

STRATEGIES FOR EFFECTIVE TEACHING OF ENTREPRENEURSHIP COURSE IN TERTIARY INSTITUTIONS IN SOUTH-SOUTH NIGERIA

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Abstract

The study assessed the strategies for effective delivery of entrepreneurship course contents in south-south Nigerian tertiary institutions. The study population comprised all the 215 entrepreneurship education lecturers in the target institutions (universities, polytechnics and colleges of education). No sampling was done because the population size was manageable. Three research questions guided the study. Two hypotheses were tested at 0.05 level of significance. The descriptive survey research design was adopted for the study and a 39 item statement was used as instrument for data collection. The instrument was validated by three experts and the reliability was tested using Cronbach Alpha and a value of 0.89 was obtained. The data collected were analysed using descriptive statistics. Mean (\bar{x}) and standard deviation (SD) were used to answer the research questions. Independent t-test was used to test the hypotheses at 0.05 level of significant. The findings revealed that critical thinking strategy, case study strategy and planning strategy were effective means of delivery.

Entrepreneurship course contents in tertiary institutions in South-South Nigeria. Based the findings it was recommended that more entrepreneurship education in their curriculum, various institutions should train and retrain entrepreneurship teachers to make them to be more experienced as experienced teachers will make their teaching more effective, and teachers should make their teaching more practically-oriented so as to make more meaning to entrepreneurship education.

Keywords: Strategies; Effective Teaching; Entrepreneurship Courses; Tertiary Institutions. Nigeria

Introduction

Entrepreneurship is the process of assuming risk of uncertainty in business venture geared towards a sustainable living. It was first defined by Richard Cantillon in the 1730s which was further popularized by Jean Baptiste in the early 1800s. According to Aruwa (2004) entrepreneurship is seen as the willingness and ability of any individual to seek out investment opportunities to establish and to run an enterprise. Although there seems not to be a universally acceptable definition of entrepreneurship by scholars, but most definitions have common elements of the presence of lucrative business opportunities in the environment and enterprising individuals such as that of Gana (2001), Nwafor (2007) and Esene (2011). Schumpeter's definition of entrepreneurship emphasizes innovation such as new product, new production method, new market and new forms of organization. Through

a functional entrepreneurship education as a general studies course, students could be equipped with entrepreneurial knowledge and skills prior to graduation to enable them assume the risk of uncertainty in business ventures. Through teaching, students' innate entrepreneurial tendencies are expected to be developed. And self-rediscovering to make them become self-reliant in terms of being job creators where paid jobs are unavailable and could as well respond innovatively and creatively to the dynamics of socio-economic changes in the society.

Observations seem to show that despite the relevance of entrepreneurship education to students' entrepreneurial development the students' entrepreneurial potentials and impel their self-reliant motive. Arasti, Falavarjani, and Imanipour (2011) argued that ineffective teaching methods used in teaching entrepreneurship studies in tertiary institutions have failed to produce students with needed skills for employment or self-reliance at the expense of practical training and skill acquisitions. The numerous teaching methods available such as discussion, demonstration, dramatization, discovering, games, simulation, field trips/excursion and assignment methods among others, lecture method seems to be the one most commonly used in delivering entrepreneurship course contents in Nigerian tertiary institutions. These methods over the years seem not to have yielded the desired results. Students seem to be usually docile and their active participation in the teaching/learning process appears low. Many scholars have criticized the method to be ancient and archaic. Experts in the field of entrepreneurship are clamouring for effective teaching strategies rather than methods as strategies are sine-qua-non to students' effective learning, retention and acquisition of relevant knowledge and skills. Teaching strategy is a long term plan of action designed to achieve a particular goal. Akpomi (2009) decried the use of lecture method as the only conventional method in teaching entrepreneurship course and condemned the entire process to be too mechanical. Lecture method encourages rote learning because it merely presents information or idea to the students depending on the capability of the lecturer in effective instructional delivery process. This may possibly hamper students' ingenuity and skew their entrepreneurial skills acquisition to a different direction. A good teaching process must create room for students ingenuity through varying of activities.

