

## **Impact of Lecturers and Students' Attitudes and Perception Towards Entrepreneurship Education in College of Education Nasarawa State, Nigeria**

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<sup>1</sup>Salihu Abdullahi Galle & <sup>2</sup>Umar Abdullahi Galle

<sup>1</sup>Department of Educational Foundations, Measurement and Evaluation Unit,  
Nasarawa State University Keffi

<sup>2</sup>Public Relations Consultants, No.5 B.A.D Road. Nasarawa Eggon, Nasarawa State, Nigeria

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### **Abstract**

This study investigated the impact of lecturers and students' attitudes and perception towards entrepreneurship education in colleges of education Nasarawa State, Nigeria. This study adopted a descriptive research design. The population of the study consisted of all 450 lecturers and 1886 students of Business Education department colleges of Education (COE) in Nasarawa State. 50 lectures (30 males and 20 females) and 400 NCE 2 students of the Business Education department (260 males and 140 female) were used as a sample of the study. 28 lecturers from public COE Akwanga and 22 lecturers from Hill COE Gwanji and 260 students from COE Akwanga and 140 students from Hill COE. Questionnaire for Lecturers and Students Attitude and Perception toward Entrepreneurship Education (QLSAPEE) contained 15 structured items was used for data collection and 2 demographic data of the respondents. The validity and reliability indices of QLSAPEE were 0.74 and 0.75. Three research questions were answered using the mean and three null hypotheses were tested using a t-test at 0.05 level of significance. The result showed that there is a significant mean difference between lecturers and students attitude towards entrepreneurship education and there is a significant mean difference between COE Akwanga and Hill COE Gwanji students attitude towards entrepreneurship education among others. The researchers recommended that lecturers and students from COE Akwanga and Hill COE Gwanji should be given orientation and students should be encouraged to with capital to enable them to established small scale business to promote technology, innovation and commercialization will bring sustainable development.

**Keywords:** *Impact, Lecturers, Students' Attitudes, Perception, Entrepreneurship*

*Corresponding Author:* Salihu Abdullahi Galle

## **Background to the Study**

Education for sustainable development is the projection of education that seeks to equip young people towards being self-reliant. Stakeholders such as government, businesses, educational institutions, media, and organizations play important roles in achieving sustainable development. In an educational setting, entrepreneurship education is interested in individual-level competency as it attempts to aspect students become more skilled and motivated to start and succeed in new ventures. Bird (2002) a common concern among academics is to get students to become more entrepreneurship education instill in students the development of entrepreneurial competencies as to be better prepared for entrepreneurship life in the world. Our world has become global, uncertain and complex and hence requires people with creative, complex and diversified entrepreneurial knowledge and skills to answer to the twin challenges of shrinking economies and unemployment (Agi and Yellowe ,2013). Markets are currently only offering limited job opportunities for the graduates (Papadimitriou (2015). He argued that the world over, university and college graduates are now finding it difficult to secure employment in both public and private enterprises due to the current volatile economic environment hence the need to focus on entrepreneurship as a gateway to employment creation and stabilizing economies. The rate of graduate unemployment in Nigeria has persistently been on the increase despite the enormous endowment of the country with human and natural resources.

Wikipedia (2009) entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. In other words, it is a competency-based education that focuses on knowledge and skills. Aderinwale in Bolarin (2012) further described entrepreneurship education as the one that transverse the length of business formation, management, diversification and growth and ongoing process that equip entrepreneurs (students) with entrepreneurial skills. The European Union Commission (UNC) (2003) reported that:

*'Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings; variations of entrepreneurship education are offered at all levels of schooling through graduate university programme.*

However, graduate unemployment is not peculiar to Nigeria or developing nations; it is indeed a long-standing global phenomenon hence it has been a common trend in many countries to find graduates of universities not able to secure jobs several years after graduation (Nkala and Wanjau 2013) This owes to the fact that education is important to the development of any society particularly because the goals of wealth creation, poverty reduction and value re-orientation can only be attained and sustained through an efficient educational system which impacts relevant skills, knowledge, capacities, attitudes and values into individuals (Agi and Yellowe, 2013).

