



INSTRUCTIONAL APPROACHES, ENTREPRENEURIAL COMPETENCIES DEVELOPMENT AND BUSINESS EDUCATION STUDENTS' INTENTION TO BE SELF-EMPLOYED AFTER GRADUATING FROM DEGREE AWARDING INSTITUTIONS IN RIVERS STATE

Abdulkarim Adebisi Musa (Ph.D) and Allen Marcy

School of Secondary Education (Business), Federal College of Education (Tech.), Omoku, Rivers State, Nigeria

Email: profavenue@yahoo.com or abdulkabisi@gmail.com

Cite this article:

Abdulkarim A.M., Allen M. (2022), Instructional Approaches, Entrepreneurial Competencies Development and Business Education Students' Intention to be Self-Employed after Graduating from Degree Awarding Institutions in Rivers State. International Journal of Entrepreneurship and Business Innovation 5(2), 42-59. DOI: 10.52589/IJEI-AVLPNXBO

Manuscript History

Received: 3 Oct 2022

Accepted: 29 Oct 2022

Published: 19 Nov 2022

Copyright © 2022 The Author(s).

This is an Open Access article distributed under the terms of Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0), which permits anyone to share, use, reproduce and redistribute in any medium, provided the original author and source are credited.

ABSTRACT: *This study investigated instructional approaches, entrepreneurial competencies development and Business Education students' intention to be self-employed after graduating from degree awarding institutions in Rivers State. Four specific purposes, three research questions and one hypothesis were posed to guide the study. Descriptive survey research design using quantitative approach was adopted for this study. The population and sample of the study was made up of 359 undergraduate final year Business Education students from four degree awarding institutions in Rivers State who offered Entrepreneurship Education during the 2020/2021 academic year. A researcher's developed structured questionnaire was used for the study. The face validated instrument was subjected to reliability using Cronbach Alpha. The computation gave an average reliability index of 0.76 for the three clusters within the instrument. Only 342 copies of the instrument administered were successfully filled and retrieved from the respondents, this was made up of 95% of the entire number of copies administered. Data collected for the study were analysed using descriptive statistics of mean and standard deviation to answer the research questions. Multiple Linear Regression (MLR) was used to test the hypothesis at 0.05 level of significance. The results revealed that instructional approaches used for Entrepreneurship Education are conventional approach and experiential approach. The results also revealed that Business Education students agreed to have developed entrepreneurial competencies after being exposed to entrepreneurship education. The results also revealed that to a high extent Business Education students exposed to EE intend to be self-employed after graduation and this was significantly predicted by the instructional approaches used for EE and the entrepreneurial competencies developed by Business Education students. Based on the findings, the following recommendation was among others, that Centre for Entrepreneurship Development in degree awarding institutions in collaboration with Entrepreneurship Educators should provide opportunity for Business Education students to exploit adding value to local products through innovative competition as this will go a long way to stimulate their interest in taking risk and learning through fun.*

KEYWORDS: Instructional approaches, Entrepreneurial knowledge, Entrepreneurial skills, Entrepreneurial attitude.



INTRODUCTION

The major concern of any Entrepreneurship Educators today in Nigeria is how to assist students' develop entrepreneurial competencies relevant to taking risk to mobilize resources for the establishment of desired line of business as means of employment. This concern is borne out of the fact that Entrepreneurship Education (EE) in Nigeria was fast-tracked by the need to empower recipients with requisite competencies for exploiting business opportunities and starting up businesses as source of employment rather than seeking for jobs that barely exist (Abdulkarim, 2019). The United Nation Conference on Trade and Development (UNCTAD, 2018) also expressed that the focus of an effective Entrepreneurship Education programme should be to assist students develop entrepreneurial competencies that are transferable and useful to different work context. Helping students to develop the right entrepreneurial competencies for exploiting business opportunities is not as easy as it sounds; it requires Entrepreneurship Educators to carefully examine different instructional approaches, select, design and implement that which would support competency development.

Instructional approaches for assisting students to develop entrepreneurial competencies are many. According to Beatriz (2013), instructional approaches deal with how educators teach their students, that is, how do they guide their students to comprehend the content knowledge and what kind of activities would they use (lecture, tutorial, self-directed learning, case study, workshop, workplace learning, among others) to ensure skills and attitude development. Abdulkarim (2019) noted that instructional approaches to Entrepreneurship Education can either be classified as conventional, interactive, experiential, or independent. Kozlinska et al. (2020) opined that the best approach to Entrepreneurship Education (EE) is one that can empower graduates of the programme to know, understand and be able to use what they know to achieve success in their chosen career either as employed or self-employed. Gayla (2015) noted that conventional approaches to EE (such as lecture, tutorial and discussion) are good for content knowledge development, but are not adequate for facilitating some skills development outside perception skills, hence should be used in combination with other approaches that immerse students in their own learning activities. Instructional approaches to Entrepreneurship Education capable of immersing students in learning activities include experiential, mentoring and action learning (Gray, Stein, Osborn & Aitken, 2013; Abdulkarim, 2019; Kozlinska, Rebmann & Mets, 2020). Pac and Abdulkarim (2016) recommended the use of collaborative learning approach to immerse students in their own learning activities; while Odili and Ona (2017) recommended the use of enterprise mentoring to assist students develop entrepreneurial competencies. Consequently, the need to investigate students' entrepreneurial competencies development when any of these approaches is used cannot be overemphasised, hence the focus of this study.

