

## TRAINING AND RETRAINING THE TRAINERS FOR IMPROVED ENTREPRENEURSHIP EDUCATION

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### Abstract

*The issue of school leavers of various institutions scouting for jobs upon graduation remains a concern. As a result of this increased unemployment, it called for the introduction of entrepreneurship education in 2009 to enable graduates to be self-dependent. Unfortunately, the progress of this programme remains low. This may be hinged on the trainers (entrepreneurship teachers) not doing enough in their delivery system of entrepreneurship education. To this end, there is the need to make provision for capacity building of these trainers by*

*training and retraining them to upgrade them with skills and techniques that align with current trends and entrepreneurial/trade. When achieved, this will help to produce more job creators instead of job seekers. This paper, therefore, suggests ways and methods of training and retraining trainers for improved entrepreneurship education. It also highlights the need for training entrepreneurship teachers and basic issues to be considered in preparing trainers for improved entrepreneurship education.*

**Keywords:** *Entrepreneurship education, Training, Retraining, Entrepreneurship teachers*

### Introduction

Education is regarded as a powerful instrument of social change and national development. This holds for all societies, developed and less developed, to the extent that promoting and sustaining quality education is never left to chance. To this end, it is believed that the standard of living in any society can be greatly enhanced through proper education. For instance, the Nigerian National Policy on Education (FRN, year) states five main goals, which have been endorsed as a very important aspect for the building of (a) a free and democratic society, (b) a just and egalitarian society (c) a united, strong and self-reliant nation (d) a great and dynamic economy and a land full of promising opportunities for all citizens (Esene, 2014).

The national goals of education seem not to be achieved. This could be the cause of the high rate of graduate unemployment. Due to this, in 2006, it was instructed by the Nigerian presidency that the study of entrepreneurship should be added to the curriculum of studies in all higher education institutions, and the course must be taken by every student starting from the 2007/2008 session, no matter the student's speciality (Esene, 2014). The Director of students revealed this view support services department of the National Universities Commission (NUC), Hajiya, Uwani Yahya, during a presentation at a consultative meeting with Vice-Chancellors of universities in Abuja. Yahya stated that the best way to solve the current unemployment problem is by ensuring that students in institutions of higher learning undertake compulsory entrepreneurship study. It was in 2009 that the teaching and learning of Entrepreneurship Education began.

As stated by Umoru (2011), the study of entrepreneurship education in schools has been increasing, from secondary through the university levels in Nigeria. Entrepreneurship

education is mapped out to impact both the knowledge and skills of individuals to promote individuals' entrepreneurship success. According to Fayolle (2009), entrepreneurship education involves every activity targeted at fostering entrepreneurship mindsets, attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation. Onuka (2008) also stated that entrepreneurship education function includes the moulding and production of students with the skills, knowledge and motivation to encourage entrepreneurship success in various settings. It equips the learner with the skills of realizing new business opportunities, making effective decisions, developing ideas and methods for carrying out business risks and establishing a mutual business relationship for successful operation.

However, UNESCO (2012) outlined the purposes of entrepreneurship education at the secondary school level to include: i) Educating individuals for and about business; ii) Providing a planned continuous learning experience meant to equip individuals to fill up effectively three roles- (a) making available and distributing goods and services as workers, (b) making use of the products themselves as consumers; and (c) embarking on wise socio-economic decisions as citizens; iii) Disseminating career information to students that relate to their interests, needs and abilities to occupational opportunities in business; iv) Creating educational opportunities for students preparing for a career in a field other than business, thereby acquiring business knowledge and skills needed to function effectively, both oral and written communications, and to develop interpersonal and human relation skills.

To meet the forgoing stated entrepreneurship objectives, to survive in the fast-changing economy, current innovative and technical competitions; there is the need to engage the trainers of this subject in occasional but constant training and retraining activities. It will help to fill the knowledge gap between what the teachers know and what they should know, as Jegede (2014) opined. This will improve their performance and lift the outcome of entrepreneurship education. Trainers in this context are teachers in the formal school setting (both at the secondary and tertiary level) whose responsibility includes imparting knowledge and skill to the students. Teachers as trainers are, therefore, the pillars and prime movers of educational programmes such as entrepreneurship education. Jegede also asserted that one of the weaknesses of the teaching profession in Nigeria is that once teachers complete their pre/initial training, they have little or no time to re-engage and improve professionally on the job.

