

Current State of Entrepreneurship Education Towards Breeding Entrepreneurial Attitudes Among Vocational and Technical Students in Colleges of Education

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Abstract

The study was designed to explore the existing state of entrepreneurship education taught at colleges of education Nigeria towards enhancing entrepreneurial attitudes among vocational and technical students. A survey research design was used to collect the data from a randomly selected sample of 432 final year students across six colleges of education in the north-eastern Nigeria. The study used multivariate method of data analysis via SPSS version 22.0 to analyse the data obtained from the sample and to test the hypotheses in the model. The authors used cross sectional data to test the hypotheses on impact of entrepreneurship education on the students' entrepreneurial attitude. The study established a significant positive relationship between entrepreneurship education and students' entrepreneurial self-efficacy for self-employment. Furthermore, the study established that entrepreneurship education has significant influence on students' entrepreneurial intention. The study contributes a lot by providing valuable insights to various stakeholders in the field of entrepreneurship education and entrepreneurial career development such as educational institutions, curriculum developers, entrepreneurship educators, and policy makers.

Keywords: Entrepreneurship, entrepreneurship education, entrepreneurial attitude, entrepreneurial intention.

1. Introduction

The concept of entrepreneurship education has recently become a major focus for educational systems all over the world. Acclaimed literatures indicate creation of new ventures and growing businesses are fundamental solution to unemployment and the quickest way to fast-track the economy and reduce poverty (Klappa,2004; Hannon,2005; Akpomi, 2008; Ndedi, 2012). Moreover, entrepreneurship education has succeeded in many developed countries and it has been adopted and applied in the educational institutions of many developing nations (Ronstadt, 1987; Kuratko, 2005; Uduak & Aniefiok, 2011; Sunday, 2012).

This implies that the importance of entrepreneurship and entrepreneurship education has been widely recognised but the concepts are poorly understood (Orford, Herrington, & Wood, 2004; Orford, Herrington, & Wood, 2009 and Ndedi, 2013). Entrepreneurship in education includes development of both personal qualities and attitudes and of formal knowledge and skills that enable the learners to have competency in entrepreneurship. In this regard, the educational system plays an important role in developing entrepreneurial skills/competencies and sharing attitudes in several ways. With the right political will, planning and adequate funding, the program will achieve its purpose.

However, in Nigeria and many developing countries experiencing high rates of unemployment, poverty and other social disorders, many policies have been implemented without recording any significant successes. For instant, in Nigeria entrepreneurship education was introduced for over a decade into the educational system as a remedy for the teaming youth unemployment and poverty eradication policy but the situation is worsening day after day. It is again this background the paper explores current state of entrepreneurship education at the colleges of education in Nigeria towards breeding entrepreneurial attitudes among the vocational and technical

students. issues and the challenges in developing countries and recommends ways of meeting these challenges.

2. Literature Review

2.1 Concept of Entrepreneurship and Entrepreneurship Education

Entrepreneurship has been recognised as an integral part for the economic growth and development of any nation (Henry, Hill, & Leitch, 2003; Matlay, 2008; Carland and Carland, 2010). It is an essential element for national development, with economic growth across the globe positively impacted by the emergence of new and innovative business start-ups (Fayolle, Benoit & Narjisse, 2006; Dell, 2008 and Hattab, 2014). However, the word entrepreneurship means different things to different writers (Sexton & Bowman, 1984; Hills, 1988; Deamer & Earle 2004; Nwachukwu, 2005, Dennis, 2007 and William, Robert and Carl, 2007). Therefore, there is no general consensus on the meaning and definition for the concept of entrepreneurship. As an academic discipline France economist Richard Cantillon coined the term, '*entrepreneur*' (Cantillon, 1755). The literal definition of this French term is '*to undertake*' or '*go between*' referring to the position an individual assumed when pursuing an opportunity (Low and MacMillan, 1988). However, entrepreneurship is understood as the necessary behavioural patterns which are influenced by social, economic and psychodynamic forces (Ndedi & Ijeoma, 2008 and Ndedi, 2013).

