
SKILLS CONSIDERED EFFECTIVE FOR TEACHING ENTREPRENEURSHIP EDUCATION FOR ENHANCING QUALITY ASSURANCE AS PERCEIVED BY BUSINESS EDUCATION TEACHERS

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ABSTRACT

The study assessed the skills considered effective for teaching entrepreneurship education for enhancing quality assurance in Business Education. One research question and three (3) hypotheses guided the study. A questionnaire containing 23 items which was adequately validated was used for the study. The reliability was established using test-retest method and data obtained were analysed using Pearson Product Moment Correlation which yielded a coefficient of 0.88. The questionnaire was administered to 173 Business Education teachers in colleges of education in south-south geopolitical zone of Nigeria. Data were analysed using mean. The findings revealed among others are participating skills, involvement skills, forecasting skills, organizing skills, practical skills are some of the skills considered effective for teaching entrepreneurship education in business education. It was recommended that business education teachers should adopt participating skills, involvement skills, forecasting skills and questioning skills during class activities.

Keywords: Skills, teaching, entrepreneurship education, quality assurance, business education teachers.

INTRODUCTION

Business education is often described as education for, and about business (Nwosu, 2003) and its primary purpose is to prepare individuals for gainful employment in business occupations. The value of any Business Education programme could be determined by its ability to adequately prepare and equip appropriate individuals in such a manner that they could fit into specific jobs or establish their own businesses upon graduation. Business Education represents a broad and diverse discipline that is included in all types of educational delivery systems- elementary, secondary, and tertiary institutions. Business Education includes education for office occupations distribution and marketing occupations, accounting, business teaching, business administration and economic understanding. Business Education cover wide spectrum of economic activities

in any society, and also refer to pedagogical and desirable business competence necessary for a sustainable development (Okoro, 2010).

Business education in its broad sense is defined as a programme of instruction that consists of two parts: (a) Office Education, for office careers through initial refresher and upgrading individual and advancement in occupations. (b) General Business Education, which provides students with information and competencies which are needed for managing businesses (Akpotohwo, 2011). The curriculum design for vocational and technical education in Nigeria tertiary institutions is meant to cater for entrepreneurial competencies and eventual self-employment. It is for this reason that prevocational subjects like Commerce, Business Studies, Introductory Technology, Agriculture, Home Economics and Biology are introduced right from secondary

school. These programmes are mounted by polytechnics, technical colleges, colleges of education and some universities.

The National Commission for Colleges of Education (NCCE) (2004) gave the objectives of Business Education as follows:

1. To produce well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our junior secondary school.
2. To produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society.
3. To produce NCE business teachers who will start the so much desired revolution of vocational development right from the Nigerian primary and secondary schools.
4. To prepare students in Business education with necessary competencies so as to qualify them for a two year post NCE degree programme in business education in Nigeria.
5. To equip graduates with the right skills to engage in a life work in the offices as well as for self-employment.

The objectives stated above are related to two of the National Educational aims and objectives as contained in the National Policy of Education (2009).

1. The inculcation of right types of values and attitudes for the survival of the individual and the Nigerian society.
2. The acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society.

The objectives of Business Education at degree level are not different from that of NCE. However, irrespective of the level of education, the main objective of Business Education is to empower the individuals and make them to become prospective employers of labour or employees either in the private or public organizations and also to inculcate in them knowledge and attitudes that would make them

relevant and participate in the activities of the society in which they live.

In order to make Business Education programme more functional and relevant, entrepreneurship education has been introduced into Business Education curriculum. Entrepreneurship Education is an aspect of education that is geared towards developing in students' skills, ideas and managerial abilities necessary for personal reliance (Amesi, 2010). The objectives of entrepreneurship education according to Ezemoyih and Nwaiwu (2011) are:

1. To provide meaningful education for the youth which could make them self-reliant and subsequently encourage them to derive profit and be self-independent.
2. To produce graduates with the training and support necessary to help establish a career in small and medium sized businesses.
3. To provide graduates with training in skills that will make them meet the manpower needs of the society.
4. To stimulate industrial and economic growth of rural and less developed area.
5. To produce graduates with enough training that will make them creative and innovative in identifying new business opportunities.

