



## ADEQUACY OF TEACHING TECHNIQUES FOR IMPROVED ENTREPRENEURSHIP EDUCATION IN UNIVERSITIES IN RIVERS STATE

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**ABSTRACT:** *This study assessed the adequacy of teaching techniques for improved entrepreneurship education in universities in Rivers State. Cross sectional survey research design was used for the study and the area of the study was Rivers State, Nigeria. The population of the study was thirty-two (32) business educators made up of 18 business educators from Rivers State University, 8 business educators from Ignatius Ajuru University of Education and 6 business educators from University of Port Harcourt. The entire population of 32 was studied; hence, a census of the population was done. The instrument used for the collection of data was a self-structured questionnaire titled “Adequacy of Teaching Techniques for Improved Entrepreneurship Education (ATTIEE)” developed using a four-point rating scale of very high extent, high extent, moderate extent and low extent. The instrument was validated by two business educators and one measurement and evaluation expert, all from the Faculty of Education, Rivers State University. The reliability of the instrument was determined using the test re-test method which was done through the Pearson Product Moment Correlation Coefficient (PPMCC) and a reliability coefficient of 0.78 was obtained. Data analysis was done using mean and standard deviation while the hypothesis postulated was tested at 0.05 level of significance using one-way Analysis of Variance. Based on the results of the study, it was found that teaching techniques, to a high extent, are adequate for improved entrepreneurship education in universities in Rivers State. The study further found that there was no significant variation in the mean score of business educators in the three universities on the extent to which teaching techniques are adequate for improved entrepreneurship education in universities in Rivers State. The study concludes that teaching techniques, to a high extent, are adequate for entrepreneurship education in universities in Rivers State. One of the recommendations made was that business and entrepreneurship educators should pay attention to the caliber of students, the environment within which teaching is to take place and the available facilities or technology, when choosing the technique or techniques to be adopted in teaching entrepreneurship.*

**KEYWORDS:** Adequacy of Teaching Techniques for Improved Entrepreneurship Education in Universities in Rivers State



## INTRODUCTION

Following the global meltdown of 2008, there has been an increased focus on entrepreneurship education as a tool for political, social, technological and economic emancipation of developing and under-developed economies of the world. The global financial crisis brought with it unprecedented reduction in global gross domestic product and an overwhelming increase in global unemployment, reaffirming the reality that the world is indeed a global village (Banabo & Ndiomu, 2011). In response to the economic impact of the global financial crisis, many nations of the world resolved to look inward and build a virile economy through entrepreneurship and entrepreneurship education.

Entrepreneurship is a multifaceted discipline which involves the generation of new venture ideas, the identification of latent opportunities and the creation of new ventures or advancement of existing ventures for profitability or charitable purpose. Entrepreneurship as an instrument for economic renewal focuses on the application of enterprising skills and entrepreneurial mindset in setting up a new venture, developing or growing an existing venture or designing an entrepreneurial organization in the context of business, social enterprise, charitable purpose, non-governmental organisations or public sector bodies (Gibb & Price, 2014). In this era of global work practices and technological innovation, entrepreneurship has been identified as a key facet of any nation's economy and is the crucial driver for employment and economic growth; it touches human lives through introduction of new technologies, products and services (Gautam & Singh, 2015; Balasubramanian, 2012). Success in entrepreneurship requires creativity and a dogmatic approach to solving human problems through developing entrepreneurial mindset and innovativeness. Hence, entrepreneurship mindset, knowledge, skills and attitude can be developed through entrepreneurship education.

Entrepreneurship education describes the body of knowledge designed to inculcate entrepreneurial skills, abilities and attitudes in students, thereby enabling them to develop entrepreneurial mindset and have the motivation to create new ventures or expand existing ventures for profitability or charitable purpose. Entrepreneurship education is more than preparation on how to run a business; it is about how to develop the entrepreneurial attitudes, skills and knowledge which, in short, ought to enable a student to turn ideas into action, and it focuses on intrapreneurs as well as entrepreneurs, in light of the fact that most students will use entrepreneurial skills within companies or public institutions (European Commission, 2014). The objectives of entrepreneurship education, among others, include: to inculcate in students the ability to identify and solve problems using critical and creative thinking and enable them work effectively with others as proactive team members (Ogunleye & Fasakin, 2011). Entrepreneurship education also enables students to cultivate the ability to resolve conflict, communicate and negotiate effectively, reflect on experiences and explore various strategies for effective learning. It helps to produce graduates with training skills for the manpower needs of the society and to stimulate industrial and economic growth of rural and less developed areas (Mbiewa, 2011). Furthermore, entrepreneurship education offers functional education for self-reliance, provides adequate training for discovering novel business opportunities and serves as a catalyst for economic growth and development (Adenike, 2016).

