



# Assessing Science Education Graduating Students' Attitude and Perception on Entrepreneurship Education in Lagos State

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## Abstract

Entrepreneurship seems to occupy an important component within contemporary economic development of a nation. The importance of entrepreneurship in a nation's economic led to the introduction of Entrepreneurship Education as a course in Nigerian's tertiary institutions. This is to improve the economic, technological and industrial development of the nation. Despite the importance of entrepreneurship in the development of national economy and the various efforts of government to accord entrepreneurship a priority in its programmes and policies, it appears that graduates are not taking the implementation of the advantages imbedded in such programme seriously. There is therefore the need to assess the perception and attitude of university graduating students toward Entrepreneurship Education. Hence, this study was carried out to investigate the attitude and perception of graduating students on entrepreneurship education in Lagos State. A sample of 200 respondents was selected from Lagos State University, Ojo and University of Lagos, Akoka. Three hypotheses were stated and tested with Chi-Square statistical tool of data analysis at .05 significance level. Results showed that there was a significant difference in the attitude of graduating students on entrepreneurship education in the two institutions. Students should be encouraged to develop positive attitude in order for them to become self-reliant and employer of labour after graduating.

Keyword: Entrepreneurship Education, Attitude, Perception, Science Education graduating students

Reference to this paper should be made as follows:

Etobro, A. B. (2020). Assessing science education graduating students' attitude and perception on entrepreneurship education in Lagos State. *International Journal of Scientific Research in Education*, 13(3), 425-433.

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## INTRODUCTION

Entrepreneurship is widely recognized as an engine of economy and social development. Studies have shown that our world has become global, uncertain and complex and hence requires people with creative, complex and diversified entrepreneurial knowledge and skills

to attend to the challenges of shrinking economies and unemployment (Iqbal, Melhem & Kokash, 2012). The labour markets are currently only offering limited job opportunities for university graduates. The above is confirmed by Teshome (2014) who 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.

It appears many countries of the world have resolved to focus on their domestic economy so as to foster a sustainable and virile domestic economy that will be moderately resistant from the economic recession that may try to reoccur in the future. The recent global economic meltdown has brought to the limelight, as well as the reality, that the world is a global market. Nigeria has a history of post-colonial agrarian economy and is now heavily dependent on the oil and gas economy. Efforts are now being made to diversify the economy by investing for example in agriculture and also encouraging the manufacturing sector. However, entrepreneurship-led development strategies perhaps are now being emphasized as these seem to have proven successful in several Less Developed Countries (LCDs).

In Nigeria, the need to ensure that the present effort at turning out graduates, who will not only be self-reliant but employers of labour cannot be over emphasized. In order to achieve this, the Federal Government of Nigeria, through the National Board for Technical Education (NBTE) and National University Commission (NUC), introduced Entrepreneurship Education (EE) as a course in all Nigerian tertiary institutions. This is aimed at equipping tertiary students with entrepreneurial skills, attitudes and competencies in order to be job providers and not job seekers.

Gerba (2012) viewed entrepreneurship education as a means of developing entrepreneurial skills in people, which skills manifest through creative strategies, innovative tactics, uncanny identification of trends and opportunities in the market, and courageous leadership. It is an education involving the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life.

This entrepreneurship education has become necessary as tertiary institutions perhaps continue to turn out graduates that are hardly self-reliant but solely dependent on white collar jobs. According to Idada, Okosun, Anolu, Atagana and Aiwansedo (2011) cited in Ediagbonya, 2013, Entrepreneurship Education is the kind of education given to people with a view to developing entrepreneurship qualities properly followed up with support services for smooth take off and successful running of business. In a similar vein, Ekankumo and Kemebaradikumo (2011) stressed that entrepreneurship education seeks to provide learners (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of settings. Inferentially, it is obvious that a well implemented entrepreneurship education will climax in economic empowerment and development. The essence of entrepreneurship education is to build in the student entrepreneurship attitude, spirit and culture that will serve as rudiment to job creation among science education graduating students.

In entrepreneurship context, attitude may be defined as the extent to which one perceives entrepreneurial behaviour and its consequences as valuable, beneficial and favourable. Attitude is a very complex and unique concept, which integrates multiple properties and covers different domains. The research findings of Peterman and Kennedy (2003) indicated that offering entrepreneurship education course will help students in development of favourable entrepreneurial attitude. Similarly, empirical findings of Tounes (2006); Trenan, Renfrow and Watson (2003); and Audet (2000) indicated that taking entrepreneurship education course has positive effects on students' entrepreneurial attitude.

