

Utilizing Innovative Instructional Strategies in the Development of Entrepreneurial Skills in Business Education Students in Ogun State, Nigeria

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Abstract: This study focused on Utilizing Innovative Instructional Strategies in the Development of Entrepreneurial Skills in Business Education Students in Ogun State, Nigeria. The study was carried out due to the realization of the writers that most graduates of Business Education in Ogun State Higher Institutions despite their knowledge and skills in Entrepreneurship Education do not get self-employed. They will go about looking for employment, getting underemployed and even being frustrated because of lack of employment. Descriptive survey research was adopted for the study. It was guided by two research questions and two hypotheses. The population of the study consisted of 24 lecturers and 289 final year students studying Business Education in six (6) Higher Institutions in Ogun State. Structured questionnaire containing 30 items on a 5 point Linkert Scale was used to obtain information from the respondents. Three hundred and thirteen (313) questionnaires were administered to respondents and three hundred and nine (309) were retrieved and used for the study. The data collected were analysed using mean and standard deviation while t-test parametric test was used to test the hypotheses at 0.05 levels of significance. The findings revealed amongst others that utilization of innovative instructional strategies in the development of Entrepreneurial Skilled in Business Education Students would make more students put the skilled into practice by becoming self-employed and employers of labour. It was also found out that most lecturers don't apply these strategies because of load of work, lack of skills on this strategy, population of students and non-availability of required resources. One major recommendation was that innovative strategies should be used for better understanding and appreciation of entrepreneurial skill to enhance innovative and creativity.

Keywords: Innovative, Strategies, Instructional, Entrepreneurial Skills, Business Education.

I. Introduction

The word Entrepreneur originates from the French word *entreprendre*, which means to undertake. Entrepreneurship has traditionally been defined as the process of designing, launching and running a new business, such as start-up company, offering a product, process or service. It involves the identification of an economic gap within a geographical area and creating valuable ideas for profit making as well as satisfying an inspiration. Venkataraman (1997) sees Entrepreneurship as an activity that involves the discovery, evaluation and exploitation of opportunities to introduce new goods and services, ways of organizing markets, processes and raw materials through organizing efforts that previously had not existed. Hill and McGowan (1999) see Entrepreneurship as a process which involves the efforts of an individual (or individuals) in identifying viable business opportunities in an environment, obtaining and managing the resources needed to exploit these opportunities. The entrepreneurship centre of Miami University, Ohio (2003) in Magaji (2010) perceived entrepreneurship as the process of identifying, developing and bringing a vision to life. The vision may be an innovative idea, an opportunity, or simply a better way to do something. The end result of this process is the creation of a new venture, formed under conditions of risk and considerable uncertainty.

Concept of Entrepreneurship Education

Entrepreneurship Education has to do with teaching skills and imparting knowledge to those who want to be Entrepreneurs (Amit, 2009). Ezener (2011) defined Entrepreneurship Education as the willingness and ability of an individual to seek out investing opportunities, establish and run Enterprise successfully. He associated the concept with activities such as:

- Identification of investment opportunities.
- Decision making as to the opportunities to exploit.
- Promotion and establishment of the business enterprises.
- Aggregation of scarce resources required for production and distribution.

- Organisation and management of the enterprises.
- Risk bearing.
- Innovation.

Approaches to teaching and learning of Entrepreneurship Education is classified by Lee and Wong (2004) as follows:

- The Old War Stories Approach
- The Case Study Approach
- The Planning Approach and
- The Generic Action Approach

The Old War Stories Approach attempts to motivate aspiring entrepreneurs by relaying series of successful Entrepreneurship stories and revealing how these individuals became successful entrepreneurs. The Case Study Approach uses cases of existing companies to analyse mechanics of the Entrepreneurial process and to elicit students' proposed solutions to the companies' problems. The Planning Approach usually takes the form of a business plan that consists of objectives, budgets and programmes. The Generic Approach emphasizes the formulation of optimal entrepreneurial actions based on existing market forces.

Jack and Anderson (1998) asserted that the teaching of Entrepreneurship is both in a science and out where the former relates to the functional skills required for business start-up and the later to the creative aspect of Entrepreneurship. There appears to be a unanimous agreement among Educators that there is need to be a shift emphasis on the scientific to the artistic and creative teaching of Entrepreneurship Education (Shepherd and Douglas, 1997).

