



Entrepreneurial Education: Its Significance, Implication And Application Within And Outside The School System Towards Self-Reliance

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Abstract:

Entrepreneurial education has long been considered a significant education or training for economic growth and development simply because it provides many job opportunities. As a result of positive impact of entrepreneurial skills and trainings, recent decades have witnessed a tremendous rise in entrepreneurial education at various tertiary institutions (Universities and colleges) around the globe. This paper discusses and addresses the significance of entrepreneurial education across different fields of life. Findings revealed that entrepreneurial education is best received in the school settings, also learning by doing is seemed the best approach or method to teach entrepreneurial education. Business school, among others, was considered the location suitable for entrepreneurial education which should be handled by entrepreneurship educators by focusing fresh trainers. The research also noted that the use of software programs would be a great assistance in broadening access and increase the scale and scope of entrepreneurial training. Conclusively, the research showed that being male or female has nothing to do with perception of the importance of entrepreneurial education within and outside the school system, while the level of a student has great impact in knowing the importance of entrepreneurial education within and outside the school system.

Keywords: Entrepreneur, Skills, Training

Introduction And Background Of The Study

The need for entrepreneurial education started towards the end of 19th century and gained increased recognition in the closing decades of the 20th century among economist as a significant driver of improvement in societal welfare.

Entrepreneurship was also recognized as the engine driving the economy and society of most nations (Brock and Evans, 1989; ACS, 1992; Carree and Thurik, 2002). All over the world, governments have acknowledged the significant role of entrepreneurship education in motivating individuals businesses and related stakeholders to perceive and develop new opportunities that can promote positive change and create economic growth in their societies (Blenker, Dreisler and Kjeldsen, 2008). The entrepreneurial education is now seen as one of the major sources of innovation in virtually all nations of the globe, leading to the birth of new enterprises and the growth and renewal of established organizations.

The importance of entrepreneurship education and training to individual attitudes, actions and ambitions is of particular interest to policy makers, educators and practitioners. The study of Peterman and Kennedy (2003) found that attendance at an entrepreneurship programmes has positive effects on both the desirability and the feasibility of starting a business; changes in perceptions are related to the positivity of prior working experience and of entrepreneurship programmes. To Stevenson and Gumpert (1985) entrepreneurial education can impact attitudes, help people recognize opportunities and think creatively, and enable them to build leadership skills and confidence. Complementing this view, a recent European Commission Report (2008) suggested that the goal of entrepreneurship education should be to promote creativity, innovation and self-employment. Entrepreneurship education therefore entails more than the development of particular business skills. It can influence an individuals motivation to strive for something that might otherwise seem impossible or too risky (Alicia, Jonathan, Donna, Rognvaldur and Thomas, 2010). Hence, it can create positive perceptions and desire among individuals to start business.

The new development of Information and Communication Technology [I CT] has been to open the field to new opportunities, especially in the USA as well as Nigeria. Universities are now offering distance learning, multiplying the learning possibilities for students with respect to entrepreneurship education; multi-media lessons can be offered in both 'real' and 'virtual' course and improving the quality of learning entrepreneurial educational processes. Further more, the growth of internet has made entrepreneurial

information more easily available, which in turn makes people more likely to spot entrepreneurial opportunities to be nurtured within the courses. As Solomon , Duffy and Tarabishy (2002) put that the whole teaching community can benefit from the development of the ICT systems: professors can communicate better, sharing resources, and ideas for making the educational process more effective.

Research Questions

- Which type of entrepreneurial education you received in the past six months?
- Which type of entrepreneurial education or training approaches and methods work best?
- Where is the most appropriate location to teach entrepreneurship?
- What should be the purpose of the curriculum design for entrepreneurial education?
- Who are capable to teach entrepreneurial education?
- Which means is the best way to broaden access and increase the scale and scope of entrepreneurial training?

Research Hypotheses

- There is no significant difference between male and female perception on the importance of entrepreneurial education within and outside the school.
- There is no significant difference on the perception of students about entrepreneurial education across different levels of education.

Design, Sample And Instrument

The study rests on descriptive survey design. Questionnaire was used to collect data from 200 students (respondents) of Adeniran Ogunsanya College of Education as well as Regular Degree Students of Ekiti State University, Ado-Ekiti in affiliation with Adeniran Ogunsanya College of Education across different levels: 100,200 and 300 levels .The students were randomly chosen to remove the bias of any students being part of the population .

