

**STRATEGIES CONSIDERED EFFECTIVE BY BUSINESS EDUCATORS FOR TEACHING  
ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS  
IN ANAMBRA STATE**

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**Abstract**

*Entrepreneurship education is very essential for preparing students to be job creators, job developers, efficient entrepreneurial managers and full fledged self-reliant citizens. The study identified effective strategies for teaching entrepreneurship education in tertiary institutions in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. Descriptive survey design was used for the study. The population of the study consisted of 45 business educators. No sampling was made since the population was manageable. A structured questionnaire was used for data collection. The instrument was validated by two experts. The reliability of the instrument was established using pilot test outside the population area. Data collected were analysed using Cronbach alpha reliability co-efficient which yielded co-efficient of 0.85. Data related to research questions were analysed using mean ratings while t-test was used to test the hypotheses. Findings revealed that business plan, simulation and computer-assisted instruction are effective strategies for teaching entrepreneurship education in tertiary institutions. Based on the findings, it was recommended among others that business educators and other entrepreneurship educators should make appropriate use of effective strategies during lesson instruction so as to equip students with the right skills required for entrepreneurship business.*

**Keywords:** *Strategies, Effective, Entrepreneurship Education, Business Education.*

**Introduction**

Entrepreneurship education equips individuals with skills, knowledge, attitudes and competences needed to discover business opportunities in a dynamic environment, ventures into the risk of business, create an enabling business relationship and become a successful entrepreneur. It is geared towards developing a well strong, innovative, risk venturing, well motivated and highly enterprising individual. In support of this, Wikipedia (2009) stated that entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in variety of settings. It equips the learner with the skills of realizing new business opportunities, making effective decisions, developing ideas, and methods for carrying out business risks and establishing mutual business relationship for successful operation. According to Buba, Rimamnde, Umma and Mallo (2015), the essence of entrepreneurship education is to help students acquire increased understanding of entrepreneurship and equip them with necessary entrepreneurial approaches to the world of work as well as prepare them to act as entrepreneurs and managers of new businesses.

Entrepreneurship education trains students to be job creators and self-reliant individuals. It equips them with desirable skills, knowledge, attitudes and competencies that enable them prosper in the areas of computer technologies, private business executives, marketing operations, accounting services, data base web and network technologies. It develops students skills towards business innovations, creativities, ventureness and profitability which make them efficient and progressive self-reliant citizens.

UNESCO (2002) identified the purpose of entrepreneurship education to include:

1. Educating individuals for and about business
2. Providing a planned continuous learning experience meant to equip individuals to fill up effectively three roles:
  - a. Making available and distributing goods and services as workers
  - b. Making use of the products themselves as consumers; and
  - c. Embarking on wise socio-economic decision as citizens

3. Disseminating career information to students that relate to their interests, needs and abilities to occupational opportunities in business
4. Creating educational opportunities for students preparing for career in field other than business, thereby acquiring business knowledge and skills needed to function effectively both oral and written communications, and to develop interpersonal and human relation skills.

Federal Republic of Nigeria (2004) stated in the National Policy on Education that there is need for functional education to be relevant, practical and acquisition of appropriate skills and development of competencies as equipment to the individual to live in and contribute to the development of his society. In view of this, Agbola (2014) contended that entrepreneurship education is a veritable combination of business education “education about business and “education for business”. Entrepreneurship education as well as business education should be made functional, practical and relevant to meet up with societal needs in the light of the nation’s present economic recession and unemployment crises. Training institutions should employ effective strategies during the programme instructions so as to produce highly innovative, efficient and competent entrepreneurial minded graduates.

Strategies according to Heinz (2005) is referred to the determination of the (or the fundamental purpose) and the basic long-term objectives of an enterprise, followed by adoption of courses of action and allocation of resources necessary to achieve these aims. Nwazor and Okwuanaso (2000) also advocated that strategy entails skills in managing an affair or matter in hand, and tactics for achieving an objective. Strategy in this context refers to as the method, ways, techniques, activities, behaviours adopted by the teacher to deliver his lesson.

Turner (2005) and Ayodele (2006) identified the following strategies for entrepreneurship education to include: development of apprenticeship scheme, use of computer based instruction, school-based enterprise, entrepreneur internship programme, student centered instruction method, field trip/excursion, interactive instruction, multimedia projector and use of video conferencing. Solomon (2002) also contended that the following strategies are very effective for the teaching of entrepreneurship and they include: business plan, lectures by well known professionals, case study, supervised reading programs. Appropriate use of instructional strategies are of paramount importance for effective entrepreneurship education to enable students acquire the necessary skills, knowledge and competences required for business enterprise. Osuala (2004) contended that education is a set of very valuable skills needed by the entrepreneur to avoid future trials and errors. Business education lecturers and other lecturers of entrepreneurship education must make appropriate use of effective strategies during lesson instructions to inculcate in students the desirable skills, knowledge, attitudes, values and competences required in the business world.

