

All these point to the fact that the teacher is one who creates desirable changes in the behaviour of his pupil by assisting them to acquire, retain, understand and use knowledge. He also helps pupils to develop potentials so that they can be productive and useful citizens of their nation (Kosemani, 1990). This underscores the fact that the teacher belongs to a special class of people vested with the responsibility of moulding pupils into a functional adult that will meaningfully contribute national development (Okorie, 2008).

WHO THEN ARE HEAD-TEACHERS?

Head-teachers are those who contribute directing to the goals of the school and ensure compliance to school rules and regulations. The head-teacher moulds teachers’ professional attitudes, skills, academic and intellectual proficiency; creativity and inventiveness, internal motivation for his teachers, participation in in-service teacher training of his teachers, holds decision on subject matter and beliefs about the purpose and utility of schooling (Okeke, 2006).

What Head-Teachers Should Do In the Development of Entrepreneurship Education in Primary Schools?

Head-teachers have important tasks in ensuring the development of entrepreneurship in pupils. These include:

1. *Team work*

Pupils should be involved in interactive and reflectious learning. This involves co-operative learning, problem-based learning, group and peer work, project work, learning by doing, pedagogical drama and learning diaries (Seikkula-Leino, 2008).

2. *Develop*

Develop a new venture creation Project. Guidance of pupil’s entrepreneur through support missions to help them in their project (Fayolle, 2006).

3. *Junior Achievement - Young Enterprise – (Ja-Ye)*

Pupils create and run mini enterprises, producing and selling real products or services during one school year in a well-protected environment. At the primary school level, pupils learn by playing and their attitudes are shaped into more entrepreneurial ones – Estonia, Hungary, Poland, Czech practiced this for some time now (Asodike, 2009).

4. *Students' Companies*

In primary schools, the methodology is more oriented towards learning by playing, experimentation and games. Emphasis is on team working, initiative than on business skills. Activities like bazaar, raising money for a school trip or the pupils company may be organized around certain events like Christmas Fair (European Commission, 2005).

5. *Inculcate Elements Of Entrepreneurial Behaviours*

Curiosity, creativity, initiative, team spirit in primary school pupils. To this end, games, cartoons and other tools appropriate to their ages should be introduced and utilized.

6. Start from the primary school, raise awareness in pupils of the role of enterprises and entrepreneurs in society.
7. Disseminate within schools a book with success stories of young entrepreneurs in order to improve that image of entrepreneurs as role models for young people.
8. Introduce innovative pedagogies into all courses, as a necessity basis for building an entrepreneurial spirit. Extend the range of pedagogies in use through innovative curricula development.
9. Test the entrepreneurial competencies of pupils and offer them certificates (Entrepreneurial Driving License) acknowledging the acquisition of those skills.
10. Associate pupils to real companies and to business people, in order to ensure a close relation with real business experience, pupils should not be kept in isolation and far from the world outside the school for instance, when running a vital firm.
11. Head-teachers should be equipped and trained to teach with practical entrepreneurial orientation (Mbachu, 2009).
12. Primary school small ventures should be organized e.g. Tuck shop, food and nutritious clubs and pupils made to be stakeholders (Nwanekezi & Oragwu, 2009).

CONCLUSION

Entrepreneurship can ensure self-reliance in the pupils. This can only be possible if head-teachers show commitment and drive entrepreneurship with greater zeal and enthusiasm and the schools controlling agencies offer the enabling environment for entrepreneurship education to thrive.

RECOMMENDATIONS

A number of recommendations were made which if followed strictly will give entrepreneurship education in pupils a quantum leap:

1. Pupils should be encouraged to show greater enthusiasm in matters of entrepreneurship education. This depends on the extent they have been sensitized entrepreneurially.
2. Pupils should be encouraged to explore, manipulate and control their environment with a view to utilizing every opportunity available to becoming future entrepreneurs, job and wealth creators
3. Government should make adequate funds available in order not to cripple the initiatives and forces of entrepreneurial spirit in pupils.
4. The head-teacher should create the enabling environment to galvanize and rekindle the activities of entrepreneurship in primary schools.
5. Pupils should be allowed full independence to explore exhibit and entrepreneurial spirit.