Instrument's Validity And Reliability

The self structured items of the questionnaire were subjected to both face and content validity by the involvement of entrepreneurial educator and measurement and evaluation experts. Observations, suggestions and advices were incorporated into the final draft of

the questionnaire. 0.77 was observed in a test –retest process of reliability after re-examining twenty respondents different from the sampled drawn from the population in the interval of two weeks.

Presentation Of Results And Discussion

Research Question One

Which type of entrepreneurial education you received in the past six months?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School Training Programme	175	87.5	87.5	87.5
	Non-school programme	25	12.5	12.5	100.0
	Total	200	100.0	100.0	

Table 1: Type of entrepreneurial education received

When the first research question was asked, the respondents with school training programme were 175 (87.5%) while those received entrepreneurial education in Non-school programme were only 25 (12.5%). The chart below shows pictorial representation on the type of entrepreneurial education the respondents received in the past six months.

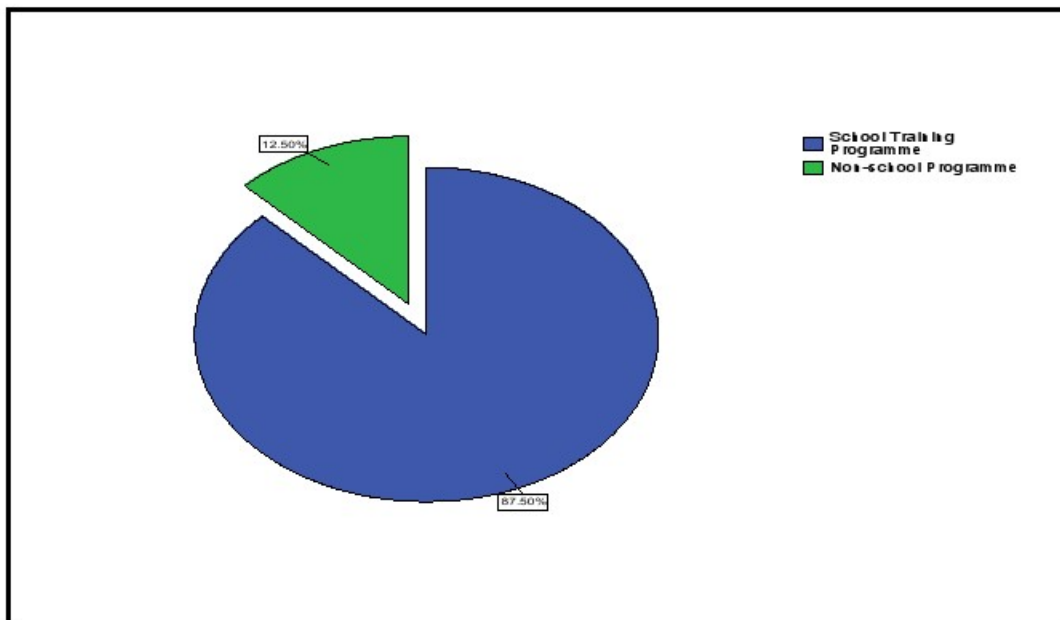


Figure 1

The pie chart (fig.1) depicts that highest percentage of the respondents (Students) received their training (Entrepreneurial education) in the school programme against those received their own training in a non-school programme.

Research Question Two

Which type of entrepreneurial education or training approaches and methods work best?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Learning by doing method	111	55.5	55.5	55.5
	Traditional method (Lecture)	89	44.5	44.5	100.0
	Total	200	100.0	100.0	

Table2: Approaches and methods of entrepreneurial education

The question of which type of entrepreneurial education or training approaches and methods work best was responded by the students, the table above reveals that the best approach and method to use in teaching or training students was taken to be Learning by doing method with 111 (55.5%) compare with those students supported traditional method (Lecture) with just 89 (44.5%). The pie char below elucidates more on this.

