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## **STUDY ON TEACHERS' PERCEPTION OF ENTREPRENEURSHIP EDUCATION CURRICULUM**

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ABSTRACT Innovation and the launch of a new firm are at the core of what it means to be an entrepreneur. Entrepreneurship is defined as the process of identifying and capitalising on opportunities for new business initiatives. This is supported by evidence from the person who is responsible for the conceptualization and elaboration of opportunities throughout the spectrum of goods and services. In the context of this investigation, entrepreneurship refers to the process of beginning a business or other endeavour with the intention of creating income. Education in entrepreneurship is not about teaching someone how to operate a business; rather, it is about cultivating a robust sense of self-worth and empowering students to think creatively and strongly about their own value. This hints that there are additional significant abilities that can be obtained via entrepreneurship education, which are useful not just for starting a firm but also for day-to-day life and future endeavours as well. There is a significant problem with youth unemployment in India; the current figure, which stands at 38.2%, is quite high. The promotion of entrepreneurship as a tool to combat unemployment and contribute to economic growth is taking place. Research conducted on a global scale has argued in favour of including entrepreneurship as a subject in the curriculum of basic education institutions (including elementary and secondary schools). According to the findings of this research, the existing model of basic education, in which entrepreneurship is taught alongside other disciplines, is not producing young people with an interest in business. This suggests that there is no provision for students to study entrepreneurship as a stand-alone topic. The findings of the research carried out by showed that education in entrepreneurship has an effect on innovation, and that this influence is in a favourable direction. This indicates that students need to be motivated to become contributors and pioneers in their fields. said that the purpose of entrepreneurship education is to equip the learner with an understanding of the ideas of entrepreneurship and to urge them to engage in entrepreneurial activities in the future. Small firms should base their establishment, expansion, and continued existence on entrepreneurial education

**Keywords:** teachers, perception, entrepreneurship, education, curriculum

## **INTRODUCTION**

The essential knowledge that may be learned from an education in entrepreneurship is important regardless of the direction of economic growth or the elimination of unemployment. Students are provided with the opportunity to acquire fundamental business knowledge through the study of entrepreneurship in the classroom setting. These authors argued that the knowledge gained through entrepreneurship education includes how to start a business, the ability to recognise opportunities in one's life, the ability to pursue opportunities, by generating new ideas and finding the needed resources, the ability to create and operate a new firm, as well as the ability to think creatively and critically. This knowledge can be gained through a variety of educational programmes, including entrepreneurship education.

## **BENEFITS OF ENTREPRENEURSHIP EDUCATION**

identified the following benefits: entrepreneurship education for national growth and development; career preference for self-employment; enhance and manage innovation and creativity in small-scale business; opportunities for starting a new venture, or expanding an existing one; developing entrepreneurial ideas and the desire to achieve goal-oriented leadership; understanding managerial skills, office and marketing management, as well as

understanding budgeting skills and for increasing self-sufficiency and financial security. Education in entrepreneurship has many benefits, some of which include the following: the development of skills for working in teams; the acquisition of entrepreneurial skills and attitudes for the purpose of national growth and development; the reduction of unemployment after graduation; the identification of methods that enhance and manage innovation and creativity; the increase in productivity and acceleration of economic growth; and an understanding of the entrepreneurial approach to acquiring and managing resources for national development.

## **ENTREPRENEURSHIP EDUCATION CHALLENGES**

In this regard, stated that teachers lacked financial assistance and professional training in effective entrepreneurship education. Several studies have identified several

obstacles that need to be overcome in order to educate students about entrepreneurship. who went on to note the absence of academic programmes that teach entrepreneurship education as well as a lack of sound theoretical frameworks from which to develop a curriculum reinforced this assertion. It was stated that the objective of entrepreneurship education on the part of the European Commission was to encourage creative endeavours, innovative ideas, and self-employment. Although it was delivered on a different continent, the conclusion that can be drawn is that education and training for entrepreneurs should involve more than only the development of specific business skills and should, as a result, be incorporated clearly rather than implicitly. This is significant because innovation and economic growth increasingly look to entrepreneurship as a vital element to both of these processes.

