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INTERACTIVE LEARNING STRATEGIES CONSIDERED EFFECTIVE BY BUSINESS STUDIES TEACHERS FOR DEVELOPING SECONDARY SCHOOLS STUDENTS' ENTREPRENEURIAL SKILLS IN ANAMBRA STATE

Chika M. Ile [1]&Ngozi H. Uwakwe[2]
[1,2]*Department ofTechnology and Vocational Education, Nnamdi Azikiwe University*
cm.iler@unizik.edu.ng

Abstract
The study determined the interactive learning strategies considered effective by business studies teachers for developing entrepreneurial skills among students in secondary schools in Anambra State. One research question was raised and two hull hypotheses were tested at 0.05 level of significance. The study adopted the descriptive survey design. The entire population of 192 business studies teachers in the existing 143 secondary schools in Awka, Nnewi and Onitsha Education zones of Anambra State were used for the study without sampling. A structured questionnaire that was validated by three experts was used for data collection. Cronbach's alpha method was used to establish the reliability of the instrument which yielded a coefficient of 0.86. Mean and standard deviation were used to answer the research question and determine the homogeneity of responses, while t-test was used to test the hypotheses at 0.05 level of significance. The findings revealed that business studies teachers consider interactive learning strategieshighly effective for developing entrepreneurial skills among students in secondary schools in Anambra State. The findings also revealed that business studies teachers do not differ significantly in their mean ratings on interactive learning strategies considered effective for developing entrepreneurial skills among students in secondary schools in Anambra Stateas a result of their year of teaching experience and educational qualification. It was recommended among that interactive learning strategies should be frequently used by business studies teachers in the classroom.
Keywords. Interactive learning strategies, business studies teachers, entrepreneurial skills.

Introduction

Secondary school education refers to post-primary formal education offered to children who have successfully completed their primary school education. The importance of secondary school education cannot be overemphasized because it consumes the products of primary schools and produce candidates for tertiary education in the nation (Abdulrahaman, 2014). The Nigerian secondary school education is divided into the junior and senior secondary school level. At the senior secondary school level, the core subjects are Mathematics, English language, one Nigeria language among: Yoruba, Igbo and Hausa and others like Physics, Chemistry, Biology, Agricultural Science and Economics. These core subjects are designed to give secondary school students the opportunities to offer arts, business or science courses upon graduation into tertiary education. The need to prepare Nigerian secondary school students for the world of work necessitated the introduction of business studies in secondary schools.

Business studies are commercial based subjects designed to develop financial literacy and economic understanding of the business environment among Nigerian secondary school

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students. At the junior secondary school level, business studies teachers expose students to pre-vocational subjects to enable them have general awareness about business. Here, students are taught office practice, commerce, book keeping, shorthand and typewriting. While, at the senior secondary school level, business studies teachers expose students to vocational subjects to enable them use the general understanding about business at the junior secondary level to acquire business skills and experiences that will prepare them for work in business organisations. Here, students are taught business related subjects such as Economics, Financial Accounting, Commerce as well as 34 trade or entrepreneurship subjects which include Insurance, Stenography, Data Processing, Marketing, and Salesmanship among others, of which senior secondary school students must learn at least one of them before graduation (Federal Republic of Nigeria, 2013). The teaching of business studies in secondary schools is the professional obligation of business subject teachers.

Business studies teachers play important role in the teaching and learning of business studies in secondary schools and business education courses in tertiary institutions. According to Ibelegbu (2013), a business studies teachers is someone who is trained in pedagogical areas of business education and is charged with the responsibilities of imparting the knowledge, skills and attitudes of the workplace in schools. In their view, Ezenwafor and Onokpaunu (2017) asserted that business studies teachers are professionally trained teachers of business subjects who are competentin teaching the content of business education curriculum in the faculty of education inuniversities and colleges of education. Furthermore, Ekoh and Okwuanaso (2013) maintained that a quality business studies teacher must be well prepared and well informed, possessing the requisite skills, knowledge and attributes required in the field of business education. The teaching of business studies must take centre focus across all levels of educational institutions in Nigeria in order to produce graduates with entrepreneurial skills to start up innovative business entities.