Experiential approach to EE according to Olokundun and Borishade (2018) has been recommended by experts based on the fact that it supports real-life practical activities and active students' participation which is considered important to the development of students' entrepreneurial competencies. Abdulkarim (2019) also opined that experiential approach is favoured because it requires students to be immersed in real-life entrepreneurial learning activities where they can use Gibb's 1988 reflective thinking model to find solutions to challenges encountered in the course of taking actions. Kozlinska et al. (2020) also supported the fact that experiential approach is more effective for helping students to develop entrepreneurial competencies required for a successful career.



Another instructional approach suggested for EE when it comes to assisting students develop entrepreneurial competencies is mentoring approach. According to Nwachukwu (2016), mentoring approach requires an interpersonal relationship typically between a more experienced entrepreneur - that is the mentor, and less experienced individual - that is the protégé. Amesi (2017) explained that mentoring is an approach in EE where a less experienced person is guided by a more experienced entrepreneur to understand the rudiments in starting and managing business successfully. Jude et al. (2021) opined that mentoring is a pedagogical approach that allows a less experienced person to tap from the wealth of experiences of experts or specialists in an organization; hence, it is good for skills development and overcoming problems startup entrepreneurs may encounter at their initial stages of business. Nevertheless, it is important to note that despite the effectiveness of this approach in aiding students develop requisite response skills especially as they relate to solving challenges already faced by others, getting mentorship on all kind of experiences is impossible because experience is subjective to entrepreneur's exposure to specific challenges.

Action learning approach has also been significantly recommended for EE because it requires students' active participation in activities akin to areas of their future business interest and operations. Ranganath (2012) noted that earlier studies on action learning in the field of business encourage the use of learning activities similar to future endeavour. Abdulkarim and Nuhu (2015) reported how using action learning in business practicum assisted students to develop real-life experiences in identifying business ideas, conducting feasibility study, mobilizing financial resources, initiating businesses and managing them. Pac and Abdulkarim (2016) also reported that action learning approaches are used in EE to immerse students in their own learning activities in order to enable them develop relevant skills such as planning, marketing, interpersonal, financial management and communication which are significant to their future ventures.

Entrepreneurial competencies required to be developed by Business Education students after exposure to EE can be discussed in line with the tripod framework of Bloom's taxonomy of educational objectives, that is, cognitive, psychomotor and affective domains (Bloom et al., 1956). Entrepreneurial competencies relating to the cognitive domain are referred to as Entrepreneurial Knowledge (EK). The next entrepreneurial competency after knowledge is entrepreneurial skills. Entrepreneurial skills relate to both the cognitive and the psychomotor aspects of Bloom's taxonomy. This is based on the fact that skills are both psychological abilities and physical abilities (e.g. perceptual skills, response skills, and motor skills) which the entrepreneur activates from time to time in the performance of entrepreneurial tasks (Abdulkarim, 2019). The affective aspect of entrepreneurial competencies is concerned with Entrepreneurial Attitude (EA) of individual students. Boldureanu et al. (2020) opined that EA focuses on an individual's disposition towards entrepreneurship activities and that a positive disposition can help students to embrace entrepreneurship as a source of livelihood reaping from both the social and economic benefits its guarantees.

A critical understanding of the three aspects of entrepreneurial competencies as discussed within the context of this study reveals why they are desirable outcomes of EE for every Business Education student. If actually our desire is to empower graduating students to be self-employed where they cannot find paid employment, then helping them to develop these entrepreneurial competencies is the foundation to pave way for their employment opportunity. It is for this reason that Martins et al. (2013) noted that the development of entrepreneurial competencies among students of EE is of great interest to government, policy makers, and



employers of labour as well as to the students themselves as they are expected to translate into employment opportunities for the graduating students.

Extant studies by researchers on instructional approaches to EE and students' development of entrepreneurial competencies abound. Moses et al. (2015) examined action-oriented pedagogical approaches in teaching entrepreneurship in higher institutions for the enhancement of students' entrepreneurial skills and reported that instructors who can adopt action-oriented pedagogical approaches such as problem-solving method and action learning method to drive the practical aspects of entrepreneurship education would assist students to develop meaningful skills. Abdulkarim (2019) investigated the effect of experiential approaches on Business Education students' development of entrepreneurial skills and reported that students exposed to EE using experiential approaches developed entrepreneurial skills for successful business operations.

In addition, Akpotohwo (2017) examined entrepreneurial competencies required of Business Education graduate as perceived by Business Educators and operators of small scale business, and reported that students need to develop experience in the intending business, understanding of viable idea which can be translated into a product or service to meet customers' demands; ability to understand customers' buying habits, self-confidence; ability to take risk coupled with a strong urge to succeed rather than avoiding failure; having a clear business goal; and ability to connect to markets. Boldureanu et al. (2020) investigated entrepreneurship education through successful entrepreneurial models in high education institutions and reported that students exposed to business creation activities developed positive intentions to create their own job through promoting new ventures. Kozlinska et al. (2020) conducted study on entrepreneurial competencies and employment status of business graduates, the role of entrepreneurship pedagogy and reported that experiential pedagogy is more effective in assisting students to develop all three aspects of entrepreneurial competencies for self employment. Onyeoke and Owenvbiugie (2021) conducted study on skill and knowledge required by Business Education graduates for entrepreneurship survival and reported that students need knowledge and skills for identifying viable business opportunities, appropriate business management, financial management, appropriate marketing. Avoidance of entrepreneurship failure is also needed by the graduates of this programme. Jude et al. (2021) ascertained the extent business education lecturers considered the effectiveness of pedagogic approaches for teaching entrepreneurship. They asserted that lecturers considered business plan development and mentoring interaction pedagogic approaches effective for the teaching of entrepreneurship in the business education programme.