## **IMPORTANCE OF ENTREPRENEURSHIP EDUCATION TO LEARNERS**

Learners should comprehend the relevance of education in entrepreneurship since it strives to give them with a grasp of the ideas of entrepreneurship and motivates them to participate in activities related to entrepreneurship in the future. In addition, in order for learners to get the benefits of entrepreneurship skills, they need to acquire skills such as emotional intelligence and the ability to take risks. Learners will benefit over the long run in their day-to-day lives as well as in their entrepreneurial endeavours if they possess these skills. Education in entrepreneurship may be considered essential for students on the most fundamental level because of the impact it has on both the ability to launch a new venture and the expertise required to run an existing one. However, beyond that, the most significant reason why entrepreneurship is essential is that it fosters skills and innovation that are essential for both day-to-day life and the growth of the future. This is the reason why the purpose of this study

was to evaluate the perspectives that teachers have regarding the significance of entrepreneurship education to students. This appeal is predicated on the idea that instructors are the agents that bring about the education of their students, who are referred to as the learners; hence, in order to have entrepreneurial students, there is a requirement for entrepreneurial teachers.

## **The Need for Entrepreneurship Education**

Education in entrepreneurship, conceptually speaking, refers to the imparting of specialised knowledge to students in order to foster in them the ability and willingness to take risks, innovate, and coordinate the various factors of production for the purpose of producing new goods or services for both new users and those who already use those goods or services (ACS and Storey 2004, Naude, 2007, Minniti and Levesque, 2008 and Kanothi, 2009). It is the process of giving individuals with the ability to recognise commercial opportunities as well as the knowledge, skills, and aptitude to take advantage of the opportunities that are presented to them. Education in entrepreneurship has the potential to instil in students the skills necessary to recognise windows of opportunity in the business world, come up with workable solutions to problems, and assess the degree to which such chances could be exploited as part of an educational programme.

## **LITERATURE REVIEW**

This research is based on the functional curriculum theory, which stresses the importance of the learner having access to a global pool of knowledge, ideas, inventions, human and financial capitals, and becoming a fully participating member of the global economy. This theory was chosen as the study's theoretical foundation because it emphasises the importance of these factors. The curriculum is divided into three parts: the theoretical, the practical, and the experiential. According to Obanya (2004), the functional curriculum theory might be implemented into practise by adhering to the following steps:

Developing the greatest possible sense of pride in being Indian through an in-depth comprehension of the pride of Africa, the mother tongue or community language, the Indian world view, India's contribution to world view, India's contribution to world civilization over the ages, the nature and literature of Africa, as well as the past and present contemporary Indian's plan for its future in the emerging global community.

Access to a vast world of people, knowledge, techniques, ideas, and practises; access to the official language and their literature; access to mathematics, science, and technology; access to information tools and methods of social analysis; access to

western and eastern philosophies and religions; access to a wide variety of religious traditions; access to the official language and their literature; access to the mathematical, scientific,

Personal growth as a means of making a positive contribution to social transformation and to one's vocation, including but not limited to activities such as entrepreneurship, creativity, communication, and interpersonal behaviour, as well as self-awareness. These three objectives ought to be approached simultaneously right from the start, with their scopes of coverage broadcasting in response to the level of maturity possessed by the student.

It is also possible to use components from any of the goals in order to add functional value to programmes that are already in place. According to Obanya's interpretation (2004) of functional content education, the environment in which the child is developing and the world in which he or she is going to live should determine the manner in which education is carried out, including what is taught as well as how it is being taught and learned. This includes both the content that is taught and the manner in which it is taught. This idea is pertinent to this study because it explains why it is important for students to have a level of self-sufficiency when entrepreneurship education is implemented in schools.

## **Concept of Entrepreneurship**

### **Entrepreneurship Education as a Subject, Cross-Curricular or Intra-Disciplinary Theme**

There has been some discussion about whether or not entrepreneurial education should be presented in the form of a stand-alone class or whether or not it should be integrated throughout all of the lessons. Gibb (2011) describes entrepreneurship as a process that can be viewed as both an intra-disciplinary and a multi-disciplinary as well as a trans-disciplinary one. This means that entrepreneurship can be incorporated into the curriculum in a variety of different disciplinary settings. Gibb (2011) further points out that an interdisciplinary approach supports the idea that in real life, problems or difficulties are not divided into boxes, but rather, solutions require a broader vision and knowledge of the situation. Hannon (2006) describes the benefits

that entrepreneurship education may provide when achieving uniformity in teaching procedures. Specifically, he focuses on the advantages that this type of education can bring. With its pedagogical solution, "experiential classroom" assessment, and possibly transdisciplinary programmes, education in entrepreneurship has the potential to be one of the educational setting's most significant transformative forces.

