STRATEGIES FOR EFFECTIVE TEACHING AND LEARNING OF ENTREPRENEURSHIP IN BUSINESS EDUCATION IN TERTIARY INSTITUTIONS IN DELTA STATE

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Abstract
This study sought to ascertain strategies for effective teaching and learning of entrepreneurship in tertiary institutions in Delta State as considered by business educators. Two research questions were raised and two hypotheses were posed and tested at 0.05 level of significance. Descriptive survey design was employed. The population consisted of 97 business educators in tertiary institutions in Delta State. There was no sampling, since the 97 business educators were manageable in number; the population remained as the sample. The instrument for data collection was a structured questionnaire with 27 items. The instrument was validated by three experts and its reliability coefficient was 0.87. The data collected were analyzed using descriptive statistics of mean and standard deviation in answering the research questions and inferential statistics of t-test for testing the null hypotheses. Data analysis revealed that teacher-oriented and student-oriented strategies were considered effective for teaching and learning of entrepreneurship. The data also revealed that gender and experience had no significant influence on business educators’ consideration of the effectiveness of teaching strategies. The study concluded that the strategies for developing entrepreneurship skills should engage students in experiential learning. Based on the results of the findings, it was recommended among others that Business education teachers should be exposed to the different strategies of teaching entrepreneurship education which will help tertiary institutions achieve their mission of making undergraduates innovative, creative and competent in their areas of specialization.

Introduction
Teaching and learning are the major activities in a country’s educational system. This implies that teaching and learning are important activities in educational enterprise. Gidado, Abdullahi and Adamu (2015) supported the fact that teaching and learning contribute toward generation, transmission and application of knowledge which are the focal points of a nation’s educational objective. The authors further stressed that the productivity of the teachers (teaching) and the skills acquired by the learners (learning) also determine the quality of a country’s education. This means that teaching and learning have influence on the effectiveness of the educational system and may also be used in categorizing the standard of a country’s education as being high or low.

Teaching leads to learning; it has to do with exchange of ideas between a teacher and a student. According to Ifeagbu in National Open University of Nigeria (NOUN) (2008), teaching deals with series of activities which are directed towards helping the
students to acquire skills on how to learn. Aliyu (2013a) is of the opinion that teaching is the process of imparting knowledge in the classroom. Similarly, Msheliza (2015) reports that teaching could be seen as a practical activity whose goal is to bring about learning through indicating the content to be learnt and presenting it using methods which could help the learner to acquire the desired skills.

Learning deals with skill acquisition leading to desired change in behaviour. As posited by NOUN (2008), learning is a behavioural change which is occasioned by experience. This shows that learning is a product of teacher-students’ interaction. Based on this, Aliyu (2013b) states that learning is a relatively permanent change in behaviour and it is manifested by an ability to do what one cannot do before. However, effective teaching and learning depends on the ability of the teacher to motivate the learners to pick interest in learning using strategic methods. Strategic methods of teaching and learning refer to the teaching skills teachers use and the activities these skills generate to enable students learn the knowledge and skills related to different subject areas (Center for the Use of Research and Evidence in Education (CUREE), 2012).

Strategies, according to Okwuanaso and Nwazor in Nwachukwu (2015) are tactics for achieving an objective. Similarly, Ugwuanyi (2012) postulates strategy as a broad basic plan of action by which individual(s) or organization(s) intend to reach its/their goals. The business educators are the special people that this enormous task lays on their hands. They must be ready to embrace effective strategies for teaching since entrepreneurship today focuses on creativity and innovations. Impartation of knowledge is no longer the usual traditional methods which are insufficient for preparing the billions of students pursuing higher education in business education globally, as well as the type of teachers, leaders and entrepreneurs that are needed for the future. This assumes that business educators’ task is not only to impart information but also to plan and design learning activities (strategies), coherent with the expected results and the resources in order to inspire and encourage the students, transforming the learning process into an active dynamic, innovating and enriching experience.

Business education is a subset of vocational education that deals with business opportunities. Similarly, business education is primarily education for vocation. It is of great importance to individuals and the economy of a nation. It is concerned with education of individuals for and about business. It is an aspect of educational programme offered at the intermediate and higher institutions of learning to prepare students for careers in business. The broad aim of business education, according to Chekwude (2015) is to train the youth and unemployed persons for jobs and also to help workers update their job skills. The content and training of business education has traditionally been too theoretical because of Nigeria colonial heritage, though business education stresses the acquisition of skills and knowledge to enable the recipients become gainfully employed
and useful in the economic reformation of the society that is encouraging entrepreneurship (Jimoh-Kadiri, 2010).