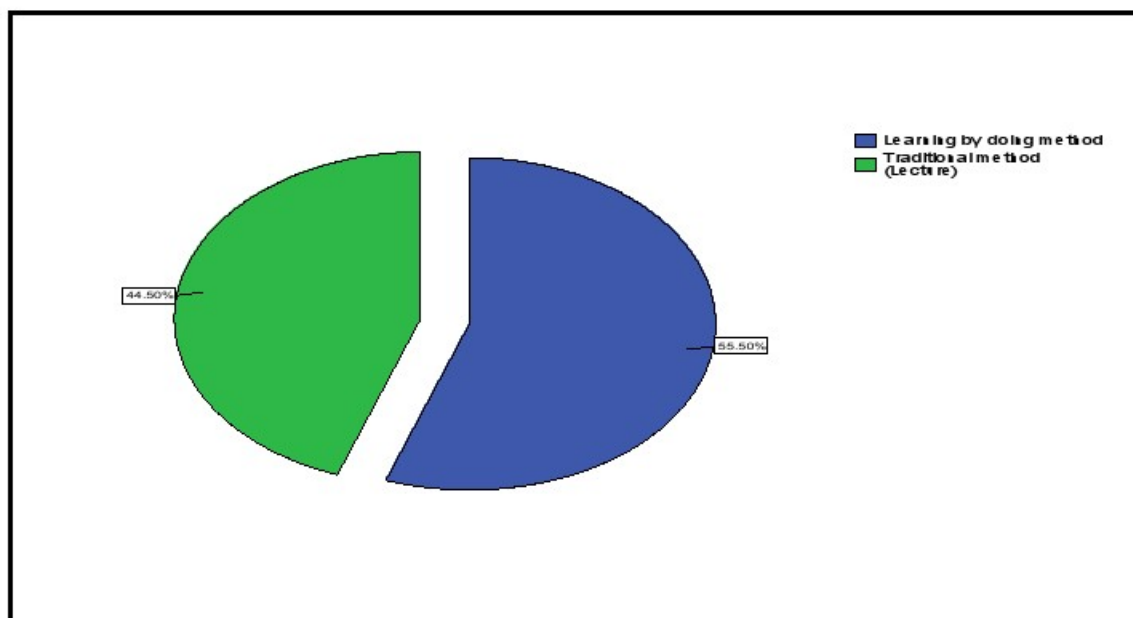


Figure 2

The chart (fig.2), as said earlier, clearly shows that the percentage of respondents supporting learning by doing method over weighed the traditional method with 55.5% against 44.5%

Research Question Three

Where is the most appropriate location to teach entrepreneurship?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In the business school	133	66.5	66.5	66.5
	Outside the business school	9	4.5	4.5	71.0
	In any school	53	26.5	26.5	97.5
	In the technical School	5	2.5	2.5	100.0
	Total	200	100.0	100.0	

Table3: Location to teach entrepreneurial education

The table above expatiates on the most appropriate location that is best suitable to teach entrepreneurship. 133 (66.5%) students (respondents) choose 'in the business school', 9 (4.5%) students (respondents) choose 'outside the business school', 53 (26.5%) students (respondents) choose 'in any school', while only 5 (2.5%) students (respondents) choose 'in the technical school'. In the long run, respondents with the choice of 'in the business school' have the highest number and percentage respectively. The pie chart below sheds more light to the above information.

