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Popular Misconceptions of Entrepreneurship Education in a Higher Education Institution in Niger Delta Region of Nigeria

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Abstract

Entrepreneurship is now a very important course in higher education institutions in Nigeria. This has become necessary in view of the high level of unemployment of graduates which has and is still causing youth restiveness. Being enterprising is vital for job and wealth creation as prerequisites for economic and political stability. Universities are power-houses of knowledge, and as such should take a lead in producing graduates with entrepreneurial skills and mindset to tackle unemployment crisis. Using a survey design, the study investigated the level of misconceptions of entrepreneurship education among students; ascertained the extent to which students who offered entrepreneurship education have entrepreneurial mindset; identified the teaching strategies mostly used for teaching entrepreneurship education; and analyzed the contents of entrepreneurship curriculum. Questionnaire items were the instrument used for data collection from 150 randomly sampled students in two faculties at the University of Port Harcourt. Frequencies, percentages, mean scores and z-test were the statistical tools used for analyzing the data. The findings identified six major misconceptions about entrepreneurship education among students. It established that the strategies used for teaching/learning entrepreneurship were not experiential and activity-oriented to enhance active construction of knowledge; and that the focus of the curriculum contents were basically on entrepreneurial learning skills only, although the students have entrepreneurial mindset. The following recommendations were made: (1) The National University Commission (NUC) should liaise with university authorities to collaborate with entrepreneurial experts, curriculum experts, educational technologists, policy-makers and politicians, to form a forum and re-design entrepreneurship education curriculum, paying attention to activities, delivering strategies, and generic skills; (2) Workshops and seminars to be conducted in all faculties where local entrepreneurs from different related fields peculiar to each faculty are invited to share success stories, and business-starting fundamentals to an audience of students and teachers, among others.

Introduction

The Millennium Development Goals (MDGs) are the most broadly supported comprehensive and specific development goals the world has ever agreed upon. The eight time-bound goals provide concrete measures for tackling extreme poverty in its many dimensions. They include goals and targets on income and poverty among seven other goals. That connotes achieving full and productive employment for all (Obanya, 2009). Unemployment is one of the developmental problems that face every developing economy in the 21st century (Inegbenebor, 2005; Akintoye, 2008). Gbosi (as cited in Akintoye, 2008) defines unemployment as a situation in which people who are willing to work at the prevailing wage rate are unable to find jobs. However, Obanya (2004) throws more light on unemployment situation in Nigeria. According to Obanya some could be said to be unemployable when the jobs are available, but their skills do not match the requirement of such jobs; whereas others are said to be unemployable when they possess the knowledge and skills, but the jobs are not available. In Nigeria the two scenarios are applicable (Obanya, 2004). Unemployed youths need to develop alternative skills so that they can be productive. Achieving these will amount to re-educating the nation through the best employment creation strategies in the context of vocational skills and entrepreneurship development (Akintoye, 2008; 2nd African Decent Work Symposium, 2010). Entrepreneurship has been recognized as one important aspect of the new economic order. It contributes to job creation, wealth creation and hence poverty reduction for both government and individuals (Garba, 2010). Besides, the National Policy on Education (FGN, 2004) calls for functional education to promote economic and social development (Obanya, 2009).

Statistics and data from the National Bureau of Statistics (NBS) show that the overall unemployment rate amounted to 19.7% of total labour force, indicating a sharp increase from 14.9% in March 2008. When disaggregated by location, it gave 19.2% for urban and 19.8% for rural population in Nigeria. The unemployment rate of youths aged 15-24 increased from 25.9% in March 2007 to 41.6% in March 2009, reaching 49.9% in urban areas, more specifically in the Niger Delta Region of Nigeria. This situation is generating youth restiveness and increased crime rate, among many other social vices (National Bureau of Statistics, 2009; 2nd African Decent Work Symposium, 2010). Acknowledging this problem, Osuala (2004); Emmanuel

(2008); Akintoye (2008); Nwachukwu (2009) and Obanya (2009), contend that many informal sector operators or what Nwachukwu calls indigenous entrepreneurial activities in Nigeria can reduce unemployment crisis too. To these researchers, this sector is a training ground for entrepreneurial initiatives.

