ANALYSIS OF ENVIRONMENTAL FACTORS ON ENTREPRENEURSHIP EDUCATIONAL PRACTICES IN RWANDA

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ABSTRACT

This study aims at establishing the effect of environmental factors on entrepreneurial practices in Rwanda. Currently, even though entrepreneurship course is taught at all post-primary levels of studies, secondary schools and vocational training centers (VTCs), leavers are not able to create their own jobs, hence unemployment and some environmental factors are considered as roots causes of that failure as they undermine practical skills. This research was conducted at Nyarugenge District during the period of 2010-2012. Simple random and purposive sampling have been used as sampling techniques. Data collection methods employed were analytical, documentation and historical methods and data were analysed through SPSS software. The findings revealed that, at 70.1% level the combination of both practical entrepreneurial skills and theoretical knowledge is recommended to acquire learners with sustainable labor force. The further findings revealed that environmental factors like political, internal, economical, social, legal, natural and technological are major contributors to change in the entrepreneurship course teaching/learning process as there are affecting the course respectively at 16%;16%;14%;15%;14%;11% and 14% and these factors need to be improved in order to pair both theoretical and practical skills for effective learning/Teaching of entrepreneurship and potential sustainable labor force.

Key words: Environmental factors, Entrepreneurship Education practices
Introduction

Entrepreneurship is a key driver of economy. Wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses (Kihoro, 2012). People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem, and an overall greater sense of control over their own lives (Cathy, 2005). As a result, many experienced business people, political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale (Deo, 2005). Recognizing the critical role played in Rwandan country by today’s entrepreneurs helps to encourage others to join their ranks in the future by developing entrepreneurial skills through formal training to enhance workplace productivity and career options. Effective entrepreneurship education prepares people to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities, (Edward, 2014). This will be achieved through facilitating student motivation, Enhance opportunities for work and life, increase invention and innovation towards strengthening country economy (John, Hausknecht 2010). There are things, events, or situations that occur that affect the way a business operates, either in a positive or negative way and these are called "driving forces or environmental factors or forces." There are two kinds of driving forces; Internal driving forces, and external driving forces (Herbert, 2013). Internal driving forces are generally under the control of the schools management. Examples might be learners’
learning or comprehension capacities, learning environment and the resources available for use in the learning/teaching process, unconventional teaching or learning methods that can stimulate the learners’ interest in the learning process, Technological capacity, organizational culture including schools structure and management systems, financial management and employees’ morale, (Mgadla and Macalane 2010).

External driving forces are those that occur outside of the schools compound and are beyond the control of the school. Examples of external driving forces might be the school itself; its location and demographic issues, the economic stability, competition and political interference towards private and secondary schools on how to abide with government laws and regulations (Robert and Barbara, 2010; Warren,2010). Whether they are internal or external driving forces, any institution must be cognizant of these changes, flexible, and willing to respond to them in an appropriate way, (REB-NCDC, 2010).

Hence the purpose of this paper is to investigate the contribution of environmental factors towards potential entrepreneurs from secondary schools and VTCs who are expected to play a big role on the labor market through change of entrepreneurship education system in Rwandan schools.

**Materials and Methodology**

The techniques used for primary data collection were interviews to inspectors and entrepreneurship curriculum developers and questionnaires were given to entrepreneurship teachers, administrative staff and students. Extensive study and review of published and unpublished documents, reports journals, newspapers and policy reports relevant to the study were used to get secondary data.
In this study, the sample was selected using convenient methods. The total population was estimated at 15331. The data were analyzed using SPSS software.

**Case study profile**

Nyarugenge District has 31 secondary schools and 7 VTCs. It has 14,753 pupils for secondary schools and among these 7,112 are boys and 7641 are girls, and 424 VTCs’ learners including 194 boys and 230 girls. It has also 524 secondary school teachers, which involve 348 Males and 176 Females and 27 VTCs teachers, including 14 males and 13 females.

**Results and discussion**

Here both primary and secondary data are going to be presented and analysed.

**Level of entrepreneurship study in Rwanda schools**

Table 1 shows that entrepreneurship is studied in all levels of education with the rate of 93.6 in formal schools and 6.4 in technical/vocational training. Those rates don’t take into account the combination of theoretical skills and practical at all. Practical skills are still at a lower level even though learners are well equipped with theories and some technical schools well equipped with facilities.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>O’ Level</td>
<td>350</td>
<td>93.6</td>
<td>93.6</td>
<td>93.6</td>
</tr>
<tr>
<td>At start of VTC</td>
<td>24</td>
<td>6.4</td>
<td>6.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>374</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Source: Primary data, 2014**

**Respondents’ suggestions on how entrepreneurship would be thought**

Table 2 indicates that the respondents are expecting entrepreneurship course to be taught practically at 15.8%, theoretically at 14.2% and the combination of both skills at 70.1%. The rate of 70.1%, is the highest. Therefore, the combination of both skills in the course teaching would be more effective and a very good way according to the
research findings. The detected challenge is that some vocational and technical schools students are not noting the importance of theories at all, and from schools routine, some secondary schools students have acquired the attitude of considering entrepreneurship course as a theoretical one.

