

Teachers Quality and Business Education Students Entrepreneurial Skills Development in Public Universities in South West, Nigeria

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Abstract

This study examined the impact of teacher quality on Business Education students' entrepreneurship skills development in public universities in Southwest, Nigeria. The study examined the extent to which teacher quality has helped to build students entrepreneurship skills. Two hypotheses were formulated and tested at 0.05 level of significance. Descriptive survey research design method was adopted for the study. The population of the study was 100 to 400 level Business Education students from 11 public universities in Southwest offering Business Education as a course of study and multi-stage sampling technique was adopted to draw the sample size. Firstly, simple random sampling technique was adopted to select four universities from the population of study while purposive sampling technique was used to draw the sample size of 400 participants from the population. A four rating structured online questionnaire titled "Teacher Quality and Business Education Students Entrepreneurial Skills Development Questionnaire" (TQBESDQ) was employed to gather data for the study. Person Product Moment Correlation (r) was used to test the hypotheses. Results from the findings revealed among others that instructional methods adopted by teachers have a great effect on the development of students' entrepreneurship skills. Based on the findings, the study recommended that instructional methods adopted by teachers should be tailored towards improving self-reliance skills of students, teachers should be constantly trained and more qualified teachers should be employed in order to meet students' needs.

Keywords: Entrepreneurial skills, Entrepreneurial Mind-set, Instructional Methods, Teacher Quality.

1. Introduction

Education is the major key to national sustainable development for any nation that desires development. It is an important tool for sustainability (Maina, 2013). Investment in education is long-term that brings about continuous positive returns. Generally, education has been confirmed to have a life-long positive effect on entrepreneurship development (Küttim *et al.*, 2014). It is apparent that education is the bedrock of any nation and quality education will lead to sustainable growth and development. Therefore, entrepreneurship education and having entrepreneurial mind-set can act as a catalyst to the increase in the national income and thus leading to sustainable national development.

The aim of education is to equip individual with all necessary skills needed to become independent and excel after school. Ore (2022) noted that, universities produce huge number of graduates in different field of study on annual basis but the number of those that are gainfully employed do not commensurate with those that are unemployed. According to Alharbi *et al.* (2018) they are of the belief that entrepreneurial skills can be taught and can also be imparted on any student irrespective of the choice of course.

The rate of unemployment is on the rise and the question is; are graduates well equipped with the right skills that will make them become job creators rather than job seekers who can compete favourably with their counterparts? Business Education graduates need to be innovative and creative if the rate of unemployment in the country is to be reduced. The high rate of unemployment in Nigeria is caused by so many factors of which include inadequate employability or entrepreneurial skills and this are cause by inappropriate school curricula and teachers quality (Ibikunle *et al.*, 2019). These are the reasons why graduates lack the right skills to be self-reliant.

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It is based on this problem that this study on teacher quality and Business Education students entrepreneurial skills development questionnaire is been carried out

1.1. Purpose of the Study

The purpose of this study is to examine the impact of teachers' quality on Business Education students' entrepreneurship skills development in public universities in southwest, Nigeria. Specifically, the study objectives are:

- a. To determine the impact of Business Education instructional methods on Business Education students' entrepreneurship skills development in public universities in southwest, Nigeria; and
- b. To examine the impact of teachers qualification and experience on Business Education students' entrepreneurship skills development in public universities in southwest, Nigeria

1.2. Hypotheses

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

H₀₁: There is no significant relationship between business education instructional methods and Business Education students' entrepreneurship skills development in public universities in southwest, Nigeria

H₀₂: There is no significant relationship between teacher qualification and experience on Business Education students' entrepreneurship skills development in public universities in southwest, Nigeria

2. Literature Review

According to Barakabo (2017), entrepreneurship skills include been able to possess the ability to see and assess business opportunities, to mobilize resources in order to exploit the opportunities and put in place necessary action-oriented and highly motivated individuals who bear risk to achieve goals. There is ability in entrepreneurship; hence Salami (2011) opined that entrepreneurship is the ability to seek investment opportunities and persisting to exploit that opportunity. Sherine *et al* (2018) entrepreneurial skills in Business Education are: risk taking, critical thinking, problem solving, and innovation. Inculcation of entrepreneurial skills impels students to put theory into practice transcending mere understanding of what entrepreneurship is about. In so doing, students gain self-confidence and motivation, become proactive, and creative (Junior Achievement, 2012).

