
**DETERMINANTS OF SOCIAL STUDIES PRE-SERVICE
TEACHERS' ENTREPRENEURSHIP ENGAGEMENT IN
OGUN STATE, NIGERIA**

Oluwaseun **OYEWOLE** & Olusoga Rasheed **OTELAJA**
*Social Studies Department, Tai Solarin College of Education
Omu-Ijebu, Ogun State*

Abstract

With the rate of unemployment in every sector of the economy, Nigeria government finds it difficult to perform her role to provide employment opportunities for every Nigeria youth. It is now the duty of everyone to look for what he or she can do to survive and improve personal wellbeing. The educational sector is not exempted from this issue of unemployment. It is therefore, necessary to look into the determinants of Social Studies pre-service teachers' entrepreneurship in Ogun State. The research design is survey research design of correlation type. The population of the study comprised all Colleges of Education Year II Social Studies Pre-service teachers in Ogun State, Nigeria. Two Colleges of Education in Ogun State were purposively selected for the study because they were in researchers' jurisdiction. Those two Colleges of Education were Tai Solarin College of Education (108 participants) and Federal College of Education, Osiele, Ogun State (120 participants). A total number of 228 year two Social Studies pre-service teachers participated in the study. There were three instruments used in this study for data collection which are Pre-service Teachers Entrepreneurship

Engagement Scale ($r=0.72$), Risk of Unemployment Scale ($r=0.73$) and Family Background Role Model Scale ($r=0.74$). Data collected were coded and analysed using Pearson Product Moment Correlation Co-efficient and each of the research questions was tested at 0.05 level of significance. The study revealed that there was a significant relationship between Risk of Unemployment and pre-service teachers' entrepreneurship engagement in Ogun State ($r=0.157$, $df=198$, $p<0.05$). The study also revealed that there was a significant relationship between Family Background Role Model and pre-service teachers' entrepreneurship engagement in Ogun State ($r=0.136$, $df=198$, $p<0.05$). It is therefore recommended that pre-service teachers must be educated as regard life after graduation so that they can prepare ahead of it. It is necessary for each pre-service teacher to think on how to engage in entrepreneurship in order to avoid the risk of unemployment.

Keywords: Entrepreneurship engagement, Pre-service teacher, Risk of unemployment, Family background role model.

Introduction

Given the current economic challenges confronting many countries across the globe, the notion of engendering greater entrepreneurial activity has turned out to become a prominent goal for many national governments. The relevance of entrepreneurship to economic development is not negotiable. In recent time, governments all over the world have taken cognisance of positive influence of entrepreneurship as a means to create many businesses and reduce the rate of unemployment (Scase, 2000). Moreover, while entrepreneurship provides benefits in terms of social and economic growth, it also offers benefits in terms of individual fulfillment, with entrepreneurship taking place irrespective of class, age, gender, sexual orientation, and race. However, because the relationship between entrepreneurship and economic growth is

quite complex, many different approaches to encouraging entrepreneurship have been applied by a wide variety of agencies, with enterprise policies varying from country to country.

In recent time, unemployment in Nigeria has become a common phenomenon that cuts across every sector of the economy, including the education sector. In every government schools, there are shortages of teachers, and this is not as a result of none availability of teachers to be employed but due to financial crisis on the part of the government. Imagine, government opening up vacancy for 5,000 teachers out of over 50,000 unemployed trained teachers. Private schools that open door of employment for teachers are not paying well to meet the economic demand of this harsh economic reality in this recent time. This situation has put the graduated trained teachers on the hard side of life; many of them prefer to do the job they were not trained to do, for inasmuch it can pay to feed themselves and their family. Some graduate teachers engage in okada or tricycle business which is not meant for their class.

Again, those in service have been poorly remunerated. Many of those inservice teachers are in service because there is no other job. Monthly salary cannot cater for their needs; many of them result to loan to cater for their children education. Even retired teachers are treated badly because their pension is meagre and never come on time. These odds in teaching profession in recent time call for every pre-service teacher to become entrepreneurs. All these, send messages to pre-service teachers to see entrepreneurship engagement as a way forward. There is need for entrepreneurship engagement if one will live up to good standard of living as a teacher, even as an individual. It is good for every pre-service to be well prepared ahead of challenges that come after graduation. Therefore, this study investigated determinants of pre-service teachers' entrepreneurship engagement in Ogun State, Nigeria. Out of many factors that determined entrepreneurship engagement, risk of unemployment and family background were combined in this study to determine their correlation with pre-service teacher entrepreneurship engagement.

