ENTERPRISING AFRICA

Enterprising Africa explores the future opportunities, challenges, growth areas and key themes that will shape entrepreneurship in the African continent over the next decade. Entrepreneurship can be the key to unlock resilient growth, but only if it is driven by both socially productive and growth-oriented new businesses. The book considers entrepreneurship as an enabler for socio-economic growth and development in Africa, especially in the context of youth unemployment and increasing youth population for which the traditional, and indeed emerging, industrial sectors will not be able to produce sufficient jobs to meet demand. Organised around three thematic parts, Part I covers the notion of inclusive growth and the role that entrepreneurs can play supporting this. Part II considers the dynamic between entrepreneurs and the environment since social, economic and environmental concerns need to build upon each other rather than vie for recognition. Finally, Part III offers chapters exploring policy contexts and the wider institutional ecosystems that need to be developed and enhanced to ensure a strong and vibrant environment for the future entrepreneurs of Africa to thrive. Edited and authored by leading experts in the field, this fascinating text will be of interest to academics as well as students of International, Transformational and Social Entrepreneurship, International and African Business.

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ENTERPRISING AFRICA

Transformation through Entrepreneurship

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Routledge
Taylor & Francis Group
LONDON AND NEW YORK

First published 2021
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge
52 Vanderbilt Avenue, New York, NY 10017

Routledge is an imprint of the Taylor & Francis Group, an Informa business

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British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the British Library

Library of Congress Cataloging-in-Publication Data
A catalog record has been requested for this book

ISBN: 9781138371217 (hbk)
ISBN: 9780429427725 (ebk)

Typeset in Bembo
by Deanta Global Publishing Services, Chennai India

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RELEVANCE OF ENTREPRENEURSHIP VIN TEACHER EDUCATION

Stakeholders' perspective in Tanzania

Katherine Fulgence

1. Background

Countries have been advocating for the need to integrate entrepreneurship in education at all levels in line with national policies (European Commission, 2013; United Republic of Tanzania, 2014; Deveci and Seikkula-Leino, 2018). Entrepreneurship refers to an individual's ability to seize opportunities and put ideas into practice. This includes creativity, innovation, and risk taking, as well as the ability to plan and manage projects to achieve objectives, such as introducing a new service or product within an established organization and/or establishing a social or commercial activity in any context (European Commission, 2011). Entrepreneurial knowledge and skills can be integrated in education as a topic within a course, as a stand-alone course, as pedagogy, and/or across the core curriculum and programmes through extra-curricular activities (Lackéus, 2015).

The role of teachers in implementing formal education curricula which integrate entrepreneurial knowledge and skills has been recognized (Deveci and Seikkula-Leino, 2018). However, the pace at which entrepreneurship content and pedagogy, including the related integration process, is reflected in the teacher education curriculum is still lagging behind (Evans-Obinna, 2016). Existing studies focus on the fact that entrepreneurship, as a course in the formal teacher education curriculum, is lacking (Correia, Wang, and Baran, 2010; Seikkula-Leino, Ruskovaara, Heikki, and Tuija, 2012; Gautam and Singh, 2015).

On the one hand, some education stakeholders perceive that entrepreneurship and the related education content belongs to business studies (Fulgence, 2015). Stakeholders in this context refer to government education agencies, the management of teacher education institutions, teacher educators, and graduate teachers who have benefited from entrepreneurship content as a stand-alone course. Whilst there may be disagreement on the role of teachers in enterprise education, there is a comparative lack of research into the perceived relevance of entrepreneurship in the teacher education curriculum and whether teachers, institutions, and society as a whole recognize its relevance (Béchard and Grégoire, 2005; Fayolle, 2013).

Entrepreneurship education, as a course in the teacher education curriculum, enables prospective teachers to develop General Enterprising Tendencies (GETs) which are relevant for

competing in the globalized world (Gibb, 2008). It also provides learners with the ability to create jobs and successfully create employment for themselves, especially since the increased unemployment rate amongst graduates (including teachers) is evident (Etor, Akpama, Akpan, and Etor, 2009). Above all, graduate teachers apply enterprise education as a teaching pedagogy in their subjects (Fayolle, 2013). Enterprise education as a pedagogy brings about improved academic performance (Mwasalibwa, 2010) as it stimulates the learners' desire to learn by relating the benefits of learning to personal and job needs. It also enables learners to see the relevance of the subjects being taught (Lackéus, 2015). Entrepreneurship in a teacher education curriculum therefore produces enterprising teachers with relevant knowledge, skills, and pedagogy to facilitate entrepreneurship courses, integrate entrepreneurship in their subjects of specialization, and create value at the personal, institutional, and national level and within the wider community (Amos and Onifade, 2013).

