

THE EFFECT OF ENTREPRENEURSHIP EDUCATION COURSE ON THE
ENTREPRENEURIAL INTENTIONS OF FEDERAL COLLEGE OF EDUCATION,
KONTAGORA STUDENTS

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ABSTRACT: *Entrepreneurship education has been introduced into the General Studies of the Minimum Standards of the Nigeria Certificate in Education curriculum as a compulsory course for all students. This action of the curriculum planners is not unconnected to the recent research findings that link entrepreneurship education to entrepreneurial practice. This study therefore sought to find the effect of an entrepreneurship course on the entrepreneurial intentions of College of Education students who are trained to teach as employees in government and private schools. Data was collected from 105 students enrolled into Science and Vocational Education programme before and after the completion the GSE 224, Entrepreneurship Education in the 2017/2018 academic session. The descriptive statistical tools were used to describe the respondents' characteristics while the chi-square was used to test the hypotheses. Findings show that the entrepreneurship course has effect on the entrepreneurial intentions of the students. The study recommends that more entrepreneurship Education courses should be included in the curriculum.*

KEY WORDS; Entrepreneurship education, Entrepreneurship Intention, College of education students

INTRODUCTION

The Colleges of Education in Nigeria are tertiary institutions that are saddled with the duty of producing teachers with Nigeria Certificate in Education (NCE), which by the Federal Government of Nigeria is expected to be the minimum teaching qualification for teachers. Teachers trained at this level are to teach at the basic education sub sector of the Nigerian education and this subsector consists the following:

1. Preprimary Education
2. Primary Education
3. Junior Secondary Education
4. Adult Education and non-formal education
5. Special Needs Education (FRN,2012)

The Nigeria Certificate in Education (NCE) programme is therefore viewed as a major component of the teacher education programme in Nigeria that produces high quality, professional and disciplined teachers with appropriate pedagogical skills and attitudes required to foster easy achievement of the objectives of the programme. Despite this great expectation of the government and the general public, sustainability of the NCE programme is seen to be at cross roads. There are myriads of problems besetting the programme and these include: low status of the teaching

profession, poor welfare packages for teachers, which is believed to be the worst in the country and the high rate of unemployment amongst young NCE graduates. All these and others not mentioned are now worsening the low patronage of students for the NCE teacher education programme. It is a known fact that most students enter the College of Education, not because they want to be teachers, but as a last resort after failing to gain an admission to the Universities and Polytechnics. These students upon graduation and securing teaching positions in either private or public schools, are always quick to tell someone who interrogates them about what job they do, that “they are just managing with either a private or public school”; a language that shows a lack of job satisfaction.

On the account of teacher unemployment, the Daily Post of the 9th May 2016, reports the survey conducted by British Council in the study of Teacher Education, Teacher Practice, Gender and Girls Schooling outcomes in five States in Nigeria. Findings from the survey showed that most College of Education graduates since 2014 are unemployed. The respondents in the survey noted that they were unemployed because jobs were given out on the basis of support for political parties, ethnicity, religious bias and who one knows. Youth unemployment is very high in Nigeria and has in 2017 under the Mohamadu Buhari administration reached a staggering height of 58.1% for people under the age bracket of 15 – 34 yrs. (National Bureau of Statistics, 2017). Within this period, it is reported that 2.9 million graduates from fields besides teaching, and other 5million semi-skilled workers have also lost their jobs. The above report is indeed disturbing and portend serious danger for the country, both socially and economically. This high level of unemployment is happening because graduates are trained with a mind set to seek the white collar jobs offered by the public and private sectors of the economy and with little or no preparation for self-employment.

2.0 The role of Entrepreneurship education as a panacea for unemployment

Entrepreneurial intention is defined differently by different authors. According to Tkachev and Kovereid (1999) it is defined as a willingness to initiate entrepreneurial activity or to start a new venture and be self-employed. To Choo and Wong (2006), it involves search for information directed towards venture creation either at the moment or in the future. It has to do with a mindset or an attitude to own a business or engage in any other entrepreneurial activity.

Entrepreneurship is today seen as the panacea for solving the graduate unemployment problems all over the world and for this reason the Government has introduced entrepreneurship education into the general studies of higher institutions with the aim of stimulating entrepreneurial intentions amongst Nigerian graduates and help to birth entrepreneurs and self-employed graduates. This effort of the Government is been welcome with open hands as opening up prodigious opportunities for self-employment and business startups for student teachers who do not like the teaching profession and for those who fail to secure teaching jobs.

Self-employment as noted Bowan& Clercg (2008) and Katz (2007) could impact peoples salary/wage scales and therefore critically important for the economic prosperity of nations. Entrepreneurship may therefore be one of the career options of graduate NCE teachers so as to create jobs for themselves and contribute immensely to the economic growth of the country and above all serve as a way out of dead end teaching job trap, since it is not all NCE graduates that really wanted to become teachers. Johnmark & Munene (2016) notes that Entrepreneurial

intentions are very strong variables for business startups, successful growing of businesses and the creation of productive activities by graduates.

