

The Success of Entrepreneurship Education in Tafarkin Tsira Islamic Center Azare of Bauchi State, Nigeria

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ABSTRACT

This study aims to investigate the success of entrepreneurship education in the Tafarkin Tsira Islamic Centre Azare of Bauchi State, Nigeria. The research adopts a mixed-methods approach, utilizing both qualitative and quantitative data collection methods to capture a comprehensive understanding of the impact of entrepreneurship education on the individuals and community involved. The qualitative component involves interviews and focus group discussions with students, educators, and community members, while the quantitative aspect includes surveys to assess the entrepreneurial knowledge, skills, and attitudes of the participants. Additionally, the study examines the tangible outcomes of entrepreneurship education, such as the establishment of new businesses, job creation, and economic growth within the local community. The findings of this study are expected to contribute to the existing body of knowledge on entrepreneurship education in the context of Islamic centers and provide valuable insights for policymakers, educators, and stakeholders. The success of entrepreneurship education in Tafarkin Tsira Islamic Centre Azare of Bauchi State, Nigeria, will shed light on the effectiveness of such programs in promoting entrepreneurship, fostering economic development, and empowering individuals to become change agents in their communities. The study's implications will extend to similar educational initiatives aimed at equipping individuals with the knowledge and skills necessary to succeed in an increasingly competitive and dynamic global economy.

Key Words: Azare, Entrepreneurship education, Bauchi State-Nigeria, Tafarkin Tsira, Global economy

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1. INTRODUCTION

Entrepreneurial education and training has been more important to our contemporary youth and women. It is a growing field that seem as the most important profession to current youth population who are facing high unemployment rate in many countries, changes in the labor market and in our economy due to technological developments, these are just some of the reasons why we must provide future generations with the entrepreneurial skills and mindsets that help them to cope with a changing world (Bird, 1995). Entrepreneurial education and training is the basis for the creative, innovative ideas we need to succeed in the 21st century. It is also a way we can foster the education and training of resilient lifelong learners able to respond to social, economic and ecological disruption (Blenker et al., 2012). The importance of entrepreneurial skills to better equip youth and women for employment is well reflected in the commitments made by the international community. The Sustainable Development Goal 4 on Education, through one of its 10 targets, clearly calls for the need to strengthen skills for employment, decent jobs and entrepreneurship. Furthermore, Sustainable Development Goal 8 to promote 'full and productive employment and decent work for all' emphasizes development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation (UNESCO, 2020). Entrepreneurship education and training programs are a popular policy option to improve the performance of enterprises around the world (David & Christopher, 2012). There are a number of programs offered by governments, microfinance organizations and NGOs in many countries around the world. The micro or small business owners in Nigeria are not implementing many of the business practices in its standard manner, most of the formal records are not kept, and household and business finances are mixed together, marketing efforts are irregular and undeveloped. Entrepreneurship training helps communities and economic development in digesting and discussing on the behaviors and skills that will encourage people to invest; operate and produce from the little they have in a proper direction. The training normally emphasize on important skills such as self-knowledge, critical thinking, problem solving, and working together in a team (Bager, 2011). Entrepreneurship education and training has a greater important for countries to achieve their long-term economic goals and therefore has attracted the attention of policy makers. The picture of the contemporary business challenges causes people to give importance to gain more knowledge on entrepreneurship (Blank & Dorf, 2012).

Entrepreneurial training offers a realistic and effective means to develop the transferable skills needed in this changing world, leaders and practitioners of various institutions can play an important role to form the entrepreneurial mindset and values that are important for people's lives, economic development and a sustainable society. It can take place at secondary, post-secondary and tertiary levels. It is integral to lifelong learning and includes work-based learning, continuing formal and informal training and professional development, which may lead to qualifications (Ball, 2003).

The knowledge and skills gained in the entrepreneurship training process benefit people's lives and has an undeniable effect on human life and the success of countries in social, economic, cultural and technological fields. For this reason, countries including Nigeria attach importance to entrepreneurship education and include this course in their educational

curriculum and training programs (Murat, 2021).

Entrepreneurship skills has the power to change lives and communities in a current global economic challenge, training the Entrepreneurs to maintain the situation is a priority of institutions and Tafarkin Tsira Islamic Centre Azare of Bauchi State Nigeria serve as a prime example. This center has been training and counseling entrepreneurs for a period of time, providing them with the creative and management skills as well as relevant support they need to launch successful businesses. Through its various programs and initiatives, Tafarkin Tsira Islamic Centre Azare is transforming the economic landscape of the citizens in the region and creating a brighter future for its people.