Over the years, there has been greater awareness that entrepreneurship knowledge, skills, motivation and attitudes can be taught not only in secondary schools but also in higher institutions (Gibb & Price, 2014). This awareness has led many universities in the United States, Europe, East Asia, Latin America and most recently Nigeria to design and implement



creative strategies for teaching entrepreneurship. Teaching is the transference of knowledge, skills and attitudes to students or a target audience in order to enhance behaviour modification. Teaching results in behavioural and attitudinal changes and when properly undertaken could equip students with job skills and experience required for successful engagement in the labour market, as well as new venture creation. Entrepreneurship competency and skills can be acquired or built only through hands-on, real life teaching and learning experiences, and can be taught across all subjects and also as a separate subject (European Commission, 2014). For effective teaching to take place, proper attention must be given to the techniques adopted in the transference of knowledge and skills from the teacher to the student. Thus, the primary aim of this study was to assess the extent to which teaching techniques are adequate for improved entrepreneurship education in universities in Rivers State.

## REVIEW OF RELATED LITERATURE

### **Behavioural Theory of Education (Watson, 1924; Skinner, 1938)**

This study was anchored on the behavioural theory of education. Watson and Skinner were the two principal originators of behaviourist approaches to teaching and learning. Watson believed that human behaviour results from specific stimuli that elicit certain responses. Watson's basic premise was that conclusions about human development should be based on observation of overt behaviour rather than speculation about subconscious motives or latent cognitive processes.

Behaviourism is primarily concerned with observable and measurable aspects of human behaviour. In defining behaviour, behaviourist learning theories emphasize changes in behaviour that result from stimulus-response associations made by the learner. Behaviour is directed by stimuli. An individual selects one response instead of another because of prior conditioning and psychological drives existing at the moment of the action (Parkay & Hass, 2012). Behaviourists assert that the only behaviours worthy of study are those that can be directly observed; thus, it is actions, rather than thoughts or emotions, which are the legitimate object of study. Behaviourist theory does not explain abnormal behaviour in terms of the brain or its inner workings. Rather, it posits that all behaviours are learned habits, and it attempts to account for how these habits are formed.

In assuming that human behaviour is learned, behaviourists also hold that all behaviours can also be unlearned, and replaced by new behaviours, that is, when a behaviour becomes unacceptable, it can be replaced by an acceptable one. A key element to this theory of education is the rewarded response. The desired response must be rewarded in order for learning to take place (Parkay & Hass, 2012). In education, advocates of behaviourism have effectively adopted this system of rewards and punishments in their classrooms by rewarding desired behaviours and punishing inappropriate ones. Rewards vary but must be important to the learner in some way. Behaviourist theory of education holds that learning can only be said to have taken place when there is a change in the outward behaviour of the learner (Cherry, 2014). This is founded on the belief that scientists study only observable, measurable outward behavioural change. According to Cherry (2014), behaviourism is founded upon the idea that all behaviours are acquired through conditioning and that our responses to the stimuli the environment produces shapes our behaviours. The behaviourist argues that there is no need to



consider the internal or mental processes of the learner, because they are considered to be too subjective (Cherry, 2014).

Behavioural theory of education is relevant to this study since teaching for entrepreneurship education is designed to bring about behavioral and attitudinal change in students so as to engender new venture creation and advancement skills. Behavioural theory of education has a number of implications for entrepreneurship. Behavioural theory can be applied by entrepreneurship educators in inculcating entrepreneurial orientation in students. This is because the behaviourist teacher believes the adage that “practice makes perfect” and “learning is by doing.” Furthermore, entrepreneurship educators employ behavioural theory of education in encouraging rote learning through drills and recitation. The behaviourist teacher uses repetition as a tool for teaching. This is because of the view that learners imbibe by repeating a task and that extinction will take place if the task learnt is not repeated. Behaviourist theory of education has implication for teaching entrepreneurship education as it is based on the law of readiness which posits that the learner must be prepared mentally and emotionally for learning to take place effectively.