### **Statement of the Problem**

Entrepreneurship education is education for skill acquisition, job creation and for sustainable developments. The present unemployment crises in the country has prompted the need for effective entrepreneurship education in our institutions of higher learning to equip students with desirable skills that will make them be self-employed after graduation. Given this, Jumah and Unuigbokhai (2011) pointed out that Nigeria needs functional education programmes and faculty based entrepreneurship because the country is lagging behind in preparing her workforce for the challenges of the rapidly changing global economy. In the same vein, Kolawole and Omolayo (2006) lamented that many individuals have difficulties in translating their business ideals to realities and creating new business ventures because of lack of necessary information and skills needed to achieve their targets. To ensure proper acquisition of entrepreneurship education by business education students, teachers should make effective use of appropriate strategies during entrepreneurship education. Odigwe (2005) pointed out that teaching is made more meaningful and effective if the teacher is skillful, knowledgeable and makes appropriate use of teaching strategies during lesson delivery.

The problem of this study, therefore, is that students are not properly equipped with the necessary skills required for one to become self-employed after graduation.

### **Purpose of the Study**

The main purpose of this study was to identify strategies considered effective by business educators for teaching entrepreneurship education in tertiary institutions in Anambra State. Specifically, the study determined the extent business educators perceived:

1. Business plan as effective strategy for teaching entrepreneurship education in tertiary institutions.
2. Simulation as effective strategy for teaching entrepreneurship education in tertiary institutions.
3. Computer-assisted instruction as effective strategy for teaching entrepreneurship education in tertiary institutions.

### Research Questions

The following research questions were used for the study:

1. To what extent do business educators perceive business plan as effective strategy for teaching entrepreneurship education in tertiary institutions?
2. To what extent do business educators perceive simulation as effective strategy for teaching entrepreneurship education in tertiary institutions?
3. To what extent do business educators perceive computer-assisted instruction as effective strategy for teaching entrepreneurship education in tertiary institutions?

### Hypotheses

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

1. Male and female business educators do not differ significantly in their mean ratings of business plan as effective strategy for teaching entrepreneurship education in tertiary institutions.
2. Business educators in Universities and Colleges of Education do not differ significantly in their mean ratings of simulation as effective strategy for teaching entrepreneurship education in tertiary institutions.
3. Male and female business educators do not differ significantly in their mean ratings of computer-assisted instruction as effective strategy for teaching entrepreneurship education in tertiary institutions.

### Method

The descriptive survey research was used for this study. The study was carried out in Anambra State which is one of the states in the South-East Geo-political zone of Nigeria. The population of the study comprised of 45 business educators in all the tertiary institutions in Anambra State offering business education. Business educators were chosen because they are in a better position to know the effective strategies to be employed for teaching of entrepreneurship education for business education students. No sampling was done since the size of the population was manageable enough. Questionnaire instrument was used for data collection. The instrument was validated by two experts from business educations departments of Chukwuemeka Odumegwu Ojukwu University and Nnamdi Azikiwe University respectively. Test-retest method was used to determine the reliability of the instrument. A reliability co-efficient of 0.74 was obtained using Cronbach Alpha reliability co-efficient. Data collected in respect to the research questions were analysed using mean and standard deviation while hypotheses for the study were tested at 0.05 level of significance using t-test. A mean ratings of 3.50 – 4.00 were considered as very effective. Those that range between 2.50 – 3.49 were considered as effective. Mean ratings that range between 1.50 – 2.49 were considered as ineffective while those below 1.50 were considered as very ineffective.

### Results

**Research Question 1:** To what extent do business educators perceive business plan as effective strategy for teaching entrepreneurship education in tertiary institutions?

