BUSINESS EDUCATORS' PERCEPTION ON PRODUCING QUALITY ENTREPRENEURSHIP EDUCATION GRADUATES IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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Abstract

This study was conducted to ascertain curriculum contents of entrepreneurship education which are suitable and teaching methods/strategies that are effective for producing capable entrepreneurs in tertiary institutions in Anambra state. A questionnaire was used to collect data from 42 business educators who teach entrepreneurship education courses. Two research questions and two hypothesis guided the study. Mean was used to answer the research questions, while t-test and ANOVA were used to test the hypotheses. The findings of the study indicated that business educators' in tertiary institutions in Anambra state perceived the curriculum content' of entrepreneurship education to be suitable for producing capable entrepreneurs, and the teaching methods/strategies as effective except for lecture method. It was therefore recommended among others that business educators should adopt hands-on practical approach in teaching entrepreneurship education courses.

Introduction

High rate of unemployment and youth restiveness are salient causes of the dwindling economic situation in Nigeria. There is the need for an educational programme that can equip youths with the right skills, attitudes and habits for self- reliance. The Federal Government of Nigeria through the National Economic Empowerment Development Strategy (NEEDS) recommended that entrepreneurship education be taught across all disciplines in tertiary institutions. This was an immediate approach to overcome poverty, generate employment for graduates and create wealth essential for living (Oduma, 2012).

Ahmadu (2005) referred to entrepreneurship education as the broad scope of behavioural modification plans aimed at preparing, training, developing and upgrading the operational efforts and other competencies required for effective self-reliance and self-employment practices especially in the formal school setting. Entrepreneurship education equips the learner with skills on decision making, acquisition of new ideas, method of raising and maintaining conversations and establishing relationships (Ikeme, 2004).

Obisanya (2010) posited that the importance of introducing entrepreneurship education into the educational curriculum was identified by vice chancellors, rectors and

provosts of Nigerian higher educational institutions who identified the curriculum as being paramount to curtailing the present unemployment menace being encountered by Nigerian graduates in searching for jobs that are not readily available. Onuka (2008) explained that entrepreneurship education was specifically introduced in the school curriculum to disseminate information, skills and motivation that promotes entrepreneurial success in a variety of settings. Ucheghara (2008) noted entrepreneurship education as a course that exposes students to skills of identification and assessment of opportunities and coming up with an idea for a new venture, writing and presenting a full scale business plan, knowing how to obtain resource, managing and growing an enterprise, understanding decision making and process, the characteristics of entrepreneurs and their roles in economic development.

Concept of Quality and Teaching Methods/Strategies

Diverse scholars have defined quality in different ways. It has been described to connote degree of excellence, fitness for use, high standard degree of worth. Middlehurst (1992) perceived quality as a grade of achievement, a standard against which to judge others. Edwards (2000) defined quality as conformance to requirements, and also the degree to which performance meets expectations. Fadokun (2005) however characterized quality by three interrelated and interdependent strands:

i) Efficiency in the meeting of its goal;
ii) Relevance to human and environmental conditions and needs;
iii) Exploration of new ideas, pursuit of excellence and encouragement of creativity.

Quality is a multi-faceted issue which encompass how learning is organized and managed (including delivery methods); what the curriculum content of learning is; what level of learning is achieved; what it leads to in terms of outcomes; and what goes on in the learning environment (Maduewesi, 2005).

Teaching methods are the broad pattern of thinking which a teacher follows to help his/her students reach the goal set for the course (Daughtrey, 1974). Ajoma (2009) referred to teaching method as the professional technique teachers adopt in their instructional exercises to enable them impart relevant knowledge and skills to their students; while teaching strategies consists of laws or consistent pattern of behaviour which follow teaching and learning, and include non-teaching attributes such as teacher personality, commitment, efficiency in the use of schedule teaching (Ogwo & Oranu, 2006). The teaching method and strategy to be used by a teacher depends on the course as Egbe (2012) noted that a teaching method appropriate to one kind of material may not be suitable for another. Teaching method and strategy for effective understanding by students should therefore be considered by the teacher before adoption.

Entrepreneurship education was introduced in the school system especially the tertiary institutions to cater for the training, skill acquisition and skill development of

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undergraduates for entrepreneurial accomplishment. The success of any curriculum to a great extent hinges on the content and its delivery. Ornstein and Hunkins (2004) opined that the success of a new curriculum depends largely on how well those who planned its development and implementation have perceived the needs of the students. The quality of an educational curriculum is determined by the objectives its content are set to achieve, the learning experiences the learner is provided with, organization of these learning experiences, and effective evaluation of the learning experiences (Tyler, 1949). Akudolu (2010) added that strategies for organizing content and learning experiences should be learner centered in order to achieve the objectives and aim of entrepreneurship education.

Given the relevance of entrepreneurship education as an education that prepares people to go and do something on their own (Curtain, 2006), and its consequent introduction as an educational programme in Nigerian tertiary institutions, the viability of its curriculum of having contents and providing learning experiences that can produce capable entrepreneurs, who possess the right skills and attitudes to create opportunities and resources that can revamp Nigeria's declining economy through job creation and industrialization is worth considering.

