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## ENSURING QUALITATIVE TECHNICAL TEACHER EDUCATION THROUGH ENTREPRENEURSHIP PROGRAMME

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### ABSTRACT

As the demand for education increases, so it the demand for job. Education is a backbone for a nation's development. Since no educational system may rise above the quality of its teacher, teacher education shall continue to be given major emphasis in all educational planning and development. Teaching is facing some problems with all the legal backing it has. Consequently the paper makes an attempt to recognize the role of technical teacher education in career awareness through proper implementation of entrepreneurship as a programme.

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### Introduction

Education in Nigeria is an instrument - par excellence for effecting national development. The purpose of technical teacher education is to prepare the teacher adequately for successful training of the students from junior secondary school to higher level of education. In general terms, technical teacher education involves the acquisition of strategies, techniques and competencies that can help the teacher to impart knowledge to students, which will lead to the production of technicians, technologies, engineers as well as skilled personnel who will function in small, medium and large scale industrial enterprises.

The National Commission for Colleges of Education (NCCE, 2002) states the philosophy of technical teacher education as the provision of technical teachers with the intellectual and professional background adequate for teaching technical subjects and to make them adaptable to any changing situation in technological development not only in the country but also in the world at large . This philosophy cannot be achieved without a

well-planned educational system with good and qualitative objectives. (NCCE, 2002), further stated the objective of the programme shall be:

- To provide qualified technical teachers and practitioners of technology capable of teaching introductory technology in the junior secondary schools.
- To produce technical NCE teachers who will be able to inculcate scientific and technological attitude and values in the society.
- To produce qualified technical teachers motivated to start the so much desired revolution of technological development right from the Nigerian schools.
- To prepare technical teachers so as to qualify them for a post – NCE degree program in technical education.

One vital problem confronting many developing countries today is how to deal with poverty, disease and unemployment. According to Ihekoronye, (2000) in Manabete and Kamaunji (2005) The creation of employment and other income earning opportunities has remained a challenge for leaders . In Nigeria educational system today this gives birth to the entrepreneurship

program. Entrepreneurship is a comprehensive and up-to-date program on business management. Accordingly Gana (1995) defined entrepreneurship as The willingness and ability of an individual to seek out investment opportunities in an environment, and be able to establish and run an enterprise successfully based on the identified opportunities . The entrepreneurship centre at (Miami University Ohio, 2003) in Usman, Aliyu, Kurya and Kurfi (2006) give a comprehensive definition to entrepreneurship as The process of identifying, developing and bringing a vision to life. The vision may be an innovative idea, an opportunity, or simply a better way to do something. The end result of this process is the creation of a new venture.

Formed under conditions of risk and considerable uncertainty . This of which are the main task to address and be reduce to minimal if not eliminated. In this case, it aims at helping technical teachers to effectively package learning experiences more attractively in order to ensure their suitability to students of various stages with resulting acquisition of knowledge through appropriate teaching method and the use of instructional materials in imparting knowledge for quality education. Indeed a teacher has to be exposed to many different ways of teaching so as to have practice in selecting suitable instructional materials and activities. Osakunih (1986) in Nuhu (2005) states the factors that determined the competence of a teacher as follows:-

- a) The teacher's ability to use the method
- b) Age and class of students

- c) The nature of the particular learning experience
- d) The facilities and equipment available.

## **EFFECTIVE CAREER AWARENESS IN TECHNICAL EDUCATION/ENTREPRENEURSHIP AS THE WAY FOR NATIONAL DEVELOPMENT**

According to National Teachers' Institute (NTI, 2008:6) The term career in technical education is mainly concerned with education for work, both paid and unpaid. It involves awareness and exploration of self as related to the world of work . With the ever increasing technological complexities in today's world, there is a greater awareness of the need for people who must be better prepared to cope with the society. If individuals are to meet their responsibilities correctly, school must provide more useful educational experiences that will help them achieve economic independence, personal fulfilment and a better understanding of their capabilities. This, in essence, is the primary function of career in technical education. According to Burkett (1978) in (NTI, 2008:6) The central purpose of career in technical education is to prepare youth and adult for productive and rewarding life ... an approach to technical, counselling and learning that give particular attention to helping the individual; prepare for intellectual decision making . Hence, the inclusion of skill oriented subjects into school curriculum will enhance the scope of employment for the graduating students. When the subjects are properly handled by qualified teachers, the product will have improved chances of selecting from wide range of occupations. Adamu (2000) in Adamu (2005) lamented that A technical teacher must be amenable to innovations due to the emergence of new technologies. He must be repertory of new knowledge and facilitator of learning than the teacher who is conservative and reluctant to change . A qualified technical teacher must be innovative and good counsellor to the students. Commenting on this, Abdulwaheed (2009) with the training these students are going through outside the normal class work, they can easily be independent and self-employed when they complete their studies in the secondary school . According to (NTI, 2008:7) the followings are the things Nigeria can achieve through effective career awareness.

- ) Conserving and developing the vast, natural resources available in the country.|
- ) Ability to look inward and exploit the local material resources as well as traditional ingenuity of ours.|
- ) Bridging the gap between school, business and industry.|

- ) Giving students’ realistic and relevant understanding of career opportunities, job clusters, and job advancement possibilities. |
- ) Helping students develop an appreciation for dignity of work. |
- ) Giving every youngster a genuine opportunity to develop intellectual and occupational skills to equip them. |

### **Vocational Courses for Entrepreneurship Programmes**

National policy on education (NPE, 2004) categories vocational courses into pre-vocational, vocational and tertiary level.