European Union Employment Guideline (as cited in Price, 2004) presents entrepreneurship education as one of the pillars of intervention for developing human capital and growth in the employment market; and the focus of this pillar is on creating more job opportunities, developing youths entrepreneurial mindset, and exploiting the opportunities for job creation. This will help in tackling youth unemployment and prevent long-term unemployment, and to make sure that young people are equipped with the ability to adapt to technological and economic changes with skills relevant to the labour market of the 21st century.

Education Trust Fund (ETF) report from (2007-2009) on the assessment of countries in South Eastern Europe, indicates that entrepreneurship learning has been novel on a number of fronts: (i) it remains an uncertain and under-developed area, (ii) there is a continuing misconception as to the nature of entrepreneurship learning, small businesses, and skill acquisition programmes. However, the definition of entrepreneurship will make this grey area clearer.

The European Commission (as cited in Szabo, 2008), defines entrepreneurship as:

... individual's ability to turn ideas into actions. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives... and provide a foundation for entrepreneurs to establish a social or commercial activity.

Obanya (2004:4) defines entrepreneurship as: 'the capacity to generate ideas and to turn such ideas to profitable and emotionally satisfying ventures through perseverance and hard work'. Hisrich, Peters, and Shepherd (2008:8) define entrepreneurship as 'the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving reward of monetary and personal satisfaction and independence'.

The commonalities in these three definitions are: pursuit of opportunities, innovations, growth, risk-taking, satisfaction, and reward. Entrepreneurs always search for opportunities; enter new or established markets with new goods or services thereby creating business from a brand new start-up. Entrepreneurial venture may start small and grow. However, not every small business is entrepreneurial (Osuala, 2004; Emmanuel, 2008; Nwachukwu, 2008).

The scope of entrepreneurship education is much wider than skills relating to business start-up, but includes: personal and social skills, financial literacy, communication skills, Information and Communication Technologies (ICTs) skills, and team spirit. Obanya (2004) describes such skills as core generic skills required by the world of work in the 21st century. As a lifelong learning process that starts early at the primary level and progresses through all levels of education including adult education, it requires life-wide learning skills through intensive workplace practicum activities from economic and social operators (Alberti, Sciascia & Poli, 2004).

Global Entrepreneurship Monitor (GEM) (2009) and Griffiths and Tan (2007) posit that using the same skills, expertise, talents and resources to create business ventures can also be applied to social enterprises. According to these scholars, social entrepreneurs look beyond just financial returns to social and environmental returns for social change and social wealth creation through sustainable establishment that can create jobs. GEM is also of the view that social entrepreneurs tend to be the attraction of young people. According to GEM, educated individuals were more likely to be social entrepreneurs as the options are numerous. This position gives credence to the fact that entrepreneurs can be trained and that there is a positive relationship between education/training and entrepreneurship (Niyonkuru, as cited in Brijlal, 2008; Nwachukwu, 2008). Based on research evidence, the report of National Council of Graduate Entrepreneurship (April, 2010:16) states that graduates who have formal entrepreneurship training are more likely to start a business than those who have no training. To display entrepreneurial skills that can drive innovation and change in business environment, entrepreneurial training offers a wide range of skills that are able to add value in the modern competitive global environment. This highlights the importance of education

and training towards the development of entrepreneurship capabilities in higher education institutions.

In response to the global trends, on April 28, 2010, the Federal Government of Nigeria (FGN) in collaboration with the National University Commission (NUC) signed an agreement to develop entrepreneurship education curriculum in Nigerian universities. This policy aimed at cultivating a durable culture of entrepreneurship in higher education institutions in an effort to boost the nation's economy; and to equip graduates with the necessary skills they require to face the challenges of the current technological age and the unemployment crisis. However, Szabo (2008) cautions that the promotion of youth entrepreneurship must be based on two consecutive steps:

- (i) creation of the awareness and understanding of entrepreneurship and business
- (ii) creation of self-employment/or micro-enterprise capabilities

Introducing entrepreneurship centres in higher education institutions is a realistic way of simulating the informal sector of the economy and sensitizing students at all levels of education remains one of the best approaches to creating the desired awareness among students and teachers (Akintoye, 2008; Final Report of Expert Group, 2009; Obanya, 2007; Farrel, Roman, & Fleming, 2000).

