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

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

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Abstract - The study investigated the need for entrepreneurship Education in the Teacher education programme as perceived by Federal College of Education Students, Osiele, Abeokuta, Ogun State Nigeria. The Study employed the descriptive survey research design. The sample consisted of two hundred college of education students selected, using stratified random sampling techniques. One research question and three null hypotheses guided this study. A twenty item questionnaire was used for data collection. Its validity and reliability were established using cronbach's alpha. The value got was 0.81. Its reliability coefficient was found to be 0.85. The data collected were analyzed using percentages, mean and t-test statistical tools. The results indicated that College of Education Students perceived entrepreneurship education as very important to their programme of study, because it affords them the opportunity to be innovative, resourceful, self-reliant, self-employed and leaders that can stand the test of time in their future endeavour. A major recommendation therefore is that, entrepreneurship education curriculum should be introduced into teacher education programme to enable students to be more motivated in identifying entrepreneurial opportunities both within and outside their area of specialization while they are undergoing education and training in the tertiary institution.

I. BACKGROUND OF THE STUDY

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

Entrepreneurship education as Onu (2008) maintained is the type of education geared towards producing a self-employed or self-reliant person. It is directed towards instilling of such traits as innovativeness, ingenuity, resourcefulness and endurance. In entrepreneurship education, manipulation of effective human intelligence is developed for creative performance². In entrepreneurship education, the learner in the submission of Abiogu (2008) is taught how to become the centre of an integrated model of economic development who incorporates a theory of profit and interest³, as well as the theory of the business cycle and the capitalist system (Abiogu 2011). He becomes a pacesetter, an investor and a risk bearer who crafts energies. Entrepreneurship education enables its recipients to know how to gather resources, initiate action and establish an organization or enterprise to meet the demand of such organization or its market opportunity⁴.

On the part of Arogundade (2011) entrepreneurship education is the process which seeks to discover how best the graduates can convert their education to productive ventures⁴. They rethink the convectional paradigm as independent, self-sufficient individual who are willing to sink or swim with their ideas (Abiogu 2011). Entrepreneurship education is problem solving. It is a form of transferring and transforming ideas in the sense that it involves applying previously learned knowledge or skills to a new situation. Entrepreneurship education according to Abiogu (2011) involves creative or innovative thinking which is the kind of thinking that leads to new insights, novel approaches, fresh perspectives and whole new ways of understanding and conceiving events, situation and other ways of doing things.

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

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¹. Adamu, A.A. 2012

². Onu, V.C. 2008, Pg. 148 – 157

³. Abiogu, G.C. 2008, pg 19 – 26

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

II. OBJECTIVES OF THE STUDY

The objective of the study are to:

- Identify the perception of N.C.E students on the need of entrepreneurship education in teacher education programme.
- Examine the perception of male and female students of N.C.E. on the need of entrepreneurship education.
- Assess the perception of science based and non science based students of NCE students on the need of entrepreneurship education in teacher education programme.
- Compare the perception of NCE students in penultimate year (200L) and those in final year (300L) on the need of entrepreneurship education in teacher education programme.

III. RESEARCH QUESTION

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

a) Research Hypotheses

Ho 1: There is no significant difference between the perception of male and female students of Federal College of Education on the need of entrepreneurship education curriculum in teacher education programme.

Ho 2: There is no significant difference between the perception of science based and non science based

students of Federal College of Education on the need of entrepreneurship education curriculum in teacher education programme.

