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## Review on improving the quality of vocational teacher in curbing entrepreneurship challenges

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### ABSTRACT

This paper discussed the decline in the knowledge base of vocational economic teachers in curbing entrepreneur education in schools. The decline is attributed to total deficit in training, inability to upgrade their knowledge through professionalism. The paper outline professional strides that could help curb entrepreneur challenge in vocational education at length. It is recommended that reviewing of the curriculum should be in transient since technology and science are dynamic, professional programme should be initiated for them through in-service training and should be enforced. Encouraged to be in professional bodies. Members should also participate in workshop and maintain programmes.

**Keywords:** entrepreneurship challenges, knowledge, quality, vocational teacher

### 1. Introduction

Entrepreneurship education is very important to the development of any nation, also technical and vocational education to technological advancement of any nation. These provide the platform for molding characters, intellect and a way of expressing talent in our society. In our technological literate world the goal of any nation is to educate illiteracy and barely reduce over dependency on other nations for technology indignity, reduced attention from government whereby citizen would become participant to her developmental process in line with the goal. The requirement of section 18 of the Nigeria constitution by Chief Obasanjo as president introduced and launched the Universal Basic Education Programme on 30<sup>th</sup> September 1999 in Sokoto with the followings. Developing the citizenry in strong consciousness for education and strong committeemen to it vigorous promotion.

Provision of free basic education for the Nigeria child.

Reduce incidence of drop out in formal system of education, cattery for the learning of the young person who for one or two reason had to interrupt schooling.

Acquiring appropriate levels of literacy in skills communication skill, information and communication technology and entrepreneurship.

The scope of UBA programme covers the primary, junior secondary, adult and nomadic education. There are the upper and lower levels. The lower level covers primary 1-6 while the upper level covers JSS1-3. This paper discussed on the quality of home economic education at the upper levels.

The position of a vocational home economics teacher in the programme is very indispensable because entrepreneurship skills and ideas at the stage of child cognition and development could reduce much of the struggle for relevance of entrepreneurship and technical education in our nation. According to Lala (2005) no educational system can rise above the quality of it teachers. The teacher quality in vocational education is determined by the level of training and based knowledge attends by the teacher. The training of vocational teacher at this level is basically done by the college of education. One of the objective of vocational teacher at the NCCE (2008) asserted is that student should be able to plan and effectively execute innovative skill. Vocational subject is being offered as a single non-integrated subject at upper basic level. Analysis assert that vocational home economic skills and practical should be raised enough to hope of student for the challenge of learning and for the challenges of entrepreneurship development at post basic level

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of its growth, for instance, some vocational teachers who are biased & not offended during textile or child development. It is therefore common for such a teacher to skip topics related to these areas in home economics which may be perceived as difficult. This may attribute to the challenge of developing acquired skills in home economics at the grass root.

Curriculum is a working document for executing the aims and objectives of education. Its review involves injecting new ideas, trends and modifying existing learning outcomes in tune with societal needs into existing curriculum. Home economics is a practical subject at the changing world of technology and ideas. Ideas may become absolute, skills and knowledge which require reviewing.

Looking at the upper UBA level programme JSS 1-3 has been neglected. In-service training is a kind of training given to update skills, knowledge when there are deficits (Mbalaha (2002)). Home economics teachers who are deficient in clothing, textile and fashion practical or theory, in child development outside nutrition and home management should undertake to update their content for proper teaching and knowledge base, this could avoid monopoly, hence curbing these challenges. This can be achieved through sandwich programmes at any higher institution where the course is being offered or certificate courses specific to entrepreneurship skills. The understanding of the topic content at difficult areas depends on the teacher (Ayodele (2005)). Continuing education can be long or short terms. For long or short terms, teachers in home economics can embark on study leaves while for short-term teachers can go for short-term courses like certificate programmes to broaden their scope of topic, content-wise (1992). These approaches assist home economics teachers in arguing their knowledge on deficient dynamic and practical oriented topics.

Uzoечи (2005) opined that STAN activities should be made compulsory for all practicing science teachers to enhance their knowledge of subject matters. It is not always true because selection and participation are sometimes hindered by position or rate, favoritism, lack of funds. According to APPT (2009), NSTA (2007), science teachers should be active in professional association and attend conferences and seminars to abreast themselves with current issues in this discipline.

Workshops allow for net and internet working with other teachers from other schools and professional alike exposing new content and ideology when home economics professionals as well as teachers share with fellow colleagues, it reduces teacher isolation and tends to renew interest. NSTA (2012) asserts that ideas, knowledge, professionalism, inside and outside the walls could be promoted when teachers come together. Home economics is a profession that requires practical orientations hence innovative and cannot do without cross-linking ideas and findings.

Monitoring can be described as the act of guiding a novice by a veteran professional to stimulate professional development for efficient problem solving (Mbalaha (2012)). Innovation and entrepreneurship development in home economics is a critical aspect of careers development for all practicing home economics teachers. Therefore, monitoring can be extremely helpful in curbing the challenges in entrepreneurship development in home economic education. Supportive initiative at ongoing entrepreneurship development in home economics education, thus can approve a novice teacher on the ability to think a new way (Rhoda and Wilson (2012)). The Rhoda and Wilson approach of cross pairing mentor in school and within

schools can curb rising challenges in entrepreneurship development, like new approach at practical and production from available research where mentors adopt different approaches to mentoring (Wilson 1999) with no responsibility well defined (Carver Katz (2004)), therefore the current study seeks to advocate structure and planned membership programmes which operate the goal and professional development need of vocational education. Mentoring breeds harmonious working relationship among professional colleagues creating sound board for new ideas in curbing entrepreneurship challenges eliminate loneliness and faster environment for learning and sharing noble innovation ideas.

## 2. Conclusion

Based on the issue described it is recommended that renewal of pre-basic UBE curriculum in vocational home economic should be reviewed to accommodate practical courses at junior classes and primary classes. The home economics teacher at this level should go on professional course through in-service training, training with professional bodies like STAN, NSTA, HECTA they should be encouraged. Participatory workshop and mentoring by experienced or retired vocational economic teachers and mentors.

## 3. Recommendation

The teacher quality is a challenging factor in curbing entrepreneurship development in home economic through the primary and junior schools. To reduce or curb the challenge, plan by both home economic teaching professional, associates instituting to evolve mechanized way to improve quality, hence curbing entrepreneurship development in home economics.

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