This makes it important to continue exploring the relevance of entrepreneurship in the teacher education curriculum, which is the objective of this study. Specifically, this study explores education stakeholders' perception of the concept of entrepreneurship and entrepreneurship education, their perception of the characteristics of an enterprising teacher and the relevance of entrepreneurship in the teacher education curriculum at the personal, institutional, and national levels.

The study has practical implications for the teacher education curriculum and programme developers, including all education stakeholders. The rest of the chapter is structured as follows; Section 2 discusses entrepreneurship and the entrepreneurship education curriculum with a focus on content, pedagogy, and outcomes for teachers. Section 3 describes the research methods, followed by a discussion of the results in Chapter 4. The last section presents areas for further research and conclusions.

2. Literature review

2.1 Related work

Research on entrepreneurship education for teachers, including a systematic review of its content and pedagogy, has expanded in recent years (Seikkula-Leino et al., 2012 in Finland; Weiming, Chunyan, and Xiaohua, 2016 in China; Peter, 2016 in Ireland). Studies show the increased importance of entrepreneurship in the education sector (Haara and Jenssen, 2016; Deveci and Seikkula-Leino, 2018). Weiming et al. (2016) assessed the ten-year evolution of entrepreneurship education in Chinese universities across disciplines, including teacher training, with the findings showing a narrow conception of entrepreneurship, a lack of qualified entrepreneurship educators, and limited institutional support for entrepreneurial initiatives. Peter (2016) examined the impact of enterprise education on student teachers' understanding and attitudes to entrepreneurship and enterprise education with the findings demonstrating increased understanding of its importance and relevance. Additionally, students developed the ability to think and act entrepreneurially while recognizing the benefits of incorporating enterprise education in their subjects.

Deveci and Seikkula-Leino (2018) reviewed entrepreneurship education in teacher education and found that most studies emphasized the methods, techniques, models, and strategies used in entrepreneurship education. According to Fayolle (2013), the future of entrepreneurship education rests in part on the relevance of entrepreneurship courses and programmes at

various levels of education and training, with the outcomes adequately meeting the social and economic needs of all the stakeholders involved.

2.2 Contextualizing entrepreneurship education initiatives

Entrepreneurship education initiatives, including course offerings in business schools, have been available for many years (Vesper and Gartner, 1998; Solomon, 2007). Such initiatives in non-business fields of study (Duval-Couetil, Reed-Rhoads, and Haghighi, 2012) include in education (Fulgence, 2015) and in primary and secondary schools (Fayolle, 2013) developed at a later stage. The initiatives were relevant for realizing the need for all students, regardless of the discipline and learning stage, to study entrepreneurship (Kourilisky and Walstad, 1998) to address graduates' unemployment, among others. The rationale for all students to study entrepreneurship also emanates from the impact entrepreneurs have in bringing economic development, regardless of the sector (Kuratko, 2005). Entrepreneurship education also has a role in developing entrepreneurial outcomes, including entrepreneurial personalities, human capital assets such as knowledge, skills, and entrepreneurial intentions (Martin, McNally, and Kay, 2013), employability skills (Bell, 2016), and in developing entrepreneurial citizens (Dahlstedt and Fejes, 2017).

In Tanzania, similar trends are reflected in the inclusion of entrepreneurship in education as non-business studies (Fulgence, 2015). However, most initiatives have targeted business studies (Sabokwigina, 2008) and technical education and vocational training (Nkirina, 2010). Despite the stipulation to integrate entrepreneurship in education at all levels (URT, 2014; URT, 2016), the education curriculum for pre-primary, primary, and secondary school teachers is extremely poor in terms of entrepreneurship content (URT, 2009a, 2009b). In higher education institutions, around a third of teacher education institutions offer an entrepreneurship education course for education students (Fulgence, 2015), while the rest enable their students to acquire these skills through informal mechanisms, such as career talks, short courses, and individual learning.

Other initiatives in Tanzania include the development of the National Entrepreneurship Training Framework (NETF) (URT, 2014) and National Framework for Integrating Enterprise Education in Teacher Education (NFIEETE) (URT, 2016). The frameworks harmonize entrepreneurship content and pedagogy at all levels and stipulate the objectives, approaches, and strategies for integrating entrepreneurship in education. However, the frameworks have not been fully implemented due to the lack of awareness of education stakeholders (Kalimasi, 2018). Moreover, this lack of awareness of the meaning of entrepreneurship, and how to integrate it in the education curriculum, has hindered its effective integration in the teacher education curriculum (Nkirina, 2010).

2.3 Entrepreneurship in education

The concept of entrepreneurship is now broadly defined to encompass terms like "dynamic problem solving" and "agent of change" (Gautam and Singh, 2015). Entrepreneurship outcomes range from changed mindset (Amos and Onifade, 2013), improved entrepreneurial attitudes and behaviours (Fayolle and Klandt, 2006), ability to create jobs (Kuratko and Hodgetts, 2004), economic growth (Bolaji, 2012), and the establishment of new businesses (Mwasalwiba, 2010). Entrepreneurship is also practiced by entrepreneurs in well-established organizations

(intrapreneurs), in business establishments (business entrepreneurs) and in social enterprises (social entrepreneurs) at the macro level (industries, regions, societies, and countries) and at the micro level (personal) (Davidsson, 2006).