In recent years, entrepreneurship has become a viable industry even on university campuses. The subject is viewed, not only as a practice to be taught but as a promising field for academic inquiry. The need for entrepreneurship education has been recognized by the Nigerian Government when it emphasized in the National Policy on Education (FRN, 2013) that secondary education should aim at inspiring students with a desire for achievement and self-improvement both at school and life after school. This fact underscores the directives of the Federal Government to all tertiary education regulatory agencies to establish necessary mechanisms for the introduction, development and sustenance of entrepreneurial culture among Nigerian undergraduates (Jimoh-Kadiri, 2010). Undergraduates are requiring acquiring the spirit of self-reliance as well as preparation for gainful self-employment in the future. Therefore, graduating students become job creators responding innovatively to the immense and diverse opportunities in the environment.

Simply defined, entrepreneurship education is the process of providing individuals with the concepts and skills to recognize opportunities that others have overlooked and to have the insight, self-esteem and knowledge to act where others have hesitated (Jimoh-Kadiri, 2010). According to Ordu (2015), entrepreneurship education is the teaching and learning process aimed at providing learners with the ability to recognize market opportunities, create business enterprise and operate such business outfit successfully. Teaching and learning of entrepreneurship education are focused on the development of necessary knowledge, self-employability skills and competencies in students. It draws the interest of students who want the opportunity to operate their own business, make money and be successful. Entrepreneurship education emphasizes imagination, creativity and risk taking in business. The focus of entrepreneurship education is to equip students with productive work life and self-reliance.

Teaching entrepreneurship skills requires the application of different methods and strategies. Teaching strategies vary from teacher to teacher and are unique to subject matter. According to Okon (2002), strategy could be an experience, talent or trait. Obi (2005) posits that teaching techniques are strategies employed by the teacher to enhance teaching. The author observed that teaching is much more than presenting information or idea, but involves guiding students to learn by means of discovery, probing, examining and analyzing activities. Research findings such as Okon (2002), Jimoh-Kadiri (2003) and Obi (2005) have shown that because people differ, they learn in different ways at different times and at different speed. For instance, some learners are more at home with practical things than with imposing abstract theories. The learning styles influence the
instructional techniques used by the instructor because effective instruction demands that every learner is carried along and motivated to learn.

In entrepreneurship education, course format is based on experiential learning. Generally, it does not take the form of formal business training on the part of students and it tends to focus on “hands on” teaching strategies. The greatest challenge facing entrepreneurship education is the teaching strategies for inculcating the expected skills to its recipients. Poor quality teaching has been identified as a major factor in the ineffectiveness of entrepreneurship in business education programme (Jimoh-Kadiri, 2010). In the past, business education experts have recommended standard instructional strategies for effective teaching and learning in the field of business education. These include lecture, discussion, role-play, questioning, problem solving, project, assignment, demonstration, drill/practice, simulation and field trip/excursion. These teaching strategies can further be grouped into teacher-related, student-oriented, assignment-related and games and simulation strategies (Obikeze and Onyechi, 2010).

Statement of the Problem

The introduction of entrepreneurship education into tertiary institutions means that the programme has to be taught. However, the strategies of teaching this course are not clear nor has it been fully documented in terms of its effectiveness in Nigerian tertiary institutions. The strategies of teaching and learning of entrepreneurship education should be of interest to teachers of business education who incidentally have a much better idea of methods and strategies of teaching the course (Okoro, 2010). An important concept in developing entrepreneurship skills is the strategies adopted by the teacher. The use of established instructional strategies by different school subjects’ teachers is a sine qua non for knowledge acquisition, retention, assimilation, recall and application by students (Ezenwafor and Ndinechi, 2004). To achieve the stated objectives in respect to teaching and learning of entrepreneurship skills, it should be taught with different teaching strategies to make the teaching and learning more effective as emphasized by Obikeze and Onyechi, (2010). Teaching is much more than presenting information or idea. It involves guiding students to learn by means of discovery, probing, examining and analysing activities. Consequently, the researcher is interested in assessing the strategies for teaching and learning entrepreneurship education by business educators in tertiary institutions in Delta State.

Purpose of the Study

The main purpose of the study was to determine strategies for effective teaching and learning of entrepreneurship in Business education in tertiary institutions in Delta State as considered by business educators. Specifically, the study sought to:

Research Questions
The following research questions were raised to guide the study:
1. How effective do business educators in Delta State consider teacher-related strategies for effective teaching and learning of entrepreneurship in business education?
2. How effective do business educators in Delta State consider student-oriented strategies for effective teaching and learning of entrepreneurship in business education?