Innovative Instructional Strategies

Innovative instructional strategies engage students with different kinds of stimuli activity based learning. Education is a light that shows mankind the right direction to surge. The purpose of Education is not just to make students literate but to rationalize issues and situations based on their knowledge and applications of such knowledge to make decisions that benefit them and others.

Modern innovative instructional strategies incorporates technology into teaching-learning methods to recreate rich and more realistic experience for students for a rewarding teaching experience. The writers of this paper looked into experimental learning in an innovative way to enhance.

Statement of the Problem

Entrepreneurship Education is expected to:

- Prepare participants for career success
- Increase capacity for their future learning
- Realise personal fulfillment and
- Contribute to society (Akinyele, 2015).

It is also expected to create awareness of Entrepreneurship as a career option, enhance understanding of the processing, initiating and managing a new enterprise (Adeboye, 2006).

Obasan (2005) also identified five learning objectives as:

- Developing the right attitudes and motivation for start up
- Acquiring the technical abilities and skills needed to develop businesses
- Fostering networks and contacts for Entrepreneurial ventures
- Achieving the sharp intuition to act at the correct movement and
- Attaining the knowledge base and information for new venture development.

Based on all the above, higher institutions of learning in Ogun State started included Entrepreneurship Education in their Business Education Curriculum since 2004. Despite all their knowledge and skill in Entrepreneurship Education, most graduates from these institutions either go about looking for employment, get underemployed or get frustrated because of lack of employment.

The researchers then got concerned and thought of getting more of the products of these institutions getting self-employed and becoming employers of labour instead of being underemployed, or frustrated because of lack of employment. A pilot study of graduates of these schools carried out by one of the authors between 2007 and 2011 showed that most students who performed poorly in Entrepreneurship Education while in the College, Polytechnic and Universities in Ogun State are not interested in putting the course into practice after graduation. Akinyele (2015) reported that students of Entrepreneurship Education in Business Education Department who had outstanding scores showed interest and make moves to become Entrepreneurs after graduation.

This finding led to the writers looking into how to improve performance in Entrepreneurship Education to enhance better performances and more of them will be interested in getting self-employed. Innovative instructional strategies being proactive approach to integrate certain processes, tools and methods were considered. Researchers then made attempt to find out how much of modern innovative instructional strategies to teach these students for comprehensive and application after graduation.

Purpose of the Study

The major purpose of the study was to investigate awareness and utilization of innovative instructional strategies in the development of Entrepreneurship skills in Business Education students in Ogun State, Nigeria. The study was carried out to specifically find out:

1. The extent of awareness of innovative strategies that can be used to develop Entrepreneurship by Business Education lecturers.
2. Ascertain the benefits of such innovative strategies in the development of Entrepreneurship skills in Business Education students.

Research Questions

1. To what extent are Business Education lecturers aware of modern innovative instructional strategies that can be used to develop Entrepreneurship skills in their students?
2. What are the benefits of innovative strategies are used by lecturers to develop Entrepreneurship skills in Business Education students.

Hypotheses

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

1. There is no significant difference between the awareness of lecturers and that of students regarding available innovative instructional strategies for developing Entrepreneurship skills in Business Education students.
2. There is no significant difference between the opinion of lecturers and the students regarding benefits of utilizing innovative instructional strategies in the development of Entrepreneurship skills in Business Education students.

II. Method

Descriptive Survey Research Design was adopted for this study. Lecturers and students of institutions offering Business Education in Ogun State were used as respondents and data collected from them using 30 items or 5 Point Likert Scale was used to obtain data, which was analysed and the results used for conclusion and recommendation. The Area of the study is Ogun State, Nigeria.

Population

The population of the study consists of 30 percent of all final year Business Education students for 2014/2016 session from six (6) higher institutions running Business Education in Ogun State, Nigeria. Four (4) Lecturers were also selected from each of the Institutions to make twenty-four (24) lecturers. The population is shown in the table below:

S/N	INSTITUTION	NO. OF STUDENTS
1.	Olabisi Onabanjo University, Ago-Iwoye	140
2.	Tai Solarin University of Education, Ijebu-Ode	245
3.	Federal College of Education, Abeokuta	250
4.	Tai Solarin College of Education, Ijebu-Ode	140
5.	Federal Polytechnic, Ilaro	97
6.	Moshood Abiola Polytechnic, Abeokuta	91
	Total	963

Field Survey, 2016.

Sample Technique

30% of the population and 24 lecturers served as respondents for the research work. The researcher adopted systematic random sampling technique to arrive at the sample size. The sample size is shown in the table below.

