

## **INSTRUCTIONAL METHODS FOR DELIVERING ENTREPRENEURSHIP EDUCATION IN BUSINESS EDUCATION PROGRAMME IN TERTIARY INSTITUTIONS IN RIVERS STATE**

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### **Abstract**

The study determined instructional methods for delivering Entrepreneurship Education in Business Education programme in tertiary institutions in Rivers State. Two research questions and two null hypotheses were posed and formulated to guide the study. Descriptive survey design was adopted for the study. The population comprised of one hundred and five (105) Business Educators in the three tertiary institutions offering Business Education (RSU = 20, IAUoE = 57, & FCE(T) Omoku 28). A census sampling techniques was employed for the study, hence the entire population was used. Structured questionnaire tagged Instructional Methods for Delivering Entrepreneurship Education in Business Education Programme (IMDEEBEP) developed by the researchers was used as instrument for data collection. The reliability of the instrument was determined using Pearson Product Moment Correlation Coefficient which yielded an index of 0.76. Mean and standard deviation were used to answer the research questions while one way ANOVA was used to test the null hypotheses at 0.05 level of significance. Based on the findings of the study, the following recommendations were made amongst others: Delivery of Entrepreneurship Education should be done through direct and experimental methods to enable the learners (students) to acquire more understanding of the course and tertiary institutions should also provide experimental delivering centre or facilities. This would facilitate the development of entrepreneurial skills, aptitudes and culture in Business Education students' which in turn would motivate the propensity for job creation and reduction in graduate unemployment

**Key words** Instructional Methods, Delivering, Entrepreneurship Education, Business Education Programme

### **Introduction**

The Federal Republic of Nigeria (2013) stated that one of the goals of education is principally the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in, and to contribute to the development of the society. Thus, Business Educators must be ready to embrace effective methods which are crucial for instructional delivery since Entrepreneurship Education focuses on creativity and innovations. The implication here is that Business Educators' task is not only to impart knowledge but also to plan and design learning activities (strategies), coherent with the expected results and the resources in order to inspire and encourage the students, transforming the learning environment into an active, dynamic, innovating and enriching experience.

Mannison (2009) classified instructional methods into six groups, namely: direct instructional methods; experimental instructional methods; independent instructional methods; interactive instructional methods; indirect instructional methods; and material or visual aid methods. Mannison, further noted that the type of teaching methods to be adopted or used depends on the information or skills the teacher is trying to convey.

The principal stock-in-trade of education is the delivery or transmission of appropriate information, skills, values, beliefs, and morals from the teacher to the learner. Therefore, the means of delivering or transferring information, that is, lesson contents to learners is of great importance. Delivery which is also called teaching requires certain qualities from its practitioners, the teacher. A teacher therefore, is someone who possesses theoretical and practical knowledge of his or her vocation, has clear understanding of the students and ensures that he or she increases in the knowledge of his or her field at all times (Garba & Dambe, 2007). According to Marcella and Kysika (2008), delivery is a method, step, approach or procedure of achieving the stated goals of education. Thus, teachers (Business Educators) are the special people that this enormous task lays on their hands.

According to Abhimanyu (2007), Minmiti and Levesque (2008) and Kanothi (2009), Entrepreneurship Education can be defined as a specialized knowledge that entails teaching learners the skills of risk taking, innovation, arbitrage and coordination of factors of production in the creation of products and services for economic needs. Nnaji and Bagudu (2017), noted that Entrepreneurship Education is not just about teaching someone to run a business. It is all about encouraging creative thinking and promoting a strong sense of self-work and accountability. Furthermore, Entrepreneurship Education also provides methods of ensuring that individuals are trained to meet up with the skills needed to survive in the society.