## **Entrepreneurship Education in Senior Secondary Schools**

The concept of entrepreneurship consists of many different aspects. According to Gangaiah and Viswanath (2014), the origin of the term "entrepreneurship" may be traced back to the French word "entreprendre," which originally referred to an organiser of musical or other forms of entertainment. The phrase dates back to the 16th century when it was first used. During the Middle Ages, a person who was responsible for the management of significant projects was called a "entrepreneur." He did not take any risks but rather managed the initiatives by making use of the resources that were available (Lakeus, 2014). In addition, he mentioned that during the 17th century, the definition of the word was broadened to include architects and contractors who were involved in activities such as building, fortification, and public work. According to Robert and Albert (1986), it wasn't until the very beginning of the 18th century that it was employed to allude to economic considerations. The term "entrepreneur" is said to have been taken from the German word "unternehmen," which literally means "to take" or "operate" or "to undertake," which emphasises the essential qualities of an entrepreneur. Some economists believe that the term was formed from this phrase. It is generally agreed that French economist Richard Cotillion was the first person to use the term "entrepreneurship" in the sense in which we now understand the term to have been coined, which was around the year 1730. (Ahmad & Seymour, 2006). The acquisition of new knowledge is not the only factor involved in the process of developing the essential competence of entrepreneurship. Because learning entrepreneurship is about developing the ability to behave in an entrepreneurial manner, attitudes and behaviours are perhaps more important than information about how to operate a business.

## **Poor Funding Syndrome**

According to Nwagwu (2003), one remarkable aspect of the development of educational institutions in the Indian state of Bihar since the country's independence has been the tremendous growth in the number of students and the population of pupils. It is necessary for there to be a significant expenditure of resources, specifically in the form of money, for there to be any chance of success with an expansion and development effort of this magnitude.

Regrettably, all indications point to a persistent and egregious under-funding of the school system as a whole. This is a significant problem with the way that the secondary education curriculum is being implemented. The term "fund" refers to the financial resources that are necessary for the successful completion of any undertaking. To bolster this point, Onyeachu (2006) made the observation that effective operation of an organisation is impossible in the absence of funds. For example, the amount of money that is set aside for education in Bihar is woefully inadequate.

## **METHODOLOGY AND PROCEDURES**

As a methodological framework, this investigation made use of realism, which is a philosophical paradigm that incorporates aspects of positivism and constructivism (Healy & Perry, 2000). Because it acknowledges both positivism and interpretivism as viable research methodologies in understanding reality, realism was selected as the appropriate paradigm to study (Healy & Perry, 2000). As a result, the data acquired through this study establishes a connection between the researcher's viewpoint and the worldviews of people who participated in the research (Guba & Lincoln, 1994).

## **RESEARCH APPROACH**

This study utilised a qualitative and quantitative method to research. Creswell (2012) defines a mixed approach as a strategy for understanding a research problem that combines quantitative and qualitative methods of data collection and analysis in a single study or series of studies. This can be done in order to gain a better understanding of the research subject. Researchers have argued for a systematic blend of the quantitative and qualitative approaches inside the study. This is despite the fact

that the quantitative and qualitative approaches represent two totally different ways to get an understanding of the universe.

It is possible for quantitative and qualitative research methods to serve roles in research that are complementary and supplemental, rather than roles that are contradictory or antagonistic to one another. As a result, qualitative and quantitative research methodologies were brought together for the aim of conducting triangulation and complementarity study. The quantitative research approach was used to collect numerical information about demographical data, the perceptions of teachers regarding entrepreneurship education, the teaching practises of entrepreneurship education, the challenges faced by teachers when they are teaching entrepreneurship contents, and the strategies used by teachers for overcoming those challenges.