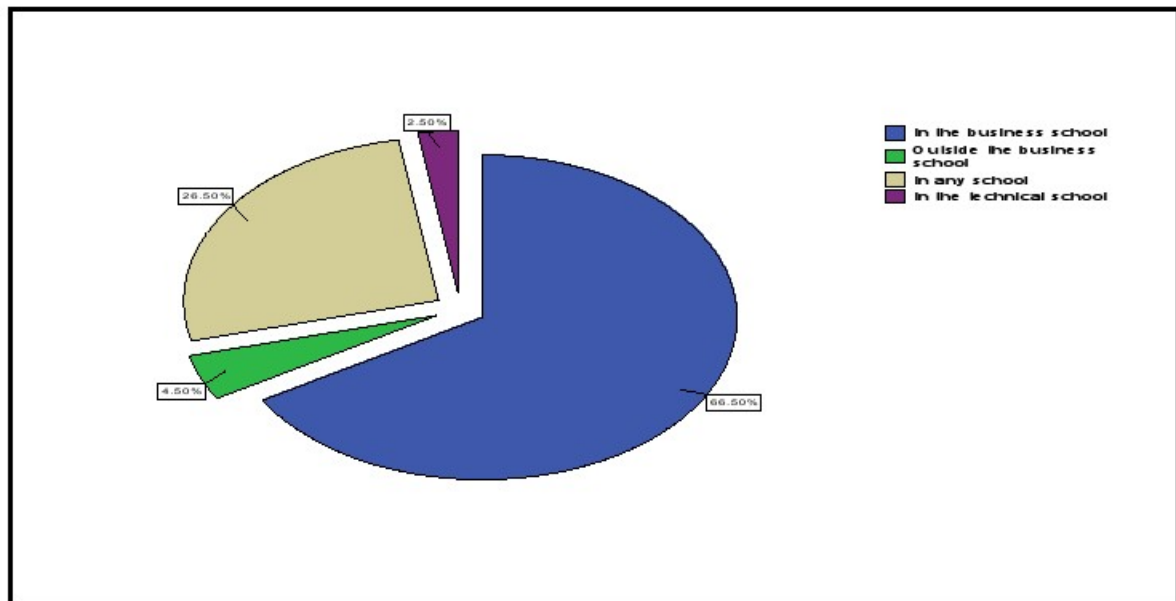


Figure 3

The pie chart above (fig.3) shows various percentages with respect to their locations: In the business school (66.5%), Outside the business school (4.5%), In any School (26.5%) and in the technical school (2.5%)

Research Question Four

What should be the purpose of the curriculum design for entrepreneurial education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Traing fresh trainers	91	45.5	45.5	45.5
	Training anybody	85	42.5	42.5	88.0
	Training the trainers	24	12.0	12.0	100.0
	Total	200	100.0	100.0	

Table 4: Purpose of entrepreneurial curriculum focus

The respondents perception on what should be the purpose of the curriculum design shows in table above (table), reveal that 91 (45.5%) of respondents believe that the curriculum should be for training of fresh trainers, 85 (42.5%) of the respondents were of the opinion that the curriculum should be meant for Training anybody while 24 (12%) were with the view that the curriculum should be for training the trainers. The pie chart below explains further on the percentage of respondents across the designs.

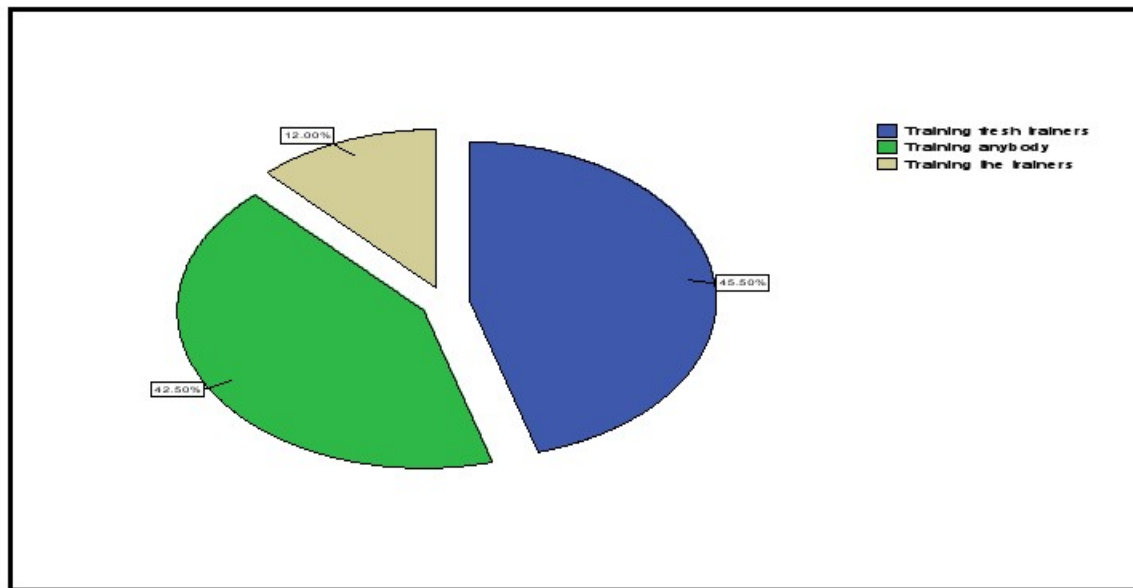


Figure 4

The pie chart (fig.4) clearly shows the respective percentages of what the curriculum design should be meant for. From the chart 45.5% were of training fresh trainers, followed by training anybody with 42.5% and finally training the trainers with 12%

