

PERCEPTION OF BUSINESS EDUCATION LECTURERS ABOUT TEACHING ENTREPRENEURSHIP EDUCATION FOR PEACEBUILDING

Solomon Uchenna Agbo, PhD
Department of Business Education
University of Nigeria Nsukka
DOI: 10.13140/RG.2.2.13367.34720

Abstract

This study focused on examining perception of Business Education lecturers towards teaching entrepreneurship education for peacebuilding. Two research questions were developed and answered in line with the purpose of the study. Two hypotheses were formulated and tested at the probability of 0.05 level of significance at 138 degree of freedom. The study adopted a descriptive survey research design. A total populations of 140 business education lecturers were used for the study. No sampling was done because the size of the population was manageable. Mean and standard deviation were used to analyze data. The findings of the study revealed that business education lecturers perceive teaching entrepreneurship education for peacebuilding as necessary precursor of peace, and for improving quality of life. It was recommended that the findings of this study be utilized to enhance the teaching of entrepreneurship education for peacebuilding by business education lecturers.

Keywords: Perception, Business Education, Entrepreneurship Education, Peacebuilding, and Teaching

The need for acquisition of entrepreneurial skills among university undergraduates underscores the reason for introduction of entrepreneurship education in Nigeria Universities by the national universities commission. This action, among others objectives was to create opportunity to inculcate entrepreneurial skills for peacebuilding in the students through teaching of entrepreneurship education.

Entrepreneurial knowledge acquisition among undergraduates becomes very necessary inasmuch as no government of any nation is capable of satisfying the employment needs of its teaming population of graduates (Kakouris, 2015). The shrinking global economy came with it less employment opportunities for youths. The shrinking economy is characterized by low inflow of income consequent upon low global oil prices, low economic benefits evident in declined Gross Domestic Product (GDP) etc. hence the need for business education

lecturers to teach entrepreneurship education to equip students with skills needed for peacebuilding (Kakouris, 2015).

Teaching according to Beere (2012) is a way of providing for society's needs, experience and feelings, and coming up with definite solutions to assist them know specific things. In this work, teaching is considered as a specific process whereby business education lecturers impart entrepreneurial knowledge for peacebuilding to the students.

A business education lecturer is a professional teacher in the area of business education who is always abreast with the prevailing development in Business Education. In other words a business education lecturer is a teacher who: contributes significantly in making Business Education viable and visible in the society; acts as an agent of innovation in Business Education programmes; delivers standard Business Education programmes equivalent to any other academic programmes in the school system, as well as he that is capable of identifying draw backs encountered in learning and teaching Business Education subjects, and is capable of proffering solution to those draw-backs (Osuala in Agbo, 2018). In this study, a business education lecturer is a teacher who is well informed in the six areas of courses that constitute business education programme. The six areas of courses are: General Education component; General Business Subjects component; Secretarial component; Marketing and Distribution Subjects component; Professional Education component; and Accounting as well as Teaching Practice and Industrial Work Experience (Osuala in Agbo, 2018). The business education lecturer in the author's view is one who, in addition to accomplishing all the above obligations, is capable of inculcating entrepreneurial skills in the students that equip them for peacebuilding. There are both male and female business education lecturers whom have various views towards teaching entrepreneurship education for peacebuilding.

Perception is the organization, identification, and interpretation of sensory message so as to represent and comprehend the given message or surrounding. Every perception connotes signals that pass through the nervous system, which eventually emanate from physical or chemical stimulation of the sensory system (Hwang, Wang & Pomlun, 2011). In this work, perception is the ability of lecturers to see, hear or become aware of the need to inculcate entrepreneurial skills into business education students for peacebuilding.

Peacebuilding refers to an undertaking that focuses on settling injustice devoid of violence and to change the cultural and structural situations that bring about

very bad dispute. Peacebuilding borders on generating constructive individual, group, as well as political cooperation beyond ethnic, religious, class, national, and racial limits. This is achieved through: violence prevention – conflict management, resolution, or transformation; and post-conflict reconciliation or trauma calming most essentially prior to, during, and after any given incidence of violence (Autesserre, 2014).