At the post – primary school level pre-vocational courses are:

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|----|-------------------------|---|--------------|
| 1. | Introductory Technology | - | Core Subject |
| 2. | Agriculture             | - | Elective     |
| 3. | Business Studies        | - | Elective     |
| 4. | Home Economics          | - | Elective     |
| 5. | Local Crafts            | - | Elective     |
| 6. | Computer Education      | - | Elective     |

While at the technical colleges, models of employable skills are being offered. The range of courses in technical colleges shall be as wide as possible and include but not limited to:-

1. Agricultural implements and equipment mechanism work
2. Automobile engineering practice
3. Mechanical engineering craft practice
4. Electrical engineering trades
5. Hospitality: catering craft practice
6. Printing trades etc.

At the tertiary level entrepreneurship program is part of the curriculum within three different levels, which are:-

1. Colleges of Education
2. Polytechnics/Monotechnic
3. University.

Furthermore, the (NPE, 2004) stated among the goals of tertiary education:

- ) Access to training funds such as those provided by the Industrial Training Fund (ITF);|
- |
- ) Student Industrial Work Experience Scheme (SIWES).|

Accordingly the (NCCE, 2002) stated the objectives of SIWES as:|

- ) To introduce the students to the industry|
- ) To expose the students to operation and use of industrial machinery|
- |
- ) To acquaint the student with the management structures of industrial organization and|
- ) To develop good work habit.|

This program can only be achieved by a qualified and competent teacher. As has been said by (NPE, 2004) Since no education system may rise above the quality of its teacher, teacher education shall continue to be given major emphasis in all educational planning and development .

### **Need for Educational Re-structuring for National Development**

Since education is dynamic and the need of nations economic growth and self-reliance the (NPE, 2004) empowered the National Board for Technical Education (NBTE) to continue to re-structure vocational courses to be offered on a sandwich basis for school based students and on part – time day – release and block-release for industry – based students. This legal backing give birth to the launching of Vocational Enterprises Institutions (VEIs) and Innovation Enterprises Institutions (IEIs) by the NBTE for the training of youths and the citizenry to acquire skills to enable them employable. At the launching of the programme the Minister of Education Dr. Sam Egwu (2009) said The VEIs and IEIs are established to provide opportunities that would not

only widen access to technical and vocational education and training (TVET), but also serve the immediate needs of the Nigerian industry and enhance self-employment . While according to the executive secretary of NBTE Dr. Nuru Yakubu (2009) The VEIs operate at the post-basic level with intake from products of nine year basic education while the IEIs admit holders of senior secondary school certificate with not less than five credit passes .

### **Need for Adequate Funding and Proper Utilization**

The development of any nation depends on the fund the nation gives toward the development of education. In the words of Nuhu (2005) A wealthy country is one that is capable of meeting its economic, social, moral and political obligation, but these can only be achieved if the wealth is properly managed. For any country or nation to claim wealthy or economically viable, the people of that country must be knowledgeable in all aspect . Also magaji (1992) in Nuhu (2005) Many nations and communities of the world more than ever before have recognized the necessity of providing functional education for their youths (male and female) in a committed effort to achieve and to sustain individual and national development and productivity.

### **Problems Facing Nigerian Teachers**

The Nigerian teacher is suffering with educational problems, ranging from lack of adequate facilities, inadequate supply of teaching/learning materials. Beside all these, lack of qualitative teachers who are professionally trained in different fields. Morgan (1994) in Nuhu (2005) discovered that - Good education is expensive so a good quality means fund pumped into education. The funds are facilities, employment of teachers, car loan and host of others brings benefits. Lack of funds could limit the carrying out of some academic programme such as field trips, without finance no education programme would exist . Similarly, providing quality technical teachers in a great numbers who would be able to meet the present global challenges is a very serious issue for developing countries. Although this is a challenge, it goes beyond just designing technical teacher education programme to meet these challenges, Umar, Bawa and

Audu (2005) Teacher training programmes must be supported with input, input in form of materials for teaching/learning. The teacher trainers themselves are put in a dilemma where such of training facilities are not available. Instead of showing or practicalizing teaching skills, they

(trainers) end up telling students who to teach . According to Manabete and Kamanji (2005) - Skill training in entrepreneurship programme is a mirage without the necessary enabling environment . Enabling environment must be created for the programme to succeed teachers‘ students’ and institutions must be fully equipped with all and every kind of training materials and equipment. Hence forth, for the teacher education and entrepreneurship to prosper in the country the promise of the present administration must be fulfil and implemented. According to Federal Government of Nigeria (FGN, 2007) The two-fold reforms in the educational sector will ensure firstly, the minimum accepted international standard of education for all. With that achieved, a strategies educational development plan will ensure excellence in both the tutoring and learning skills in science and technology by students who will be seen as the future innovators and industrialist of Nigeria. This reform will be achieved through massive injection into the education sector .

## **Conclusion**

It has been mentioned education is an instrument - par excellence for affecting National development and that no nation hope to achieve meaningful development without a well-qualified teachers, attention has been called to the fact that sustainable human and social development cannot be meaningful and effective without correct funding, proper utilization and career awareness. This career in technical education can alleviate the problems of unemployment. It is also provide opportunities for self-employment.

## **Recommendations**

1. Technical teachers should endeavour to use career awareness effectively to enable them teach technical/entrepreneurship programme meaningfully. They must also be amenable to innovations due to the new technologies.
2. Need for proper implementation of entrepreneurship as a programme.
3. Need for adopting principles of policy implementation and consistency by the Nigerian administrators.
4. Government should strive toward allocating the United Nations minimum standard of 26% of the annual budget to education sector.

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