While there has been a misconception that entrepreneurs are born, this has been discredited by researchers, who have found that entrepreneurial knowledge and skills can be developed so that they are successful and enhanced through education, particularly entrepreneurship education (Fayolle and Klandt, 2006). Education is therefore seen as a means by which entrepreneurial knowledge and skills can be developed in learners and the population as a whole (Mars and Rios-Aguilar, 2010). Indeed, entrepreneurial characteristics can be fostered at all stages of the learning process (Kourilsky and Walstad (1998), making it relevant for teachers to develop entrepreneurial knowledge, skills, and attitude.

In defining entrepreneurship in education, the terms enterprise education, entrepreneurship education, and entrepreneurial education are used (Lackéus, 2015) depending on context (Gibb, 2008). While entrepreneurship education focuses on the specific context of setting up a venture and creating self-employment (Solomon, 2007), enterprise education and entrepreneurial education focus more broadly on personal education that enables individuals to realize their full potential (Hyitti and O'Gorman, 2004). According to Hyitti and O'Gorman (2004), enterprise education also overlaps with terms such as experiential learning (Kolb, 1984), entrepreneurial learning (Rae, 2000), work-related learning (Dwerryhouse, 2001), and action learning (Smith, 2001). The terms *entrepreneurship education* and *enterprise education* are both used in this study with their related meanings, which are applicable to teacher education.

According to Hytti and O'Gorman (2004) entrepreneurship education needs to be viewed both as a learning method and as learning content. Johannisson (1991) proposes that entrepreneurship education content (regardless of the field of study) should address attitudes, values, motivations (know-why), the abilities (know-how), social skills (know-who), intuition (know-when), and knowledge (know-what). There is also a growing trend towards including information and communications technology and environmental awareness in the entrepreneurship course content (Enaohwo, 2009).

As regards pedagogy, the focus should be on experiential learning forms such as apprenticeships, internships, and problem-based learning (European Commission, 2008; Fayolle, 2013), where learners learn by doing using multidisciplinary resources, versus the teaching-oriented approach that passively engages learners in the learning process (Kourilsky and Walstad, 1998). Problem-based pedagogy enables the knowledge gained from studying real-life entrepreneurs to be transferred to the classroom and the students (Fayolle, 2013). According to Aronsson (2004), improved entrepreneurship education pedagogy enables people to become entrepreneurs through appropriate enterprise teaching-learning methods, produces a better-designed curriculum by introducing new courses and creating new product(s) or service(s), and educates the public about the importance of entrepreneurship.

2.4 Relevance of entrepreneurship in the teacher education curriculum

The teacher education curriculum is important for any teacher education programme since it acts as a catalyst for the acquisition of entrepreneurial skills at all levels of education (Achor and Wilfred-Bonse, 2013). The study uses the systems-based approach (the Input, Process, Output, and Outcome model) advocated by Bushnell (1990) to link entrepreneurship education to the teacher education curriculum. Regarding curriculum as an input in

teacher education, the key learning areas, according to Shulman (1987), include subject knowledge content (adequate knowledge and understanding of the subject(s) to be taught in school, broadly categorized under science and arts subjects); pedagogic knowledge content (subject(s) teaching and assessment methods that are appropriate to the learners' capabilities and use participatory or non-participatory and learner-centred approaches); education and professional studies (basic understanding of how children learn and develop in the cognitive, affective, psychomotor, and social domains and teaching practicum, where learners get an opportunity to practise teaching under the supervision of an experienced teacher or mentor).

Teacher education as a system comprises the teacher education curriculum, the entrepreneurial content as the input, facilitation of teaching and learning using enterprise teaching-learning pedagogies as the process, graduate teachers demonstrating entrepreneurial potential at the personal and subject level, and resulting personalities and behaviours as the outcome. This is represented by enterprising graduate teachers who can create employment and develop enterprising personalities as a key output. According to Tulgan (1999), enterprising individuals, including teachers, can become entrepreneurs or entrepreneurial thinkers by immersing themselves in real-life learning experiences where they can take risks, manage the results and learn from the outcomes (Madumere-Obike and Ukala, 2009).