According to Coning (2013) peacebuilding is a multi-dimensional, cross-sector approach to peace. According to Coning peacebuilding becomes strategic when its result stands test of time at all strata of society to bring about and maintain relationships among people thereby engendering lasting peace.

According to Emily and Jahara (2019) peacebuilding connotes an array of techniques aimed at minimizing the danger of stumbling into or recurrence of conflict by consolidating national capacities generally for conflict management, and to found enduring peace and development. Emily and Jahara further stated that peacebuilding results in availability of economic opportunities and goes a long way to preventing conflict and brings about lasting peace. It is on the increase the number of scholars and practitioners who confirm peacebuilding as not only fundamental to job-creation but is also entrepreneurship incubator, more so in post-conflict settings (Hillman, 2012).

Peacebuilding is defined in this work as enhancing human security through business education lecturers' teaching of entrepreneurship education. This implies that peacebuilding challenges business education lecturers to address the fundamental causes of violence and ensure youth have freedom from fear (negative peace) and freedom from want (positive peace) and freedom from humiliation prior to, during, and after violent conflict through skills acquired through entrepreneurship education.

Entrepreneurship education is a type of education intended to equip students with the knowledge, skills and motivation to spur entrepreneurial break-through in diverse ways. Various types of entrepreneurship education are offered from primary and secondary schools to university level. Entrepreneurship education is geared towards various means of realizing opportunities, for instance, opening a new organization, such as starting a new business (Miron-Shatz, Shatz, Becker & Patel, 2014). Miron-Shatz et al further stated that entrepreneurship education definitely favours the creation of new ventures by means of realizing

opportunities, encouraging innovation or introduction of new products or services or markets in existing firms.

According to Gibb (2007), entrepreneurship education is education meant to develop contemporary skills that would enable youth to be successful in their identified field of endeavor in a fast changing world. Gibb further stated that entrepreneurship education equips youth with some very important life skills. According to him, entrepreneurship education has the attribute of teaching how to: collaborate and work with a team; speak in public and prepare a very good presentation; apply curiosity and creativity to discover and innovate solution to tasky problems; and use social media as an instrument of advocacy. Gibb further stated that students are taught to master product development cycle, articulate their own special business proposals, and deliver multiple pitch presentations.

Bacanak and Ulkudur (2012) are of the view that this age is a world of unprecedented global and technological transformation. According to them entrepreneurship education equips students with skills for an uncertain future, full of complete global, social, and environmental matters. In line with Bacanak and Ulkudur's view, Akyurek and Sahin (2013) stated that entrepreneurship education is education that offers excellent spring board for the types of creative, innovative ideas necessary for success in the 21st century, because this age, according to them belongs to creators and innovators.

Steinert and Grimm (2015) are of the view that lack of formal entrepreneurship education would not stop one from being a successful entrepreneur. According to them, in order to be a successful entrepreneur, one should possess the following attributes: vision, determination, focus, creativity and ubiquitous risk taking and innovativeness.

Entrepreneurship education is considered indispensable in the contemporary society for each country to live up to the challenges posed by the tough competition that characterizes today's globalised "knowledge-based society" (Dahlstedt & Hertzberg, 2013). Furthermore, it is established that in the areas of development of competence -accepting to change for better; strengthening readiness to act; seeking and putting energy into reality etc. -entrepreneurship education has not shown much impact among youth (Akyurek & Sahin, 2013). In the narrow sense, entrepreneurship education will be sole concern of existing schools, colleges and universities involved in economic education. However, it

should not be limited to the traditional places of formal learning. This is because it is not possible to access both entrepreneurship and peacebuilding objectives via regulations to be made only in education sector (Akyurek & Sahin, 2013). In this work, entrepreneurship education is education that focuses on the development of business education undergraduates' creative and innovative skills or attributes by business education lecturers that enable the students to realize opportunities for peacebuilding.