Research Question Five

Who are capable to teach entrepreneurial education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Phd Holders, Masters and Graduates	29	14.5	14.5	14.5
	Business people	23	11.5	11.5	26.0
	Entrepreneurship educators	131	65.5	65.5	91.5
	Anybody	17	8.5	8.5	100.0
	Total	200	100.0	100.0	

Table5: Professionals to teach of entrepreneurial education

The table above reveals the frequencies and percentages of those who are capable to teach entrepreneurial education. It is succinctly shown that entrepreneurship educators has the highest frequency and percentage with 131 (65.5%), followed by those with PhD,

masters and BSc (graduates) with the frequency and percentage of 29 (14.5%), next to this is those in real business (business people) with 23 (11.5%) and lastly 17 (8.5%) of the respondents were of the opinion that entrepreneurial education can be taught by just anybody. The pie chart below show more clearly on the percentages of respondents towards who are capable to handle entrepreneurial educational teaching.

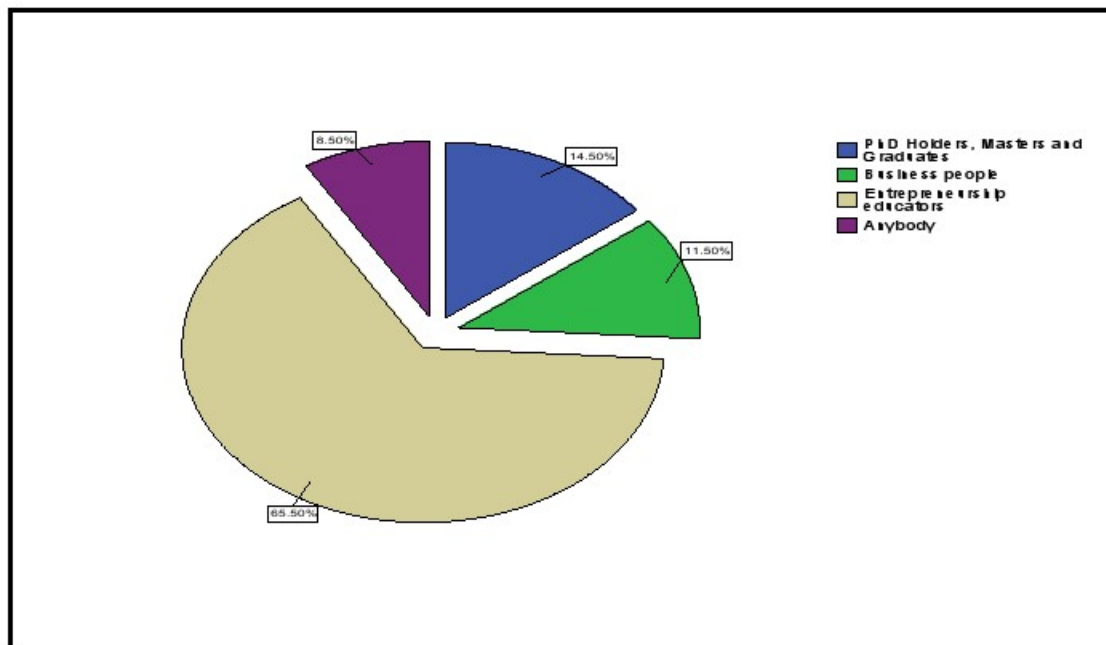


Figure 5

The pie chart shows the percentages accordingly: 65.5% for entrepreneurship educators, 14.5% for PhD holders, maters, and graduates, 11.5% for Business people and 8.5% for anybody.

Research Question 6

Which means is the best way to broaden access and increase the scale and scope of entrepreneurial training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Computer system	49	24.5	24.5	24.5
	Internet	72	36.0	36.0	60.5
	Software Programs	79	39.5	39.5	100.0
	Total	200	100.0	100.0	

Table6: Means that broadening access and increasing the scale and scope of Entrepreneurial Training

The table above (table 6) depicts the best means to broaden access and increase the scale and scope of entrepreneurial training. The result shows that software programs are the best way to broaden the access and increase the scale and scope of entrepreneurial education with 79 (39.5%), next to it is the use of internet with 72 (36%) and finally computer system with only 49 (24.5%) respectively. The pie chart below explains further.

