

## **ENTREPRENEURSHIP EDUCATION IN PRIVATE HIGHER LEARNING INSTITUTIONS OF RWANDA: TEACHER PERSPECTIVE**

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### **Abstract**

*The aim of this paper was to examine the perception of teacher on entrepreneurship education among private higher learning institutions of Rwanda. The research used cross- section design, both qualitative and quantitative data were collected. Self-adminstered questionnaire was used to collect quantitative data, interview was given to the heads of departements for collecting qualitative data. The findings prove that entrepreneurship teacher may not have right perception of entrepreneurship education since their attitudes are not fully complying with pedagogy of entrepreneurship education as it has been explained by the heads of departments in the interview. The study has recommended that entrepreneurship teachers should be given enough trainings and exposure so that they may be able to understand and perceive it correctly and then implement it properly.*

**Key Words:** Teacher Perception, Entrepreneurial Education.

## 1. INTRODUCTION

Entrepreneurial education has received a growing recognition in the field of education that it can contribute toward the creation of an enterprise culture but how teachers perceive it and teach to create such culture remains unclear (Kuratko,2003; Solomon, Duffy, and Tarabishy, (2002).Further, the literature in silent on the characters of learners more prone to become entrepreneurs and the larger context to support graduate entrepreneurs (Savickas 2002).

Many higher learning institutions have seen the importance of teaching entrepreneurship education, and many insist that entrepreneur education provide students with new ideas, skills and the ability to think and respond entrepreneurially to societal challenges (Bikse; Lusena-Ezera; Rivza and Volkova, 2016). Others (see for example, Sternberg and Wennekers, 2005; and Holcombe, 2006)see entrepreneur skills as necessary for the improvement of social and economic performance.

Alberti, *et al.* (2004:5) defines entrepreneurship education as the structured formal conveyance of competencies. These competences include, skills and mental awareness to

facilitate the process of starting and developing their growth-oriented ventures. According to Brown (2000) entrepreneurship education can be viewed in terms of characteristics that can be engendered to help students to develop new and innovative ideas.

Over the past century, society has required schools to prepare students for competences so they can negotiate in an increasingly complex set of social and economic realities (Christensen, 2008; National Academies of Science 2007). In response to these requirements and changes, educators have developed new approaches to the provisioning of education, moving away from the notion of providing knowledge to students, to providing students with the strategies to process the knowledge. This new approach provides to the learners, an active, individualized, and engaging learning experience: an experience which the teacher facilitates but does not dominate. One of the more popular descriptors of this approach is student-centered learning.

In the field of education, teaching from content/teacher centered has change to teaching from learner centered approach. This approach allows students to become

active in learning and construct knowledge on their own. Developing entrepreneurs in this way, requires that teachers help the students to think beyond the subject matter.

The elements of learner centered approach to teaching can be traced back to twentieth century when three philosophers, a Russian sociologist Lev Vygotsky, a Swiss psychologist Jean Piaget, and American philosopher and educator John Dewey advocated for a program called constructivism. Constructivism is a belief that knowledge is temporary, nonobjective, internally constructed, and socio-culturally mediated (Hendry, Framer, and Walker 1999). This was a move from the belief that knowledge could be discovered and transmitted from the teacher to the learners. The new move conceptualizes knowledge as actively constructed as learners make sense of their experiences in relation to the subject matter (Maclellan and Soden 2004). In a class that view knowledge as socially constructed, learners are assumed to be active constructing their own meaning and understanding of the issues under discussion. Today, Learner centered approach is the most teaching method

used all over the world to permit the learners to make sense of their daily experiences.

Scholars and philosophers such as Dewey, Freire, Giroux, McLaren, and Shor, consider entrepreneurship education as that which can help solve social problems (Freire, 1970); help think critically and with autonomy (Simon, 1992; Kanpol, 1994; McLaren, 1994). An entrepreneurship educator therefore is supposed to view students as creators of knowledge, as problem solvers and as critical and autonomous thinkers.