There are many other findings that supported the positive effects of entrepreneurship education on development of entrepreneurial attitude of students (Teixeria & Davey, 2008; Gorman, Hanlon & King, 1997; Pulka, Rikwentishe & Ibrahim, 2014). Meanwhile, Guerero, Riaph and Urbano (2008) also affirmed that attitude towards entrepreneurship is one of the determinant factors on decision of becoming an entrepreneurs. Therefore, there is strong assertion that attitude plays very important role in determining the learning behaviours of students in schools.

Perceptions about entrepreneurship may affect the supply and the demand side of entrepreneurship. Students' perception of entrepreneurial characteristics may be shaped by their direct and indirect encounters with entrepreneurs. Education levels and the availability of entrepreneurship training programmes are possible determinants of perceived skills. Introduction of entrepreneurship education at various levels of the education system is evidence of this importance. The expectation is that the students who learn about entrepreneurship are going to apply the skills in establishing significant enterprises. Accordingly, how individuals acquire and accumulate knowledge, skills and experience to prepare for entrepreneurship, that is, the learning and developmental process has stimulated a great deal of scholarly interest (Wang & Millington, 2011). Entrepreneurial readiness is essentially a learning process in which prior accumulated knowledge, skills and experience shape individuals' attitudes, beliefs and abilities, and prepare them for entrepreneurial career.

The introduction of entrepreneurship education into the curriculum of most tertiary institutions in African today has helped tremendously in empowering the life of our graduates and thus brings about good commercial skills needed of them to be self-reliant (Masi, 2010). Good entrepreneurial skills can create a strong economy which is an embodiment of industrial growth and development of a nation. The spirit of entrepreneurship brings about enthusiasm, persistence and the ability to seek entrepreneurial opportunities that lead to success (Saravanakumar, 2009).

The need for the development of entrepreneurship skills in science with intrinsic capacity to take today's entrepreneurs past the hurdles of the 21<sup>st</sup> century challenges cannot be over-emphasised. For Science Education in Nigeria to face these challenges, it has to imbibe in it, systems and issues that bring about changes like entrepreneurship education. Perhaps with that, Nigeria Science Education can meet the demands of the 21<sup>st</sup> century. Based on this foundation, this study is aimed at assessing students' attitude and perception on the importance of Entrepreneurship Education on Science Education graduating students' empowerment in Lagos State.

Hence, this study thus, was carried out to investigate the attitude and perception of graduating students on entrepreneurship education empowerment in Lagos State.

The following null hypotheses were stated and tested in the study:

- HO<sub>1</sub>: There is no significant difference in the perception of Lagos\_State University and University of Lagos graduating students on entrepreneurship education and empowerment.
- HO<sub>2</sub>: There is no significant difference between Lagos State University and University of Lagos students' attitude on entrepreneurship education and empowerment.
- HO<sub>3</sub>: There is no significant difference between male and female students' perception of entrepreneurship education and empowerment.

## METHODS

This study adopted descriptive and survey research design. This study was restricted to assessing students' attitude and perception on Entrepreneurship Education of Science Education University graduating students' empowerment in Lagos State. The population for this study comprised of all graduating students in the Faculty of Education, Lagos State University, Ojo and University of Lagos, Akoka. The science graduating students were sampled to participate in the study because they are considered appropriate to have undergone lectures on entrepreneurship education in their second year, thereby considered having adequate knowledge on entrepreneurship education.

Thus, a purposive simple random sampling technique was adopted to select the two public universities ; Lagos State University, Ojo, (Lasu) and University of Lagos, Akoka, (Unilag), since these are the only two public universities with Faculty of education running science education programmes in Lagos State. Simple random sampling technique was adopted to select two hundred graduating students from the two universities. In both universities, one hundred (100) graduating students were randomly selected from two departments in the Faculty of Education- Department of Science and Technology Education and Department of Human Kinetics & Health Education.

The instruments used for collection of data from the respondents were the Perception on Entrepreneurship Education Questionnaire (PEEQ) and Attitude of Science Education Students Questionnaire (ASESQ). The instruments were developed by the researcher on a four-point Likert rating scale model as Strongly Agree (SA) = 4, Agreed (A) = 3, Disagree (D) and Strongly Disagree (SD) = 1, was used to obtain responses from the respondents.

