



Developing Achievement and Interest in Learning Entrepreneurship in Rwanda: An Action Research Field Trip.

ITANGISHATSE Juliette¹ and NDIHOKUBWAYO Kizito²

¹University of Rwanda College of Education
Department of Humanities and Languages
/Entrepreneurship with Education
Kayonza, Rwanda

itangishatsejuliette@gmail.com

Tel: (+250) 788747469

²African Centre of Excellence for Innovative
Teaching and Learning of Mathematics and Science,
University of Rwanda College of Education
Kayonza, Rwanda

ndihokubwayokizito@gmail.com

Tel: (+250) 788970243

Abstract

The aim of this study is to measure the impact of Field trip in improving academic achievement and developing the interest of learners in learning entrepreneurship. The study accommodated 100 students from *Groupe Scholaire Nyagahandagaza*. It used quasi-experimental and qualitative approaches where two seniors in classes one were assigned to the control and treatment groups each. The first term of students' scores were considered as pre-test while achievement tests were set as post-test after teaching intervention. Two groups were taught the same topic using the traditional method in the control group and field trip in the treatment group. The results showed that the students in the treatment group outperformed students in the control group at $p < .001$ when t-Stat of -5.774 and a t-Critical of one tail were delivered to the degree of freedom of 102. According to learning interests, the results showed that 88 percent of students were highly interested and appreciated the field trip.

Keywords: Field trip, learning achievement, learning interest, Entrepreneurship

Introduction

Teaching and Learning entrepreneurship is very important in different societies of the world. Entrepreneurship has many purposes for different people and for different sectors of the economy. Entrepreneurship is a course studied at all levels of secondary education in Rwanda. This shows how entrepreneurship education helps in creating entrepreneurial abilities of entrepreneurs and in promoting the existing businesses (Johansen & Schanke, 2014). In addition, entrepreneurship education helps to increase academic performance, to improve the skills in the students, to learn a new subject and to learn some elementary skills like applied market skills as well as improving good performance in the labor market. Entrepreneurship is increasingly recognized as an important creator of economic development and revolution as many firms respond to the growing competitive pressure by repositioning their businesses, innovations and growth-orientated enterprises that are able to create new jobs (Johansen & Schanke, 2014). The people with entrepreneurial skills who have the goal to take over or establish enterprises are needed. For instance, to achieve this goal, strategic procedures are needed that increase the entrepreneurial goals of the young generation. Thus, according to Hatak and Reiner (2010) one possible strategy is to take into action Entrepreneurship Education in secondary schools. The future of entrepreneurship education will see an increasing focus on social entrepreneurship generated by young people. Some basic competencies are needed, like enthusiasm, willingness to learn, things that make a person move- attitudes every person has (AFMEAC & AEC, 2013).

The government of Rwanda aimed at having a big number of citizens who are literacy had to implement universal secondary education 12 years' basic education, for having the graduate students who are competencies. In the line of competence-based curriculum (Ndiokubwayo & Habiyaremye, 2018; Rwanda Education Board, 2015). Teaching and learning entrepreneurship in Rwanda has the aim to improve knowledge of Rwanda citizens in order to get the ability to compete at market labor inside and outside the country. In this regards, the Entrepreneurship syllabus (REB, 2015) existed with the

Developing Achievement and Interest in

aim of developing applicable skills to the graduate students and the ability of teamwork. According to Ganiyu et al. (2013) it is important nowadays to use different teaching methods and learning processes as well as strategies for improving the level of understanding of student. Among main challenges for teaching and learning Entrepreneurship is that many people who are Entrepreneurs are not consistent in businesses, therefore students are discouraged to study and motivation from the role models decrease (Baldacchino et al., 2013). The field trip is one of the methods used in teaching and learning where the study can happen outside the classroom for the purpose of gain direct skill from the natural. For instance, the field trip is organized to improve learning interest and performance of the learners (Ganiyu et al., 2013). By using field trip in teaching and learning leads to interaction between teacher and learner outside the classroom.

These interactions take place in a new learning environment and result in a significant teaching and learning process.