Direct instructional method is a term often used to describe a variety of whole class expository teaching techniques. It is sometimes referred to as 'chalk and talk. It is a teacher centred-approach in which the teacher delivers the academic content in a highly structured format, directing the activities of students and maintaining a focus on academic achievement (Hill, 2002). Accordingly, Mannison (2009) posited that direct instructional method is 'teacher-centered' but will soon become 'student-centered', that is, one of the most used instructional method where information mostly comes from the teacher. Therefore, it is very effective for providing instructional information to students. This method is effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction. Washoe County School District (2015) described direct instructional method as instructional approaches that are structured, sequenced, and led by teachers or present academic content through teacher lecture or demonstration. Direct instruction is always deductive, that is, from general to specifics. It is one of the most commonly used and effective instructional methods in tertiary institutions. Many components of direct instruction are basic to effective teaching, including identifying learning goals, organizing and sequencing lessons to strengthen understanding, modelling a process, providing descriptions and illustrations, checking for understanding, and providing feedback (Washoe County School District, 2015).

Hill (2012) noted that the use of direct instructional method by teachers gives them the opportunity to:

1. Control the content and sequence of the information that students receive. This will enable the teachers keep the focus on the outcomes that students are to achieve.
2. Teach factual information and knowledge that is highly structured.
3. Present a large amount of information in a relatively short time, and all students are given equal access to this information.
4. Create a non-threatening (reasonably stress free) environment for the students especially for those who are shy, not confident, or not knowledgeable are not forced to participate and become embarrassed.
5. Deliver instructions effectively with large and small classes.

In the same vein, Ukata, Wechie and Nmehielle (2017) identified the following merits of direction instructional methods:

- (a) Makes learning objectives or targets to be clear and specific; It makes students to be aware of content's importance
- (b) It is used for effective teaching of basic skills and facts; It is helpful in knowledge construction and
- (c) It is the most commonly used and accepted method of teaching.

Experimental instructional method helps to improve students' hand skills, makes them more productive and increases their active involvement in learning. Students can create a relationship between theory and practice by using experimental instructional method and by applying what they learn into their real life problems through experiments, hence they can make their life more meaningful. Additionally, by using concrete and tangible explanations, students become more involved and absorbed in the lesson (Adem, 2010). This implies that experimental instructional method has a great importance as it ensures student's active involvement. According to Jarolumck (2007), experimental instructional method is any learning activity that is carried on by the students as a group outside the classroom under the guidance of the teacher. Hence, experimental instructional methods are seen as student-centred and activity-oriented. This method involves personal and practical experience of the learner. Examples of experimental instructional methods are: field observation, office visits, workshops, among others (Emeasoba & Igwe, 2016). Adopting experimental instructional methods in Business Education programme is essential in order to produce creative business graduates who possess good personality with professional etiquettes, good team work abilities and leadership skills, good communication skills with very good public relations, problem identification, solving ability and analytical skills. Thus, Business Educators ought to concentrate on imparting these skills to students to face real dynamic business world rather than memorization of concepts and theories. Mohammad (2015) identified the following among others as experimental instructional methods to be adopted by Business Educators which includes case study, role playing, Research/project-based or individual/group projects, peer tutoring.

Based on these, the researchers sought to examine the extent the application of direct instructional method and experimental instructional method can enhance effective instructional delivery of Entrepreneurship Education in Business Education programmes in tertiary institutions in Rivers State.

### **Purpose of the Study**

The main aim of the study was to determine instructional (direct and experimental) methods for delivering of Entrepreneurship Education in Business Education programme in tertiary institutions in Rivers State. Specifically, the study sought to:

- 1) Determine the extent to which direct instructional method enhances effective instructional delivery of Entrepreneurship Education in Business Education programme.
- 2) Determine the extent to which experimental instructional method enhances effective instructional delivery of Entrepreneurship Education in Business Education programme.

### **Research Questions**

The following questions were posed for the study:

1. To what extent does direct instructional method enhances effective delivery of Entrepreneurship Education in Business Education programme?
2. To what extent does experimental instructional method enhances effective delivery of Entrepreneurship Education in Business Education programme?

### **Null Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the mean response of Business Educators in Rivers State University, Ignatius Ajuru University of Education and Federal College of Education Technical (Omoku) on the extent to which direct instructional method enhances effective instructional delivery of Entrepreneurship Education in Business Education programme.
2. There is no significant difference in the mean response of Business Educators in Rivers State University, Ignatius Ajuru University of Education and Federal College of Education Technical (Omoku) on the extent to which experimental instructional method enhances effective instructional delivery of Entrepreneurship Education in Business Education programme.