3. Research methods

3.1 Research design and study population

The study employs a case study design with the population consisting of education stakeholders at the policy level and teacher education institutions including graduate teachers who studied entrepreneurship education as a course. Case studies enable the researcher to collect detailed information over a period of time taking into account its context (Stake, 1995). This chapter focusses on Dar es Salaam University College of Education as the case study context. The university college has been offering a stand-alone entrepreneurship education course to third-year student teachers since 2008. Other university teacher education institutions in Tanzania encourage student teachers to acquire entrepreneurship knowledge and skills from business schools and other forms of education (Fulgence, 2015). The curriculum of the course is aligned to the "about" and "for" entrepreneurship content and pedagogy (Fayolle and Gailly, 2013). Graduates at this level are intended to become tutors in teacher education institutions producing teachers who will work at the basic education levels in arts and sciences subjects.

To ensure reliability and internal validity, multiple methods of data collection were used (Merriam, 1988). Focus group discussions were held with the teachers randomly selected after they had finished their final semester at the University College. Other study participants were purposively selected and interviewed given their role as policy makers and pioneers in developing the teacher education curriculum. Table 5.1 categorizes the participants.

With modification to reflect the Tanzanian context, the study adopted the tool and interview questions on the relevance of entrepreneurship for entrepreneurs (Sowmya, Majumdar, and Gallant, 2010), engineering students (Duval-Couetil et al., 2012) and student nurses (Boore and Porter, 2010). The questions covered the following aspects: stakeholders' perception of the concepts "entrepreneurship" and "entrepreneurship education"; characteristics of an enterprising teacher; and the relevance of entrepreneurship in teacher education.

TABLE 5.1 Categorization of study respondents

Institution	*Number*	*% Female*	*Specialization*
Student teachers	60		Bachelor of Education with Arts – 32
		45	Bachelor of Education with Science – 28
Ministry officials	10		Policy and Planning (2), Monitoring and Evaluation (1), Teacher Education (2), Higher Education (2), Primary Education (2) and
		30	Quality Assurance (1)
Ministry agencies[a]	20		TIE, NECTA, TCU, and NACTE and other
(Validation workshop)		30	education stakeholders
Total		**105**	

[a] TIE – Tanzania Institute of Education, develops the curriculum for teacher education institutions at certificate and diploma levels; TCU – Tanzania Commission for Universities, accredits university programmes including the related courses; NACTE – National Accreditation Council for Technical Education and NECTA – National Examination Council of Tanzania.

Furthermore, and to improve the study's credibility, transferability, and dependability, the researcher conducted a peer debriefing and member check data validation workshop, the inputs of which enriched the findings.

3.2 Data collection and analysis

The qualitative data were audio recorded, transcribed verbatim and the transcripts imported into MAXQDA 18. The study employed the classical coding method, whereby relevant transcript phrases were added to the respective interview questions as coding themes. It was also important to use in vivo and free coding as information relevant to the research emerged from the fieldwork (Strauss and Corbin, 1990). Under free coding, a new code is attached to each text and in the in vivo coding the words or terms used by the participants are taken as codes. Content analysis was conducted, with the focus on the meaning participants make of their experience and their views on research questions. The results are presented in descriptive form, reflecting the sub-themes that emerged most commonly under each major theme. Participants' narratives were incorporated to allow their voices to be heard.

4. Results

4.1 Perception of the meaning of entrepreneurship and entrepreneurship education

The researcher first established whether study participants were aware of NETF, NFIEETE and the policies that stipulate the need to integrate entrepreneurship in education. Almost all participants at the ministry level were aware of the frameworks and the policies advocating the integration of entrepreneurship in education. For graduate teachers, a third were aware of the frameworks prior to their participation in the entrepreneurship education course. On the policies, half of the graduate teachers were aware of the policies that advocate for the integration of entrepreneurship in education at all levels.

On the concepts, entrepreneurship is viewed as

> *A process of turning ideas into action taking into consideration the associated risks … such as fear of failure, the loss associated with the resources invested such as time and effort and lack of commitment of business partners … (Participant)*

Likewise,

> *Entrepreneurship is a mind-set, reflecting a way of thinking and acting that adds value to an individual, group or organization … (Participant)*

Entrepreneurship was also viewed as applying entrepreneurial knowledge and adapting it to any context and endeavour, including establishing a business and bringing together the factors of production. There was also the perception that entrepreneurship is a multi-disciplinary concept that needs to take into account all other fields in the process of realizing it. Figure 5.1 summarizes the findings on the perception of the term entrepreneurship obtained from the study participants. The percentages reflect the sub-themes most represented in the findings.

On the meaning of entrepreneurship education, the sub-theme of developing entrepreneurial knowledge and the GETs of learners, enabling them to become enterprising emerged with a higher percentage. Entrepreneurship education was also viewed as the provision of knowledge to enable learners to discover opportunities and how to take advantage of them. The participants also mentioned personal education as another meaning of entrepreneurship education. In this regard, learners are exposed through the curriculum content, teaching methods, activities, and processes to realize their full potential, as shown in the following quote.