**Table 2. Suggestions of respondents on entrepreneurship teaching**

<table>
<thead>
<tr>
<th></th>
<th>Practically</th>
<th>Theoretically</th>
<th>Both</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practically</td>
<td>59</td>
<td>15.8</td>
<td>15.8</td>
<td>15.8</td>
</tr>
<tr>
<td>Theoretically</td>
<td>53</td>
<td>14.2</td>
<td>14.2</td>
<td>29.9</td>
</tr>
<tr>
<td>Both</td>
<td>262</td>
<td>70.1</td>
<td>70.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>374</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data, 2014

**Source of motivation to start a business**

During this research, there are factors which motivate one to start his /her own business as shown on the figure 1.

Among factors stimulating one to start business, there are encouraging policy at 31%; failure to secure job with a rate of 17%, advanced theories of entrepreneurship rated at 9%; the desire to become your own boss which is estimated at 0% and the combination of both practical and theoretical skills at 43%.

![Figure 1: Motivation to start business after leaving school or VTC](image)

Source: Primary data

Most of respondents suggested to pair both theoretical and practical skills in entrepreneurship teaching-learning, can enable them to prepare their teaching learning courses. Therefore, environmental factors would be supporting entrepreneurship practical culture by
offering necessary resources to help students to start and operate micro projects within the school compounds. Finally the research has shown that 0% of respondents are neglecting the new idea of becoming one’s boss after leaving secondary school or VTC. This is resulting from the routine which has affected youth based on job seeking and ignorance of job making. Literate people are motivated by white collar job than blue collar jobs hence the rate of respondents ready to pair both skills and then start their own activities is still under 50%. This is mainly resulting from social culture factor than others together with environmental factor related to the area of research.

Challenges related to lack of combination of practical skills to theoretical entrepreneurship teaching.

Figure 2 shows that the major possible obstacles of practical entrepreneurship are political factors, schools internal factors, economical factors, social-cultural factors, technological factors, legal factors and environmental in terms of natural factors. All these factors have been judged by respondents at the average above 50% to be responsible of hindering the combination of entrepreneurship practices to theoretical one and impacting the course teaching – learning at almost the same level.

![Factors challenging the combination of practical skills to theories of entrepreneurship teaching](image)

Figure 2. Factors hindering the combination of practical entrepreneurship to theories in Rwandan schools.

Source: Primary data, 2014

From respondents’ views, political factors are affecting entrepreneurship education at 16%, followed by social factors with 15%;
Economical factors at 14% and environmental factors at 11%.

Environmental effect has been very low, because it can be controlled and managed by others named factors. Environmental in terms of natural effect can cause risk to any activity undertaken in such or such area, but those risks can be avoided, minimized or shifted.

**Ways of improving entrepreneurship course**

Figure 3 shows that there are ways of improving entrepreneurship course such as supplementing practical skills to theories at 56%; relating entrepreneurship course teaching to business environment at 39%; deserving entrepreneurship to VTCs at 3%; and others possible ways at 2%.

According to respondents views, it would be better to combine both skills to remove learners’ barriers after hi/her schooling including lack of self confidence, or fear of starting their own job due to ignorance of practical skills. The argument of moving entrepreneurship courses from formal schools to vocational and some technical schools voted at 3%, is part of the course failure and has been mainly adopted by technical schools respondents due to stiff competition with their peers from formal schools. However, relating entrepreneurship course teaching to business environment rated at 39%, is not a contradictory argument to the first one of supplementing practical skills to theories, rather it is a complement as long as environmental factors have been accused of hindering the combination of both skills.
Figure 3. Ways of improving entrepreneurship teaching in Rwandan secondary schools and VTC

Source: Primary data, 2014

### Bivariate analysis

Data collected being nominal, Chi-Square test has been chosen to be used for cross-

<table>
<thead>
<tr>
<th>Independent variable: Environmental factors</th>
<th>Dependent variable: Ways of teaching: Theoretical/practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political factor</td>
<td>Chi-square</td>
</tr>
<tr>
<td></td>
<td>df</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
</tr>
<tr>
<td>Internal factors</td>
<td>Chi-square</td>
</tr>
<tr>
<td></td>
<td>df</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
</tr>
<tr>
<td>Economical factor</td>
<td>Chi-square</td>
</tr>
<tr>
<td></td>
<td>df</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
</tr>
<tr>
<td>Social culture</td>
<td>Chi-square</td>
</tr>
<tr>
<td></td>
<td>df</td>
</tr>
</tbody>
</table>

The Chi-square statistic is significant at the 0.05 level. Table 3, establishes the correlation coefficient between the two variables and it is seen that, whatever difference in respondents’ profile, they agree that environmental factors are influencing entrepreneurship practice while the level of significance is below 0.05 to all factors taken into consideration (000a, *). Therefore respondents are accusing the mentioned factors to have an impact on entrepreneurship teaching and they are suggesting the combination of both entrepreneurship skills, namely theories and practices.
Technological factor
Chi-square 39.589
df 4
Sig. .000**

Legal factor
Chi-square 25.519
df 4
Sig. .000**

Environment/Natural factor
Chi-square 28.076
df 4
Sig. .000**

Source: Primary data

Conclusion
The combination of both theory and practices in entrepreneurship subject would be one means of motivating learners to start their own business after leaving secondary schools or vocational trainings. Environmental factors like political, internal, economical, social, legal, natural and technological are major contributors of change in the course teaching/learning process as there are affecting the course Respectively at 16%; 16%; 14%; 15%; 14%; 11% and 14%.

References
John, P.Hausknecht (2010). High Level Of Practical Intelligence A Factor In Entrepreneurial Success, Maryland: USA.


