

Entrepreneurial Self-efficacy and Social Skills as Determinants of Social Studies Preservice Teachers' Attitude to Entrepreneurship Education in Southwestern Nigeria

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Abstract

This study investigated entrepreneurial self-efficacy and social skills among Social Studies pre-service teachers in southwestern Nigeria. The multi-stage procedure was used. Three states (Lagos, Ogun and Oyo) that had both federal and state colleges of education were purposively selected from southwestern Nigeria. Six colleges of education (two per state-one federal and one state) were purposively selected. The purposive sampling technique was used to select 600 social studies pre-service teachers (100 per college). The instruments used were Entrepreneurial Social Skills ($r = 0.79$) and Entrepreneurial Self-efficacy ($r = 0.89$) scales. Data Collected were coded and analyzed using Pearson Product Moment Correlation Co-efficient and each of the research questions was tested at 0.05 level of significance. Findings revealed that pre-service teachers' self-efficacy ($r = .310$), had positive relationships with their attitude to entrepreneurial concepts in social studies and it also revealed that pre-service teachers' social skills ($r = 0.120$) had positive weak relationships with their attitude to entrepreneurial concepts in social studies. Based on these findings, it is recommended that lecturers should pay attention to these factors for improved learning outcomes in Entrepreneurship Education among Social Studies Preservice teachers.

Keywords: Entrepreneurship education, pre-service teachers, Self-efficacy, Social skills, Social studies

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Introduction

One of the contributions of Social Studies towards solving societal problems is through entrepreneurship education. Through entrepreneurship education, the individual is trained to rely less on paid employment, rather he/she is prepared to even be an employer of labour. In so doing the individual school leavers are equipped with the knowledge and skill to mitigate the incidence of penury through being exposed to activities and learning that are potentially capable of giving them the necessary economic wherewithal to live a fruitful and responsible life capable of contributing to social and holistic growth of the nation. That is why Mkpae (2014) conceptualized entrepreneurship education as a form of educational programme designed to set the foot of the society on the path of an enduring growth that could make it viable for sustainable acceleration to development.

Even though, Nigerians keep struggling to have the essential post-secondary education, it is no longer news that a vast majority of graduates of Nigerian colleges of education, polytechnics and ivory towers find it difficult to get jobs on yearly basis, while about 10% of such school leavers are so underemployed (Oyewunmi and Adeniyi, 2013). This is tantamount to producing higher education school leavers who lack basic competencies to enable them participate in the process of turning poverty to wealth thereby moving the society to the enviable part of development. The question then arises: Why do the Nigerian tertiary institution leavers experience difficulty getting employment. The country's spiraling unemployment challenge has become so hydra-headed and sky-rocketed that it has given rise to a plenitude of social menace and malaise that have engulfed the nation among which are cases of insurgencies as witnessed in the north-east; reports of banditry that have taken over the northwest and the middle belt; as well as cases of abduction and kidnapping that have witnessed colossal loss of lives and property across all geopolitical zones of Nigeria. About 46 out of every 100 youth are unemployed in Nigeria (Mkpae, 2014).

In Nigeria, due to the rate of unemployment which has soared astronomically and poverty level which has increased tremendously, it is not surprising; therefore, that social studies curriculum at colleges of education has been expanded to include entrepreneurial concepts. The main goal of widening the scope of the subject is to acquaint the students of colleges of education with the techniques of organizing and managing small businesses of their own. Entrepreneurial concepts in social studies also aim at equipping pre-service teachers with requisite knowledge and skill to become self-reliant (Mkpae,

2014). Teaching entrepreneurial concepts in Social studies has the potentials of boosting employment opportunities in Nigeria. This is to say that pre-service teachers of Nigeria's colleges of education may no longer need to look for the 'white collar job' or depend on agencies and individuals for job placement because they would have been fully armed with knowledge, skills and attitudes to live on their own (Fabunmi and Salawu, 2011).

Entrepreneurship is not limited to skill acquisition. Entrepreneurship education helps in the realization of the national goal of attaining the development of a great and dynamic economy as well as a nation for one-self and for others. It also includes the engendering of ingenuity and innovativeness. The mainstay of economies all over the globe is the cottage businesses which can take the form of small, medium and sometimes large-scale enterprises. This is exactly the by-product of entrepreneurship. When businesses succeed, it reduces penury through provision of job opportunities, thereby contributing to the overall national growth. The foregoing discussion underscores the need for the integration of entrepreneurial education in the teacher preparation programme of colleges of education.