> *I can now offer career guidance and solve students' problems more confidently than I could before … I can now offer training in entrepreneurship and how to add value to the teaching process (Participant)*

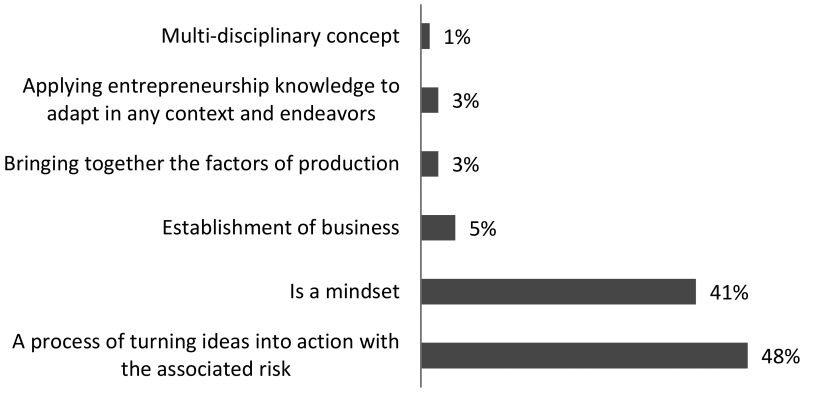


FIGURE 5.1 Meaning of entrepreneurship.

Entrepreneurship education also enables the creation of entrepreneurs as it develops entrepreneurial behaviour and characteristics in learners, making them self-reliant. The participants were also of the view that entrepreneurship education means adding value to the teaching and learning process, which is extended to society. The sub-theme of entrepreneurship education being about how to start a business also emerged as a definition of entrepreneurship education, but by a lower percentage of participants. Figure 5.2 summarizes the study findings as regards the definition of entrepreneurship education.

4.2 An enterprising teacher

The study also established what the participants perceived as an enterprising teacher, as illustrated by the following quotes.

> *An enterprising teacher possesses entrepreneurial knowledge and skills and applies the knowledge in all engagements including in the education context …*
>
> *An enterprising teacher is one who sees opportunities, mobilizes resources and takes advantage of them … (Participant)*
>
> *An enterprising teacher is active all the time searching for opportunities …, he/she is confident, courageous, creative, a risk taker and can influence others to realize their own potential … and self-awareness. (Participant)*

An enterprising teacher brings innovation to teaching and, in the process, creates entrepreneurs in the education system. In the teaching and learning process, an enterprising teacher can integrate entrepreneurship in the subject of specialization, and this develops GETs in learners.

> *Enterprising teachers are tolerant, they do not give up, especially on slow learners … they devote additional time to assist …, they also adapt to change and new developments that arise from changes in the curriculum, the school environment and students' changing needs … (Participant)*

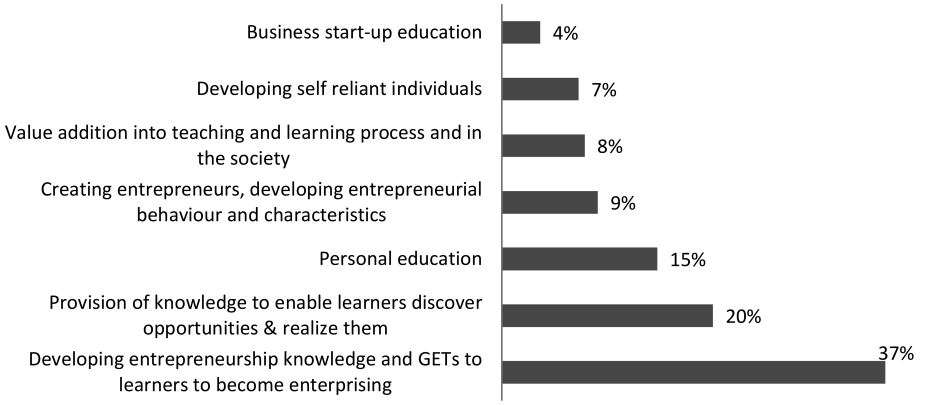


FIGURE 5.2 Meaning of entrepreneurship education.

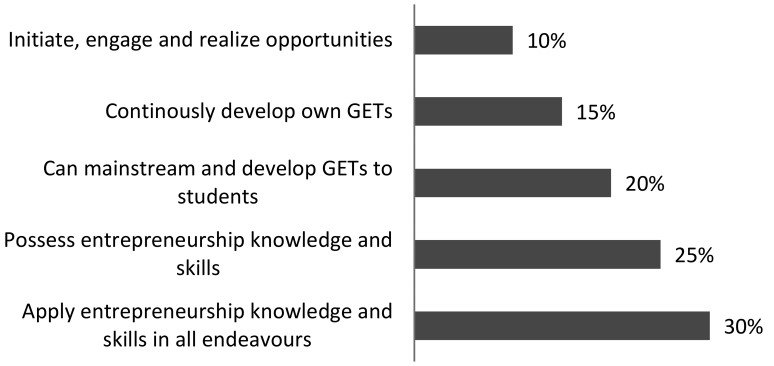


FIGURE 5.3 Who is an enterprising teacher?

