

Olaniyi-Adegoke, O. T. & Lawal, O. W. (2023). Analysis of Entrepreneurship Intention: The Perspectives of Pre-Service Teachers at the Federal College of Education Technical Akoka, Lagos. *Journal of library, science education and learning technology (JOLSELT)*, (4)1, 18-26.

Analysis of Entrepreneurship Intention: The Perspectives of Pre-Service Teachers at the Federal College of Education Technical Akoka, Lagos

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Abstract

This study examined entrepreneurship intention from the perspectives of pre-service teachers at the federal college of education technical Akoka, Lagos. The study adopted a qualitative method using a survey design. An interview was used to collect data from 25 pre-service teachers who were purposively selected from among the final-year preservice students of the college. Collected data were analysed following the themes in the objectives of the study. The results revealed that pre-service teacher intention of entrepreneurship is mixed. While some of the respondents have the intention to use their certificate to work others also have the intention of going into entrepreneurship after graduation. Pre-service teachers' entrepreneurship intention at the expense of using their certificate for white collar jobs is due to limited salary, lack of support from the parents and governments, to be in control of their own business, creation of jobs and contributing to the economy of the country. The challenges envisaged by pre-service teachers in their intention to take up entrepreneurship business are getting the initial capital, support from parent/guardian or government and difficulties in getting a business registered, courage to risks and start a business, and lack of creativity.

Keywords: Entrepreneur, Entrepreneurship intention, Pre-service teachers, Business ventures, Nigeria.

Introduction

The challenges presented by the 4th Industrial Revolution and related job uncertainties require new ways of thinking. A world driven by the Internet of Things, big data, cloud computing, biotechnology, and artificial intelligence have blurred the boundaries between physical, digital and human interactions.

There is no doubt about the fact that “We need a graduate who is visionary, creative, committed, resourceful, flexible, risk-takers, motivated, tenacious all traits of an entrepreneur who, according to Joseph Schumpeter, is a dynamic agent of change who drives economic progress through his or her creative destruction,” This was referenced by Marelza Oliveira, Director of UNESCO Beijing Office, in opening comments at the 8th UNESCO-APEID Meeting on Entrepreneurship Education held on 9-11 October 2019 in Hangzhou, China.

Following two days of discussions on the theme of the meeting “Entrepreneurship Education for the 4th Industrial Revolution”, participants concluded: “We are dedicated to promoting forward-looking

development concepts and appropriate policy measures ... to achieve the sustainable development goals and build a peaceful and prosperous global community.” To do so, the education system has to adapt to the technological changes to ensure that curricula, pedagogy and learning outcomes match the demands of a new era of human-machine collaboration. In response to this development, many tertiary education institutions in Nigeria and abroad have now enshrined entrepreneurship in their curriculum. This is to enable the graduates to make use of the skills they developed from entrepreneurship courses while in schools to create something and contribute to the economy instead of looking for white-collar jobs.

The Colleges of Education as part of the tertiary education institutions in Nigeria are not left out. However, the institution is meant to train students to become teachers in primary and secondary schools. Better still, those of them who have the mind of using the skills to make their living can still do so. Entrepreneurship education has the potential to equip the youth of today with the attributes and skills needed for the 4th Industrial Revolution. However, literature on entrepreneurship in education in Nigeria has not reported the intention of pre-service teachers in Nigeria toward taking to entrepreneurship after their three/four year’s teacher training programme. It is in light of this that, this study examined entrepreneurship intention from the perspectives of pre-service teachers at the federal college of education technical Akoka, Lagos, Nigeria.

Objectives of the Study

The broad objective of this study is to examine entrepreneurship intention from the perspectives of pre-service teachers at the federal college of education technical Akoka, Lagos, Nigeria. The specific objectives of the study are to:

1. Determine the pre-service teachers’ entrepreneurial intention after graduation.
2. Identify reasons for pre-service teachers’ entrepreneurial intention at the expense of their course of study.
3. Determine the pre-service teachers’ envisage challenges to their entrepreneurship intention.

Literature Review

An entrepreneur is a person who undertakes an enterprise with chances of profit or loss. In other words, an entrepreneur is a person who undertakes a business activity in which he has no background and faces considerable risks in the process. If either of the two elements, i.e., “no background” or “considerable risk” is missing in the venture, it is no entrepreneurship).