There are some scholars (see for example Cope and Watts, 2000) who suggest the link between entrepreneur education and learner-centered teaching approach. These scholars suggest that entrepreneurs learn primarily through learning-by doing and reflection. Minniti and Bygrave (2001) for example assert that learning how to be entrepreneur can only be acquired through learning by doing or direct observation and participation in an activity. Gendron (2004) adds to that debate, saying, 'entrepreneur educators can continuously improve the teaching and device ways to encourage the learners to actively participate in the knowledge construction.

Student-centered learning and entrepreneurship thinking both focus on developing the competences, rather than teaching the subject matter. As Briggs (1994) suggest, student-centered learning rejects dualism, in that, moving the learner from the position of object of knowledge to that of a knower. An object of knowledge here, as Cetina (2001) calls, is a situation where students are perceived as tabula rasa and in need to knowledge, rather than active and with capacity to construct knowledge. The characteristic of learners may change from one to another due to their experiences, motivation and aspirations. This means that, not all learners can become entrepreneurs.

As discussed in the introductory section, outside of the important role assigned to entrepreneurship education, the idea seems to be difficult to define precisely. Interest groups in the discussion of entrepreneurship education include business and industry, people in the politics, and engineers. These have revealed varying conceptions of entrepreneurship education. Business and industry, for example, relate entrepreneurship education with student-led enquiry and discovery that enable

them to turn ideas into action (Lamsa et al. 2008). Entrepreneur education from business is seen as a mechanism for changing the attitudes, values and intentions of students.

People in politics complain that education that does not create competition in learners and solve unemployment and reduce poverty serves no one. Following the millennium development (MDGs) and education for all (EFA) goals, emphasis from the politicians has been more on changing students' attitudes towards sustainable development and ethical values (Lopez et al., 2005). In other words, entrepreneurship education from the political point of view, is that which can develop in the learners, the knowledge, skills, perspectives and values necessary to assume responsibility for creating and enjoying a sustainable future (Abdone, 2016).

Engineers consider entrepreneurship education as a mechanism to develop the capacity and willingness "to develop, organize and manage a business venture along with any of its risks in order to make a profit" (Business Dictionary, 2015). Entrepreneurial education in the frame of engineers is considered as the one that helps students to be creative and

innovative in identifying opportunities, evaluating resources and starting a project. This goes along with leadership skills, confidence, and ability to manage resources (Doboliet *al*, 2010). It is an education that helps students to look out for problems that have market potential and design marketable projects (Lumsdaine&Binks, 2003).

In their study on Entrepreneurship Education Research Bechard&Gregoire (2005) identified three ways in which teaching entrepreneurship is done in higher learning institutions. These included teaching the social and economic roles of entrepreneurship education for individuals and society, restructuring teaching by the use of multimedia to systematically provide entrepreneurship education, direct teaching entrepreneurship content matter; and considering the needs of individual students in structuring teaching. This study considers entrepreneurship education as the process of inculcating the knowledge, skills and values to the learners to develop innovative ideas and transforms them to profitable activities. It is the process of bringing together creative and innovative ideas to create wealth. As a Nigerian scholar points out,

entrepreneurship education is a process of bringing together the factors of production, which include land, labor and capital so as to provide a product or service for public consumption (Nwangwu, 2007).

This framework is explained in details in chapter two and in the concluding discussion. However, knowing the complexity of entrepreneurship education, the framework is not only restricted to the notions of creativity and innovation but they are discussed from the perceptions of this author. In this sense, different perceptions of entrepreneurship education can exist depending on how individual teachers perceive it. And from the fact that the aims and purposes of education vary from one teacher to another, it is evident that, the perceptions of entrepreneurship education remain relative and personal.

Thus, the perceptions of entrepreneurship education are used in this study from the worldviews of educators, business and industry, people in the politics, and engineers.