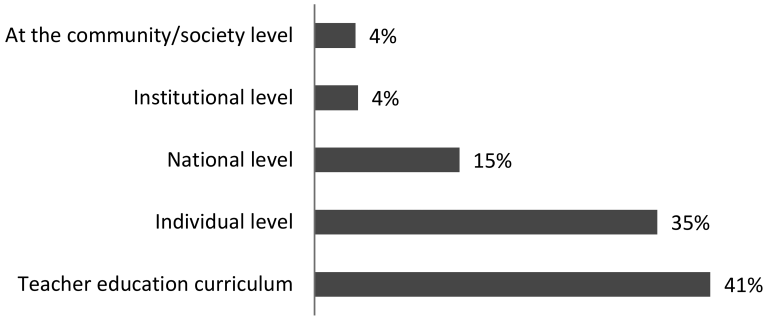


FIGURE 5.4 Relevance of entrepreneurship in teacher education.

Enterprising teachers also need to continuously enhance their GETs, together with initiating, engaging, and taking advantage of opportunities of various kinds. Figure 5.3 summarizes the sub-themes of an enterprising teacher that emerged in the study.

Relevance of entrepreneurship in teacher education

The relevance of entrepreneurship in education was put into five categories (Figure 5.4), which are further discussed.

1 Relevance of entrepreneurship in the teacher education curriculum

The findings show that entrepreneurship in the teacher education curriculum enables both prospective teachers and their prospective students to explore business opportunities in education, which could increase teachers' income, supplementing their salaries.

> *The income earned by teachers does not meet their basic needs …. Through entrepreneurship, teachers see opportunities that could increase their income both within and outside the field of education, which cannot be taken advantage of without studying the content of entrepreneurship as a course …. With the improved income, teachers can focus their attention on teaching and adopt new pedagogies and strategies that are aligned with changes in the contemporary world …, and this improves students' performance. (Participant)*

Prospective teachers get the opportunity to acquire entrepreneurial knowledge and skills and learn about theories and issues emerging in the education sector.

> *Teachers acquire other skills apart from what is contained in the professional teacher education curriculum …, we learn about business skills and how to establish a school, how to manage schools entrepreneurially, including how a school can remain competitive through innovative strategies …, how to adapt to emerging changes …, how to solve problems creatively using more than one approach …, which enables us to engage in other roles instead of waiting for a teaching post. (Participant)*

Entrepreneurship in the teacher education curriculum enables the creation of teachers who can develop GETs at a personal level, which they later pass on to their students. In this regard, entrepreneurship education helps teachers to become role models through their personal conduct, through the advice they give students so that they become confident and informed, and the value they add to the teaching process. Teachers also learn about the enterprise teaching-learning methods that are relevant for integrating entrepreneurship in subjects of specialization. Finally, studying entrepreneurship creates enterprising teachers who can bring innovation at the personal level, to the institution and the surrounding community. Figure 5.5 presents a summary of this aspect.

Relevance of entrepreneurship at the individual level

At the individual level, entrepreneurship for teachers is relevant as it enhances graduate teachers' employability, enabling them to compete better in the world of work and create self-employment (Figure 5.6). Graduate teachers now regard entrepreneurship as a career and see the possibility of becoming entrepreneurs as they develop an interest. They also receive relevant exposure to ideation, business planning, and diverse skillsets.

> *As graduates, entrepreneurship education gives us the skills needed to successfully compete in the globalized world … We got an opportunity to interact with entrepreneurs, learn how they established their businesses …, and the related challenges … the experience provided us with entrepreneurial knowledge … and revealed career options for us and our learners. (Participant)*

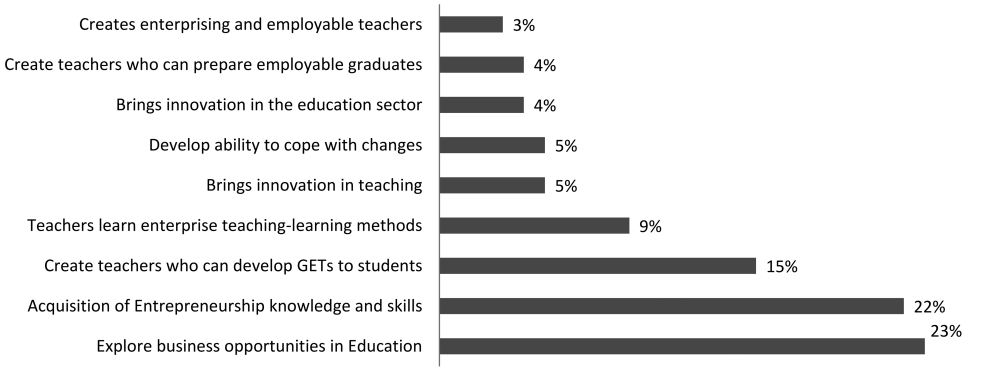


FIGURE 5.5 Relevance of entrepreneurship education in the teacher education curriculum.