In particular, the previous employment status of prospective entrepreneurs has potential strength in determining entrepre-

neurship engagement because, for instance, unemployed individuals facing worse job market prospects may be more eager to engage entrepreneurship than those employed workers. The cyclical nature of quits and layoff then suggests that it is the increasing layoff rate in bad times that is responsible for the increase in the entrepreneurial entry in bad times. This is supported by an empirical literature showing that mass layoff indeed increase the likelihood of becoming an entrepreneur for the displaced workers. For instance, Fairlie and Frank (2018) and Røed and Skogstrøm (2014) found that employed workers are substantially more likely to become an entrepreneur after a job displacement. Moreover, Nyström (2020) found that employees displaced from smaller firms are more likely to transit to entrepreneurship. Therefore, it is important to explore the role of unemployment risk as determinant of pre-service teacher entrepreneurship engagement which is often ignored in the literature.

Family Background Role Model is another variable in this study. Matthews and Moser, (1996) state that “the most salient factor to engage in an entrepreneurial career remains the parental role model”. Individual who has family member who is into entrepreneurship has high tendency to engage in entrepreneurial activities (Carsrud, Olm, & Eddy, 2017). From the role models they have family members are predominant (Cooper and Dunkelberg, 2017). It is found that mother and father are the key role models (Brockhaus & Horwitz, 2016). It is empirically proved that people with family business background are more likely to start their own ventures (Matthews & Moser, 1996). That means Entrepreneurship is highly linked with the family background (Aldrich & Cliff, 2003). It is known that family members are a source of support in both financial and moral for potential entrepreneurs (Steier & Greenwood, 2000). Family background with entrepreneurial or small business experience is a more reliable and agreeable basis of support than families without entrepreneurial background. Accordingly, there is an array of contextual factors are connected with entrepreneurship. Bloodgood, Sapienza, and Carsrud, (1995), Aldrich and Cliff (2003), took a point that, “mounting empirical evidence suggests that families play an important role in the venture

process and thus deserve greater consideration in the entrepreneurship literature”. It is evident that family context is one of the social factors which has a considerable relationship with entrepreneurship. Obviously, the available literature evidence indicates individuals from nurturing family contexts, rich in entrepreneurial role models and supportive of new venture creation, are more likely to identify and initiate new ventures (White, Thornhill & Hampson, 2007). Scott and Twomey, (1998) has found that students have high preference to engage in self-employment whose parents are having small business and they hardly prefer to employee in large organizations. Therefore, family background role model was used to determine relationship with pre-service teachers’ entrepreneurship engagement.

Purpose of the Study

This study investigated the determinants of Social Studies pre-service teachers’ entrepreneurship engagements in Ogun State, Nigeria. The specific objectives of this study are to:

- i. determine if risk of unemployment variable could determine pre-service teachers’ entrepreneurship engagement.
- ii. determine if family background variable could determine pre-service teachers’ entrepreneurship engagement.

Research Questions

The following questions were asked to guide this study:

- i. Is there any significant relationship between risk of unemployment and Social Studies pre-service teachers’ entrepreneurship engagement in Ogun State, Nigeria?
- ii. Is there any relationship between Family Background Role Model and Social Studies pre-service teachers’ entrepreneurship engagement in Ogun State, Nigeria?

Methods

The research design is survey research design of correlation type. The population of the study was comprised all Colleges of Education

Year II Social Studies Pre-service teachers in Ogun State, Nigeria. Two Colleges of Education in Ogun State were purposively selected for the study because they were in researchers' jurisdiction. Those two Colleges of Education were Tai Solarin College of Education (108 participants) and Federal College of Education, Osiele, Ogun State (120 participants). A total number of 228 year two Social Studies pre-service teacher participated in this. There three two instruments used in this study for data collection which are Preservice Teachers Entrepreneurship Engagement Scale (PTES), Risk of Unemployment Scale (RUS) and Family Background Role Model Scale (FBRMS). Instrument contained Section A, B, C and D. Section A contained bio-data of the respondents which include Age and Sex. Section B contained 20 scale statements on entrepreneurship engagement which are patterned after the Likert 4-point scale of strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The scales (SA), (A), (D), and (SD) are allotted 4, 3, 2 and 1 points respectively for positively worded statements. This was reversal for negatively worded statements. Section C contained 20 scale statements on Risk of Unemployment Scale which are patterned after the Likert 4-point scale of strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The scales (SA), (A), (D), and (SD) are allotted 4, 3, 2 and 1 points respectively for positively worded statements. This was reversal for negatively worded statements. Section D contained 20 scale statements on Family Background Role Model Scale which are patterned after the Likert 4-point scale of strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The scales (SA), (A), (D), and (SD) are allotted 4, 3, 2 and 1 points respectively for positively worded statements. This was reversal for negatively worded statements. Data Collected were coded and analysed using Pearson Product Moment Correlation Co-efficient and each of the research questions was tested at 0.05 level of significance.