When you observe the daily movement of graduating youth searching for jobs, you recognize that a big number of young people are unemployed. Surprisingly, among the job seekers people who studied Entrepreneurship are among these job seekers and this was not expected. Nevertheless, several institutions in Rwanda such as the ministry of youth (MICT), the ministry of commerce and East African community (MINEAC) have brought in several and conducive programs such as *Hanga umurimo* and *NEP kora wiyire* through business development fund (BDF) to help youth create their own jobs. Actually, the students who have the opportunities of learning Entrepreneurship would be aware and inspired by the different activities or businesses around for better-having skills of being self-employed after completing their courses. These challenges of inability to creating jobs are connected to the ways students are learning in schools. For instance, while I was in an internship, I found that the performance of students of G.S¹ Nyagahandagaza is lower in entrepreneurship course because the method used does not give the

¹ G.S: groupe scolaire

Developing Achievement and Interest in

learners the opportunities of using their observation during teaching and learning process where they can learn by doing instead of learning theoretically. For this reason, a field trip can be implemented as teaching and learning method in order to solve this low academic performance. Using field trip as one of the method which can improve the academic performance and raise interest, students would meet with the people who can be their role models like the employees of the different financial institutions so that they can motivate them get interested in learning Entrepreneurship as well as being self-confident to create new jobs. Therefore, the present research aims at revealing the impact of the field trip in teaching Entrepreneurship in order to improve academic performance and raise the interest of learners of G.S Nyagahandagaza, therefore the research questions leading this study are as follow:

1. What are the challenges in teaching and learning entrepreneurship at GS Nyagahandagaza?
2. To what extent the field trip improves student's achievement in entrepreneurship subject at GS Nyagahandagaza?
3. What are the students' attitude and interest toward field trip method in teaching and learning entrepreneurship at GS Nyagahandagaza?

Methodology and Research design

The research was carried out at GS Nyagahandagaza, in Gahini sector, Kayonza district, Eastern Province, Rwanda. The present research employed the qualitative method and quasi-experiment designed. The quasi-experimental, non-equivalent, non-randomized post-test control group design was adopted for the study (Ganiyu et al., 2013). The collection of data was organized and discussed descriptively while inferential statistics like t-Test for average means was used to analyze quantitative data.

Target population, Sampling technique, and Sample size

The study targeted all senior one students of G.S Nyagahandagaza who study entrepreneurship. Four Entrepreneurship classrooms were observed (for teaching and learning methods used), among them, 2

Developing Achievement and Interest in

classrooms were selected randomly where senior 1D served as the control group while senior 1A served as treatment group of students for observing the impact of a field trip in teaching Entrepreneurship to improve academic performance and interest of learners. The average class size was 50 students in one classroom. Thus, a sample of 104 students has been selected.

Intervention

During the intervention, the experimental group received the treatment using a field trip while the control group was taught using expository or traditional teaching method. After the intervention, all the groups were post-tested using the same test and an attitude survey was also administered to check the interest towards learning entrepreneurship.

Steps of the study

Step 1: Observation of the method used by the teacher in all 4 classrooms of senior ones.

Step 2: A selection of control and treatment groups. Before teaching intervention, we checked the test scores got in the first term and we found that the two groups were almost having the same performance.

Step 3: The questionnaires were given to all the students in order to investigate the challenges of teaching and learning Entrepreneurship at GS Nyagahandagaza. Both this and step 1 will answer the first question.

Step 4: After giving a questionnaire, the correspondent author taught control group with chalk and blackboard teaching method and treatment group with field trip teaching method.

While in control group, learners studied using textbooks, teacher's explanation on blackboard and learners group discussion, in treatment group, addition to what have been done in control group, we visited some places and people around the school. For instance, we visited one of the financial institutions in Kayonza District, Gahini sector, Videwo centre. This institution is called *Duterimbere* IMF where the students were explained about saving and borrowing, the meaning of saving, the reasons for saving, the way used in saving, and saving goal etc. We then visited *Twitezimbere Rubyiruko* cooperative.

Developing Achievement and Interest in

This cooperative is owned by students of University of Rwanda College of Education aiming at saving and crediting among themselves and doing different activities generating profits. We also visited different businesses in Videwo centre where students talked with the owners of various businesses such as boutiques, airtimes selling boxes, grocery selling in a small market of Videwo centre. Students were explained how these business people started their businesses, how they attract customers, as well as how they get profits.

Step 5: After a period of three months of teaching intervention, all students of the control group and ones of treatment group sited for a test in order to check the extent at which the field trip improved students' achievement in entrepreneurship subject over the traditional method. The test of impact answered the second question. Consecutively, we also gave the students of both groups the questionnaire for measuring the attitude and interest toward learning Entrepreneurship and this answered the third question. The data from investigation of challenges of teaching and learning Entrepreneurship, attitude, and interest were analyzed (mean, frequency and standard deviation) while achievement test score (t-Test for correlated means) were calculated using Excel software.