### **Teaching and Teaching Techniques**

The term teaching would not appear strange to any person who has undergone formal or informal education. Teaching takes place when an individual imparts knowledge or skills to another individual, and it is often effected through communication of information or sharing experiences. The term teaching has been viewed differently by various scholars and authorities. Each view is based on the scholar’s or author’s understanding of the concept. To appreciate what teaching is, it is important to understand what it means to teach. According to Hornby (2015), to teach means to give lessons to students in a school, college, or university; to help somebody learn something by giving information about it; to show somebody how to do something so that he or she will be able to do it by himself or herself; to make somebody feel or think in a different way. Hence, teaching can be described as the process of giving lessons to students in a school, college, or university; helping somebody or a group of people learn something by giving information about it; showing somebody or a group of people how to do something so that the person or group of people will be able to do it by himself or herself or by themselves; as well as making somebody feel or think in a different way. In a nutshell, teaching can be conceived as the impartation of knowledge or skills as well as the giving of instruction, and includes activities carried on both inside and beyond the classroom, such as leading a discussion of solutions to problems, probing student answers, creating and maintaining an orderly and supportive environment for learning, reviewing materials, as well as listening to, evaluating and assessing student performance (Fayomi, Fields, Arogundade, Ojugbele, Ogundipe & Ganiyu, 2019). It also includes broad cultural competence and relational sensitivity, communication skills, and the combination of rigour and imagination fundamental to effective practice (Fayomi et al., 2019).

According to Christensen, Garvin and Sweet (2012), teaching is an engagement with learners to enhance their understanding and application of knowledge, concepts and processes. Teaching typically involves designing what is to be taught, selection of content, delivery, assessment of teaching outcomes and reflection. Hence, teaching implies engaging students in learning and entails the active construction of knowledge with the involvement of students. To be effective, a teacher not only requires knowledge of the subject matter, but also an awareness and knowledge of how students learn, the ability to transform students into active





learners as well as a commitment to systematic understanding of learning (Christensen et al., 2012).

Teaching techniques are the methods or styles adopted by teachers in the transference of the required knowledge, skills and attitudes to students. Teaching techniques can also be described as the instructional strategies used by teachers in the delivery of the message or information designed to promote learning by the students so as to enhance their knowledge, skills and behaviour. Teaching techniques are very important in education as they help stimulate interest in a subject or an activity by the students when properly selected and applied. However, students may develop dislike for a subject or activity where the teaching technique adopted does not appeal to them. Hence, there is a need for a proper consideration of the teaching technique or techniques to be adopted in the teaching and learning process. There are several techniques teachers can adopt in the transference of knowledge, skills and attitude to students. The technique adopted in teaching depends on the circumstances of the engagement including the nature of the subject, the purpose to be achieved, the category of students as well the environment (Fayomi *et al.*, 2019; Christensen *et al.*, 2012).

Teaching techniques may be traditional or non-traditional in nature. Traditional teaching techniques, also known as conventional or passive teaching techniques, are teacher-centred and didactic in nature, while non-traditional teaching techniques, also known as action-based teaching techniques, are student-centred and are aimed at increasing students' imagination while allowing teachers play the role of facilitators (Smith, 2018). In traditional teaching techniques, the teacher controls what is to be taught and how students are presented with the information that they are to learn, whereas in the non-traditional techniques, the teacher sets the learning agenda but has much less direct control over what and how students learn (Arvind & Kusum, 2017).