On the other hand, the qualitative method was utilised to collect specific information for the purpose of supplementing quantitative data regarding the manner in which entrepreneurship education is carried out. Because the study required a deep investigation of documents connected to entrepreneurship education, a qualitative method was also used. This was done in order to complete the study. In this particular instance, the information that was gathered and presented was given a boost in terms of both its validity and its reliability by utilising a mix of quantitative and qualitative research methods. This is due to the fact that these pieces of knowledge complement one another.

## **RESEARCH DESIGN**

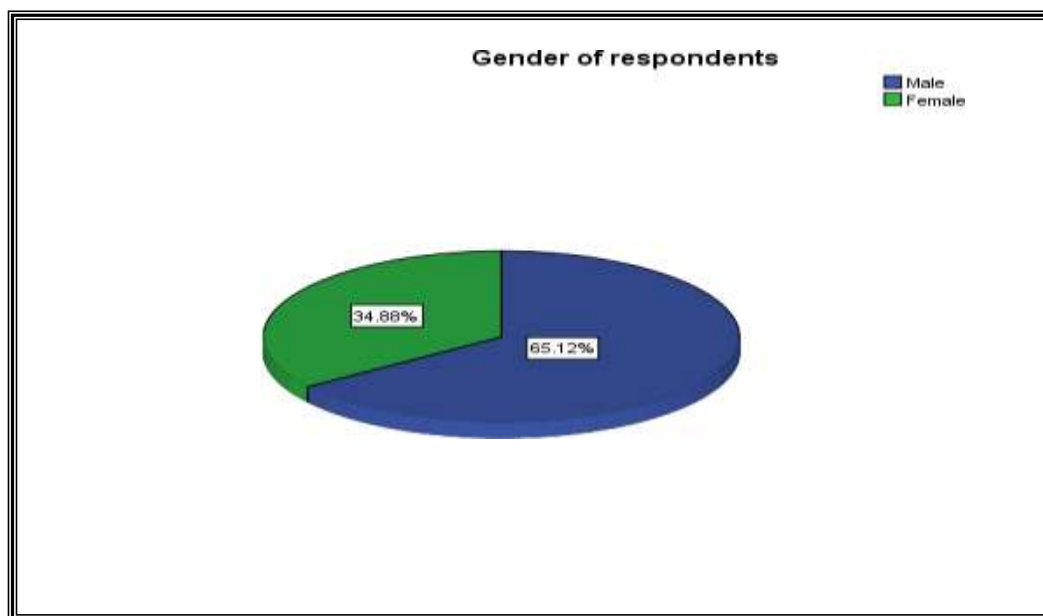
It is possible for quantitative and qualitative research methods to serve roles in research that are complementary and supplemental, rather than roles that are contradictory or antagonistic to one another. This is because both quantitative and qualitative research methods collect data in different ways. As a direct consequence of this, qualitative and quantitative research approaches have been combined in order to carry out an investigation into the triangulation and complementarity of their respective findings. To collect numerical information about demographical data, the perceptions of teachers regarding entrepreneurship education, the teaching practises of entrepreneurship education, the challenges faced by teachers when they are teaching



entrepreneurship contents, and the strategies used by teachers for overcoming those challenges, the quantitative research approach was used to conduct this study.

## DATA PRESENTATION AND ANALYSIS

In this chapter of the study, the data collected from the respondents and key informants at the private higher learning institutions in Rwanda that are members of ARIPES were presented. The presentation of the data consisted of the following five primary sections: The demographic information of the people who participated in the research is presented in Section 4.1. The data for the first research question, which deals with the teachers' perceptions of entrepreneurial education in private higher learning institutions in Rwanda, are presented in section 4.2. Section 4.3 presents the data for the second research question, which is concerned with the practise of entrepreneurial education. In Section 4.4, the statistics for the third research question are presented. This issue dealt with the problems that Rwanda's private higher learning institutions encounter when they implement entrepreneurship education programmes. In the final section, 4.5, the data on the measures that the private higher learning institutions of Rwanda utilise to reduce the difficulties they have while putting entrepreneurship instruction into practise are presented.