Dibia, Obi and Anebi (2013) noted that the quality of education in any nation could not be high if teachers are not allowed to update their knowledge through retraining and acquiring higher certificates. Jegede (2014) agreed with this when he argued that acquiring sophisticated expertise and developing a practice different from teachers' pre-service training requires more learning opportunities than simply reading and talking about new pedagogical ideas. Moreover, Kanu in Mgboro (2013) explained that at the inception of teacher education by the Church Missionary Society in 1859, teachers were made to undergo seven years of training before obtaining the teacher grade III certification. Furthermore, Kanu maintained that this training makes them understand their roles and specific skills. In Nigeria today, students who undergo one educational programme or the other to be certified as qualified teachers usually undergo teaching experience (pre-training) to enable them to hone their skills

in the teaching profession and familiarise themselves with the art and ethics of teaching (Alonta, 2018).

But recently, it seems that teachers handling students in different subjects, especially entrepreneurship education, have little or no training to teach the subject effectively. This is because most of them graduated from tertiary institutions where they had less or no education background in the subject matter, such as Colleges of Education and the National Teachers' Institute. The implication of this will result in a lack of qualified and skilled teachers in the schools, producing fewer or unskilled graduates. Therefore, the training and retraining of entrepreneurship/trade subject teachers are very much needed, as contained in the new curriculum, to skyrocket students' performance in skill and creativity.

### **Meaning of Training and Retraining**

Training is an organized activity that deals with imparting information and instructions to improve the recipient's performance or to help them attain a required level of knowledge or skill. Training, therefore, plays a very important role in the competent and challenging format for every profession. It helps to enhance the quality of employees' work-life and organizational success, such as in the school system (Kulkarni, 2013).

Partlow, Tihanyi and Boudreau's study in Khan, Khan and Khan (2011) show that trained employees perform better than untrained employees. Tom and Frances (2007) posited that it is good for organizations to give their employees on-the-job training to learn practically. Ihebereme and Maduwesi (2008) observed that the length of time for training of teachers neglects excellent performance. This, as a result, appears not to equip teachers with skills of creativity and uniqueness. Alonta (2018) opined that the length of period spent during teaching practice largely determines the quality of teachers produced in Nigeria's education sector. However, Akudolu (2018) maintained that the duration of teaching practice in various tertiary institutions was not necessarily the root of unqualified teachers in the system but the lack of effective supervision of practising students. Akudolu argued that once proper supervision is carried out, three months of practice would be enough to consolidate the theoretical knowledge gained in the classroom by the practising student teachers. Mgboro (2013) opined that those teachers trained are now to accept the status quo of ideas passed to them, which equip them with practical skills to handle children in society. Training is very important in enhancing the capabilities of teachers. Teachers with more on-the-job experience have better performance because there is a rise in skills and competencies.

On the other hand, retrieval is updating individuals' knowledge of a profession by continuous learning. Anyaogu in Dibia, Obi and Anebi (2013) referred to the retraining of teachers as any structured educational experience undergone by a teacher while in service, educational experiences specifically designed to improve the professional expertise and competence of serving teachers. Alozie (2000) equally maintained that retraining teachers are a function of increasing the teachers' performance generally, specifically helping them to keep abreast with the acceptable level of knowledge. Anyaogu (2009) suggested that the training of teachers involves activities that help to update the knowledge, methodology and skills of a serving teacher to cope with the demands of the technological developments around the globe as well as keep abreast with the latest development in the field. For an improved entrepreneurship education, teachers should have a strong framework for training

and retraining. The exercise will go a long way in enhancing an all-around standard of education.