Teaching techniques normally adopted by teachers in institutions of higher learning across the world include discussion technique which involves active participation of every student in the class as well as the teacher; expository teaching technique (also known as lecture or presentation technique) which is a teaching technique whereby the teacher communicates information about a subject matter verbally to the students, requires the teacher to be in front of the students and involves the teacher talking with a view to explaining a concept while the students take notes in the process; games and simulations techniques which are used where the instructional motive is to attempt to solve real life human problems (a game is an activity described by a set of rules, especially for the purpose of entertainment, often competitive or having an explicit goal while a simulation is the process of modelling, replicating or duplicating the behaviour, appearance or properties of something) (Hornby, 2015); demonstration technique which is an instructional strategy whereby the teacher does something in the students' presence so as to establish how it is done or to illustrate a principle and combines oral explanation with manipulation of real things, equipment or materials in the course teaching principles, concepts or real things (Eze & Nwaukwa, 2018); design-based technique which is an inquiry-based teaching technique and has its roots in integration of design thinking (Fidel-Omoisili & Ogunleye, 2020)—it is a valid form of inquiry and its purpose is typically to develop or improve artefacts and services (De-Vries, 2016); and reflective practice technique which involves reflecting on an action so as to engage in a process of continuous learning (this technique requires teachers to think over their teaching practices, analyze how something was taught and how the practice might be improved or changed for better learning outcomes).



## Nature of Entrepreneurship and Entrepreneurship Education

To appreciate the nature of entrepreneurship, it is important to understand who an entrepreneur is. The term entrepreneur is a French word which means “go between” or “to undertake”. The term entrepreneur had its earliest usage in the context of the French military in the 17th century and was used to describe persons who undertook to lead military expeditions. Richard Cantillon, an eighteenth century Irish who was living in France, is identified to be the first person to use the word “entrepreneur” in a business context; he described an entrepreneur as a person who purchases goods at particular prices with a view to selling them at uncertain prices in the future and by doing so bearing an uninsured risk. Hence, entrepreneur is the label given to an individual who creates and undertakes a novel business activity in an economy by introducing a new product or creating a new market or managing resources in order to bring about something new. The creative and innovative activities an entrepreneur ventures into makes him or her unique. Other conceptualisations of an entrepreneur are considered below.

Literally speaking, the person who plans, implements and manages a small business is usually called an entrepreneur. According to Kollie, Louw, Monyolo, Nkambule, Lashley, Oriakhi, Peters-Richardson, Tinai, Mphanya, Daniel, and Powley (2011), an entrepreneur is a person who sees an opportunity in the market, gathers his or her resources and creates and grows a business venture to meet those needs. This person bears the risks and will be rewarded with profit if the venture is successful. For anyone to be considered an entrepreneur, the person must embrace concepts such as: opportunity identification which means that there must be a real business opportunity; innovation and creativity—something new and different is required that is needed by a target audience; gathering of resources—capital, labour and operating equipment must be found; business creation and growth—this means the start of a new business venture or the conversion of an existing business; risk taking—there will be both personal and financial risks; creation of rewards—reward can be in the form of profit or increased value of the business; and managing a business—this means that there must be planning, organisation, leadership and control of all the functions (Kollie *et al.*, 2011). In essence, an entrepreneur is a risk taker, an innovator, a person who possesses business acumen and sees potential opportunities in the community.

Hornby (2015) defined an entrepreneur as a person who organizes and operates a business venture and assumes much of the associated risk; a person who organizes a risky activity of any kind and acts substantially in the manner of a business entrepreneur; and a person who strives for success and takes on risk by starting his or her own venture, service and so on. This definition implies that entrepreneurs are those who create, organise and take the risk of a business or an enterprise and as such are usually found in profit making activities. It is important to stress that being an entrepreneur involves having a strong need for achievement, having the acumen for resource combination and being able to take risk even when no elaborate organizational formation is needed. Hence, it is not only the sole business owner who sets up a business venture that is considered an entrepreneur, top managers of an enterprise who do not own the enterprise are also entrepreneurs as they also perform entrepreneurial roles. Entrepreneurs are also found in government parastatals, cooperatives, charities, town unions, and so on.

Having established who an entrepreneur is, it is now imperative to evaluate the nature of entrepreneurship. As an emerging and globally recognized aspect of human endeavor, many scholars, educationists, authors and organisations have provided insight on the nature of



entrepreneurship. While there are so many views about the nature of entrepreneurship, authors and scholars appear to be in agreement regarding the origin of entrepreneurship. As pointed out earlier, the term “entrepreneurship” which originated from the French word “entrepredre” was officially associated with Richard Cantillon, an Irish-French economist who described an “entrepreneur” as any person who buys factor services at 'certain' prices with a view to sell the resulting product at 'uncertain' prices in the future. On this basis, entrepreneurship has been conceived as the process of purchasing goods at certain prices with a view of selling them at uncertain prices in the future and by doing so bearing an uninsured risk.