Entrepreneurial skills are fresh business ideas that graduates and non-graduates of educational institutions use to create successful professional lives as entrepreneurs in the business world. In educational literature, entrepreneurial skills are academic knowledge and practical competencies which are fundamental to the establishment and sustainable operation of small and medium scale enterprises (Ezenwafor & Onokpaunu, 2017). In entrepreneurship context, the United Nations (2016) identified entrepreneurial skills as key elements for advancing social cohesion, lessening economics disparities and extending open doors for all individuals in the advancement of business creation. Entrepreneurial skills are vital business acumen that individuals use to facilitate business creation and innovation.

One can infer that entrepreneurial skills are opportunity recognition initiatives taken by persons to provide goods and services at a marketable value in any business environment. Correspondingly, Gundry, Ofstein and Kickul (2014) defined entrepreneurial skills as risk-taking initiatives nurtured to start a business or to create a new value in the business environment. The Global e-Schools and Communities Initiative (2013) noted that entrepreneurial skills are non-cognitive skills which include communication, creativity and innovation, teamwork and collaboration, critical thinking and problem solving, desirability and feasibility, ICT literacy, social and cross-cultural, learning and self-direction, management and leadership, and flexibility and adaptability skills.

The teaching of business studiesin Nigerian secondary schools can serve as a catalyst for promoting entrepreneurial skills among students during and after schooling. Identifying effective strategies for developing entrepreneurial skills among students in the classroom is one of the characteristics of a competent business studies teacher. One of such strategies is

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interactive learning strategies. According to Atanasescu and Dumitr (2013), interactive learning strategies are instructional settings which allow confrontation of intelligent ideas and creative arguments between educators and learners in academic subjects. In practical terms, interactive learning strategies are instructional arrangements where the student to a greater extent becomes the subject of an educational activity. The students' enters into dialogue with the teacher and other participants of the pedagogical process, and actively participates in the cognitive activities of the classroom in line with the entrepreneurial world to help them recognize business opportunities that could lead to feasible business venture creation in the society.

According to Khanin (2013), interactive learning strategies are collaborative environment of students and teachers, which exists in close cooperation with all participants in the discussion, exchange of views and ideas on issues raised in the classroom. Interactive learning strategies include guest speaker presentation, buzz session, business game and group discussion among others (Esmi, Marzoughi&Torkzadeh, 2015). Where interactive learning strategies are applied, students actively participate in any educational activity, simulate professional situations, perform creative and research tasks, engage in discussions with fellow students, and learn to substantiate their point of view using arguments (Senthamarai, 2018).

A number of variables such as years of teaching experience and educational qualifications among others could influence interactive learning strategies considered effective by business studies teachers for developing entrepreneurial skills among students.Years of teaching experience refers to the classification of inexperienced and experienced business studies teachers in educational institutions. Given their years of professional service, one can assume that experienced business studies teachers may be competent in selecting effective interactive learning strategiesfor developing entrepreneurial skills among students than inexperienced business studies teachers. However, this assumption needs to be supported by empirical evidence.Closely related to teachers' years of teaching experience is their educational qualifications. Educational qualification refers to the scholastic attainment of business studies teachers. In this study, educational qualification relates to the categories of teaching qualifications, that is, Bachelor degree (B.Sc Ed) or Postgraduate degrees (M.Sc Ed and PhD) of business studies teachers. It is assumed that business studies teachers with higher teaching qualifications are more entrepreneurial inclined to identify effective interactive learning strategies for developing entrepreneurial skills among students than their counterparts with basic teaching qualification. Incidentally, this assertion needs to be supported by empirical investigation. Upon this fulcrum, the study sought to ascertain interactive learning strategies considered effective by business studies teachers for developing entrepreneurial skills among students in secondary schools in Anambra State.

Statement of the Problem

The quality of instruction in business studies in secondary schools largely depend on the instructional strategies adopted by business studies teachers. In today's Nigerian secondary school classrooms, the teaching of business studies is too theoretical as students are engrossed with reading about business with little or no exposure to hands-on experiences that would help them acquire basic entrepreneurial skills to start, grow and maintain a business venture. The problem of this study is that, the current chalkboard and talk instructional strategy used for teaching business studies are not comprehensive enough to prepare secondary school students for life as entrepreneurs in the business world. Hence, the study sought to assess the interactive learning, strategies considered effective by business studies teachers for developing entrepreneurial skills among students in secondary schools in Anambra State, Nigeria.