The instruments were presented to four experts in the area of educational research as well as to experts in Educational Measurement and Evaluation who ascertained the face and content validity before administration. These instruments were trial-tested on a sample of fifty respondents of similar attributes to the population of the study, but who were not part of the actual study. This was done to ascertain the reliability of the instruments; and this yielded 0.79 and 0.81 for PEEQ and EAUS respectively. The validated instruments were administered to two hundred sampled respondents from both universities.

### Hypotheses Testing

H<sub>01</sub>: There is no significant difference in the perception of science education graduating students on entrepreneurship education.

Table 1: Chi-Square Test result on the perception of science education graduating students on entrepreneurship education

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.744 <sup>a</sup>	3	.052
Likelihood Ratio	9.139	3	.027
Linear-by-Linear Association	6.76	1	.009
N of Valid Cases	172		

From table 1, it can be observed that the Pearson Chi-Square value,  $\chi^2(3, N = 172) = 7.774$ ,  $p = .052$ . Since the significant level is greater than 0.05, therefore the null hypothesis (H<sub>0</sub>) which states that there is no significant difference in the perception of science education graduating students on entrepreneurship education is not rejected. This implies that there is no significant difference in the perception of science education graduating students on entrepreneurship education.

## Hypothesis Two

H0<sub>2</sub>: There is no significant difference in science education students' attitude on entrepreneurship education.

Table 2a: Descriptive statistics on the attitude of science education graduating students on entrepreneurship education

Attitude	Unilag(%)	Lasu (%)	Total (%)
Positive	18 (10.47)	14 (8.14)	<b>32 (18.61)</b>
Negative	68 (39.52)	72 (41.86)	<b>140(81.38)</b>
<b>Total</b>	<b>86 (50)</b>	<b>86 (50)</b>	<b>172 (100)</b>

Table 2b: Chi-Square Test result on the attitude of science education graduating students on entrepreneurship education

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.533 <sup>a</sup>	3	.009
Likelihood Ratio	11.349	3	.01
Linear-by-Linear Association	4.768	1	.029
N of Valid Cases	172		

Table 2a reveals that the 140 (81.38%) science education graduating students from both universities were negatively, while only 32 (18.61%) of them were positively inclined in their attitude towards entrepreneurship education. From table 2, it can be observed that the Pearson Chi-Square value,  $\chi^2(3, N = 172) = 11.533, p = .009$ . Since the significant level from the Chi-Square Tests table 2 is less than 0.05, therefore the null hypothesis which states that there is no significant difference in the attitude of Lagos State University and University of Lagos graduating students on entrepreneurship education and empowerment to science education is rejected. This therefore implies that, there is significant difference in the attitude of Lagos State University and University of Lagos graduating students on entrepreneurship education and empowerment to science education.

## Hypothesis Three

H0<sub>3</sub>: There is no significant difference between male and female students' perception of entrepreneurship education.

Table 3: Chi-Square Test result on the perception of male and female graduating students on entrepreneurship education

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.291 <sup>a</sup>	3	.349
Likelihood Ratio	4.44	3	.218
Linear-by-Linear Association	1.363	1	.243
N of Valid Cases	172		

From table 3, it can be observed that the Pearson Chi-Square value,  $\chi^2(3, N = 172) = 3.291, p = .349$  shows that there is no significant difference between male and female students' perception of entrepreneurship education. Since the significant level from table 3 is greater than .05, the null hypothesis which states that there is no significant difference in the

perception of male and female graduating students on entrepreneurship education and empowerment to science education is therefore not rejected. This therefore implies that, there is no significant difference in the perception of male and female graduating students on entrepreneurship education and empowerment to science education.

## **DISCUSSION**

Results showed that there is no significant difference in the perception of Lagos State University and University of Lagos graduating students on entrepreneurship education and empowerment to science education. The perception of graduating students of both universities (Lagos State University and University of Lagos within themselves and in the institutions determines the benefits of entrepreneurship education and the nature of empowerment to science education. The indifference of students' perception of entrepreneurship education is an indication that most of them understand and view entrepreneurship education as a way to promote entrepreneurial awareness as a career option. The entrepreneurship education programmes offered in these institutions of study could have helped the students develop more values, skills and interest in business, hence, no significant difference in the perception of the students on entrepreneurship education.