### **Methodology**

The study was carried out in three tertiary institutions located in Rivers State offering Business Education programme. Descriptive survey research design was adopted for this study. The population of the study consisted of one hundred and five Business Educators in the three tertiary institutions offering Business Education programme, Federal College of Education (Technical) Omoku 28, Ignatius Ajuru University of Education 57, Rivers State University 20 (*Source: Head of Department Office of each Institution*) Due to the fact that the population of the study was considerably small, the researchers adopted a census techniques to engage all the one hundred and five (105) Business Educators. The instrument for data collection was a 14 item structured questionnaire. The questionnaire was structured in a four-point rating scale of High Extent (VHE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). The instrument was validated by three experts in Business Education and Measurement and Evaluation programme. Pearson Product Moment Correlation Coefficient was used to determine the reliability of the instrument and a co-efficient of 0.84 was obtained. Copies of the questionnaire were distributed and collected by the researchers. Mean and standard deviation were used for the analysis and mean score(s) above 2.50 was rated as Moderate Extent to High

Extent with mean score(s) of 3.50 and above, Mean score(s) of less than 2.50 were rated as Low Extent to Very Low Extent with mean scores of less than 1.50. One way ANOVA was used to test the hypotheses at 0.05 level of significance.

Tertiary Institution(s) Offering Business Education,

## Results

**Research Question 1:** To what extent does direct instructional method enhance effective delivery of Entrepreneurship Education in Business Education programme?

**Table 1:** Mean and Standard Deviation on the Extent to which Direct Instructional Method enhances Effective Delivery of Entrepreneurship Education in Business Education Program

S/No	Item	Institutions								
		Rivers State University Port Harcourt. (N = 20)			Ignatius Ajuru University of Education Port Harcourt. (N = 57)			Federal College of Education Technical Omoku. (N = 28)		
Remark		X	S.D	Remark	X	S.D	Remark	X	S.D	Remark
1.	Direct instructional method provides step-by-step skills development needed to become Entrepreneurs.	3.25	0.91	ME	3.07	1.03	ME	2.85	1.07	ME
2.	Note taking approach enables students to practice what they learnt in Entrepreneurship Education.	3.05	1.05	ME	3.21	0.94	ME	2.92	1.09	ME
3.	The use of lecture approach addresses students' learning need.	3.15	1.04	ME	3.32	0.87	ME	2.43	1.13	ME
4.	The use of reading approach enables students to meet their learning needs in Entrepreneurship Education.	3.15	1.04	ME	3.12	0.98	ME	2.57	1.17	ME
5.	Assigned questions approach involves students in active learning in Entrepreneurship Education.	3.20	1.06	ME	2.98	1.03	ME	2.96	1.07	ME
6.	The use of explicit teaching enhances Students' understanding of Entrepreneurship Education.	3.10	1.02	ME	3.18	0.95	ME	3.25	1.04	ME
7.	The use of compare and contrast approach aids students to understand each topic taught in Entrepreneurship Education.	3.35	0.93	ME	3.33	0.93	ME	2.82	1.12	ME
8.	Drill and practice approach enables students acquire skills that enhances them become successful Entrepreneurs.	3.50	0.89	ME	3.26	0.88	ME	3.21	0.99	ME
<b>Grand Mean/Standard Deviation</b>		<b>3.22</b>		<b>ME</b>	<b>3.18</b>		<b>ME</b>	<b>2.87</b>		<b>ME</b>

*Source: Field Survey, 2020*

Data presented in Table 1 showed the extent to which direct instructional method enhance effective delivery of Entrepreneurship Education. Business Educators in Rivers State University had mean values ranging from 3.05 to 3.50, Business Educators in Ignatius Ajuru University of Education had a mean scores ranging from 2.98 to 3.33, while Business Educators in College of Education had mean values ranging from 2.43 to 3.25 respectively. The results indicated that direct instructional method enhance effective instructional delivery of Entrepreneurship Education to a high extent except item 3 Federal College of Education (Technical) Omoku which showed mean value of 2.43 indicating a moderate extent. Hence, the grand mean values of 3.22, 3.18 and 2.87 indicate that Business Educators believe that direct instructional method enhance effective delivery of Entrepreneurship Education to a high extent.

