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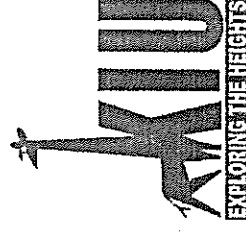


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ENTREPRENEURSHIP EDUCATION AND GRADUATE EMPLOYABILITY: IMPLICATIONS FOR POLICY AND PRACTICE

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Abstract

The paper takes a look at entrepreneurship education and its impact on human resource needs of developing countries. It presents an evaluation of survey undertaken by KNUST Entrepreneurship Clinic. It therefore advocates for investment in entrepreneurship education in higher institutions especially in developing countries. This study will help to influence youth's attitude towards entrepreneurship education and also impact policy on entrepreneurship education. The study makes empirical and theoretical contribution by focusing on the research area that has received less attention especially in the context of entrepreneurship education and graduate employment implication for policy and practice. It recommends for higher institutions to review their curricula and build collaborative support with the industry to help educate the next generation of thinkers who will propel African's development.

Key Words: Entrepreneurship Education, Human Resource, Higher Institutions, Entrepreneurship Clinic.

1.0 Introduction

Entrepreneurship has become an economic panacea, seen as generating employment and economic prosperity in both developing and developed countries (Kuratko, 2005). It is also commonly acknowledged that there is a positive correlation between entrepreneurship and economic growth (OECD, 2010) and there continues to be an ongoing policy commitment towards the creation of an enterprising culture (Gibb, 2005). Gerba (2012) asserts that the term entrepreneurship education has been defined in several ways in entrepreneurship literature. Shepherd and Douglas (1997) propose that the essence of entrepreneurship education is the ability to envision and

characterized by innovation and risk-taking, and is an essential part of a nation's ability to succeed in an ever changing and increasingly competitive global marketplace. Entrepreneurship could be defined as the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. In political economics, it is the process of identifying and starting a new business venture, sourcing and organizing the required resources, while taking both the risks and rewards associated with the venture. Hence, entrepreneurship combined with land, labor, natural resources and capital can produce profit. Experienced business minded political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize graduate economic and social success on a local, national, and global scale. Wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem, and an overall greater sense of control over their own lives. Entrepreneurs drive America's economy, accounting for the majority of the nation's new job creation and innovations. According to the U.S. Census Bureau's 2002 Survey of Business Owners, self-employed individuals who have no paid employees operate three-fourths of U.S. businesses. The U. S. Small Business Administration reports that America's 25.8 million small businesses employ more than 50 per cent of the private workforce, generate more than half of the nation's gross domestic product, and are the principal source of new jobs in the U.S. economy. It is with this in mind that the National Standards for Entrepreneurship Education were developed in America to prepare youths and adults to succeed in an entrepreneurial economy.

Despite the obvious importance in terms of a country's approach to entrepreneurship education (NCGE, 2004b), the role of policy and particularly policy initiatives designed to promote entrepreneurship education has not featured strongly. This lack of representation can be interpreted in a number of ways. Firstly, the nature of the review focusing on 'education', rather than on 'policy', may well have excluded important studies. Secondly, it is possible that research exploring policy initiatives has tended to reside in evaluative

chart a course for a new business venture by combining information from the functional disciplines and from the external environment in the context of the extraordinary uncertainty and ambiguity which faces a new business venture. It manifests itself in creative strategies, innovative tactics, uncanny perception of trends and market mood changes, courageous leadership when the way forward is not obvious and so on. What we teach in our entrepreneurship classes should serve to instil and enhance these abilities".

A useful working definition of the entrepreneurial higher education institution, which is broad enough to cater for institutional diversity, is provided by Gibb (2002): "Entrepreneurial higher education institutions are designed to empower staff and students to demonstrate enterprise, innovation and creativity in research, teaching and pursuit and use of knowledge across boundaries. They contribute effectively to the enhancement of learning in a societal environment characterized by high levels of uncertainty and complexity and they are dedicated to creating public value via a process of open engagement, mutual learning, discovery and exchange with all stakeholders in society - local, national and international."