### **Types of Teachers' Training**

- **Pre-service training:** As the name implies, it is the training that an individual/prospective teacher receives before acquiring a job or getting into service, maybe as a teacher. It is the sort of training that the would-be teachers are exposed to at the teacher training institutions that helps them gain the requisite knowledge and master the skills of their profession (Adirika & Ibeneme, 2014). This type of training is designed and structured to cater for pupils/students from primary to university level under several categories as follows;
  - Grade II Teachers College (TCCII) – To produce primary school teachers mainly
  - Advanced Teachers College (ATTC)
  - College of Education – to produce secondary school and some primary school teachers in specialized areas
  - School of Education in Polytechnics
  - Institutes of Education (ACE, PDGE, TCH, TCI, PDE)
  - National Institute for Nigerian Languages MNLAN (ACE, PDGE, TCH, TCI, PDE)
  - National Teachers Institute (ACE, PDGE, TCH, TCI, PDE)
  - National Mathematical Centre NMC (TPC)
  - Teachers Centres (TPC)
  - Faculties of Education in Nigerian Universities – B.Ed, BSc, BA.Ed, MSc.Ed, MA. Ed, PhD, DE (Adirika & Ibeneme, 2014)
- **In-service training:** This is the sort of training that one receives while working on upgrading their knowledge and skills in their speciality. Adirika and Ibeneme (2014) pointed out that in-service training constitutes additional training for teachers who are already on the job. The training is equally stipulated in the National Policy on Education (FRN, 2013, p.29). The aim is to prevent teacher burnout, atrophy and antiquation. In-service training enables teachers to acquaint themselves with new principles and emerging educational trends and update their knowledge in new instructional methods and skills. This training can be done either; on-the-job or off-the-job.

The following are trainers' training activities/methods for improved entrepreneurship education:

- **On-the-job training**

In this type of training, a new or less experienced teacher is given some instructions or advice from a more experienced staff who may be a superior or a special instructor (or mentor). The success of how much the trainees can learn depends on how the experienced teacher teaches them. Most of the training here includes certain crafts, any technical areas or trades and so on, guidance and support for some skilled or semi-skilled staff who are kept to be observed and helped. This training motivates the trainees to learn the subject matter well. On-the-job training is not very expensive compared to other trainings, and it consumes less time in learning. This training programme is under the individual supervision of the

supervisors, who oversee whether or not everything is happening properly as they are keenly interested in the training programme. The training takes less time when it comes to learning a special skill.

The kind of training that falls under this on-the-job is the online or zoom training.

- **Online/zoom room:** The zoom room is a software-based conference programme used worldwide in the board, conference, huddle and training rooms. This platform is a proprietary videotelephony software programme developed by zoom video communication. This method of training became rampant as a source of solution in academia (Abbott, 2020) and other professional and unprofessional works of life during the COVID-19 pandemic lockdown in 2020. The highest plan of this platform allows up to one thousand (1000) concurrent participants lasting up to 30 hours (zoom.us, 2020). This platform counters the limitation of time, distance, money and space and so on. as a challenge faced by organizing physical training. In this current era (post-covid-19), the entrepreneurs should not be left to maximize the use of this platform for training their staff on the job. This platform can as well be used for off-the-job.

- **Off-the-job training**

This method requires the trainee to leave their work for some time to concentrate fully on getting the necessary training required. At this time, the individual does not function in the institution. The teacher can be granted study leave. This kind of training is mainly provided or arranged by the institution itself, or they may use special institutes or agencies that provide such type of training, such as the Nigerian Institute of Management (NIM), Center for Management Development (CMD) Industrial Training Fund (ITF), Administrative Staff College of Nigeria (ASCON), Nigerian Institute for Policy and Strategic Studies (NIPSS), Universities and Polytechnics (Onyeizugbe & Orogbu, 2015).

The different kinds of methods under off-the-job training are as follows:

- **Lectures or classroom method:** In this method, the various aspects of the ongoing programme are explained by a single individual to the others. This is convenient enough as the facts and details, as well as special types of information, are provided to the people using a lecture. To make the lecture more interesting and understandable, audio and video are added to it to make it more appealing to the people present. Many people are also trained at a time to provide more advantages.
- **The conference method:** For conveying this method of training, a conference, also known as a meeting, is carried out where a certain plan is spoken about to the people, and they get their training and knowledge through it. It explains all the necessary facts and important principles and concepts needed to be known. Then, later on, all the knowledge is known and shared by all the trainees present, so that a solution is found soon, as different views help in finding the solution soon.
- **Team discussion or seminar:** In a seminar method, the trainees present are made to write papers regarding the topics focused on. The papers are read, and a meeting occurs in which all the people or trainees present to participate. After all the views are discussed, the chairman present will take all the views together and decide. At times, the material regarding the topic to be discussed may be provided to the trainees along

with the necessary information so that they are ready in advance before the actual discussion takes place.

