



Pedagogic Approaches for Teaching Entrepreneurship in Business Education Programme in Nigeria Universities

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ABSTRACT

The study ascertained the extent business education lecturers considered pedagogic approaches for teaching entrepreneurship in the business education programme. Two research questions guided the study while two null hypotheses were tested at 0.05 level of significance. The survey research design was adopted for the study with population and sample of 75 business educators in universities offering business education in South-East Nigeria. Data were collected using a 30-item structured questionnaire. The instrument was validated by three experts. Cronbach Alpha reliability method was used to obtain a reliability coefficient (0.96) for the entire instrument. Seventy-five copies of the questionnaire were administered to the respondents by the researcher with the help of eight research assistants. Out of the 75 copies of the questionnaire administered, 73 copies were retrieved and filled. Data collected were analysed using mean and standard deviation to answer the research questions while the null hypotheses were tested using t-test statistics. The study found out that the business education lecturers considered business plan development and mentoring interaction pedagogic approaches effective for the teaching of entrepreneurship in the business education programme. There were no significant differences in the mean ratings of the respondents on 19 out of the 30 pedagogic approaches is considered effective for the teaching of entrepreneurship, whereas there were significant differences in the mean ratings of the respondents on the remaining 11 items. Therefore, the study recommended among others that, there should be the training of business education lecturers in business plan development and mentoring interaction pedagogic approaches for effective teaching of entrepreneurship.

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INTRODUCTION

The adoption of the pedagogy that can ensure effective communication of the contents of curricula of a programme to students and enhance their practice of the theoretical aspects of the course is very important (Moses,

Oluwafunmilayo, Olokundun and Gbenja, 2015). The essence of pedagogic approaches for teaching entrepreneurship education is to ensure that students are built and prepared for the relevant marketplace through an entrepreneurship mindset and skills



acquisition. This can be achieved through the introduction of academically enhanced pedagogies that are action-oriented and student-friendly. Although some teachers tend to overemphasize on pedagogy, pedagogy is not an end in itself per se. Pedagogy is a means to achieve objectives (Zahra, Mansoreh & Narges, 2012). As soon as objectives have been agreed upon and specific constraints have been identified, the right teaching methods can be selected (Fayolle & Gailly, 2008). On the other hand, the effectiveness of entrepreneurship education in any programme depends mostly on teachers' skill and knowledge of different teaching approaches.

As the number and types of entrepreneurship education programmes have grown, the discipline's pedagogic approaches and learning models have increased correspondingly (White, Hertz & D'Souza, 2011a). However, there is little analysis as to the effectiveness of these pedagogic approaches and learning models. There are many pedagogic approaches and learning models that aid in the preparation of students as future entrepreneurs. However, the value of most of the pedagogical approaches has not been considered effective by many educators. Building upon situated learning theory, this study will examine the effectiveness of using a business plan development and mentoring interaction pedagogic approaches as considered effective by business education lecturers. In teaching entrepreneurship education, the development of a business plan is identified as being the most important course feature of entrepreneurship courses (Honig, 2004).

A business plan development may be defined as a written document that describes the current state and the presupposed future of an organization (Honig, 2004; White, Hertz & D'Souza, 2011b). Business planning is meant to be the first step toward a specific process widely known as entrepreneurship, but unlike the activity of entrepreneurship, it

focuses primarily on ideas as opposed to actions (Honig, 2004). A well-crafted business plan is one of the most important communication tools for an entrepreneur and provides a sense of legitimacy to the firm and the founders. The lack of a good business plan may be perceived as a lack of intent or commitment on the part of the founder. Pedagogical approaches implications of business plan development to achieve the aims of entrepreneurship education are paramount and should be of concern to business education lecturers in the teaching of entrepreneurship education.

Efforts are being made by researchers to look inwards on the mentoring interaction aspect in the teaching of entrepreneurship education. What then is this mentoring interaction pedagogic approach in teaching entrepreneurship education? Nigerian universities and governments have recently started programmes which include mentorship as a key component in increasing entrepreneurship education by initiating and sponsoring small business mentorship in institutions of higher learning (Brunella, 2012). Mentoring interaction pedagogic is an aspect of skills development pedagogy which focuses on the improvement, strengthening and radicalization of knowledge, skills, and values, competencies with which one comes into an organization/university to have a good and smooth transition into the workplace and professional growth. Eby in Njoku and Nwachukwu (2016) defined mentorship as a developmentally oriented interpersonal relationship that is typically between a more experienced individual - that is the mentor, and less experienced individual - that is the protégé. Mentoring means the support of an expert to overcome problems starting entrepreneur encounters.