This kind of training help in reshaping the desire and belief of students to create their own careers and start their own businesses is increasing day by day. It engaged individuals who are more active, constructive, creative, able to work in teams, identify and evaluate opportunities, and produce practical solutions to the problems they encounter with the knowledge and skills they have acquired for the running of their enterprises. The last few years have seen rapid growth in the number of these programs in different part of northern Nigeria which is the most populated region in the country.

In this respect, this paper aim to evaluate the educational practices of Tafarkin Tsira Islamic Center Azare, which among its services provides entrepreneurship training, and classroom-based training remains the most popular method of training offered by the center. We undertake a critical review of this program with the goal of synthesizing the emerging lessons and understanding to the benefit of the existing program in the center and the areas in which more concern is needed and relatively modest impacts of the training on survivorship of existing firms, and help prospective owners launch new businesses more quickly.

2. LITERATURE REVIEW

2.1 The Concept of Entrepreneurship

The concept of entrepreneurship differs significantly base on perception and discipline. Entrepreneurship sometimes means that students should be encouraged to start up their own business or company (Blenker et al., 2011) .

Entrepreneurship viewed as starting a business or labor force for the purpose of earning wealth (Canton & Sanderson, 2003).

To others entrepreneurship is not all about starting new organizations, but is about making students more creative, opportunity oriented, proactive and innovative, adhering to a wide definition of entrepreneurship relevant to all walks in life (Clark et al, 2012).

This report takes the stance that a common denominator between these differing approaches is that all students can and should train their ability and willingness to create value for other people. This is at the core of entrepreneurship and is also a competence that all citizens increasingly need to have in today's society, regardless of career choice. Creating new organizations is then viewed as one of many different means for creating different value (Austin, Stevenson, & Wei-Skillern, 2006).

Entrepreneurship is a terminology that focuses on the specific context of setting up a venture and becoming self-employed (QAA, 2012, Mahieu, 2006).

Entrepreneurship is about coaching individuals in creating innovative organizations that grow and create value, either for the purpose of profit or not (Gartner, 1990). To support productivity and growth in economic circle in Nigerian communities, it is essential to invest in entrepreneurship education and training for good future generation.

2.2 Entrepreneurship Education

Entrepreneurship education is a collection of formalized teachings that informs, trains, and educates anyone interested in participating in socioeconomic development through a project to promote entrepreneurship awareness, business creation, or small business development (Bechard & Toulouse, 1998).

The current thinking on entrepreneurial teaching is based on a number of recurring themes. Entrepreneurship education is a form of learning that is effective in realizing career plans that will shape the lives of individuals in their entrepreneurship circle.

Entrepreneurship education is more than preparation on how to run a business. It is about how to develop the entrepreneurial attitudes, skills and knowledge which, in short, should enable a student to 'turn ideas into action'.

Entrepreneurship education should focus on 'entrepreneurs' as well as entrepreneurs, in light of the fact that most students will use entrepreneurial skills within companies or public institutions (Cope, 2003).

2.3 The Entrepreneurial Teacher

An entrepreneurial teacher is more of a coach than someone who lectures. They support the individual learning processes of students and the development of personal competences (Bruyat, 2001).

Entrepreneurial teachers have a passion for teaching, they are inspirational, open-minded and confident, flexible and responsible but also, from time to time, rule-breakers. They listen well, can harness and sell ideas and can work student- and action-oriented. They are team players and have a good network (Boni, et al, 2009).

Entrepreneurial teachers are the ones that cannot teach how to be entrepreneurial without themselves being entrepreneurial (Brown, 2000).

Entrepreneurial teachers are the professionals that works base on competencies and active methods of engaging students to release their entrepreneurial creativity and innovation; acquire and build skills only through practical, real life learning experiences and to be taught across all subjects if applicable (Charney, & Libecap, 2003).

Entrepreneurial teachers do not provide students with the answers, but help them to research and identify the right questions and find the best answers. To inspire their pupils and students, and to help them develop an enterprising attitude, teachers need a wide range of competences related to creativity and entrepreneurship; they require a school environment where creativity and risk-taking are encouraged, and mistakes are valued as a learning opportunity (Amabile, & Khaire, 2008).

Entrepreneurial teachers always seek to close the gap between education and economy and include external experts in their training; focusing on real-life experiences; always refer to the economic aspect of a topic; and business-related subjects play an important role in their classes across the disciplines; they follow a flexible and adaptable study plan and prefer interdisciplinary, project-based learning; using training material rather than textbooks;

they put emphasis on group processes and interactions; and understand the class room sometimes as a 'clash room', giving room for diversity a diversity of opinions, answers and solutions and the reflection about the learning process (EC, 2002).