Based on the understanding that the current teaching has shifted from content or teacher based to learner centered to allow for the development of critical

thinking and entrepreneur skills, different studies can be conducted in its various components, such as teaching methodologies, learner characteristics and the larger context in which the graduates have to practice their learned skills. However, in order to obtain a deep understanding, it is important to research entrepreneurship education from the perspective of people's understanding. Thus, research on how teachers conceive entrepreneur education is needed to capture their understanding and suggestions for improvement (Gvaramadze,2008). In this investigation, teachers are chosen because they are the main implementers of the curriculum and most of the realities and challenges discussed above need their attention. In their teaching, they experience various realities in schools that sometimes are not understood by the outside world. Teachers in Rwanda for example, have been criticized as ineffective in developing critical thinkers with abilities to solve problems or become entrepreneurs.

In addition, society is accused of not acknowledging the knowledge gained from higher education and support the graduates to practice their knowledge and

skill, and thus create a mass of unemployed graduates (Swai, 2014).

Realizing the importance of entrepreneurship development in the country, The Ministry of National Education in Rwanda requires academic programs in institutions of higher learning (IHL) to have entrepreneurship education in order to produce graduates who have acquired entrepreneurial skills. This new direction by the Ministry of Education in Rwanda sets the path for the review and revision of all the educational programmes to develop entrepreneurial talents among its graduates.

However, employment creation in Rwanda has featured extensively on the government's agenda, then on the skills that the youths possess. While the key characteristics of entrepreneurs focusing on economic progress (cf. Woods and Woods 2009), risk-taking and competition (see Vesala, Peura, and McElwee 2007), the National Development Plan in Rwanda lists employment creation focusing on four major goals including: reviving and sustaining economic growth, reducing inequalities in income distribution and eradicating poverty. This means that education system, which focus on

developing a culture of entrepreneurship is in contradiction with the national goals of equality of opportunity, cooperation, democratic participation, and welfare (Antikainen 2006). No wonder over the past five years' unemployment in Rwanda has increased from 30% to 34.8% (Ministry of Labor).

With an economic growth rate of three percent per annum, it does not seem that this problem will be solved in the near future. Based on this information, it would seem that little or no job opportunities will be available in the near future for the unemployed, school leavers, and tertiary educated leavers. A logical approach to solve this would be to follow the direction envisaged in the NDP, to encourage job creation.

Although many higher learning institutions in Rwanda are currently in the process of revising their curricula to provide appropriate training programmes to meet the demand of fostering the Small, Medium, and Micro Enterprises (SMME), teachers have not been consulted to provide their views on how entrepreneurship education should be taught or what approach should be taken to teach entrepreneurship education. The current enterprise density of Rwanda is

below two percent, this is relatively low compared to other countries in the east African Community (EAC), such as Tanzania (2%), Kenya (3.3%), and Uganda (4.1%) (Ntsika, 1997:18). Appropriate teaching of entrepreneurial education reflects scope for new venture creation in Rwanda. This gives rise to an opportunity to develop and introduce courses in entrepreneurship in higher learning institutions and using appropriate teaching methods.

Challenges among graduates in higher learning institutions has also been voiced in India. Studies by Rao, Joshi, Mathur, &Sahoo, (2014a) and the World Bank, (2008) suggest that most graduates completing higher education in India find it very difficult to make the transition to the labor market, and many face unemployment despite their qualifications. Furthermore, the studies show that only a minority actively seek self-employment as an alternative means of earning their living (World Bank, 2008). A study by Kumar, (2016) found that employers find that many graduates are inadequately prepared to run a business because they have not been trained as multi-skilled workers and lack

exposure to the commercial skills that are required to perform as business persons

From the background of this study it is noticeable that even if Rwandan education system is trying to enhance entrepreneurial skills, competencies and attitudes necessary to embrace entrepreneurship, is still too low. However, the literature showed that many teachers use traditional methodology and have wrong perception about how to teach this important competence. Given the pivotal role that entrepreneurial education can play in revamping the economy, it is essential to document how teachers perceive entrepreneurial education and teach it in higher learning institutions in Rwanda. Detailed descriptions of entrepreneurial education teachers' perspectives, beliefs, and instructional practices are needed if the profession is to assess accurately the nature of entrepreneurial education and to determine where, when, and how changes might be made. A large number of empirical studies have also showed that teachers' conceptions play a significant role in framing the ways they plan, implement, and evaluate the curriculum (Hancock and Gallard 2004).

