

**EFFECTIVE STRATEGIES FOR TEACHING ENTREPRENEURSHIP AS CONSIDERED BY
SECONDARY SCHOOL BUSINESS SUBJECT TEACHERS IN ANAMBRA STATE**

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Abstract

This study determined the opinions of business subject teachers on how effective they consider experiential learning and instructional materials as strategies for teaching entrepreneurship in secondary schools in Anambra State. Two research question and four null hypotheses guided the study. Descriptive survey research design was adopted for the study. The population was 513 teachers. A sample size of 244 was drawn for the study using simple random sampling technique. A structured and validated questionnaire comprising of 11 and 10 items in two clusters respectively, was used for data collection. Mean was used to answer the research question while t-test and ANOVA were used in testing the hypotheses at 0.05 significant level. Findings of the study revealed that the teachers considered experiential learning and the use of instructional material highly effective for teaching entrepreneurship. This study concluded that business subject teachers should employ the use of experiential learning and instructional materials as effective teaching strategies to facilitate students' skills for self-reliance and employability on graduation. It was concluded amongst others that; Anambra State Government should provide funds for organization of regular training and retraining programs for business subject teachers in secondary schools to enable them update their knowledge on the current skill trends which will give them insight on effective use of experiential learning exposure and instructional materials strategies in teaching different skills.

Keywords: Entrepreneurship, Teaching Strategy, Experiential learning, instructional Material.

Introduction

Entrepreneurship studies are programs that promote and provide skill training for business creation and development (Ezeani, 2012). To Atakpa (2011), it is the aspect of education which equips an individual and creates in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school. Appropriate use of effective teaching strategies is of paramount importance for teaching entrepreneurship subjects to enable students acquired the necessary skills, knowledge and competences required for business enterprise. Turner, (2009) and Okoye, (2017) identified experiential learning and the use of instructional materials as teaching strategies for entrepreneurship. Uzoegwu and Egbe (2014), posited that the entrepreneurship potentials of courses in students' base departments should be explored and imparted to the students using indepth, practical and exploratory methods.

Gaylar (2011) stated that experiential learning strategy is inductive, learner centred and activity-oriented. The emphasis in experiential learning is on the process of learning and not on the product. Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. Experiential learning greatly increases understanding and retention in comparison to methods that solely involve listening, reading or even viewing. Students are usually more motivated when they actively participate and teach one another by describing what they are doing. Experiential learning approaches to entrepreneurship education have important implications for the teacher, changing their role from a conveyor of knowledge to a promoter, facilitator and manager whose task lies in organizing appropriate learning experiences for students' (Haase & Lautenschläger, 2011). Thus, changing the supply-led approach to learning in which students are taught something, expected to store it away and pull it out when required.

The application of experiential learning to teaching especially skill subjects is in line with the Constructivist theory of learning propounded by Bruner in 1966. The theory states that learning is an active process in which learners construct new ideas or concepts based upon their current and past knowledge. Experiential learning requires students to get involved rather than just sitting and listening. It allows the students to take part in their education through a number of games and activities (Felder & Brent, 2016).

Instructional materials are devices used to assist the instructor/teacher in the preparation of a lesson, teaching of the lesson and facilitating students' learning of the subject matter. These include those objects that are commercially acquired or improvised by the teacher to make conceptual abstraction more concrete and practical to the learner (Iwu, Ijioma, Onoja & Nzewuihe, 2011). They are relevant materials utilized by the teacher during the instructional process for the purpose of making the contents of the instruction more practical and less vague. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching. Thus, instructional materials could be regarded as the information dissemination devices used in the classroom for easy transfer of learning (Okwelle & Allagoa, 2014). Although, Haase and Lautenschläger (2011) asserted that there is a strong case that 'entrepreneurship education needs to go beyond the classroom and incorporate field-based instruction and experience if it is to develop entrepreneurial know-how amongst students.

Taylor (2009) also pointed out that the type of teaching strategies to be adopted or used is based on the information or skills the teacher is trying to convey. Teaching strategies refer to the techniques and methods used by teachers in the classroom, his activities, behaviors and actions taken for effective teaching of his students (Olawodun, 2009). Teaching strategies for effective understanding by students should be considered by the teachers before adoption. However, teachers of entrepreneurship studies must make appropriate use of effective strategies to inculcate in students the desirable skills,

knowledge, attitudes, values and competences required in the business world during the cause of teaching.