Findings from Data

What are the challenges in teaching and learning Entrepreneurship at GS Nyagahandagaza?

During the observation, we found that some students had the misbehaviours in the class like going out without the permission of the teacher, making noise in the classroom, poor communication in the English language, etc. From the questionnaire survey asking the challenges faced in learning entrepreneurship, students in both classes (senior 1A and 1D) confirmed that group work, role play, and group discussion are used every time by their teachers while brainstorming, lecturing and field trip used at the low level as confirmed by 65 out of 97, 66 out of 97 and 93 out of 97 students respectively. When asked students the challenges they face during learning Entrepreneurship, almost of them said that their teacher uses English language during class activities, they don't have time for using

Developing Achievement and Interest in

ICT Lab and books for reading are few. Since 56 out of 93 students confirm that these challenges affect their performance, as suggestions, they wish their teachers would mix English and Kinyarwanda during class activities and use ICT during teaching and learning process. When asked students to rate their learning Entrepreneurship, 78 out of 95 students are happy that their teacher motivates them while 69 out of 93 students believe that they know how to do business and 67 out of 95 students confirm that they are aware of works done in society. After that, 80% of students prefer to be entrepreneurs in the future. When asked students their learning outcomes 70 out of 95 students strongly agreed that they are interested in learning, while 69 out of 95 students confirmed that their parents give them a good support in their studies.

To what extent the field trip improves student's achievement in Entrepreneurship subject at GS Nyagahandagaza?

From the present research question, we hypothesized that there is no statistically significant difference between teaching using traditional method and teaching using field trip. The test comprised about 8 item questions (Itangishatse, 2018) about understanding the concepts, application and analytical skills related. While analyzing the test, in both groups, a t-Test was calculated and descriptive statistics showed that the control group had the mean score of 18.86 out of 50 total scores and treatment group got 38.82 out of 50 total scores (see Figure 1).

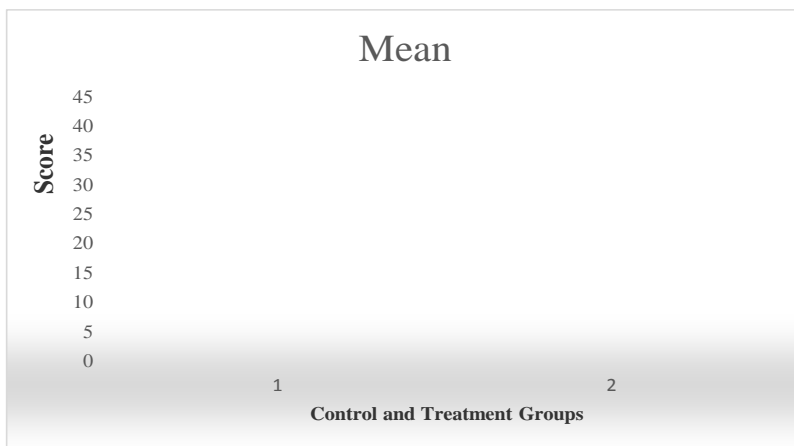


Figure 1 Control and Treatment groups' mean

The table 1 shows that the t-Test of two-sample assuming equal variances at 99.9 difference interval has got an enormous difference and this difference is very high strong statistically significant ($p < .001$ at 102 degrees of freedom). This allowed us to reject the Null hypothesis which said that there would be no difference between the control group and treatment group. A t-Stat of -5.774 at a t-Critical of one tail shows that there is a difference in mean score of two groups in a favor of treatment group. In other words, the field trip has got a good impact on students' performance alongside the traditional teaching method.

Table 1 t-Test analysis of control and treatment groups

t-Test: Two-Sample Assuming Equal Variances		
	<i>Control group</i>	<i>Treatment group</i>
Mean	18.86792453	38.82353
Variance	187.1552975	438.5882
Observations	53	51
Pooled Variance	310.4067376	
Hypothesized Mean Difference	0	
Df (degree of freedom)	102	
t Stat	-5.774384247	
P(T<=t) one-tail	0.000***	
t Critical one-tail	1.659929976	
P(T<=t) two-tail	8.397E-08	
t Critical two-tail	1.983495259	

*** $p < .001$ (a very high strong statistically significant difference)

What are the students' attitude and interest toward field trip method in teaching and learning Entrepreneurship at GS Nyagahandagaza?