**Research Question 2:** To what extent does experimental instructional method enhances effective instructional delivery of Entrepreneurship Education in Business Education Programme?

**Table 2:** Mean and Standard Deviation on the Extent to which Experimental Instructional Method enhances Effective Delivery of Entrepreneurship Education in Business Education Programme

S/No	Natural Experiments	Institutions								
		Rivers State University Port Harcourt. (N = 20)			Ignatius Ajuru University of Education Port Harcourt. (N = 57)			Federal College of Education Technical Omoku. (N = 28)		
		X	S.D	Rmk	X	S.D	Rmk	X	S.D	Rmk
9.	The use of practice by doing fosters innovative spirit in students that can enable them become self-reliant	3.40	0.89	ME	3.25	0.91	ME	2.79	0.99	ME
10.	Taking accurate measurement to establish cause and effect relationships enhances understanding of students to achieve a better Entrepreneurship Education	3.30	0.89	ME	3.21	0.94	ME	2.43	1.11	LE
11.	Delivering teaching in a highly control environment enhances students understanding of Entrepreneurship Education	3.45	0.96	ME	3.19	1.01	ME	3.21	1.02	ME
12.	Establishing standard procedures for students to Follow enhances their understanding of Entrepreneurship Education	3.05	1.05	ME	2.82	1.09	ME	2.82	1.04	ME
13.	The use of industrial cooperative approach makes Students acquire more skills for self-reliance	3.25	0.91	ME	3.32	0.77	ME	3.11	1.03	ME
14.	Testing variables scientifically enhances student Learning more about Entrepreneurship Education	3.15	0.93	ME	3.02	1.04	ME	2.71	1.00	ME
	<b>Grand Mean/S.D</b>	<b>3.27</b>		<b>ME</b>	<b>3.14</b>		<b>ME</b>	<b>2.85</b>		<b>ME</b>

**Source:** Field Survey, 2020

Data in Table 2 revealed the extent to which experimental instructional method enhance effective instructional delivery of Entrepreneurship Education in Business Education programme. Business Educators in Rivers State University, Ignatius Ajuru University of Education and Federal College of Education had mean values ranging from 3.15 to 3.45, 2.82 to 3.32 and 2.43 to 3.21 respectively, indicating a high of response. Hence, since grand mean and standard deviation values of 3.27, 3.14, 2.85 and 0.94, 0.96, 1.03 were obtained, Business Educators believe to a high extent that experimental instructional method enhance effective instructional delivery of Entrepreneurship Education in Business Education programme.

**Test of the null Hypotheses:** The null hypotheses for the study were tested using ANOVA :

**Null Hypothesis 1:** There is no significant difference in the mean response of Business Educators in Rivers State University, Ignatius Ajuru University of Education and Federal College of Education Technical on the extent to which direct instructional method can enhance effective instructional delivery of Entrepreneurship Education in Business Education programme.

**Table 3:** Summary of one way ANOVA on the Extent to which Direct Instructional Method Enhance Effective Delivery of Entrepreneurship Education in Business Education programme.

Source of variation	Sum of Square (SS)	df	Mean Square	Level of Significance	F-cal	F-crit	Decision
Between Group	11	2	5.5	0.05	3.31	4.82	Accepted
Within Group	169	102	1.66				
	180	104					

*Source: Field Survey, 2020*

Data presented in Table 3 presents the summary of ANOVA on the extent to which direct instructional method enhances effective delivery of Entrepreneurship Education in Business Education programme. The F-calculated value of 3.31 is less than the critical value of 4.82 at 0.05 level of significance and 2 and 102 degree of freedom. Hence, the null hypothesis is accepted.

**Null Hypothesis 2:** There is no significant difference in the mean response of Business Educators in Rivers State University, Ignatius Ajuru University of Education and Federal College of Education Technical on the extent to which Experimental Instructional method enhance effective instructional delivery of Entrepreneurship Education in Business Education programme.

**Table 4:** Summary of one way ANOVA on the Extent to which Experimental Instructional Method Enhance Effective Delivery of Entrepreneurship Education in Business Education programme.