Kolliebet *al.* (2011) in their contribution to the concept of entrepreneurship noted that a normal response to the question, “what is entrepreneurship?” is that entrepreneurship is about creating or establishing a business. They pointed out, however, that entrepreneurship is more than simply starting or operating a small business; it is the process of identifying business opportunities, allocating resources, and taking risks to produce goods and services of value, through creative and innovative processes, to satisfy unmet consumer demands. In a similar vein, Neck and Greene (2011) noted that entrepreneurship is about creating new opportunities and executing in uncertain and even currently unknowable environments. They reiterated that entrepreneurship is the process of identifying an opportunity, understanding resource requirements, acquiring resources, planning, and implementing.

Another common conception about entrepreneurship is that entrepreneurship is about entrepreneurial individuals creating innovative organizations that grow and create value, either for the purpose of profit or not. However, entrepreneurship does not have to include the creation of new organizations, it can also occur in existing organizations. It is not only limited to the entrepreneurial individual, but also to entrepreneurial opportunities and the relationship between the individual and the opportunity, that is, the individual-opportunity nexus. Hence, entrepreneurship is as a process by which individuals—either on their own or inside organizations—pursue opportunities without regard to the resources they currently control (Quality Assurance Agency, 2012; Jones, 2012). The Quality Assurance Agency (2012) further opined that there are two views to the definition of entrepreneurship vis the narrow view and wide view. The narrow definition of entrepreneurship is that entrepreneurship is about opportunity identification, business development, self-employment, venture creation and growth, while the wide definition of entrepreneurship is that it is about personal development, creativity, self-reliance, initiative taking, action orientation.

According to Lackeus (2015), the idea of entrepreneurship education has spurred much enthusiasm in the last few decades and this has resulted in a myriad of effects such as economic growth, job creation and increased societal resilience, as well as individual growth, increased school engagement and improved equality. He pointed out that putting the idea entrepreneurship education into practice has however posed significant challenges, alongside the stated positive effects to practitioners, such as lack of time and resources, teachers’ fear of commercialism, impeding educational structures, assessment difficulties and lack of definitional clarity. In furtherance of his argument, Lackeus (2015) pointed out that what is meant by entrepreneurship education may differ significantly. To some people, entrepreneurship education may mean that students should be encouraged to start up their own company (this leans on a rather narrow definition of entrepreneurship viewed as starting a business); to others, it may mean that it is not at all about starting new organizations, but that it instead is about making students more creative, opportunity oriented, proactive and innovative, adhering to a wide definition of entrepreneurship relevant to all walks in life.



Hence, a common denominator between these differing approaches is that all students can and should train their ability and willingness to create value for other people—this is at the core of entrepreneurship and is also a competence that all citizens increasingly need to have in today’s society, regardless of career choice. Creating new organizations is then viewed as one of many different means for creating value (Lackeus, 2015).

Entrepreneurship education is often viewed from three perspectives: teaching about entrepreneurship, teaching for entrepreneurship and teaching through entrepreneurship (O'Connor, 2013; Lackeus, 2015). Teaching about entrepreneurship means a content-laden and theoretical approach aiming to give a general understanding of the phenomenon; it is the most common approach in higher education institutions. Teaching for entrepreneurship means an occupationally oriented approach aiming at giving budding entrepreneurs the requisite knowledge and skills. Teaching through entrepreneurship means a process-based and often experiential approach where students go through an actual entrepreneurial learning process; this approach often leans on the wider definition of entrepreneurship, and can be integrated into other subjects in general education, connecting entrepreneurial characteristics, processes and experiences to the core subject. While the “about” and “for” approaches are relevant primarily to a subset of students on secondary and higher levels of education, the embedded approach of teaching “through” entrepreneurship can be relevant to all students and on all levels of education (O'Connor, 2013; Lackeus, 2015).

### Review of Empirical Studies

Some of the studies that were reviewed in respect of teaching techniques for entrepreneurship education are summarized in Table 1.