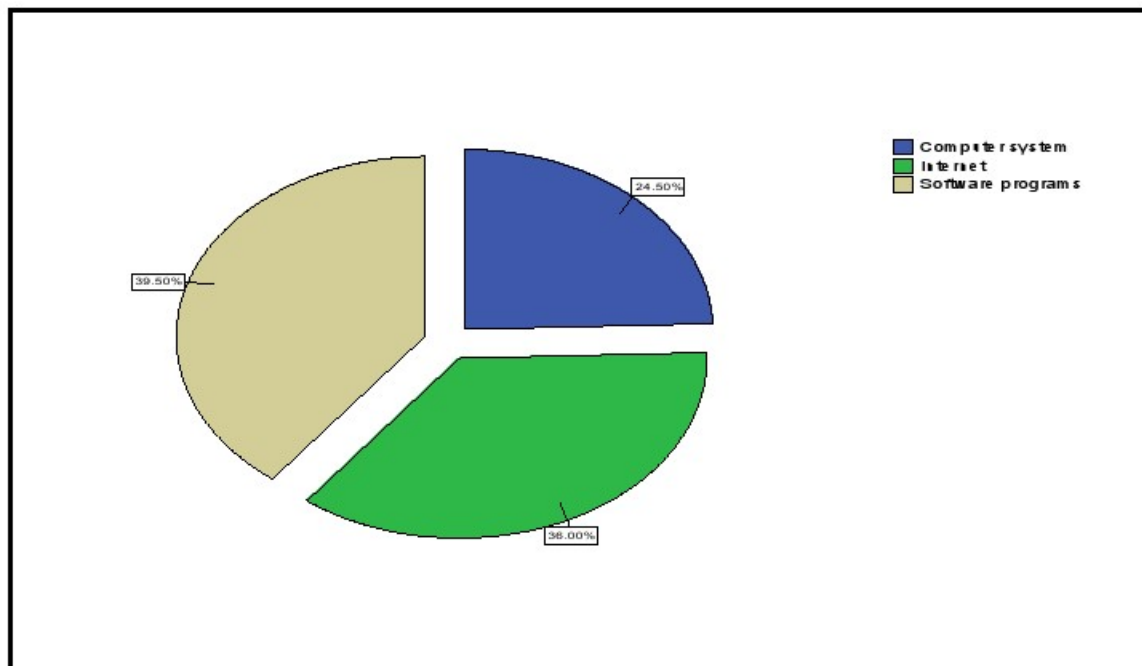


Figure 6

The chart shows percentages of computer system, internet and software programs with 39.5%, 36% and 24.5% respectively.

Testing Of Hypotheses

Ho 1

There is no significant difference between male and female perception on the importance of entrepreneurial education within and outside the school.

			Importance of entrepreneurial education within and outside the school		Total
			School Training Programme	Non-school Programme	
Gender	Male	Count	128	20	148
		Expected count	129.5	18.5	148.0
	Female	Count	47	5	52
		Expected Count	45.5	6.5	52.0
Total		Count	175	25	200
		Expected Count	175.0	25.0	200.0

Table7: Cross Tabulation of Gender and Students' Perception of entrepreneurial education

The table above shows the cross tabulation of gender and the perception of students towards the importance of entrepreneurial education within and outside the school system (School Training Programme and Non-school programme) .

	Value	df	Asymp Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.535 ^b	1	.465		
Continuity Correction^a	.238	1	.626		
Likelihood Ratio	.561	1	.454		
Fisher's Exact Test				.627	.322
Linear-by-Linear Association	.532	1	.466		
N of Valid Cases	200				

Table 8: Chi-Square Tests

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.50

A Chi-Square Test was conducted to find difference between male and female perception on the importance of entrepreneurial education within and outside the school. No significant difference was found between male and female perception on the importance of entrepreneurial education within and outside the school [Chi-Square =0.626, $df=1$, $p > .05$].

Ho2

There is no significant difference on the perception of student's entrepreneurial education across different levels of education.