The Nigerian economy which used to thrive on agricultural exports such as cocoa, groundnut, hides and skin, is now solely dependent on the price of oil in the international market. Shane in S Oladele, Aleke and Oladunjoye (2011). described entrepreneurship as the

act of being an entrepreneur. According to Shane, the word 'entrepreneur' can be taken to mean an individual who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods and the result of one effort in entrepreneurship may be the creation of a new organization or revitalizing an existing organization in response to a perceived opportunity.

### **Statement of the Problem**

Over the years, serious attention in Nigeria paid to entrepreneurship education in tertiary institutions in Nigeria. The reason for this of course is obvious, Nigeria educational system that turns out most graduates from tertiary institutions have not trained our graduates to be self reliant, but to depend solely on white collar jobs for sustenance. As a result, there are several graduates from Nigerian tertiary institutions today who are not gainfully employed. Apart from the book knowledge that they gained there are no requisite skills and innovation to make them self dependent. There is therefore the need to engage the youth who constitute nation building. As a result of the perceived importance of entrepreneurship, the researchers 'carryout this study to asses perceptions or attitudes of lecturers and students towards entrepreneurship education in Nasarawa state College of Education (COE).

### **Research Questions:**

1. What is the attitude of lecturers and students attitude towards entrepreneurship education?
2. What are the attitude of Public COE and private COE student's attitude towards entrepreneurship education?
3. What is the perception of male and female students' perception toward entrepreneurship as a future career?

### **Hypotheses**

- H1:** There is no significant mean difference between lecturers and students attitude towards entrepreneurship education
- H2:** There is no significant mean difference between Public COE and private COE students' attitude towards entrepreneurship education?
- H3:** There is no significant mean difference between male and female students perception toward entrepreneurship as a future career

### **Literature Review**

The importance of entrepreneurship in alleviating economic and social challenges facing society is now a theme of heightened discussion the world over. Udu (2014) viewed that, entrepreneurship is a critical agent for economic growth. The literature further attests to the fact that in many countries especially emerging economies, graduate unemployment has become an albatross around the neck of society in general and school leavers in particular Olorundare and Kayode (2014), hence the current clamour for entrepreneurship and entrepreneurship education in higher education institutions. The issue of entrepreneurship as a vehicle to self-employment is further Udu (2014) argued that the move towards self-employment the world over is and will continue to become an increasingly important element

of economic growth and development. While organizing the learning process it is important to use knowledge regarding innovations, technologies and best practice examples.

Lahm and Rader (2014) states that technological platforms, social networks play an important role in the strategy of entrepreneurship education. Ji and Zhao (2014) distinguished the main components of entrepreneurship education in educational institutions. The system is composed of: (a) students, (b) teachers, (c) 'carrier' and (d) environment. Saeed, Muffatto and Yousafzai (2014) after researches with 805 students in various universities in Pakistan have proved that practical entrepreneurial activities at university made a positive influence towards the process of entrepreneurship education. This process should involve students in those tasks, which promote self-efficacy, risk-taking propensity and innovation development. Täks et al. (2014) after qualitative research performed with engineering students, described four categories of entrepreneurship education directions: (a) first step toward self-directed learning, (b) preparation for work life, (c) path to self employment and (d) context for developing leadership and responsibility for team achievement. Ortega et al. (2014) analyze entrepreneurship education while paying attention to the implementation of various projects, training, examples of prominent persons and knowledge creation.