- **Programmed instructions:** This method involves providing the necessary knowledge to the trainees in the form of a printed textbook or with printed notes or some teaching machine. Breaking down all the information into different categories makes it meaningful, and proper arrangement is made. At times, certain questions or problems are given to the trainees, and the trainer provides specific feedback. In that case, the trainer responds to the trainees.

### **The Need to Train Entrepreneurship Teachers**

In Nigeria, teachers have always played important roles in communities and schools. This explains why the training of teachers has always been of great concern to the government and individuals in society. For example, there have been very critical comments on the failure of students or the "fall" in the standard of education, immorality, indiscipline amongst youths in society, unemployment resulting from unemployable graduates and many others. Regarding the preceding vices, in addition to other ills of society, the teacher is expected to be a curer through his contact with students in the classroom.

Therefore, the future of a nation depends on the calibre of its teachers because the qualities they possess and exhibit today will inevitably be reflected in the behaviour of the citizens of tomorrow. The rationale for training entrepreneurship teachers is to get them well-groomed with enough skills, knowledge and potential needed for technological advancement (Uwaifo & Uwaifo, 2009). It is therefore very necessary to give substantial attention to the mode of preparing teachers for a technological Nigeria culture and monitor the expectations from these teachers.

### **Basic Issues to be Considered in Preparing Trainers for Improved Entrepreneurship Education**

The major issues to be considered in preparing trainers for improved entrepreneurship education, according to Uwaifo & Uwaifo (2009) in Colleges of Education, Polytechnics and Universities, are:

- How relevant is the entrepreneurship education curriculum to the needs of students in the Secondary/Technical/Vocational schools/Colleges? That is, there must be a relationship between the entrepreneurship education curriculum in secondary schools and that of the Colleges of Education and Polytechnics and Universities.
- How far is the entrepreneurship education curriculum reviewed, and who are the reviewers?
- How much knowledge of the needs of the students and the national technology do the reviewers possess? How often do they improve themselves?
- How is entrepreneurship education curriculum evaluated to ascertain that they are appropriate or well equipped to meet the requirements of the teachers they are to train?

- What work experience or practice is the students' teachers exposed to before they graduate? Who evaluates such a programme, and how correctly the programme was assessed?
- How often are entrepreneurship educators evaluated to ascertain that they are current with changes and innovations in technology? What innovations do they acquire?
- How are the students evaluated, and how often are they improved through the in-service programme to meet changes in technology?
- Who provides the facilities? How adequate and functional are these facilities, and how are they maintained?
- How competent is the instructor in the knowledge and use of these facilities for effective instruction?

### Conclusion

The essence of continuous training in a formal setting, especially in the area of entrepreneurship which requires more of doing than saying exercise, can never be overemphasized. Therefore, to remain current in the ever-changing technological world and to channel the students into being active, responsible and productive individuals after graduation, teachers themselves should find time to engage in retraining activities to upgrade their knowledge. This is because one does not give what one does not have. School administrators and government, at all levels, should map out time for training and retraining their teaching staff and ensure that the student-teachers teaching practice experience is well supervised. Perhaps, it's high time the period allotted to the teaching practice experience is revisited and expanded as required to achieve the best result. This will enable the trainers to adjust better to the teaching profession. This will effectively improve entrepreneurship education as well.

### Recommendations

- To reduce the unemployment rate, mostly among young school leavers of secondary schools and tertiary institutions, the government and school owners should invest in training and retraining their staff on the current skills.
- Entrepreneurship teachers should also attend entrepreneurship training programmes to upgrade and update their knowledge on 21<sup>st</sup>-century skills and teaching strategies for maximum performance and results.

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