Statement of the Problem

Entrepreneurship education is regarded as peace incubator via peacebuilding in which case, knowledge is continuously shaped and revised by business education lecturers as a means of improving quality of life as new experience takes place (Sullivan, 2000). Furthermore, peacebuilding and entrepreneurship are inter-related and mutually reinforce each other as necessary precursors of peace (Van der Heijden, Geldens, Beijaard & Popeijus, 2015). However, Emily and Jahara (2015) stated that entrepreneurial competency for peacebuilding does not depend on what business education lecturers taught their students in the university. According to them all entrepreneurial competencies can only manifest in an environment of peace, coupled with experience, generally acquired through personal efforts. Emily and Jahara further stated that skills acquired via entrepreneurship education compose a peacebuilding culture that consists more in students' flexible behaviours and thoughts, creativity and responsibility. They therefore insist that, though business education lecturers aid entrepreneurial skills acquisition for peacebuilding, it is more important to come up with a culture of urging personal entrepreneurial discovery, independent of business education lecturers, by the society encouraging human creativity and innovation and a joint learning society to achieve violent free society.

The extent of violence in various parts of the country calls to question the relevance of entrepreneurship education taught in universities for peacebuilding. Entrepreneurship education is aimed at optimizing the entrepreneurial potentials of youth basic for peacebuilding. One wonders the perception of business education lecturers whom in spite of entrepreneurship education they teach for peacebuilding, violence, fueled by ever worsening rate of unemployment keeps on increasing in geometric progression (Ogwa, 2017). This ever increase in the rate of violence indicates that a lot of Nigerian youth have neither innovative nor creative skills fundamental to entrepreneurship as precursor to peacebuilding. It is on the basis of the foregoing, that it becomes

necessary to examine perception of business education lecturers towards teaching entrepreneurship education for peacebuilding.

Purpose of the Study

The major purpose of this study was to determine perception of business education lecturers towards teaching entrepreneurship education for peacebuilding.

Specifically, the study sought to:

1. Determine how business education lecturers perceive teaching entrepreneurship education for peacebuilding as necessary precursor of peace
2. Determine how business education lecturers perceive teaching entrepreneurship education for peacebuilding as necessary for improving quality of life.

Research Questions

This study answered the following research questions:

1. How do business education lecturers perceive teaching entrepreneurship education for peacebuilding as necessary precursor of peace?
2. How do business education lecturers perceive teaching entrepreneurship education for peacebuilding as necessary for improving quality of life?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

Ho₁: There is no significant difference in the mean ratings of the responses of male and female business education lecturers on how business education lecturers perceive teaching entrepreneurship education as necessary precursor of peace.

Ho₂: There is no significant difference in the mean ratings of the responses of male and female business education lecturers on how business education lecturers perceive teaching entrepreneurship education for peacebuilding as necessary for improving quality of life.

Methodology

Descriptive survey research design was used for the study. Osuala in Agbo (2018) pointed out that survey research focuses on people, their important facts and beliefs, opinion, attitudes, motivations and behaviour with the intent to determine the current conditions of practices and make better plans for

improvement. The design is suitable for the study because it seeks information from respondents by using questionnaire. The study was carried out in Enugu and Anambra States, Nigeria. The study was carried out in public and private universities that offer Business Education in Enugu and Anambra States only. The area of the study was therefore Enugu and Anambra States. The population for the study comprises 140 business education lecturers in 30 universities in Enugu and Anambra States. No sampling was done because the population was manageable. The instrument for data collection was questionnaire. The questionnaire was developed after review of available literature on entrepreneurship education for peacebuilding. The instrument was face-validated by three lecturers in the Department of Business Education, University of Nigeria, Nsukka, and two lecturers in the Department of Business Education, Ebonyi State University, Abakaliki. Cronbach Alpha Reliability method was applied to establish the reliability of the instrument. The result of the reliability coefficient was 0.97.

The data collected was analysed using the mean and standard deviation for answering the research questions while t-test statistic was used to test the hypotheses at 0.05 level of significance at 138 degree of freedom. The discussions below guided the interpretation of the results of analysis made:

- a) Any item with a mean value of 2.50 and above showed that perception of business education lecturers was high while any item with a mean below 2.50 indicated that perception of business education lecturers were low.
- b) The hypothesis of no significant difference (H_0) was upheld for any item whose t-calculated value is less than the t-table value of 1.96 and probability of 0.05 level of significance and 138 degree of freedom. In the alternative, the hypothesis of no significant difference was rejected for any item whose t-calculated value was higher than the t-table value at probability of 0.05 level of significance.