An examination of the reviewed empirical studies revealed that none of the existing works have considered approaches to entrepreneurship education, entrepreneurial competencies and Business Education students' intention to be self-employed. Consequently, it is this gap in existing literature the present study intends to fill.

Statement of the Problem

The essence of exposing Business Education students to Entrepreneurship Education despite knowledge for and about business which their field of study stands to promote is to enable them develop competencies capable of empowering them to take risks to start their own businesses in situations where paid jobs are difficult to come by. However, a situation where Business Education students after graduation from a degree programme in Rivers State are seen roaming



about without a tangible source of livelihood, looking depressed, and being idle, becomes worrisome. In addition, it is dangerous for many graduating Business Education students exposed to EE to be idle minded as it is said an 'idle mind is a devil's workshop'. Of truth, they can be tempted to take up criminal activities such as theft, kidnapping, prostitution, advanced fee fraud and other forms of criminal activities rampant in our society today. Consequently, taking up negative actions means that the importance of the EE programme to actually provide Business Education students with a balanced opportunity to develop every aspect of entrepreneurial competencies, that is, knowledge, skills and attitude for taking productive actions through mobilization of idle resources before graduation has been eroded. This is because the holistic development of entrepreneurial competencies by students should provide them with the foundation for self-employment seeking behaviour. It is based on this fact that the researchers deemed it fit to investigate approaches to entrepreneurship education, entrepreneurial competencies development and Business Education students' intention to be self-employed.

Purpose of the Study

The main purpose of this study is to investigate instructional approaches used in entrepreneurship education, entrepreneurial competencies developed by Business Education students and how it predicts their intention to be self-employed after graduating from degree awarding institutions in Rivers State. Specifically, the study seeks to:

1. Ascertain the instructional approaches used for entrepreneurship education in degree awarding institutions in Rivers State;
2. Ascertain the entrepreneurial competencies developed by Business Education students exposed to entrepreneurship education in degree awarding institutions in Rivers State; and to
3. Determine Business Education students' intention to be self-employed after graduation from degree awarding institutions in Rivers State.

Research Questions

The following research questions guided the study:

1. What are the instructional approaches used for entrepreneurship education in degree awarding institutions in Rivers State?
2. What are the entrepreneurial competencies developed by Business Education students exposed to entrepreneurship education in degree awarding institutions in Rivers State?
3. To what extent do Business Education students' intend to be self-employed after graduation from degree awarding institutions in Rivers State?



Hypothesis

The following hypothesis was tested at 0.05 level of significance:

1. Instructional approaches used for entrepreneurship education and entrepreneurial competencies developed by Business Education students do not predict their intention to be self-employed after graduating from degree awarding institutions in Rivers State.

THEORETICAL FRAMEWORK

This study was anchored on two theories namely: Integrative Communication theory by Kim Young Yun (1988) and Theory of Planned Behaviour by Icek Ajzen (1991)

Integrative Communication Theory

This theory states that curriculum contents' communication needs to adopt an integrated approach in order to achieve its predetermined objectives. To ensure the adoption of an integrated approach, the theorist stated that those designing academic curriculum should allow for flexibility and adoption of the approach (es) that assist educators to deliver the content considering the context. This means that entrepreneurship educators should be allowed to select instructional approaches that can guarantee active roles for both them and their students in order to attain the main objective of the EE programme which has to do with taking actions to promote innovative ideas capable of empowering and solving market problems. Consequently, the significance of this theory in this study is the use of an integrated instructional approach that allows both teacher and students to be active in the teaching and learning processes. Therefore, the assumption in this study is that where degree awarding institutions are utilizing integrated instructional approaches to expose Business Education students to EE, the students should be able to develop entrepreneurial competencies that would empower them to be self-employed. This theory however does not provide the basis for determining Business Education students' intention to be self-employed after graduation, hence the need for the next theory.

Theory of Planned Behaviour by Icek Ajzen (1991)

This theory postulated that an individual's intention to act in a particular way is influenced by certain perceptions. It also holds that where the perceptions towards behaviour are positive, there will be a strong tendency to behave in such a manner. This means that the intention of an individual to act in a particular way can be measured through the perception he or she holds with regard to the act in contention. The theorist opined that intention can be measured by assessing three areas of an individual's perceptions relating to the behaviour. These three main areas are perceived disposition towards acting the behaviour in the future, perceived disposition towards other people's feeling about the intended act and perceived capacity to do the act in the future. The theory is diagrammatically represented as follows:

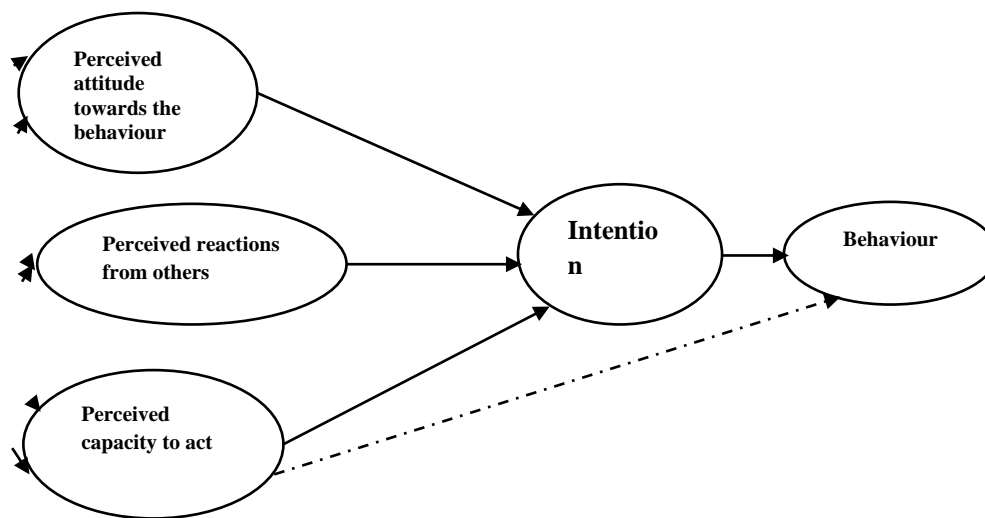


Figure 1: Model of Planned Behaviour

Source: Ajzen (1991)

