

# COMPARATIVE EVALUATION OF THE APPROPRIATENESS OF TEACHING STRATEGIES USED IN THE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION IN PRIVATE AND PUBLIC UNIVERSITIES IN NORTH-CENTRAL NIGERIA

**<sup>1</sup> Dr. AYUB, AbdulGaniy**

*Dept. of Social Sciences Education,*

*Faculty of Education,*

*University of Ilorin, Ilorin, Nigeria.*

*Correspondence e-mail: nigeriawillbegreat.123@gmail.com*

**<sup>2</sup> Prof. Hamdallat T. Yusuf**

*Dept. of Social Sciences Education,*

*Faculty of Education,*

*University of Ilorin, Ilorin, Nigeria.*

*e-mail: hamdallatyusuf@unilorin.edu.ng*

## **Abstract**

*One of the yet-to-be-resolved issues confronting entrepreneurship education as shown in literature is how to teach it. This study, therefore, aimed to find out and comparatively determine the appropriateness of the teaching strategies used in the implementation of entrepreneurship education curricula in private and public universities in north-central Nigeria. All undergraduates at 400 levels in the study locale formed the study population. Four hundred and sixty-nine and three thousand eight hundred and twenty-five undergraduates were sampled from private and public universities, respectively. This gave four thousand two hundred and ninety-four undergraduates sampled through proportional quota and simple random sampling techniques. A researcher-designed instrument was used to collect data. This instrument was validated and tested for reliability, with 0.78 and 0.75 obtained, respectively. Mean and standard deviation were used to analyze the data gathered. The study's findings showed that conventional methods, which were judged to be inappropriate, were the strategies always used by lecturers in private and public universities in the implementation of the curriculum. The study recommends*

*that lecturers be encouraged to use experiential learning strategies that are appropriate in the implementation of entrepreneurship education curricula to ensure the actualization of the laudable aim of the curriculum.*

**Keywords:** Entrepreneurship education, teaching strategies, implementation, public university, private university

## **Introduction**

Entrepreneurship education is a relatively new field of study that is gaining popularity worldwide, especially in the twenty-first century. This is because it is thought that it increases the propensity of young people to become entrepreneurs and the number of entrepreneurs in the future (Imaginário, Cristo, Jesus & Morales, 2016). This, according to them, will boost the economy and effectively address the challenges of youth unemployment confronting nearly all nations of the world. According to the European Commission (2014), entrepreneurship education plays a critical role in reducing youth unemployment and educating young people for a world where work patterns and practices have changed and become more unpredictable compared to the twentieth century.

The goals of entrepreneurship education, as noted by UNESCO (2012), include raising awareness of entrepreneurship and enterprise creation as a viable and realistic career option among learners; promoting and developing entrepreneurial characteristics in an individual; and encouraging that individual to become an entrepreneur if he/she wishes. This demonstrates that entrepreneurship education is concerned with an individual's and society's long-term survival. As relevant and important as entrepreneurship education is claimed to be, what exactly does it connote?

It is seen as a learning process that imbues in learners' traits and competencies such as team spirit, leadership qualities, problem-solving, negotiation skills, self-direction, and self-management, as opposed to traditional stereotype education, which places less emphasis on skills and practical orientation that may not be needed in today's world of work (Gabedeon & Raimi, 2012). As important as this field of study is to all nations in the world, most especially in addressing youth unemployment, which seems to be an insurmountable problem for the world. The academic

area has some fundamental challenges that are posing threats to effective teaching and learning as well as the actualization of the course objectives.

These challenges include what to teach. And how to teach. Other challenges affecting effective teaching and learning of the course, as revealed in the findings of a study conducted by Akpama, Etor, Akpan, and Etor (2009), include insufficiently skilled lecturers, laboratory facilities, and conducive classrooms for practical work, as well as inadequate training materials and textbooks. These are some of the problems affecting effective teaching and learning of entrepreneurship education, according to a study conducted by.