Sánchez (2011) raises several important questions related to relations between entrepreneurship and education: what is the meaning of entrepreneurship education? Is entrepreneurship education the same as training for enterprise establishment? How it differs from gaining the business education? What relation is between teaching business peculiarities and learning in the business enterprise? Do the programs of entrepreneurship education influence entrepreneurial activities? Entrepreneurship education begins with the development of human creativity, learning to plan and organize, goal achievement, problem solution and innovations (Gamez, 2013). Entrepreneurship education enables students to adapt more easily to the dynamic business world and they can become employees who help enterprises compete in the world (Singh & Magee in Aistè and Aistè, 2017).

Entrepreneurship education and teaching programs are influencing students' entrepreneurial intentions and behaviours (Fayolle, Gailly and Lassas-Clerc 2006). It is expected that by undergoing formal entrepreneurial education training, individuals will acquire knowledge and skills necessary to take on the challenges of setting up one's own business (Roxas, Cayoca-Panizales & Jesus, 2008; Clercq & Arenius, 2006). Some previous studies in the literature indicated that entrepreneurship education has negative and positives effects on entrepreneurial intention. Oosterbeek, Praag, and Ijsselstein (2010) claimed that graduate students who took entrepreneurship education in their universities had low-level entrepreneurial intention furthermore entrepreneurship education affected their entrepreneurial intentions negatively. Similarly, McLarty (2005) found in his study in the UK that 39 students who took entrepreneurship education did not feel ready for setting up their own entities and the education programme was not sufficient to create a new entity. On the other hand, Izedonmi and Okafor (2010), Huber, Sloof, and Praag (2012), Karlsson and Moberg (2013), Ulukoy, Demireli and Kahya (2013), Donnellon, Ollila, and Middleton (2014), Elert, Andersson, and Wennberg (2015) showed in their studies that entrepreneurship

education had positive contributions to taking risks, developing entrepreneurial skills, and setting up new ventures. Moreover, Bozkurt, Aslan, and Goral (2011) reached similar results and found that students who took entrepreneurship education had more entrepreneurial intentions than those who did not take.

### Methodology

This study adopted a descriptive research design that uses a survey strategy for data collection. Anikweze (2015) defines descriptive research as describing people who take part in the study so as to provide information about the naturally occurring status, behaviour, attitudes or other characteristics of a particular group. The population of the study consisted of 450 lecturers and 1886 students of Business Education department from two Colleges of Education (COE) in Nasarawa State. 50 lecturers (30 male and 20 female) and 400 NCE 2 students of the Business Education department (260 male and 140 female) were used as a sample of the study through stratified random sampling. 28 lecturers from COE Akwanga and 22 lecturers from Hill COE Gwanji and 220 students from COE Akwanga and 180 students from Hill COE. Questionnaire for Lecturers and Students Attitude toward Entrepreneurship Education (QLSAEE) contained 16 structured items was used for data collection.

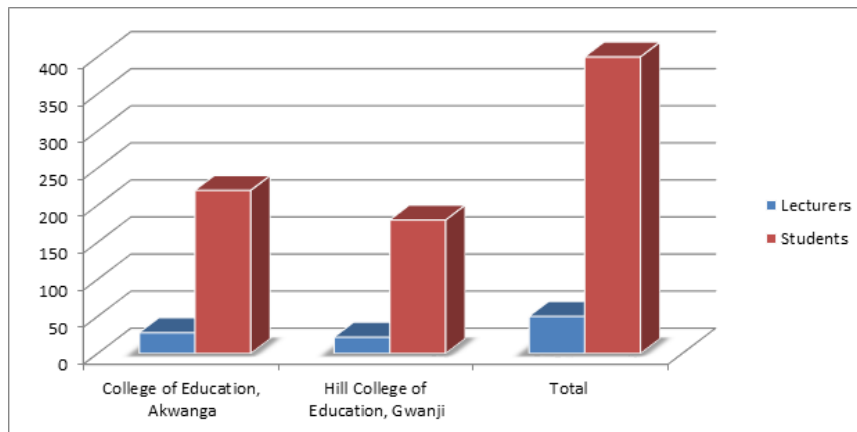
QLSAEE was anchored on the 4-point Likert scale from strongly agree (SA), Agree (A), Disagree (DA) to strongly disagree (SDA). Before being administered, the 15 items QLSAEE, 2 demographic data about the respondents was subjected to experts' judgment for validation. Two experts from educational measurement and evaluation the other from Business Education department validated the instrument by checking for appropriateness and relevance of the items, adequacy and agreement with the blueprint, clarity of expression and size of the print (Salihu, Bala and Aminu, 2018). The logical consensus of the experts yielded 0.85 and internal consistency of QLSAEE using Cronbach Alpha test, which yielded 0.79 indices. Lastly, descriptive statistics (mean and standard deviation) were used to answer research questions while parametric statistics (t-test) was used to test the null hypotheses at 0.05 level of significance.