To give entrepreneurship education real attraction, there is a need to develop learning outcomes related to entrepreneurship, and related assessment methods and quality assurance procedures for all levels of training. These should be designed to help teachers progress in the acquisition of entrepreneurial knowledge, skills and attitudes (EU, 2014).

Therefore, the entrepreneurship education agenda should be promoted beyond teacher education institutions to businesses and the wider community. Teachers and schools will not be able to realize their ambitions without cooperation and partnerships with colleagues, businesses and other stakeholders.

2.4 Tafarkin Tsira Islamic Centre Azare of Bauchi State Nigeria and its Entrepreneurial Education Program

2.4.1 The emergence of the Centre

Tafarkin Tsira Islamic Centre Azare is an educational and religious Centre established and registered with Nigeria's Corporate Affairs Commission in line with the Federal Republic of Nigeria's 1999 Constitution under the companies and Allied Matters Act 1990, Pursuant to Section 659 dated 10th March 2020. The Centre is located at No 2 opposite Ummul-Qura Science Academy Azare to run the following programs:

1. Nursery Schools
2. Primary Schools
3. Secondary Schools
4. Islamiyyah Section
5. Tahfeez Section
6. Adult Education Section
7. Matrimonial Life Training and Counseling Section
8. Special Education/Training and Interventions
9. Islamic Leadership Training Section
10. Publications
11. General Educational services (Adamu, 2021)

2.4.2 Its population

The Centre has a number of staff and students with several responsibilities across the programs. The current number of staff in the Centre is 22, which includes the director, three Sectional heads and classroom teachers, counseling masters, trainers, centre general secretary, cashier, food vendors, and watchman.

2.4.3 Its Entrepreneurial Education/Training (ET) Program.

Several studies emphasize the positive correlation between entrepreneurship education and economic development. As entrepreneurs play a crucial role in driving innovation and economic growth, equipping individuals with entrepreneurial skills becomes paramount. In

the Nigerian context, where unemployment remains a challenge, entrepreneurship education becomes a potential catalyst for self-employment and small business development. As a result of this, entrepreneurship education in the center viewed as follows:

Tafarkin Tsira Islamic center Azare considered as a house of different skills and moral education and training center in the host community and its nearby localities. Its teachers have a central role, as they have a strong impact on the attainment of their learners; they keep their practice under constant review and adjust it in the light of desired training outcomes and of the individual needs of students. As a key to human sustainable development, entrepreneurship expertise needs to be design, modernize and organize for a particular target. Developing contemporary, relevant, competent, well recognize and profitable entrepreneurship is the key vision of the center and its staff for an absolute priority to the betterment of our future generation.

This program serves as one of the most important sections in the centre; it is formed, designed, and initiated in order to address the issue of unemployment, collapse of businesses and entrepreneurial challenges recorded in the society which serves as the most serious danger in the life of our future generation.

No meaningful and recognized society can emerge without an effective, successful and sustainable entrepreneurship mentorship. Islam as a complete way of life designed and provides a comprehensive framework of economic and social development of human species in general. The study area accommodate a number of ethnic groups and people from different background and beliefs as well as people with different expertise, business challenges and entrepreneurial aspirations. The center gives equal opportunity to its clients where applicable. Therefore, the issue of having competent, qualified, and entrepreneurial experts in the society becomes necessary, this cannot be found without a designed and relevant entrepreneurship training program in our localities.

In this regard, the Tafarkin Tsira Islamic Centre Azare developed the idea of each and every individual becoming a supporter of others on the basis of goodwill, mentorship and kindness. After focusing on many issues from different angles and perspectives, it has been realized that our societies face a number of challenges that are either unknown to many or neglected directly or indirectly by the leaders as a result of many factors that if care not be taken our youth may fall in the future dangers more especially the youths, aged men and women that are living in rural areas.

Cases like marital conflicts, neighborhood conflicts, inter-family crisis, school drop-out, and farmers-herders' crisis as well as insecurity challenges that are facing the study area are among the major focused problems that forced the centre to introduce this program of Entrepreneurship Education/Training (ET) to address the existing challenges in the society.

3. METHODOLOGY

The current study is designed according to the qualitative research method. It can be explained as a method in which qualitative information gathering methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a realistic and holistic manner in the natural environment. In addition to this, the nature of objects is also considered important in qualitative research,

because quality is directly related to what something is, how it is, when, where it is, its causes and consequences, its essence and its environment. Therefore, qualitative research includes meaning, concept, definition, fiction, feature, metaphor and symbols (Berg, 2016). In this context, the study was designed based on the idea of how entrepreneurship skills are realized in the process of entrepreneurship education in Tafarkin Tsira Islamic Centre Azare, Bauchi State Nigeria.

