

1 The Perception of Students on the Need for Entrepreneurship 2 Education in Teacher Education Programme

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6 **Abstract**

7 The study investigated the need for entrepreneurship Education in the Teacher education
8 programme as perceived by Federal College of Education Students, Osiele, Abeokuta, Ogun
9 State Nigeria. The Study employed the descriptive survey research design. The sample
10 consisted of two hundred college of education students selected, using stratified random
11 sampling techniques. One research question and three null hypotheses guided this study. A
12 twenty item questionnaire was used for data collection. Its validity and reliability were
13 established using cronbach's alpha. The value got was 0.81. Its reliability co-efficient was
14 found to be 0.85. The data collected were analyzed using percentages, mean and t-test
15 statistical tools. The results indicated that College of Education Students perceived
16 entrepreneurship education as very important to their programme of study, because it affords
17 them the opportunity to be innovative, resourceful, self-reliant, self-employed and leaders that
18 can stand the test of time in their future endeavour.

21 *Index terms—*

22 **1 Background of the Study**

23 entrepreneurship education according to Adamu (2012) started in 1980's because the Nigerian economy collapsed
24 which resulted to unemployment of youths, retrenchment, under unemployment, poverty etc. in this light,
25 entrepreneurship skills training which was to be given a great importance to save the situation was not encouraged.
26 It has been observed that all levels of education in the country has not properly included in her philosophy of
27 self-reliance such as creating a new cultural and productive environment that will promote skill discovery in
28 primitive work and self-discipline. Thereby encouraging people to take part actively and freely in discussions
29 and decision affecting their general welfare, promoting new sets of attitudes, interest, aptitude and culture for
30 attainment of future challenges (Adamu 2012) 1 .

31 Entrepreneurship education as Onu (2008) maintained is the type of education geared towards producing a
32 self-employed or self-reliant person. It is directed towards instilling of such traits as innovative, ingenuity,
33 resourcefulness and endurance. In entrepreneurship education, manipulation of effective human intelligence is
34 developed for creative performance 2 . In entrepreneurship education, the learner in the submission of Abiogu
35 (2008) is taught how to become the centre of an integrated model of economic development who incorporates
36 a theory of profit and interest 3 , as well as the theory of the business cycle and the capitalist system (Abiogu
37 2011). He becomes a pacesetter, an investor and a risk bearer who crafts energies. Entrepreneurship education
38 enables its recipients to know how to gather resources, initiate action and establish an organization or enterprise
39 to meet the demand of such organization or its market opportunity 4 .

40 On the part of Arogundade (2011) entrepreneurship education is the process which seeks to discover how
41 best the graduates can convert their education to productive ventures 4 . They rethink the conventional
42 paradigm as independent, self-sufficient individual who are willing to sink or swim with their ideas (Abiogu
43 2011). Entrepreneurship education is problem solving. It is a form of transferring and transforming ideas in

44 the sense that it involves applying previously learned knowledge or skills to a new situation. Entrepreneurship
45 education according to Abiogu (2011) involves creative or innovative thinking which is the kind of thinking that
46 leads to new insights, novel approaches, fresh perspectives and whole new ways of understanding and conceiving
47 events, situation and other ways of doing things.

48 Entrepreneurship education for skill acquisition is valuable to all students at all the levels of education in
49 Nigeria (Morrison 2006) 5 . In the recent times, entrepreneurship education in the developing countries, the
50 trainees end up receiving training in general business or management education which does not conform to the
51 training for self-reliance after graduation (Jimbo 2009) 6 .

52 In entrepreneurship education process according to Abiogu (2011) the learner not only effectively utilizes his
53 abilities and potentials confidently; he as well applies creatively aggressively. He is energized by an inner drive as
54 he exploits employment opportunities. It is against this background that this paper is set to look at the perception
55 of tertiary institution students on the need of entrepreneurship education in teacher education programme.

56 **2 II.**

57 Objectives of the Study III.

58 **3 Research Question**

59 What is the perception of Federal College of Education students on the need of entrepreneurship education
60 curriculum in teacher education programme?

61 **4 a) Research Hypotheses**

62 Ho 1: There is no significant difference between the perception of male and female students of Federal College of
63 Education on the need of entrepreneurship education curriculum in teacher education programme. Ho 2: There
64 is no significant difference between the perception of science based and non science based students of Federal
65 College of Education on the need of entrepreneurship education curriculum in teacher education programme.
66 Ho 3: There is no significant difference between the perception of student of Federal College of Education in
67 penultimate year (200L) and those in final year (300L) on the need of entrepreneurship education curriculum in
68 teacher education programme.