Figure 1 above shows that intention is influenced by how an individual feel about the act, that is, is it necessary and important or not; what the individual thinks people (such as peers, friends, family member and the general public) will say about the action when it is being carried out, that is, is it a good one or bad one; and the individual thinking about his/her capacity to carry out the act successful. The relevance of this theory to the present study is that it provides the researchers with a framework for assessing Business Education students' intention to be self-employed by assessing their perception towards self-employment as an act.

RESEARCH METHODS

Descriptive survey research design using a quantitative approach was adopted for this study. This design was deemed appropriate for the study since opinion from respondents on the characteristics of variables under investigation was used for analysis and to draw conclusions. The population of the study is made up of 359 undergraduate final year Business Education students from four degree awarding institutions in Rivers State who offered Entrepreneurship Education during the 2020/2021 academic year. The researcher considered the choice of population appropriate and suitable for the research because they have already been exposed to EE as a general course in their respective institutions. The population breakdown is as shown in the table below:

**Table 1: Population Distribution**

S/N	Name of Institution	Students
1.	RSU	43
2.	University of Port-Harcourt	62
3.	IAUE	152
4	Federal College of Education (Tech.), Omoku	102
	Total	359

Source: Centre for Entrepreneurship Development (CERD) of Respective Institutions (2021).

The entire population was used as the sample of the study because it is a manageable size. A researcher's developed structured questionnaire titled "Instructional Approaches to Entrepreneurship Education, Entrepreneurial Competencies Development and Business Education Students' Intention to be Self-Employed Questionnaire (AEEECDBESIEQ)" was used for the study. The instrument was made up of three sections. The first section contained 12 items on the instructional approaches used by lecturers during teaching of Entrepreneurship Education. The second section contained 17 items designed to determine Entrepreneurial Competencies developed by students due to exposure to Entrepreneurship Education. The third section contains seven items meant to assess students' intention to be self-employed after graduation. Consequently, the total items for the two sections were 36 items. All the three sections were answered by students since they are at the receiving end of the curriculum implementation, and it is expected that they would be sincere in their responses. The responses pattern for both sections A and B were based on four point rating scales of Strongly Agree (SA – 4points), Agree (A – 3points), Disagree (D -2 points), and Strongly Disagree (SD – 1point); while the response pattern to section C was based on four point rating scales: Very High Extent (VHE – 4points), High Extent (HE – 3points), Low Extent (LE – 2points) and Very Low Extent (VLE – 1point).

The instrument was face validated by two Business Education lecturers and one expert of measurement and evaluation all within Rivers State University. The instrument was subjected to reliability using Cronbach Alpha with data obtained from 15 final year undergraduate Business Education students from Niger Delta University, Bayelsa State. The computation gave reliability indexes of 0.72, 0.74 and 0.82 for the three clusters with an average reliability index of 0.76. The instrument was personally administered by the researcher to avoid misrepresentation and loss of copies. Nevertheless, only 342 copies were successfully filled and retrieved from the respondents, this is made up of 95% of the entire sample size and number of copies administered.

Data collected for the study were analysed using descriptive statistics of mean and standard deviation to answer the research questions. Multiple linear regression was used to test the hypothesis at 0.05 level of significance. The modify Model for Multiple Linear Regression used for the study is as follows:



$$\text{BESISE} = a_0 + \beta_1 \text{IAEE} + \beta_2 \text{ECD} + U_i \dots\dots\dots (i)$$

Where:

The dependent variable:

BESISE = Business Education Students' Intention to be Self-Employed

The independent variables:

IAEE = Instructional Approaches used for Entrepreneurship Education

ECD = Entrepreneurial Competencies Developed

a_0 = slope of the model

$\beta_1 \beta_2$ = parameters for the explanatory (independent) variables

All computations were done using Statistical Package for Social Science (SPSS) version 21.0. For decision making, the following were used as guide: mean of 3.5 and above were regarded as Strongly Agreed/Very High Extent, 2.5 to 3.49 were regarded as Agreed/High Extent, 1.5 to 2.49 were regarded as Disagreed/Low Extent, and below 1.5 as Strongly Disagreed/Very High Extent. In testing the null hypotheses, the decision rule of computation with SPSS was used to draw conclusions regarding the results obtained. The rule states that:

- where the p value obtained \leq p-value provided at 0.05, the null hypothesis be rejected and alternative hypothesis upheld.
- where the p-value obtained $>$ p-value provided at 0.05, the null hypothesis be accepted (Kpolovie, 2011).

RESULTS/DISCUSSIONS

Research Question 1: What are the instructional approaches used for entrepreneurship education in degree awarding institutions in Rivers State?