Results

Research Question 1: Is there any significant relationship between risk of unemployment and Social Studies pre-service

teachers' entrepreneurship engagement in Ogun State, Nigeria?

Table 1: Summary of Pearson Product Moment Correlation on relationship between Risk of Unemployment and Social Studies Pre-service Teachers' Entrepreneurship Engagement in Ogun State, Nigeria

| Variables | N | X | S. D. | df | r | Sig. | Remark |
|-----------------------------|-----|-------|-------|-----|--------|-------|-------------|
| Risk of Unemployment | 228 | 67.55 | 17.17 | 198 | 0.157* | 0.021 | Significant |
| Entrepreneurship Engagement | 228 | 48.18 | 11.32 | | | | |

Significant at $p < 0.05$

Table 1 above presents the result of the relationship between Risk of Unemployment and pre-service teachers' entrepreneurship engagement. The result shows that there is a significant relationship between Risk of Unemployment and pre-service teachers' entrepreneurship engagement in Ogun State ($r=0.157$, $df=198$, $p < 0.05$). This implied that the Risk of Unemployment is significantly related to Social Studies pre-service teachers' entrepreneurship engagement.

Research Question 2: Is there any relationship between Family Background Role Model and Social Studies pre-service teachers' entrepreneurship engagement in Ogun State, Nigeria?

Table 2: Summary of Pearson Product Moment Correlation on relationship between Family Background Role Model and Social Studies Pre-service Teachers' Entrepreneurship Engagement in Ogun State, Nigeria

| Variable | N | X | S.D. | df | r | Sig. | Remark |
|------------------------------|-----|-------|-------|-----|--------|------|-------------|
| Family Background Role Model | 228 | 67.78 | 17.32 | 198 | 0.136* | 0.00 | Significant |
| Entrepreneurship Engagement | 228 | 48.56 | 11.60 | | | | |

Significant at $p < 0.05$

Table 2 above presents the result of the relationship between Family Background Role Model and Social Studies pre-service teachers' entrepreneurship engagement. The result shows that there is a significant relationship between Family Background Role Model and pre-service teachers' entrepreneurship engagement in Ogun State ($r=0.136$, $df=198$, $p<0.05$). This implied that the Family Background Role Model is significantly related to Social Studies pre-service teachers' entrepreneurship engagement.

Discussions

The result shows that there is a significant relationship between the risk of unemployment and pre-service teachers' entrepreneurship engagement in Ogun State. This implies that the awareness of the risk of unemployment after graduation by preservice teachers will enable them to think about becoming entrepreneurs. This corroborates the findings of Nyström (2020) who found that employees displaced from smaller firms are more likely to transition to entrepreneurship to avoid unemployment.

The result shows that there is a significant relationship between Family Background Role Model and pre-service teachers' entrepreneurship engagement in Ogun State. This means that the Social Studies pre-service teacher that has parents or any related family member in entrepreneurship has every tendency to engage in entrepreneurship far better than someone who has nobody in his or her family engages in entrepreneurship. This corroborates the findings of Carsrud, Olm and Eddy (2017) that found that an individual who has a family member who is into entrepreneurship has a high tendency to engage in entrepreneurial activities.

Conclusion

It has been noted from the finding of this study that pre-service teacher who is likely to engage in entrepreneurship will have fear of unemployment after graduation or has family member who is into entrepreneurship that can serve as encouragement.

Recommendations

It is therefore recommended that pre-service teachers must be educated as regard life after graduation so that they can prepare ahead of it. Preservice teacher must take advice on what they can do after as an entrepreneur from family member who is an entrepreneur. It is necessary for each pre-service teacher to think on how to engage in entrepreneurship in order to avoid the risk of unemployment.

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