

# Educators' Attitude to Teaching and Preference of Entrepreneurial Expression Options from Programme of Studies

Samuel Oyebanji Akintunde (Ph.D)\* David Olusegun Aninkan

School of Business and Management Studies, Moshood Abiola Polytechnic, Abeokuta. Ogun State, Nigeria

## Abstract

Accredited academic programmes suggest the existence of social needs and complementary programmes of studies, which if properly implemented, should produce manpower needed by the society through entrepreneurial expression options which would be easily identifiable by learners. However, the most common characteristic of the entrepreneurship development programmes in tertiary institutions in Nigeria is the focus on entrepreneurial expression options from common local trades or craft businesses outside students' programs of studies. This suggests an under-exploitation of the potentials of programmes of studies to generate entrepreneurial expressions options for students and reduces the justification of such programmes. In the light of this, survey research design was employed to investigate the relationship between teachers' attitude to teaching and preference of entrepreneurial expression options from student's programmes of studies. The population for the study comprised of 250 entrepreneurship educators in Moshood Abiola Polytechnic, Abeokuta. Structured questionnaire was used to elicit data from a sample size of 100 educators, selected through simple random sampling techniques. The data were analyzed with the aid of descriptive and inferential statistical techniques. The analysis showed a weak but significant positive relationship between professional attitude to teaching and preference of entrepreneurial expression options from the student's programme of study ( $r = 0.310$ ,  $p < 0.01$ ). This suggests that the more professional educators are likely to prefer generating entrepreneurial expression options from student's programme of studies. It was therefore recommended that educators should cultivate a more professional attitude to teaching, especially teaching entrepreneurship. Teachers should teach all their courses entrepreneurially such that it could be easy for the learners to generate entrepreneurial expression options from their chosen programme of studies, if only to justify the running of such programmes.

**Keywords:** Attitude to Teaching, Entrepreneurial expression, Curriculum, Educators, Programme of Studies

## 1. Introduction

It is generally agreed that unemployment in Nigeria is a fallout of the British colonial form of education which placed too much emphasis on the cognitive domain (Nwangwu, 2006). The inherited colonial educational system lacked entrepreneurial traits like self-motivation, drive and innovation needed in the industry; but rather turned out graduates with job-seeking mind sets as opposed to job creation (Towobola & Raimi, 2011). The realization of this deficiency culminated into the Nigeria's 1969 National Conference on Curriculum Development which gave birth to the National Policy on Education. It was later agreed that it is only Entrepreneurship Education that could solve the problem of graduate unemployment (Ughamadu & Obunadike, 2015). Indeed, Entrepreneurship Education has now become the most popular strategy for tackling the problem of unemployment and poverty in most developing countries, including Nigeria. Entrepreneurship education is thus the specific strategy deployed for this purpose in the educational institutions. Entrepreneurship is an act of innovation that involves endowing existing resources with new wealth producing capacities (Drucker, 1985). Entrepreneurship has also been argued to be the process by which individuals either on their own or inside organisations pursue opportunity without regard to the resources they currently control (Stevenson & Jarillo, 1990). Entrepreneurship education itself has been described as a process of inculcating the knowledge and skill required to assist a person to assemble resources, innovations, finance, business acumen and effort to transform these into economic goods and services (Shane, 2003).

A major component of the delivery of entrepreneurship education in the tertiary educational institutions is practical entrepreneurial expressions by students undergoing different course of studies. In theory, accredited academic programmes suggest the existence of social needs and complementary programmes of studies which, if properly taught, should produce manpower needed by society and hence entrepreneurial expression options for learners. However, most entrepreneurial expressions from entrepreneurship programmes in many tertiary institutions in Nigeria are from trades or craft businesses outside students' programs of studies (Akintunde, 2007). This suggests teachers' emphasis and consequently under-exploitation of the potentials of the programmes of studies to generate entrepreneurial expression options for students. It cast doubts on the justification of such programme and might also create a situation in which students are competing in the areas of their comparative disadvantage and consequently add to the existing high failure rate of businesses. Would this have being the case if teachers have professional attitude to teaching? It is logical to expect that a professional attitude to teaching and learning would enhance a more effective conception and implementation of educational curriculum than an unprofessional attitude. In the light of this, the study seeks to investigate the relationship between attitude to

teaching and preference of entrepreneurial expression options from student's programmes of studies. The specific objective of the study is to investigate the relationship between professional attitude to teaching and preference of entrepreneurial expression options from student's programmes of studies. The research question is whether or not there is any significant relationship between attitude to teaching and preference of entrepreneurial expression options from student's programmes of studies? It is therefore hypothesized that:

H0: There will not be any significant relationship between attitude to teaching and preference of entrepreneurial expression options from student's programmes of studies among educators.

## **2. Conceptual Clarification**

### *2.1 Attitude to teaching*

Entrepreneurial activity in any nation, apart from being influenced by the economic situation and regulatory framework in that nation, is also influenced by the attitude of people towards entrepreneurship in general and also by the presence of relevant competencies. It has been affirmed that teachers' attitude and self-efficacy could influence students' entrepreneurial motivation and competencies (Pihie & Bagheri, 2011).

Attitude is described as a mental state of readiness which exerts a directive influence upon the individual's response to all subjects and situations with which it is related (Allport, 1999). Attitude is an attempt to judge something and it is influenced by an individual's experience, beliefs or conceptions (Nwoye, 2006). Attitude is a philosophical tendency that is expressed by evaluating a particular entity with one degree of favour or disfavour (Eagle & Chaiken, 2014). Attitude towards teaching profession therefore refers to the mental state and feelings about the profession. Teaching comprises of all activities aimed at increasing or positively changing the level of the knowledge, skills and attitude of learners. Teaching profession is based on vocational and personal skills and competencies. It involves professional and ethical standards and models, and entails a continuous process of professional development. Education takes place through the interaction between the teacher and the learner. In this interaction, the teacher is a major element. Teachers make decisions in the teaching activity based on their experiences, perceptions, values and beliefs about their roles, activities, and responsibilities in schools. Effective teaching is a product of positive attitude towards teaching profession. Effectiveness is achieved when the teacher is able to motivate the learners to learn in desired direction.

A teacher's attitude affects his behaviour and how he/she performs his/her duty as a teacher (Sarkar & Behera, 2016). His effectiveness is therefore dependent on his/her attitude. Hence, the analysis of the teachers' professional performance cannot ignore their perceptions and attitudes. Thus, the practice of teaching profession demands a clear set of goals, positive and informed attitude towards the profession and confidence in professional knowledge and skills to achieve the goal of teaching. Positive attitude towards teaching would therefore include confidence of the teacher in his/her professional tools to produce an educated person, role of his personal characteristics, love for teaching as well as the place and responsibility for character training in producing the educated person. Therefore, it may be said that a teacher has professional attitude to teaching if he/she expresses confidence in professional tool of teaching to produce an educated person, love for teaching, the key role of his personal characteristics in determining the outcome of teaching, the place and his/her responsibility for character training in producing the educated person. Conversely, it may be said that a teacher has an unprofessional attitude to teaching if he/she expresses low confidence in professional tool of teaching to produce an educated person. He or she is therefore likely to perceive more challenges than the privileges and benefits of teaching. Teachers are front line operators in the construction and development of curriculum discourse and that debate over the content of curriculum cannot proceed without them (Handler, 2010). In line with this, the National Board for Technical Education (NBTE) curriculum was designed to involve the teaching staff in influencing the ultimate content of their own curriculum. In fact the enrichment of local content is one of the key elements in assessing programmes for re-accreditation. The local contents are teachers' inputs into the curriculum which is influenced by their experiences, perceptions, values and beliefs or attitude in their teaching activities