How to teach the course is one of the yet-to-be-resolved challenges confronting the academic discipline. How to teach entrepreneurship education is a question that looks at how to best ignite students' interest in entrepreneurship and how to best prepare them to acquire the knowledge, skills, and attitudes required for 21st-century jobs and to successfully establish and maintain a venture. Experiential learning in entrepreneurial education has been demonstrated to be helpful by researchers such as Inegbenebor (2006). Experiential learning entails a variety of techniques such as case analysis, business plans, consulting with practicing entrepreneurs as guest speakers, an internship in an entrepreneurially run business, students' participation in product development teams, simulation, field trips, and the use of video and films, among others.

In terms of how entrepreneurship education should be taught, (Wilson, Volkmann, & Marootti, 2009) stated that traditional classroom pedagogy must give way to the hands-on, project-based, multidisciplinary, non-linear approaches that entrepreneurship education necessitates to achieve its goals. He also emphasized that entrepreneurship demands reflective action. He further stressed that no amount of book-based learning will allow a student to advance as expected in this subject on its own. Simulation and games, interactive teamwork and group activities, action-oriented market research, recognizing market opportunities by observing and/or interviewing potential customers, and identifying community needs are all activities that are frequently required and most of the time take place outside of the classroom by learners in the field. Entrepreneurial field trips; having entrepreneurs as guest speakers; creating a business plan for expert

evaluation; and running a small business (Arasti, Falavarjani, & Imanipour, 2012).

Furthermore, an earlier study conducted by Agbola (2014) found that a larger percent of the study's respondents observed that most lecturers employ the lecture approach in the teaching of entrepreneurship education, while the project method, discovery method, and fieldwork method were never used. Apart from that, Oriazowanlan's (2013) findings on the status of entrepreneurship education in South-South Nigerian tertiary institutions as regarded by lecturers found that professors managing entrepreneurship education prefer to employ the lecture technique over other acceptable strategies.

Various facets of entrepreneurship education have been studied by researchers both in and outside of Nigeria. Mando (2016) studied the strategic management of entrepreneurship education challenges in Nigerian universities in the north-central region. Babatunde (2016) conducted a comparative study of the effects of entrepreneurship education on developing entrepreneurial graduates in Nigerian and UK higher education institutions and discovered that students in both countries had positive perceptions of the provisions after their involvement with entrepreneurship education. Specifically, Stephen (2018) worked on entrepreneurship curriculum implementation strategies in Zimbabwean universities and discovered, among other things, that there is limited incorporation of entrepreneurship curriculum into degree programs as well as a deficiency in curriculum delivery strategies in generating venture creation.

Based on the literature reviewed, the researcher discovered that no research has been done specifically on the comparative evaluation of teaching strategies used in the implementation of entrepreneurship education in the study locale, particularly in private and public universities. This is the perceived gap that this study aimed to fill.

### **Research Questions.**

- i. What are the teaching-learning strategies used in the implementation of entrepreneurship education curricula in private and public universities in Nigeria?

- ii. How appropriate are the teaching-learning strategies used in the implementation of the entrepreneurship education curriculum in private and public universities in Nigeria?

## **Methodology**

This research adopted a descriptive research design of survey type. All 251,267 undergraduates and all personnel involved in the implementation of entrepreneurship education in public and private universities in North-Central Nigeria constituted the population of the study. The target population was all (37,711) 400-level undergraduates in the study area, as well as all staff (tutors, and members of the entrepreneurship center management board). Three of the eight public universities in the locale were sampled using proportional and random sampling techniques. Four of the fifteen private universities that satisfied all of the study's criteria were also sampled using the same methods. The proportional quota and random sampling techniques were used to sample 429 undergraduates in the 400 level as respondents. This was accomplished by deducting an equal percentage from each university based on the total number of undergraduates enrolled in the 400 level. After that, 12 and 32 tutors were randomly and proportionately selected from both private and public universities, respectively. The data for this study was collected using researcher-designed instruments. This data was tested for validity and reliability, with 0.78 and 0.75 obtained, respectively. The gathered data was analyzed with the use of mean and standard deviation.