To some economists, the entrepreneur is willing to bear the risk of a new venture if there is a significant chance for profit. Others emphasize the entrepreneur's role as an innovator who markets his innovation. Still, other economists say that entrepreneurs develop new goods or processes that the market demands and are not currently being supplied. Business expert Peter Drucker (1909-2005) took this idea further, describing the entrepreneur as someone who searches for change, responds to it, and exploits change as an opportunity. A quick look at changes in communications from typewriters to personal computers to the Internet illustrates these ideas.

Entrepreneurship is a philosophy or process through which an entrepreneur seeks innovation and employment. Entrepreneurship can also be described as a creative and innovative response to the environment. Entrepreneurship is the process of creating something different with value by devoting

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the necessary time and effort, assuming the accompanying financial, psychic, and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence.

According to Skripak (2016), three characteristics are evident in any definition of an entrepreneur. The first is innovation. Entrepreneurship generally means offering a new product, applying a new technique or technology, opening a new market, or developing a new form of organization to produce or enhance a product. Second is running a business 'the foundations of business' combine resources to produce goods or services. Entrepreneurship means setting up a business to make a profit. The third is risk taking. The term risk means that the outcome of the entrepreneurial venture can't be known. Entrepreneurs, therefore, are always working under a certain degree of uncertainty, and they can't know the outcomes of many of the decisions that they have to make. Consequently, many of the steps they take are motivated mainly by their confidence in the innovation and in their understanding of the business environment in which they're operating.

Kutzhanova et al (2009) examined an entrepreneurial development system in the Appalachian region of the USA and identified four main dimensions of skill including Technical Skills - which are those skills necessary to produce the business's product or service; Managerial Skills, which are essential to the day-to-day management and administration of the company; and Entrepreneurial Skills - which involve recognizing economic opportunities and acting effectively on them; and Personal Maturity Skills - which include self-awareness, accountability, emotional skills, and creative skills. In examining the key skills required of entrepreneurs, O'Hara (2011) identified several key elements which he believed featured prominently in entrepreneurship: The ability to identify and exploit a business opportunity; The human creative effort of developing a business or building something of value; A willingness to undertake risk; Competence to organise the necessary resources to respond to the opportunity.

Entrepreneurship Education

Wei et al., (2019) emphasised that entrepreneurship education is an important way for entrepreneurs to gather resources, improve innovative capacity and innovative personality, and build multi-level learning channels for entrepreneurs by incorporating various knowledge and value systems. From knowledge learning to skills improvement, entrepreneurship education includes general ability development and improvement of professional ability. Entrepreneurship education is concerned with fostering creative skills that can be applied in practices, education, and environments supporting innovation (Gundry et al., 2014). Entrepreneurship education has the potential to equip the youth of today with the attributes and skills needed for the 4th Industrial Revolution. The Hangzhou Declaration calls on all stakeholders – policy-makers, researchers, practitioners, industries and employers – to develop a comprehensive approach to entrepreneurship education to seize the opportunities presented by cutting-edge technologies.

Student entrepreneurs use multi-party interaction to achieve knowledge interaction in the learning network; the innovation process is the result of interactions among the environment, organisation, and entrepreneurs (Anderson et al., 2014). Entrepreneurial ability gained from entrepreneurship education involves adaptive behaviours and strategies to influence others' actions in relational contexts (Ferris et al., 2005; Tocher et al., 2012), thereby driving innovation and bringing high returns.

Importance of Entrepreneurship Education

Entrepreneurship education is extremely important in the 4IR for economic progress, because of its connections with private and public organisations, small and medium enterprises, as well as large companies in national and international markets. The activities of entrepreneurship increase innovation, economic wealth and growth, and employment, and consolidate the competitiveness of the firm (Rebeiro-Sorino., & Urbaino, 2009). According to Solomon, Duffy and Tarabishy (2002), the essential objective of entrepreneurship education is that it is different from typical business studies. The entry of a business is a very different activity than managing a business. Entrepreneurial education should work with the uncertain nature of the business entry. Entrepreneurial education should include skill-building courses in negotiation, creative thinking, new product development, leadership and presenting to technological innovation. Also, important subjects for entrepreneurial education are sources of venture capital, idea protection, awareness of entrepreneur career options, etc. (Kuratko, 2005).