Entrepreneurship education is novel in the curriculum of higher education in Nigeria (Anannagoon, Akudo & Emetarom, 2008). Entrepreneurship



education is unique in the sense that unlike many other courses, it seeks to change people's attitudes and beliefs and to equip them with the skills necessary to plan, launch, and successfully manage their business enterprises and those of others as well. Entrepreneurship education, therefore, could be conceptualized as the type of educational process geared towards equipping students with creative and innovative ideas that will enhance self-employment and job creation (Ibe, 2008). Entrepreneurship education inculcates in individuals entrepreneurial skills that enable them to confront situations in creative and innovative ways (Agu & Chiaha, 2013). Agu and Chiaha further explained that such entrepreneurial individuals create jobs for themselves and others thereby reducing unemployment. Even when such individuals are employed by other enterprises, they, as entrepreneurs, easily become agents of business expansion and growth leading to the creation of more business opportunities and more jobs.

The teaching of entrepreneurship education in the business education programme should involve the determination of worthwhile objectives, the selection and arrangement of learning experiences, guidance, motivation as well as testing and correction to enable students to acquire the skills and abilities needed to function as entrepreneurs (Oduma, 2012). The teaching of entrepreneurship education, according to Oraku in Oduma (2012b), includes preparation of subject-matter to be taught, its selection and arrangement, preparation of demonstration materials, appropriate diagram (where needed) and preparation of the minds of the class so that the new learning flows on from previous ones, facilitating understanding and logical growth of knowledge of the discipline. The teaching of entrepreneurship education for the effective impartation of skills on the students to become motivated

entrepreneurs should involve pedagogical components as in learning by doing, by creative problem solving, by feedback through interaction, demonstration, close exposure to role models and allowing students to construct the knowledge through application and action.

Teaching students' entrepreneurship education is more about enterprise education. The purpose is for students to take more responsibility for themselves and their learning, to try to achieve their goals, be creative and discover existing opportunities and in general to cope in the complicated society (Ikavalko, Ruskovaara & Seikkula-Leino, n.d). Moreover, the aim is for them to take an active role in job markets and consider entrepreneurship as a natural career choice. This education involves developing entrepreneurial behaviours, entrepreneurial skills and attributes applied individually and/or collectively to help individuals and organizations of all kinds to create, cope with and enjoy change and innovation. This also involves higher levels of uncertainty and complexity as a means of achieving personal fulfilment and organizational effectiveness. Enterprising education is the process by which such behaviour is practised and supported. These skills, behaviours and attributes are exhibited in organizations of all kinds ranging from within the family to the wider community.

The university education which is described as a transformational tool for development in the country could be said to be facing significant challenges in its efforts to provide graduates with equitable knowledge and skills that will employ them, bring them into the mainstream of development by improving their status, providing them with employment opportunities and/or making them be job creators (Okolocha & Ile, 2011). The ongoing rise in the rate of unemployment has led to a call for mass-scale development of entrepreneurs and entrepreneur enablers throughout Nigeria. Agbamu (2011) opined that one



of the consequences of this call was the demands for entrepreneurship education in various Nigerian university programmes to ensure that graduates become entrepreneurs.

In response to the demands for entrepreneurship education in the universities, some authors are of the view that teaching approaches and learning activities are effective paths towards developing the entrepreneurial spirit (Lee & Wong, 2004; Edwards and Muir, 2004; Mallalien, 2004; Nyanducha, 2006; Sherman, Sebora & Digman, 2008 in Agbamu, 2011). For university education and business education programme, in particular, to be accorded due respect in the society, Udegboka in Okolocha and Ile (2011) noted that business education programme must provide graduates with minimum skills that will enable them to be self-employed through entrepreneurship education. This scenario calls for business education programme lecturers in Nigerian universities to think out suitable pedagogic approaches that will be effective to help improve the teaching of entrepreneurship education in the programme. The rationale for this study is strictly geared towards providing an empirical or statistical basis for examining the effectiveness of pedagogic approaches for the teaching of entrepreneurship education in business education programme in universities in South-East Nigeria. It may be unreasonable to think that business education lecturers can teach entrepreneurship education without additional pedagogical support models of successful practice, and ideas about integrating entrepreneurship education pedagogies into their existing instructional practice.