Entrepreneurship Education and Entrepreneurial Intentions

From the foregoing background, investigating the students' intention for self-employment and business startups could be very relevant in strengthening its relationship with entrepreneurship education as found by previous studies by Athayde (2009), Krueger & Carsrud (2000) and Ajzen (2005). These researchers opine that person's intentions are affected by his behaviors which is not inherited but are developed through training and education. For this purpose entrepreneurship education is very essential in stimulating the intentions of students to initiate new businesses of their own, becoming employers of labour and thereby help to reduce unemployment.

Hussain & Norashidi (2015), Yang (2013) and Van Gelderen (2008) do among other things state the strong relationship which exist between entrepreneurial intentions and entrepreneurial education of students. Basardien et al 2016 emphasized that entrepreneurial education helps to improve students' business orientation, personal control and some self-esteem.

Entrepreneurial Characteristics

An entrepreneur is expected to possess certain qualities to succeed as an entrepreneur. In the recent times, many research efforts on entrepreneurship have focused on entrepreneurial characteristics. Research findings by (Bruckhaus, 1980; Langford, 2000 & Drucker, 1985) identified the following qualities: risk taking, pro-activeness, desire for achievement, desire for independence, ability to take control, drive and leadership etc.

Theoretical model

Entrepreneurial intention

Two most popular models for studying entrepreneurial intentions are the Shapero's Entrepreneurial Event Model (Shapero, 1975) and the Ajzen (1991) Theory of Planned Behavior model. According to Shapiro's Entrepreneurial Event Model sees the creation of businesses as resulting from the relationship among contextual variables which influence one's perceptions that predict intentions to behave in certain ways. Three of the dimensions determining intentions as noted by Shapero (1975) are; Perceived desirability, Perceived feasibility and Propensity to act. The perceived desirability shows the degree to which one is attracted to be an entrepreneur, while the Perceived feasibility reveals the degree to which people consider themselves able to carry out the behavior of an entrepreneur. Finally the propensity to act shows the people's willingness to act the behavior.

The Planned Behavior model of Ajzen (1991) and Krueger & Carsrud (1993) is the most widely used model for research on entrepreneurial intentions. (Linan and Cheng 2009). According to Ajzen (1991) the three independent variables namely, attitudes to entrepreneurship, the subjective norm i.e. the perception of others and the perceived behavior control. In a nutshell, Krueger and Carsrud (1993) expresses the relationship between entrepreneurship intentions and entrepreneurship education as Attitude=Motivation= intentions= behavior. (Izedonmi & Okafor, 2010) In another way, Thandi & Sharma (2003) note that the attitude to start a business, the subjective norm and behavior control are the precursors of entrepreneurial intentions.

RESEARCH METHODOLOGY

The final year students of 2017/2018 academic year from the schools of Science and Vocational Education, Federal College of Education, Kontagora, were surveyed using an entrepreneurial intention questionnaire. These student were chosen because they had undergone an entrepreneurship education course in the GSE 224, taught for a whole semester. On the whole the subjects were 105 students with 60 from science while 45 were from school of vocation. Also 65 of them were males, while 50 were females. The entrepreneurial intention of the subjects were measured using an Entrepreneurial intention Questionnaire structure in Likert form that ranges from 5 strongly agree to 1 strongly disagree before and after the end the course. The students were asked 5 questions: ‘I want to start a business in the next 5 years of graduation’, ‘I have received enough knowledge on how to run my own business’, ‘the most important goal of my life is to own my own business’, ‘I have the skills required in business start- up’ and the their belief in their capacity to start a business. Besides this students were asked to give information about their background information such as gender, age range and if they have had any business experience before school. To analyze the data, descriptive statistics was used to analyze respondents’ characteristics and rating entrepreneur characteristics. To answer the hypotheses, the Chi-square statistical tool was used to test the significance level of differences in the measured variables.

Hypotheses

H01: There is no significant difference between students’ entrepreneurial intentions before and after entrepreneurship education.

H02: There is no significant difference between School of Science student and their counterparts in the school of Vocational Education in their entrepreneurial intentions after entrepreneurship education

H03: There is no significant difference in the self-efficacy of Male and female students after entrepreneurship education.

RESULTS AND DISCUSSIONS

Table 1 shows the characteristics of the respondents who participated in the study.