Functional entrepreneurship education calls for creative teaching strategies/approaches that will focus on learners' ingenuity and the role of the teacher. This would facilitate the active participation of the students through varying teaching strategies. Arasti, Falavarjani, and Imanipour (2011) identified the followings: teacher oriented methods, students oriented methods like lecture method, problem solving method, demonstration method, assignment, use of games and simulation as effective strategies for teaching and learning in entrepreneurship education. Some of the teaching strategies include critical plan which is a step and diplomacy employed in ensuring effective instructional delivering to attain the lesson objectives and set goals. It is also a powerful tool employed by teachers teaching entrepreneurship that help to schedule and manage complex projects or issues. Nwachukwu (2001) stated that teaching strategies are decisions about organizing students, materials and ideas to provide learning. Arasti, Falavarjani, and Imanipour (2011) posited that teaching strategies include not only the manner of presentations that the teacher employs, but everything that he/she does in the way of arranging conditions, grouping students, guiding activities, making assignments and providing information to aid learning. Teaching methods as the step by step procedures of instructional delivery could be complemented with effective strategies to facilitate the attainment of the lesson objective.

Other strategies scholars considered effective include the

1. "Old war stories" approach,
2. the case study approach, the planning

3. approach and the
4. generic approach.

The case study strategy is an effective way to get students to practically apply their skills, and their understanding of learnt facts, to a real-world situation. It is particularly useful where situations are complex and solutions are uncertain. The planning approach/strategy attempts to establish the future picture of teaching and learning provision in an institution and identify means of realizing it, while the generic strategy is used to gain competitive advantage over others. These include cost leadership, differentiation and focus. The old war stories approach refers to an approach whereby a successful entrepreneur could be invited to give career talk to motivate students by relaying series of successful entrepreneurship stories. Greene (2011) opined that successful entrepreneurs within and outside the country should be invited to lecture students in higher institutions on entrepreneurial adventures to ensure effective entrepreneurship training. Case study approach encourages visitation to existing businesses which can be used as example to analyse students' future role expectation in the world of work. Nelson and Johnson (2008) posited that through visitation instructors can expose students to successful small businesses thereby providing them the opportunities to practice their skills to become familiar with entrepreneurial and management tasks and as well introduce them to contacts with which they can draw upon to pursue their entrepreneurial dreams. In the planning approach is a detailed business plan used to teach students. This plan will specify the detailed objectives, budgets and programmes of activities. Okolocha and Ile (2011) opined that students' entrepreneurial skills will improve if they learn how to prepare business plan and gain mastery of the content with the teacher acting as a facilitator. The generic approach emphasizes the contingency approach i.e. the formulation of entrepreneurial actions based on existing market force. Davis (1983) posited that educators should inculcate entrepreneurial skills unto students at all levels of education by analyzing the market system, developing attitude about it and begin to express value of the market system to society. Teachers both male and female have to be experienced in content delivery. Experienced teachers as used in this study are those who have spent 10 years and above in service while inexperienced teachers are those who have spent less than 10 years in service. Tertiary institutions as used in this study include universities, polytechnics and colleges of education.

The fact remains that despite the numerous teaching strategies available, yet lecturers continuously use the orthodox lecture method as a conventional method of imparting knowledge to students. They seem not to complement it with motivational strategies like predictive expectancy and other varying strategies such as lecturers' collegiality and academic-industrial synergy. These strategies could stimulate students' motive-drive to learning, lesson individual's lecture's work load and make them resilient in adverse condition as well as expose students to effective practical training using industries, facilities and equipment. The strategies could as well enhance their effectiveness in the instructional delivering process. They could make the lesson to be thought-provoking and students could be strategic and committed to the teaching/learning process to impel their ingenuity. Oriazowanlan (2013) posited that collegiality could increase lecturers' competencies in instructional delivering practice and makes them become resilient even in adverse conditions. The researcher also opined that business education industrial synergy guarantee students' free access to industries' facilities and equipment for effective, comprehensive and creative learning. Oriazowanlan and Salami (2013) opined that predictive expectancy could be used for better instructions, directions, reflection, meta-cognitive discussion and other activities to guarantee effective teaching and learning process in entrepreneurial studies.