S/N	INSTITUTION	NO. OF STUDENTS	NO. OF LECTURERS
1.	Olabisi Onabanjo University, Ago-Iwoye	42	4
2.	Tai Solarin University of Education, Ijebu-Ode	74	4
3.	Federal College of Education, Abeokuta	75	4
4.	Tai Solarin College of Education, Ijebu-Ode	42	4

5.	Federal Polytechnic, Ilaro	29	4
6.	Moshood Abiola Polytechnic, Abeokuta	27	4
	Total	289	24

Instrument for Data Collection

Instrument for data collection was a questionnaire with 30 items structured on a 5-point rating scale of Strongly Agreed, Agreed, Undecided, Disagreed and Strongly Disagreed with values of 5, 4, 3, 2 and 1 respectively. The questionnaire was divided into two Sections A & B to answer questions regarding the awareness of innovative instructional strategies and the assumed benefits of using such strategies. The instrument was validated by lecturers in Business Education in two of the Institutions. The Research Questions were answered using mean and standard deviation. Any mean score of 2.50 and above are accepted while any mean score below 2.50 was rejected. Student t-test statistics was used in testing the hypotheses.

III. Results

Research Question 1

1. To what extent are Business Education Lecturers aware of modern innovative instructional strategies that can be used to develop Entrepreneurship skills in their students?

Table 1: Mean rating and Standard Deviation of lecturers and students on awareness of innovative instructional strategies that can be used to develop Entrepreneurship skills in Business Education students

S/N	ITEMS	X	SD	REMARKS
1.	Innovative instructional strategies are applied by Lecturers in teaching and learning Entrepreneurship in Business Education Department	4.05	.56	Agreed
2.	Technology is needed to effectively teach and learn Entrepreneurship Education	3.83	.37	Agreed
3.	Problem based learning is a good means of teaching Entrepreneurship Education	3.41 5.0	.49 .00	Agreed Agreed
4.	Peer Tutoring is a good means of teaching Entrepreneurship Education	4.64	.73	Agreed
5.	Project Based Learning	4.61	.68	Agreed
6.	Inquiry learning	4.75	.52	Agreed
7.	Scaffolding	4.84	.47	Agreed
8.	Project method	4.97	.14	Agreed
9.	Role play	3.41	.49	Agreed
10.	Excursion/Field Trip and collaborative study	4.58	.73	Agreed
11.	Community mapping	4.82	.53	Agreed
12.	Brainstorming	4.80	.47	Agreed
13.	Smartphones, Modems, Ipad etc.	4.35	.42	Agreed
14.	Skype, Facebook, Twitter and other social media	4.44	.88	Agreed
15.	Smart boards, World Wide Web, Web TV and CDs, Drives etc.	4.93 4.83	.34 .37	Agreed Agreed

The results above indicated that all the respondents agreed that the 15 items maintained in the questionnaire should be applied in developing Entrepreneurship skills in Business Education students.

Table 2

Research Question: Mean Rating and Standard Deviation on lecturers and students on benefits of innovative strategies that can be used to develop Entrepreneurship skills in Business Education students.

S/N	ITEMS	X	SD	REMARKS
16.	Innovative instructional strategies is learner centred where students may set their own objectives and explore their learning needs.	4.90	.45	Agreed
17.	Innovative instructional strategies enables 24/7 accessibility to all learners no matter the age, location and status.	4.44	.88	Agreed
18.	Collaborative learning, problem based learning, scaffolding etc. enables learning from other people or groups.	4.76	.68	Agreed
19.	Innovative instructional strategies makes learners innovative, creative and adopting their findings for money making.	4.85	.43	Agreed
20.	Innovative instructional strategies enable learners to learn at their own pace and ability.	3.86	.86	Agreed
21.	Innovative instructional strategy allows the use of diverse methods of teaching whereby each student uses method that can help him or her learn.	3.83	.37	Agreed
22.	Innovative instructional strategies makes learning less stressful and cheaper since travelling and looking for textbooks may be avoided.	4.80	.47	Agreed
23.	Innovative instructional strategy.			
24.	Students taught using innovative instructional strategies are well equipped for the use of modern electronics in modern business and offices.	4.82	.53	Agreed