Results

The results of the study were obtained from the research questions answered and the hypotheses tested.

Research Question 1

How do business education lecturers perceive teaching entrepreneurship education for peacebuilding as necessary precursor of peace?

Hypothesis 1

There is no significant difference in the mean ratings of the responses of male and female business education lecturers on how business education lecturers perceive teaching entrepreneurship education as necessary precursor of peace.

Table 1: Mean Ratings, Standard Deviations and t-test Analysis of the Responses of Male and Female Business Education Lecturers on How Business Education Lecturers Perceive Teaching Entrepreneurship Education for Peacebuilding as Necessary Precursor of Peace.

N=140

								Remarks	
S/N	Item statement	\bar{X}	SD	t-cal	t-tab	LP	Ho		
1	Teaching entrepreneurship education for peacebuilding engenders self-reliance.	2.85	0.81	0.31	1.96	HP	NS		
2	Teaching entrepreneurship education for peacebuilding encourages innovation.	2.68	0.76	0.40	1.96	HP	NS		
3	Teaching entrepreneurship education for peacebuilding stabilizers business operations.	3.47	0.61	1.26	1.96	HP	NS		
4	Teaching entrepreneurship education for peacebuilding reduces unemployment	3.48	0.65	0.69	1.96	HP	NS		
5	Teaching entrepreneurship education for peacebuilding reduces violence.	3.39	0.70	1.10	1.96	HP	NS		
6	Teaching entrepreneurship education for peacebuilding enhances justice.	3.34	0.75	0.87	1.96	HP	NS		
7	Teaching entrepreneurship education for peacebuilding encourages critical thinking.	3.22	0.88	1.13	1.96	HP	NS		
8	Teaching entrepreneurship education for peacebuilding reduces youth restiveness.	3.19	0.87	1.07	1.96	HP	NS		

9	Teaching entrepreneurship education for peacebuilding reduces a lot of social vices.	3.40	0.80	1.31	1.96	HP	NS
10	Teaching entrepreneurship education for peacebuilding curbs incidence of idle hand.	3.49	0.75	0.72	1.96	HP	NS
11	Teaching entrepreneurship education for peacebuilding enhances societal progress.	3.35	0.81	1.30	1.96	HP	NS
12	Teaching entrepreneurship education for peacebuilding ensures security.	3.48	0.78	1.28	1.96	HP	NS
Cluster mean		3.28	0.76				

Key: \bar{X} = Grand Mean; t-cal = t-calculated; Ho= Null Hypothesis; LP = Level of Perception

NS = Not Significant; HP = Highly Perceived

Data in Table 1 showed that the 12 items had their mean ranged from 2.68 to 3.49. This indicated that their mean was above the cut-off point of 2.50. Based on this observation, it means that the business education lecturers had high perception that teaching entrepreneurship education for peacebuilding is necessary precursor of peace. The standard deviation ranged from 0.61 to 0.88 indicating that respondents were not too far from the mean and from one another in their responses.

Data presented in Table 1 also indicated that 12 items have their calculated t-values ranged from 0.31 to 1.31 which were less than t-table value of 1.96 at 0.05 level of significance and 138 degree of freedom. This shows that there is no significant difference in the mean ratings of the responses of the groups of respondents on 12 items that indicated that teaching entrepreneurship education for peacebuilding was necessary precursor of peace. With this result, the null hypothesis of no significance was upheld for the 12 items.

Research Question 2

How do business education lecturers perceived teaching entrepreneurship education for peacebuilding as necessary for improving quality of life?

Hypothesis 2

There is no significant difference in the mean ratings of the responses of male and female business education lecturers on how business education lecturers perceive teaching entrepreneurship education for peacebuilding as necessary for improving quality of life.

The data for answering research question 2 and testing hypothesis 2 were presented in Table 2.