Theory informs practice in every profession, and educational programmes are usually backed by principles derived from learning theories. For entrepreneurship, the principles are derived from different theories as it involves: innovation, psychology, sociology, economics, anthropology, and ecology, among others disciplines. This indicates that entrepreneurs are found in all professions and entrepreneurship has both theoreticians and practitioners as adherents (Emmanuel, 2008; Hisrich, Peters & Shepherd, 2008). Hence like any discipline, entrepreneurship can be learned or acquired through experiences and education/training. Williams & Olele (2010) and Rapo (as cited in Gustafsson- Pesonen, 2011) posit that utilising community based resources for promoting effective

content delivery, inviting entrepreneurs to give talks on their ventures, and making company visits, are ways of entrepreneurship education. Entrepreneurial skills are best acquired through situated learning experiences/experiential learning and the use of new

technologies (Robbins & Coulter, 2005; Williams & Olele, 2010).

Friedrich and Vissar (2005) state that schools and teachers at all levels should play a central role in promoting young entrepreneurs for entrepreneurship is developmental and runs through life. Learners, therefore, have to acquire prerequisite basic skills and then progress through the stages with activities to match basic skills, competency awareness, creative application, start-up, and growth with each developmental stage. Going through these stages respectively implies that youths may end up being necessity entrepreneurs because of lack of better option or as opportunity entrepreneurs as a matter of choice. By implication entrepreneurship education can accommodate all unemployment situations (Zolton, 2007).

The bane of youths in Niger Delta Region of Nigeria in particular is unemployment. The poor state of the human development and neglect in this region occasioned by oil spillage and gas flaring have created environmental degradation that has been violating the rights of local communities and the general public to clean air, water and land. The end result is poverty and youth restiveness (Omene, 2009). The real success to be achieved in any development effort in these communities will have to be through entrepreneurial activities. Universities are power houses of knowledge and as such should produce graduates that can become entrepreneurs. From this vantage positions they can solve problems through competitive business ventures and social development efforts to create jobs and wealth and hence reduce extreme poverty in all dimensions in their communities.

The purpose of this study was to identify the misconceptions about entrepreneurship among students in a higher education institution, to explore the mindset of students who offered entrepreneurship education courses; to identify various strategies used for exposing students to entrepreneurship education, and to review the contents of entrepreneurship curriculum that students were exposed to in the institution. To achieve these, four research questions and two hypotheses guided the study.

Research questions

- 1) What misconceptions do students in faculties of education and agriculture have about entrepreneurship?

- 2) What are the contents of entrepreneurship curriculum at the university level?
- 3) What teaching strategies are mostly used for teaching entrepreneurship education?
- 4) What entrepreneurial mindset do students offered entrepreneurship education in oth faculties possess?

Hypotheses

- 1) There is no significant difference in the mean scores of undergraduate students in Faculty of Education and those in Faculty of Agriculture on misconceptions about entrepreneurship.
- 2) There is no significant difference in the mean scores of undergraduate students in Faculty of Education and those in Faculty of Agriculture on entrepreneurial mindset.

Methodology

The design was a descriptive survey and the population comprised of students from faculties of education and agriculture. These two faculties were selected from the list of faculties in the University of Port Harcourt. Faculty of Education undertakes a four year programme while Faculty of Agriculture undertakes a five year programme. In the Faculty of Education, 100 students in the final year were randomly selected, while 50 students were selected from the Faculty of Agriculture. This gave a total of 150 students involved in the study. A structured questionnaire titled 'Entrepreneurial Misconceptions and Mindset' (EMM) was administered to the 150 randomly selected respondents to elicit the required information. The questionnaire was divided into 5 sections:

- i) Section A - elicited information on faculty and level of study
- ii) Section B - elicited information on misconceptions about entrepreneurship education
- iii) Section C - elicited information on mindset about entrepreneurship education
- iv) Section D - elicited information on teaching strategies students to which are exposed

v) Section E - elicited information on contents of entrepreneurship curriculum

Data analysis was by the use of frequencies, percentages, mean and Z-test. The respondents indicated the extent to which they perceived each of the items. The weighting of the responses on the questionnaires were: strongly agree - 4; agree - 3; disagree - 2; strongly disagree - 1. The items were developed and presented to experts in measurement and evaluation for face validation. The instruments were trial-tested with the aid of two research assistants who did not participate in the study. The result was used to determine the reliability of the instrument using Cronbach Alpha technique. The reliability index of 0.70 was established. The EMM were administered with the help of the two research assistants. All the copies of the questionnaire were returned.

Results

Research Question 1: What misconceptions do students in faculties of education and agriculture have about entrepreneurship?

Table 1

Responses on misconception of entrepreneurship

S/N	Statement	Faculty of Education (n = 100)			Faculty of Agriculture (n = 50)		
		Mean	Std deviation	Remarks	Mean	Std deviation	Remarks
1	Entrepreneurs are born and not made	2.50	1.04	Agree	2.68	1.24	Agree
2	Entrepreneur is the same as a set of actors involved in organization creation	2.98	0.53	Agree	3.00	0.00	Agree
3	Entrepreneurship is all about making a fortune	3.04	0.91	Agree	2.28	0.54	Disagree
4	Entrepreneurship only takes place in a business context.	3.43	0.49	Agree	2.68	1.24	Agree
5	Entrepreneurship is all about the expression of individualism or proving that one is exceptional	2.43	1.06	Disagree	2.68	1.24	Agree
6	Small and medium enterprises are a homogeneous group	3.43	0.49	Agree	2.68	0.47	Agree
7	Entrepreneurship is based on the fact that all owners, managers want to grow their business	3.14	0.34	Agree	3.64	0.48	Agree
8	Entrepreneurs are risk takers	3.74	0.44	Agree	3.96	0.19	Agree
9	Entrepreneurs cannot be taught	2.98	0.94	Agree	2.00	0.00	Disagree
10	Entrepreneurs are mainly orphans and outcasts	1.95	0.94	Disagree	1.40	0.57	Disagree
11	Entrepreneurs are dropouts	2.53	0.94	Agree	1.68	0.47	Disagree
12	Entrepreneurship is driven mainly by venture capital	2.39	0.74	Disagree	3.32	0.47	Agree
13	To succeed, entrepreneurs must produce some world-changing new product	2.56	0.74	Agree	3.64	0.48	Agree
14	Entrepreneurship cannot flourish on big companies	2.08	1.00	Disagree	2.00	0.81	Disagree

Midpoint = 2.50; any mean score < 2.50 suggests disagreement; mean score ≥ 2.50 suggests agreement

Table 1 shows that students from the Faculty of Education agreed that entrepreneurs are born and not made (mean = 2.50, SD = 1.04), while

those from Faculty of Agriculture agreed also (mean = 2.68, SD 1.24). In the same vein, respondents from both faculties agreed that an entrepreneur is the same as a set of actors involved in organization creation (education = 2.98, SD 0.53; agriculture = 3.00, SD 0.00). However, whereas respondents from Faculty of Education agreed that entrepreneurship is all about making a fortune (mean = 3.04, SD 0.91); respondents from the Faculty of Agriculture disagreed with the item (mean = 2.28, SD 0.54). Respondents in the Faculty of Education agreed that entrepreneurship only takes place in a business content (mean = 3.43, SD 0.49); respondents in the Faculty of Agriculture agreed also with the item (mean = 2.68, SD 1.24).

The findings revealed that respondents in the Faculty of Education disagreed that entrepreneurship is all about the expression of individualism or proving that one is exceptional (mean = 2.43, SD 1.06); respondents in the Faculty of Agriculture agreed with the item statement (mean = 2.68, SD 1.24). It was found that both Faculty of Education students and Faculty of Agriculture students agreed that small and medium enterprises are a homogeneous group with (mean scores and SD of 3.43:0.49 and 2.68:0.47) respectively. In the same vein respondents from both faculties agreed that entrepreneurship is based on the fact that all owners and managers want to grow their business (mean for education = 3.14, SD 0.34; mean for agriculture = 3.64, SD 0.48). Respondents in the both the Faculty of Education (mean = 3.74, SD 0.44) and those in the Faculty of Agriculture (mean = 3.96, SD 0.19) concurred that entrepreneurs are risk takers.