Despite the crucial role of entrepreneurial education in social and economic development of the individual and the nation at large, reports (Fakunle, 2010; Mkpae, 2014), evidences have shown that Social Studies pre-service teachers at colleges of education in southwestern Nigeria exhibit poor learning outcomes in entrepreneurial education as a core course. This is reflected in the inability of many college students to graduate as a result of poor performance in the course. The deficiency of many college students is further revealed in their inability to translate the knowledge acquired in the course to live a viable economic and productive life after graduation.

Previous studies aimed at improving learning outcomes in entrepreneurial education among preservice teachers focused largely on interventions to improve instructions in entrepreneurial concepts such as role play (Oyewumi and Adeniyi, 2013) as well as the influence of attitude on entrepreneurial skill (Mkpae, 2014). However, there have been little attempts to investigate the factors such as entrepreneurial self-efficacy and attitude to entrepreneurship education among Social studies preservice teachers at colleges of education in Southwestern Nigeria.

Self-efficacy is the confidence exuded by an individual that he/she could accomplish a task with a high degree of success. It is persons' positive assessment of their capability to do well in any given task. (Ethothi, 2007). In this study, it is the belief that one has in oneself that one has the ability to do well in entrepreneurial activities. Entrepreneurial self-efficacy, therefore,

explains individual's confidence to succeed in tasks involving taking risks in the process of trying to initiate and manage a venture (Ethothi, 2007). More specifically, it is concerned with the belief in one's ability to break through in business venture. Reports from previous studies point to the fact that when an individual has a high opinion of his/her ability to excel in business, there is a high possibility that such individuals might record a high success in business turn over and rapidity of turn over. One important factor that separates people who invest in ventures from those who run away from taking business risk is self-efficacy (Mkpae, 2014).

Another factor under consideration in this study is pre-service teachers' social skills. Possession of social or life skills is an important requirement in the education of a child. Social skill is needed in coping with the demands of living responsibly, enjoying one's rights and respecting those of others. Through interaction with members of the immediate family and friends and colleagues in class, a child could imbibe the skill of tolerance, cooperation, friendliness and interpersonal relations (Ojedokun, 2009). One aspect of entrepreneurs' behavior that may well influence their success is their social skill which is the ability to interact effectively with others in various situations, including important business settings (Diener and Seligman, 2002). For instance, such research shows that impression management, social interaction and persuasiveness could improve individual's success in business.

General Studies Education (GSE224), titled Entrepreneurship education is taught in colleges of education in Nigeria to equip students with the knowledge, attitudes and skills needed to be self-reliant. However, despite the importance of entrepreneurship education, empirical studies have shown that achievement in and disposition to the course among college of education students are not encouraging. Though scholars have experimented with different strategies of teaching and learning the subject, personal variables among which are entrepreneurial self-efficacy and social skills were not considered. Studies have pointed to the fact that these personal factors have been associated with learners' academic success. However, to the best of the knowledge of the researcher, these variables have not been examined in relation to entrepreneurship education among college of education students in Southwestern Nigeria. Therefore, this study was designed to examine Entrepreneurial Self-efficacy and Social Skills as Determinants of Social Studies Preservice Teachers' Attitude to Entrepreneurship Education in Southwestern Nigeria.

Participants were 200 level Social Studies students

offering General Studies in Education (GSE) 224 in six colleges of education from southwestern Nigeria. The Study investigated entrepreneurial self-efficacy and social skills among Social Studies preservice teachers in Southwestern Nigeria. The entrepreneurial education concepts considered were meaning and scope of entrepreneurship, types, characteristics and rationale for entrepreneurship, techniques for generating business ideas, techniques that affect management of enterprises, small scale enterprises, feasibility study and business plan, risks in business and e-marketing, marketing strategies.

The findings of this study have shown that social studies preservice teachers had high entrepreneurial self-efficacy and average social skills. Investigating these factors would provide lecturers of social studies with information on variables to address in the search for solutions to students' poor learning outcomes in entrepreneurship concepts in Social Studies. This study would also add to research improving achievement in and attitude to entrepreneurship education.

