

Relevance of Entrepreneurship Education for Teachers and Teacher Curriculum

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ABSTRACT

The paper seeks to establish the relevance of entrepreneurship education for teachers realizing their role in developing enterprising individuals. Limited research has been conducted to establish how teachers are prepared through the teacher curriculum to create entrepreneurs in the formal education system. The study explores how entrepreneurship content is reflected in teacher curriculum, the perception of teachers regarding studying entrepreneurship education and its relevance at an individual, group, institution and national levels.

Semi-structured questionnaire, interviews and focus group discussions were used to gather data from the government education agencies, management of teacher education institutions, teacher educators and student-teachers. Participants were selected purposively from eleven zones of Tanzania with a total of 328 respondents participating in the study.

The findings show that entrepreneurship education though not integrated in teacher curriculum, it is perceived relevant as it enables teachers to integrate it during the teaching process.

Entrepreneurship education enable teachers to explore opportunities available in education sector, create entrepreneurs in education system and enable teachers to offer relevant guidance to students on their future career plans.

Lack of entrepreneurship knowledge among educators, limited ability to integrate entrepreneurship in teacher curriculum and limited funding for entrepreneurship initiatives were commented as the challenges in realizing entrepreneurship education objectives in teacher education.

The paper recommends for the need to integrate entrepreneurship in teacher curriculum to enable students to learn it from the pre-primary education. There is also a need for policy reforms to provide support in entrepreneurship initiatives.

Keywords: Entrepreneurship; Teacher Education; Tanzania