**Table 1: Respondents mean ratings on the extent business educators perceive each of the following aspects of business plan as effective strategy for teaching entrepreneurship education in tertiary institutions.**

(N=45)

S/N	Extent business educators perceive business plan as effective strategy	$\bar{x}$	SD	Remarks
1	Teaching students how to develop business idea	4.4	0.48	Very effective
2	Organizing result –oriented seminars on how to develop business enterprise.	4.2	0.74	Very effective
3	Developing contact for project need	4.2	0.67	Very effective
4	Identifying students weakness and teaching them how to tackle them	4.4	0.48	Very effective
5	Identifying info sources	4.3	0.47	Very effective
6	Relating the success and failures of entrepreneur to business plan	3.8	1.05	Very effective
7	Establishing and setting up operation of an enterprise and running it as a real enterprise	3.9	0.85	Very effective
	Grand mean and standard deviation	4.2	0.68	Very effective

Data presented in table 1 show that all the items had mean ratings hat ranged between 3.8 to 4.4 indicating very effective. This shows that all the aspects of business plan are effective for the teaching entrepreneurship education. Grand mean of 4.2 indicates respondents rated business plan as an effective strategy for the teaching of entrepreneurship education in tertiary institutions in Anambra State. The grand standard deviation of 0.68 shows the relatedness of the respondents rating of business plan as effective strategy for the teaching of entrepreneurship education.

**Research Question 2:** To what extent do business educators perceive simulation as effective strategy for teaching entrepreneurship education in tertiary institutions?

**Table 2: Respondents mean ratings on the extent business educators perceive each of the following aspects of simulation as effective strategy for teaching entrepreneurship education in tertiary institutions.**

(N=45)

S/N	Extent business educators perceive simulation as effective strategy	$\bar{x}$	SD	Remarks
8	Asking questions about the future firm	3.8	1.03	Very effective
9	Generating several possible scenarios	3.6	1.10	Very effective
10	Making the scenario credible and relevant	3.4	1.20	Effective
11	Redefining issues to make them easier to understand	3.5	1.22	Very effective
12	Seeking out and promoting innovative ideas	4.0	0.95	Very effective
13	Carrying out unambiguous communication relating to different aspects of business	4.2	0.66	Very effective
14	Ability of making cost benefit analysis	4.3	0.47	Very effective
15	Sense-making and opportunity seeking process	4.2	0.73	Very effective
Grand Mean and Standard Deviation		3.9	0.92	Very effective

Data in table 2 reveal that out of eight items on aspects of simulation strategy, seven had mean ratings ranging between 3.5 to 4.3 indicating very effective while only one item had mean rating of 3.4 indicating effective. The grand mean of this category 3.9 indicates that the respondents rated simulation as effective strategy for teaching entrepreneurship education. The standard deviation of 0.92 shows that the respondents were similar in their view of simulation as effective strategy for teaching entrepreneurship education.

**Research Question 3:** To what extent do business educators perceive computer- assisted instruction as effective strategy for teaching entrepreneurship education in tertiary institutions?

**Table 3: Respondents mean ratings on the extent business educators perceive each of the following aspects of computer-assisted instruction as effective strategy for teaching entrepreneurship education in tertiary institutions.**

(N=45)				
S/N	Extent business educators perceive computer-assisted instruction as effective strategy	$\bar{x}$	SD	Remarks
16	Ability to operate computer programmes showing business analysis	4.4	0.49	Very effective
17	Ability to use film display shows to conduct meeting	4.1	0.85	Very effective
18	Ability to have data base Microsoft access for storage and administration of data for business	4.4	0.49	Very effective
19	Ability to use spreadsheet to work accounting procedures	4.5	0.50	Very effective
20	Ability to use electronic presentation software to create and make electronic business presentations	4.2	0.74	Very effective
21	Ability to navigate world wide web to search for business data on the internet	4.2	0.57	Very effective
22	Ability to use e-mail services to communicate effectively with business colleagues	4.2	0.67	Very effective
23	Ability of network knowledge application to business organization	4.3	0.46	Very effective
24	Ability to manage business files in the computer	4.4	0.48	Very effective
25	Ability to use video conferencing for entrepreneurship development	4.0	0.88	Very effective
Grand Mean and Standard Deviation		4.3	0.61	Very effective

Data in table 3 show that all the ten items on computer-assisted instruction strategy were rated very effective. The items had mean ratings ranging between 4.0 to 4.5. The grand mean of this category was 4.3 which indicated very effective. It was therefore concluded that business educators regarded computer-assisted instruction as effective strategy for teaching entrepreneurship education. The standard deviation of 0.61 indicates that the respondents were homogenous in their ratings of computer-assisted instruction as effective strategy for teaching entrepreneurship education.

### Hypothesis 1

Male and female business educators do not differ significantly in their mean ratings of business plan as effective strategy for teaching entrepreneurship education in tertiary institutions.