69 **5 b) Methodology**

70 This study employed the descriptive research design. The sample consists of two hundred students out of which
71 one hundred were male and other hundred were female. Also one hundred were in their penultimate year (200L)
72 while the other one hundred were in their final year (300L). The sampling procedure employed stratified sampling
73 method which involve the students being selected from each of the four academic departments in the school of
74 arts and social sciences and school of sciences: viz: Department of Social studies, theatre arts, chemistry and
75 physics. Fifty students from each department were randomly selected. The instrument for the data collected in
76 this study was a questionnaire developed by the authors. The questionnaire has two sections. Section A consists
77 of respondents' personal data while section B consists of twenty items that sought information on the perceived
78 need of entrepreneurship education programme in teacher education. Internal consistency and validity of the
79 questionnaire were established using crobachi's alpha and value got was 0.81. The instrument was revalidated
80 by the researchers and its reliability coefficient was found to be 0.85. Data analysis involved the use of frequency
81 percentage and t-test statistics.

82 IV.

83 **6 Result a) Result Question**

84 What is the perception of Federal College of Education students on the need of entrepreneurship education in
85 teacher education programme?

86 **7 Volume XIII Issue W III Version I**

87 The objective of the study are to:

88 ? Identify the perception of N.C.E students on the need of entrepreneurship education in teacher education
89 programme.

90 ? Examine the perception of male and female students of N.C.E. on the need of entrepreneurship education.

91 ? Assess the perception of science based and non science based students of NCE students on the need of
92 entrepreneurship education in teacher education programme.

93 ? Compare the perception of NCE students in penultimate year (200L) and those in final year (300L) on the
94 need of entrepreneurship education in teacher education programme.

95 **8 7.**

96 Entrepreneurship Entrepreneurship education inculcates in the youth the spirit of perseverance that enable them
97 survive in a business venture they embark upon.

98 9 N = 200, percentages are in bracket. b) Hypothesis One

99 There is no significant difference between the percentage of male and female students of Federal College of
100 Education on the need of entrepreneurship education in teacher education programme. Significant at $p < 0.05$
101 Table 2 : Shows that there is significant difference $\{tc = 10.617, p_{tcritic} < 0.05 = 1.645\}$ between the
102 perception of female students $\{52.390, SD = 5.153\}$ and male students $> = \{63.467, SD = 3.647\}$ on their
103 perception of the need of entrepreneurship education in teacher education programme.

104 10 c) Hypothesis Two

105 There is no significant difference between the perception of science based and non-science based students on the
106 need of entrepreneurship students on the need of entrepreneurship education in teacher training programme. The
107 Perception of Students on the Need for Entrepreneurship Education in Teacher Education Programme

108 Volume XIII Issue W III Version I Significant at $p < 0.05$

109 Table 3 shows that documents that there exist a significant difference $\{tc = 3.227, tcritic d\}$ Hypothesis Three
110 . At $< 0.05 = 1.645\}$ between the perception of science students $\{63.415, SD = 4.997\}$ and male students $>$
111 $= \{62.074, SD = 4.061\}$ on their perception of the need of entrepreneurship education in teacher education
112 programme.

113 There is no significant difference between the perception of student in penultimate year $\{200L\}$ and those
114 in need of entrepreneurship education in the teacher education programme. Table 4 : Show that there is no
115 significant difference $\{tc = 0.360, p_{tcritic} . At < 0.05\}$ between the perception of 200level students $\{62.698,$
116 $SD = 4.66\}$ and 300level student $\{62.856 >, SD = 4.59\}$ on the need of entrepreneurship education in teacher
117 education programme.

118 V.

119 11 Discussion

120 The result of the study indicates that the students of Federal College of education perceived the need and
121 the importance of entrepreneurship education in teacher education programme. Table indicates that all the
122 respondents (100%) perceived entrepreneurship education as an approach to teaching and learning that is
123 depended on the ideology of creativity and innovative idea that can promotes self -reliance in democratic nation
124 like Nigeria. In the same manner, 93% of the respondents were of the view that entrepreneurship education will
125 offer functional education to the youth which will enable them to be self -employed and selfreliant. Also 91%
126 of the respondents discovered entrepreneurship education as a worthwhile programme while 95.4% saw it as an
127 opportunity to create wealth for the growth of economy in the society. In conformity with their, they disagreed
128 (72% of the respondents) that inadequate power supply, poor funding, obsolete infrastructure and equipment,
129 as well as sub-standard living environmental conditions of the staff and students. 71.5% of the respondents also
130 disagreed with the concept that Nigeria tertiary institutions still retain their curricula longer than their counter
131 parts in developed countries (Ivowi 2010) 7 . This was also supported by Adediran and Ibrahim (2010) who said
132 that the effect of ethnic, religious and social communities' crises may not give room for the youth to be trained
133 to learn one hand work or the other 8 .