The main problem of this study, is to examine the perceptions of entrepreneurship teachers on entrepreneurship education.

## **METHODOLOGY**

The methodology presents the research design, research site, the population and sampling techniques as well as research instruments, data collection methods, data analysis plan and presentation.

The target population of the study were entrepreneurship teachers and related courses such as project management, business plans elected from 8 private selected private higher learning institutions of Rwanda united in association called ARPES. (Association Rwandaise d'Institutions Privees d'Enseignement Superieur).

This study used a universal sampling and focused on lecturers of entrepreneurship course in each private Higher Learning Institution concerned by this research. The number of academic staffs investigated in each HLI depended on how many classes of entrepreneurship and related courses. Since the population was small even less than 100 the researcher decided to use the entire population as a sample, which is termed



as universal sampling as indicated in the table below:

**Table 1: *Number of respondents participated by Institutions***

| <b>Private Higher Learning Institutions Members of ARIPES</b> | <b>Number of academic Staffs concerned by Research</b> |
|---|--|
| 1. UNILAK   | 5  |
| 2. UTAB   | 4  |
| 3. UNIK   | 3  |
| 4. UNES   | 8  |
| 5. UTB  | 7  |
| 6. UoG  | 6  |
| 7. CUR  | 5  |
| 8. PIAS   | 5  |
| <b>Total</b>  | <b>43</b>  |

*Source: Researcher*

The chapter also presents the ethical consideration, validity and reliability issues. The study used multiple case studies design, the data well collected through questionnaire administered to entrepreneurship teachers and related courses, the HLIs members of this association are 8 located in different provinces and districts of Rwanda.

The data were collected by means of self-administered questionnaires, personal interviews, telephone interviews, observation and document review.

Data were both collected qualitative and quantitative nature. Quantitative data were analyzed by using percentage to analyze demographic data of respondents which were gender of respondents, qualification, teacher specialization, course taught, ... The mean was used for analyzing the data related to the achievement of research objective. The mean helped to assess the level by which teachers perceive entrepreneurship education.

The scale range interpretation of mean was used as follow.

4 -Strong Agree 3.26-4.00

3 -Agree 2.51-3.25

2 -Disagree 1.76-2.5

1 Strong disagree 1.0-1.75

Narrative data, mostly in the form of words, phrases, sentences were analyzed using deductive approach whereby the content were analyzed by grouping data by research questions /objectives, then looking for differences and similarities.

Validity was tested verified and adjusted by four experts in research for assessing relevant items of the questionnaire with the purpose of research. Content validity Index (CVI coefficient which is inferior or equal to 0.70 and then the instrument would be valid (Ocheng, 2009)

CVI Total number of relevant items in the instrument

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Total number of the item in the instruments

Without considering demographical data of responding part of the questionnaire, Items rated relevant by all experts combined, which is in this study are 24 and then divide by the total number of ratings which is 29:  $24/29 = 0.82$  which is higher than 0.70 This shows that the questionnaire used is more valid.

The reliability was tested by using pre-test and post-test, of the instruments

(questionnaire) and was analyzed for reliability using a dependent t-test to determine if there will be a significant difference between the groups tested at a significant level of  $p < .05$ . After calculation by using SPSS software the researcher has realized that Cronbach Alpha is .809, which higher than .70.

Ethically, the researcher was guided by moral values in all stages of this research since this study involved different stakeholders.