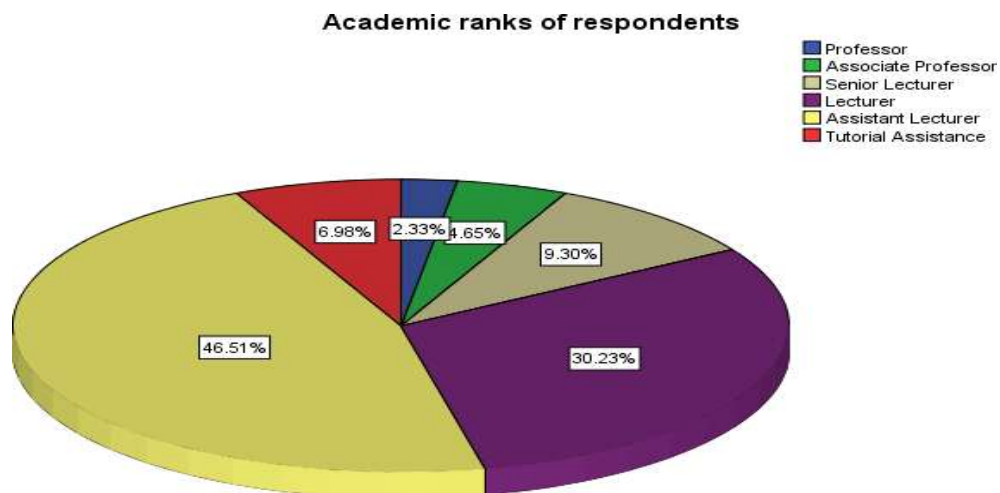


**Gender of Respondents**

In this study, I found it intriguing that the number of females in academic staffs of private higher learning institutions is greater than projected number which is 34.9%. On the other hand, males make up 65.12% of the total number of educators working in the field of entrepreneurship education. Since the implementation of entrepreneurship education is for both male and female students, it is essential that the perceptions and practises of entrepreneurship education in higher learning institutions in Rwanda be viewed and understood by taking individual differences into consideration. This is important in regard to the objectives of the research.

### Distribution of Respondents by Academic Rank

The rules acknowledge the potential for candidates to demonstrate achievement in one or more of the following areas of activity: research, teaching activities, academic administration activities, and services to the community. This is true for all categories of academic rank. The amount to which members of an academic staff have acquired knowledge and expertise is reflected by their academic ranks in higher learning institutions.



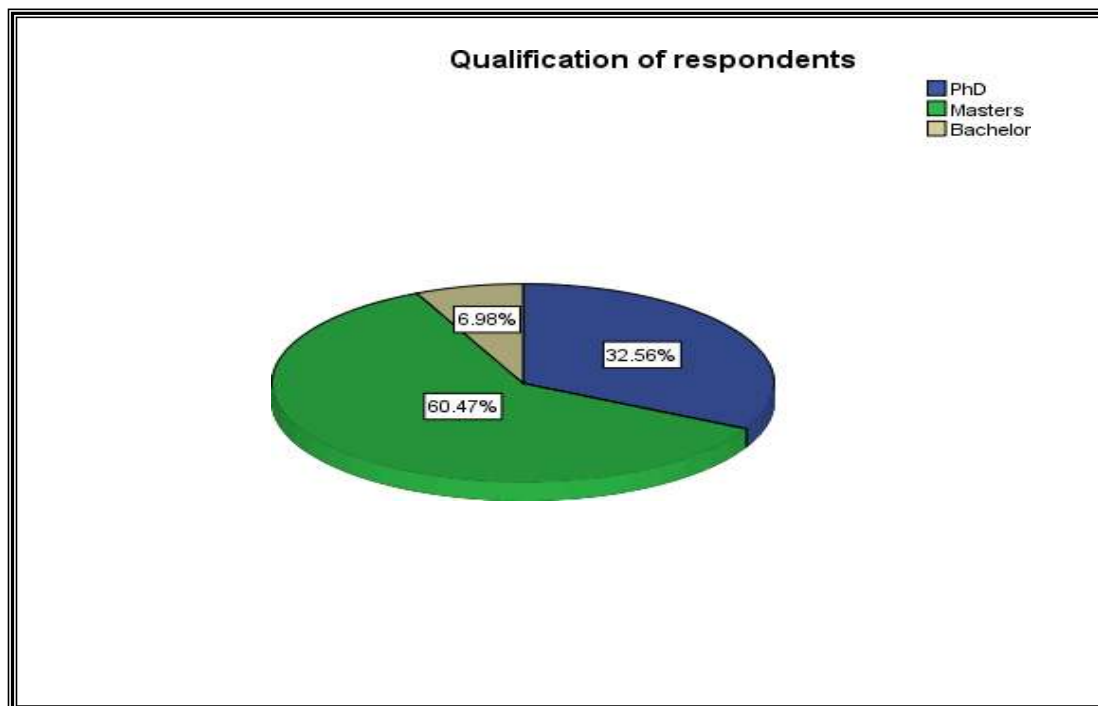
### Distribution of Respondents By Academic Rank