**Table 1a: Summary of Empirical Literature on Teaching Techniques and Entrepreneurship Education**

Author(s)/Year	Objective	Research Design/ Method(s) of Analysis	Finding(s)/Conclusion	Recommendation(s)
Fatoki (2014)	To identify the traditional and non-traditional pedagogies employed for the teaching of entrepreneurship in South African universities.	Descriptive design	Students perceive both the traditional and the nontraditional teaching methods as important to the development of their entrepreneurship skills and knowledge.	Universities should adopt an educational model that gives teachers the skills to combine the traditional teaching methods with the innovative methods through course design and content.





Arasti, Falavarjani & Imanipour (2012)	To identify the appropriate teaching methods in entrepreneurship education in three universities in Tehran, Iran..	Multiple-case-study research methodology	Entrepreneurship education not only plays a key role in development of entrepreneurial culture in the society, but also creates the necessary knowledge for starting, survival and growth of business.	For effective entrepreneurship education to take place, a combination of teaching methods should be used.
Fidel-Imoisili & Ogunleye (2020)	To analyse the strategies for inculcating entrepreneurship knowledge, attitudes and skills on science students in Nigeria.	Descriptive survey research design	Instructional strategies affect entrepreneurship education in Nigeria.	New policy directions, more effective strategies and improved school-industry partnerships need to be explored for a re-engineered school science education curriculum implementation for improved entrepreneurial knowledge, attitudes and practices.
Fayomi, <i>et al.</i> (2019)	To examine the influence of teaching and learning methods on perceived desirability for entrepreneurship	Survey design	University-level entrepreneurship training demands cognitive and non-cognitive activities as the minimum benchmark for learning entrepreneurship.	There should be a new national policy guideline allocating 70% practical activities to entrepreneurship classes at the levels of departments or faculties of participating students, since there is always an element of entrepreneurship components in every academic career.

**Source: Researchers' Conceptualized View, 2022.**



**Table 1b: Summary of Empirical Literature on Teaching Techniques and Entrepreneurship Education Continued**

<b>Author(s)/Year</b>	<b>Objective</b>	<b>Research Design/ Method(s) of Analysis</b>	<b>Finding(s)/Conclusion</b>	<b>Recommendation(s)</b>
Maifata & Abdulkadir (2016)	Determine the effect of pedagogical approaches adopted for teaching and learning entrepreneurship education in library and information science schools in Nigerian universities	Survey research design	There is a significant relationship between the pedagogical approaches to teaching and learning entrepreneurship education in the library and information science schools	Entrepreneurship teachers (lecturers) should adopt practical teaching strategies such as problem based learning, creative problem solving techniques, case study and discussion method
Adedeji & Rahman (2018)	To synthesise through the review of literature the various innovative teaching methods and how they have influenced the practice of entrepreneurship education.	Survey design	There are varying types of teaching methods categorised under two broad headings of traditional (passive) and innovative (action based) methods	Studies should be carried out and effort made to identify the teaching techniques that will suit the peculiar needs of the different student audience for entrepreneurship education.
Dagdilelis & Giossi (2015)	To determine how teachers can assist students to create an innovative idea for a new business and how they (students) can convert the innovative idea learnt into business.	Observations and interviews	The combined teaching of creativity, innovation and entrepreneurship prove to be very challenging, but achievable.	Teachers should embrace different roles compatible, and in line, with innovation-driven entrepreneurship teaching
Samsudin, Abas, Rosdi, & Razak (2019)	To investigate the suitability of teaching methods of the entrepreneurship enculturation course in the Malaysian public education university	Survey design	All pedagogical approaches to entrepreneurship education appealed to the students sampled	University policy makers should take steps to measure the effects of teaching and learning methods on entrepreneurship education on university students' inclination for business start-up

**Source: Researchers' Conceptualized View, 2022.**



## **METHODOLOGY**

The cross-sectional survey research design was adopted in this study since the study involved independent and non-manipulated variables. Cross-sectional survey design was appropriate for this study as this study was a primary data research and because data was collected from the respondents (lecturers) through questionnaire. The area covered by this study was Rivers State, Nigeria and the population of the study was made up of 32 (thirty-two) business educators lecturing entrepreneurship in Rivers State University, Ignatius Ajuru University of Education and University of Port Harcourt. The entire population was used as sample since the population was not large.