The purpose of this study was to ascertain the extent business education lecturers in universities in South-East Nigeria consider pedagogic approaches effective for teaching entrepreneurship education in a business education

programme. Specifically, this study ascertained:

1. The extent business plan development pedagogic approach was considered effective for teaching entrepreneurship education in business education programme in universities in South-East Nigeria.
2. The extent mentoring interaction pedagogic approach was considered effective for teaching entrepreneurship education in business education programme in universities in South-East Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent business plan development pedagogic approach is considered effective for teaching entrepreneurship education in business education programme?
2. To what extent mentoring interaction pedagogic approach is considered effective for teaching entrepreneurship education in business education programme?

Research Hypotheses

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

1. There is no significant difference in the mean responses of male and female business education lecturers on the extent business plan development pedagogic approach is considered effective for teaching entrepreneurship education in business education programme
2. There is no significant difference in the mean responses of experienced and less experienced business education lecturers on the extent mentoring interaction pedagogic approach is considered effective for teaching entrepreneurship education in a business education programme.



METHODOLOGY

The study adopted a survey research design to ascertain pedagogic approaches effective for teaching entrepreneurship in the business education programme. A survey involves a systematic means of data collection from a selection of respondents to determine and report their opinions. This design, therefore, is considered appropriate for the study as it collected data on the opinions of business education lecturers in South-East Nigeria. The population for the study was seventy-five business education lecturers in the eight public universities offering Business Education in South-East Nigeria. The population was collected from the departmental staff list of monthly returns from each institution. The entire population of 75 Business education lecturers was used for the study because of its manageable size, hence, there was no sampling. The data for the study were collected using a structured questionnaire. The questionnaire consists of two parts (A and B). Part A is on personal data while Part B contains 30 items in two clusters: B1-B2 to elicit information regarding the two research questions that guide the study. The instrument was constructed using a five-point rating scale of Very High Extent (VHE) 5, High Extent (HE) 4, Moderate Extent (ME) 3, Low Extent (LE) 2 and Very Low Extent (VLE) 1. The respondents were requested to indicate the extent of their agreement or disagreement with each of the items as considered effective pedagogic approach for teaching entrepreneurship in the business education programme.

The instrument for data collection was validated by three experts. The validators scrutinized the instrument

in terms of suitability, relevance, general test format and clarity of language. The instrument was subjected to a reliability test after validation using a pilot test method and Cronbach's Alpha procedure was used to ascertain the internal consistency of the instrument that yielded a total reliability coefficient index of 0.65. Seventy-five copies of the questionnaire were administered to the respondents by the researcher with the assistance of eight research assistants drawn from the eight public universities offering business education programme in South-East Nigeria. The research assistants were briefed on the essence of the study and what is expected of them. The respondents were given one week to enable them to complete the questionnaire and at the expiration of the period, the researcher together with the research assistants retrieved the copies of the questionnaire that were used for analysis. Out of the 75 copies of the questionnaire administered, 73 (97.3%) copies were retrieved and used for data analysis. Mean and the standard deviation was used to answer the research questions. The hypotheses were tested using t-test statistics at 0.05 level of significance. The null hypotheses of no significant difference were accepted on items whose p-values were greater than 0.05 level of significance while the hypothesis of no significant difference was rejected on items whose p-values were less than 0.05 level of significance.

RESULTS

Research Question one: To what extent business plan development pedagogic approach is considered effective for teaching entrepreneurship education in business education programme?



Table 1: Mean Responses on the extent Business Plan Development Pedagogic Approach is Considered Effective for Teaching Entrepreneurship Education in Business Education Programme.