Purpose of the Study

The study was conducted to find out from business educators;

a) The components of the curriculum contents of entrepreneurship education suitable for producing capable entrepreneurs by tertiary institutions in Anambra state.
b) Teaching methods/strategies that are effective for producing capable entrepreneurs by tertiary institutions in Anambra state.

Research Questions

The study was guided by the following research questions:

1) What components of the curriculum content of entrepreneurship education are suitable for producing capable entrepreneurs in tertiary institutions in Anambra state?
2) What teaching methods/strategies are effective for producing capable entrepreneurs in tertiary institutions in Anambra state?

Hypotheses

1) There is no significant difference in the mean ratings of experienced and less experienced business educators on the curriculum content suitable for producing capable entrepreneurs in tertiary institutions in Anambra State.
2) There is no significant difference in the mean ratings of business educators in universities and their counterparts in polytechnics and colleges of education on teaching methods/strategies that are effective for producing capable entrepreneurs in

tertiary institutions in Anambra State.

Method

The population of the study comprised 46 business educators who teach entrepreneurial courses in tertiary institutions in Anambra state. The entire population was used because the number is not too large. A structured questionnaire consisting of two sections (A and B) was produced for the purpose of data collection. Section 'A' sought demographic information of the respondents while section 'B' was divided into two sub-sections eliciting information on curriculum content and teaching methods/strategies for producing capable entrepreneurs. The instrument was validated by one curriculum expert and one business educator in Nnamdi Azikiwe University, Awka. The final draft of the questionnaire was subjected to a reliability test through Split half method using eight business educators who teach entrepreneurial courses that are not part of the population of the study; Spearman rank order correlation co-efficient was used to determine the degree of linear relationship between the two halves; the reliability co-efficient was computed using spearman brown prophecy formula which yielded the score of 0.81 and 0.78 respectively for the two sub sections of section B. A four point rating scale of Highly Suitable (4 points), Suitable (3 points), Fairly Suitable (2 points) and Not Suitable (1 point) was used for the first sub-section, while Highly effective (4 points), Effective (3 points), Fairly Effective (2 points) and Not Effective (1 point) was used for the second sub-section.

Forty six copies of the questionnaire were distributed to business educators. Out of the 46 copies administered, 42 copies were duly completed and returned. Data in respect of the research questions were analyzed using mean, while the null hypotheses were tested using z-test and ANOVA. The decision rule for sub-section one is, any item with a mean of 2.5 and above was regarded as a curriculum content that is suitable for producing capable entrepreneurs, and any item with mean below 2.5 is regarded as a curriculum content that is not suitable for producing capable entrepreneurs; while for sub-section two, any item with mean of 2.5 and above is regarded as a teaching method/strategy that is effective for producing capable entrepreneurs, and any item with mean below 2.5 is regarded as a teaching method/strategy that is not effective for producing capable entrepreneurs. For the hypotheses; null hypotheses is upheld when p-value is greater than alpha level and not upheld when p-value is less than alpha level.

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Results

Data collected were analyzed and presented as follows:

Table 1: Business educators' mean ratings of curriculum content suitable for producing capable entrepreneurs.

S/N	Curriculum Content	Mean	Remarks
1	Concept of entrepreneurship and entrepreneurship education	3.84	Suitable
2	Need for entrepreneurship and objectives of entrepreneurship education	3.66	Suitable
3	Entrepreneurs' personality traits and entrepreneurial skills	3.5	Suitable
4	Forms of Entrepreneurship businesses	3.34	Suitable
5	Skill development for entrepreneurship	3.81	Suitable
6	Small scale businesses in Nigeria	3.46	Suitable
7	Causes and reasons for failure of small businesses in Nigeria	3.46	Suitable
8	Business formation and establishment	3.53	Suitable
9	Business creativity and innovation	3.56	Suitable
10	Starting up business ventures	3.56	Suitable
11	Feasibility Studies, business plans and proposals	3.65	Suitable
12	Funding and managing of small business	3.57	Suitable
13	Functions of management, efficiency and effectiveness in management	3.31	Suitable
14	Distributive functions: Sales distribution, promotion and competition	3.31	Suitable
15	Business success and location factor	3.43	Suitable
16	Financial literacy: risk and accounts management	3.37	Suitable
17	Legal aspects of operating a business	3.37	Suitable
18	Practical experiences on business operation students training by student's mentor or role model entrepreneur to acquire first-hand knowledge, skills and competence in chosen field	3.62	Suitable
19	Seminar in entrepreneurship education business plan, proposal and practical feasibility studies report presentation for an identified business opportunity.	3.59	Suitable
	Grand Mean	**3.52**	**Suitable**

The data in Table 1 show that all the curriculum content of entrepreneurship education listed were indicated by the respondents as suitable for producing capable entrepreneurs in

tertiary institutions in Anambra state.