Table 2: Summary of Mean and Standard Deviation on Instructional Approaches used for Entrepreneurship Education in Degree Awarding Institutions in Rivers State

S/N	Instructional Approaches	N	\bar{x}	SD	Decision
A	Convention Approach				
1	Lecturers stand before us in the classroom to talk about how to take risk in doing business	342	3.42	0.45	Agreed
2	knowledge of how to develop an innovative product was taught to us in the classroom	342	3.13	0.56	Agreed
3	Lecturers discussed everything about entrepreneurship within the classroom before exams.	342	3.56	0.66	Agreed
	Cluster Mean	342	3.37	0.56	Agreed



B	Mentoring Approach				
4	Experienced entrepreneurs are invited from time to time to share their wealth of experiences with students before graduation	342	2.51	0.71	Agreed
5	Experienced community based entrepreneurs from different fields are invited to train students on different aspects of doing business before graduation	342	1.86	0.62	Disagreed
6	Lecturers ask students to identify an experienced entrepreneur related to their entrepreneurial interest for mentorship	342	2.35	0.52	Disagreed
	Cluster Mean	342	2.24	0.62	Disagreed
C.	Experiential Approach				
7.	Lecturers give students real life entrepreneurship problems to solve using real activities.	342	2.13	0.56	Disagreed
8	Lecturers do ask students to identify real life business opportunity and embark on micro scale business before graduation	342	3.62	0.55	Strongly Agreed
9	Lecturers ask students to pick a product in the marketplace identify its problems and exploit the opportunity to add value to it	342	1.78	0.74	Disagreed
	Cluster Mean	342	2.51	0.62	Agreed
D	Action Based Approach				
10	Innovative business challenge is given to students to undertake, identify problems and take actions capable of solving them	342	1.56	0.45	Disagreed
11	Lecturers ask their students to under study product development process locally and take action to modernize the processes	342	1.32	0.63	Strongly Disagreed
12	Lecturers ask their students to undertake innovative projects by identifying a business problem within the institution's community and proffer solutions.	342	2.67	0.81	Agreed
	Cluster Mean	342	1.85	0.63	Disagreed

Source: Field Survey, 2022.

Table 2 reveals that respondents strongly agreed that lecturers do ask students to identify real life business opportunities and embark on micro-scale business before graduation with a mean score of 3.62 and standard deviation of 0.55. The respondents also agreed that lecturers stand before them in the classroom to talk about how to take risk in doing business; knowledge of how to develop an innovative product was taught to them in the classroom, lecturers discussed everything about entrepreneurship within the classroom before exams; experienced entrepreneurs are invited from time to time to share their wealth of experiences with students before graduation and lecturers ask their students to undertake innovative projects by identifying a business problem within the institution's community and proffer solutions with mean scores of 3.42, 3.13, 3.56, 2.51, 2.61 and standard deviation scores of 0.45, 0.56, 0.66, 0.71 and 0.81 respectively. The respondents also disagreed that experienced community based



entrepreneurs from different fields are invited to train students on different aspects of doing business before graduation; lecturers ask students to identify an experienced entrepreneur related to their entrepreneurial interest for mentorship; lecturers give students real life entrepreneurship problems to solve using real activities; lecturers ask students to pick a product in the marketplace identify its problems and exploit the opportunity to add value to it and innovative business challenge is given to students to undertake, identify problems and take actions capable of solving them with mean scores of 1.86, 2.35, 2.13, 1.78, 1.56 and standard deviation scores of 0.62, 0.52, 0.56, 0.74 and 0.45. The respondents also strongly disagreed that lecturers ask their students to study product development processes locally and take action to modernize the process with the mean score of 1.32 and standard deviation score of 0.63. However, when the cluster mean scores of 3.37, 2.24, 2.51, 1.85 and standard deviation scores of 0.56, 0.62, 0.62 and 0.63 for all the approaches to Entrepreneurship Education examined, it can be concluded that approaches used for Entrepreneurship Education in degree awarding institutions in Rivers State are conventional approach and experiential approach.

Research Question 2: What are the entrepreneurial competencies developed by Business Education students exposed to entrepreneurship education in degree awarding institutions in Rivers State?

Table 3: Summary of Mean and Standard Deviation on Entrepreneurial Competencies Developed by Business Education exposed to Entrepreneurship Education in Degree Awarding Institutions in Rivers State

S/N	Entrepreneurial Competencies Items	N	\bar{x}	SD	Decision
A	Entrepreneurship knowledge				
1.	I now have a better understanding of how to recognize opportunity.	342	3.14	0.61	Agreed
2.	I have a better understanding of how to evaluate opportunities	342	2.45	0.52	Disagreed
3.	I understand how to innovate new idea from existing resources	342	2.35	0.55	Disagreed
4.	I have a good understanding of the various sources of funding new venture	342	2.46	0.61	Disagreed
5.	I have a better knowledge of how to manage business operations	342	3.56	0.50	Strongly Agreed
6.	I have the understanding of different forms of business set ups for promoting entrepreneurial ideas.	342	3.73	0.50	Strongly Agreed
	Cluster Mean	342	2.95	0.55	Agreed
B	Entrepreneurship Skills				
7.	I can identify opportunity for making income from market situations	342	2.65	0.61	Agreed
8.	I can take risk in doing business	342	2.51	0.54	Agreed
9.	I can accurately keep my business financial record	342	2.61	0.50	Agreed
10.	I can combine existing resources to start new businesses	342	2.53	0.71	Agreed
11.	I can successful manage business efficiently for profit	342	2.50	0.68	Agreed
12.	I can promote the acceptance of any product within its market.	342	2.81	0.41	Agreed



	Cluster Mean	342	2.60	0.49	Agreed
C	Entrepreneurship Aptitude				
13.	I feel like taking risk	342	3.56	0.71	Strongly Agreed
14.	I love being an innovator of new business idea	342	2.52	0.81	Agreed
15.	I feel like taking up entrepreneurship opportunity for live hood	342	3.22	0.65	Agreed
16	I love to act in response to opportunity identify within my locality	342	2.61	0.54	Agreed
17	I feel exploiting business opportunity is the important thing to do	342	2.46	0.72	Disagree d
	Cluster Mean	342	2.87	0.69	Agreed

Source: Field Survey, 2022.