Business subject teachers are male and female graduates trained at tertiary institutions to prepare youths for vocations and also impart them with necessary skills, attitudes and abilities that are relevant to securing jobs in business world. The business subject teachers also enlighten the students to gain insight into the general business information so as to be a good producer and consumer of goods and services for national sustainable development (Okeke & Chukwudolue, 2018). The focus for business teachers is transferring the skills and knowledge to students who need to become quality business professionals but this focus seems yet to be met in Anambra State. Adebayo (2008) stressed that, for the teaching of entrepreneurship to be effective and meaningful, there is need for secondary school business subject teachers to acquire relevant degrees and experiences in their profession.

Okeke and Chukwudolue (2018) noted that gender could be a determinant factor on the various strategies to be used by business subject teachers for teaching entrepreneurship education. Gender refers to a social construct regarding culture bound conventions, roles and behaviours as well as relations between and among women and men, boys and girls (Nwaubani, Okafor, & Onyeausi, 2014). Gender is the state of being male or female which affects role performance (Neth Heart, 2015). Gender of business subject teachers may influence their consideration of effective strategies for teaching entrepreneurship in secondary schools.

School ownership on the other hand may also determine the type of strategies adopted in teaching entrepreneurship education by the teachers. The choice of strategy by business subject teachers in public Schools may differ from that of their counterparts in private school. It was against this background that this study sought to determine the strategies considered effective for teaching entrepreneurship studies by both male and

female teachers of business subjects in public and private secondary schools in Anambra State.

Statement of the Problem

Studies revealed that there is so much increase in the rate of unemployment, poverty, group agitations in Nigeria (Ogbaekirigwe, 2015; National Bureau of Statistics, 2016; Obidile, 2018) and Anambra State is not left out. Secondary schools turn out many graduates every year and most of these graduates do not possess adequate skills that will enable them get or create jobs for self-reliance on graduation (Okeke and Chukwudolue, 2018).

According to Ementa (2013), Entrepreneurship ~~as~~ was introduced into the senior secondary school curriculum since 2010 with the objective of equipping individuals with the right skills and competencies for work after school to curb unemployment. Looking at the rate of unemployment and poverty in the society one begins to wonder if entrepreneurship studies taught in secondary schools in Anambra state is achieving its objective. Could it be that the teachers are not employing effective strategies in the cause of teaching? Therefore, this study was carried out to ascertain the strategies considered effective by business subject teachers for teaching entrepreneurship education in secondary schools in Anambra State with a view of improving entrepreneurial skills and employability of the graduate students in the State.

Purpose of the Study

The main purpose of this study was to determine the strategies considered effective for teaching entrepreneurship studies by secondary school business subject teachers in Anambra State. Specifically, the study sought to determine the level at which teachers of business subjects consider the use of:

1. Experiential learning strategies as effective for teaching entrepreneurship studies in secondary schools in Anambra State.
2. Instructional materials strategies as effective for teaching entrepreneurship studies in secondary schools in Anambra State.

Research Question

The following research questions guided the study. In the opinion of business teachers:

1. What is the level at which business subject teachers consider the use of experiential learning strategies as effective for teaching entrepreneurship studies in secondary schools in Anambra State?
2. What is the level at which business subject teachers consider the use of instructional materials strategies as effective for teaching entrepreneurship studies in secondary schools in Anambra State?

Null Hypothesis

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

1. There is no significant difference in the mean ratings of male and female business subject teachers on the level at which they consider experiential learning strategies effective for teaching entrepreneurship studies in secondary schools in Anambra State.
2. Significant difference does not exist in the mean ratings of business subject teachers in state, federal and privately owned secondary schools in Anambra State on the level at which they consider experiential learning strategies effective for teaching entrepreneurship studies in secondary schools.
3. There is no significant difference in the mean ratings of male and female business subject teachers on the level at which they consider instructional materials

strategies effective for teaching entrepreneurship studies in secondary schools in Anambra State.