Statement of the Problem

The objective of entrepreneurship education in the Nigeria tertiary school curriculum is geared towards the fulfillment of educational policy earmark to ensure that the learners have maximum self-development and self-fulfillment and that education should relate to the overall community needs as stated in the National Policy on Education (NPE) (2013). The onus now lies on the lecturers to ensure effective instructional delivering in order to attain the laudable set objective. Their capabilities in using continuum of teaching strategies are sine-qua non to their effectiveness in instructional delivering. Since observations show that the conventional lecture method seem to limit students as passive learners in entrepreneurship education and render the objective unattainable, therefore it becomes imperative to explore strategies that could enhance the effective delivering of the course contents, which study such as this is embarked on.

Purpose of the Study

The main purpose of the study was to assess the strategies to enhance the effective delivering of entrepreneurship course contents in south-south Nigerian tertiary institutions. Specifically, the study established the following:

1. The extent of lecturers awareness of the strategies for effective teaching Business Studies in secondary schools.
2. The critical plan strategy was used by entrepreneurship lecturers for effective delivering the course contents in tertiary institutions in South-South Nigeria.
3. The case study strategy was used by entrepreneurship lecturers for effective delivery the course contents in tertiary institutions in South-South Nigeria
4. The planning strategy was used by entrepreneurship education lecturers for effective delivering the course contents in tertiary institutions in South-South Nigeria.

Research Questions

Following research questions guided the study

1. To what extent are lecturers aware of the strategies for effective teaching Business Studies in secondary schools?
2. To what extent are familiar with effective strategies for teaching Business Studies?
3. To what extent are lecturers utilizing the various teaching strategies?
4. To what extent are lecturers equipped with the skills of using effective teaching strategies?

Hypotheses

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

1. There is no significant difference between male and female entrepreneurship teachers in teaching entrepreneurship course content using critical thinking strategy.
2. There is no significant difference between experienced and inexperienced entrepreneurship teachers in teaching entrepreneurship course content using case study strategy.

Methodology

The descriptive survey research design was employed for this study. According to Leary (2010) a descriptive survey uses questionnaire and interview to collect information about large group by gathering information from few people attitudes, beliefs, feelings, behaviours, and lifestyles representative of a group.

Population

The population consisted of 215 entrepreneurship lecturers in tertiary institutions in South-South Nigeria. No sampling was made as the entire population was used for the study. The instrument used to collect data for this study was a structured questionnaire titled Strategy for Teaching Entrepreneurship Questionnaire (STEQ). The instrument was made up of two sections A and B. Section A consisted of demographic data, such as name of school, and location of school, Section B consisted of 40 items on assessment of strategies for effective delivery of entrepreneurship contents in tertiary institutions in South-South Nigeria. The instrument examined variables such as critical plan, case study, planning approach, and generic approach. The instrument used for the study was a 4-point rating scale made up of four response options of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

The instrument designed for the study was validated by three experts from University of Benin and one other expert in Measurement and Evaluation, Faculty of Education, University of Benin. The reliability of the data collected was determined by using Cronbach Alpha method. The instrument was administered to 20 entrepreneurship lecturers in South-East Zone of Nigeria. The coefficient for critical plans strategy was 0.81, case study strategy 0.85, and planning strategy was 0.82. The value of the reliability obtained for the entire variables was 0.83.

Method of Data Collection

Copies of the questionnaire were administered on 215 entrepreneurship lecturers spread across South-south tertiary institutions. The researchers personally administered some of the questionnaire items to the respondents, while two research assistants were employed and briefed for two weeks helped to who administered others. One week was given to the respondents before going back to collect the questionnaire for those who were unable to fill them immediately.

Descriptive statistics of Mean (\bar{x}) and Standard Deviation were used to answer all the research questions, while independent t-test was used to test the hypotheses at 0.05 level of significance. Any item whose mean score was 2.50 and above were regarded as agreed. On the other hand, any item which had a mean below 2.50 was regarded as disagreed.