The study can also be expressed as a descriptive research; its process covers the implementation processes that include entrepreneurship training elements based on the curricula that form the application part of entrepreneurship education and training in the center. Document review form was used for data collection. The knowledge, skills and values of entrepreneurship were taken into account in the creation of the document review form. Findings were categorized according to these factors and elements for entrepreneurship education were determined. While analyzing the data during the research process, descriptive analysis was used to classify written materials containing information about the phenomenon or facts aimed to be investigated during the literature review.

In descriptive analysis, researchers can often add direct quotes to dramatically reflect the views of the individuals they interviewed or observed. The main purpose of this analysis type is to present the findings to the reader in a summarized and interpreted form. Content analysis was also used to identify some situations. Content analysis; It is possible to express it as a qualitative data analysis method that includes the stages of organizing, classifying, comparing and reaching theoretical results (Cavitt, 2006; Cohen, Manion, & Morrison, 2007). As a result, in the process of realization of entrepreneurship education and training in this center, information on education and training activities has been interpreted and findings have been reached. The obtained findings were evaluated by comparing them with other information in the literature.

4. RESULTS AND DISCUSSION

4.1 Success of Entrepreneurship Education/Training in Tafarkin Tsira Islamic Center Azare of Bauchi State

Tafarkin Tsira Islamic Center's focus on entrepreneurship education may be influenced by Islamic values, which encourage ethical business practices, social responsibility, and economic justice. Research has shown that integrating Islamic principles into entrepreneurship education can lead to more sustainable and socially responsible business ventures. Understanding how these principles are incorporated into the curriculum and shape the mindset of learners is essential for evaluating the success of entrepreneurship education at Tafarkin Tsira Islamic Center Azare.

Nigeria's diverse cultural and religious landscape adds layers of complexity to entrepreneurship education. Studies have shown that adapting entrepreneurial programs to local cultures and traditions enhances their effectiveness. Examining how Tafarkin Tsira Islamic Center tailors its entrepreneurship education to the cultural and religious nuances of Bauchi State will provide insights into the program's success.

To determine the success of entrepreneurship education at Tafarkin Tsira Islamic Center

Azare, it is crucial to identify and analyze relevant success indicators. These may include business startup rates, sustainability of ventures, employment generation, and the overall economic impact on the community. Examining such outcomes will provide a comprehensive understanding of the effectiveness of entrepreneurship education in the specified context. Among the key success are equipping the clients with most practicable entrepreneurial skills on the following available businesses:

4.1.1. Firewood and Charcoal Business

A firewood or charcoal business may be an alternative for any local person who interested in working from home or in making a minimal profit with less startup money as an emerging entrepreneur.

In this center we use to engage those with the interest of starting local business in their respective communities and present a proposal on lucrative small businesses and the wisdom behind it.

In most of the time, it is difficult to launch a successful firewood and charcoal business. You need access to firewood or charcoal, you need location and friendly customer-ship talent in order to run your newly established business. Depending on the customer's requirements, you may need to cut, split, and deliver the firewood or charcoal.

After a lot of labor, perseverance, and customer-friendly actions, the processed firewood or charcoal was sold for more money and good profit. Due to lack of access to power, high tariff costs, or the danger of gas cylinders, people in most of Nigerian rural areas rely primarily on firewood and charcoal for cooking purposes. The owners of this business typically operate it openly in dry season with no specific shops or stores, using front space of their houses, garages, or on the streets. They may also rent out commercial space if it is in the rainy season for more preservation.

I must thank God for the success I have recorded in my life through this particular business, I sponsored my 3 children to further their elementary and post primary education, I feed my family from the little profit am earning each and every day, I use to pay our rent and medical bills every month from this business. Therefore, nothing wrong in this business and nothing to say on this great center, I really encourage young generation to engage in learning entrepreneurship skills rather than depending on only paper qualification.

4.1.2. Food Stuff Business

This is the process of selling items or raw food ingredients that are consumable in the society. As one of the oldest business in Nigeria, selling food stuffs is still practicable at all hours of the day and night. In Nigeria, you may sell food stuffs and make huge profits everywhere you go.

For instance, the center use to advise and encourage its clients to start selling rice, beans, millet, groundnuts, soy beans, garri, semo, wheat, noodles, yams, yam flour, cassava, cassava flour (Alabo), local and Irish potatoes, eggs, and soup ingredients like salt, magi cubes, regular cooking oil, pepper, tomato, ginger, etc.