Table 3 reveals that the respondents strongly agreed that they have a better knowledge of how to manage business operations; have the understanding of different forms of business set ups for promoting entrepreneurial ideas; and feel like taking risk with mean scores of 3.56, 3.73, 3.56 and standard deviation scores of 0.50, 0.50 and 0.71 respectively. The respondents also agreed that they now have a better understanding of how to recognize opportunity; can identify opportunity for making income from market situations; have the ability to take risk in doing business; can accurately keep business financial record; can combine existing resources to start new businesses; can successful manage business efficiently for profit; can promote the acceptance of any product within its market; love being an innovator of new business idea; feel like taking up entrepreneurship opportunity for livelihood; and love to act in response to opportunity identify within their locality with mean scores of 3.14, 2.65, 2.51, 2.61, 2.53, 2.50, 2.81, 2.52, 3.22, 2.61 and standard deviation scores of 0.61, 0.61, 0.54, 0.50, 0.71, 0.68, 0.41, 0.81, 0.65, and 0.54. The respondents also disagreed that they have a better understanding of how to evaluate opportunities; understand how to innovate new idea from existing resources; have a good understanding of the various sources of funding new venture; and feel exploiting business opportunity is the important thing to do with mean scores of 2.45, 2.35, 2.46, 2.46 and standard deviation scores of 0.52, 0.55, 0.61 and 0.72. Nevertheless, with the clusters mean scores of 2.95, 2.60, 2.87 and standard deviation scores of 0.55, 0.49 and 0.69, it can be concluded that the respondents agreed that they developed entrepreneurial knowledge, skills and attitude after being exposed to entrepreneurship education in degree awarding institutions in Rivers State.

Research Question 3: To what extent do Business Education students' intend to be self-employed after graduation from degree awarding institutions in Rivers State?

Table 4: Summary of Mean and Standard Deviation on the Extent to which Business Education Students intend to be Self-Employed after graduation from Degree Awarding Institutions in Rivers State

S/N	Intention to be Self-Employed Items	N	\bar{x}	SD	Decision
1.	Knowledge acquired through Entrepreneurship education provides me with specific information for starting my own business after graduation.	342	3.66	0.62	Very High Extent



2.	Skills and attitude developed when exposed to Entrepreneurship education make me have the strong urge to start my own business.	342	3.45	0.51	High Extent
3.	Experiences gained during exposure to Entrepreneurship Education influence my thinking of starting my own business.	342	3.44	0.62	High Extent
4.	Exposure to Entrepreneurship education knowledge makes me feel the urge to start my own business	342	3.63	0.55	Very High Extent
5.	Indeed I am going to start my own business because with my knowledge and skills of entrepreneurship, I will be successful in business.	342	2.64	0.61	High Extent
6.	I am optimistic of taking risk to start a small business with the entrepreneurship knowledge, skills and attitude I have acquired.	342	2.51	0.71	High Extent
7.	I desire to be my own boss immediately after graduation because I can drive profitable business venture with entrepreneurial competencies developed in school	342	2.55	0.68	High Extent
	Cluster Mean	342	3.13	0.61	High Extent

Source: Field Survey, 2022.

Table 4 reveals that the respondents opined that to a very large extent the knowledge they acquired through entrepreneurship education provides them with specific information for starting their own business after graduation and exposure to entrepreneurship education makes them feel the urge to start their own business with mean scores of 3.66, 3.63 and standard deviation scores of 0.62 and 0.55 respectively. The respondents also opined that to a large extent, skills and attitude developed when exposed to entrepreneurship education make them have the strong urge to start their own business; experiences gained during exposure to entrepreneurship education influence their thinking of starting own businesses; indeed they are going to start their own business because with their knowledge and skills of entrepreneurship, they will be successful in business; they are optimistic of taking risk to start a small business with the entrepreneurship knowledge, skills and attitude they have acquired; and they desire to be their own boss immediately after graduation because they can drive profitable business venture with entrepreneurial competencies developed in school with mean scores of 3.45, 3.44, 2.64, 2.51, 2.55 and standard deviation scores of 0.51, 0.62, 0.61, 0.71, and 0.68. However, when the cluster mean of 3.13 and standard deviation of 0.61 are considered, it can be concluded that to a large extent, Business Education students exposed to EE intend to be self-employed after graduation.

Test of Hypothesis

Instructional approaches used in entrepreneurship education and entrepreneurial competencies developed by Business Education students do not predict the extent to which they intend to be self-employed in degree awarding institutions in Rivers State.

Table 5: Summary of Multiple Linear Regression on the Prediction of the Extent to which Business Education Students Intend to be Self-Employed based on the Approaches used in Entrepreneurship Education and Entrepreneurial Competencies Developed



Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	Df 2	Sig. Change	F
1	.974 ^a	.976	.975	24.047	.976	0.970	2	339	.000	

a. Predictors: (Constant), Approaches used in Entrepreneurship Education, Entrepreneurial Competencies Developed

Table 5 shows multiple regression (R) of 0.974, regression square of (R^2) of 0.976, adjusted R^2 of 0.975, the standard error estimate is 24.047. The change statistics shows R^2 0.976 which means that all predictors actually contributed significantly to 98% of the prediction and variance in the students' intention to be self-employed. Therefore, since the p value of 0.0001 is less than the assumed p value of 0.05, using SPSS, the null hypothesis was rejected and an alternative hypothesis accepted. Therefore approaches used in EE and entrepreneurial competencies developed by Business Education predict their intention to be self-employed in degree awarding institutions in Rivers State.