| S/N | Item Statements | X | SD | Rmks |
|-----|---|------|------|------|
| 1 | Positions the lecturer to evaluate the business plans completed by students. | 4.54 | 0.81 | VHE |
| 2 | Promotes entrepreneurship among the students with the aid of planning their own dream business during classroom learning. | 4.21 | 0.90 | HE |
| 3 | Positions the lecturer to ask students to complete a business plan for evaluation. | 4.72 | 0.50 | VHE |
| 4 | Promotes enterprises using the learning by doing method. | 4.08 | 0.95 | HE |
| 5 | Helps students during entrepreneurship learning to become entrepreneurs. | 3.91 | 0.81 | HE |
| 6 | Enables students to understand how to develop their business plan. | 3.87 | 0.92 | HE |
| 7 | Ensures that students are allowed to interact with successful entrepreneurs within their environment at programmed intervals. | 4.31 | 0.87 | HE |
| 8 | Helps to promote students' entrepreneurial spirit for successful business venture creation | 4.64 | 0.71 | VHE |
| 9 | Offers students' entrepreneurial insight into business ideas to start-up a business venture. | 4.65 | 0.58 | VHE |
| 10 | Provides students with basic knowledge for measuring business progress | 4.04 | 0.97 | HE |
| 11 | Helps students with the knowledge of determining the mission statement of a business venture | 3.94 | 0.82 | HE |
| 12 | Helps students to determine possible environmental problems of a proposed business. | 4.64 | 0.65 | VHE |
| 13 | Helps students to focus on the cash requirements of a proposed business. | 4.15 | 0.92 | HE |
| 14 | Helps students to determine how viable a dream business is. | 4.72 | 0.50 | VHE |
| 15 | Gives students a sense of direction to become a successful entrepreneur. | 3.84 | 0.99 | HE |

Note: X = Mean, SD = Standard Deviation, VHE = Very High Extent, HE = High Extent.

The data presented in Table 1 reveals that the mean ratings of the respondents on nine out of the 15 items in the Table have ranged from 3.84 to 4.31. This indicated that the nine identified items are to a "High Extent" business plan development pedagogic approach was considered effective for teaching entrepreneurship education in the business education programme. On the other hand, the mean values of the remaining six items 1, 3, 8, 9, 12 and 14 are 4.54, 4.72, 4.64, 4.65, 4.64 and 4.72 respectively and fall within the boundary limit of 4.50 – 5.00. This implies that the

remaining six items are to a "Very High Extent" business plan development pedagogic approach was considered effective for teaching entrepreneurship education in the business education programme. The standard deviation of the 15 items is ranged between 0.50 to 0.99 which indicates that the responses of the respondents are close to each other.

Research Question Two: To what extent is mentoring interaction pedagogic approach considered effective for teaching entrepreneurship education in business education programme?



Table 2: Mean Responses on the extent Mentoring Interaction Pedagogic Approach is Considered Effective for Teaching Entrepreneurship Education in Business Education Programme

| S/N | Item Statements | X | SD | Rmks |
|-----|---|------|------|------|
| 1 | Helps students to identify what they need to know about a business venture. | 4.34 | 0.76 | HE |
| 2 | Helps students clarify the gaps in their knowledge of business creation. | 4.23 | 0.89 | HE |
| 3 | Enable students to have an understanding of entrepreneurship. | 4.72 | 0.58 | VHE |
| 4 | Help students to focus on their ideas of learning entrepreneurship to become a successful entrepreneur. | 3.86 | 0.84 | HE |
| 5 | Push students to explain their causal reasoning. | 4.53 | 0.95 | VHE |
| 6 | Make sure that students keep on tracks of important ideas. | 4.34 | 0.98 | HE |
| 7 | Help students to make the right decisions. | 4.26 | 0.75 | HE |
| 8 | Help students to see the limits of their knowledge as opportunities to learn. | 4.04 | 0.94 | HE |
| 9 | Develop positive interpersonal relationships between students and mentors. | 4.43 | 0.94 | HE |
| 10 | Guide students through difficult personal problems. | 4.17 | 0.83 | HE |
| 11 | Aid in the development of students' self-efficacy. | 3.90 | 0.93 | HE |
| 12 | Mentoring interactions develop students' technical skills. | 4.58 | 0.88 | VHE |
| 13 | Impart knowledge through a variety of pedagogical enhancement. | 3.84 | 0.96 | HE |
| 14 | Provide students with diverse opportunities to facilitate feedback. | 3.78 | 0.77 | HE |
| 15 | Provide students with opportunities that will assist them in attaining their dream business. | 4.75 | 0.49 | VHE |

Note: X = Mean, SD = Standard Deviation, VHE = Very High Extent, HE = High Extent.