Challenges of Entrepreneurship Education in the 4IR

Hameed and Irfan (2019) averred that there is a lack of communal realisation about new and upcoming entrepreneurs and their companies. Entrepreneurs face the risk of aversion, hatred and fear of failure (Tan & Ng 2006). Still, they have not received wider reception and extreme coaching from the government and follow traditional formal rules that are considered outmoded. There is somehow less support for newcomers and SMEs regarding the issues from the supplier side and lack of supplier development.

Hameed and Irfan (2019) also mentioned that there is a risk of crowding out by government-linked companies and large companies on fiscal policies and investment spending. The issues are lack of financial provision from the government, lack of training and less support. Most of the youth in the world today have a preference towards working in public firms, which can generate issues when it comes to looking for talent. Social barriers are also a hindrance for entrepreneurs because experienced entrepreneurs are not sharing their success stories or failure history with newcomers (Tan & Ng 2006). While newcomers need to get help from experienced ones; unfortunately, such help is not available. Most qualified people prefer to be working employees rather than to be an entrepreneur, just because of the insights from social interaction and social support from seniors and peers

Obong (2017) mentioned two problems that are pertinent to entrepreneurship development.. The first is tradition or culture. Certain businesses cannot be carried out by certain groups based on tradition. For instance, women are not traditionally favoured as business persons in some culture. The second is the legal framework which is cumbersome and costly. Added to this are the issues of multiple taxation, political instability, and insecurity that negatively affect businesses, particularly start-ups.

Methodology

This adopted a qualitative method along descriptive survey design. There are five schools at the Federal College of Education Technical, Akoka, Lagos, These are schools of education, science education, vocational education, business education, and technical education. The five schools were purposively involved in the study. The study focused on the final year pre-service students. From this

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population, five students were taken from each of the schools. This gives a total of 25 pre-service final year students which represents the sample for the study. An interview was used for the collection of data. A focused group interview was organised, one in each of the schools where the five pre-service teachers representing each school were interviewed. The criteria used by the author are based on the respondents' visitation to the library school library where the researcher worked. Each of the focus group interview sessions took place at the researcher's office. The interview lasted 30 minutes for each group and the exercise took three days. The interview featured predetermined questions that focus on capturing data on the objectives of the study. The responses from the respondents were written down and later transcribed, analysed and reported thematically.

Results

The results of the analysis are hereby presented as follows:

The pre-service teachers' entrepreneurship intention after graduation

To achieve this objective, the respondents were asked to indicate whether or not they have the intention of taking to entrepreneurship after graduation as trained teachers. The response generally is mixed. While some indicated that they will love to; others thought that they will not but instead practice the profession they learn in school which is teaching. There are explanations and comments from the respondents to back up this general finding.

For instance:

Group 1: a respondent in this group claimed that "even this teaching of a thing is not automatic; the job is not ready made available that one can just state immediately after graduation" So, if I have my way, I mean If I can get some cash, I would not mind going into entrepreneurship knowing full well that, what I will be making at the end of the month will be incomparable to the salary that will be given to me as NCE graduate"

This seems to be the general view of the respondents in this group.

Group 2: Generally, the responses from this group confirmed that respondents will prefer their certificate to work going into entrepreneurship. One of them explained:

"It is what I studied in school therefore practising what I study should not be a daunting task for me. Although the reward is nothing to write home about half a bread is better than none. If I have the opportunity of proceeding further to a bachelor's degree in education, I have my salary increased by some token. I think that will be enough for me"

Group 3: The responses from the members of this group also revealed generally that the members prefer teaching to going into entrepreneurship. Some of the narratives of the members are:

"entre what....? Where is the money? Who will support me? Even this one, I am doing is through personal struggle except if someone or government can give me money, then I can think of setting up a business using the ideas they taught us in the entrepreneurship courses"

Another respondent added, “it is a good thing; however, our environment is not friendly enough to go into it. Simply, there is no support from anywhere?”

Group 4: It is evident from this group that respondents prefer entrepreneurship to teach. The following explanations from the respondents confirm this.