## **Results**

**Research Question 1:** *What are the teaching strategies used in the implementation of the entrepreneurship education curriculum in private and public universities in Nigeria?*

To answer this research question, undergraduates' responses on the teaching strategies used by their lecturers in the course of teaching-learning of entrepreneurship education were subjected to percentage analysis. Given that the instrument on the teaching of entrepreneurship education contained 24 items structured in a three-response type, participants with scores of 3, 2, and 1 signified that the strategies were 'Always' 'Occasionally', 'Never' used, respectively. The summary statistics are presented in Table 1.

**Table 1: Teaching strategies used in teaching entrepreneurship education**

SN	Teaching-learning strategies	Private		Public		Grand	Rank	Remark
		Mean	S.D.	Mean	S.D.			
1	Lecturing	2.75	0.48	2.76	0.46	2.76	1 <sup>st</sup>	Always
2	Class Discussion	2.40	0.63	2.40	0.64	2.40	4 <sup>th</sup>	Occasionally
3	Field trip	1.20	0.70	1.17	0.69	1.17	24 <sup>th</sup>	Never
4	Individual project	2.29	0.66	2.17	0.68	2.23	7 <sup>th</sup>	Occasionally
5	Group project	2.35	0.66	2.34	0.67	2.34	6 <sup>th</sup>	Occasionally
6	Writing a business plan	1.81	0.70	1.78	0.73	1.79	12 <sup>th</sup>	Occasionally
7	Invitation of speaker(s)	1.38	0.70	1.14	0.71	1.26	23 <sup>rd</sup>	Never
8	Group assignment	2.37	0.65	2.39	0.67	2.38	5 <sup>th</sup>	Occasionally
9	Individual assignment	2.53	0.64	2.50	0.67	2.52	2 <sup>nd</sup>	Always
10	Case study	1.97	0.74	1.94	0.74	1.96	8 <sup>th</sup>	Occasionally
11	Video presentation	1.71	0.69	1.62	0.70	1.67	14 <sup>th</sup>	Never
12	Computer simulation	1.62	0.67	1.55	0.67	1.58	18 <sup>th</sup>	Never
13	Role-play	1.57	0.70	1.58	0.69	1.57	19 <sup>th</sup>	Never
14	Real venture setting-up	1.63	0.69	1.57	0.69	1.60	17 <sup>th</sup>	Never
15	Internship	1.86	0.74	1.85	0.74	1.85	10 <sup>th</sup>	Never
16	Competition	1.89	0.69	1.83	0.70	1.86	9 <sup>th</sup>	Occasionally
17	Feasibility studies	2.50	0.50	2.53	0.50	2.51	3 <sup>rd</sup>	Always
18	Small business consultation	1.67	0.65	1.67	0.69	1.67	14 <sup>th</sup>	Occasionally
19	Entrepreneurship courses on the Web	1.85	0.73	1.81	0.73	1.83	11 <sup>th</sup>	Never
20	Conducting Mini-enterprise	1.60	0.68	1.65	0.70	1.63	16 <sup>th</sup>	Never
21	Interacting with Entrepreneurs	1.70	0.66	1.76	0.69	1.73	13 <sup>th</sup>	Never
22	Interacting with relevant Agencies	1.56	0.65	1.58	0.67	1.57	19 <sup>th</sup>	Occasionally
23	Interacting with Bankers on funding	1.46	0.63	1.49	0.64	1.48	21 <sup>st</sup>	Never
24	Interacting with Insurance personnel	1.44	0.63	1.46	0.65	1.45	22 <sup>nd</sup>	Never

As revealed in Table 1, from all the 24 teaching-learning strategies listed on the table, the undergraduates who responded to the items on this question (from private and public) attested that lecture method/strategy and

feasibility studies were the only two strategies used always by the lecturers in the course of implementation of entrepreneurship education. Strategies like classroom discussion, individual projects, group projects, writing of business plans, competition, and small business competition were occasionally used. Other strategies, apart from the one mentioned, were never used by the lecturers.