The instrument used for data collection for this study was a self-structured questionnaire titled “Adequacy of Teaching Techniques for improved Entrepreneurship Education (ATTIEE).” The instrument was validated with respect to face and content by two business educators and one measurement and evaluation expert all in the Faculty of Education, Rivers State University, Port Harcourt. The reliability of the instrument was tested using the test-retest method; this was achieved by initially administering the questionnaire to twenty-five (25) business educators in the Faculty of Education of the University of Uyo, Akwa Ibom State. The administration of the instrument was done twice. The Pearson Product Moment Correlation Coefficient (PPMCC) statistic was used to determine the reliability of the instrument and a reliability level of 0.78 was obtained.

Copies of the questionnaire were administered to the respondents by hand and retrieval was also by hand, for ease of administration and retrieval of the instrument. Data analysis for this study was effected through the use of descriptive statistics (that is, mean and standard deviation). Weights were assigned to the questionnaire based on a four-point (4) rating scale of Very High Extent (4), High Extent (3), Moderate Extent (2), and Low Extent (1). The expected mean of the questionnaire responses was 2.5 obtained by dividing the sum of the weights of the response options by the total number (that is,  $4+3+2+1 \div 4$ ). The hypothesis formulated was tested at five percent (0.05) level of significance using One-Way Analysis of Variance (1-Way ANOVA) statistic.

## **RESULTS**

### **Descriptive Statistics**

Table 2 displays the descriptive statistics based on the data obtained through the questionnaire during the course of the study.

### **Research Question**

To what extent are teaching techniques adequate for improved entrepreneurship education in universities in Rivers State?



**Table 2: Mean and Standard Deviation on the Extent to Which Teaching Techniques are Adequate for Improved Entrepreneurship Education in Universities in Rivers State.**

	Minimum	Maximum	Mean	Std. Deviation	Remark
Expository Technique	2.20	4.00	3.1250	.39267	High Extent
Games and Simulations Technique	2.20	3.80	3.0000	.41891	High Extent
Design-Based Technique	2.00	4.00	3.0813	.36228	High Extent
Reflective Practices Technique	2.00	4.00	3.3000	.35560	High Extent
<b>Grand Mean/SD</b>			<b>3.126575</b>	<b>0.382365</b>	<b>High Extent</b>

Source: Field Survey, 2022.

The data displayed in Table 2 indicates that the majority of the business educators that made up the sample size of this study were familiar with the four teaching techniques that were assessed in this study and adopt them when delivering lectures. The result also indicates that the business educators that made up the sample of this study were unanimous in their view about the adequacy of expository technique, games and simulations techniques, design-based technique and reflective practice technique in the transference of entrepreneurship skills, knowledge and attitudes given the marginal standard deviation of 0.382365 from the mean. The grand mean of 3.126575 (that is,  $3.125 + 3 + 3.0813 + 3.3$  divided by 4) is greater than the expected mean of 2.5 by 0.626575 confirming the fact that teaching techniques, to a high extent, are adequate for improved entrepreneurship education in universities in Rivers State.

## Test of Hypothesis

### Hypothesis

There is no significant difference in the mean response scores of lecturers in Rivers State University, Ignatius Ajuru University of Education and University of Port Harcourt on the adequacy of teaching techniques for improved entrepreneurship education in universities in Rivers State.

One-Way Analysis of Variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. The test was done with the aid of the Statistical Package for Social Sciences (SPSS, version 20). The decision rule was to accept the hypothesis if the calculated value of F (F-calculated) was less than the critical value of F (F-critical) and to reject the hypothesis if the calculated value of F was greater than the critical value. Furthermore, in determining the acceptability or otherwise of the hypotheses, consideration was given to the p-value; hence, where the calculated p-value was greater than the level of significance of 0.05 (that is  $p > 0.05$ ), the hypothesis was accepted; otherwise it was rejected.