### *2.2 Programme of Studies*

A course of study comprises of a programme for the study of a discipline. It is delivered through an educational curriculum. Curriculum is the content of the programme of study. In a formal educational system, a curriculum is developed and run after accreditation by appropriate regulatory body. Teaching comprises of all activities aimed at increasing or positively changing the level of the knowledge, skills and attitude of learners. The specific outcomes of the activities are the demonstration of the desired level of knowledge, skills and attitudes required to perform specific task of values. It is therefore expected that students who have undertaken a particular programme of studies would be able to demonstrate specific occupational abilities derived from the knowledge, skill and attitude of the programme. By this it should be capable of generating ability to do something of value with potential for commercial exchange. This implies that teaching a programme of studies should be capable of generating entrepreneurial expression options and complementary attitude, for the relevant learners, to enable

them meet the specific needs of society and its institutions. By this, the education system (schools through the teachers) supports the ever-expanding industrial economy by establishing a competitive meritocracy and preparing potential labour force for their vocational roles. In line with this, each National Board for Technical Education (NBTE) accredited programme is structured and intended to, not only develop the minds of students to succeed generally but also to prepare and equip them for entrepreneurial expression and success in their respective fields of study through the professional and general studies components of their respective curricula. This suggests that an educator, as a curriculum implementer, should have vocational skill development and acquisition for entrepreneurial expression from the programme of study as a key objective of his or her instruction.

### 3. Empirical Literature Review

Emphasis on entrepreneurship studies in tertiary educational institutions is a relatively recent phenomenon in Nigeria. The issue of the source of entrepreneurial expression option is also of no noticeable controversy; hence there are few empirical studies in this area. Studies have however found out that there is a close relationship between teachers' professional attitude and their performance (Ahmad, Said, Zeb, Sihatullah & Rehman, 2013). This performance includes the ability of the learner to do something of vocational or commercial value as a result of the study. This implies that teaching a programme of study should be capable of generating entrepreneurial expression options for the relevant learners. Eggen and Kauchak (2001) confirmed that positive teachers' attitudes and perceptions are fundamental for effective teaching; and that teachers' beliefs, perceptions and attitudes affect their practice and influence the students' performance. Ughamadu, Obunadike and Uzoechina, (2015) in a study on the attitude and willingness of teachers to the integration of entrepreneurship education into secondary school curriculum in Anambra State of Nigeria, established that the teachers' attitude plays a significant role in the delivery of entrepreneurial education. In the same line of thought, Ispir (2010) found that High teachers' attitudes towards teaching profession have effects on their classroom performance and teaching practice, and are correlated with the burnout level. Ahmad, Said, Zeb, Sihatullah and Rehman (2013), also affirm the effect of professional attitude of teachers on their teaching Performance. Based on the fundamental objective of training/teaching, the performance here could be said to include the knowledge, skill and positive attitude of a particular vocational/profession for entrepreneurial expression.

### 4. Methodology

Survey research design was used to investigate the relationship between teachers' attitude to teaching and their preference of entrepreneurial expression option from student's course of study among educators. The population for the study comprised of 250 entrepreneurship educators in the five schools of the Moshood Abiola Polytechnic, Abeokuta. Beside their respective courses, they teach entrepreneurship education courses and are involved in supervising entrepreneurship practical projects. Structured questionnaire was used to elicit data from a sample size of 100 educators, determined by Research Advisor Sampling Size Table (2006) and selected through stratified simple random sampling techniques. The questionnaire comprised of a fifteen item statements in two parts. The first, describing common notions that negate the expectations of a properly developed and implemented curriculum and justify preference of entrepreneurial expression options from outside the students' formal programme of studies and hence, considered as unprofessional attitude to teaching. The second part describes extent to which the educators do not have preference for generating entrepreneurial expression options from students' programme of studies, rather than outside of it. It was validated, using exploratory factor analysis. The instrument has a good reliability of overall Alpha Crombach is 0.87

The score for each sub-scale was computed as the mean score of the items for each sub-scale. High score means a positive perception of teaching profession or preference of generating entrepreneurial expression options from students' course of study as the case may be. Low score means a negative perception of the variable concerned. The participants were requested to indicate the extent to which they agree with the statements describing their attitude to the variables on a five-point Likert scale, ranging from No Extent (NE), Low Extent (LE), S (SE), Great Extent (GE), to Very Great Extent (VGE) with a value ranging from 1 (to no extent) to 5 (to a very great extent), with 3, indicating to an average extent, taken as the borderline of agreement. In other words, a score response 3 and above would indicate agreement with the statement while a score of below 3 would indicate no agreement. Therefore for the total sample of 100 participants, a mean score of 60 would be the borderline, based on the calculation below:

$100 \text{ (participants)} * 3 \text{ (value/weight for average score option)} / 5 \text{ (available options)} = 300/5 = 60$ . Consequently, a mean score of 60 and above would be considered as indication of acceptance of the statement to which it relates.