According to the findings shown above, the percentage of experienced and knowledgeable academic staff members (such as Professors, who make up 2.3% of the total, Associate Professors, who make up 4.6% of the total, and Senior Lecturers, who

make up 9.3% of the total) is still far too low. According to the findings presented above, private higher education institutions that are part of ORIPES rely on Lecturers with 30.2% and Assistant Lecturers with 46.5% the majority of the time when they are teaching entrepreneurship and related fields. This can lead to a lack of quality in the teaching of entrepreneurial modules, which may result in graduates who are not qualified for their careers.

## Distribution of Respondents by Qualification

Even though some lower teaching positions require only a master's degree and Bachelor degree for facilitating the senior lecturers, candidates are typically required to obtain a doctorate in an academic field before being considered for employment as a faculty member in higher education. However, this is not always the case.



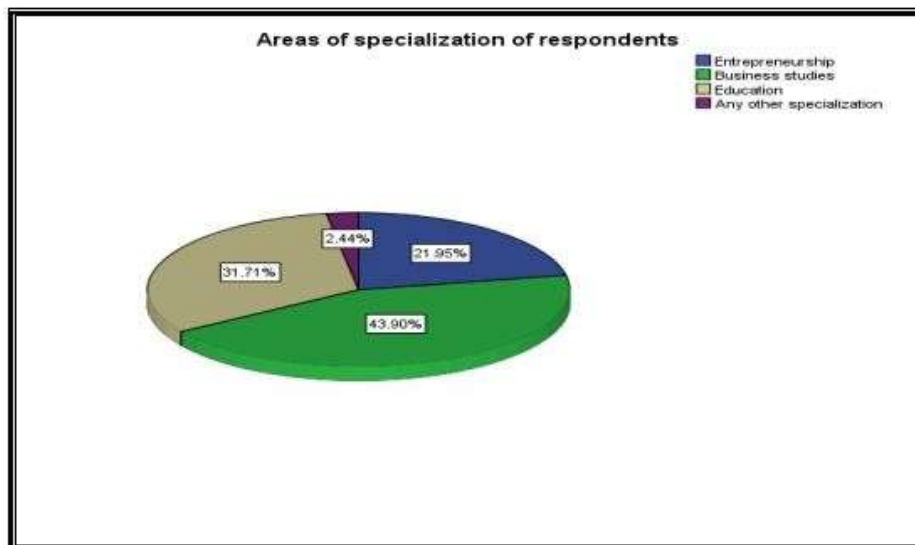
### Qualification of Respondents

Therefore, in private higher learning institutions that are members of ORIPES, the number of PhDs is 32.6%, which is a good number when compared to the requirements of the Higher Education Council of Rwanda (HEC), which indicate that PhD academic staffs should make up at least 15% of the total number of academic staffs.

According to the information presented above, the percentage of master's degree holders working in low-level teaching posts is still rather high (55.8%), which may lead one to the conclusion that the quality of instruction they provide is suspect. It is beneficial for entrepreneurship and related subjects to be taught by more qualified and experienced lecturers who have a clear perception of entrepreneurship education, and who are able to practise entrepreneurship education and overcome the challenges faced as they are teaching. Given that entrepreneurship education requires skills on hands, it is beneficial for entrepreneurship to be taught alongside related subjects.