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Research Questions

The following research questions guided the study:

1. What interactive learning strategies do business studies teachers considered effective for developing entrepreneurial skills among students in secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Experienced and less experienced business studies teachers do not differ significantly in their mean ratings on interactive learning strategies considered effective for developing entrepreneurial skills among students in secondary schools in Anambra State.
2. Business studies teachers with first degree and postgraduate degree do not differ significantly in their mean ratings on interactive learning strategies considered effective for developing entrepreneurial skills among students in secondary schools in Anambra State.

Methods

This study adopted a descriptive survey design. The study was conducted in Anambra State. The population of the study comprised 192 business studies teachers in the existing 143 secondary schools in Awka, Nnewi and Onitsha Education zones of Anambra State. The entire population was studied without sampling since the population was manageable. A structured questionnaire titled "Strategies for Developing Entrepreneurial Skills Questionnaire (SDESQ)" developed by the researcher based on the review of related literature. The SDESQ is divided intotwo sections, A and B. Section A contained demographic informationof the respondents while Section B contained nine items on interactive learning strategies considered effective for developing entrepreneurial skills among students on a five point rating scale of Very Highly Effective (VHE), Highly Effective (HE), Moderately Effective (ME), Lowly Effective (LE) and Not Effective (NE). The instrument for data collection was subjected to face validity by three experts. Cronbach's alpha formula to determine the internal consistency of the questionnaire items which yielded a reliability co-efficients of 0.86. Descriptive statistics of mean and standard deviation were used to analyse data collected in relations to the research question. Whilemean was used to answer the research question, standard deviation was used to determine the homogeneity of the respondents' views. Inferential statistics of t-test was employed for testing the null hypotheses at 0.05 level of significance. An hypothesis was accepted where the p-value is greater than the alpha level of 0.05 ($p > 0.05$), at a degree of freedom; otherwise, the null hypothesis was rejected. The analysis was carried out using SPSS version 23.0.

Results

Research Question 1: What interactive learning strategies do business studies teachers consider effective for developing entrepreneurial skills among students in secondary schools in Anambra State?

Data relating to this research question are analyzed and presented in Table 1.

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Table 1. Mean ratings on the interactive learning strategies consider effective for developing entrepreneurial skills among students

S/N	Items	$\bar{X}$	SD	Remarks
1	Brainstorming	4.38	.64	Highly Effective
2	Buzz session	3.99	.41	Highly Effective
3	Roundtable instructional strategy	2.45	.33	Lowly Effective
4	Business game	4.40	.51	Highly Effective
5	Think-pair-share	2.39	.72	Lowly Effective
6	Jigsaw learning	2.46	.49	Lowly Effective
7	Group discussion	4.47	.60	Highly Effective
8	Round robin	2.45	.38	Lowly Effective
9	Guest s[eaker presentations	4.91	.70	Very Highly Effective
	Cluster Mean	3.53		Highly Effective

Data in Table 1 show that respondents consider four out of the nine listed interactive learning strategieswith mean ratings ranging from 3.99 to 4.47 as highly effective for developing entrepreneurial skills among students. Four items with mean ratings ranging from 2.39 to 2.46 are considered lowly effective for developing entrepreneurial skills among students and one item with a mean rating of 4.91 is considered very highly effective for developing entrepreneurial skills among students. The cluster mean of 3.53 indicates thatbusiness studies teachers consider interactive learning strategieshighly effective for developing entrepreneurial skills among students in secondary schools in Anambra State. The standard deviations for the items are within the same range which shows that the respondents are homogeneous in their opinions

Hypothesis 1. Experienced and less experienced business studies teachers do not differ significantly in their mean ratings on interactive learning strategies considered effective for developing entrepreneurial skills among students in secondary schools in Anambra State.