Hypotheses
The following null hypotheses tested at 0.05 level of significance guided the study:
1. There is no significant difference between the mean responses of male and female business educators on teacher-related strategies as effective for teaching and learning of entrepreneurship.
2. There is no significant difference between the mean responses of experienced and less experienced business educators on student-oriented strategies as effective for teaching and learning of entrepreneurship.

Method
A survey research design was adopted for the study as the study sought the opinions of respondents on the strategies for effective teaching and learning entrepreneurship, using questionnaire. The study was conducted in tertiary institutions that offer business education in Delta State. The institutions include: Delta State University, Abraka, Federal College of Education (Technical), Asaba, Delta State Colleges of Education at Agbor, Warri and Mosogar.

The population for this study comprised 97 business educators in tertiary institutions offering business education in Delta State. Since the 97 business educators were manageable in number, there was no sampling; therefore, the population remained the sample.

The instrument used to collect the data was a structured questionnaire designed by the researcher. The instrument has 27-items in two clusters generated from the research questions designed to elicit responses on the subjects namely, strategies for effective teaching and learning of entrepreneurship in tertiary institutions in Delta State.
The instrument was administered to the business educators in their various institutions. Ninety-seven (97) copies of the instrument were administered, but at the time of collection, eighty-seven (87) copies were retrieved and used for the study. The research questions were analyzed descriptively using mean and standard deviation based on a 4-point Likert-type scale of (Very Effective 4pts, Effective 3pts, Fairly Effective 2pts and Not Effective 1pt). The null hypotheses were tested using t-test of differences between mean of independent samples at an alpha level of 0.05. The decision rule was that any item with a mean score of 2.50 and above was taken as Effective (E) while items with mean score of below 2.50 were regarded as Not Effective (NE). The decision rule for testing the hypotheses was that if the calculated t-value is less than the critical t-value, the hypothesis was accepted. On the other hand, if the calculated t-value is greater than the critical t-value, the hypothesis was rejected.

The instrument was subjected to face validation to determine its adequacy, appropriateness for the study and for its proper wordings. This was done by presenting it to three experts, one in Business Education, Centre for Entrepreneurship Studies and Measurement and Evaluation. Based on their comments and suggestions, the instrument was modified to suit the study.

To ascertain the reliability of the instrument for the study, it was trial tested in Nnamdi Azikiwe University, Awka. Twelve copies of the instrument were administered to Business Educators in the Department of Vocational and Adult Education, Nnamdi Azikiwe University, Akwa. The result obtained after the trial testing was subjected to the test of internal consistency using Cronbach Alpha procedure to measure its reliability, before it was used for the study. The test yielded a coefficient of 0.87, indicating that the instrument was quite reliable for the study.

Results

Research Question 1

How effective do business educators in Delta State consider teacher-related strategies for effective teaching and learning of entrepreneurship in business education?

Table 1: Respondents’ Mean Rating of Teacher-Related Strategies for Effective Teaching and Learning Entrepreneurship in Business Education

<table>
<thead>
<tr>
<th>S/N</th>
<th>Teacher-Related Strategies</th>
<th>Mean</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher organizes career talk on how to run businesses.</td>
<td>3.23</td>
<td>0.71</td>
<td>Effective</td>
</tr>
<tr>
<td>2</td>
<td>Teacher uses slides and transparencies to teach students business ideas.</td>
<td>2.09</td>
<td>0.91</td>
<td>Not Effective</td>
</tr>
<tr>
<td>3</td>
<td>Teacher builds self-confidence into students through pep talks.</td>
<td>3.18</td>
<td>0.78</td>
<td>Effective</td>
</tr>
<tr>
<td>4</td>
<td>Teacher encourages students to interact with big time</td>
<td>3.13</td>
<td>0.93</td>
<td>Effective</td>
</tr>
</tbody>
</table>
businessmen through excursions to big firms.

5. Teacher encourages students to read and forecast trends in demand for certain goods and services. 3.07 0.70 Effective

6. Teacher uses debates to develop high reasoning ability in students. 2.00 0.72 Not Effective

7. Teacher directs how to conduct business board meetings through film shows. 2.97 0.85 Effective

8. Teacher exposes students to computer programmes showing business analysis. 3.15 0.74 Effective

9. Teacher organizes cooperative work experience programmes for students. 3.09 0.71 Effective

10. Teacher establishes and sets up the operation of an enterprise and runs it as a real enterprise. 2.05 0.94 Not Effective