From the data presented in Table 2, show that the mean ratings of the responses of the respondents on 11 out of the 15 items have mean values that range from 3.84 to 4.43. On the other hand, the mean values of the remaining four items 3, 5, 12 and 15 are 4.72, 4.53, 4.58 and 4.75 respectively and fall within the boundary limit of 4.50 – 5.00. This indicates that the remaining four items are to “Very High Extent” mentoring interaction pedagogic approach was considered effective for teaching entrepreneurship education in the business education programme. The

standard deviation of the 15 items ranges between 0.49 to 0.96 which indicate that the responses of the respondents are close to one another.

Hypothesis One

There is no significant difference in the mean responses of male and female business education lecturers on the extent to which business plan development pedagogic approach is considered effective for teaching entrepreneurship education in business education programme



Table 3: Summary of t-test Analysis of the Mean Responses of Male and Female Business Education Lecturers on the extent Business Plan Development Pedagogic Approach is Considered Effective for Teaching Entrepreneurship Education in Business Education Programme

| S/N | Item Statements | Male (n = 40) | | Female (n = 33) | | Sig. p-value | Rmk |
|-----|---|------------------|-----------------|--------------------|-----------------|-----------------|-----|
| | | \bar{X}_M | SD _M | \bar{X}_F | SD _F | | |
| 1 | Positions the lecturer to evaluate the business plans completed by students. | 4.60 | 0.84 | 4.50 | 0.79 | 0.60 | NS |
| 2 | Promotes entrepreneurship among the students with the aid of planning their own dream business during classroom learning. | 4.37 | 0.77 | 4.07 | 0.99 | 0.16 | NS |
| 3 | Positions the lecturer to ask students to complete a business plan for evaluation. | 4.65 | 0.59 | 4.78 | 0.41 | 0.26 | NS |
| 4 | Promotes enterprises using the learning by doing method. | 4.28 | 0.75 | 3.89 | 0.88 | 0.03 | S* |
| 5 | Helps students during entrepreneurship learning to become entrepreneurs. | 4.08 | 0.73 | 3.76 | 0.87 | 0.21 | NS |
| 6 | Enables students to understand how to develop their business plan. | 4.14 | 0.87 | 3.63 | 0.91 | 0.01 | S* |
| 7 | Ensures that students are allowed to interact with successful entrepreneurs within their environment at programmed intervals. | 4.28 | 0.78 | 4.34 | 0.96 | 0.78 | NS |
| 8 | Helps to promote students' entrepreneurial spirit for successful business venture creation | 4.65 | 0.80 | 4.63 | 0.63 | 0.88 | NS |
| 9 | Offers students' entrepreneurial insight into business ideas to start-up a business venture. | 4.68 | 0.63 | 4.63 | 0.54 | 0.69 | NS |
| 10 | Provides students with basic knowledge for measuring business progress | 4.22 | 0.91 | 3.86 | 0.78 | 0.15 | NS |
| 11 | Helps students with the knowledge of determining the mission statement of bus venture | 4.08 | 0.95 | 3.81 | 0.87 | 0.31 | NS |
| 12 | Helps students to determine possible environmental problems of a proposed business. | 4.62 | 0.64 | 4.65 | 0.66 | 0.85 | NS |
| 13 | Helps students to focus on the cash requirements of a proposed business. | 4.40 | 0.84 | 3.92 | 0.92 | 0.04 | S* |
| 14 | Helps students to determine how viable a dream business is. | 4.77 | 0.42 | 4.68 | 0.57 | 0.46 | NS |
| 15 | Gives students a sense of direction to become a successful entrepreneur. | 3.94 | 0.93 | 3.76 | 0.85 | 0.44 | NS |

Note: Level of Sig. = 0.05; NS = Not Significant; S* = Significant.

The data presented in Table 3 show that 12 out of the 15 identified business plan development pedagogic approach have their p-values ranging

from 0.15 to 0.88 which are all greater than 0.05 level of significance. This indicates that there are no significant differences in the mean ratings of male



and female business education lecturers on the 12 business plan development pedagogic approach was considered effective for teaching entrepreneurship education in the business education programme. Therefore, the null hypothesis was accepted relative to the 12 items. On the other hand, the p-values of the remaining three items, specifically items 4, 6 and 13 are 0.03, 0.01 and 0.04 respectively which are less than 0.05 level of significance. This indicates that there are significant differences in the mean ratings of male and female Business education lecturers on the three business plan development pedagogic approaches

considered effective for teaching entrepreneurship education in the business education programme. Thus, the null hypothesis was rejected relative to the items 3, 4 and 6.