The data generated were analysed with the aid of descriptive and correlation inferential statistical techniques.

## 5. Results and Discussion of Findings

Table 1. Teaching Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UNDER 3 YEARS	30	30.0	30.0	30.0
3 YEARS, UNDER 5 YEARS	28	28.0	28.0	58.0
5 YEARS AND ABOVE	42	42.0	42.0	100.0
Total	100	100.0	100.0	

Table 1 shows that 70 percent of the educators have three years and above teaching experience in tertiary educational institution, 42 percent have over five years teaching experience.

Table 2. Professional Attitude to Teaching

S/N	RESERACH QUESTIONS		NE	LE	SE	GE	VGE	Mean	SD	Remarks
1.	Students may remain untaught despite the application of specialized training and skills with passion to teaching efforts	Freq.	40	36	78	58	28	<b>48</b>	20.05	<b>Rejected</b> <b>48 &lt; 60</b>
		Percent (%)	17	15	33	24	15			
2.	If the student have not learnt, the teacher have not taught	Freq.	14	36	78	56	140	<b>64.8</b>	48.262	<b>Accepted</b> <b>64.8 &gt; 60</b>
		Percent (%)	4.3	11.1	24.1	17.3	43.2			
3.	The personal characteristics and values of the teacher necessarily determine the outcome of teaching effort	Freq.	14	6	42	98	220	<b>76</b>	88.204	<b>Accepted</b> <b>76 &gt; 60</b>
		Percent (%)	3.7	1.6	11.1	25.8	57.9			
4.	It is impossible to teach skills in formal educational setting	Freq.	20	36	57	64	36	<b>41.4</b>	17.771	<b>Rejected</b> <b>41.4 &lt; 60</b>
		Percent (%)	9.4	16.9	26.8	30	16.9			
5.	Teaching can be sometimes be thankless work	Freq.	40	20	84	46	36	<b>45.2</b>	23.732	<b>Rejected</b> <b>45.2 &lt; 60</b>
		Percent (%)	17.7	8.8	31.2	20	15.9			
6.	Students can sometimes be devilish	Freq.	95	52	57	52	23	<b>55.8</b>	25.704	<b>Rejected</b> <b>55.8 &lt; 60</b>
		Percent (%)	34.1	18.6	20.4	18	8.2			
7.	Character training is not an indispensable element of good education	Freq.	32	70	69	70	32	<b>43.4</b>	24.613	<b>Rejected</b> <b>43.4 &lt; 60</b>
		Percent (%)	13.8	7.4	31.8	32	14.7			
8.	Character training is the responsibility of the parents	Freq.	55	88	72	50	18	<b>56.6</b>	26.264	<b>Rejected</b> <b>56.6 &lt; 60</b>
		Percent (%)	19.4	31.1	25.4	17	6.4			
9.	It is too late to undertake character training at the tertiary education level	Freq.	80	56	75	48	21	<b>51</b>	23.590	<b>Rejected</b> <b>51 &lt; 60</b>
		Percent (%)	28.6	20	26.8	17.4	7.5			
<b>GRAND MEAN</b>								<b>54.3</b>		

Items numbers 2 and 3 of table 2 were accepted while items 1 and 4 to 9 were rejected, with grand mean 54.3, suggesting that the educators have professional attitude to teaching.