11. Teacher encourages students to think positively. 3.22 0.77 Effective

12. Teacher organizes marketing and distributive education classes for students. 3.22 0.81 Effective

13. Teacher exposes students to self-paced instructions on entrepreneurship. 3.18 0.74 Effective

14. Teacher organizes guest lectures on entrepreneurship education. 3.03 0.84 Effective

15. Teacher organizes result-oriented seminars on how to acquire entrepreneurship skills for the students. 3.23 0.75 Effective

Table 1 reveals that out of fifteen items, twelve were considered effective by business educators while three were considered not effective with mean and standard deviation values ranging from 2.00 to 2.09 and 0.72 to 0.94 respectively. This means that the use of slides and transparencies, debates and setting up an enterprise by the teacher to be operated as a real enterprise are not effective strategies for the teaching entrepreneurship.

**Research Question 2**

How effective do business educators in Delta State consider student-oriented strategies for effective teaching and learning of entrepreneurship in business education?

**Table 2: Respondents' Mean Rating of Student-Oriented Strategies for Effective Teaching and Learning Entrepreneurship in Business Education**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Student-Oriented Strategies</th>
<th>Mean</th>
<th>SD</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Students learn from experience (experiential learning)</td>
<td>3.38</td>
<td>0.66</td>
<td>Effective</td>
</tr>
<tr>
<td>17</td>
<td>Students use textbook on business management.</td>
<td>3.11</td>
<td>0.81</td>
<td>Effective</td>
</tr>
<tr>
<td>18</td>
<td>Students set up an enterprise and run it as a real enterprise.</td>
<td>3.13</td>
<td>0.94</td>
<td>Effective</td>
</tr>
<tr>
<td>19</td>
<td>Students interact with small business owners.</td>
<td>3.15</td>
<td>0.78</td>
<td>Effective</td>
</tr>
<tr>
<td>20</td>
<td>Students form business clubs such as fashion designer club.</td>
<td>3.05</td>
<td>0.91</td>
<td>Effective</td>
</tr>
<tr>
<td>21</td>
<td>Students discuss their experience during vacation jobs in</td>
<td>3.18</td>
<td>0.79</td>
<td>Effective</td>
</tr>
</tbody>
</table>
small firms.

22 Students study successful entrepreneurs and their biographies. 2.92 0.82 Effective
23 Students interview employers and community leaders on the entrepreneurship in the society. 2.96 0.84 Effective
24 Students develop class business model. 2.89 0.78 Effective
25 Students undertake self-instruction in entrepreneurship. 2.95 0.78 Effective
26 Students illustrate business theory in action. 3.05 0.88 Effective
27 Students initiate personal involvement in project planning. 3.17 0.79 Effective

Table 2 shows that all twelve items had mean and standard deviation values of 2.89 and above and between 0.66–0.88 respectively. The respondents considered all of the strategies as effective for teaching and learning of entrepreneurship.

Hypotheses Testing

Hypothesis 1
There is no significant difference between the mean responses of male and female business educators on teacher-related strategies as effective for teaching and learning of entrepreneurship.

Table 3: The t-test Analysis of the Effect of Gender on Respondents’ Consideration of Teacher-related Strategies

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>t-cal.</th>
<th>t-cri</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>48</td>
<td>3.07</td>
<td>0.76</td>
<td>85</td>
<td>0.72</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
<tr>
<td>Females</td>
<td>39</td>
<td>2.97</td>
<td>0.58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 reveals that the calculated t value of 0.72 is less than the critical t value of 1.96 at 0.05 level of significance. This implies that the null hypothesis was accepted since the calculated t-value of 0.72 was less than the critical t-value (1.96). There is no significant difference between male and female business educators in their consideration of teacher-oriented strategies as effective for teaching and learning of entrepreneurship. Therefore, it was concluded that the teacher-related strategies for teaching and learning of entrepreneurship were equally considered effective by both male and female business educators.

Hypothesis 2
There is no significant difference between the mean responses of experienced and less experienced business educators on student-oriented strategies as effective for teaching and learning of entrepreneurship.
Table 4: The t-test Analysis of the Effect of Experience on Respondents’ Consideration of Students-Oriented Strategies

<table>
<thead>
<tr>
<th>Experience</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>t-cal.</th>
<th>t-cri</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 6 years</td>
<td>37</td>
<td>3.11</td>
<td>0.86</td>
<td>85</td>
<td>0.53</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
<tr>
<td>6 years and above</td>
<td>50</td>
<td>3.10</td>
<td>0.78</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 reveals that the calculated t-value of 0.53 is less than the critical t-value of 1.96 at 0.05 level of significance. Since the calculated t-value is less than the critical t-value, the null hypothesis was accepted. Therefore, it was concluded that experienced and less experienced business educators did not differ significantly in their consideration of student-oriented strategies.