REFERENCES

- Adejumo, D. (1984). Psychological characteristics of Secondary Education in Nigeria, in Segun Adesina & S. Ojusenju (eds) *See education in Nigeria*. Ile Ife; University of Ife Press.
- Asodike, J. D. (2009). Delivering Entrepreneurship Education in Nigerian secondary school. *African Journal of Educational Research and Development*, 3(2), 282 -289.
- Becker, G. S. (1975). *Human Capital: A theoretical and empirical analysis and special references to education*. New York: National Bureau of economics and Social Research.
- CBN (1993). *Perspective of economic policy reforms in Nigeria*. Lagos: CBN
- Dennis, C. (1993). *Entrepreneurship Everywhere: Gallop Research on Youth and Entrepreneurship*. Kansas City: The Kauffman Foundation.
- Ememe, O. N. (2010). Entrepreneurship education in the universities in the Eastern Nigeria: *Implications for higher education administration*. (Unpublished Ph.D. Dissertation). University of Port-Harcourt, Nigeria.
- Ememe, O. N. & Undie, J. (2010). The need for the development of Entrepreneurship Education job creation skills in students in Eastern Nigerian Universities. *Journal of Arts and Social Sciences*, 1(1).
- Enaohwo, J. O. (1990). *Economics of education and Planning Challenges*. New Delhi: Ammol Publications.
- European Commission (2005). Best procedure project: Mini companies in Secondary Education. Final Report of the Expert group. Retrieved on February 30, 2011 from <http://europa.eu.int/comm/enterprise/entrepreneurship/support-measures/index.htm>
- Fayolle, A. (2006). Essays on nature of entrepreneurship education. Retrieved on April 20, 2011 from <http://www.kmu.unisg.ch/rencountries/RENC 2006>
- Gbosi, A. N. (2003). *Economics of human resource development*. Port-Harcourt: Emihai Printing & Publishing Co.
- Ikediugwu, N. (2009). Entrepreneurship Education in Nigeria: The way forward. *African Journal of Educational Research and Development*, 3(2), 442-446.
- Ikeme, A. I. (2007). *Nigeria: Entrepreneurship – repositioning youths for tomorrow*. Retrieved on May 19, 2011 from <http://allafrica.com/stories/200709041370.html>
- Kosemani, J. M. (1990). Teaching for self-reliance: The existentialist dimension. *Nigeria Journal of Philosophy 1*, 56–64.
- Mamman, F. N. (2009). An appraisal of managing Entrepreneurship Education in Nigeria for sustainable development: *Managing inventions in the Nigerian Educational Systems (NAEAP)*. Ibadan: Lineage Publishing House.
- Mbachu, A. C. (2009). Entrepreneurship Education and training in Secondary schools in Nigeria. *African Journal of Educational Research and Development*, 3(2), 320–327.
- Ngozi C. Okorie & Ememe, Ogbonna, N. (2009). Entrepreneurship Education in the Universities in Eastern Nigeria: Implication for Higher Education Administration. *Journal of Applied Research*, 1(1), 35-41.

- Nwanekezi, A. U. & Oragwu, A. A. (2009). Managing Entrepreneurship education at the secondary school level in Nigeria. *African Journal of Educational Research and development*, 3(2), 328-334.
- Okeke, B. S. (2004). *Teaching in Nigeria: The Bureaucracy and professionalism*. Port-Harcourt: Mercury Int. Pub.
- Okeke, B. S. (2006). *Quality Teachers for Quality Education*. Being a paper delivered at NUT Abia State Wing World Teachers Day, October 5th, at Ibeku High School, Umuahia.
- Okorie, N. C. (2008). Teachers Matter: *Formulation and Implementation of teacher Education Policies*. A keynote address, World Teacher's Day, NUT Abia State Wing 6th October, at Ibeku High School, Umuahia.
- Seikkula, L. (2008). Inter-Regional Seminar on Promoting entrepreneurship education through curriculum reform. *A paper presented at International Council for Small business world conference*, Canada: Halifax Nova Scotia.
- Tracy, B. (2006). *Entrepreneurial Success*. Kaduna: Clarion call Publications
- Uche, C. M, Nwabueze, A. I. & Ememe, O. N. (2008). Developing Entrepreneurial Skills among University Students: *A tool for attending MDGs in Nigeria. Being a paper presented at the 7th Annual Conference of Association for the Advancement of Vocational Education in Nigeria*, 12-15th Nov. RUST, Port-Harcourt.
- UNESCO (2008). *Inter-Regional Seminar on Promoting Entrepreneurship Education in Secondary School*. Thailand: UNESCO.
- UNESCO (2009). *Policy guidelines on inclusion in Education*. Paris: UNESCO.
- Onyene, V. E, Uche, C. M. & Nwogbo, V. (2008). Risk taking capacity and students' transition to the Labour market: *Nigeria Higher Education in focus*. A paper presented at the 4th regional conference organized by Higher Education Research Policy and Network (HERPNET) at IITA, Ibadan, Nigeria, 18 – 21st August
- Uzoka, N. E. & Adetoro, J. A. (2008). Capacity Building Through Higher Education: *A Panacea for youth employment in Nigeria*. A paper presented at the 3rd Regional Conference on Higher Education for Youth Empowerment: *opportunities, capabilities and second chances* organized by Higher Education Research Policy and Network (HERPNET) at IITA, Ibadan, Nigeria 18 -21st August.