Hypothesis Two

There is no significant difference in the mean responses of experienced and less experienced business education lecturers on the extent mentoring interaction pedagogic approach is considered effective for teaching entrepreneurship education in the business education programme.

Table 4: Summary of t-test Analysis of the Mean Responses of Experienced and Less Experienced Business Education Lecturers on the extent Mentoring Interaction Pedagogic Approach is Considered Effective for Teaching Entrepreneurship Education in Business Education Programme

| S/N | Item Statements | Exp (n = 42) | | Less Exp (n = 31) | | Sig. p-value | Rmk |
|-----|---|-----------------|-----------------|----------------------|------------------|-----------------|-----|
| | | \bar{X}_E | SD _E | \bar{X}_{LE} | SD _{LE} | | |
| 1 | Helps students to identify what they need to know about a business venture. | 4.32 | 0.76 | 4.39 | 0.78 | 0.71 | NS |
| 2 | Helps students clarify the gaps in their knowledge of business creation. | 4.24 | 0.87 | 4.21 | 0.95 | 0.92 | NS |
| 3 | Enable students to have an understanding of entrepreneurship. | 4.84 | 0.37 | 4.47 | 0.84 | 0.01 | S* |
| 4 | Help students to focus on their ideas of learning entrepreneurship to become a successful entrepreneur. | 3.95 | 0.74 | 3.70 | 0.85 | 0.03 | S* |
| 5 | Push students to explain their causal reasoning. | 4.73 | 0.79 | 4.30 | 0.44 | 0.02 | S* |
| 6 | Make sure that students keep on tracks of important ideas. | 4.44 | 0.92 | 4.13 | 0.79 | 0.04 | S* |
| 7 | Help students to make the right decisions. | 4.26 | 0.82 | 4.26 | 0.73 | 0.99 | NS |
| 8 | Help students to see the limits of their knowledge as opportunities to learn. | 4.08 | 0.94 | 3.95 | 0.97 | 0.60 | NS |
| 9 | Develop positive interpersonal relationships between students and mentors. | 4.66 | 0.72 | 4.30 | 0.72 | 0.01 | S* |
| 10 | Guide students through difficult personal problems. | 4.24 | 0.90 | 4.16 | 0.68 | 0.57 | NS |
| 11 | Aid in the development of students' self-efficacy. | 4.02 | 0.83 | 3.65 | 0.90 | 0.19 | NS |
| 12 | Mentoring interactions develop students' technical skills. | 4.50 | 0.83 | 4.06 | 0.70 | 0.00 | S* |

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| | | | | | | | |
|----|--|------|------|------|------|------|-----------|
| 13 | Impart knowledge through a variety of pedagogical enhancement. | 4.06 | 0.72 | 3.74 | 0.92 | 0.41 | NS |
| 14 | Provide students with diverse opportunities to facilitate feedback. | 4.02 | 0.85 | 3.59 | 0.82 | 0.00 | S* |
| 15 | Provide students with opportunities that will assist them in attaining their dream business. | 4.85 | 0.70 | 4.60 | 0.64 | 0.03 | S* |

Note: Level of Sig. = 0.05; **NS** = Not Significant; **S*** = Significant

The data presented in Table 4 reveal that seven out of the 15 identified mentoring interaction pedagogy enhancement strategies have their p-values ranging from 0.19 to 0.99 which are all greater than 0.05 level of significance. This indicates that there are no significant differences in the mean ratings of experienced and less experienced business education lecturers on the seven mentoring interaction pedagogic approaches considered effective for teaching entrepreneurship education in the business education programme. Thus, the null hypothesis was accepted relative to the seven items. On the other hand, the p-values of the remaining eight items range from 0.00 to 0.04 which are in each case less than 0.05 level of significance. This indicates that there are significant differences in the mean ratings of experienced and less experienced business education lecturers on the eight mentoring interaction pedagogic approaches considered effective for teaching entrepreneurship education in the business education programme. Thus, the null hypothesis was rejected relative to the eight items.