The entrepreneurship education at the university level is designed to prepare students to acquire a variety of skills that can make them to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial organizers. This will in turn help them to be self-sufficient with potentials to create and manage businesses in which they can function as the employer of labour rather than merely being an employee (Madumere-Obike & Ukala, 2009). This finding was supported by Ibrahim and Abdullah (2014) who reported that students are satisfied with entrepreneurial skills acquired. This indicates that entrepreneurial skills acquired is satisfactory for them to put into practice their entrepreneurial intentions after graduation.

The study further revealed that there is significant difference in the attitude and level of readiness of Lagos State University and University of Lagos graduating students on entrepreneurship education and empowerment to science education. Environmental social norms would have played a vital role in directing the intention and behaviour of university students of the two institutions. The difference in their attitude may be attributed to their respective immediate environmental influence. Majority of Lagos State University students are from the state and they are non-residential, giving them the opportunity of interacting with individuals with diversified entrepreneurship skills and ideas in the society. Lagos State is a commercial nerve of the country, consequently, the social norms dimensions might have contributed to the Lagos State University students' attitude and level of readiness. This finding is in agreement with Peterman and Kennedy (2003) who indicated that offering entrepreneurship education course is helping students in the development of favourable entrepreneurial attitude. Similarly, empirical findings of Tounes (2006), Trenan, Renfrow & Watson (2003), and Audet (2000) indicated that taking entrepreneurship education course has positive effects on students' entrepreneurial attitude.

The finding is in contrary to the findings of Sonitariset et al. (2007) as cited in Rudhumbu, Sivotwa, Munyanyiwa and Mutsau (2016), Basu and Virik (2008), Ediagbonya (2013), Iqbal, Melhem and Kokash (2012), and Mapfaira and Setibi, (2014); who stressed that entrepreneurship education positively impacts on the attitudes of students towards it and towards entrepreneurship by developing skills, knowledge and motivation in university students. This finding was equally the agreement with Adetayo, Oke and Aderonmu (2015) who argued that there is positive significant relationship between entrepreneurial education and employment generation among University graduates in Nigeria.

Finally, the study revealed that there is no significant difference in the perception of male and female graduating students on entrepreneurship education and empowerment to science education. That means they hold strong positive perception towards entrepreneurship education. Students with strong positive perception tend to interpret that going into entrepreneurial activities is feasible and hence desirable. Contrarily, in the findings of Omolayo (2006) there are significant differences in the perception of male and female students on the need for entrepreneurship education in teacher education programme. Omolayo (2006) argued that there are different ways in which male and female view things, males have better perception when it comes to the issues of training in risk management to make certain bearing feasible (Paul, 2005).

## **CONCLUSION AND RECOMMENDATIONS**

The study on an assessment of the importance of entrepreneurship education on science education graduating students' empowerment in Lagos State was carried out among the graduating students of Lagos State University and University of Lagos. The purpose of the study was to determine the effectiveness of Entrepreneurship Education in empowering Science Education graduating students in Lagos State. In order, to achieve the stated purposes of the study, a descriptive research design was adopted and for the purpose of data collection, a simple random sampling technique was used to select the subjects for the study: One hundred science graduating students each, who were selected as respondents from Lagos State University and University of Lagos were involved. A total of one hundred and seventy-two (172) respondents completed the instruments.

In collecting data; the researchers administered the questionnaire personally in the selected departments in the Faculty of Education in both institutions Lagos State University and University of Lagos to have high percentage return. Results and findings of the study on an assessment of the importance of entrepreneurship education on science education graduating students' empowerment in Lagos State, showed that there was no significant difference in the perception of Lagos State University and University of Lagos graduating students on the importance of entrepreneurship education and empowerment to science education. Furthermore, there was no significant difference in the perception of male and female graduating students on entrepreneurship education and empowerment to science education. However, there was significant difference in the attitude of Lagos State University and University of Lagos graduating students on entrepreneurship education and empowerment to science education. Findings showed that the graduating students of Lagos State University were more negatively inclined in their attitude towards entrepreneurship education and empowerment to science education than the graduating students of University of Lagos. Students should be encouraged to develop positive attitude to embrace entrepreneurship education in order for graduates to become self-reliant, employer of labour and wealth creators.

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