### Presentation of results

**Table 1:** Demographic Distribution of the Respondents by Status

Status	College of Education, Akwanga	Hill College of Education, Gwanji	Total
Lecturers	28	22	50
Students	220	180	400

Table 1 shows demographic of distribution of the respondents by status. 28 lecturers and 220 students from College of Education, Akwanga while 22 lectures and 180 students from Hill College of Education, Gwanji. This demographic distribution is presented in a simple bar-chart in fig 1 below.

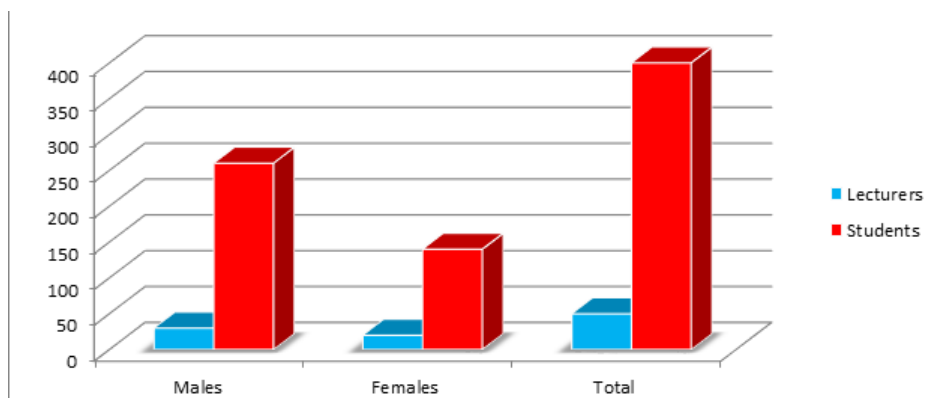


**Fig 1:** Demographic Distribution of the Respondents by Status (Lecturers and Students)

**Table 2:** Demographic of Distribution of the Respondents by Gender

Gender	Males	Females	Total
Lecturers	30	20	50
Students	260	140	400

Table 2 shows demographic of distribution of the respondents by gender. 30 males and 20 females' lecturers and 260 males and 140 females' students from the two Colleges of Education. This demographic distribution is presented in a simple bar-chart in fig 2 below.



**Fig 2:** Demographic distribution of the respondents by gender (Male/ females) of Lecturers and Students

**Research Question1:** What is the attitude of lecturers and students towards entrepreneurship education?

**Table 3:** Responses of Lecturers and Students Attitude towards Entrepreneurship Education

Item description	Lectures (N=50)				Students (N=400)				X Mean	Std Dev	Decision
	SA	AG	DA	SD	SA	AG	DA	SD			
1 Entrepreneurship education is a craft for national development	30	10	7	3	200	100	60	40	3.22	0.88	Accept
2 The approach to teaching provided an opportunity to learn by doing	25	20	3	2	250	100	40	10	2.82	0.72	Accept
3 There was no orientation on entrepreneurship education by my college	10	10	20	10	55	35	210	100	2.11	0.92	Reject
4 Entrepreneurship education should be made compulsory	24	20	3	3	245	35	100	20	2.74	0.79	Accept
5 I only enjoy entrepreneurship education because of it is innovative	23	17	6	4	200	100	60	40	3.13	0.86	Accept
<b>Pooled mean</b>									<b>2.80</b>	<b>0.83</b>	<b>Accept</b>