The inclusion of entrepreneurship in higher education curriculum to solve current unemployment of graduates cannot be over emphasized; this is relevant to the employability of university graduates and university education. Globally, entrepreneurship is a key driver of economy through job creation, employment generation and national capital development (Eyarefe & Sanusi, 2012). The continual increase of youth unemployment makes them vulnerable to economic shock. Unlike other natural resources, human resources, if left unutilized (due to unemployment or underemployment), deteriorate rapidly. Unemployment is costly both to the individual and society; long-term unemployment reduces the chances of finding a job and erodes self-confidence and self-respect fostering a sense of dependency and powerlessness according to Mia (2014).

Manpower development through higher education is one of the most critical determinants of sustainable growth. For growth to be sustained in a nation, there needs to be an investment in entrepreneurial skills through higher education. Addo (2010) stressed the need for inculcation of entrepreneurial spirit in students of higher learning to promote national development. Entrepreneurial spirit is

reports for Government agencies rather than within academic journals. Finally, it may also be the case that there is a lack of research evaluating policies designed to promote entrepreneurship education. In spite of the importance of entrepreneurship to economic development, the policy and practice implication of entrepreneurship education and graduate employment remains largely unstudied. Thus, a better understanding of the factors that affect entrepreneurship education and graduate employment could have theoretical and practical implications to policy makers. This present study focuses on the policy and practice implication of entrepreneurship education and graduate employment.

2.0 Entrepreneurship and Higher Education

Education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. Education is of paramount importance to any nation that wishes to develop its citizenry into useful members of the community. The role of higher education in entrepreneurship goes far beyond the delivery of knowledge to participating in ecosystems, partnerships and industrial alliances. Physical and intellectual skills are acquired through higher education. Pitan & Adedeji (2012) and Eyarefe & Sanusi (2012) claimed that the current trend of increased access to education and over production of young graduates that lack competent skills in Africa has led to the gap between academia and industry. Pitan (2010) carried out a study on skills mismatch among university graduates in the Nigeria labour market, discovered disparity between the skills acquired by students in the universities and the actual skills needed in the labour market. In Malawi, the 2013 Comprehensive National Human Resource Survey indicates that: (1) there is a huge mismatch in Malawi between available skills and the skills demanded in both the public and private sector; and (2) that there is general lack of technical, vocational, entrepreneurial and "hard" skills that are essential for the productive sector. Issues of access, quality and relevance also arise with respect to vocational education and training as well as tertiary education. For example, enrollment in Technical, Entrepreneurial, and Vocational Education and Training (TEVET) is about 8,000 compared to the 250,000 students in secondary schools, and is biased towards boys (girls account for about 37%).

3.0 Investment in Entrepreneurship Education

Entrepreneurship in term of employment generation is recognized globally. The practice has continually contributes to major indices for appraising a country's economic development, self-reliance and supply of skilled labor force. Investing in education for entrepreneurship could be one of the highest return investments policy-makers can make to support growth and business creation. Despite the unique role of entrepreneurs, it has been observed that entrepreneurship education has not yet gain ground in higher institutions of learning in most Africa countries. Entrepreneurial education and training to support growth and business creation is one of three key areas identified for immediate intervention by the European Commission's *Entrepreneurship 2020 Action Plan*. The Plan is a blueprint for joint action to revolutionize the culture of entrepreneurship and create a more supportive environment for entrepreneurs to grow and thrive.

In Malawi, the Standards and their supporting Performance Indicators is a framework for teachers to use in building appropriate objectives, learning activities, and assessments for their target audience. Using this framework, students will have: progressively more challenging educational activities; experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities; and the expertise to successfully start and manage their own businesses to take advantage of these opportunities. Strong investment in education, girls' education and vocational training are required and the government together with private sector was committed to this. Rapid transformation in South Korea, Taiwan, and Singapore, which are not resource-rich, is largely attributed to their success in building human capital.