Whereas respondents from Faculty of Education agreed that entrepreneurs cannot be taught (mean = 2.98, SD 0.94); respondents from Faculty of Agriculture disagreed (mean = 2.00, SD 0.00). Both respondents disagreed that entrepreneurs are mainly orphans and outcasts (Faculty of Education mean = 1.95, SD 0.94; Faculty of Agriculture mean = 1.40, SD 0.57). Respondents from Faculty of Education agreed that entrepreneurs are dropouts (mean = 2.53, SD 0.94); whereas respondents from Faculty of Agriculture disagreed (mean = 1.68, SD 0.47). Respondents from Faculty of Education disagreed that entrepreneurship is driven mainly by venture capital (mean = 2.39, SD 0.74); respondents from Faculty of Agriculture agreed (mean = 3.32, SD 0.47). It was found that both respondents from the Faculty of Education (mean = 2.56, SD 0.74); and those from Faculty of Agriculture (mean = 3.64, SD 0.48) agreed that to

succeed, entrepreneurs must produce some world changing new product. Both respondent from Faculty of Education (mean = 2.08, SD 1.00); and respondents from Faculty of Agriculture (mean = 2.00, SD 0.81) disagreed that entrepreneurship cannot flourish in big companies. The above analysis revealed six major misconceptions.

Research Question 2: What are the contents of entrepreneurship curriculum at the university level?

Table 2
Responses to the contents of entrepreneurship education

S/N	Statement	Faculty of Education (n = 100)			Faculty of Agriculture (n = 50)		
		Mean	Std deviation	Remarks	Mean	Std deviation	Remarks
1	Basics: gaining prerequisite skills and identifying career options	3.41	0.49	Agree	3.64	0.48	Agree
2	Competency awareness: discovering entrepreneurship competencies and understanding problems of employees	3.26	0.71	Agree	3.00	0.81	Agree
3	Creative application: applying specific occupational training competencies and learning how to create new business	3.14	0.65	Agree	3.32	0.94	Agree
4	Start -up: By becoming self employed as well as developing policies and procedures for a new or existing business	2.83	1.01	Agree	2.68	0.94	Agree
5	Growth: by solving business problems effectively and expanding existing business	2.70	1.04	Agree	2.64	0.48	Agree

Midpoint = 2.50; any mean score < 2.50 suggests disagreement; mean score \geq 2.50 suggests agreement

Findings from the study revealed that students in the Faculty of Education agreed that the contents of entrepreneurship education taught them involve the basics, which encompass gaining prerequisite skills and identifying career options (mean = 3.41, SD 0.49). The views of students from Faculty of Agriculture were similar to their counterparts in education (mean = 3.64, SD 0.48). Also, both faculties of education and agriculture students were taught

competency awareness which entails discovering entrepreneurship competencies and understanding problems of employees (mean = 3.26, SD 0.71). The mean score of 3.00, SD 0.81 recorded for Faculty of Agriculture students suggests agreement with the item. For creative application, Faculty of Education students recorded the mean of 3.14, SD 0.65; while agriculture students had the mean of 3.32, SD 0.94, both showing agreement. In addition, the findings also revealed that Faculty of Education and Faculty of Agriculture students experienced the contents of entrepreneurship education related to start up with mean of 2.83 and 2.68 to becoming self-employed as well as developing policies and procedures for a new or existing business. Both education students (mean = 2.70) and agriculture students (mean = 2.54), gained experience in contents of entrepreneurship education on growth which is concerned with solving business problems effectively and expanding existing business.

Research Question 3: What teaching strategies do faculties mostly use for teaching entrepreneurship education?