Table 2: Mean Ratings, Standard Deviations and t-test Analysis of the Responses of Male and Female Business Education Lecturers on How Business Education Lecturers Receive Teaching Entrepreneurship Education for Peacebuilding as Necessary for Improving Quality of Life.

N = 140

S/N	Item Statement	\bar{X}	SD	t-cal	t-tab	Remarks	
						LP	Ho
1	Teaching entrepreneurship education for peacebuilding ensures surplus production of goods and services.	3.25	0.76	0.96	1.96	HP	NS
2	Teaching entrepreneurship education for peacebuilding enhances exchange of goods and services.	3.47	0.70	1.43	1.96	HP	NS
3	Teaching entrepreneurship education for peacebuilding encourages production of improved quality goods and services.	3.54	0.64	0.95	1.96	HP	NS
4	Teaching entrepreneurship education for peacebuilding encourages specialization.	3.32	0.87	1.05	1.96	HP	NS
5	Teaching entrepreneurship education for peacebuilding brings about good governance.	3.46	0.56	0.99	1.96	HP	NS
6	Teaching entrepreneurship education for peacebuilding results in quality education.	2.55	0.94	0.30	1.96	HP	NS

7	Teaching entrepreneurship education for peacebuilding brings about creation of new jobs.	3.33	0.60	1.40	1.96	HP	NS
8	Teaching entrepreneurship education for peacebuilding improves standard of living.	2.74	0.65	0.50	1.96	HP	NS
9	Teaching entrepreneurship education for peacebuilding results in well-being, comfort and happiness.	3.41	0.58	0.94	1.96	HP	NS
10	Teaching entrepreneurship education for peacebuilding improves wealth creation.	3.10	0.70	0.11	1.96	HP	NS
11	Teaching entrepreneurship education for peacebuilding reduces poverty.	3.52	0.71	1.15	1.96	HP	NS
12	Teaching entrepreneurship education for peacebuilding ensures equitable distribution of resources.	3.49	0.67	1.37	1.96	HP	NS
Cluster mean		3.27	0.70			HP	NS

Data in Table 2 indicated that the 12 “necessary for improving quality of life” items had their mean ranged from 2.55 to 3.54. This indicated that their means were above the cut-off point of 2.50. This means that all the 12 items were necessary for improving quality of life. The standard deviation of the 12 items ranged from 0.56 to 0.94 which indicates that the respondents were not too far from the mean and from one another in their responses.

Data presented in table 2 also showed that 12 items had their calculated t-values ranged from 0.11 to 1.43 which were less than the t-table value of 1.96 at 0.05 level of significance and 138 degree of freedom. This reveals that there is no significant difference in the mean ratings of the responses of the two groups of respondents on the 12 “necessary for improving quality of life” items. Based on this result, the null hypothesis of no significant difference was upheld for the 12 items.

Discussion of Result

The result of the study indicated that business education lecturers highly perceived the twenty four (24) items on how business education lecturers perceive teaching entrepreneurship education for peacebuilding as necessary precursor of peace and as necessary for improving quality of life respectively. The results of this study is in consonance with the view of USIP (2011) who emphasized that business education lecturers, by producing entrepreneurs improve people's standard of living and also reduce societal conflict. Similarly, the finding of the study revealed that business education lecturers perceive teaching entrepreneurship education for peacebuilding as necessary precursor of peace, and for improving quality of life. The finding of this study agrees with the statement by Sullivan (2000) who stated that entrepreneurship education is regarded as peace incubator via peacebuilding, in which case, knowledge is continuously shaped and revised by business education lecturers as a means of improving quality of life as new experience takes place.

The finding of the study from the test of hypotheses also indicated that there was no significant difference in the responses of both male and female business education lecturers in the 24 items on how business education lecturers perceive teaching entrepreneurship education for peacebuilding as necessary precursor of peace and as necessary for improving quality of life respectively. This finding implies that it helped to validate the questions raised and answered by this study. It revealed also that the work experience of the two groups of respondents did not significantly influence their perception on perception of business education lecturers identified in this study.