**Decision line 2.50**

Table 3 shows the responses of lecturers and students attitudes towards entrepreneurship education had a pooled mean score of 2.80 and the standard deviation of 0.83. This implies that the majority of respondents' (lectures and students) in the two colleges of education strongly agree that all the listed items 1, 2, 4, and 5 in table 1 were accepted based on decision line, except item 3 which was not. The implication of this result obtained through research question one reveals that both lecturers and students exhibited the same attitudes in colleges of education in Nasarawa state, Nigeria.

**Research Question 2:** What are the attitude of Public COE and private COE students towards entrepreneurship education?



**Table 4:** Responses of Public COE and Private COE Students Attitude towards Entrepreneurship Education

Item description	Public COE Students (N=220)				Private COE Students (N=180)				X Mean	Std Dev	Decision
	SA	AG	DA	SD	SA	AG	DA	SD			
1 In my college, many students chart with phone during entrepreneurship lesson	100	70	40	10	70	80	15	15	3.92	0.88	Accept
2 Entrepreneurship education encourage innovative skills	90	100	20	10	10	50	20	10	3.82	0.72	Accept
3 The lecturers do stimulate students interest in entrepreneurship course	30	10	90	90	30	10	80	60	2.18	0.62	Reject
4 The institution promotes technology, innovation and commercialization	40	30	90	60	30	20	70	60	2.34	0.89	Reject
5 The institution foster entrepreneurship through business incubator Initiatives	40	10	90	80	30	20	70	60	2.23	0.96	Reject
<b>Pooled mean</b>									<b>2.90</b>	<b>0.81</b>	<b>Accept</b>

**Decision line 2.50**

Table 4 shows responses of public COE and Private COE Students Attitude towards Entrepreneurship Education had a pooled mean score of 2.90 and the standard deviation of 0.81. This implies that the majority of respondents' (public and private COE students) strongly agree that items 6 and 7 in table 2 were accepted based on decision line, while items 8, 9, and 10 were rejected. The implication of this result obtained through research question two reveals that both public and private COE students exhibited the same attitudes in colleges of education in Nasarawa state, Nigeria

**Research Question 3:** What is the perception of male and female students toward entrepreneurship as a future career?



**Table 5:** Responses of Male and Female Students Perception towards Entrepreneurship Education as a Future Career

Item description	Public COE Students (N=220)				Private COE Students (N=180)				X Mean	Std Dev	Decision
	SA	AG	DA	SD	SA	AG	DA	SD			
1 Entrepreneurship education teaches us how to become self-reliance	100	80	30	10	70	90	10	10	3.92	0.88	Accept
2 I believed that Entrepreneurship education encourage innovative skills	90	100	20	10	100	50	20	10	3.82	0.72	Accept
3 In will established small scale business after my graduation	100	80	30	10	70	90	10	10	3.92	0.88	Accept
4 Lack of capital to embark on business will affect my future entrepreneurial intention.	90	100	20	10	100	50	20	10	3.82	0.72	Accept
5 Female embark on business venture the male	40	10	90	80	30	10	80	60	2.23	0.96	Reject
<b>Pooled mean</b>									<b>3.54</b>	<b>0.83</b>	<b>Accept</b>

**Decision line 2.50**

Table 3 shows the responses of male and female students' perception towards entrepreneurship education as a future career had a pooled mean score of 3.54 and the standard deviation of 0.83. This implies that majority of respondents' (male and female students) strongly agree that items 11, 12, 13, and 14 in table 3 were accepted based on decision line, while item 15 was rejected. The implication of this result obtained through research question three reveals that both male and female students of COE students have the same perception and attitudes toward entrepreneurship education as a future career in colleges of education in Nasarawa state, Nigeria