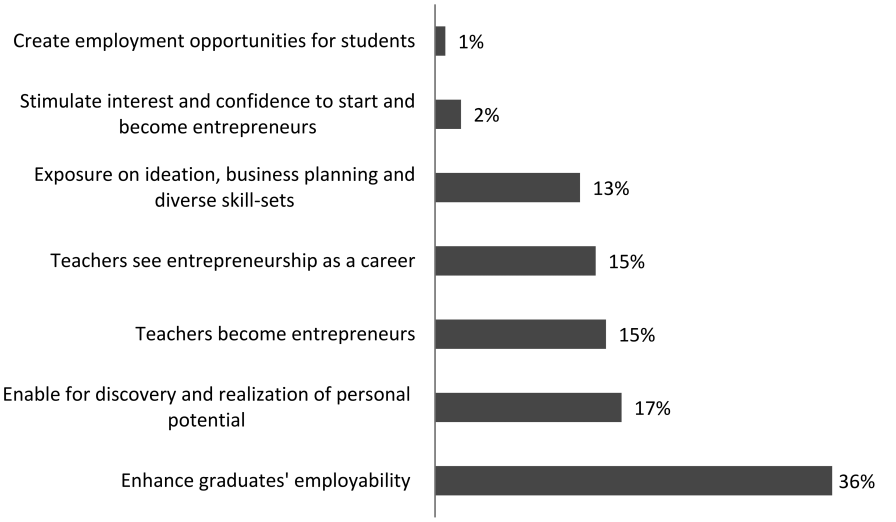


FIGURE 5.6 Relevance of entrepreneurship education at the individual level.

Relevance of entrepreneurship at national level

At the national level, entrepreneurship is relevant as it creates jobs, which results in the growth of the economy and national income. The participants were also of the view that the outcomes of engaging in entrepreneurship are policy reforms and related strategies, especially those aimed at creating awareness of the policies, building the capacity of teachers, and integrating entrepreneurship in education. Other sub-themes include serving the public interest and the growth of industries, as summarized in Figure 5.7 and illustrated by the quote below.

> *Teachers mirror the community …, they interact with children, with their parents and their colleagues …, thus if they acquire entrepreneurial knowledge and skills, the community's performance will be improved …, they will add value to their teaching, which will affect the surrounding community and over time the whole nation. (Participant)*

Relevance of entrepreneurship at the institutional and community levels

At the institutional level, entrepreneurship creates intrapreneurs, workers who bring innovation to established education institutions. Entrepreneurship is relevant in education as it enables the entrepreneurial management of schools, where entrepreneurship initiatives such as competitions and entrepreneurial activities are nurtured, and new entrepreneurial developments are encouraged in the school context.

> *Entrepreneurship in education helps teachers and school administrators to be creative and innovative in their teaching and management of the schools, thereby creating a conducive teaching and learning environment. For example, a creative teacher can be flexible in his/her teaching methods. (Participant)*

Figure 5.8 reflects institutional benefits.

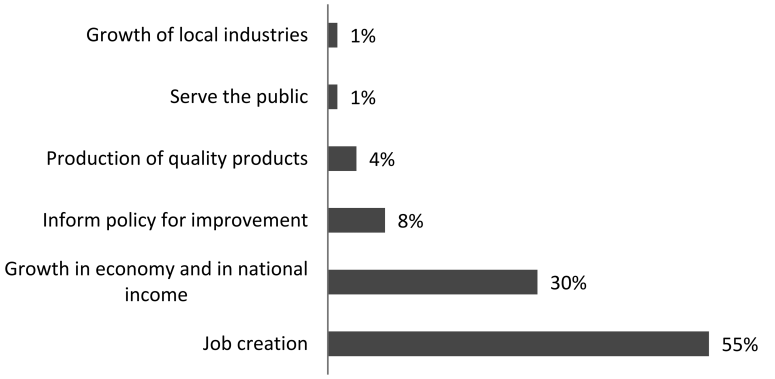


FIGURE 5.7 Relevance of entrepreneurship in education at the national level.