Table 2. Preference of Entrepreneurial option from Programme of Studies by Educators

SN	QUESTIONS		NE	LE	SE	GE	VGE	Mean	SD	Remarks
1.	Some courses are so theoretical that they could not produce real life economic products or services for entrepreneurial expression options	Freq.	80	64	78	36	24	<b>56.4</b>	25.235	<b>Rejected</b> <b>56.4 &lt; 60</b>
		Percent (%)	28.4	22.7	6	12.8	8.5			
2.	Social policy should promote entrepreneurial expression option (Business Project) outside student's programme of studies in the school as they may not get employment based on their formal	Freq.	20	12	33	62	51	<b>35.6</b>	20.864	<b>Rejected</b> <b>35.6 &lt; 60</b>
		Percent (%)	11.2	6.7	18.5	34.8	28.7			
3.	Training in craft/handwork or technical vocation is an example of entrepreneurship training rather than academic education	Freq.	5	24	54	52	49	<b>36.8</b>	21.510	<b>Rejected</b> <b>36.8 &lt; 60</b>
		Percent (%)	2.7	13	29.3	28.3	26.7			
4.	Passion and interest are more important in generating entrepreneurial expression options(business) for students than knowledge, skills and attitude obtained from their programme of studies	Freq.	10	16	93	66	30	<b>43</b>	35.412	<b>Rejected</b> <b>43 &lt; 60</b>
		Percent (%)	4.7	7.4	43.3	30.7	14			
5.	It is more realistic for students to find local trade/craft work of immediate commercial benefits than to rely on their programme of studies for entrepreneurial expression options	Freq.	20	44	87	58	27	<b>47.2</b>	26.468	<b>Rejected</b> <b>47.2 &lt; 60</b>
		Percent (%)	9.3	20.5	40.5	27	12.6			
6.	Entrepreneurship is more about producing profitable tangible products than conceptual or administrative/management services	Freq.	5	108	135	50	2	<b>60</b>	60.037	<b>Accepted</b> <b>60 &lt; 60</b>
		Percent (%)	1.7	36	4.5	6.7	1			
<b>Grand Mean</b>								<b>46.5</b>		

Items numbers 1 to 5 of table 3 were rejected while items 6 were accepted, with grand mean 46.5, suggesting that the educators prefer generating entrepreneurial expression options from the programme of studies.

Comparing grand mean 54.3 for professional attitude to teaching and grand mean 46.5 for preference of entrepreneurial expression options from programme of studies, suggests that there is a relationship between the two, thus helping us to answer our research question. This is now being examined in the testing of our hypothesis below:

Table 4 shows the results of the test of the relationship between attitude to teaching of educators and their preference of entrepreneurial expression options from the programme of studies.

This result indicates that there is a strong positive relationship between attitude to teaching educators and their preference of entrepreneurial expression options from the programme of studies ( $r = 0.981$ ).

**Hypothesis Testing:** There will not be any significant relationship between attitude to teaching and preference of entrepreneurial expression options from student's programmes of studies among educators.

Table: 4. Correlations

		Attitude to Teaching	Entrepreneurial Expression
Professional Attitude to Teaching	Pearson Correlation	1	.981**
	Sig. (2-tailed)		.000
	N	100	100
Preference of Entrepreneurial Expression from Programme of Studies	Pearson Correlation	.981**	1
	Sig. (2-tailed)	.000	
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## 6. Discussions

The results of the test of hypothesis in table 4 shows that there is a strong positive relationship between educators' attitude to teaching and their preference of entrepreneurial expression options from the programme of studies. This suggests that educators who have positive attitude to teaching would prefer to generate