4.0 Benefits of Entrepreneurial Education

Entrepreneurship has been found as an important driver of economic growth, productivity and social development; however, academicians, practitioners and policymakers recognized its importance lately. Entrepreneurial education is focused on developing youth with the passion and multiple skills. It aims to reduce the risk associated with entrepreneurship thought and guide the enterprise successfully through its initial stage to the maturity stage. According to Brown

(2000), entrepreneurial education is designed to communicate and inculcate competencies, skills and values needed to recognize business opportunity, organize and start new business venture. Gorman, Hanlon & King (1997) point out that entrepreneurship education is an educational programme that is focused on impacting students with issues on entrepreneurship.

Opportunity for business and job related based experiences: Students who participated in small business while in school acquired marketable skills valued by employers in the competitive workplace. Research suggests that entrepreneurs behave differently than managers in large, established firms (Schjoedt & Shaver, 2007), and employees and managers in entrepreneurial organizations exhibit different behavioural dynamics as well (Monsen & Boss, 2009). Opportunity to develop prudent and money management skills: They possess entrepreneurial skills such as ability to plan, manage financial, material and human resources.

Opportunity to develop winsome interpersonal skills: students who are involved in school based enterprise learn to communicate their ideas effectively. They possess conflict resolution and self-advocacy skills; they are enthusiastic and are good team players.

5.0 Survey of Perception of Students towards Entrepreneurial Education

The College of Art and Social Sciences (CASS) and Centre for Business Development of Kwame Nkrumah University of Science and Technology (KNUST), Ghana in collaboration with the HFC Bank (Ghana) Ltd organized entrepreneurship clinic for KNUST students from February 7 to March 7, 2014. Ninety-two (92) students participated in the evaluation survey.

5.1 Attendance for the Clinic

The attendance below (Table 5.1) is grouped according to the Colleges in the University for each day. The College of Art and Social Sciences has the highest student attendance or participation of a total of 2099 times or appearances (48.2 per cent), whereas, College of Health Sciences recorded the lowest participation rate, 79 times or appearances (1.8 per cent). This is as expected because; students in the humanities or social sciences are generally disposed to business related

activities. The weekly attendance trend indicate a gradual increase, reaching the peak in week 3, (except for College of Engineering which peaked in week two) and decline in subsequent weeks.

Table 5.1: Statistics of Participants of the Clinic.

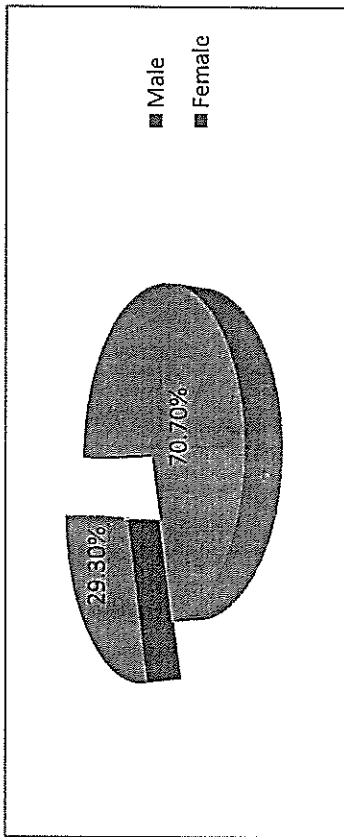
College	Week 1	Week 2	Week 3	Week 4	Week 5	Week Total	Per cent	Valid Per cent	Cumulative Percent
College of Engineering	120	140	113	125	106	604	13.869	13.9	13.9
College of Architecture and Planning	50	48	56	50	106	310	7.118	7.1	21
College of Art and Social Sciences	300	480	601	394	324	2,099	48.197	48.2	69.2
College of Science	130	125	131	119	117	622	14.282	14.3	83.5
College of Agriculture & Natural Resources	110	140	153	122	116	641	14.719	14.7	98.2
College of Health Sciences	20	10	25	15	9	79	1.814	1.8	100
Total						4355	100	100	