Table 1: The Characteristics of Respondents

Variable	Type	Frequency	Percentage%
Gender	Male	60	57.14
	Female	30	52.38
Age Range	15-20 yrs	45	42.86
	21-26 yrs	32	30.48
	27yrs- Above	28	26.66
Department	Science	63	60.00
	Vocation	42	40.0
Prior Entrepreneurial Experience	Yes	23	21.90
	No	82	78.10

Table 1 reveals that the total sample or the study is a total of 105 respondents and out of which 57.14% are males and 52.38% for females. Respondents from School of Science are 60 while those from the vocation are 45. The age range of respondents are 15-20 years, 45yrs, 21-26, 32 and 27 yrs. and above 28. Students drawn from the school of science are 60%, while those from Vocational are 40%. Respondents with prior entrepreneurial experience are 21.90% and those without are 78.10%.

Table 2, we have results of the rating of entrepreneurship characteristics important for business startups.

Table 2: Entrepreneurial Characteristics rating of Importance for business start up

Characteristics	Mean rating	SD
Risk Taking	87.23	2.43
Desire for Achievement	74.61	3.11
Emotional Stability	67.88	1.52
Competitiveness	65.33	3.64
Desire for independence	75.76	4.21
Ability to take control	94.56	1.08

In table 2 above the respondents consider ability to take control as the most important characteristic of an entrepreneur. This is followed by risk taking which is rated 87.23. They also saw desire for independence and desire for achievement as the next important characteristics of an entrepreneur. The ratings of importance of these qualities of the entrepreneur is line with research findings of McClelland(1961); Bruckhaus(1980); Drucker(1985.)

The result of students' agreement with entrepreneurship intention statements before and after entrepreneurship education course is shown in table 3 below.

Table 3 Students agreement with entrepreneurship intention statements (EIS).

Statements	% Before EEC	% After
EEC Sig P<0.005		
I will start my business in the 5 years of my graduation 0.000	43	83
I will definitely choose to be an entrepreneur 0.000	36	95
I will start my business immediately after graduation 0.000	48	20
The most important goal of my life is to be self-employed 0.000	17	94
I have the Knowledge to run my business 0.002	67	86

EEC =Entrepreneurship Education Course

The result above shows a significant difference in the entrepreneurial intentions in all items showing the effect of entrepreneurship education on the intentions to start business. Comparing item 1 and 3 shows the recognition that it takes time to save money to start a business and the

difficulty of securing finance for business startup in Nigeria. However the percentage of those who want to become entrepreneur increased more than 50% for items 1, 2 4 and 5. The Knowledge of to run own business also increased due to the course. Findings are in line with those of Hussain & Norashidi (2015), Yang (2013) and Van Gelderen (2008) that there is a strong relation between entrepreneurial education and entrepreneurial intentions.

In table 4 we have the agreement of Science and Vocational Students on the Entrepreneurial intentions after entrepreneurial education course. The result is shown below on table 4.

Table 4. Science and Vocational students' Agreement on the EIS statements after EEC

Statements	Science	Vocational
Sig P<0.005		
I will start my business in the 5 years of my graduation 0.410	79	83
I will definitely choose to be an entrepreneur 0.000	76	95
I have acquired the skills to start a business 0.150	67	71
The most important goal of my life is to be self-employed 0.000	63	94
I have the Knowledge to run my business 0.230	71	86

Students from vocational education have better orientation towards business startup more those in science education. Most students entering Business education already have the mindset to be self-employed rather than science students who fully want to be employed as teachers. Again the vocational nature of the courses in the school of Vocation especially the emphasizes on skill acquisition lend themselves to easy business startups. For example a student from agricultural science or home economics can be self-employed much easier than a graduate of Physics or Chemistry students rating of their belief in the self-confidence skills they have for starting a business is presented in table 5. Here male and female students rating of their capability for business startup was compared after the entrepreneurship education course.

Table 5. Male and Female Students agreement with Statements on self-confidence about possessing skills of Entrepreneurship after EEC

Statements	Male	Female	Sig
P<0.005			
I have risk management ability 0.004		67	16
I have business managerial skills 0.276		53	42
I have the marketing skill for business startup .632		78	88
I have acquired the accounting skills for business startup	63	69	.287

There no significant difference in all the items except for risk taking. Men seem to be better than females in the area of risk taking in business. Both males and females seem to have similar

agreement on their belief of confidence to venture in to business after the entrepreneurship education course.

CONCLUSION

The study was designed to find the effect of entrepreneurial education on the student teachers entrepreneurial intentions. Finds from the study showed that entrepreneurship education has effect on students' entrepreneurship intentions of students and their rating of important entrepreneurship characteristics. It is very clear that if an entrepreneurship education course that lasted for only a semester have had such an impact on the student, much more could be achieved if more entrepreneurship courses are included in the curriculum. On the part of science students, more efforts should be to diversify the courses to expose students to skills and knowledge that lend themselves to easy commercialization. This will give them the mindset of starting their own business. Another way to achieve this could through emphasis on invention and creativity for science students in finding solution to *local* problems.

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