25.	Better and more learning takes place with the use of innovative instructional strategies.	4.90	.45	Agreed
26.	Limited number of lecturers can achieve much with the use of innovative instructional strategies in teaching Entrepreneurship Education	5.0	.00	Agreed
27.	Interactive nature of innovative instructional strategy can enhance better development of Entrepreneurial skills in Business Education students.	4.64	.68	Agreed
28.	Innovative instructional strategies help to develop and improve skills like problem solving creativity and communication.	4.82	.53	Agreed
29.	Every students' needs are met when innovative instructional strategies are used to teach Business Education students Entrepreneurship Education.	4.98	.10	Agreed
30.	Innovative instructional strategy are ways of achieving effective and efficient teaching and learning.	4.62	.48	Agreed
	Ground mean	4.60		

The data presented in table 2 revealed that all the respondents agreed that there are benefits in using innovative instructional strategies in the development of Entrepreneurship skills in Business Education students in Ogun State, Nigeria.

Results of the Test of Hypotheses

Ho₁: There is no significant difference between the opinions of lectures and that of the students regarding the awareness of innovative instructional strategies that can be used to develop Entrepreneurship skills in Business Education students.

Table 3:

Variables	N	X	SD	DF	a	t-cal	t-crit	Decision
Lecturers	24	3.72	.27	29	0.05	1.284	0.205	Rejected
Students	289	4.90	.45					

Table 3 above showed that the calculated value of t was 1.284. The t-critical value was 0.205 which is greater than the fixed P value of 0.05 (P < 0.05). Therefore, the null hypothesis which stated that there is no significant difference between the opinion of lecturers and students regarding awareness of innovative instructional strategy for teaching Business Education students skills to develop Entrepreneurship skills was rejected.

Ho₂: There is no significant difference between the opinions of lectures and that of the students regarding the awareness of innovative instructional strategies that can be used to develop Entrepreneurship skills in Business Education students.

Table 4: Student t-test showing the opinion of lecturers and students regarding the benefits of innovation ..

Variables	N	X	SD	DF	a	t-cal	t-crit	Decision
Lecturers	24	3.86	.17	291	0.05	1.78	0.081	Rejected
Students	289	4.85	.33					

Table 4 showed that at 0.05 level of significance, t-calculated of 1.78 was greater than t-critical of 0.081, therefore the null hypotheses which stated that there is significant difference between the opinion of lecturers and students regarding awareness of innovative instructional strategy for teaching Business Education students skills to develop Entrepreneurship skills was rejected.

IV. Discussion of Findings

The data in Table 1 gave answers to Research Question 1 by agreeing that all the mentioned innovative instructional strategies are well known to lecturers while most students are not aware of many of them. The findings agreed with the views of Leary and Berge, 2006 that paper-based means of learning continues to be more sustained and widely used than innovative instructional strategies. Lecturers are aware of these strategies but they are only full of theoretical knowledge as the environment does not encourage the use of them. The cost of internet connections and maintenance remain high. Also, the adoptions of innovative instructional strategy are dictated by the available bandwidth. Nigeria contributed only 2% of the internet users worldwide (Zook, 2004).

The data in Table 2 showed that there are many benefits from the use of different innovative instructional materials as reported by most of the lecturers and some of the students. This is in agreement with Akinyele (2011) who reported that for the country to achieve Vision 20-2020 through Business Education, there is need to utilize improved and individualized instructional strategy to teach all Business Education courses especially skill related courses like Entrepreneurship Education, Accounts, Shorthand etc.

Quality of an Entrepreneur depends on his or her preparation and his or her preparation. The importance and the trends relating to the use of innovative instructional strategies in the development of Entrepreneurship skills in Business Education cannot be overemphasized and there is no way a graduate of this course can be enthusiastic about self-employment if they do not appreciate the skills acquired or acquire adequate skills.

V. Conclusion

There is no doubt about the fact that increasing enrolment, modern technology and diversity of students in Business Education Department trying to acquire Entrepreneurship skills demands for learning flexibility. There is need to apply as many innovative strategies as possible to enhance better appreciation, understanding and interest in the practice of Entrepreneurship Education.

VI. Recommendations

Based on the findings from this research work, the following recommendations are made:

- It is imperative now for Business Education lecturers to be retrained in modern/innovative instructional strategies. Business Education students should also be encouraged to fully abreast themselves with internet based learning.
- There is need to make Colleges, Polytechnics and Universities to be more conducive with enabling environment for internet based learning or innovative strategies.
- Power generation in the country should be worked upon so as to ensure availability of power to carry out innovative strategies.

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