entrepreneurial expression options from students' programme of studies. This is in line with the Eggen and Kauchak (2001), who argued that positive teacher' attitudes and perceptions are fundamental for effective teaching, and affect students' performance which include knowledge, skills and complementary attitude to do something for entrepreneurial expression. This is further to Akintunde (2015), who contended that entrepreneurial expression options should be generated from students' programme of studies. This however negates the policy in which entrepreneurship development centres are required to generate entrepreneurial expression options outside of students' programme of studies and suggest that such a policy is unprofessional and do not take the views of the professional educators into consideration. One may also speculate that the common characteristics of the requirement of entrepreneurial expression options from trades outside students' programme of studies is a policy imposition from above which do not make sense to professionally minded teachers. The assumption of such policy is that the programme of studies do or may not have the potential to offer entrepreneurial expression option in line with the design of ideal curriculum objectives to increase the level of knowledge, skill and attitude of learners on a particular programme, based on the requirements of industry. This may also imply that the learner do not and cannot be made by the teaching process, as a technical or professional activities, to learn positive attitude towards the program, as expected when the curriculum is properly planned and implemented. Such a situation would have suggested problem with and hence the focusing on curriculum design and implementation, rather than on short ad-hoc training in another skill area for entrepreneurial expression. The danger of entrepreneurship expression option outside a student's programme of study is that the formal and highly funded programmes would be reduced to for-certificate-only and the learners may be made to compete in their areas of comparative disadvantage, thus aggravating to the existing high rate of small business failures. This therefore calls for a reappraisal of the relevant entrepreneurship education policy, programme, curriculum development and accreditation processes. It also suggests the need for greater involvement of teachers in the design of curriculum for entrepreneurship development.

## 7. Conclusions

A common feature of the current policy on entrepreneurship education in tertiary education in Nigeria is the generation of entrepreneurship expression options from outside the students' programme of studies. This assumes that the programme of studies do not have viable entrepreneurship expression options that the student could be motivated to undertake, as expected of a properly conceived and implemented curriculum. This study undertook an examination of the relationship between professional attitude to teaching and preference of entrepreneurial expression options from programme of studies. The study concludes that professionally oriented educators would prefer generating entrepreneurial expression options from student's programme of studies. This assumes that the views of these professional educators have not been sufficiently incorporated in the policy and call for a review of the policy to optimize the potential of the programme of studies and hence prevent situations in which students would be competing in their areas of comparative disadvantages and consequent high rate of business failure. It is therefore recommended that professional teachers should be more involved in the development of curriculum for entrepreneurship development programmes. Educators should cultivate a more professional attitude to teaching. Deliberate efforts should be made to generate and offer entrepreneurial expression options from students' programme of studies as a demonstration of the justification for the running of the programmes. Teachers' education should also emphasize professional attitude and all teachers at all levels of education institution should have professional education and regularly participate in continuous professional development programmes

## References

- Ahmad I., Said, H., Zeb, A. Sihatullah M. & Rehman, K. (2013). Effects of professional attitude of teachers on their teaching performance: Case of Government Secondary School Teachers in Malakand Region of Pakistan. *Journal of Educational and Social Research*. 3(1), 25-31.
- Allport, G., 1999. *Pattern and growth in personality*. New York: Holt
- Akintunde, S.O. (2015). An appraisal of current programmes of entrepreneurship development in Nigeria. National conference of the School of Business and Management Studies, Moshood Abiola Polytechnic, Abeokuta.
- Bentea, C. & Anghelache, V. D. (2012). Teachers' perceptions and attitudes towards professional activity. *Social and Behavioral Sciences*, 51(1), 167 – 171.
- Drucker, P.F. (1985). *Innovation and entrepreneurship: Practice and Principles*. New York, Harper & Row.
- Handler, B. (2010) *Teacher as Curriculum Leader: A Consideration of the Appropriateness of that Role Assignment to Classroom-Based Practitioners*. *International Journal of Teacher Leadership* Volume 3 (3), 32-42.
- Ispir, 2010 O.A.(2010) *Teachers' Burnout Levels and Their Attitudes Towards Teaching Profession 2010 EABR & ETLC Conference Proceedings Dublin, Ireland (2010)*, pp. 229-233