## 2. RESULTS

### 2.1.Data Presentation

In this section data are presented, based on the perceptions of the teachers about entrepreneurial education. The categories are considered to have similar focus, but vary in meaning. Similarity in focus stems from the fact that teachers independently responded to the same phenomenon. Variation in meaning derives from differences in the perceptions of

the same phenomenon. The responses obtained, therefore, were taken to represent the teachers' understanding about the notion in focus. Questionnaire, interview schedule and observation were used to solicit this information, and what teachers considered to be very important in teaching entrepreneur education. The question was: What are the most important things to consider when teaching entrepreneur education? The perception of teachers was collected through self-administered questionnaire. The table below shows the extent to which academic staffs in private higher learning institutions perceive the implementation of entrepreneurship education

**Table 2: Teachers perception on entrepreneurship education**

| Teacher perceive entrepreneurship education as follow: | N  | Mean | Interpretation |
|--|----|------|----------------|
| Respect of Student educational background              | 43 | 3.23 | Agree          |

|   |    |             |              |
|---|----|-------------|--------------|
| Teaching for problem solving skills                               | 43 | 3.44        | Strong agree |
| Development of creative and innovative ideas                      | 43 | 3.39        | Strong agree |
| Empower students to make necessary decisions                      | 43 | 3.44        | Strong agree |
| Performing well their tasks (projects, individual and group work) | 42 | 3.40        | Strong agree |
| Improvement of student self confidence                            | 43 | 3.48        | Strong agree |
| Acquisition of leadership and communication skills                | 43 | 3.39        | Strong agree |
| Develop networking skills, and professional contacts              | 41 | 3.14        | Agree        |
| Increasing of student engagement                                  | 43 | 3.30        | Strong agree |
| Facilitate long term retention                                    | 43 | 3.27        | Strong agree |
| <b>Average mean</b>   |    | <b>3.35</b> | Strong agree |
| Valid N (listwise)  | 41 |             |              |

**Source: Researcher**

The majority of the teachers (with the mean of 3.48) considered the student self-confidence as the most important thing to develop when teaching entrepreneur education. This was followed by student's empowerment in decision making and problem-solving skills (with the mean of 3.44). The least thing listed by the respondents was developing the skills to networking.

Conclusively, the quantitative findings above are showing that teacher perceptions on how entrepreneurship is offered are positive at all indicators examined in this study.

### **Qualitative Data**

Interview with two heads of departments revealed a wide range of perception of teacher on entrepreneurship education in higher learning institutions. For the purpose of analysis heads of departments were asked how their teachers perceive entrepreneurship education. The following were the responses.

Head of Department 1:

Teaching for problem solving is a briefing given to academic staff by their supervisors, and the university has put in place mechanism to control whether teachers use learner-centered approach which is well known as a teaching method which leads to entrepreneurship education among students. However, many teachers do not feel accountable for what a student should be after graduation and, thus, do not know exactly what they should do for the students. When I was moving around monitoring and evaluating what teachers are doing I entered in the examination room and took one sample of examination paper and I realized that the questions were not problem solving based. Most of the questions were more theoretical than practical definitions, enumerating or listing, question of measuring memory instead of problem-solving capacity, innovation.

Head of Department 2: Normally a big part of the content prepared by teachers should be either laboratory based, field based which leads to competencies and skills development for students but when you look at what teacher prepare, the big part is more theoretical and class based.

The above findings prove that entrepreneurship teacher may not have right perception of entrepreneurship education since their attitudes are not fully complying with pedagogy of entrepreneurship education. These findings were consistent to that of a study conducted by Ahmet (2013) who examined the perception of science and technology teachers and found that although teachers had a common vision about student-centered teaching methods and techniques, they did not have enough knowledge about entrepreneurship concept.

Like Ahmed's study, the teachers in private higher learning institutions of Rwanda although they had positive and wide perception about entrepreneurship education, they had different understanding of what entrepreneur education is, and were very likely to teach it differently as confirmed by the heads of departments.