			Preception of student's entrepreneurial education		Total
			School Training Programme	Non-school Programme	
Level	100 Level	Count	53	0	53
		Expected count	46.4	6.6	5.0
	200 Level	Count	46	16	62
		Expected Count	54.3	7.8	62.0
	300 Level	Count	76	9	85
		Expected Count	74.4	10.6	85.0
Total		Count	175	25	200
		Expected Count	175.0	25.0	200.0

Table 9: Cross Tabulation of different Students' levels and perception of entrepreneurial education

The table above shows the cross tabulation of different students' levels and the perception of students entrepreneurial education within and outside the school system (School Training Programme and Non-school programme) across different levels (100L, 200L and 300L).

	Value	df	Asymp Sig. (2-sided)
Pearson Chi-Square	17.892 ^a	2	.000
Likelihood Ratio	22.472	2	.000
Linear-by-Linear Association	1.712	1	.191
N of Valid Cases	200		

Table 10: Chi-Square Tests

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.63.

A Chi-Square Test was conducted to find the significant difference on the perception of student's entrepreneurial education across different levels. A significant difference was found between male and female perception on the perception of student's entrepreneurial education across different levels [Chi-Square =17.892, $df=2$, $p < .05$].

Discussion

When the question of the type of entrepreneurial education one received in the past six months was raised, it was clearly shown that more people received their training in school system. This shows that school setting has provisions for teaching entrepreneurial education more than non-school settings. In the same vein, most respondents agreed, however, that learning by doing is the best approach or method to teach entrepreneurial education as revealed in table (2) and fig 2 (above). This view is in line with European Commission report (2008); Walter and Dohse (2009) when they say that experimental learning or learning by doing is more effective for developing entrepreneurial skills and attitudes than traditional methods like lectures. Also, several studies carried out in innovation-driven nations, like Singapore (Tan and Ng, 2006), Sweden (Rasmussen and Sorheim, 2005) and United Kingdom (Raffo, Lovatt, Banks and O'Connor, 2002) show that entrepreneurs learn best with an experimental learning approach or method.

On the issue of location to teach entrepreneurial education, The respondents were in support of entrepreneurial education taking place in business school which is in consonance with the European Commission (2008) questions whether business schools are the most appropriate place to teach entrepreneurship, given its view that the most innovative and feasible ideas are likely to come from the technical and creative disciplines. This view is contrary to the view of Katz (2003) that declared that growth in entrepreneurial education and training is likely to come from outside business schools.

From table 5 above, entrepreneurship educators were in best position to handle teaching of entrepreneurial education effectively. This could be as a result of their exposure and experience in their fields because it is practically experimental rather than theoretical. The results also revealed that training fresh trainers should be the purpose of designing entrepreneurial curriculum across levels of education. This view against the report of Education Initiative (WEF, 2009) concludes that 'training the trainers' may be as great an effort as developing the curriculum.

When the question of which means is the best to broaden access and increase the scale and scope of entrepreneurial training was posed to the respondents. Highest percentage of respondents agreed to the use of software programs which against the view of Solomon, Duffy and Tarabishy (2002) and Hegarty (2006) that interest-based learning may extend a program's geographic reach or satisfy high demand. In complementing the respondents' view creative computer programs or applications may attract and hold the

interest of some people, influencing their attitudes and their understanding of entrepreneurship or entrepreneurial education.

Finally, the results show that being male or female has no implication on the perception of the importance of entrepreneurial education within and outside the school system. Conversely, the respondents' level of education has a great perception on the importance of entrepreneurial education within and outside the school system.

Conclusion And Recommendations

In this paper, entrepreneurial education is seen as the major source of innovation and economic growth. It plays an essential role in shaping attitude, skills and culture - from the primary levels up to university levels.

Therefore, the introduction of entrepreneurial education programmes is critical to each country's development, thus, each country should determine its needs in relation to an entrepreneurial programme before moving towards developing a definite policy and methodology for implementation. Project work is perhaps the best way to allow students to experience and thus develop the appropriate knowledge and skills, because it is very difficult to envisage how entrepreneurial skills can be attained without any sort of project work. It is therefore recommended that inclusion of entrepreneurial education into the curricula [cross-cutting, separate subject] is of great importance, training of teachers for entrepreneurial education should be from time to time, proper way of evaluating and assessing progress of the trainer and proper funding from both government and private sectors .

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