When asked students their perceptions about various methods used by their teacher during teaching and learning Entrepreneurship, control group students rated low (42% of students) field trip while treatment group students rate it high (88% of students). When asked students about their interest after studying Entrepreneurship in the

Developing Achievement and Interest in

second trimester, 70% of control group students confirmed that they value the money and they know how they can save for their future while 78% of treatment group students showed interest valuing money and getting the knowledge of how they can save money to be used in their future. Again, 69% and 95% of control group and treatment group students respectively are confident that they can start their own job after their study and become Entrepreneurs in the future.

When asked students if it is important to study Entrepreneurship in Secondary school, 83% of control group students strongly agreed that “it is important because our country has a big number of young people who are unemployed”. Eighty-nine per cent of them confirmed that “it is important because young people are encouraged to be job creators instead of job seekers and be aware of how business operations are managed”. In treatment group, 98% of students supported the idea of teaching Entrepreneurship in secondary schools because of “a big number of young people are not employed in our country”. Ninety per cent of them showed that “it is important to teach Entrepreneurship in secondary schools because young people of our country need skills which will help them to be job creators instead of being job seekers.” For the reasons which made students enjoy Entrepreneurship, 75% of control group students strongly agree that they like Entrepreneurship because of a caring teacher, 40% disagreed that field trip made them like Entrepreneurship. In treatment group, 90% of students strongly agree that using field trip during teaching and learning Entrepreneurship made them enjoy Entrepreneurship courses while 95% of students strongly agreed that a caring teacher to students made them enjoy Entrepreneurship course.

Discussion of the Findings

Entrepreneurship education is obliged to promote entrepreneurial abilities and increase academic performance (Johansen & Schanke, 2014). For the ability of learners to apply what they learned during their teaching and learning process, 65% of respondents were able to apply what they learned (Ben & Boujelbene, 2014). In the present

Developing Achievement and Interest in

study, students from G.S Nyagahandagaza performed well after coming from field trip

According to Mahgoub (2014) study, when field trip used in teaching and learning the marks of students increased. He also shows that the control group increases their performance but the treatment group increases their performance highly. His conclusion was that field trips to natural and industrial locations were a beneficial learning method and it means that students gain the skills of creativity and practices in art education. Mahgoub also showed that a field trip can motivate and develop students' learning opportunities as they experience the natural environment, which can then impart inspiration and significantly enhance a learner's creativity, motivation and attitude towards the subject. According to Pinar et al. (2013), it was determined that the field trip increased the behavior scores of pre-service teachers towards sustainable environmental education. Therefore, it could be stated that organizing field trips is the best method of teaching not only sustainable environmental consciousness to pre-service teachers but also Entrepreneurship to secondary school teachers. Not only performing cognitively, in the present study, it showed that field trip is a good teaching method that can develop attitude and interest towards learning entrepreneurship.

Although studies show that field trip is a great teaching method, however, it is difficult to organize and implement it. For instance, several teachers claim that when they prepare a field trip, they should regulate the logistics transport of students. An example is from the study of Behrendt & Franklin (2014), who found that the large introductory classes cause challenges because it requires larger transportation facilities, safety issues, more student logistical planning, and can cover enough time to organize the large group.

In the present study, the students were easily taken to the nearby Centre of Videwo and the University of Rwanda-College of Education around the school. This study serves as a remedy of these financial constraints. As a teacher, you may use little resource and generate enough skills to learners through field trip method. For instance, while

Developing Achievement and Interest in

visiting the cooperative *Twitezimbere Rubyiruko*, the cooperative members explained the students of G.S Nyagahandagaza that the idea of creating that cooperative came in the fact that youth of University need to save apart from their income for future use after graduation. They claimed that “we have seen that a big number of students who complete their studies are unemployed, this is the reason why we had the idea of creating the cooperative which can help us to be job creators instead of being job seekers, so we would create our jobs facilitating us in real life and we would give jobs to others.” The students of G.S Nyagahandagaza asked the members of cooperative the method used during their saving, and the members told those students that they opened the saving account in Bank of Kigali which help them to secure their money. They also clearly explained to the students that the saving account has lower charge, the reason why they preferred to open that kind of account. They also encouraged these secondary school students that the value of money does not depend on the quantity of money; however, they told that there is not enough money and a lot of money means that whichever money can provide profit depend on the people who exploit that money. From this example, it is clear that the field trip under low budget was used to clear and motivate students towards Entrepreneurship course specifically and business in general.