## **2.2. Discussion of Findings**

The discussion of findings was focused on the main themes under which the study was based and the data were collected. Those themes are the following: respect of student educational background, teaching for problem solving skills, development of creative and innovative ideas, empower students to make necessary decisions, improvement of student self-confidence, developing leadership and communication skills, develop networking skills, and professional contacts.

### **3.1.1 Respect of Student educational background**

In these findings, respect of student background was described as ensuring that the teachers consider the experiences, aspirations and abilities of the students as essential in the development of classroom activities. Teachers were arguing from the fact that students' experience is a key to the development of entrepreneurial skills. What the student has experienced, be it mechanics, cooking, child care it is very likely that they would use it to develop entrepreneurial skills from these experiences. In other words, starting from what the students have experiences to what is not known is an important element of the idea of culture as explained by Vygotsky (1978). In his view, Vygotsky believed that culture of individuals has a lot of influence of one's values includes work values and ethics and thus the level of entrepreneurship (Hayton et al., 2002). On this, the teachers, just like John Dewey had a notion that early age knowledge can be transferable skills that people develop during

their higher education, and this plays a significant role in their inclination to entrepreneurship.

However, it was sad to find that, although most teachers considered respect of student background as important element in developing entrepreneurial skills, the practice in most of the observed classrooms was negative. Most teachers just introduced the topics for discussion before they asked the students about their experiences of the topic, leading the students to struggle to make sense of the new materials that, most of them did not make much sense. In such a situation students' prior knowledge was discarded and instead, new and alien one was introduced, leading them to complete their education with neither their prior knowledge nor the new knowledge.

### **3.1.2. Teaching for problem solving skills**

In this finding, teaching for problem solving skills was described in this study as crucial

learning outcome that teacher may take into consideration. The main role of any education is helping learners to be able to solve their own and community problems. Ideally, through problem solving teaching, the teacher should help student to take a big part of the responsibilities of their own learning and take personal action to solve problems and focus on thinking. It provides students with opportunity to use their newly acquired knowledge in meaningful real-life activities and assist them in working at higher level of thinking. In relation to the context of Rwanda and other developing countries, problem solving teaching curriculum is an instrument that is being used for reducing unemployment rate among youth. The acquisition of such skills will help learners to think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in our surrounding. This is consistent with Dewey's philosophy which is concerned with human learning,

reflection, experience, and interest. According to him, these are necessary to bring about quality education. John Dewey's theory lays in a number of areas in teaching entrepreneur education. First, his belief that education must engage with and enlarge learners' experience and reflection of that experience before interaction with the environments, provides a framework for teaching from the learners' experience and stretch them to reflect and make sense of what is available in their environment practice. And second, his passion for democratic values in education so that all learners may share their knowledge to transform their social and physical environment.

This situation was consistent with Elif (2018) who argued that Education policies today aim to raise individuals with 21st Century skills considered as a universal necessity and problem-solving skill is the one of the skills that have emerged as a requirement of the



21st century. Teaching problem solving is one of the most important topics of physics education, it is also the field where students have the most problems.

### **3.1.3. Development of creative and innovative ideas**

In this finding, the development of creative and innovative ideas was described as important to produce independent thinkers who can create jobs, rather than depending on the government for employment. Entrepreneurship in Rwanda is considered as key for economic development as it was recommended in Rwanda vision 2020. Moreover, the policy requires all students regardless of their major course of study or their level of education to take classes of entrepreneurship as a result of studying this course, the Rwandan government hopes, young Rwandans will become more capable of creating jobs for themselves and others, therefore youth unemployment remains a major issue, with over 40% of young people

jobless or underemployed. Thapanee, (2017) argued that Creativity is a crucial thinking skill to create educational innovation that is novel, valuable, and useful in education and human growth. Many creative instructional models have been used in higher education to promote creative thinking. Therefore, creating an innovative product need to be followed the learning activities that help students create innovation by themselves. The same idea was the expectation of entrepreneurship education in Rwanda, but the practice and implementation are not yet well done.