Data Presentation and Analysis

Research Question 1

What is critical plan strategy used to teach entrepreneurship course contents by entrepreneurship lecturers in tertiary institutions in South-South Nigeria?

The data collected in respect of this question are shown in Table 1.

Table 1: Mean and Standard Deviation of Critical Plan Strategy

S/N	Items	Mean (\bar{X})	SD	Remark
1	Monitoring of achievement of students makes students perform better	3.69	0.85	Agreed
2	Planning of tasks that must be completed makes teaching effective	2.72	1.28	Agreed
3	Preparation of schedule and resource planning makes teaching worthwhile	2.11	1.41	Disagreed
4	Taking of remedial actions makes teaching effective	2.13	1.39	Disagreed
5	Developing and testing of plan bring about effective teaching	3.85	0.72	Agreed
6	Identifying tasks that must be completed on time makes teaching effective	3.46	1.02	Agreed
7	Identifying minimum length of time is a good source of strength for lecturers	1.96	0.98	Disagreed
8	Listing all activities in the plan enhances effective teaching	3.86	0.72	Agreed
9	Plotting the activities as circle helps in effective teaching	3.11	1.06	Agreed
10	Rewarding the students gives room for their participation	3.11	1.06	Agreed
11	Tolerating failures gives students to learn	2.97	1.68	Agreed
12	Clarifying the decision rules gives room for effective teaching	3.23	1.01	Agreed
13	Getting students involved in creating their own goals enhances effective teaching	2.14	1.56	Disagreed
14	Keeping focus on results brings about effective teaching	2.49	1.23	Disagreed
15	Designing flexibility into plans enhances teaching	3.01	0.98	Agreed
16	Seeking advice from others enhances teaching	3.06	0.78	Agreed
17	Ability to be non-judgemental	3.17	0.89	Agreed
18	Expanding opportunities both current and new	3.86	0.72	Agreed
Grand Mean/Standard Deviation		2.99	1.10	Agreed

Researcher's Fieldwork (2019)

The data shown in Table 1 reveal that the mean responses and standard deviation of teachers teaching entrepreneurship. The value of the mean responses range from 1.96 to 3.86 reveal that the respondents agreed that critical plan strategy is an effective means of delivery entrepreneurship course contents. The values of the standard deviation range from 0.72 to 1.68 further reveal that the responses were relatively in consensus with the mean values. The grand mean of 2.99 conclusively show that the respondents agreed that teachers using critical plan strategy were effective in delivery entrepreneurship course contents.

Table 2: Mean and Standard Deviation of Case Study Strategy

S/N	Items	Mean	SD	Remark
19	It is highly adaptable that involves problem-based learning	3.11	1.06	Agreed
20	It promotes group discussion and solving of complex problem	2.93	1.46	Agreed
21	It helps to facilitate development of higher levels Bloom's taxonomy of cognitive learning	3.97	0.68	Agreed
22	It helps in moving beyond recall knowledge to analysis, evaluation, and application	3.63	0.92	Agreed
23	It helps to facilitate interdisciplinary learning and can be used to highlight connections between specific academic topics and real world societal issues	3.71	0.76	Agreed
24	It increases students' motivation to participate in class Activities	3.12	1.04	Agreed
25	It helps to improve students' ability to synthesize complex analytical questions about real world issues	2.84	0.47	Agreed
26	It promotes critical thinking, learning and participation among students	3.57	1.13	Agreed
27	It bridges the gap between theory and practice and between the academy and the workplace	3.64	0.78	Agreed
28	It gives students practice identifying the parameters of a problem, recognizing and articulating positions evaluating courses of action and arguing different points of view	3.41	0.81	Agreed
29	It gives students ample time to read and think about the Case	2.94	0.77	Agreed
30	It creates groups and monitor them to make sure everyone is involved	2.52	1.06	Agreed
31	It helps students to ask questions for clarification and to move discussion to another level	2.78	0.92	Agreed
Grand Mean/Standard Deviation		3.03	0.91	Agreed

Research's Fieldwork (2019)

The data shown in Table 2 reveal that the mean responses and standard deviation of teachers teaching entrepreneurship. The value of the mean responses range from 2.52 to 3.97 reveal that the respondents agreed that case study strategy is an effective means of delivery entrepreneurship course contents. The values of the standard deviation range from 0.47 to 1.13 further reveal that the responses were relatively in consensus with the mean values. The grand mean of 3.03 conclusively show that the respondents agreed that teachers using case study strategy were effective in delivery entrepreneurship course contents.