4. Significant difference does not exist in the mean ratings of business subject teachers in state, federal and privately owned secondary schools in Anambra State on the level at which they consider instructional materials strategies effective for teaching entrepreneurship studies in secondary schools.

Method

Descriptive survey design was used for the study. The area covered was Anambra State. The population of the study comprised of 513 business subject teachers in secondary schools in Anambra State. However, 244 teachers made up the sample size of the study from three education zones using simple random sampling technique. The instrument for data collection was 21-item structured questionnaire tagged (QESTEE) developed by the researcher. Cronbach Alpha reliability coefficient was used in determining the reliability of the instrument. Mean and standard deviation was used to answer the research questions while t-test and ANOVA were used to test the hypotheses. According to decision rule, mean scores ranged between 4.50 - 5.00 were rated Very Highly Effective (VHE), and mean scores ranged between 3.50 -4.49 were rated Highly Effective (HE). Mean scores ranged between 2.50 - 3.49 were rated Moderately Effective (ME), mean scores between 1.50 – 2.49 were rated Less Effective (LE) and mean scores between 0.50 – 1.49 were rated Very Less Effective (VLE).

The level of rejection or acceptance of the null hypotheses was based on p-value as shown below. When the p-value is less than of 0.05 ($P < 0.05$), the null hypothesis was rejected, otherwise, the null hypothesis was accepted. The analysis was done with the application of a computer software program: Statistical Package for Social Sciences (SPSS) version 23.0.

Results

Table 1

Respondents' mean ratings on the extent they consider experiential learning strategies for teaching entrepreneurship studies **N**
= 244

S/N	Item statement	— X	SD	Remarks
1	The use of simulation technique to teach skills like. bead making and other hand crafts etc	4.27	.45	HE
2	The use of Drill and practice method to teach fine arts	4.46	.50	HE
3	Taking student to production field to interview entrepreneurs	4.43	.50	HE
4	Taking students for Office visits to see and feel the real-life office management and transactions	4.51	.51	VHE
5	Assigning students to Survey a production process of a book for instance in printing press	4.24	.43	HE
6	The use of Interdisciplinary method to teach core entrepreneurship topics	4.41	.49	HE
7	The use of School affiliation method to assist students in gaining more knowledge and exposure on entrepreneurship education	4.16	.37	HE
8	The use Laboratory exposure method to teach uses of production materials as in cake and bread baking etc.	4.57	.53	VHE
9	Taking students to Field to observe entrepreneurial activities	4.19	.52	HE
10	Taking students to Excursion	4.46	.60	HE
11	Engaging students in Apprenticeship during long vacations	4.48	.61	HE
Cluster mean		4.38	.50	HE

Data in Table 1 show that out of 11 items listed on the use of experiential learning strategies. Respondents considered items 4 and 8 as very highly effective and the rest as

highly effective. The cluster mean score of 4.38 indicates that business subject teachers considered experiential learning strategies as highly effective for teaching entrepreneurship studies in secondary schools. The standard deviations for all the items are within the same range which shows that the respondents are not wide apart in their ratings.

Table 2
Respondents' mean ratings on the extent they consider instructional material usage strategies for teaching entrepreneurship studies =244

S/N	Item statement	\bar{X}	SD	Remarks
1	The use of television to display entrepreneurship activities	4.21	.41	HE
2	The use of video tapes in teaching entrepreneurial vocations such as cake making and decorations etc.	4.43	.55	HE
3	The use of audio tapes to teach entrepreneurship	4.45	.50	HE
4	The use of power point to display lessons on entrepreneurship Study	4.56	.55	VHE
5	The use of photographic materials to showcase entrepreneurial Process	4.29	.52	HE
6	The use of entrepreneurial workbooks to teach	4.59	.49	VHE
7	The use of exhibition and display to showcase or explain certain entrepreneurship products	4.27	.50	HE
8	The use of overhead projector to display entrepreneurial vocations	4.45	.55	HE

9	The use of flip charts for illustrating production process	4.51	.50	VHE
10	The use of instructional films to teach Entrepreneurial responsibility	4.70	.52	VHE
Cluster mean		4.45	.51	HE

Data in Table 2 show that out of 10 items on the use of instructional material strategies. Respondents considered items 4, 6, 9 and 10 as very highly effective and the rest highly effective. The cluster mean score of 4.45 indicates that business subject teachers considered the use of instructional material as highly effective for teaching entrepreneurship studies in secondary schools. The standard deviations for all the items are within the same range which shows that the respondents are not wide apart in their ratings.