**Research Question 2:** *How appropriate are the teaching-learning strategies used in the implementation of the entrepreneurship education curriculum in private and public universities in Nigeria?*

Given that students may not have any idea on the appropriate teaching strategies that have been proven more effective in the teaching of entrepreneurship education curriculum to be in a position to determine whether the strategies used by the lecturers were appropriate or not, the researcher (being a specialist in the field of curriculum and conversant with the strategies that have been proved to be more effective in literature, therefore, used the responses provided by participants in table one to give value judgement on the appropriateness of the teaching strategies used in the implementation of the entrepreneurship education curriculum in private and public universities in Nigeria

**Value Judgment:** The teaching strategies used in the implementation of entrepreneurship curriculum in private and public universities in North-central Nigeria is comparatively not appropriate. This was because the strategies used always in the implementation of the curriculum as shown in the table were not among the innovative strategies that proved to be more appropriate in the teaching of entrepreneurship education in literature.

## **Discussion of Findings**

Moreover, the findings of the study revealed that the teaching strategies used in the implementation of the curriculum were not adequate. This was adjudged to be inadequate for the fact that entrepreneurship is a course different from many other courses in the sense that it is designed to instill students with skills to become entrepreneurs. As such, it should not be taught through the lecture method which is found to be the most used method by lecturers. This finding agrees with the finding of Oriazowanlan (2013) earlier finding which revealed that the lecture method is mostly used by lecturers handling entrepreneurship education at the expense of other

appropriate and suitable strategies. He stated in his work that “they (the lecturer) mostly used the conventional lecture method in teaching but hardly use other methods and strategies such as games, simulation, and experiential learning but occasionally use assignments.” The agreement between the two studies is a valid one. This is because the studies adopted nearly the same methodology with the same type of respondents.

The finding is also in line with that of Agboola (2014), which showed that {80%} of his study’s respondents noted that the lecture method is often used by most lecturers in the teaching of entrepreneurship education. The current study revealed that the lecture method is ranked the first among the methods used by the lecturers. If Agboola (2014) had also used ranking, the lecture method is likely to be ranked first because of its high percentages. It is worthy to note that these two studies adopted nearly the same methodology. As such, the similarity in their findings is not in any way surprising.

The finding is also in agreement with Esene (2015) in a study entitled ‘Towards improving the strategies of effective teaching of Entrepreneurship development education courses to office technology and management students of polytechnics in Delta State, Nigeria. The finding of this study revealed that the strategies used by the lecturers are teacher-centered strategies and are mainly taught theoretically. The agreement in the findings might not only be that the two studies were done at different levels of higher institutions in the same country, but also that the two studies used the same system of ranking the strategies used by the lecturers in teaching the course with students as respondents. Also, in both investigations, descriptive surveys and descriptive statistics were used.

## **Conclusion**

From the findings of this study as discussed, it was concluded that the lecture method was mostly used by lecturers in the teaching of entrepreneurship education curriculum in both private and public universities located in north-central Nigeria. This strategy is judged inappropriate. This is because entrepreneurship education as revealed in the literature should be taught using experiential strategies. This is because it has been shown in the literature that these strategies are more suitable than



the traditional chalk and talk strategies that are the most used in the universities.

## **Recommendations**

Based on the findings of this study, it is therefore recommended that lecturers handling entrepreneurship education in the universities should be encouraged to change their most-used lecture method as revealed by the study to experiential methods that are believed to facilitate effective learning of students in entrepreneurship education due to their nature.

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