A respondent explained that: “there is nothing bad in teaching. I am here in this school just to have a certificate. I am not intending to use the certificate to teach or something. Teaching is not even on my time-table. As soon as I graduate from here, I am going into full-blown entrepreneurship. That is the only thing I can do to take care of myself and my family not end up with a teaching job. How much can they give per month that will be enough for my transport alone, not to talk of my family?”

Group 5: This group unanimously pointed out that there is nothing else they can do except entrepreneurship. Some of them confirmed they have already started before coming to school without knowing that they would encounter such knowledge as part of their courses. They explained that the ideas they have gathered will help their entrepreneurship business to succeed.

The results here imply that respondents both have the intention to use their certificate to work while others also have the intention of going into entrepreneurship after graduation.

Reasons for the pre-service teachers’ entrepreneurial intention at the expense of their course of study

To achieve this objective, respondents were asked to indicate their reasons for entrepreneurial intention at the expense of the teaching certificate. Generally, the results reveal that the salary of NCE graduates is too meagre and insufficient to take care of the family. Some explanations in support of this result are as follows.

Response from the 1st Group: “I must confess, it is due to the issue of salary....the money is just too small no matter how good the employer and the school are”. The salary you will collect at the end of the month when teaching can be made on the day when one goes into business.

Response from the 2nd Group: “I am sure of support...I don’t need to punish myself. If at all there is no support, I will try and get one”.

Response from the 3rd Group: “Freedom of decision making. I am in charge of my business. I have control over everything I will be doing thank be under the control of somebody”

Response from the 4th Group: “I cannot create a job when I am teaching but when I am into entrepreneurship, I can use my profit to create more businesses and create a job for the struggling youths”

Response from the 5th Group: “I want to contribute my quota to improve the economy of the country”

This implies that parts of the reason for pre-service teachers' intention in entrepreneurs at the expense of using their certificate for white collar jobs are limited salary, lack of support from the parents and governments, being in control of their own business, creation of job and contributing to the economy of the country.

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Pre-service teachers envisage challenges to entrepreneurial intention

Response from the 1st Group: “Money to commence the business, secure accommodation, purchase or hiring equipment”.

Response from the 2nd Group: “there is no support from anywhere...you know one will need that initial capital, but where will I get it from”

Response from the 3rd Group: “our government is not helping matters, there is no policy that is in support of this except if one wants to deceive himself, and to be successful in such venture, money is key” difficulties of getting the business registered, the procedure involved and others are very tedious.

Response from the 4th Group: “permit me to add that it is not only about money, imagine a situation when you borrow money to start and unfortunately the thing did not yield a result. Courage to start a new business and take risks.

Response from the 5th Group: I cannot imagine coming up with anything. What is it that people have not been doing? And if you don't come up with something unique, making it might be difficult. Lack of creative knowledge.

This implies that the challenges envisaged by pre-service teachers in their intention to take up entrepreneurship business are getting the initial capital, support from parent/guardian or government and difficulties in getting a business registered, courage to risks and start a business, and lack of creativity.

Conclusion

This study has examined entrepreneurship intention from the perspectives of pre-service teachers at the federal college of education technical Akoka, Lagos. The results obtained have demonstrated that pre-service teacher intention of entrepreneurship is mixed. While some of the respondents have the intention to use their certificate to work others also have the intention of going into entrepreneurship after graduation. Pre-service teachers' entrepreneurship intention at the expense of using their certificate for white collar jobs is due to limited salary, lack of support from the parents and governments, to be in control of their own business, creation of jobs and contributing to the economy of the country. The challenges envisaged by pre-service teachers in their intention to take up entrepreneurship business are getting the initial capital, support from parent/guardian or government and difficulties in getting a business registered, courage to risks and start a business, and lack of creativity.

Recommendations

Based on the findings from this study, it is recommended that government should come up with a policy that will make government support any pre-service teacher that has the intention of going into entrepreneurship to guide against the problem of initial capital. There should also be support from parents and guardians for any pre-service teacher that has entrepreneurial intentions. The stiffness and hard process of getting an entrepreneurial business registered should be relaxed by the government.

This will motivate many pre-service teachers and others to develop the intention of going into entrepreneurship.

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