Entrepreneurship education is a new field in the academia but has achieved a growing recognition that it can contribute toward the creation of enterprise culture among learners and entrepreneurship ability increases through education (Ronstadt, 1987; Gorman, Hanlon, and King, 1997 and Hattab, 2014). Therefore, considerable academic efforts have been focused upon entrepreneurship education in recent years helping the field to develop and to gain momentum.

2.2 Emerging Issues and Challenges of Entrepreneurship Education in the Developing Countries

Global Entrepreneurship Monitor (GEM) reports indicate low indexes of total entrepreneurial activities (TEA) in most of the developing nations (GEM, 2009; Gibb, 2011; and GEM, 2011). The TEA reveals lower rate of new enterprises in the developing countries and there is the need to deal with the factors which influences behaviour through effective training intervention (Ndedi, 2013). However, the most recent report indicates that factor-driven economies tend to have higher levels of entrepreneurship activity but still there is higher discontinuance rate per entrepreneur in these economies (GEM, 2013).

Lack of unified educational curriculum and standard structure for the entrepreneurship education program poses a very serious challenge in the developing countries. The content of a typical entrepreneurship course varies from one country to another and also according to the teacher's personal preferences as to definition and scope of entrepreneurship due to the lack of unified theory (Sexton and Bowman, 1984; Gorman and Hanlon, 1997; Shane and Venkataraman, 2000 and Carland and Carland, 2010). In this regard, Bechard and Gregoire (2005), identified five items which they considered as obstacles for scholars achieving the goals for entrepreneurship education particularly in developing nations:

- A strong focus on theoretical development rather than educational development.
- A strong tendency to consider education related projects as less legitimate.
- A very limited focus on pedagogy in doctoral training.
- Very few grants available for educational research.
- Few entrepreneurial scholars are interested / rewarded for pedagogical innovation.

Another serious challenge of entrepreneurship education in developing countries is the difficulties recruiting and hiring adequate and qualified teachers with appropriate knowledge and pedagogy to impart entrepreneurial skills and competencies in the students. Obviously, teachers play important role in actualizing the goals for entrepreneurship education (Deakins, Glancey, Menter & Wyper, 2005 and Seikkula-Leino et al, 2010). The teachers are mainly responsible for interpretation and integration of entrepreneurship education into their teaching and finding the best methods and most useful practices (Ruskovaara and Pinkala, 2013 and Ndedi, 2013). Many studies found that teachers undergo some difficulties in finding appropriate contents and methods to implement entrepreneurial education (Fiet, 2000 and Solomon, 2007).

Similarly, entrepreneurship education requires the use of active learning methods that place the learner at the centre of the educational process and enable them to take responsibility for their learning experiment and learn about themselves. The issues relate to too much emphasis on bookish knowledge but not on skills and competencies; much emphasis on teacher centre method but not encouraging individual/group learning methods which learner centred has been identified as one of the problems of teaching entrepreneurship in developing countries. Studies has indicated that active learning is more appropriate for nurturing entrepreneurial attributes and positively correlated with entrepreneurial intention (Garavan & O'Conneide, 1994; Shariff, Hasan, Mohamad & Jusoff, 2010; Josien & Sybrowsky 2013). Hence, the following null hypotheses were tested at 0.05 level of significance:

H_{0 1}: There is no significant relationship between entrepreneurship education and the students'

entrepreneurial self-efficacy for self-employment.

H_{0,2}: There is no significant relationship between entrepreneurship education and the students' entrepreneurial intention.

3. Method

3.1 Participants and procedures

The study aimed to investigate the current state of entrepreneurship education taught at Nigeria Certificate in Education (NCE) programs in colleges of education in Nigeria. The population of the study consisted of a total 3,059 final students enrolled on a compulsory entrepreneurship studies module from ten Colleges of Education at Northeast States. A total of 432 final students were used as the sample of the survey, and the sample was drawn using a stratified sampling technique. Survey questionnaires were personally administered by the researchers with the help of some research assistants whom ensured efficiency of the data collection process. The demographic profile of the respondents is presented in table 1.