Table 2: Business educators' mean rating of teaching methods and strategies for producing capable entrepreneurs by tertiary institutions in Anambra State

S/N	Teaching Methods and Strategies	Mean	Remarks
20	Lecture	2.36	Not Effective
21	Demonstration	3.43	Effective
22	Inquiry	3.31	Effective
23	Co-operative	3.15	Effective
24	Field Trip	3.46	Effective
25	Socratic (Questioning)	3.21	Effective
26	Internship	3.50	Effective
27	Conferences, seminars/workshop	3.53	Effective
28	Business plan development instructional strategy	3.62	Effective
29	Industrial collaboration instructional strategy	3.65	Effective
30	Laboratory centered instructional strategy	3.50	Effective
31	Teacher aided case analysis instructional strategy	3.46	Effective
32	Computer aided instructional strategy	3.53	Effective
	Grand Mean	**3.35**	**Effective**

The data in Table 2 show that all the teaching methods and strategies for teaching entrepreneurship education were indicated by the respondents as effective except lecture method which was indicated as not effective.

Test of Significance

H_{o1}: *There is no significant difference in the mean rating of experienced and less experienced business educators on the curriculum content suitable for producing capable entrepreneurs in tertiary institutions in Anambra State.*

Table 3: Summary of z-test of mean rating of experienced and less experienced business educators on curriculum content suitable for producing capable entrepreneurs in tertiary institutions in Anambra State

Variable Category	N	X	SD	SE Mean	Decision
Experienced	24	3.36	0.35	0.09	Accept H_{o1}
Less Experienced	18	3.48	0.21	0.05	

95% CI for mu High mu Low: (-0.35, 0.10)

T-Test of difference = 0 (vs not =): T-Value =-1.15 P-Value=0.26 DF=24

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The data in Table 3 show p-value of 0.26 to be greater than alpha level of 0.05, therefore, the hypothesis of no significant difference in the opinion of experienced and less experienced business educators on the curriculum content suitable for producing capable entrepreneurs in tertiary institutions in Anambra state is upheld.

H_{o2}: *There is no significant difference in the mean rating of business educators in universities, polytechnics and colleges of education on teaching methods/strategies that are effective for producing capable entrepreneurs in tertiary institutions in Anambra State.*

Table 4: Summary of ANOVA on mean rating of business educators in university, colleges of education and polytechnics on effective teaching methods and strategies for teaching entrepreneurship education in tertiary institutions in Anambra State.

Source	DF	Sum of Square	Mean Square	F	P	Decision
Between Groups	2	0.001	0.0005			
				0.01	0.98	Accept Ho1
Within Groups	42	2.1647	0.0401			
Total	**44**	**2.1657**				

The data in Table 4 show p-value of the analysis as 0.98 which is greater than alpha level of 0.05, this implies that there exist enough evidence to accept the null hypothesis and conclude that there is no significant difference in the mean responses of business educators in University, Colleges of Education and Polytechnics on teaching methods/ strategies effective for producing capable entrepreneurs in tertiary institution Anambra State.

Discussion of Findings

Regarding the first research question which sought to ascertain business educators' opinions on components of the curriculum contents that are suitable for producing capable entrepreneurs by tertiary institutions, the result of the analysis revealed that business educators perceived all the listed curriculum content as suitable for producing capable entrepreneurs in tertiary institutions in Anambra State.

Considering the second research question which sought to find out business educators' opinions on teaching methods/strategies effective for producing capable entrepreneurs by tertiary institutions. The result of the analysis revealed that business educators perceived all the methods/strategies as effective except lecture method, which they viewed as not effective for producing capable entrepreneurs in tertiary institutions in Anambra State. Their response is in line with the views of Kizlik (2012) and Akudolu (2010) who stated that motor skills can

seldom be learnt through listening to lectures, and that the only effective way students can perfect skills is through hands-on practice.

The test of the hypotheses showed that all the items had their p-value greater than the alpha level of significance of 0.05. Therefore, they were upheld.

Conclusion

This study has revealed that business educators perceive the components of the curriculum content of entrepreneurship used in tertiary institutions as suitable for producing capable entrepreneurs and the teaching methods/strategies employed in teaching entrepreneurship education as effective except for lecture method.

Recommendations

In the line of the findings and conclusion of this study, it is recommended that;

1. Hands-on-practical skills approach should be employed by business educators in teaching requisite skills and knowledge that can groom students of tertiary institutions as capable business owners who can visualize business opportunities and exploit these opportunities using the skills acquired in school.
2. Management board of tertiary institutions should train and re-train business educators as to make them more effective in imparting requisite skills for entrepreneurial success on students.
3. Government at all levels and business organizations should support entrepreneurship education in tertiary institutions by providing funds for equipping laboratories and workshops; and materials for practical illustrations.
4. Supervisory agencies such as the NBTE, NUC, NCCE and other stakeholders in education should constantly review entrepreneurship education curriculum to include important components that are relevant which may not be in the curriculum, and ensure effective implementation of the contents.

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