Source: Field Survey 2014

5.2 Gender of Participants

The gender of participants is presented in the pie chart below. There are more male participation in the entrepreneurial clinic than their female counterpart. Young men are perhaps, may be more adventurer or risk lover than the young women. The entrepreneurial clinic recorded 70.7 per cent male participation as against a 29.3 per cent female participants. This could also be an indication of the admission ratio of the different gender. The less the rate of female admitted into the colleges or University, the less would be the expected proportion of female participation in entrepreneurial activities.

Figure 5.1: Gender of Participants



Source: Field Survey 2014

5.3 Level of Students in the University.

From table 5.2, out of the total 92 respondents, students in final year recorded the highest (67.4%). Students in years two and three accounted for 15.2% and 14.1% respectively. The final year students are keener at acquiring the necessary entrepreneurial skills which will equip them for the large world skill demand.

Table 5.2: Level of the Respondents.

Year	Frequency	Per cent	Valid Per cent	Cumulative Per cent
One	2	2.2	2.2	2.2
Two	14	15.2	15.2	17.4
Three	13	14.1	14.1	31.5
Four	62	67.4	67.4	98.9
Others	1	1.1	1.1	100
Total	92	100	100	

Source: Field Survey 2014

5.4 Entrepreneurship Campaign in KNUST

The table below indicates how students agreed to the perception about entrepreneurship campaign in KNUST. 64.1 per cent of the students posited that the entrepreneurship campaign on campus was not strong enough. 35.9 per cent, however, thought otherwise. This calls for renewed efforts as well as innovative campaign strategies in increasing the rate of students' awareness of the need to learn, acquire and develop the entrepreneurial skills to increase their chances of job placement either privately or in the public sector in the ever competitive global labor market before leaving the University.

Table 5.3: Emphasis on Entrepreneurship.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	33	35.9	35.9	35.9
No	59	64.13	64.1	100
Total	92	100	100	

Source: Field Survey 2014

5.5 The Frequency at which People Patronized Entrepreneurship Programmes

The table 4 shows how students indicated in the evaluation of the Clinic how they patronized entrepreneurship programmes on campus.

Table 5.4: Frequency Students Patronize Entrepreneurship Programmes.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Often	23	25.275	25.3	25.3
Never	68	74.725	74.7	100
Total	91	100	100	

Source: Field Survey 2014

Analysis of the results of the study shown above is therefore summarized as follows. There is a direct relation between emphasizing entrepreneurship and how it affects students' patronage of programmes in this subject. This is explicitly shown in Figure 2. It shows that 59 students representing 64.1% say that there is no emphasis on entrepreneurship in the university. Inasmuch as it affects students' attendance of entrepreneurship programmes, as it is clearly stated in the figure above that 68 students (thus 74.7%) out of the total 92 say they have never patronized any entrepreneurship programme in the university since they gained admission.

In converse responses, 35.9% of the students said the university placed emphasis on entrepreneurship; thereby making 25.3% students say this makes them often attend entrepreneurship programmes.

The results shown in tables 5.3 and 5.4 indicate that most of the respondents do not agree to the perception of entrepreneurship education. Moreover, the results also suggest that the university students are not encouraged to pursue entrepreneurship ventures in the university and lecturers are not helping students to meet people with good ideas for new ventures. This can be attributed to the teaching method that is being used to teach entrepreneurship. A similar situation was observed by Ediagbonya (2013) who finds that entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial activities that are achieved with proper teaching methods. This finding is also in line with the work of Mwasalwiba (2010) who finds out that the two primary teaching methods for entrepreneurship are the traditional (passive) method and the innovative (active) method. The traditional method consists of lectures and the innovative method is more action based. The three most applied teaching methods in entrepreneurship classes are lectures, case studies and group discussions which can be grouped under the traditional method. This traditional method is less effective than the innovative method in influencing entrepreneurial behaviour.