DISCUSSION OF FINDINGS

The findings of this study on research question one showed that all items were to a high extent business plan development pedagogic approaches for effective teaching of entrepreneurship education. The findings of the hypothesis one revealed that there were no significant differences in the mean ratings of male and female business education lecturers on 12 out of the 15 identified business plan development pedagogic

approaches considered effective for teaching entrepreneurship education in the business education programme. On the other hand, the p-values of the remaining three items, specifically items 4, 6 and 13 are 0.03, 0.01 and 0.04 respectively which are all less than 0.05 level of significance. This indicates that there are significant differences in the mean ratings of male and female Business education lecturers on the three business plan development pedagogic approaches considered effective for teaching entrepreneurship education in the business education programme. Thus, the null hypothesis was rejected relative to the items 3, 4 and 6.

These findings corroborated the report of White, *et al* (2010) who reported that an effective method for teaching skills associated with writing a business plan may be achieved through a process of translating academic research into a pedagogy that may be useful in the classroom. Moreover, the authors suggested that in the particular case of teaching skills associated with understanding the essential criteria of a business plan, the appropriate pedagogies are similar to those used to teach a craft. Furthermore, the findings are in agreement with Honing (2004) who reported that business planning is meant to be the first step towards a specific process widely known as entrepreneurship, but unlike the activity of entrepreneurship, it focuses primarily on ideas as opposed to actions. The findings of this study concerning the second research question revealed that all items are to a high extent considered mentoring interaction pedagogic



approach for effective teaching of entrepreneurship education.

The findings of this study in respect to the second hypothesis showed that there are no significant differences in the mean ratings of experienced and less experienced business education lecturers on seven out of the 15 identified mentoring interaction pedagogic approaches considered effective for teaching entrepreneurship education in the business education programme. On the other hand, the p-values of the remaining eight items range from 0.00 to 0.04 are in each case less than 0.05 level of significance. This indicates that there are significant differences in the mean ratings of experienced and less experienced business education lecturers on the eight mentoring interaction pedagogic approaches considered effective for teaching entrepreneurship education in the business education programme. Thus, the null hypothesis was rejected relative to the eight items. The findings of this study are supported by Njoku and Nwachukwu (2016) who found that mentorship by experienced entrepreneurs (mentors) play active roles in addressing the constraints which potential entrepreneurs face and recommended that since economic growth is a function of individual activities and skills in society, entrepreneurship mentors are needed in all tertiary institutions to vigorously mentor the students in proper entrepreneurial spirit, training and development through their studies. Akpan and George (2016) reported that participation in the world of work is increasingly becoming recognized globally, therefore, the need for mentorship is imperative as a major responsibility for teachers in imparting entrepreneurship education in young entrepreneurs.

Similarly, Sanusi (2012) reported that the issue of mentorship among students is very important because graduate students constitute a significant proportion of the entire labour force.

Eesley and Wang (2013) stated further that entrepreneur-mentors are in a unique position to acknowledge the challenges, long hours, marital strife and other difficulties associated with entrepreneurship. Thus, they are in the best position to talk about them and teach the mentees about the personal characteristics and behaviours necessary to cope with these challenges. Also, the findings of this study conformed with the report of Aina (2002) who found that serious mentoring interaction in entrepreneurship education has created an incentive for nurturing the development of creative and enterprising skills which allow mentees to initiate, apply knowledge, strategize and act rather than just apply one-dimensional developing academic skills of observing, describing and so on. The findings of this study also corroborated that of Lazear (2005) who found out that those mentors can demonstrate to mentees, the skills which are necessary to become successful entrepreneurs can be learned. This finding supported that of Apia (2013) who established no significant difference in the mean ratings of lecturers on entrepreneurship competencies based on their experiences in teaching.

CONCLUSION

Business education can make the recipients self-reliant if they are exposed to relevant entrepreneurial skills. Thus, the teaching of entrepreneurship education in business education should be done with adequate entrepreneurial network and students should be properly exposed and connected with the practical business world and environment. Pedagogic approaches in teaching entrepreneurship education should engage students in the learning process, stimulate critical thinking and greater awareness of other business perspectives. However, there are times when traditional teaching methods may still be appropriate or combined with the



pedagogical approaches in teaching entrepreneurship education.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. There should be training of lecturers in business plan development pedagogy enhancement strategy for effective teaching of entrepreneurship education in the business education programme.
2. The government through its ministry of education should organise regular in-service training for lecturers in mentoring interaction pedagogy enhancement strategy for effective teaching of entrepreneurship education in business education programme.

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