**Testing of Hypotheses**

Hypothesis 1: There is no significant mean difference between lecturers and students attitude towards entrepreneurship education

**Table 6: t-test of Significance mean difference between lecturers and students attitude towards entrepreneurship education**

Group	Mean	Std dev	N	Df	α	t-cal	t-crit
Lecturers	2.62	0.82	50				
Students	2.85	0.87	400	448	0.05	2.46	1.96

*p > 0.05, significant*

Table 4 shows that lecturers had a mean score of 2.82 and a standard deviation of 0.82, while students had a mean score of 2.85 with a standard deviation of 0.87. The further result also confirmed that the t-calculated value is 2.46; using the degree of freedom of 448 at 0.05 level

of significance, the t-critical value of 1.96 was obtained. Since the t-calculated value of 1.76 is less than the t-tabulated value of 1.96, the t-test statistic was significant. Hence the null hypothesis was rejected. The result showed that there is a significant mean difference between lecturers and students attitude towards entrepreneurship education. Any observed difference between the mean scores of lecturers and students is such that might have arisen from sampling errors or any other variations in the research. There is the need to calculate the effect size for this independent sample t-test statistic which yielded a non-significant result. Effect size statistics provide an indication of the magnitude of the differences between the two groups were statistically compared. The procedure for calculating eta squared for the independent t-test statistic in Table 4 is provided by the formula: 
$$\text{Eta squared} = \frac{t^2}{t^2 + (n_1 + n_2 - 2)}$$

From Table 4, the t-calculated is 2.46, n1=50 and n2=400. the eta squared could be calculated by t<sup>2</sup> replacing these values in the formula to get: 
$$\frac{2.46^2}{2.46^2 + (50 + 400 - 2)} = \frac{6.0516}{454.0516} = 0.013$$

The guidelines for interpreting the values of *eta* squared are: 0.01 = small effect, 0.06 = moderate effect, 0.14=large effect. In this hypothesis, the eta value of 0.013 is of very small effect size. To express the percentages, (i.e. multiply the effect size by 100), only 0.13 per cent of the variance in the lecturer variable could be explained by the students' variable.

**Hypothesis 2:** There is no significant mean difference between Public COE and private COE attitude students towards entrepreneurship education.

**Table 7:** t-test of significant mean difference between Public COE and private COE students towards entrepreneurship Education

Students	Mean	Std dev	N	Df	α	t-cal	t-crit
Public COE	13.21	12 .01	220				
Private COE	11.23	9. 11	180	398	0.05	1.92	1.96

*p>0.05, not significant*

Table 5 shows public COE students had a mean score of 13.21 and a standard deviation of 12.01, while private COE students' had a mean score of 11.23 with a standard deviation of 9.11. Table 5 also shows that the t-calculated value is 1.92; using the degree of freedom of 398 at 0.05 level of significance of two-tail, the t-critical value of 1.96 was obtained. Since the t-calculated value of 1.92 is less than the t-tabulated value of 1.96, the t-test statistic is significant. Hence, the null hypothesis is rejected. The result showed that there is a significant mean difference between Public COE and private COE attitude of students towards entrepreneurship education.

**Hypothesis 3:** There is no significant mean difference between males and females students perception toward entrepreneurship as a future career.