It is also the type of education given to people to instil in them the principles, skills, and practices required to set and evaluate business opportunities, to gather necessary resources and the desire to take advantage of them as well as initiating appropriate action to ensure success in any chosen profession or occupation (Adedayo, 2007). Akpotohwo (2011) observed that detailed work on entrepreneurship and management of small scale business was done and the following can be identified as imperative in constituting developmental tasks in entrepreneurship education:

Identification of potentials and selection of career preference for self-employment; development of entrepreneurial qualities such as innovative ability, risk-taking, desire to achieve and goal-oriented

leadership, Managerial understanding, marketing, and management, budget and forecasting, business financing and organization. Entrepreneurship education constitutes a formidable force in equipping the youths with the knowledge, skills and attitudes necessary for production of goods and services which provide better quality of life. Knowledge of entrepreneurial education enables the youths to understand how the economic decisions they make will influence their present and future lives. Entrepreneurial education prepares: - young people to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and contribute to economic growth. It equips them through instructions with the self-reliant skills so that if jobs are not readily available they will be able to set up their own businesses.

Knowledge-based economy has been evolving since late 1990s and the new generation of entrepreneurs tending to pay more attention to the pursuit of higher education. Entrepreneurs in Nigeria have relative low level of entrepreneurial competencies compared to their counterparts in the developed countries due to poor human capital development and poor infrastructural facilities. Azih (2011) posited that individuals with more or higher-quality human capital perform better at executing relevant tasks, so human capital pertains to individual knowledge and abilities that allow for changes in action and renewing an individual's capabilities in order to do well in society. Applying this theory to entrepreneurs, one expects a positive association between entrepreneurs' human capital and their performance and subsequently between their performance and their career success. The concept of entrepreneurial competencies relates to entrepreneur's performance. As entrepreneurs perform the roles of both owners and managers, it is believed that the areas of entrepreneurial competencies are broader than managerial competencies (Azih, 2011). It is argued that, as it is difficult to analyse the activities performed by

entrepreneurs when they are purely managerial-administrative or pure entrepreneurial activities, the term entrepreneurial competencies should refer to managerial competencies. Skills and abilities possessed by individuals that enable them to run their businesses successfully without failure.

Okwuanaso and Agbamu (2010) defined entrepreneurial competencies as individual characteristics including personality traits, knowledge and skills that lead to effective or higher entrepreneurial job performance, which can be accessed through the behaviour of entrepreneurs. Competencies are abilities of power and authority of knowledge, attitudes and facts necessary for accomplishing tasks (Achilike & Okwuanaso, 2001). Ojukwu & Ojukwu (2002) stated that competencies are the knowledge, skills and behaviours that enable an employee to meet an established performance criteria. Enete, Amusa & Eze (2009) viewed competencies as essential knowledge and skills obtainable in a profession and those which the professionals in the field must possess and be able to demonstrate at optimal level of acquisition and functioning.

Quality is fitness to the purpose, fitness for use. Okoro (2005) asserts that quality has do with conforming to standards. Quality assurance also means excellence in value. Assurance is the ability to sustain or maintain standards which have already been established. The goal of every quality assurance is to ensure that there are no deviations from established target. To ensure quality assurance in entrepreneurship education in Business Education programme, there are some skills which are needed by the teachers that must be adopted for enhancing effective teaching. Technical Education (2007), Akpotohwo (2011) Ochuba & Okoli (2011) and Ezemiyah & Nwaiwu (2011) identified the following teaching skills in entrepreneurship education, these are participating skills, involvement skills, questioning skills, motivating skills, probing skills, forecasting skills, organizing skills, evaluating skills, supervisory skills implementing

skills, concise skills, clarity skills, practical skills and time management skills.

Statement of the Problem

The high level of failure of businesses set up by entrepreneurs poses a great challenge to business educators that train the graduates on development of entrepreneurial skills. Akpotohwo (2011) observed that graduates of business education were ill prepared to handle the types of problems encountered in starting new firms and managing them to fruition. McNamara (2010) equally stated that sometimes people get so excited about their idea for a new product or service that they almost become obsessed with the idea of starting their own business without really verifying if really there is a market for their new product or service.