Table 3: Mean and Standard Deviation of Planning Strategy

S/N	Items	Mean	SD	Remark
32	Balancing teaching strategies with learning strategies keeps teachers and students actively engaged and focused on the same purpose	3.41	0.62	Agreed
33	Create the assessment before developing Content improves students' learning	3.46	0.49	Agreed
34	Writing objectives for students to read improves their study habit	3.16	0.37	Agreed
35	Creating presentations that do more showing and less telling enhances students their study habit	3.09	0.72	Agreed
36	It helps not to forget the introverts	3.16	0.53	Agreed
37	It provides more opportunities for students to choose how they accomplish tasks	3.45	0.80	Agreed
38	It helps to integrate productive struggle into the curriculum	3.08	0.72	Agreed
39	Knowing the standards curriculum, core concepts, and strategies improves teaching	3.44	0.32	Agreed
Grand Mean/Standard Deviation		3.28	0.57	Agreed

Researcher's Fieldwork (2017)

The data shown in Table 3 reveal that the mean responses and standard deviation of teachers teaching entrepreneurship. The value of the mean responses range from 3.08 to 3.46 reveal that the respondents agreed that planning strategy is an effective means of delivery entrepreneurship course contents. The values of the standard deviation range from 0.32 to 0.80 further reveal that the responses were relatively in consensus with the mean values. The grand mean of 3.28 conclusively shows that the respondents agreed that teachers using planning strategy were effective in delivery entrepreneurship course contents.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no significant difference between male and female entrepreneurship teachers in teaching entrepreneurship course content using critical thinking strategy
2. There is no significant difference between experienced and inexperienced entrepreneurship teachers in teaching entrepreneurship course contents using case study strategy.

Null Hypothesis 1

1. There is no significant difference between male and female entrepreneurship teachers in teaching entrepreneurship course content using critical thinking strategy.

Table 4: Summary of t-test of Male and Female Entrepreneurship Teachers of what?

Variable	Sex	N	Mean	SD	df	t-value	p-value	Decision
Critical Teachers	Male	129	19.47		3.99			
	Female	86	12.72		2.25	119	11.82	NS

NS: Not Significant

The result of Table 4 shows the summary of t-test of male and female entrepreneurship teachers in teaching entrepreneurship course contents using critical thinking strategy in tertiary institutions in South-South Nigeria. The table shows t-value of 119 as critical thinking variable. The corresponding p-value of the variable is 11.82. Since the value is greater than the alpha value of 0.05, the t-value is significant; hence there is no significant difference between the mean response of male and female teachers in teaching entrepreneurship course contents in tertiary institutions in South-South Nigeria.

Null Hypothesis

There is no significant difference between experienced and inexperienced entrepreneurship teachers in teaching entrepreneurship course contents using case study strategy.

Table 5: Summary of t-test of Experienced and Inexperienced Entrepreneurship Teacher of what

Variable	Sex	N	Mean	SD	df	t-value	p-value	Dec
Case Study Teacher	Experienced	124	20.73		2.81			
	Inexperienced	91	22.54		1.45	104	97.12	NS

NS: Not Significant

The result of Table 5 shows the summary of t-test of experienced and inexperienced entrepreneurship teachers' influence in teaching entrepreneurship course contents in tertiary institutions in South-south Nigeria. The table shows t-value of 104 as case study variable. The corresponding p-value of the variable is 97.12. Since the value is greater than the alpha value of 0.05, the t-value is significant; hence there is no significant difference between the mean response of experienced and inexperienced teaching entrepreneurship course contents in South-South Nigeria.