**Table 4: t-test analysis of the mean ratings of respondents on business plan as effective strategy for teaching entrepreneurship education.**

Variables	N	$\bar{x}$	S <sup>2</sup>	DF	Level of significance	t-cal	t-crit	decision
Male	14	1.85	0.55	43	0.05	0.20	1.96	Accepted
Female	31	1.9	0.73					

Table 4 shows that the calculated t-value 0.20 is less than the critical t of 1.96 at 0.05 level of significance. This means that the null hypothesis of male and female business educators do not differ significantly in their mean ratings of business plan as effective strategy for teaching entrepreneurship education in tertiary institutions is therefore accepted.

### Hypothesis 2

Business educators in Universities and Colleges of Education do not differ significantly in their mean ratings of simulation as effective strategy for teaching entrepreneurship education in tertiary institutions.

**Table 5: t-test analysis of the mean ratings of respondents on simulation as effective strategy for teaching entrepreneurship education.**

Variables	N	$\bar{x}$	S <sup>2</sup>	DF	Level of significance	t-cal	t-crit	decision
University business educators	20	2.2	1.06	4.3	0.05	0.31	1.96	Accepted
Colleges of Education business educators	25	2.2	1.04					

Table 5 shows that the calculated t of 0.31 is less than the critical t-value of 1.96 at 0.05 level of significance. This means that the null hypothesis of business educators in universities and Colleges of Education do not differ significantly in their mean ratings of simulation as effective strategy for teaching entrepreneurship education in tertiary institutions is therefore accepted.

### Hypothesis 3

Male and female business educators do not differ significantly in their mean ratings of computer-assisted instruction as effective strategy for teaching entrepreneurship education in tertiary institutions.

**Table 6: t-test analysis of the mean ratings of respondents on computer-assisted instruction as effective strategy for teaching entrepreneurship education.**

Variables	N	$\bar{x}$	S <sup>2</sup>	DF	Level of significance	t-cal	t-crit	decision
Male	14	1.86	0.694	43	0.05	0.40	1.96	Accepted
Female	31	1.87	0.693					

Table 6 shows that the calculated t value of 0.40 is less than the critical t of 1.96 at 0.05 level of significance. This means that the null hypothesis of male and female business educators do not differ significantly in their mean ratings of computer-assisted instruction as effective strategy for teaching entrepreneurship education in tertiary institutions is therefore accepted.

### Discussion

Tables 1–3 indicate that all aspects of business plan, simulation and computer-assisted instruction are effective strategies for teaching entrepreneurship education. Business educators considered them as effective strategies for teaching entrepreneurship education in tertiary institutions, since when properly use will equip students with skills, knowledge and attitudes for establishing and running private business enterprise.

In the areas of business plan, all the aspects were rated very effective. This is in line with Solomon (2002) declaration that business plan makes students learn to anticipate future, develop contact for their project needs and learn different info sources. It makes students focus on content rather than learning.

In the area of simulation, all the items listed were rated very effective with the exception of one item which business educators rated effective. This is in line with Honig (2004) attestation that choosing simulation makes students learn to develop their ability to adapt through action or trial and error. Okwuanaso (1992) and Nwalado (2008) affirm that teachers' proper use of simulation strategy in their lesson instructions helps students develop personal and social awareness, learn occupational skills, develop basic educational skills or remedy basic education. It enhances in students decision making skills that can be applicable in real work stations, helps them devise strategies to ensure success of their small firm.

Consequently, in the area of computer-assisted instructions, all the items were rated very effective. This is in agreement with Aggrarwal (2007), Bolarinwa and Adeola (2012) assertion that knowledge of computer is an indispensable tool for business and that Nigeria has plan for more widespread use of computer and related information and communications technology in educational areas to ensure that graduating students are proficient in the areas of technology so as to meet up with the challenges of a rapidly changing business environment of the present 21<sup>st</sup> century.

The three hypotheses tested were upheld, this indicates that the respondents were of the same view that they consider the strategies very effective for teaching entrepreneurship education.

## Conclusion

From the findings of the study, it was concluded that business plan, simulation and computer-assisted instruction are effective strategies for teaching entrepreneurship education in tertiary institutions. Business educators and other entrepreneurship educators should therefore make effective use of these strategies for proper entrepreneurship education delivery.

## Recommendations

Based on the findings of the study, the following recommendations are made:

1. Entrepreneurship educators should make appropriate use of effective strategies during lesson instructions so as to equip students with the necessary skills required for entrepreneurship business.
2. Institutions of higher learning should create awareness to entrepreneurship educators on the need to adopt effective strategies for teaching entrepreneurship education since it will enable students acquire the required skills.
3. Curriculum planners should incorporate in entrepreneurship education curriculum the right strategies required for effective teaching to enable the programme achieve its goal of equipping the students with skills needed to become self-reliant.

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