However, Business Education students are basically trained to acquire business skills for paid and self-employment rather than also preparing them to be employers of labour (Ugwunwoti & Okorojiofor, 2017). The National Policy on Education (2013) documented Business Education to be part of Vocational and Technical Education offered in Nigerian tertiary institutions with the aim to impart the necessary skills to individuals who shall be self-reliant economically. This indicates that, Business Education programme is supposed to prepare students to become business owners and thus reducing the rate of unemployment in the country. But universities produced graduates on a yearly basis in different field of study with a huge gap between those that are gainfully employed and those that are unemployed. This is because of the inadequate entrepreneurship skills that will make them entrepreneurs and self-sufficient rather than just job seekers. These skills will make them more innovative and creative if the rate of unemployment in the country is to be reduced (Ore & Hassan, 2023).

In the opinion of Okoli (2010), Business Education should focus on the teaching of skills, knowledge, competencies and attitudes necessary for successful business career and the programme instructional content should involve teaching students the fundamental theories and processes of business. Therefore, for Business Education programme to prepare graduates to be self-reliance, competent, skilful, technically sound and knowledgeable in order to become job creators and perform effectively and efficiently in the work place, there are certain factors that need to be considered. These factors are the curriculum contents, facilities and teachers qualities which include teaching methodology, qualification and experience. However, this study focus is on teachers' quality and how it affects Business Education students' entrepreneurial skills development in public universities in Southwest, Nigeria.

Teachers are central to any consideration of education level and education policy discussions focus directly or indirectly on the role of teachers as they play a significant role in the implementation of any policy. 'No nation can grow beyond the quality of its teacher' is a common saying that is not far from the truth. Teacher quality matters a lot and it is the most important school-related factor influencing student achievement.

The term quality is often used synonymously with other terms such as master or the adjectives good and effective. Therefore, teachers' quality is concerned with the pedagogical content knowledge and classroom management skills and these are provided initially through a period of pre-service education and training; and enhanced during continuous teaching and through continuing professional development programmes and other in-school support (Day, 2021). Teacher quality is broadly grouped according to the pedagogical standards that a teacher exhibits (use of teaching strategies, establishment of a positive classroom climate, classroom management skills,), qualifications of the teacher in terms of competence (degree, certification, quality of college, subject-matter, exam score, experience, credential) or the personal qualities of a teacher (honesty, compassion, love of children, fairness) (Strong, 2011).

One of the most significant elements of teachers' quality is the appropriate choice of instructional methods and this plays a key role in the development of students' entrepreneurial skills. Teaching method is a systematic, organized and logical ways of providing lessons that should be consistent with entrepreneurship goals and contents and should also be developed according to the learners' needs (Keramat *et al.*, 2015). Along with the imparting of important knowledge and skills bearing direct relevance to entrepreneurial potential (Heinonen, 2007), the Business Education curricula should encourage active or simulated participation in business enterprises (Sikka *et al.*, 2007). Modern teaching methods such as simulation, role-playing, case analysis, and real company assignments should be used extensively to accomplish the objective of breaking down the barrier between the classroom and the boardroom (Albrecht *et al.*, 2000; Lux, 2000).

According to Oyelola (2013) the instructional method should be process-oriented teaching method instead of content-oriented, problem-based teaching instead of introducing concepts and methods such as group project, writing business plans, practical experience in producing and selling products and services, and learning from mistakes. Arasti *et al.* (2012) think of group project, case study, individual projects, developing a new investment project, problem solving, guiding young entrepreneurs by supporting them in their projects, training in investment, group discussion, official speech, interviewing entrepreneurs, simulations, and scientific visits as the most important methods of teaching entrepreneurship. While Potter (2008) emphasizes and listed the following teaching methods which are business planning, case studies, students' starting businesses, business games, student entrepreneurs' teams and networks, internship in small companies, feasibility studies, training in communication, getting advice in starting small businesses, distance education and external cooperation. Also, Rahimi (2014) suggested the use of business simulations, games, analysis and discussion of real businesses, group work, mentoring, networking (common experience), tutoring, action learning, problem-oriented method, peer group support, expert advice and intensive counselling, and access to business networks as teaching methods of entrepreneurship in Business Education.

The most effective way to teach entrepreneurship skills is to have students participate in practical projects and activities, in which learning by doing is emphasised and real experience with entrepreneurship is gained. Problem-driven and experience-oriented education is essential to fostering entrepreneurial mind sets and abilities. The most commonly used teaching methods are lectures, computer simulations and business games, student companies, project work and group work, company visits and work placements. The current situation is that most teachers have not been trained in entrepreneurship. Consequently, they may be unaware of the right approach to entrepreneurship teaching (European Commission, 2009).