Table 2: The t-test on interactive learning strategies considered effective for developing entrepreneurial skills by experienced and less experienced business studies teachers

Variable	N	$\bar{X}$	SD	df	P-value	Decision
Experienced	119	47.12	5.06	175	0.81	Not Significant
Less experienced	58	40.03	4.93			

Table 2 shows that there is no significant difference in the mean ratings of experienced and less experienced business studies teachers on interactive learning strategies considered effective for developing entrepreneurial skills among students in secondary schools in Anambra State. This is shown by the p-value of 0.81, which is greater than the significance level of 0.05. The null hypothesis of no significant difference between the two groups is therefore accepted.

Hypothesis 2. Business studies teachers with first degree and postgraduate degree do not differ significantly in their mean ratings on interactive learning strategies considered effective for developing entrepreneurial skills among students in secondary schools in Anambra State.

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Table 3: The t-test on interactive learning strategies considered effective for developing entrepreneurial skills based on first degree and postgraduate degree

Variable	N	$\bar{X}$	SD	df	P-value	Decision
First degree	94	38.09	3.41	175	0.67	Not Significant
Postgraduate degree	83	34.61	3.75			

Table 3 shows thatbusiness studies teachers with first degree and postgraduate degree do not differ significantly in their mean ratings on interactive learning strategies considered effective for developing entrepreneurial skills among students in secondary schools in Anambra State. This is shown by the p-value of 0.67, which is greater than the significance level of 0.05. The null hypothesis of no significant difference between the two groups is therefore accepted.

Discussion of Findings

The outcome of the study disclosed that business studies teachers considered interactive learning strategieshighly effective for developing entrepreneurial skills among students in secondary schools in Anambra State. The findings of this study agrees with that ofAtanasescu and Dumitru (2013) which discovered that interactive learning strategies are stimulating strategies that make the learning of basic and complex entrepreneurial skills possible among students in the classroom. The findings that brainstorming, buzz session, group discussion strategies are highly effective for developing entrepreneurial skills among students in secondary schools' tallyes with the study of Oyelekan, Igbokwe and Olorundare (2017) which reported that the use of interactive learning strategies collectively exposed students to necessary mental work required for entrepreneurial engagements. The finding that guest speakers' presentations strategy is very highly effective for developing entrepreneurial skills among students in secondary schools is in tandem with the study of Agommuoh and Ndirika (2017) which reported that interactive learning strategies are very effective for promoting entrepreneurial skills among students. The study discovered that think-pair-share, jigsaw learning and round robin strategies are lowly effective for developing entrepreneurial skills among students in secondary schools are not in agreement with Eromasova (2014) who reported that think-pair-share, jigsaw learning and round robin are effective innovative instructional strategies that promote entrepreneurial mindset among students and change the setting of the traditional classroom to an entrepreneurial classroom. Perhaps, business studies teachers' low rating of the effectiveness of think-pair-share, jigsaw learning and round robin strategies could be attributed to the fact that the strategies are time and task demanding to implement in the secondary school system.

The findings of the study revealed that there was no significant difference in the mean ratings of business studies teachers on interactive learning strategies considered effective for developing entrepreneurial skills among students in secondary schools in Anambra State based on their years of teaching experience and educational qualifications. This means that business studies teachers considered interactive learning strategieshighly effective for developing entrepreneurial skills among students in secondary schools in Anambra State. This finding supports, Gabriela-Paula (2013) who discovered that interactive learning strategies enable students learn how to solve real problems that involve real people thereby preparing them for productive life beyond the classroom. In agreement to this study, Costin, O'Brien and Slattery (2018) submitted that the implementation of interactive learning strategies in school curricula facilitate entrepreneurial skills development among students.

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Conclusion

The teaching of business studies in secondary schools expose students to the fundamentals of the business world and the implementation of the objectives of business studies is the function of business studies teachers. Business studies teachers are expected to use a variety of instructional strategies to build inspiration and motivation for students to become entrepreneurs. From the findings of the study, the study concludes that effective utilization of interactive learning, strategies serve as a social interaction process for students to accurately harness business opportunities from their environment with which to become major players in the ever-changing business world.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Interactive learning strategies should be frequently used by business studies teachers in the classroom because they provide social-psychological and communicative benefits.
2. Interactive learning strategies should be reflected inbusiness studies curriculum to build the awareness and facilitate the utilization of these strategies.
3. Professional conferences and in-service workshop programmes should be organized for business studies teachers to update their instructional competency on the utilisation of interactive learning strategie.

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