Table 3

Responses on teaching strategies to which undergraduates were exposed to

S/N	Statement	Faculty of Education = 100		Faculty of Agriculture = 50	
		Frequency	Percentage	Frequency	Percentage
1	Lecture	100	100.0	50	100.0
2	Case analysis	59	59.0	32	64.0
3	Business plan	44	44.0	16	32.0
4	Presentation	72	72.0	50	100.0
5	Discussion	85	85.0	50	100.0
6	Visit to business location/field trip	44	44.0	16	32.0
7	Reading materials	100	100.0	50	100.0
8	Tutorial	56	56.0	34	68.0

Multiple responses recorded

Findings in the Faculty of Education revealed the following: lecture method (100%), reading materials (100%), discussion (85%), presentation (72%), case analysis (59%) and tutorial (56%). Results in the Faculty of Agriculture exhibited the following: lecture method (100%), reading material (100%), discussion (100%), presentation (100%), tutorial (68%) and case analysis (64%). The data imply that the teaching strategies used were mostly text-based material, oral discussion, and presentations.

Research Question 4: What entrepreneurial mindset do students offered entrepreneurship education in both faculties possess?

Table 4

Responses on entrepreneurial mindset among undergraduates

S/N	Statement	Faculty of Education (n = 100)			Faculty of Agriculture (n = 50)		
		Mean	Std deviation	Remarks	Mean	Std deviation	Remarks
1	Entrepreneurship education will help to eradicate graduate unemployment	3.15	0.63	Agree	3.04	0.83	Agree
2	Entrepreneurship education will create entrepreneurial mindsets for students	3.13	0.34	Agree	3.00	0.81	Agree
3	Entrepreneurship education will help graduates face employment challenges	3.28	0.45	Agree	2.36	0.48	Disagree
4	Entrepreneurs education will allow for job creation	2.88	0.66	Agree	3.00	0.81	Agree
5	Entrepreneurship education will pave way for self reliance	2.84	0.63	Agree	2.32	0.47	Disagree
6	Entrepreneurship education will allow for lifelong learning	3.13	0.65	Agree	2.68	0.47	Agree

Midpoint = 2.50; any mean score < 2.50 suggests disagreement; mean score \geq 2.50 suggests agreement

Among Faculty of Education students, they agreed that entrepreneurship education will help to eradicate graduate unemployment (mean = 3.15, SD 0.63). Faculty of Agriculture students also share similar views (mean = 3.04, SD 0.83). Both categories of students agreed that entrepreneurship education will create entrepreneurial mindsets for students (Faculty of Education mean = 3.13, SD 0.34; Faculty of Agriculture mean = 3.00 SD 0.81).

Faculty of Education students agreed that entrepreneurship education will help graduates face employment challenges (mean = 3.28, SD 0.45), while Faculty of Agriculture students disagreed (mean = 2.36, SD 0.48). However, both respondents from Faculty of Education (mean = 2.88, SD 0.66); and those from Faculty of Agriculture (mean = 3.00, SD 0.81) agreed that entrepreneurship education will allow for job creation.

It was revealed from the study that Faculty of Education students agreed that entrepreneurship education will pave way for self-reliance (mean = 2.84, SD 0.63); while Faculty of Agriculture students disagreed with the item statement (mean = 2.32, SD 0.47). Both Faculty of Education students (mean = 3.13, SD 0.65) and Faculty of Agriculture students (mean = 2.68, SD 0.47) agreed that entrepreneurship education will allow for life-long learning.

Hypothesis 1: There is no significance difference in the mean scores of undergraduate students in Faculty of Education and those in Faculty of Agriculture on their misconceptions about entrepreneurship education.

Table 5

Z-test of differences between Faculty of Education and Faculty of Agriculture students' misconception about entrepreneurship education

Variables	n	mean	Std. dev.	df	Z-cal	Z-tab	Remarks
Faculty of Education	100	39.17	4.63	148	-2.586	1.96	Significant
Faculty of Agriculture	50	37.64	2.60				

Table 5 shows the mean score of students in Faculty of Education to be 39.17 (standard deviation = 4.63), and the mean score of students in Faculty of Agriculture is 37.64 (standard deviation = 2.60). The z-calculated value of 2.586 which is greater than the z-tabulated value of 1.96 suggests that there is significant difference in the opinions of faculty of education students and faculty of agriculture students regarding misconceptions about entrepreneurship education. The results show that Faculty of Education students seem to have relatively higher misconceptions than Faculty of Agriculture students since their mean scores are relatively higher. The null hypothesis is therefore rejected.