Source of variation	Sum of Square (SS)	df	Mean Square	Level of Significance	F-cal	F-crit	Decision
Between Group	7	2	3.5	0.05	2.71	4.82	Accepted
Within Group	136	102	1.29				
Total	143	104					

*Source: Field Survey, 2020*

Data presented in Table 4 presents the summary of ANOVA the mean responses of Business Educators in Rivers State University, Ignatius Ajuru University of Education and Federal College of Education Technical on the extent to which experimental instructional method enhances effective delivery of Entrepreneurship Education in Business Education programme. The F-calculated value of 2.71 is less than the F-critical value of 4.82 at 0.05 level of significance and 2 and 102 degree of freedom. Hence, the null hypothesis is accepted.

### Discussion of the Findings

Findings from this study revealed that Business Education lecturers in Rivers State University, Ignatius Ajuru University of Education, and Federal College of Education agreed that direct instructional method enhance effective delivery of entrepreneurship education in Business Education programme to a moderate extent. This is because with direct instructional method of delivery, students understands more and are ready to assimilate what they have been taught at all time. This findings is in line with Mannison (2009) who stated that direct instructional method is one of the key instructional methods where information mostly come from the teacher. Hence, it is highly effective for instruction or teaching of entrepreneurship education in Business Education programme. In agreement with Mannison, Cashin (2010) noted that direct instructional method is highly teacher oriented and effective. It makes entrepreneurship education easier to deliver as it is effective for providing information or developing step-by-step skills as well as active involvement in knowledge construction in entrepreneurship education programme. Based on the views of Mannison, Cashin; Washin County School District (2015) emphasized that direct instructional method is structured, sequenced, and led by teachers to present course content through teacher lecture or demonstration. It create room for unambiguous teaching which involves teaching procedurally, allowing students to practice and apply the method while teacher provide explicit feedback and reviews. Agreeing with the views of Mannison, Cashin; Washin County School District; Ukata, Wechie and Nmehielle (2017) posited that this instructional method requires the learners developmental abilities, processing and altitude of critical thinking for interpersonal and group learning to achieve learning outcomes.

Findings from the second research question revealed that Business Education lecturers in Rivers State University, Ignatius Ajuru University of Education, and Federal College of Education agreed that experimental instructional method enhance effective delivery of entrepreneurship education in Business Education programme to a high extent. This is in agreement with the findings of Jarolumck (2007) who stated that experimental instructional method is any learning activity that is carried on by the students as a group outside the classroom under the guidance of the teacher. Hence, experimental instructional method is seen as student-centred and activity-oriented which is highly effective for instructional delivery. In agreement

with the statement of Jarolumck; Obikwere (2009) noted that this method is effective in exposing students to a particular skill or experience where learning is by seeing and doing, and when subject matter requires observation, analyzing, generalizing and application. Agreeing with the views of Jarolumck, Obikwere; Adem (2010) posited that students can create a relationship between theory and practice by using experimental instructional method and by applying what they learn into their real life situations, hence they can make their life more meaningful by using Entrepreneurship Education for self-reliance.

### **Conclusion**

Based on the findings and discussion made from the study, the conclusion reached by the researchers established the fact that Direct and Experimental instructional methods enhance the effective delivery of Entrepreneurship Education in Business Education programme. Hence, students or learners are exposed to different learning approaches that can enable them function effectively in the world of work or business. In order to combat the challenges of unemployment in Nigeria, the use of effective methods for instructional delivery of Entrepreneurship Education is become inevitable.

### **Recommendations**

On the basis of the result obtained, the following recommendations were hereby made;

1. Business Educators (teachers or lecturers) should use direct instructional method for effective delivery of Entrepreneurship Education in Business Education Programme because it provides information or develop step-by-step skills for knowledge construction.
2. Delivery of Entrepreneurship Education should be done through direct and experimental methods to enable the learners (students) to acquire more understanding of the course.
3. Tertiary Institutions should also provide experimental delivering centre or facilities. This would facilitate the development of entrepreneurial skills, aptitudes and culture in Business Education students' which in turn would motivate the propensity for job creation and reduction in graduate unemployment.

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