**Table 8:** t-test of Significant Mean Difference between Male and Female Students Perception toward entrepreneurship as a future career

Lecturers	Mean	Std dev	N	Df	$\alpha$	t-cal	t-crit
Male	8.21	3.05	30	48	0.05	1.85	1.96
Female	7.23	2.08	20				

*p > 0.05, not significant*

Table 6 shows male lectures had a mean score of 8.21 and standard deviation of 3.05 while the female lectures' had a mean score of 7.23 with a standard deviation of 2.08. The further result also shows that the t-calculated value is 1.85; using the degree of freedom of 48 at 0.05 level of significance of two-tail, the t-critical value of 1.96 was obtained. Since the t-calculated value of 1.92 is less than the t-tabulated value of 1.96, the t-test statistic is significant. Hence, the null hypothesis is rejected. The result showed that there is a significant mean difference between male and female students perception toward entrepreneurship as a future career.

### Discussion of Results

The research question one: what is the attitude of lecturers and students towards entrepreneurship education?. Table 1, items ranging from 1, 2, 4 and 5 were considered acceptable, while only item 3 was considered not-accepted. There is clear evidence that both lecturers and students exhibited the same attitudes in colleges of education in Nasarawa state, Nigeria. Also the results hypothesis one showed that there is a significant mean difference between lecturers and students attitude towards entrepreneurship education in colleges of education in Nasarawa state. This finding agrees with Fayolle, Gailly and Lassas-Clerc (2006). Entrepreneurship education and teaching programs are influencing students' entrepreneurial intentions and behaviours.

The results of the research question two also revealed responses of public COE and Private COE Students Attitude towards Entrepreneurship Education had a pooled mean score of 2.90 and the standard deviation of 0.81. This implies that the majority of respondents' (public and private COE students) strongly agree that items 6, and 7 in table 2 were accepted based on decision line, while items 8, 9, and 10 were rejected. The implication of this result obtained through research question two reveals that both public and private COE students exhibited the same attitudes in colleges of education in Nasarawa state, Nigeria hypothesis two further result showed that there is a significant mean difference between Public COE and private COE attitude students towards entrepreneurship education. The corroborate with that of Oosterbeek, Praag, and Ijsselstein (2010) who claimed that graduate students who took entrepreneurship education in their universities had low-level entrepreneurial intention furthermore entrepreneurship education affected their entrepreneurial intentions negatively. Similarly, McLarty (2005) found in his study in the UK that 39 students who took entrepreneurship education did not feel ready for setting up their own entities and the education programme was not sufficient to create a new entity.

Finally, research question three shows the responses of male and female students' perception towards entrepreneurship education as a future career had a pooled mean score of 3.54 and

the standard deviation of 0.83. This implies that the majority of respondents' (male and female students) strongly agree that items 11, 12, 13, and 14 in table 3 were accepted based on decision line, while item 15 was rejected. The implication of this result obtained through research question three reveals that both male and female students of COE students have the same perception and attitudes toward entrepreneurship education as a future career in colleges of education in Nasarawa state, Nigeria. The result obtained in hypothesis three also revealed that there is a significant mean difference between male and female students perception toward entrepreneurship as a future career. This finding is in agreement with that of Izedonmi and Okafor (2010), Huber, Sloof, and Praag (2012), Karlsson and Moberg (2013), Ulukoy, Demireli and Kahya (2013), Donnellon, Ollila, and Middleton (2014), Elert, Andersson, and Wennberg (2015) showed in their studies that entrepreneurship education had positive contributions to taking risks, developing entrepreneurial skills, and setting up new ventures. in line with this Bozkurt, Aslan, and Goral (2011) reached similar results and found that students who took entrepreneurship education had more entrepreneurial intentions than those who did not take.

### **Conclusion**

Lecturers and students from public and private COE affirmed that there was no orientation on entrepreneurship education in the college, lack of students' interest in the entrepreneurship course, institution promotes technology, innovation and commercialization and institution should foster entrepreneurship education through business incubator Initiatives

### **Recommendations**

Based on the result of these findings, the following recommendations are suggested:

1. Orientation should be given to lecturers and students on the relevant of entrepreneurship education in the college by organizing innovative workshop/conference.
2. Students should be encouraged to with capital to enable them to established small scale business to promote technology, innovation and commercialization will bring sustainable development.

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