DISCUSSION OF FINDINGS

Ascertain the approaches used for entrepreneurship education in degree awarding institutions in Rivers State

The results relating to this specific purpose reveal that instructional approaches used for Entrepreneurship Education in degree awarding institutions in Rivers State are conventional and experiential approaches. This finding emanated from the fact that respondents strongly agreed that lecturers stand before them in the classroom to talk about how to take risk in business; knowledge of how to develop an innovative product was taught to them in the classroom, lecturers discussed everything about entrepreneurship within the classroom before exams; experienced entrepreneurs are invited from time to time to share their wealth of experiences with students before graduation; lecturers ask their students to undertake innovative projects by identifying a business problem within the institution's community and proffer solutions, lecturers do ask students to identify real life business opportunity; and embark on micro scale business before graduation. This finding is supported by the position held by Gayla (2015) who noted that conventional approaches to EE (such as lecture, tutorial and discussion) are good for content knowledge development. The finding also aligns with the report of Olokundun and Borishade (2018) who reported that experts recommended experiential approach to EE because it supports real-life practical activities and active students' participation which is considered important to the development of students' entrepreneurial competencies.

Ascertain the entrepreneurial competencies developed by Business Education students exposed to entrepreneurship education in degree awarding institutions in Rivers State

The results related to this specific purpose reveal that Business Education students agreed to have developed entrepreneurial knowledge, skills and attitude after being exposed to entrepreneurship education in degree awarding institutions in Rivers State. This finding emanated from the fact that the respondents strongly agreed that they have a better knowledge of how to manage business operations; have the understanding of different forms of business



setups for promoting entrepreneurial ideas; feel like taking risk; have a better understanding of how to recognize opportunity; can identify opportunity for making income from market situations; have the ability to take risk in business; can accurately keep business financial record; can combine existing resources to start new businesses; can successfully manage business efficiently for profit; can promote the acceptance of any product within its market; love being an innovator of new business idea; feel like taking up entrepreneurship opportunity for livelihood; and love to act in response to opportunity identify within their locality. This finding of this study is supported by the finding of Pac and Abdulkarim (2016) when they reported that students develop relevant skills such as planning, marketing, interpersonal, financial management and communication which are significant to their future ventures. The finding of this study is also corroborated by the finding of Abdulkarim (2019) who reported that students exposed to EE using experiential approaches developed entrepreneurial skills for successful business operations. The finding of the study also aligns with the finding of Kozlinska et al. (2020) who reported that experiential pedagogy is more effective in assisting students to develop all three aspects of entrepreneurial competencies for employment.

Determine Business Education students' intention to be self-employed after graduation from degree awarding institutions in Rivers State

The results related to this specific purpose reveal that to a high extent Business Education students exposed to EE intend to be self-employed after graduation. This finding emanated from the fact that the respondents opined that to a very large extent the knowledge they acquired through entrepreneurship education provides them with specific information for starting their own business after graduation; exposure to entrepreneurship education makes them feel the urge to start their own business; skills and attitude developed when exposed to entrepreneurship education make them have the strong urge to start their own business; experiences gained during exposure to Entrepreneurship Education influence their thinking of starting own business; indeed they are going to start their own business because with their knowledge and skills of entrepreneurship, they will be successful in business; they are optimistic of taking risk to start a small business with the entrepreneurship knowledge, skills and attitude they have acquired; and they desire to be their own boss immediately after graduation because they can drive profitable business venture with entrepreneurial competencies developed in school. The finding of this study is supported by the finding of Boldureanu et al. (2020) when they reported that students' exposure to business creation activities developed positive intentions to create their own job through promoting new ventures. The finding is also supported by the finding of Kozlinska et al. (2020) when they noted that entrepreneurial competencies influenced by entrepreneurship pedagogy assisted students to be self employed.

Ascertain how instructional approaches used for entrepreneurship education and entrepreneurial competencies developed predict Business Education students' intention to be self-employed after graduating from degree awarding institutions in Rivers State

The findings related to this specific purpose reveal that approaches used in EE and the entrepreneurial competencies developed by Business Education predict their intention to be self-employed after graduation from degree awarding institutions in Rivers State. This finding emanated from the fact that the combination of conventional and experiential approaches used in EE lead to entrepreneurial competencies development which drives the students' intention to be self-employed after graduation. The finding is supported by the finding of Abdulkarim (2019) who established links between instructional approaches to EE, entrepreneurial skills



development and starting up business. The finding is also supported by the finding of Kozlinska et al. (2020) when they reported a link between entrepreneurial competencies, entrepreneurship pedagogy and students' self employment.

CONCLUSIONS

Based on the findings of this study, it can be concluded that two instructional approaches are being used for Entrepreneurship Education in degree awarding institutions in Rivers State, that is, conventional approach (lecture and classroom discussion) and experiential approach which requires students to identify real life business opportunity and embark on micro scale business before graduation. It can also be concluded that the usage of these two instructional approaches have assisted Business Education students to develop entrepreneurial competencies such as knowledge, skills and attitude required for generating entrepreneurship ideas, taking risk to mobilize resources for being established. Consequently, it can also be concluded that the instructional approaches used and the entrepreneurial competencies developed predicted the intention of Business Education students in degree awarding institutions in Rivers State to be self-employed after graduation. Nevertheless, there are still opportunities for improving what is being done in order to continue to enhance Business Education students' entrepreneurial competencies development and stimulate their desire to be self-employed after graduation.