In a study carried out by Ukoha (2010) on adequacy of entrepreneurship programme of vocational/technical education programme (where business education is an option) in colleges of education, it was discovered that several competencies like stating long and short term objectives of business plan, skills in cash flow analysis, how to write a business plan, how to determine initial business capital, how to forecast future financial needs of enterprise, how to project expected profit of enterprise are not properly represented in the curriculum. The problem of the study put in question form, is what are skills considered effective for teaching entrepreneurship education for enhancing quality assurance in Business Education as perceived by Business Education teachers at colleges of education?

Research Question

The following research question was raised to guide the study.

What are skills considered effective for teaching entrepreneurship education for enhancing quality assurance as perceived by business education teachers?

Hypotheses

The following hypotheses were formulated to guide the study.

1. There is no significant difference between male and female Business Education teachers mean rating on skills considered effective for teaching entrepreneurship education for enhancing quality assurance in Business Education.
2. There is no significant difference between experienced and less experienced Business Education teachers mean rating on skills considered effective for teaching entrepreneurship education for enhancing quality assurance in Business Education.
3. There is no significant difference between state and federal Business Education teachers mean rating on skills considered effective for teaching entrepreneurship education for enhancing quality assurance in s Business Education.

METHODOLOGY

The study adopted a descriptive survey which investigated the skills considered effective for teaching entrepreneurship education for enhancing quality assurance in business education in south-south geopolitical zone of Nigeria. The population comprised 173 lecturers of colleges of education, there was no sampling since the population was manageable. The instrument for data collection was a questionnaire containing 23 items which has two parts. Part A contained 5 items of demographic variables while part B contained 18 items on the research question earlier raised. It was structured on 4 points scale of very effective -4points, effective -3points, fairly effective -2points and Not effective -1points. The questionnaire was validated by experts of business education and it was later subjected to test-retest method. Data collected were subjected to Pearson Product Moment correlation which yielded reliability co-efficient of 0.86. The data were analysed using arithmetic mean and standard deviations. In discussing the research

question, any item that has a mean score of 2.50 and above was regarded as effective while any item which has a mean score of less than 2.50 was regarded as not effective. Z-test statistics was used to test the hypotheses at 0.05 level of significance. If the calculated value (CV) was less than z-tabulated value (z-tab), hypothesis was retained, on the other hand, if

the calculated value (cv) is greater than z-tabulated value (z-tab) the hypothesis is therefore rejected.

RESULTS

Research question: What are the skills considered effective for teaching entrepreneurship education for enhancing quality assurance in business education?

Table 1: Mean and Standard Deviation of respondents on skills considered effective for teaching entrepreneurship education for enhancing quality assurance in Business Education.

S/N	Entrepreneurship teaching skills	X	SD	Remarks
1	Participating skills	2.88	0.71	Effective
2	Involvement skills	2.76	0.94	Effective
3	Motivating skills	2.92	0.70	Effective
4	Probing skills	2.63	0.83	Effective
5	Forecasting skills	3.13	0.73	Effective
6	Organizing skills	3.06	0.81	Effective
7	Supervising skills	2.74	0.89	Effective
8	Implementing skills	2.70	0.77	Effective
9	Concise skills	2.55	0.64	Effective
10	Clarity skills	2.58	0.82	Effective
11	Demonstrating skills	2.71	0.78	Effective
12	Feedback skills	3.01	0.80	Effective
13	Questioning skills	2.80	0.90	Effective
14	Debriefing skills	2.59	0.76	Effective
15	Experimental skills	2.98	0.93	Effective
16	Feasibility study skills	2.79	0.84	Effective
17	Business plan skills	3.07	0.79	Effective
18	Time management skills	3.08	0.82	Effective

The data presented revealed that all the above skills are considered effective for teaching entrepreneurship education in business education for enhancing quality assurance. The mean responses of the respondents ranges from 2.55 to 3.13. The grand mean of 2.81 and standard deviation of 0.73 further confirmed that the above skills are effective in teaching entrepreneurship education.

Result of Hypotheses

1. There is no significant difference between male and female business education teachers mean rating on skills considered effective for teaching entrepreneurship education for enhancing quality assurance in business education.

Table 2: Z-test result of the difference on respondents mean rating on skills considered effective for teaching entrepreneurship education for enhancing quality assurance in Business Education based on gender.