Conclusion

Business education lecturers perceive teaching entrepreneurship education for peacebuilding as necessary precursor of peace, and as necessary for improving quality of life.

Recommendation

Based on the findings made and conclusions drawn from the study, it was recommended that the findings of the study be utilized to enhance the teaching of entrepreneurship education for peacebuilding by business education lecturers.

References

Agbo, U. S. (2018). Initiatives for enhancing the interest of business educators in incorporating Information and Communication Technology (ICT) into

- business education program. *Journal of Association of Vocational and Technical Educators of Nigeria (JAVTEN)*, 23(1), 137-143
- Akyruk, C., & Sahin, C. (2013). Evaluating of entrepreneurship skills of elementary teachers. *EKEV Academic Journals*, 17(57), 51-68.
- Autesserre, S. (2014). *Peaceland: Conflict resolution and the everyday politics of international intervention*. Cambridge: University Press.
- Bacanak, A., & Ulkudur, M. A. (2012). The opinion of science and technology education teachers about entrepreneurial skills and effects. A Qualitative Study Paper Presented in X. National Science and Mathematics Education Congress in Nigde University, Nigde. June 27 to 30.
- Beere, J. (2012). *The perfect ofsted lesson*. Bancyfelin: Independent Thinking Press.
- Coning, C. (2013). Understanding peacebuilding as essentially local stability. *International Journal of Security and Development*, 2(1), 6.
- Dahlstedt, M., & Hertzberg, F. (2013). In the name of liberation: Note on governmentality, entrepreneurial education, and lifelong learning. *European Education*, 45(4), 26-43
- Emily, K., & Jahara, M. (2019). Western security force assistance in weak states: Time for a peacebuilding approach. *The RUSI Journal*, 164(3) 10-21.
- Gibb, A. A. (2007). *Enterprise in education: Educating tomorrow's entrepreneurs*. Pentti: Mankinen
- Hillman, B. (2012). Public administration reform in post-conflict societies: Lessons from Aceh, Indonesia. *Public Administration and Development*, 33, 1-14.
- Hwang, A. D., Wang, H., & Pomplum, M. (2011). Semantic guidance of eye movement in real-world scenes. *Vision Research*, 51(10), 1129-1205.
- Kakouris, A. (2015). Entrepreneurship pedagogies in lifelong learning: Emergence of criticality, learning, culture and social interaction from <http://dx.doi.org/10.1016/j.icsi.2015.04.0047> (Retrieved on 15 September 2015).
- Mac Ginty, R. (2012). Against stabilization. *Stability International Journal of Security and Development*, 1(1), 20-30.
- Miroh-Shatz, T., Shatz, I., Becker, S., Patel, J., & Eysenbach, G. (2014). "Promoting business and entrepreneurial awareness in healthcare professionals: Lesson from venture capital panels at medicine 2.0 conferences". *Journal of Medical Internet Research*, 16(8), 184
- Ogwa, C. E. (2017). Reducing youth unemployment through entrepreneur skill development in electrical installation trade in the post millennium oil-

- boom. *Journal of Association of Vocational and Technical Education of Nigeria (JAVTEN)* 22(1), 168-173.
- Steinert, J.I., & Grimm, S. (2015). Too good to be true?: United Nations peacebuilding and the democratization of war-torn states. *Conflict Management and Peace Science*. 32(5), 513-535.
- Sullivan, R. (2000). Entrepreneurial learning and mentoring. *International Journal of Entrepreneurship Behaviour and Research*, 6(3), 160-175.
- USIP (2011). Agents of peace?: The role of entrepreneurs in peacebuilding in fragile and conflict-affected states. United States Institute of Peace. International Network for Economics and Conflict, November 14, 2011. Retrieved from <http://inec.usip.org/blog/3011/nov/14/agencys-peace-role-entrepreneurs-peacebuilding-fragile-and-conflict-affected-states>.
- Van der Heijden, H. R. M. A., Geldens, B. M., Beijaard, D., & Popeijus, H. L. (2015). Characteristics of teachers as change agents. *Teachers and Teaching*, 21(6), 681-699.