Table1. Demographic profile of the respondents (n = 432)

Demographic variable	Category	Frequency	Percentage (%)
Age	18-29	358	82.87
	30-39	63	14.58
	40 & above	11	2.54
Gender	Male	285	65.97
	Female	147	34.03
Area of study	Agriculture	199	46.06
	Business	98	22.69
	Technical	48	11.11
	Home Economics	52	12.04
	Fine & Applied Arts	35	08.10
Parent self-employed	Yes	280	64.81
	No	152	35.19
Closed relative self-employed	Yes	303	70.14
	No	129	29.86
Occupational experience	Self-employed	99	22.92
	Civil servant	66	15.28
	Working for others	47	10.87
	Apprenticeship	46	10.65
	Unemployed	174	40.28

The demographic profile of the respondents presented in table 1 indicates that the majority of the respondents are at age group between 18 to 29 years represents 83% of the total respondents, whereas remaining 17% are at the age group between 30 years and above; male respondents signified 66% of the total respondents and female equivalent signified 34%. The table also reveals that 46.06% of the respondents are students from agriculture, 22.69% business, 11.11% technical, 12.04% home economics and 8.10% fine and applied arts students. In addition, 65% of the total respondents have their parents self-employed contrary to 35% whose parents were not self-employed. Equally, 70% of the total respondents have closed relative self-employed contrary to 30% of the respondents with no closed relative self-employed.

3.2 Instrumentation and Measures of Variables

The survey adopted different measure of variables in the process of conducting this research work. These measures were summarised and presented in Table 2.

Table 2: Summary of measures of variables

Variables	No. of items	Cronbach's alpha	Sources
Entrepreneurial intention	12	0.78	Richard, Georg and Dietmar, (2009).
Entrepreneurial knowledge	6	0.72	Richard, <i>et al.</i> , (2009)
Entrepreneurial skills	8	0.86	Liñán (2008).
Entrepreneurial self-efficacy	7	0.82	Liñán (2008).

Note: All variables were measured on a 5-point Likert scale.

3.3 Method of Data Analysis

A multivariate data analysis using SPSS version 22.0 was used to analyse the data and to test the hypotheses of the study. The regression analysis and of particular interest correlation coefficient was used to analyse the relationship between the latent variables in the study. Accordingly, this statistic shows the strength of linear relationship between two variables (Sambo, 2008; Hair, Black, Babin, & Anderson, 2010).

4. Results and Discussion

4.1 Descriptive Statistics of the Latent Variables

The descriptive statistics of the latent variables in the study are shown in table 3.

Table 3: Descriptive Statistics of latent variables

Construct	Mean	Std. Deviation
Entrepreneurial Intention	4.01	1.08
Entrepreneurial knowledge	3.83	0.95
Entrepreneurial skills	3.79	0.98
Entrepreneurial self-efficacy	4.12	0.96

The table 3 presents the mean and standard deviation of the entirely latent constructs in the study. The result shows that the entire variables recorded high level of mean scores ranged from 4.12 to 3.79. In nut shell, entrepreneurial self-efficacy recorded the highest mean score ($M = 4.12$, $SD = 0.96$), whereas entrepreneurial skills recorded the less mean score ($M = 3.79$, $SD = 0.98$). Conclusively, the means of entire variables were at the high level range and this justifies the suitability of the variables for the study.

4.2 Hypothesis one

H_{01} : There is no significant relationship between entrepreneurship education and the students' entrepreneurial self-efficacy for self-employment.