Variables	N	Mean	SD	Df	Z-cal	Z-tab	Remark
Male Business Education teachers	105	2.88	0.79				
Female Business Education teachers	68	2.76	0.83	171	0.94	1.960	NS

Result in table 2, reveal that male respondents recorded a mean score of 2.88 and standard deviation of 0.79 while the female respondents recorded a mean score of 2.76 and standard deviation of 0.83. The z-calculated value of 0.94 is less than z-tabulated value of 1.960 at 171 degree of freedom and 0.05 level of significance.

Since the z-calculated value is less than the z-critical value, the hypothesis is accepted. Therefore, there is no significant difference between experienced and less experienced business education teachers mean rating on skills considered effective for teaching entrepreneurship education for enhancing quality assurance in business education.

Table 3: Z-test result of the difference on respondents mean rating on skills considered effective for teaching entrepreneurship education for enhancing quality assurance in Business Education based on experience

Variables	N	Mean	SD	Df	Z-cal	Z-tab	Remark
Experienced Business Education teachers	108	2.81	0.86				
Less experienced Business Education teachers	65	2.77	0.80	171	0.99	1.960	NS

Result in table 3, reveal that experienced business education teachers recorded a mean score of 2.81 and standard deviation of 0.86 while less experienced business education teachers recorded a mean score of 2.77 and standard deviation of 0.80.

The z-calculated value of 0.99 is less than z-tabulated value of 1.96 at 171 degree of freedom and 0.05 level of significance. Since the z-calculated value of 0.99 is less than t-tabulated value of 1.96, the hypothesis is therefore retained.

Table 3: Z-test result of the difference on respondents mean rating on skills considered effective for teaching entrepreneurship education for enhancing quality assurance in Business Education based on location

Variables	N	Mean	SD	Df	Z-cal	Z-tab	Remark
State Business Education teachers	101	2.76	0.84				
Federal Business Education teachers	72	2.70	0.90	171	0.92	1.96	NS

Result in table 4, reveal that Business Education teachers recorded a mean score of 2.76 and standard deviation of 0.84 while Business Education teachers recorded a mean score of 2.70 and standard deviation of 0.90. The z-calculated value of 0.92 is less than z-tabulated value of 1.960 at 171 degree of freedom and 0.05 level of significance. Since the z-calculated value of 0.92 is less than z-

tabulated value of 1.96, the hypothesis is therefore retained.

DISCUSSION

The National Policy on Education (2004) highlighted Nigeria’s desire to achieve her national goals through education; hence, the need for acquisition of appropriate skills, abilities and

competences both mental and physical as equipment for the individual to live and also contribute to the development of the society. According to Olufunwa (2009), entrepreneurship education is a specialized training given to students of vocational and technical education to acquire the skills, ideas and managerial abilities and capabilities for self-employment rather than being employed for pay. In the same vein, Olurunmolu and Olufunwa (2008) opined that entrepreneurship education is the type of education that involves the acquisition of skills, ideas and management abilities necessary for self-reliant. An entrepreneur promotes employment rather than seeking for employment.

The findings of the study reveal that the following are skills considered effective for teaching entrepreneurship education; participating skills, involvement skills, motivating skills, probing skill, forecasting skill, organizing skills, supervising skills, implementing skills, concise skill, clarity skills, demonstrating skills, feedback skills, questioning skills, debriefing skills, experimental skills, feasibility skills and time management skills. The study is consistent with the earlier studies of Achilike & Okwuanaso (2001), National Board for Technical Education (2007) and Ochuba & Okoli (2011), Akpotohwo (2011), Ezemoyih and Nwuiwu (2011) that identified similar teaching skills of entrepreneurship education.

CONCLUSION

Business Education students are required to be exposed to the various teaching skills that are considered effective in entrepreneurship education to enable them acquire the necessary skills in running their business successfully without failure. The task of teachers is to ensure quality teaching which is very important in imparting the requisite skills and competencies needed by prospective students who are expected to be entrepreneurs.

RECOMMENDATIONS

The following recommendations are made for the study.

1. Business Education teachers should carefully plan their lesson in advance in order to ensure wide coverage of entrepreneurship skills.
2. Business Education teachers should adopt participating skills by ensuring that all students participated fully in class activities.
3. Business Education teachers should ensure that all students are involved in class activities
4. Business Education teachers should ensure that students are well organized during class activities.
5. Business Education teachers should teach with some relevant examples to demonstrate the elements of practical.
6. Business Education teachers should ask questions and allow feedback from students to enhance his teaching.

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