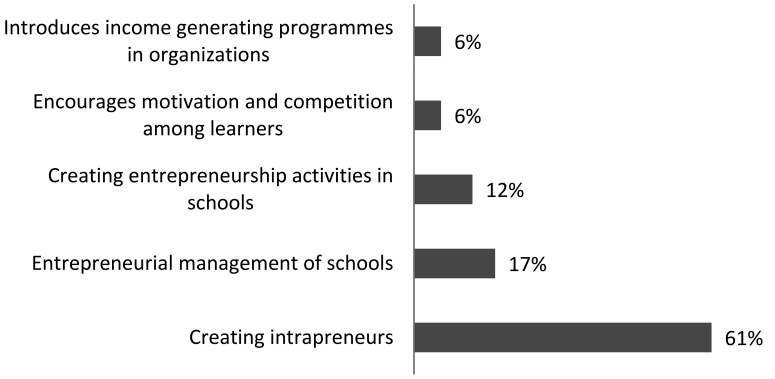


FIGURE 5.8 Relevance of entrepreneurship in education at the institutional level.

At the community level, entrepreneurship addresses social problems found in different contexts. This is made possible since enterprising teachers develop the mindset of turning challenges into opportunities. The knowledge will also be transferred to their students during the teaching process. Entrepreneurship in education also facilitates the solving of the social and economic challenges of the country through problem-based approaches.

5. Discussion

5.1 Conceptualizing entrepreneurship, entrepreneurship education, and an enterprising teacher

As regards the conceptualization of entrepreneurship and entrepreneurship education, the definition of entrepreneurship used in this study aligns with the broader view of entrepreneurship education that embraces entrepreneurship as a mindset, set of skills and attitudes (Fayolle and Klandt, 2006; Mwasalibwa, 2010). As regards an enterprising teacher, the study established various attributes of an academic enterprising teacher based on the views of the participants. While their views are valid given the study context, it may be important to

analyse in depth the concept of an enterprising teacher, since the literature on this is not comprehensive. The findings therefore provide the basis on which further research could be done, a perspective supported by Fayolle, (2013) and Seikkula-Leino et al. (2012). The lack of context-specific resources and a budget for financing entrepreneurial activities were among the major challenges of integrating entrepreneurship in education. The study recommends that all teachers, regardless of their level, should be given the opportunity to study entrepreneurship as a course to enable them to understand the concept, develop it and apply it in the teaching profession.

5.2 Relevance of entrepreneurship in teacher education

The findings show that entrepreneurship in the teacher education curriculum is relevant at the individual, community, institutional, and national levels. Etor et al. (2009) established similar findings that students who studied entrepreneurship were positive in their perception of the relevance of entrepreneurial studies to their learning needs. Additionally, entrepreneurship has been perceived to bring benefits at different levels of analysis from the macro level of economic development (Birch, 1979) to the personal level of achieving satisfaction and a sense of achievement (Luke, Verreynne, and Kearins, 2007).

At the individual level, the findings concur with the study on the relevance of introducing entrepreneurship education at the university level, such as that by Nwangwu (2007), whereby the objective of entrepreneurship education is to enable learners to become self-employed and self-reliant. Learners are also enabled to identify unique business opportunities, which this study related to the education sector once the respondents were graduate teachers. Entrepreneurship education also enables graduates to compete in the world of work and in their surrounding society as they develop diverse skills that enhance their employability. Although the limited amount of literature shows the relevance of entrepreneurship in the teacher education curriculum, the study findings provide a broader understanding by stating that entrepreneurship is relevant in teacher education because of the benefits for the individual, institutions and the nation as a whole (Davidsson, 2006).

6. Conclusion and areas for further research

The study was aimed at exploring the relevance of entrepreneurship in teacher education from the perspective of graduate teachers and education stakeholders in the Tanzanian context. The selected teachers had pursued an entrepreneurship course for teachers at the university level. The findings show that teachers regard entrepreneurship incorporated in the teacher education curriculum as relevant because it introduces innovation in teaching and learning through the improved content and pedagogy. At the individual level, teachers get an opportunity to explore and take advantage of business opportunities in the education sector, to become more employable and to be able to compete in the current world, where employment is a challenge for all graduates. At the institutional level, graduate teachers can confidently pass on entrepreneurial knowledge and skills to their students because it is integrated into the formal curriculum in line with national policies that advocate for the integration of entrepreneurship at all levels. They are also confident in giving career advice to their students having taken the course. Institutions are also run entrepreneurially, enabling individuals to realize their potential by taking entrepreneurial initiatives. The study participants mentioned

that the lack of resources for implementing entrepreneurial activities in education is a major challenge.

On further research, it might be important to ask similar questions of teachers who have not studied entrepreneurship to find out if they see it relevant for the teaching profession. Conceptualization of the qualities of an enterprising teacher also lacks in the literature, showing the need to explore the competence profile of enterprising teachers and/or educators as an area for further research, which is supported by Fayolle (2013). The study proposes that all teachers should be taught about entrepreneurship (both in-service and pre-service teachers) to enable them to benefit from the related relevance, as recommended by Deveci and Seikkula-Leino (2018). Additionally, all students, regardless of their field of study, should also study entrepreneurship to enhance their knowledge of emerging global changes and harness them in their profession. This will enable these students to realize their full potential and the nation as a whole to develop.

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