Discussion

The discussion was presented based on the two research questions and the two corresponding hypotheses. Research Question 1 sought to determine how effective business educators in tertiary institutions in Delta State considered teacher-related strategies for teaching entrepreneurship. Table 1 presents the teacher-oriented strategies for teaching entrepreneurship as considered effective by business educators in tertiary institutions in Delta State. On the whole, business educators considered twelve out of fifteen teacher-oriented strategies effective. However, three of the strategies were considered not effective for teaching entrepreneurship. Therefore, the use of slides and transparencies, debates, and teachers establishing enterprise for student to operate as a real enterprise are not suitable for teaching entrepreneurship in tertiary institutions in Delta State. This finding is in consonance with those of Obikeze (2008), Ayeduso (2004) and Lunkard (2003) who contended that most of the aforementioned strategies are efficacious in the teaching of entrepreneurship education in tertiary institutions. This study also corroborates the findings of Dwerryhouse (2004) and Peterson (2003) who opined that undergraduate students need effective adjustment through proper channelling of skills and potentials.

Research Question 2 sought to ascertain how effective business educators in tertiary institutions in Delta state considered student-oriented strategies for learning entrepreneurship. Table 2 indicates that business education teachers in general considered the twelve suggested student-oriented strategies for learning entrepreneurship as effective. This finding is in consonance with prior submissions that student-oriented strategies can take the form of experiential learning (Daly, 2001). Brown (1998) reported that student-centred teaching approach focuses on the empowerment of the learners by providing them with practical experience, meta-cognition and self-evaluation through small group interaction.
Table 3 showed that there was no significant difference between male and female business educator in their mean ratings of teacher-related strategies as effective for teaching entrepreneurship. This current finding is in line with earlier findings of Keller (1991) who is of the view that gender is a cultural construct that differentiates behaviour, roles, mental and emotional characteristics between males and females developed by a society. The result of the current study suggests the need for sex stereotyping in education and training to be de-emphasised (Amao-Kehinde, 2004; Johnson, Markham and Oyinade, 2004). An explanation could be made of the current finding that both male and female business educators equally considered teacher-oriented strategies as effective for teaching entrepreneurship.

Table 4 revealed that there is no significant difference between experienced and less experienced business educators in their mean ratings of student-oriented strategies as effective for learning entrepreneurship. One would have expected that the less experienced business educators who might have graduated more recently and in most cases younger than their experienced counterparts to be more favourably disposed to student-oriented strategies. According to Afe (1996), under this situation, the skills of the teacher in being able to bring about effective teaching and learning are demonstrated in his ability to use his knowledge, experience and resources in assisting the learners. Though the teacher is a resource, the learners also have access to other resources such as the library and other materials to facilitate their learning and understanding. Therefore, both experienced and less experienced business educators are equally disposed positively to student-oriented strategies in learning of entrepreneurship.

Conclusions

The lecture method of teaching is predominantly used to teach entrepreneurship education in tertiary institutions and for lecture method to be effective in teaching and learning of entrepreneurship; it should be supported with effective strategies. The strategies for teaching and learning of entrepreneurship should engage students in experiential learning whereby they observe, interpret, analyse, make decision and consider consequences. Effective entrepreneurship education in business education should focus on the strategies which business education teachers have considered effective when teaching entrepreneurship in order to enhance instruction in the course.

Recommendations

Based on the findings of this study and the conclusions drawn there-from, the following recommendations were made.

1. Business education teachers should be exposed to the different strategies of teaching entrepreneurship education which will help tertiary institutions achieve
their mission of making undergraduates innovative, creative and competent in
their areas of specialization.

2. Business education lecturers should continue to employ the identified strategies in
teaching and learning of entrepreneurship since most of the strategies were
considered effective.

3. Business education students should be exposed to direct interaction with “real
life” business situations, dramatization, social interaction and role playing by
close exposure to role models having been taught with the identified effective
strategies.

4. Curriculum planners should incorporate the right teaching strategies into the
curriculum as curriculum contents are more innovative with emphasis on practical
applications which will contribute significantly to the packaging of adequate
entrepreneurship education curricular.

5. Seminars, workshops, symposia and in-service training should be frequently
organized for business educators for teaching entrepreneurship by the appropriate
authorities. This will expose teachers to the latest strategies of teaching and
learning of entrepreneurship in business education.

6. Facilities, equipment and machines needed for teaching entrepreneurship
education should be made available to both teachers and students by government
and stakeholders in education.

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