Table 3
t-test comparison of the mean ratings of male and female business subject teachers on the level they considered experiential learning strategies effective for teaching entrepreneurship studies in secondary schools.

Gender	N	\bar{X}	SD	df	t-value	P-value	Decision
Male	85	48.88	2.90				
				242	1.41	0.17	NS
Female	159	47.57	2.71				

Table 3 shows a t-value of 1.41 with p-value of 0.17 which is greater than significant value of 0.05 (0.17 > 0.05). This means that there is a significant difference between the mean ratings of male and female business subject teachers on the level at

which they considered experiential learning strategies effective for teaching entrepreneurship education in secondary schools in Anambra State. Therefore, the null hypothesis was not rejected.

Table 4
One – way Analysis of Variance (ANOVA) on the mean ratings of business subject teachers on the level they considered experiential learning strategies effective for teaching entrepreneurship studies based on ownership of schools.

Sources of Variance	Sum of Squares	Df	Mean Square	F-ratio	p-value	decision
Between Groups	2.024	2	1.012	0.12	0.89	not significant
Within Groups	286.300	241	8.421			
Total	288.324	243				

Table 4 shows F-ratio of 0.12 at 2 and 241 degree of freedom with p-value of 0.89. Since the p-value of 0.89 is greater than 0.05 ($0.89 > 0.05$), the null hypothesis was accepted. This means that business subjects teachers in state, federal and private owned secondary schools in Anambra State did not differ significantly in their mean ratings on the experiential learning strategies considered effective for teaching entrepreneurship studies in secondary schools.

Table 5
t-test comparison of the mean ratings of male and female business subject teachers on the level they considered instructional material strategies effective for teaching entrepreneurship studies in secondary schools.

Gender	N	\bar{X}	SD	df	t-value	P-value	Decision
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Male	85	44.81	1.76			
				242	0.68	0.50
Female	159	44.29	2.70			NS

Table 5 show a t-value of 0.68 with a p-value of 0.50 at 242 degrees of freedom which is greater than significant value of 0.05 ($0.50 > 0.05$). This means that there is no significant difference between the mean ratings of male and female business subject teachers on the level at which they considered instructional material strategies effective for teaching entrepreneurship studies in secondary schools in Anambra State. Therefore, the null hypothesis was not rejected.

Table 6
One – way Analysis of Variance (ANOVA) on the mean ratings of business subject teachers on the level they considered instructional materials effective for teaching entrepreneurship studies based on school ownership.

Sources of Variance	Sum of Squares	df	Mean Square	F-ratio	p-value	Decision
Between Groups	2.493	2	1.247	0.22	0.80	not significant
Within Groups	192.750	241	5.669			
Total	195.243	243				

Table 6 shows F-ratio of 0.22 at 2 and 241 degree of freedom with a p-value of 0.80. Since the p-value of 0.80 is greater than 0.05 ($0.80 > 0.05$), the null hypothesis was accepted. This means that business subjects teachers in state, federal and private owned secondary schools in Anambra State did not differ significantly in their mean ratings on

instructional material strategies considered effective for teaching entrepreneurship studies in secondary schools.

Discussion

Findings of the study show that teachers of business subjects considered experiential learning strategies highly effective for teaching entrepreneurship in secondary schools in Anambra State. The finding agreed with that of Olumese and Clark (2011) which disclosed that experiential learning is vital to ensure students' adequate entrepreneurial skill acquisition prior to graduation. In agreement, Oriazowanlan (2013) reported that experiential learning strategies facilitate teaching and enhances students' entrepreneurial skill acquisition prior to graduation. Nwaiwu (2011) was of the view that teaching should be dynamic, practice-oriented and activity-based and averred that the use of experiential learning strategy can arouse students' entrepreneurial intentions which are highly needed for successful business operations.