6.0 Implication for Policy and Practice

The activities of entrepreneurs are crucial to the economic growth and prosperity of modern societies. Entrepreneurship is a mindset that

assigns different values to resources and opportunities than those of the general population and a mindset that encourages creativity and innovation, changing the game, and being unique (Shane, S. 2004).

Academic institutions should review their curricular and adapt them to the needs of realities facing the unemployed graduates in Africa community. Curricular should be designed in a way that it will equip students with enterprising and problem solving skills. Universities should seek out synergies with industry, the private sector and the civil society; this will enhance graduates having the skills and knowledge needed to respond to the development aspirations of their countries.

In Europe, a number of Member States have successfully introduced national strategies for entrepreneurship education or made entrepreneurial learning as part of curricula. Education should be brought to life through practical experiential learning models, real-world experience and the participation of entrepreneurs. Defined entrepreneurial learning outcomes for all educators are needed, to introduce effective entrepreneurial learning methodologies into the classroom. In the Entrepreneurship 2020 Action Plan that it adopted, the Commission invited Member States to ensure that the key competence "entrepreneurship" is embedded into curricula across primary, secondary, vocational, higher and adult education before the end of 2015. Entrepreneurship education can be provided in many different settings. There is no one right programme or set of activities. Rather, it is a matter of identifying what works for the young people being served in a programme. Before starting, consideration should be given to the following issues:

- the age of the young people
- their interests and abilities
- the time they have to devote to entrepreneurial activities
- the available fiscal and human resources (i.e., community support, business support)
- the expertise of staff and what kind of training and support staff might need
- the effect programme participation may have on youth supports and benefits
- the availability of existing entrepreneurial programmes in the area

- the support of the programme from organization's leadership, and
 - the intended outcomes of the programmes/activities
- ### 7.0 Recommendations
- Higher institutions in Africa should review their curricula to accommodate entrepreneurial programmes and adapt them to the needs of the nation.
 - Curricula should be designed in a way that will equip students with critical entrepreneurial thinking, analyzing and problem solving skills.
 - Universities should seek out and create synergies with industry, the private sector and the civil society during the development and monitoring of their curricula. This will promote innovation and technology transfer, and making sure that graduates have the skills and knowledge needed to respond to the developmental aspirations of their countries.
 - Adequate funds and facilities should be provided for effective teaching of entrepreneurship programmes.
 - Government should be consistent and committed towards the policy.

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EFFECTS OF CONCEPTS UTILIZATION ON THE TEACHING AND LEARNING OF SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA

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Abstract

This study investigated the effects of concept utilization on the teaching and learning of social studies in Junior Secondary Schools in Lagos state. The study adopted quasi-experimental research design. The subject were one hundred and ninety (190), that included one hundred teachers (100) and ninety (90) students, drawn from two local education districts in the state. Copies of the questionnaire were administered on the teacher respondents; while a student achievement test (SAT) was administered on the student respondents after exposure to treatment. Data obtained were analysed using inferential statistics of chi-square and T-test analysis at 0.05 level of significance. Statistically significant differences were found in the post-test score of subjects exposed to concept teaching when compared to those not exposed to it. Based on the findings it was recommended that, adequate support should be given to the teaching of social studies, also professional development of teachers should be encouraged for relevance and efficiency in the system.

Key words: *Effect, Concepts, Utilisation, Social Studies, Teaching and Learning*

Introduction

Social studies is a subject which is connected with the study of man in groups and the interrelationship with both their social and physical environments. Thus, by understanding human relationships, social studies aim at producing citizens with skills, competencies, morals, values and reasoning ability to effectively live, interact and contribute positively to the economic, social, political and cultural development of the society and the world in general.