RECOMMENDATIONS

Based on the findings of this study and the conclusions drawn, the following recommendations were put forward for implementation:

1. Entrepreneurship Educators should collaborate with experienced community based entrepreneurs from different fields and invite them to train Business Education students on different aspects of doing business before graduation. This will provide the students with some background knowledge and skills for different businesses in order to enable them to choose the most profitable ones for self-employment.
2. Entrepreneurship Educators should also design an integrated instructional approach that requires their students to identify an experienced entrepreneur related to their entrepreneurial interest for mentorship at most two days per week throughout the semesters they are required to offer Entrepreneurial Education.
3. The Centre for Entrepreneurship Development in collaboration with Entrepreneurship Educators should provide opportunities for Business Education students to exploit and add value to local products through innovative competition as this will go a long way to stimulate their interest in taking risks and learning through fun.
4. Business Education students exposed to Entrepreneurship Education in degree awarding institutions should embrace the learning activities by Centre for Entrepreneurship Development in order to develop the entrepreneurial competencies that would enhance their opportunity to be self-employed in the future.



REFERENCES

- Abdulkarim, M. A. (2019). *Experiential instructions and entrepreneurial skills acquisition. Eastern Europe*. Lambert publishing company.
- Abdulkarim, M. and Nuhu, H. U. (2015). Influence of Action Learning on Business Education Students' Development of Real-life Experiences in Small Scale Business Establishment and Management. *Journal of Teacher Perspective*, 9 (1): 200 – 211
- Ajzen, I. (1991). The theory of planned behaviour reactions and reflections. *Psychology and Health*, 26 (9): 1113– 1127. <https://doi.org/10.1080/08870446.2011.613995>
- Akpotohwo, F. C. (2017). Entrepreneurial competencies required of business education graduates as perceived by business educators and operators of small scale business organisations in delta state. *Social Sciences Journal of Policy Review and Development Strategies*, 4 (1). 104 – 119
- Amesi, J. (2017). Mentoring strategies and techniques adopted by entrepreneurs in Rivers State. *Nigerian Journal of Business Education*, 4 (1). 175 – 185
- Beatriz, L. (22nd March, 2013). Differences between teaching approaches, techniques and strategies. Blogger. <http://bellotabei.blogspot.com/2013/03/differences-between-teaching-approach.html>
- Bloom, B., Engelhart, M., Furst, E., Hill, W. & Krathwohl, D.(1956). *Taxonomy of educational objectives: the classification of educational goals. Handbook I: cognitive domain*. David McKay Company.
- Boldureanu, G., Ionescu, M. A., Bercu, A., Bedrule-Grigorut, V. M., & Boldureanu, D. (2020). Entrepreneurship education through successful entrepreneurial models in higher education institutions. *Sustainability*, 12 (1267). 1 – 33. doi:10.3390/su12031267
- Gayla, S. K. (2015). *Instructional Approaches*. www.teachinglearningresources.pbworks.com
- Gray, B.; Stein, S. J.; Osborne, P. and Aitken, R. (2013). Collaborative learning in a marketing strategy education context. *Practice and Evidence of Scholarship of Teaching and Learning in Higher Education*, 8 (1). 35-55
- Jude, D., Utoware, A. & Okoli, B. E. (2021). Pedagogic Approaches for Teaching Entrepreneurship in Business Education Programme in Nigeria Universities. *Journal of Science Technology and Education*, 9 (1). 137 – 148
- Kim, Y. Y. (1988). *Communication and Cross-Cultural Adaptation: An Integrative Theory*. Clevedon
- Kozlinska, I., Rebmann, A. & Mets, T. (2020). Entrepreneurial competencies and employment status of business graduates: the role of experiential entrepreneurship pedagogy. *Journal of Small Business & Entrepreneurship*. DOI:10.1080/08276331.2020.1821159
- Kpolovie, P. J. (2011). *Advanced research method*. Owerri: Spring fish publishers limited.
- Martin, B., McNally, J. & Kay, M. (2013). Examining the formation of human capital in entrepreneurship: a meta-analysis of entrepreneurship education outcomes. *Journal of Business Venturing*, 28 (2). 211–224.
- Moses, C. L., Akinbode, M. O., Maxwell, A. O. & Agboola, M. G. (2015). Entrepreneurship education and action-oriented pedagogical approaches. *International Journal of Educational Science and Research (IJESR)*, 5 (Issues 5). 53 – 60
- Odili, S. O. & Ona, A. O. (2017). Enterprise mentoring: an indispensable strategy for entrepreneurship development in Nigeria. *Nigerian Journal of Business Education*, 4 (1). 209 - 221



-
- Olokundun, M. & Borishade, T. (2018). The effect of non-traditional teaching methods in entrepreneurship education on students' entrepreneurial interest and business startups. A data article. Retrieved from <https://doi.org/10.1016/j.d.b.2018/4/142> on 13th April, 2019.
- Onyeoke, J. E & Owenvbiugie, R. O. (2021). Skills and knowledge required by business education graduates for entrepreneurship survival. *Multidisciplinary Journal of Vocational Education & Research*, 4 (1), 11 – 20
- Ordu, P. & Abdulkarim, M. (2016). Effect of new entrepreneurial learning approaches in the development of entrepreneurial skills by colleges of education students. *Nigerian Journal of Business Education*, 3 (2). 116 – 125
- Ranganath, N. S. (2012). Activity based learning an effective model for business schools. *The Journal of Commerce*. 4 (1). 17 -22