Literature Review

Self-efficacy is the outcome of one's evaluation of oneself either negatively or positively. Everyone at all times and at given situations forms an image of self. Sobel (2008) deduced from theories and researches that the perceptions one has of self significantly affect attitudes, behaviours, evaluations, and cognitive processes. Robbins (1994): which stated self-esteem can be thought of as one's attitude towards oneself. It is the confidence exuded by an individual that he/she could accomplish a task with a high degree of success, otherwise known as efficacy of self. It is people's positive assessment of their capability to do well in any given task. (Markman, Baron and Balkon, 2005). In this study, it is the belief that one has in oneself that one has the ability to do well in entrepreneurial activities. Entrepreneurial self-efficacy, therefore, explains individual's confidence to succeed in tasks involving taking risks in the process of trying to initiate and manage a venture (Markman, Baron and Balkon, 2005). More specifically, it is concerned with the belief in one's ability to break through in business venture.

Reports from previous studies showed that when an individual has a high opinion of his/her ability to excel in business, there is a high possibility that such individuals might record a high success in business turn over and rapidity of turn over. One important factor that separates people who invest in ventures from those who run away from taking business risk is self-efficacy (Mkpae, 2014). It is against this backdrop that one can conclude

that the level of success or failure recorded by individuals in commercial activities is a function of his level of confidence in his ability to succeed. Therefore, it could be inferred from this observation that, if one works on how to improve his/her self-efficacy one is indirectly contributing towards his/her success in whatever commercial tasks he/she engages in (Ethothi, 2007).

Possession of social skills is an important requirement in the education of a child. Social skills is needed in interacting with other people, obeying social rules, undertaking responsibility, helping others and enjoying one's rights. Through interaction with members of the immediate family and friends and colleagues in class, a child could imbibe the skill of tolerance, cooperation, friendliness and interpersonal relations (Azikiwe, 2013). One aspect of entrepreneurs' behavior that may well influence their success is their social skill which is the ability to interact effectively with others in various situations, including important business settings (Greene and Saridakis, 2007). For instance, such research shows that impression management, social interaction and persuasiveness could improve individual success in business.

Also, social skill is concerned with the tendency of learners to be aggressive, agreeable or not agreeable, tolerant or not tolerant. It has been reported in literature that when a learner is aggressive, he performs worse than the child who is less aggressive. In the same vein an agreeable child tends to gets along well with peers and as such learns faster than the non-agreeable child. A withdrawn child who does not mix freely with his/her class mates tend not to participate actively in group tasks in contrast to his/her counterparts who is sociable. Effective interactions with others may assist the learners to learn new ideas or skills from his/her friends (Mkpae, 2014). In addition, social skill involves being courteous, getting easier in contact with people. It has been established empirically that when learners possess these qualities, they record higher academic performance than those who lack them Nwajiuba (2011). All these studies established a strong link between a person's social skills and entrepreneurial success but no research has ever reported its impact on achievement in and attitude to entrepreneurship concepts in Social Studies among pre-service teachers at colleges of education in southwestern Nigeria.

Research Questions

1. Is there any significant relationship entrepreneurial self-efficacy and preservice teachers' attitude to entrepreneurship education in southwestern Nigeria?
2. Is there any significant relationship entrepreneurial Social Skill and preservice teachers' attitude to entrepreneurship education in southwestern Nigeria?

Methodology

The research designed was survey design of correlational type. The multi-stage procedure was used. Three states (Lagos, Ogun and Oyo) that had both federal and state colleges of education were purposively selected from southwestern Nigeria. Six colleges of education (two per state-one federal and one state) were purposively selected. The purposive sampling technique was used to select 600 social studies pre-service teachers (100 per college). The instruments used were Entrepreneurial Social Skill ($r = 0.79$), Entrepreneurial Self-Efficacy ($r = 0.89$) and Attitude to Entrepreneurship ($r = 0.77$) scales. A letter was taken to the colleges of education where the research was carried out. The researchers sought the consent of the heads of departments of social studies to conduct the research. Briefing sessions was organized for preservice teachers participating in the study. These preliminary activities took two weeks. Training session was organized for the research assistants about the purposive selection of schools and collection of data through questionnaire. The instruments were administered to Social Studies preservice teachers drawn from six colleges on different days to ensure full participation of students in each college. The researchers were assisted by four research assistants to administer and supervise the administration of the instruments. Data Collected were coded and analyzed using Pearson Product Moment Correlation Co-efficient and each of the research questions was tested at 0.05 level of significance.