Teachers' qualification and experience is also an important element in assessing teacher's quality. A partial lack of competence of teachers is in many cases perceived as a problem, at least as regards their practical experience of entrepreneurship. Most countries report that some training courses on entrepreneurship are offered to teachers, but few offer a systematic approach. Adequate teacher training is of the highest importance, however, entrepreneurship education is not yet included systematically in teachers' training programmes. In many cases, on the job training is provided by external organisations. The most effective way to ensure that teacher competence in this field is adequate and up-to-date would be to make entrepreneurship a mandatory part of teacher education. It is also important to offer further education to teachers who have already completed their initial education (European Commission, 2009). This will enable Business Educators acquire entrepreneurial skills that will be directly or indirectly imparted on students.

This study is anchored on the theory of social construction and policy design. It was first put forth by Schneider and Ingram in 1993, and further developed in 2007. It was created to aid understanding on the purpose for which policies were made and their effect, positive or negative, on the public; that is, the impact the policies have on people and democracy. By focusing on target populations, the theory explains why public policies sometimes fail to meet the purposes of solving public problems, supporting democratic institutions, or producing greater equality of citizenship (Pierce *et al.*, 2014). The National University Commission (NUC) policy on education was established for a particular

population, tertiary students across educational institutions. The aim was to equip students with the knowledge and skills to be entrepreneurs after graduation. Research has shown the failure of these programs, which brings into question the construction of the policy. In using this theory, this research focused on explaining how policy has affected certain people in the short and long term. The research also aimed to explain how the policy of business education programme set up by the NUC for educational institutions affect the development of students, entrepreneurship skills in universities.

3. Research Methods

This study adopted descriptive research design of the survey as it provides a clear, detailed and vivid description of the phenomenon under investigation. The population for the study comprised of 100 to 400 levels Business Education students from all the 11 state and federal universities offering Business Education programme in Southwest, Nigeria.

A multi stage sampling procedure was used to select the sample of the study. Firstly, a simple random sampling technique was adopted to select four universities from the study population while purposive sampling technique was used to select a sample size of 25 participants across the four levels from the four universities making a total of 400 participants.

The study employed an online four- point Likert rating scale structured questionnaire as the research instrument titled “Teacher Quality and Business Education Students Entrepreneurial Skills Development Questionnaire” (TQBESEDQ). The questionnaire was divided into two sessions containing 10 items relating to the objectives of the study. The responses were scored Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2 and Strongly Disagree (SD) 1.

The instrument was validated through face and content validity by an expert in the field of Business Education. The reliability of the instrument was tested using test-retest method and the result was analysed using Pearson Product Moments Correlation Coefficient with a reliability coefficient of 0.75 and after which the questionnaire was sent online via the WhatsApp group of the study population with 100% response. Pearson Product Moments Correlation Coefficient was used to test the hypotheses at 0.05 level of significance with the aid of Statistical Product and Service Solution (SPSS) version 20.

4. Results and Discussion

4.1. Result

4.1.1. Hypothesis one

H₀₁: There is no significant relationship between business education instructional methods and Business Education students’ entrepreneurship skills development in public universities in southwest, Nigeria

Table 1. Relationship between Business Education instructional methods and Business Education students’ entrepreneurship skills development in public Universities in Southwest, Nigeria

			Development Students’ Entrepreneurship Skills	Instructional Methods
Development of Entrepreneurship Skills	Students’	Pearson Correlation	1	.738**
		Sig. (2-tailed)		.000
		N	378	378
Instructional Methods		Pearson Correlation	.738**	1
		Sig. (2-tailed)	.000	
		N	378	388

** . Correlation is significant at the 0.01 level (2-tailed).

From table 1, the coefficients of Development of Students Entrepreneurship Skills and Instructional Methods is .738** with significance value of 0.000 ($p < 0.05$). Since the P. Value (0.000) is less than 0.05, the null hypothesis is rejected and concludes that the Development Students Entrepreneurship Skills and Instructional Methods have high degree of association. This by implication suggests that there is significant relationship between Instructional Methods and Business Education Students’ Entrepreneurship Skills Development in public universities in southwest, Nigeria

4.1.2. Hypothesis Two

H0₂: There is no significant relationship between teacher qualification and experience on Business Education students' entrepreneurship skills development in public universities in southwest, Nigeria