Hypothesis 2: There is no significant difference in the mean scores of undergraduate students in Faculty of Education and those in Faculty of Agriculture on their entrepreneurial mindset.

Table 6

Z-test of differences between Faculty of Education and Faculty of Agriculture students' mindset on entrepreneurship education

Variabes	n	mean	Std. dev.	df	Z-cal	Z-tab	Remarks
Faculty of Education	100	18.41	1.62	148	-4.089	1.96	Significant
Faculty of Agriculture	50	16.40	3.28				

Table 6 shows mean score of 18.41 and std deviation of 1.62 recorded for students of faculty of education, while mean score of 16.40 (standard deviation = 3.28) was recorded for Faculty of Agriculture students. The z-calculated value of 4.089 is greater than the z-tabulated value of 1.96 suggests that there is a significant difference between opinions of students in Faculty of Education and Faculty of Agriculture concerning their mindset on entrepreneurship. Faculty of Education students seem to have higher mindset (mean = 18.41) than Faculty of Agriculture students (mean = 16.40). Based on this finding, the null hypothesis is rejected.

Discussion

The study revealed six major misconceptions about entrepreneurship education:

- i) entrepreneurs are born and not made
- ii) entrepreneurship is about making fortune
- iii) entrepreneurship only takes place in the business context
- iv) entrepreneurship cannot be taught
- v) entrepreneurship is driven mainly by venture capital
- vi) entrepreneurs cannot flourish in big companies

All these misconceptions affirm the report of ETF (2007-2009) on the continuing misconception as to the nature of entrepreneurship learning. This may be attributed to the fact that the students did not start the learning of entrepreneurship early enough.

The lifelong learning model of entrepreneurship assumes that everyone in our education system should have opportunities to learn at the beginning stages, while the later stages are target at those who may specifically choose to become entrepreneurs (Zolton, 2007). Entrepreneurs are made through lifelong training and experiences. Besides formal training, working in big organizations can also expose one to entrepreneurial culture. These views tally with that of Niyonkuru (as cited in Brijlala, 2008); and Nwachukwu, (2008), that entrepreneurship can be taught. Small business ventures can grow to become big business ventures with perseverance and hard work. Students can take initiatives in terms of business or social ventures and grow them in different cultural contexts. Hence, there is a positive relationship between education/training and business creation.

Furthermore, the study indicates that entrepreneurship is all about making a fortune. In some cases, it may be so, but then of importance is the need to be self employed/independent / autonomous; to be creative, innovative, explore opportunities, grow, take risk and at the end get a reward. These are also attributes of entrepreneurship besides making a fortune (Osuala, 2004; Emmanuel, 2008; Nwachukwu, 2008).

The study also indicates that entrepreneurship only takes place in business context. This is not quite true; there is a social model of entrepreneurship. Szabo's definition of entrepreneurship emphasizes this model. It focuses on social change by addressing important social needs for social wealth creation. Both models are necessary according to the final report of the Expert Group (2009), to accommodate the different classes of unemployed youths and to create wide range of opportunities and interest. However, the findings revealed that both faculties of education and agriculture students are of the view that entrepreneurship education will help graduates face employment challenges. This view also tallies with the European Union Employment Guide (as cited in Price, 2004) as one of the pillars of intervention for developing human capital for economic growth.

The notions that entrepreneurship is driven mainly by venture capital, and cannot flourish in big companies, are misconceptions that need to be corrected. Employees in big existing companies engage in entrepreneurial activities, they are usually involved in innovation and product development process within. Where they become dissatisfied

they may decide to leave their employers and start their own business, grow and in turn employ others. The implication is that they would have acquired the knowledge, skills, attitudes, and experiences over time, within the organization.