Ho 3: There is no significant difference between the perception of student of Federal College of Education in penultimate year (200L) and those in final year (300L) on the need of entrepreneurship education curriculum in teacher education programme.

b) Methodology

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

IV. RESULT

a) Result Question

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

Table 1 : Perception of Federal College of Education students on the need of entrepreneurship in teacher education programme

S/N	QUESTION	SA	A	D	SD
1.	Entrepreneurship education is suitable for Nigeria?	162 (81)	38 (19)	0 (0)	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)

7.	Entrepreneurship education brings together creative and innovative ideas.	131 (65.5)	53 (27.5)	12 (6.0)	02 (1.0)
8.	Entrepreneurship education creates a platform for critical thinking.	139 (69.5)	46 (23)	13 (6.5)	02 (01)
9.	Entrepreneurship education is the act of starting a company, arranging business deals and taking risks.	52 (26.5)	58 (28.5)	58 (49)	02 (1.0)
10.	Entrepreneurship education renews vitality of society through the creation of wealth.	59 (29.5)	55 (27.5)	12 (41)	02 (2)
11.	Entrepreneurship education is a form of transferring and transforming ideas.	108 (54)	83 (61.5)	7 (3.5)	0 (1.0)
12.	Entrepreneurship education reduces rural urban migration.	80 (40)	102 (5)	6 (03)	0 (0)
13.	Entrepreneurship education serves as a catalyst for economic growth and development.	43 (21.5)	57 (28.5)	98 (49)	02 (1.0)
14.	Entrepreneurship education service as a catalyst for economic growth and development.	55 (27.5)	116 (58)	31 (15.5)	0 (0)
15.	Entrepreneurship education provides young graduates with adequate training to be creative and innovative in identifying business opportunities.	17 8.5)	37 (18.5)	128 (63)	30 (15)
16.	Entrepreneurship education offers tertiary institution graduates training on risk management.	88 (44)	104 (52)	4 (02)	0 (0)
17.	Entrepreneurship education generates employment opportunities.	135 (68)	35 (18)	30 (15)	7 (3.5)
18.	Through entrepreneurship education, high level of poverty is reduced.	108 (54)	80 (40)	8 (4.0)	5 (2.5)
19.	Entrepreneurship education gives training and impact the necessary skills to individual who shall be self-reliant economically.	34 (17)	138 (69)	50 (25)	14 (0.7)
20.	Entrepreneurship education inculcates in the youth the spirit of perseverance that enable them survive in a business venture they embark upon.	5 (2.5)	50 (25)	114 (57)	37 (15.5)

N = 200, percentages are in bracket.

b) Hypothesis One

There is no significant difference between the percentage of male and female students of Federal

College of Education on the need of entrepreneurship education in teacher education programme.

Table 2 : Sex difference in student's perception on the need of entrepreneurship education in teacher education programme

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

Significant at $p < 0.05$

Table 2 : Shows that there is significant difference { $t_c = 10.617$, $p_{critic} at < 0.05 = 1.645$ } between the perception of female students {52.390, SD = 5.153} and male students $> =$ {63.467, SD = 3.647} on their perception of the need of entrepreneurship education in teacher education programme.

c) Hypothesis Two

There is no significant difference between the perception of science based and non-science based students on the need of entrepreneurship students on the need of entrepreneurship education in teacher training programme.

Table 3 : Comparison of science and non-science based students on their perception on the need of entrepreneurship education in the teacher training programme

Group	N	Mean	SD	tcal	tcrit	Remarks
Science	35	63.419	4.997	3.277	1.645	Sig.
Non-Science	165	62.074	4.061			

Significant at $p < 0.05$

Table 3 shows that documents that there exist a significant difference { $t_c = 3.227$, t_{critic} . At $< 0.05 = 1.645$ } between the perception of science students {63.415, SD = 4.997} and male students \geq {62.074, SD = 4.061} on their perception of the need of entrepreneurship education in teacher education programme.

Table 4 : Comparison of 200L and 300L students perception of the need of entrepreneurship education in the teacher education programme

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

$P < 0.05$, NS = Not Significant.

Table 4 : Show that there is no significant difference { $t_c = 0.360$, p t_{critic} . At < 0.05 } between the perception of 200level students {62.698, SD = 4.66} and 300level student {62.856 $>$, SD = 4.59} on the need of entrepreneurship education in teacher education programme.