**Table 3: ANOVA Result on the Adequacy of Teaching Techniques for Improved Entrepreneurship Education in Universities in Rivers State.**

Source of Variation		Sum of Squares	df	Mean Square	F-Cal.	F-crit.	Sig.	Decision
Expository Technique	Between Groups	.323	2	.161	1.051	3.33	.363	Accepted
	Within Groups	4.457	29	.154				
	Total	4.780	31					
Games and Simulations Technique	Between Groups	.376	2	.188	1.078	3.33	.354	Accepted
	Within Groups	5.064	29	.175				
	Total	5.440	31					
Design-Based Technique	Between Groups	.078	2	.039	.285	3.33	.754	Accepted
	Within Groups	3.990	29	.138				
	Total	4.069	31					
Reflective Practices Technique	Between Groups	.034	2	.017	.125	3.33	.883	Accepted
	Within Groups	3.886	29	.034				
	Total	3.920	31					

**Source:** Field Survey, 2022.

Table 3 shows the calculated values of F in respect of the differences in the mean response scores of lecturers in Rivers State University, Ignatius Ajuru University of Education and University of Port Harcourt on the adequacy of expository, games and simulations, design-based and reflective practice techniques for teaching entrepreneurship education in universities in Rivers State. The calculated value of F for each of the variables (1.051 for expository technique, 1.078 for games and simulations techniques, 0.285 for design-based technique and 0.125 for reflective practice technique) at degrees of freedom of 2 and 29, and 0.05 level of significance, is less than the critical value of F which is 3.33 in each case. Furthermore, the calculated value of p (0.363 for expository technique, 0.354 for games and simulations techniques, 0.754 for design-based technique and 0.883 for reflective practice technique) is greater than the level of significance of 0.05. This implies that there is no significant difference in the mean response scores of lecturers in Rivers State University, Ignatius Ajuru University of Education and University of Port Harcourt on the adequacy of teaching techniques for improved entrepreneurship education in universities in Rivers State. Hence, the hypothesis is accepted.





## Summary of Major Findings

From the analysis of the research questions and the result of the test of hypothesis presented in Tables 2 and 3, the following findings emerged:

1. Expository technique, to a high extent, is adequate for the teaching of entrepreneurship education in universities in Rivers State.
2. Games and simulation techniques are, to a high extent, adequate for the teaching of entrepreneurship education in universities in Rivers State.
3. Design-based technique is, to a high extent, adequate for the teaching of entrepreneurship education in universities in Rivers State.
4. Reflective practice technique, to a high extent, is adequate for the teaching of entrepreneurship education in universities in Rivers State.
5. There is no significant difference in the mean response scores of lecturers in Rivers State University, Ignatius Ajuru University of Education and University of Port Harcourt on the adequacy of teaching techniques for improved entrepreneurship education in universities in Rivers State.

## CONCLUSION

Based on the research findings, this study concludes that teaching techniques, to a high extent, are adequate for entrepreneurship education in universities in Rivers State. Hence, all the teaching techniques assessed, when applied appropriately by business educators, enhance entrepreneurship education and stimulate new venture creation as well as advancement of existing ventures. Furthermore, the study concludes that no single technique is most appropriate for teaching entrepreneurship education; therefore, success in the teaching of entrepreneurship education depends on the ability of business and entrepreneurship educators to combine various techniques when delivering lectures and transferring entrepreneurship knowledge, skills, and attitude taking cognizance of the caliber of students, the environment within which teaching is to take place and the available facilities or technology.

## RECOMMENDATIONS

The following recommendations are advanced based on the findings and conclusion of this study:

1. In choosing the technique or techniques to be adopted in teaching entrepreneurship, business and entrepreneurship educators should pay attention to the caliber of students, the environment within which teaching is to take place and the available facilities or technology.
2. Since success in the teaching of entrepreneurship education depends on the ability of business and entrepreneurship educators to combine various techniques when delivering lectures and transferring entrepreneurship knowledge, skills and attitude,



business and entrepreneurship educators should ensure they are eclectic in the use of the various techniques for teaching entrepreneurship.

3. To be effective and remain relevant in the transference of entrepreneurship knowledge, skills and attitudes to students, given that the business and venture creation environment changes rapidly, business and entrepreneurship educators should continue to develop their entrepreneurial and teaching skills through regular research on new venture creation, attendance of training, workshops and seminars. This will fortify them with the skills and ability required to commit to their calling as entrepreneurship trainers, as they can only give what they have.
4. Finally, to boost entrepreneurship education, the government should invest in relevant and modern technology and build resource centers where both business and entrepreneurship educators as well as students and others interested in developing their entrepreneurial capabilities can acquire hands-on entrepreneurial skills and knowledge.

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