Table 2. Relationship between teacher qualification and experience on Business Education students' entrepreneurship skills development in public universities in southwest, Nigeria

		Development of Teachers' Adequate Training
		Students' Entrepreneurship Skills
Development of Students' Entrepreneurship Skills	Pearson Correlation	1
	Sig. (2-tailed)	.537**
	N	.000
	Pearson Correlation	378
	Sig. (2-tailed)	362
	N	372
teacher qualification and experience	Pearson Correlation	.537**
	Sig. (2-tailed)	1
	N	.000
	Pearson Correlation	378
	Sig. (2-tailed)	362
	N	372

** . Correlation is significant at the 0.01 level (2-tailed).

From table 2, the coefficients of teacher qualification and experience on Business Education students' entrepreneurship skills development is .537** with significance value of 0.000($p < 0.05$). Since the P. Value (0.000) is less than 0.05, the null hypothesis is rejected and concludes that there is degree of association between teacher qualification and experience and Business Education students' entrepreneurship skills development. This by implication suggests that there is a correlation between teacher qualification and experience and Business Education students' entrepreneurship skills development in public universities in southwest, Nigeria

4.2. Discussion

The study examined the impact of teachers' quality on Business Education students' entrepreneurship skills development in public universities in southwest, Nigeria. Entrepreneurship skill acquisition is considered as a creative process rather than a mechanical one. Though teaching such a process is challenging and problematic, it requires new and active teaching methods. Meanwhile, researchers' have offered various methods for teaching Business Education courses that can enhance the development of entrepreneurial skills needed to drive the economy in the 21st century (Keramat *et al.*, 2015).

Therefore, from the data analysed, hypothesis one which sought to find out if there is any significant relationship between instructional methods and Business Education students entrepreneurship skills development in public universities in Southwest, Nigeria was rejected because the P value of Pearson coefficient was less than the benchmark of 0.05. The study concludes that there is a significant relationship between instructional methods and Business Education students' entrepreneurship skills development in public universities in Southwest, Nigeria. This implies that the instructional method(s) adopted during the instructional process by Business Education teachers if improved, has the tendency to influence the development of entrepreneurship skills of Business Education students. That is, the more flexible a teacher is in the choice of his/her instructional method (s) in class, the greater impact it will have on the students. This also means that instructional methods can significant predict the development of entrepreneurship skills of Business Education students. This finding is in line with Arasti *et al.* (2012) which concluded that effectiveness of entrepreneurship education is largely related to the teacher's skills and his or her knowledge of using different teaching method, specifically the methods of teaching entrepreneurship and the development of entrepreneurial skills of students. Hypothesis two which sought to know if there is significant relationship between there is any significant difference between teacher qualification and experience on Business Education students' entrepreneurship skills development in public universities in southwest, Nigeria was rejected and concludes that there is degree of association between teacher qualification and experience on Business Education students' entrepreneurship skills development. This simply suggest that training of teachers with enough pedagogical experience help to inculcate the right skills to the students because the teachers would have equipped himself or herself with the right knowledge needed for such innovation and creativity required to drive the development process.

European Commission (2009) collaborated this finding that when teachers are incompetent and lack practical experiences, it will result into a huge problem as an experienced and trained teacher will be able to adequately impart the right skills on learners.

5. Conclusion

5.1. Conclusion

The effectiveness of business education programme and the development of students' entrepreneurship skills in public universities in Lagos State, Nigeria were examined in the study. Generally, programmes available in business education in public universities in south west, Nigeria were found to have negative effect on the development of students' entrepreneurship skills after graduation. Specifically, instructional methods adopted by Business Education teachers were found to be very significant in the development of entrepreneurship skills of students. This means that the appropriate use of instructional methods to suit child centre learning will enhance the development of students' entrepreneurship skills and make the job creators rather than mere job seekers. Also, teacher qualification and experience are very significant in enhancing students' entrepreneurship skills development in public universities in Southwest, Nigeria. The findings indicate that, the appropriate adoption of instructional methods, teacher qualification and experience will enhance the development of students' entrepreneurship skills in public universities in Southwest, Nigeria.

5.2. Recommendations

Based on the findings from the study carried out, the following are hereby recommended:

- a. Business Education lecturers should be flexible in the choice of instructional methods during content delivery in order to groom students to become self-reliant and ensure lifelong learning.
- b. Government should employ adequate and qualified business education teachers that are well experienced.
- c. Management of tertiary institutions should constantly train and retrain teachers to keep them abreast of recent development that will in-turn lead to effective learning outcomes.

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