Major Findings

The following were the major findings:

1. Respondents agreed that teachers using critical plan strategy were effective in delivery entrepreneurship course contents.
2. Respondents agreed that teachers using case study strategy were effective in delivery entrepreneurship course contents.
3. Respondents agreed that teachers using planning strategy were effective in delivery entrepreneurship course contents.
4. There is no significant difference between the mean response of male and female teachers teaching entrepreneurship course contents in tertiary institutions in South-South Nigeria using critical thinking strategy.
5. There is no significant difference between the mean response of experienced the mean response of experienced and inexperienced teachers teaching entrepreneurship course contents in South-South Nigeria using case study strategy.

Discussion of Results

The discussion of the results obtained in this study were organized according to research questions that guided the study and hypotheses tested at 0.05 level of significance. The findings in Table 1 showed that respondents agreed that teachers using critical plan strategy were effective in delivery entrepreneurship course contents. This is in consonance with Ebersole (2017) who maintained that critical plan strategy is a process that defines the manner in which people think about, assess, view, and create the future for themselves and

others. He further stated that it is an extremely effective and valuable tool for delivery course contents in teaching. Also in consonance with the finding Alwali (2011) maintained that critical thinking improves attention and observation of the teachers, and also gives the teachers knowledge of how to get their points across more easily. He concluded by saying that it helps the teachers to write different level questions in three areas; knowledge, comprehension and application. In agreement with the finding McDunnigan (2017) opined that critical thinking helps students to ask questions about those facts learnt, draw connections between them, formulate their own thoughts on the matter, and articulate them.

The finding in Table 2 showed that respondents agreed that teachers using case study strategy were effective in delivery entrepreneurship course contents. In agreement with this finding Cochran (2000) and Robinson et al (2003) submitted that case study increases students' interest in the topic and motivation for learning. Also in agreement Herreid (2011) agreed that case study encourages implementation of the ideas and methods being taught. In disagreement with the finding Psudo (2012) opined that one of the main criticisms in case study is that the data collected cannot necessarily be generalized to the wider population. This leads to data being collected over longitudinal case studies not always being relevant or particularly useful.

The findings in Table 3 showed that respondents agreed that teachers using planning strategy were effective in delivery entrepreneurship course contents. In agreement with this finding Envisio (2016) maintained that planning strategy articulates a shared vision, mission and values, defines how success is measured, increases communication and engagement. It further maintained that a well implemented and communicated plan holds all staff accountable for their actions and encourages collaboration.

The finding in table 4 shows that there is no significant difference between the mean response of male and female teachers entrepreneurship course contents in tertiary institutions in South-South Nigeria. This finding is in agreement with Sulaiman, Kuppusamy, Ayub and Rabim (2016) who stated that there was no significant difference between male and female teachers using critical thinking disposition teaching entrepreneurship education. In the same vein Dordinejad and Porghoveh (2014) posited that there is no significant difference between male and female teachers in content delivery.

The finding in table 5 shows that there is no significant difference between the mean response of experienced and inexperienced teachers teaching entrepreneurship course contents in South-South Nigeria. This finding is disagreement with Sulaiman, Kuppusamy, Ayub and Rahim (2016) who opined that there was significant difference between experienced of novice teachers (inexperienced) and experienced teachers in teaching entrepreneurship using case study strategy. This is also in disagreement with Kini, and Podolsky (2016) who stated that teaching experience is positively associated with student achievement gains throughout a teacher's career, and more experienced teachers confer benefits to their colleagues, their students, and to the school as a whole.

Conclusion

Based on the finding it was concluded that critical thinking, case study and planning strategies are effective means of teaching entrepreneurship in South-South tertiary institution.

Recommendations

In view of the findings, the following recommendations were made:

1. More entrepreneurship teachers should be employed by management of various tertiary institutions having entrepreneurship education in their curriculum.

2. Various institutions should train and retrain entrepreneurship teachers to make them to be more experienced as experienced teachers will make their teaching more effective
3. Teachers should make their teacher more practically-oriented so as to make more meaning to entrepreneurship education

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