- Macpherson, I. (1996). Teaching curriculum studies in teacher education programmes as a basis for teachers to engage in transformative curriculum practice. *QJER*, 12(1), 17-37
- Mehmood, T., Akhter, M. A., Hussain, A. & Azam, R. (2013). Attitude of prospective teachers towards the profession- A measure for institutional development. *International Journal of Asian Social Science*, 3(11), 2363-2374.
- Nwangwu, I.O. (2006). *Fundamentals of entrepreneurship in educational management*. Enugu, Cheston Books.
- Nwaoba, C.N. (2014). Emerging prospect and problems in entrepreneurship education.: Efficacy of Counseling *Journal of Resourcefulness and Distinction*, 8(1), 232-243.
- Nwoye, N.C. (2006). Attitude of mothers to exclusive breast feeding in Onitsha. Unpublished ED Thesis NAU AWKA.
- Pihie, Z. A. & Bagheri, A. (2011). Are teachers qualified to teach entrepreneurship? Analysis of entrepreneurial attitude and self-efficacy. *Journal of Applied Sciences*, 11(1), 3308-3314.
- Sarkar, D. & Behera, S.K. (2016). Attitude of college teachers towards teaching profession. *American Journal of Educational Research*, 4(11), 834-839.
- Shane, S.A. (2003). *General theory of entrepreneurship*. New York, McGraw-Hill.
- Stenhouse, L. (1976) *An Introduction to Curriculum Research and Development*. London: Heinemann.
- Stevenson, H.H. & Jarillo, J.C. (1990). A paradigm of entrepreneurship: *Entrepreneurial Management*. *Strategic Management Journal*, 11(1), 17-27.
- Towobola, W.L. & Raimi, L. (2011). A catalyst for educational and entrepreneurship development in Nigeria. *Continental Journal of Education Research*, 4(3), 1-11.
- Ughamadu, U., Obunadike, J.C. & Uzoechina, G.O. (2015). Attitude and willingness of teachers to the integration of entrepreneurship education into secondary school curriculum in Anambra State. *British Journal of Education, Society and Behavioural Science*, 10(1), 1-10.

**Appendix**

MOSHOOD ABIOLA POLYTECHNIC, ABEOKUTA  
 DEPARTMENT OF BUSINESS ADMINISTRATION AND MANAGEMENT

*ENTREPRENEURIAL EDUCATION STRATEGY SURVEY*

You are requested to please participate in the above named survey. You can do this by inserting a cross sign (×) in the holes which represent your response to the questions below:

GENDER?: Male ( ) Female ( )  
 SCHOOL you Serve in?: Business and Magmt ( ) Basic/Applied Science ( )  
 Communication ( ) School of Engineering ( )  
 School of Environmental Studies ( )  
 STATUS in MAPOLY?: Full-Time ( ) Part-Time ( )  
 TEACHING EXPERIENCE?: Under 3 years ( ) 3years,under 5years ( )  
 5years & above ( )

**NB:** VGE= Very Great Extent. GE= Great Extent. SE= Some Extent. LE = Little Extent. NE=No Extent

SN	TO WHAT EXTENT WOULD YOU AGREE THAT:	VGE (5)	GE (4)	SE (3)	LE (2)	NE (1)
1	Students may remain untaught despite the application of specialized training and skills with passion to teaching efforts					
2	If the student have not learnt, the teacher have not taught					
3	The personal characteristics and values of the teacher necessarily determine the outcome of teaching efforts					
4	It is impossible to teach skills in formal educational setting					
5	Teaching can sometimes be thankless work					
6	Students can sometimes be “devilish”					
7	Character training is not an indispensable element of good education					
8	Character training is the responsibility of the parents					
9	It is too late to undertake character training at the tertiary education level					
10	Some courses are so theoretical that they could not produce real life economic products or services for entrepreneurial expression options					
11	Social policy should promote Entrepreneurial Expression options (Business projects) outside student’s Programme of Studies in the school, since they may not get employment based on their formal programme of studies					
12	Training in craft/hand work or technical vocation is an example of entrepreneurship training, rather than academic education					
13	Passion and interest are more important in generating entrepreneurial expression options (business) for students than knowledge, skills and attitude obtained from their respective programme of studies					
14	It is more realistic for students to find local trade/craft work of immediate commercial benefits than to rely on their programme of studies for entrepreneurial expression options.					
15	Entrepreneurship is more about producing profitable tangible products than conceptual or administrative/management services					

Thank you, Sir/Ma.  
 Akintunde, S.O (Ph.D) 08067986133