134 The perception of Nwangwu (2007) is of opinion according to his findings that entrepreneurship education is
135 a process of bringing together the factor of production which includes land, labour and capital so as to provide
136 a product or service for public consumption 9 .

137 The essence of entrepreneurship is the willingness and ability of a person to acquire educational skills to explore
138 and exploit investment opportunities established and manage a successful business enterprise (Morrison 2006).

139 Another finding in this study is that there are significant differences in the perception of male and female
140 students on the need of entrepreneurship education in teacher education programme. This was buttressed with
141 the finding of Omolayo (2006) who emphasized the difference ways in which male and female view things 10 .

142 However, the point here is that male mean (63.467) is higher than that of the female (62.290). It seems from
143 the result that, males have better perception when it comes to the issues of training in risk management to make
144 certain bearing feasible. This may support by (Paul 2005) 11 .

145 Yet, another major finding of this study is that there is significant difference between the perception of
146 science -based and non science based students on the need of entrepreneurship education in the teacher education
147 programme. The result commensurate with that of Meredith (1993) who find that students in different discipline
148 differ in their attitudes to, and perception of issues like self-employed and self -reliant 12 . The result of the study
149 could be interpreted to mean the fact that science -based and non -science based students have distinct behaviour
150 peculiar to their reasoning ability, opinion and disposition to issues, concepts and educational discourse like this
151 nature.

152 In the same vain, this study documents that there is no significant difference in the perception of students
153 in their penultimate year (200 levels) and those in their final year (300 levels) on the importance and the need
154 of entrepreneurship education in teacher education programme. This may be because, they might have been
155 enlightened by their various lecturers in their previous lectures that, becoming self employed after the school is
156 better than going about seeking for jobs, which would have adequately serve as an eye opener to them concerning
157 the importance of entrepreneurship education in developing country like Nigeria ??3 .

158 **12 VI. Conclusion and Recommendations**

159 This study has come up with the findings that College of education students see entrepreneurship education as a
160 way of becoming self employed and self-reliant that provide young graduates with enough training and support
161 that will enable them to establish a career in small and medium sized business, which will serve as a catalyst
162 for economic growth and development in a nation like Nigeria, where jobs not easy to get. This paper therefore
163 recommends that the government, non-governmental organization and other education stakeholders should make
164 sure that educational programmes at all levels of education structure needed curriculum relevant to the need and
165 aspirations of her youths, and graduates entrepreneurship skills for self-reliance. The government should also
166 provide necessary needed and conducive environment in terms of machines, materials, physical infrastructure
167 and adequate attention to entrepreneurial skills development in the country through the provision of good
168 economic environment to encourage individual participation in business, while this according to Adamu (2012)
169 will guarantee entrepreneurship that will thrive and consequently be self-reliant and improve economic growth.

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		(81)	(19)	(0)	(0)
2.	Entrepreneurship education is a way of teaching and learning that based on innovative idea.	131 (65.5)	53 (15.5)	06 (25.5)	10 (64)
3.	Entrepreneurship education is a discipline that can promote self-reliant.	151 (15.5)	59 (18.5)	10 (5.0)	02 (5.0)
4.	Infusing entrepreneurship education in social studies programme will enhance creativity.	136 (56)	59 (29.5)	05 (2.5)	0 (0)
5.	Entrepreneurship education promotes self-employed among all people.	15 (7.5)	21 (0.5)	30 (18)	2.38 (64)
6.	Entrepreneurship education decreases unemployment among the youth.	123 61.51)	40 (20)	19 (9.5)	18 (9)

[Note: GYear 2013© 2013 Global Journals Inc. (US)]

Figure 1: Table 1 :

2

S	Sex	N	Mean	SD	tcal	tcrit	Remarks
	Female Male	100 100	62.290 63.467	5.153 3.647	10.617 1.645		Sig.

Figure 2: Table 2 :

3

Figure 3: Table 3 :

4

G Group	N	education programme						Remarks
		Mean	SD	tcal	tcrit		Sig.	
200L	100	62.698	4.66	0.360	1.646	100	62.856	4.5
300L								

P<0.05, NS = Not Significant.

Figure 4: Table 4 :

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