### **Distribution of respondents by specialization**

According to the findings of this research, the best individual to instruct students about entrepreneurship ought to be an expert in either the field of entrepreneurship itself or a field that is closely related to it. This conclusion was reached after speaking



with the heads of several departments. In the event that there are no specialists in entrepreneurship available, the HLI is able to utilise other professionals in similar fields such as education, business studies, and any other relevant specialists who are confident in their ability to teach entrepreneurial skills to students.

### **Areas of Specialization of Respondents**

According to the findings, 41.9% of academic staff members who teach entrepreneurship are also experts in business studies. This indicates that there is not a significant difference between being an entrepreneur and being a business man; this is

due to the fact that both fields lead to the profits of graduate students. Because of this, 30.2% of people work in education. This is due to the fact that education enables a learner to adapt to his or her environment and to develop the capabilities and skills necessary to solve the difficulties that they face on a daily basis.

The percentage of people who are experts in entrepreneurship is only 20.9%; this demonstrates that there are still very few of them when compared to the number of people who have completed schooling and business courses. This is because there is currently a shortage of academic staff who have a speciality in entrepreneurship, and it also demonstrates that the field of entrepreneurship is not yet fully developed in Rwanda's educational system.

### Summary of Demographical Data

Variables	Frequency	Percentage	
<b>Gender</b>	Male	28	65.1
	Female	15	34.9

	<b>Total</b>	<b>43</b>	<b>100</b>
	Professor	1	2.3
	Associate Professor	2	4.7
	Senior Lecturer	4	9.3
<b>Teacher experience (academic rank)</b>	Lecturer	13	30.2
	Assistant Lecturer	20	46.5
	Tutorial Assistant	3	7
	Total	43	100
<b>Qualification of respondents</b>	PhD	14	32.6
	Masters	26	60.5
	Bachelor	3	7
	<b>Total</b>	<b>43</b>	<b>100</b>

	Entrepreneurship	9	20.9
	Business studies	18	41.9
	Education	13	30.2
<b>Field of specialization</b>	Any other specialization	1	2.3
	Total	41	95.3
	Missing System	2	4.7
	<b>Total</b>	<b>43</b>	<b>100</b>
	Entrepreneurship	19	44.2
	Project management	7	16.3
	Field based courses	12	27.9
<b>Distribution of Respondents by Modules/ Course taught</b>	Laboratory based courses	2	4.7
	Any other related course	1	2.3
	Total	41	95.3
	Missing System	2	4.7
	<b>Total</b>	<b>43</b>	<b>100</b>
	Teaching is my area of specialization	13	30.2

	Diploma of teaching inHLI	9	20.9
<b>Distribution of respondents by training</b>			
	Bachelor in education/Pedagogy	7	16.3
	No one	14	32.6
	<b>Total</b>	<b>43</b>	<b>100</b>

The findings shown that the majority of respondents have a favourable opinion that teaching students about entrepreneurship helps them develop abilities in networking and developing professional contacts. There is a subtle but discernible difference

between the perceptions of male and female responders. One hundred percent of female respondents and ninety-three percent of male respondents hold good attitudes, whereas approximately seven percent of male respondents hold negative perceptions.

## **CONCLUSION**

This study on teachers' perceptions and practises in private higher learning institutions in Rwanda can be concluded by saying that since the majority of teachers have positive perceptions on entrepreneurship education and know how to practise entrepreneurship education, and since there are still challenges that persist in entrepreneurship education and not all teachers are taking proper measures to address these challenges, it can therefore be concluded that although the fact that the majority of teachers have positive perceptions on entrepreneurship education and know how to practise entrepreneurship education, and since there are still challenges that persist in entrepreneurship education and

into entrepreneurial activities; still, these skills cannot be enhanced without creating proper conditions of teaching and learning in higher learning institutions; the work of teachers has been considerable; however, with the current trends of challenges, nothing substantial will be achieved unless more efforts are put into promoting proper pedagogical skills, exposure of teachers to new ways of teaching, improved classroom management, and aligning curriculum, teaching, and assessment. the work of teachers has been considerable; however, with the current trends of challenges, nothing substantial will be achieved unless more efforts are put Teachers at a nutshell have the knowledge and skills necessary, but they need more experience in order for entrepreneurship education in Rwanda to become ingrained in the culture and a reality there.

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