Experiential learning is an important aspect of practical instructional approach. The experiential learning strategy is superior to the conventional instructional strategy and it helps in enhancing students' achievement in skill-based subjects. Experiential learning strategies are effective learning strategies that enhance students' active involvement in their own learning through active participation in the learning process. In this way, students are able to connect the entrepreneurial facts, theories and principles they have learnt in entrepreneurship classrooms to real purposes and practices in the world in which they live. McDougall (2014) reported that with experiential learning, students are engaged on multiple levels with the subject matter. By engaging students in the experience of doing or being immersed in what they are learning, students are more likely to focus and engage on at least one aspect of the experience which will enable them to retain and understand the knowledge they have gained in a meaningful way.

Gender and ownership of school did not influence respondents mean ratings in this regard. The finding on no gender influence confirms the report by Broderick (2016) that gender did not influence opinions of teachers on the use of flipped classroom as aspect of experiential teaching strategies. Hamzeh (2014) reported that there are no significant differences around regarding the level of adoption of teaching strategies whether behavioral, cognitive, and effective strategies due to differences in gender. The findings revealed that ownership of school did not influence business teachers' rating of experiential learning strategies as effective for teaching entrepreneurship education.

Findings of the study also show that teachers of business subjects considered instructional material usage strategies highly effective for teaching entrepreneurship in secondary schools in Anambra State. This is in line with that of Obodo (2008) who revealed that the use of instructional materials is a strategy that enables teachers to generate and sustain students' interest in learning. Obodo further revealed that instructional materials' usage in classroom help teachers in arousing students' tendency to act (motivation) to learning in the students' life. Yamauchi's (2008) study also revealed that the use of multimedia instructional materials improves students' acquisition of practical skills needed to be self-reliant on graduation.

Agbo (2011) posited that skill-based subjects in secondary schools involve exposing the learners to wide variety of disciplines and this exposure calls for stimulating of various sense organs in the body. This stimulation cannot be effectively achieved without the use of instructional materials as teaching strategies. Nweke (2008) stated that effective application of instructional materials in teaching can help in building the interest of the learner, making abstract concepts concrete and sustaining the interest of students in learning. Use of instructional materials also open the hall of knowledge, thereby creating the atmosphere for effective learning and also provide a frame reference on which students can key in their attention during classroom activities.

Gender and ownership of school did not influence respondents mean ratings in this regard. The findings on no gender influence agrees with the report of Fakomogbon, Olanrewaju and Soetan (2014) which showed that gender did not affect teachers' perception and usage of instructional materials as effective strategies for teaching and learning. Accordingly, Ghulam, Khuram, Naqvi and Nadeem (2015) found that teachers regardless of gender rate instructional materials highly effective for imparting in students' practical skills for self-sustenance in the modern world.

Also, the findings showed that business subject's teachers from federal, state and privately-owned secondary schools did not differ significantly in their mean ratings on the level at which they consider instructional materials strategies effective for teaching entrepreneurship in secondary schools. This finding is in consonance with the findings of Ngeru (2015) which revealed that ownership of schools did not influence teachers' perception of usage of instructional materials as effective strategies for teaching skill-based subjects. However, Adebayo (2009) reported that teachers in private secondary schools consider instructional materials effective in teaching and learning and therefore utilize them more than their public-school counterparts.

Conclusion

With the current situation of both cost and standard of living, entrepreneurship studies are very vital for every individual's survival. The knowledge of entrepreneurship equips an individual with the skills and attitudes for self-reliance. In order to obtain proper learning of this course at the secondary level, effective strategy should be employed. Therefore, business studies teachers should inculcate the use of experiential learning as well as the use of instructional material strategy. This will result in producing skilled and employable students on graduation.

Recommendation

School Administrators in both public and private secondary schools should partner with industries in areas of workshops, conferences; tours, exchange programs, classroom visits, workplace visits; guest speakers; seminars and presentations for effective teaching of entrepreneurship studies.

1. Secondary school business subject teachers should endeavor to prepare and use the best instructional material(s) for each particular entrepreneurial skill to be taught.
2. Anambra State Government should provide funds for organization of regular training and retraining programs for business subject teachers both in public and private secondary schools to enable them update their knowledge on the current skill trends which will give them insight to what type of experiential learning exposure they provide to the students for any given skill to be taught.

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