Investment in the selling of food stuffs may be a very lucrative and simplest way of earning in Nigerian communities; it is a business for those who know how to manage their enterprises. You don't need to matter where you are or what your surroundings are like; you can gradually grow a modest quantity of cash into a large one within no time.

We all need food to improve our daily lives, so it is a promising source of daily income to start selling food stuffs as everyone must buy something for his survival or the survival of his family members. Only that, you must have relevant information, experience, and a complete understanding of every business before start-up in order to avoid going to incorrect route and risking the failure of the enterprise.

It is so simple in many Northern Nigerian communities to start, manage and conduct this type of business without a shop by starting using your home space or a nearby road space where people are passing. It is believed that factors such as small geographic location, the types of goods you are selling and how trustworthy and customer-friendly you are might affect how quickly your business grows in your locality.

It is unimaginable that with the profit I get from this small business I built my 2 bedrooms, pay school fees for my children, buy this bicycle and improving the shop gradually. I have learnt a lot experience from this center; I suffered much in the beginning but now am always smiling with much gratitude to almighty for the uncountable blessings.

4.1.3. Fruits and Vegetables Business

In Nigeria, the fruit and vegetable business is regarded as a one- to two-day commodity business because the commodity will quickly spoil if not consumed or require preservation in electrical equipment. It is believed that about 95% of Nigerians consume fruits and vegetables, they are consistently advised to do so by health professionals for human nutrition, and most of the time they are cheapest in the area where they are available, this type of business would be among the few most profitable ones in Nigeria if not for its early spoilage.

After I received a 3 months training on how to be a successful entrepreneur with little capital I have, I bought oranges, bananas, mangoes, plantains, pineapples, pawpaw, cucumbers, coconuts, watermelons, cabbage, lettuce, green leaves, and other fruits and vegetables and started selling them in front of my house, my neighbors, friends and age mates are surprising by imagining how to manage my life with this small business? The director of this center encourage me not to leave the business, I should have perseverance and careful focus on majority of people need and can always be found in the market. Look at my business place today, I built this shop with the little I get, I bought a motorcycle, a generator, and now extend the business by adding another commodities to be sold here.

4.2 Barbering and Saloon Business

Barbering and saloon businesses are profitable in Nigeria since they employ people from jobless to job givers. As a barber, you may operate your business using your knowledge and resources and make more money every day.

Due to its widespread demand across both genders, the hair salon industry is a profitable and universal one. Both rural areas and metropolitan areas can engage in this daily and ongoing business. In Nigeria, we have two different types of barbing and saloon; the traditional mode and the contemporary method. Both men and women depend on these kinds of businesses in various communities.

Personal care services, particularly hair care services, are provided by barbering and hairdressing businesses. Customers can choose from a variety of treatments, such as haircuts, hair styling, beard trims, hair coloring, face and head massages, etc.

The market for specialist hair care stores, such as beauty salons, barbershops, and hairdressing salons, to serve various sorts of customers is steadily being filled as a result of the expanding number of service types. Additionally, labor in this sector is specialized under many job titles, including barber, hairdresser, stylist, hair colorist, and hair designer (NASME, 2023).

I lost my husband about 5 years back and no one attempt to marry me, we have 4 children with the deceased and non of his relatives or friends take care me or the children, when I heard that this center is usually giving training for both the genders on entrepreneurship I approached them and show my interest, they were happy for that and give me the training. I choose to have skills of this saloon, my brother look at where I am today, see what I possess through this business; I renovated our abandoned rooms and pay school fees to these children, feed them and pay our medical bills all from this business. Therefore, entrepreneurship is not choice now days it is rather a compulsory to all poor children in order to survive.

Therefore, entrepreneurship training is a guiding processes that influencing the members of the society to display initiative and love for the available businesses that they neglect, abandoned and considered as with no value. By doing so, trainers, family members and members of the general community would be able to attain happiness in the future life.

5. CONCLUSION

Reinforcing entrepreneurial education and training in formal and informal schools, vocational and acquisition centers will have a positive impact on the entrepreneurial dynamism of our economies. Indeed, besides contributing to the creation of social enterprise and business start-ups, entrepreneurship training will make young people more employable and more entrepreneurial in their work within existing organizations, across the social, public and private sectors. Therefore investing in entrepreneurship education and training is one of the highest return investments that our societies can make. Contemporary researches shows that pupils and students who have participated in these training centers are more likely to start a business at some point later in life than those who do not receive entrepreneurship education.

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