Table 4: Results of Pearson Correlation between entrepreneurship education ^a and students' entrepreneurial self-efficacy ^b for self-employment

Variable	R- value	Df	R square	F	Sig.
Entrepreneurial self-efficacy	.326	4	.186	16.494	.000

a. Independent variable: Entrepreneurship education

b. Dependent variable: Entrepreneurial self-efficacy

The results analysis in table 4 indicated that the relationship between entrepreneurship education and students' entrepreneurial self-efficacy was tested at the 0.05 level of significance (r -square = .186, $F = 16.494$, $P < 0.05$) and found out that there is positive relationship between entrepreneurship education and the students' entrepreneurial self-efficacy. The results also showed that entrepreneurship education has a significant but low impact of .326 (r - value) on the relationship with the participated students' self-efficacy for self-employment. However, since the r – value .326 is greater than 0 has indicated that a positive relationship was established between the variables. In addition, the calculated F value of 16.494 is greater than the critical value of F at 0.05 level of significant which is 6.39. Therefore, the null hypothesis H_{01} is hereby rejected.

Accordingly, prior studies found positive and significant association between entrepreneurship education and entrepreneurial self-efficacy (Douglas & Shepherd, 2002; Krueger, Reilly & Carsrud, 2000). Thus, indicating higher ESE is associated to entrepreneur career and new venture creation (Liñán, Rodríguez-Cohard, & Rueda-Cantuche, 2011; Krueger, et al, 2000). Furthermore, the study justifies important roles play by entrepreneurial education on influencing the students' Entrepreneurial self-efficacy for self-employment.

4.2 Hypothesis two

H_{02} : There is no significant relationship between entrepreneurship education and the students' entrepreneurial intention.

Table 5: Results of Pearson correlation between entrepreneurship education ^a and students' entrepreneurial intention ^b

Variable	R- value	Df	R square	F	Sig.
Entrepreneurial intention	.222	4	.186	16.494	.004

a. Independent variable: Entrepreneurship education

b. Dependent variable: Entrepreneurial intention

The results analysis in table 5 revealed that the relationship between entrepreneurship education and students' entrepreneurial intention was found to be positively significant at the 0.05 level of significance (r -square = .186, $F = 16.494$, $P < 0.05$). The results showed that entrepreneurship education has a low but positive

impact on the relationship with the participated students' entrepreneurial intention. However, since the r – value of .222 is greater than 0 that means there is a positive relationship between the entrepreneurship education and the students' entrepreneurial intention. Moreover, the calculated F value of 16.494 is greater than the critical value of F at 0.05 level of significant which is 6.39. Therefore, the null hypothesis H_{04} is hereby rejected. These results supported other previous study that established a positive and a significant relationship between the latent constructs of the study (Jones, Jones, Packham, & Miller, 2008; Liñán, *et al*, 2011; Martin Cruz *et al.*, 2009; Ojeifo, 2013).

Similarly, other studies on entrepreneurship highlight on the critical role of entrepreneurship education in promoting entrepreneurial mind-set, entrepreneurial attitude, and entrepreneurship as a future career (O'Connor, 2012; Lewrick, Omar, Raeside & Sailer, 2010). Entrepreneurial knowledge is important because it functions as drive that inspires potential entrepreneurs and encourages mass of inflow entrepreneurial activities into the nation. Recently, there has been greater interest in entrepreneurship education among nations which has been realized worldwide through an increased establishment of entrepreneurial education programs within the higher educational institutions (Jones, Jones, Packham & Miller, 2008; Pittaway & Cope, 2007).

5. Conclusion

The empirical findings from the study revealed a positive relationship was found between entrepreneurship education taught in our colleges of education and students' entrepreneurial self-efficacy. These findings are in agreements with earlier studies that reported entrepreneurial knowledge positively influences students' entrepreneurial attitudes. Furthermore, the findings revealed that relationship between entrepreneurial knowledge and students' entrepreneurial intention was positively significant. Henceforth, the implications for policy-makers, entrepreneurship educators and researchers, are to find and adopt teaching methods that boots students' entrepreneurial self-efficacy which in turn increases their entrepreneurial attitudes and subsequently their entrepreneurial intentions. In addition, the authorities in the higher institutions of learning should provide adequate supportive environment to encourage the students' entrepreneurial intentions.

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