On the whole, the results show that Faculty of Education students seem to have relative higher misconceptions than Faculty of Agriculture students; their mean scores are relatively higher (Table 6). This is a serious issue for 'no education system may rise above the quality of its teachers'. Student- teachers are future teachers; they need to be well groomed so that they will be in a better position to champion the culture of entrepreneurship among students at different levels of education (Carrier, 2005).

Another significant finding of the study is that almost all the student participants have the entrepreneurial mindset. Faculty of Education students seem to have higher mindset (mean=18.41), than Faculty of Agriculture students (mean =16.40). This may be attributed to the proliferation of private schools at all levels in Nigeria. However, they need to be encouraged to scan their environment for social issues that relates to educating people. With functional entrepreneurship centres, the chances of having entrepreneurial mindset could be higher (Farrel, Roman & Fleming, 2000). When students are sensitised in the situation of employment crisis, they may start looking at alternatives since entrepreneurship is all about change and change process.

The study also revealed that the predominant strategies used for exposing undergraduates to entrepreneurship are mostly text-oriented reading materials, among others. According to Williams & Olele (2010) and Rapo (as cited in Gustanfessan-Personan, 2011), utilizing community-based resources, resource persons, situated learning, experiential learning, role plays, students enterprises, and competitive events remain the best. Experiences of this nature can have cognitive and motivational goals.

On entrepreneurship education curriculum contents that students were exposed to, the study revealed that the contents based on the five entrepreneurship developmental stages and processes (Friedrich and Visser, 2005) were adequately covered. However, these may not be enough to prepare students for the 21st century world of work. Students need to acquire personal attributes and generic skills to

enable them cope with start-up/planning issues, organizing issues, leading issues and management issues, to make a success of entrepreneurship activities (Obanya, 2004). Curriculum development for entrepreneurship education should incorporate the principles of experiential, contextual and situated learning. Students can best develop the knowledge and skills necessary through the application of curriculum objectives directed towards business competition and social development (Alberti, Sciascia & Poli 2004).

Recommendations

Based on the findings the following recommendations were made:

- i) The National University Commission (NUC) should liaise with university authorities to collaborate with entrepreneurial experts, curriculum experts, educational technologists, policy-makers and politicians, to form a forum and re-design entrepreneurship education curriculum, paying attention to principles derived from experiential contextual and situated learning through activities, core generic skills, and delivery strategies.
- ii) Workshops and seminars to be conducted in all faculties where local entrepreneurs from different related fields peculiar to each faculty are invited to share success stories, and business-starting fundamentals to an audience of students and teachers.
- iii) Faculties to organize departmental competitions on entrepreneurial concepts and identification of entrepreneurial activities that can emanate from each faculty; the winning department gets a cup.
- iv) Photographs of successful entrepreneurs should be framed and displaced at entrepreneurship centres.
- v) Students to use University transportation to locate and photograph entrepreneurial landmark within and around cities.
- vi) Emphasizes should be placed on field trips for students to see real processes, people and ventures as firsthand experiences. Virtual field trips can take students to some countries whose

economy is largely driven by entrepreneurship activities.

- vii) Every faculty should have entrepreneurs club to create opportunities for collaboration and brainstorming on students' enterprises and competitive events.
- viii) Work based experiences should be encouraged. Universities should liaise with companies and successful individual entrepreneurs to give students the opportunity to work with them during long vacations.

Conclusion

Preparing Nigerian youths to face the unemployment challenges in the labour market is critical in addressing national widespread poverty and prevents civil unrest instigated by youth who are frustrated by lack of jobs and income. When introduced and exposed to the opportunities, challenges, procedures, and characteristics, and other information relevant to entrepreneurship skills/activities, youths can make critical economic contributions. However, the study revealed that students have misconceptions about entrepreneurship education although they have entrepreneurial mindsets. The strategies used for exposing them to entrepreneurship were basically at the text-based reading-level, and as such cannot give the true life impression of entrepreneurial culture. It also indicates that the curriculum contents for entrepreneurship education were quite limited as they excluded socially-oriented model and generic skills, which may likely attract young people (GEM, 2009).

Besides, effective management techniques which are important for entrepreneurs were not included as well.

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