Conclusion and Recommendation

In this research, students appreciated the advantages of using a field trip in teaching them Entrepreneurship since it improved their academic performance and interest. It was seen that the two groups were different in performance since the control and the treatment mean score found to be 19 and 39 respectively. The students of the treatment group said that a field trip is a good learning method because it improves the academic performance and their interest which can reduce the number of youth who expect to be job seeker instead of expecting them to create jobs and do businesses in their daily life. We are therefore, recommending the school leaders to facilitate the teachers and learners financially when they prefer to use field trip as teaching and learning method. The teachers also are recommended to use field trip nearby their schools during teaching and learning process for encouraging students to be

aware of the business and different activities done in their surroundings in the society and motivate them to have the ability towards Entrepreneurs in order to reduce the number of youth who are unemployed.

Acknowledgement

The main author would like to express her gratitude to Dr. HABINSHUTI Gonzague, his supervisor, whose insights, guidance and comments guided her towards the action research she conducted upon her diploma studies completion. She also wishes to express her thanks to Prof. NIYOMUGABO Cyprien the Dean of School Education for the guidelines about the different difficulties in her studies.

References

- AFMEAC, & AEC. (2013). Thematic Working Group on Entrepreneurship Education Entrepreneurship Education and the Future of Learning Thematic Report, (May), 17–19.
- Baldacchino, L., Geurts, J., Migoń, M. P., Politańska, J., Xerxen, S. P., & Weiner, E. (2013). *BEST PRACTICES IN TEACHING ENTREPRENEURSHIP AND CREATING ENTREPRENEURIAL ECOSYSTEMS IN EUROPE*. Poland.
- Behrendt, M., & Franklin, T. (2014). A Review of Research on School Field Trips and Their Value in Education, *3*, 235–245.
<https://doi.org/10.12973/ijese.2014.213a>
- Ben, K., & Boujelbene, Y. (2014). Assessing the impact of entrepreneurship education. *Procedia - Social and Behavioral Sciences*, *109*, 712–715.
<https://doi.org/10.1016/j.sbspro.2013.12.534>
- Ganiyu, A., Amosa, A., Ogunlade, O. O., & Atobatele, A. S. (2013). Effect of Field Trip on Students' Academic Performance in Basic Technology in Ilorin Metropolis, Nigeria, *3*(2), 1–6.
- Hatak, I., & Reiner, E. (2010). *ENTREPRENEURSHIP EDUCATION IN SECONDARY SCHOOLS Education systems, teaching methods and best practice – a survey of Austria, Finland, France, Germany, Italy, Spain, Sweden*. Vienna, Austria.
- Itangishatse, J. (2018). *Impact of Field Trip in Teaching Entrepreneurship to Improve Academic Performance and Interest*

- of Learners of G.S Nyagahandagaza*. University Of Rwanda – College Of Education Department of Humanities and Languages.
- Johansen, V., & Schanke, T. (2014). Entrepreneurship Projects and Pupils ' Academic Performance : a study of Norwegian secondary schools, *13(2)*, 155–166.
<https://doi.org/10.2304/eerj.2014.13.2.155>
- Ndihokubwayo, K., & Habiwaremye, H. T. (2018). Why Did Rwanda Shift from Knowledge to Competence Based Curriculum? Syllabuses and Textbooks Point of View. *African Research Review, 12(3)*, 56–65.
- Pinar, M., Güler, D., & Afacan, Ö. (2013). The Impact of Field Trips on Attitudes and Behaviours Related to Sustainable Environmental Education, *23(8)*, 1100–1105.
<https://doi.org/10.5829/idosi.wasj.2013.23.08.591>
- REB. (2015). *entrepreneurship syllabus for ordinary secondary level*. Kigali: MINEDUC.
- Rwanda Education Board. (2015). *Competency Based Curriculum-Summary of Curriculum Framework Pre-Primary to Upper Secondary*. Rwanda Education Board. Retrieved from http://reb.rw/fileadmin/competence_based_curriculum/syllabi/curriculum_framework_final_printed.compressed.pdf