V. DISCUSSION

The result of the study indicates that the students of Federal College of education perceived the need and the importance of entrepreneurship education in teacher education programme. Table indicates that all the respondents (100%) perceived entrepreneurship education as an approach to teaching and learning that is depended on the ideology of creativity and innovative idea that can promotes self – reliance in democratic nation like Nigeria. In the same manner, 93% of the respondents were of the view that entrepreneurship education will offer functional education to the youth which will enable them to be self – employed and self-reliant. Also 91% of the respondents discovered entrepreneurship education as a worthwhile programme while 95.4% saw it as an opportunity to create wealth for the growth of economy in the society. In conformity with their, they disagreed (72% of the respondents) that inadequate power supply, poor funding, obsolete infrastructure and equipment, as well as sub-standard living environmental conditions of the staff and students. 71.5% of the respondents also disagreed with the concept that Nigeria tertiary institutions still retain their curricula longer than their counter parts in developed countries (Ivowi 2010)⁷. This was also supported by Adediran and Ibrahim (2010) who said that the effect of ethnic, religious and social communities’ crises may not give room for the youth to be trained to learn one hand work or the other⁸.

The perception of Nwangwu (2007) is of opinion according to his findings that entrepreneurship education is a process of bringing together the factor of production which includes land, labour and capital so as to provide a product or service for public consumption⁹.

d) Hypothesis Three

There is no significant difference between the perception of student in penultimate year {200L} and those in need of entrepreneurship education in the teacher education programme.

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

Another finding in this study is that there are significant differences in the perception of male and female students on the need of entrepreneurship education in teacher education programme. This was buttressed with the finding of Omolayo (2006) who emphasized the difference ways in which male and female view things¹⁰.

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

Yet, another major finding of this study is that there is significant difference between the perception of science – based and non science based students on the need of entrepreneurship education in the teacher education programme. The result commensurate with that of Meredith (1993) who find that students in different discipline differ in their attitudes to, and perception of issues like self-employed and self – reliant¹². The result of the study could be interpreted to mean the fact that science –based and non – science based students have distinct behaviour peculiar to their reasoning ability, opinion and disposition to issues, concepts and educational discourse like this nature.

In the same vain, this study documents that there is no significant difference in the perception of students in their penultimate year (200 levels) and those in their final year (300 levels) on the importance and the

⁷ Jimbo, B.O. 2009, Pg 124 - 130.

⁸ Ivowi, U. 2010

⁹ Adediran, A.A. and Ibrahim, M.N. 2010 p. 77 – 85

¹⁰ Nwangwu I.O. 2007, P. 1-8

¹¹ Omo'ayo, B. 2006

¹² Paul, E.O. 2005

need of entrepreneurship education in teacher education programme. This may be because, they might have been enlightened by their various lecturers in their previous lectures that, becoming self employed after the school is better than going about seeking for jobs, which would have adequately serve as an eye opener to them concerning the importance of entrepreneurship education in developing country like Nigeria¹³.

VI. CONCLUSION AND RECOMMENDATIONS

This study has come up with the findings that College of education students see entrepreneurship education as a way of becoming self employed and self-reliant that provide young graduates with enough training and support that will enable them to establish a career in small and medium sized business, which will serve as a catalyst for economic growth and development in a nation like Nigeria, where jobs not easy to get.

This paper therefore recommends that the government, non- governmental organization and other education stakeholders should make sure that educational programmes at all levels of education structure needed curriculum relevant to the need and aspirations of her youths, and graduates entrepreneurship skills for self-reliance. The government should also provide necessary needed and conducive environment in terms of machines, materials, physical infrastructure and adequate attention to entrepreneurial skills development in the country through the provision of good economic environment to encourage individual participation in business, while this according to Adamu (2012) will guarantee entrepreneurship that will thrive and consequently be self-reliant and improve economic growth.

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¹³ Meredith, O. 1993

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