### **3.1.4. Empower students to make necessary decisions**

The finding describes empower students to make necessary decisions as important skills. Entrepreneurship teacher must empower students to become good decision makers, problem solvers and creative thinkers. The mission of Rwanda education is to produce a graduate who is self-reliant, has power of

making his own decision and direction. If students are to be successful, they will need to find work that is as satisfying to the human spirit as it is satisfying economically.

Normally, an entrepreneurship teacher designs learning experiences that help students get in touch with who they want to be and what they want to accomplish in the world through different decisions made. In other words, Students should be exposed to the situation which requires him/her to make decision. On this, Vygotsky agrees with John Dewey that the manner in which the young people are educated from an early age and the transferable skills that people develop during their higher education play a significant role in their inclination to entrepreneurship and their decision making (Gibb, 1996). The findings both qualitative and quantitative have concluded that entrepreneurship teachers do not have properly empower their students to make their necessary decision.

### **3.1.5. Improvement of student self confidence**

The findings have described the perceived level of student's self- confidence as an indicator of entrepreneurship education which leads to entrepreneurship intentions among students. The government of Rwanda encourages young people especially University students to be self-confident, self-reliant for building and independent country. Many philosophers including, writers, educators' psychologists Vygotsky and John Dewey, all have emphasized the crucial role played by self-confidence in motivation, affect, and social-economic development of human being. Entrepreneurship teachers among private universities of Rwanda should be equipped with pedagogical skills to inculcate this important competence among students. However, the research findings have showed that entrepreneurship teachers in private higher learning institutions of Rwanda was perceived that this important

competence is delivered to students but in most observed classrooms the reality was different. Most of the visited classes the reality has shown that teachers don't have mechanism of helping students to be self-confident in their daily practices. This is against with the idea of Roland (2001) who argued that in most societies, self—confidence is widely regarded as a valuable individual asset. Manshoor (2011) has added that Self confidence leads to the development of the leadership and entrepreneurial qualities, because leaders and entrepreneurs display the quality to execute plans, they are good human resource managers and are able to take their team forward in the right direction to achieve goals.

### **3.1.6. Developing leadership and communication skills**

The findings have described the perceived level of developing leadership and communication skills. This was an important element to be delivered to students. It is one

of the very important learning outcomes for entrepreneurship education program. In this fast-paced environment where the interaction of individuals with other individuals has become very important, we most certainly feel the need for good communication skills. A good entrepreneur should have sufficient leadership and communication skills and teachers should make sure that these skills are well delivered. Rwanda as country which is knowledge economy based, graduates should be equipped enough leadership and communication skills which may help them to be easily integrated and interact with national and international market as Vygotsky has considered social and cultural environment in which the learner resides as the source of human cognition. During the earlier period of his career he argued that the development of reasoning was mediated by signs and symbols, both of which can be understood as inputs to the development of human cognition. Regardless to the

mentioned ideal the reality from the research findings has showed that leadership and communication skills are not well delivered. This is consistent with what Manshoor (2011) argued that a human being who has an excellent expression would be able to become a good manager; the use of appropriate words at the appropriate time is the key to becoming a first-class leader.

### **3.1.7. Develop networking skills, and professional contacts**

This finding describes the perception of teacher on development of entrepreneurship education. The ideal entrepreneur is the one who has skills for networking with different stakeholders of his enterprise. Today, Rwanda has joined many integrations such as East African Community, Common wealth.... and this require Rwandans graduates to be able to collaborate or to network with international people from other countries. This has been accentuated by Martha (2014) that Networks play an

important role in whether people develop an interest in entrepreneurial activities, as well as in the acquisition of entrepreneurial skills. This has been encouraged by Vygotsky where he a system, which is known as cooperative learning, to encourage cooperation and team work spirit within each learning group. Vygotsky believe that in any task, the members had to successfully help and empower their fellow group members understand and succeed at the task.

Therefore, the findings have demonstrated that student are not acquiring properly the skills for networking and professional contacts which is challenge for private higher leaning institutions of Rwanda

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