Results

Answering the Research Questions

Research Question 1: Is there any significant relationship entrepreneurial self-efficacy and preservice teachers' attitude to entrepreneurship education in southwestern Nigeria?

Table 1: Summary of Pearson Product Moment Correlation on relationship between Entrepreneurial Self-efficacy and Preservice Teachers' Attitude to Entrepreneurship Education in Southwestern Nigeria

Variables	N	X	S.D.	r	Sig.	Remark
Entrepreneurial Self-efficacy	599	62.36	10.71	0.310*	0.000	Significant
Preservice Teachers' Attitude to Entrepreneurship Education	599	63.99	11.35			

Significant at $p < 0.05$

The result indicates that pre-service teachers' self-efficacy ($r = .310$), had positive relationships with their attitude to entrepreneurial concepts in social studies. The result implies that self-efficacy when improved upon, it brings about improvement in pre-service teachers' attitude to entrepreneurial concepts in social studies.

Research question 2: Is there any significant relationship entrepreneurial Social Skill and preservice teachers' attitude to entrepreneurship education in southwestern Nigeria?

Table 1: Summary of Pearson Product Moment Correlation on relationship between Entrepreneurial Self-efficacy and Preservice Teachers' Attitude to Entrepreneurship Education in Southwestern Nigeria

Variables	N	X	S.D.	r	Sig.	Remark
Entrepreneurial Social Skill	599	66.10	11.47	0.120*	0.009	Significant
Preservice Teachers' Attitude to Entrepreneurship Education	599	63.99	11.35			

Significant at $p < 0.05$

The result indicates that pre-service teachers' social skills ($r = 0.120$) had positive weak relationships with their attitude to entrepreneurial concepts in social studies. The result implies that social skill when improved upon, it brings about improvement in pre-service teachers' attitude to entrepreneurial concepts in social studies.

Discussion of Findings

The result indicates that social studies pre-service teachers' entrepreneurial self-efficacy was high. Furthermore, the roles of this construct in promoting business success have been confirmed in research. The different result obtained in this study might be due to the fact that the course content is more. This might be due to the fact that students who are high in self-efficacy are more intrinsically motivated, primarily concerned with developing their entrepreneurship competences, and they tend to use internal standards for judging their improvement. The result negates Azikwe (2013), Fakunle (2010) and Umendu (2015) who found in different studies that students had a low self-efficacy in Mathematics and Reading comprehension, respectively. On social skills, the result indicates that social studies pre-service teachers' entrepreneurial self-efficacy was average.

Possession of an average degree of social skills may also prove beneficial to entrepreneurs in the context of face-to-face interactions with many persons outside their companies—venture capitalists, potential customers and employees, to name just a few. Social skill is an important competence requirement to be a good team player, to relate positively with clients and customers in different ventures and to excel in the world of business. A person that will succeed as an entrepreneur must be tolerant, patient, cool, calm accommodating and collected even in the face of provocations. These qualities will endear him to people and help him or her in wooing and winning customers. Effective interactions with others may assist entrepreneurs in performing such important tasks as raising needed capital, attracting and selecting competent employees, and persuading customers and suppliers to do business with their company under favorable terms.

Finally, entrepreneurs with high social skills get easier in contact with people they want to use for their benefit, than entrepreneurs with low social skills. These findings are akin to those of Fakeye (2011) and Araromi (2014) who found in separate studies that students' social skills in social studies was average these socio-psychological factors influenced students' achievement in different school subjects as English Language, Mathematics and Economics. This finding also agrees with Olanipekun (2011) who reported that social relations and networks played an important role in the development of good entrepreneurs.

Conclusion

The study investigated social studies preservice teachers' entrepreneurial self-efficacy and social skills in colleges of education in Southwestern Nigeria. Findings revealed that social studies pre-service teachers' entrepreneurial self-efficacy was high, while their social skills was average. It could be concluded that when pre-service teachers have high self-efficacy and average social skill, they are likely to develop the ability to see the positive potential opportunities that might accrue from new ventures and pursue those goals vigorously.

Recommendations

Based on these findings, recommendations are made that:

1. Career counselors should work on entrepreneurial self-efficacy and social skills of the pre-service teachers for improved learning outcomes in entrepreneurship education.
2. College of education lecturers should foster group activities among the preservice teachers in order to improve on their social skills.

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