

Approaches to Managing Entrepreneurship Education in Tertiary Institutions as Perceived by Educated Small Business Operators for Self-Reliance Among Graduates in Rivers State

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Abstract

The study examined Approaches to Managing Entrepreneurship Education in Tertiary Institution as perceived by educated small business operators for self-reliance in Rivers State. Two research questions were answered in the study and two null hypotheses were tested at 0.05 level of significance. The study adopted survey research design, population of the study is a censor which comprised of 677 educated small business operators registered with the state Ministry of Commerce and Industry and are currently operating in the state. Stratified sampling technique was used as the entire population of 677 and 670 were retrieved and was considered manageable and suitable for the study. A questionnaire with 20 structured items designed by the researcher was used to obtain data for the study. The questionnaire was subjected to face and content validation by three experts in the Faculty of Education, Ignatius Ajuru University of Education. Cronbach's Alpha technique was used to determine the reliability of the instrument and correlation coefficient index of 0.85 was obtained. Mean scores and standard deviation were used to answer the research questions while z-test statistics was used in testing the null hypotheses. The findings of the study revealed that approaches to managing entrepreneurship education can be achieved through basic curriculum content, practical teaching. It was concluded that if the overall objective of entrepreneurship in Business Education must be achieved, there is need to explore and integrate the views and perception of educated small business operators into our school curriculum. It was recommended that among others curriculum should be thoroughly reviewed to integrate practically oriented courses to enable students acquire relevant skills, knowledge and competencies.

Keyword: Entrepreneurship, Development, Business education, Small business, Operation

INTRODUCTION

Government across nations have recognized the role of entrepreneurship in economic growth and development. The government of the Federal Republic of Nigeria for instance, has introduced the

teaching and learning of entrepreneurship skills at all levels of education system. This development may not be unconnected with government's conscious effort towards reducing poverty and unemployment by means of raising as many entrepreneurs as possible. Commenting on the role of entrepreneurship in nation building. Amaewhule (2014), opined that entrepreneurship remains a vital ingredient for economic development of any nation and that through instrumentality of entrepreneurship, goods are produced and employment opportunities are created to the benefit of the society at large.

Entrepreneurship in the view of Amesi (2015), has to do with the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. Amesi further said that entrepreneurship started when people produced more products than they needed hence they had to exchange for surpluses.

The relevance of entrepreneurship in all spheres of human existence makes the expression of multiple views on the subject eminent. Batemen and Snell (2011), opined that entrepreneurship involves creating a new venture where one did not exist before. Ahiauzu (2009), considered entrepreneurship as the process of creating values through the provision of some product or services for the benefit of the society while learning the skills needed to assume the risk of establishing a business. It is evident from the above definitions that there exist a direct link between entrepreneurship and development. This may account for why Amesi (2015), noted that the present and future advancement of any nation lies in the dynamism and growth of entrepreneurship. Expressing similar view, Ogedengbe, Okhakhu and Adekunle (2015), asserted that entrepreneurship is about wealth creation and that wealth creation is the overriding stimulant of development and economic sustainability.

Commenting on the need for result oriented approach to entrepreneurship development in view of what skills and competencies are required by business education students for entrepreneurship survival and sustainability, Akpotohwo (2017), identified critical personal competencies and competencies in financial management amongst others, as fundamental entrepreneurship development requirement while Thomas and Asuquo (2017), opined that human resources is arguably the most valuable asset of any organization as without it, nothing can be done and that competencies in the management of human resource is central to entrepreneurship success. Afolabi and Macheke (2012), identified skills and competencies in business linkages, business system, communication, computer literacy/ICT, and financial management as vital entrepreneurship development tools. Also, Tagbator, Adzido and Agbanu (2015), opined that what is needed for organizational performance and competitive survival is competencies and skills in records management. Eleanor (2007), believes that commitment is the basic requirement for entrepreneurship success and that successful people are committed to their course of action to realize their desired outcome.

A critical examination of the views expressed above regarding what approaches are required for entrepreneurship development in relation to student in Rivers State tertiary institutions offering business education, vis-a-vis the impression of educated small business operators concerning how Business Education students are to be groomed to become successful entrepreneurs upon graduation, the researcher is, therefore, concerned about the views on those business education related variables which when employed could cause improvement in the quality of business (entrepreneurship) education. This includes basic curriculum content approaches, practical approach to teaching, incubator business practice approaches, mentorship approaches, as well as mentorship approaches.

Commenting on curriculum content as a practical entrepreneurship development tool, Osere (2017) opined that globally, the curriculum is an instrument used by the education system to equip the oncoming generation with desirable knowledge, skills and competencies to put them in a good stead to effect desirable changes in the society and make it beneficial to themselves and others. Aquah (2014), also noted that the curriculum is a document which comprises the goals and objectives

of a particular course of study, the subject matter or content, the learning, the learning experiences and evaluation.

Similarly, Lorenzo and Jones (2006) in their quest towards resolving the issue whether entrepreneurs are born or made, averred that there appears to be a growing consensus in modern literature that entrepreneurship can be taught and that the debate has now shifted to what and how it should be taught. Bawuah, Baume and Hinson (2006) equally observed that an organized programme of study with well-articulated techniques of instruction delivered is necessary for entrepreneurship preparedness. The aforementioned may account for why Bull, Thomas and Willard in Igwe (2017), stated that practical teaching in entrepreneurship involves techniques on how to sensitize people on the importance of opportunities, show them how to be creative (think differently from others), make them aware of the demands entrepreneurship entails and prepare them also by way of sensitization to subtle ways of handling these demands. Commenting from the perspective of a business educator, Ezenwa (2017), opined that practical teaching approach to entrepreneurship development involves balancing theoretical and practical aspects, making use of interactive and pragmatic methods active self-learning, action-oriented pedagogies, group work, learning through projects, student centered methods, learning by direct experience, methods for self-development and self-assessment.

STATEMENT OF THE PROBLEM

Nigerian tertiary institutions offering entrepreneurship education programme turn out graduates yearly. These graduates by nature of their training ought to be major drivers of the Nigerian economy by either becoming employees with productive capabilities or entrepreneurs and job providers. In spite of government and scholarly effort aimed at addressing the inability of graduates of entrepreneurship education to become successful entrepreneurs and economically independent. The above observation is consistent with the views of Ojeaga, et al (2019), when they noted that almost a decade after the introduction of mandatory entrepreneurship education, graduates of the nation's tertiary institutions are still largely seen on the nation's street searching for paid employment.

The main problem of this study, therefore, borders on the concern to bridge the entrepreneurship development gap, approaches to managing entrepreneurship in business education as currently experienced in Rivers State Tertiary Institutions and beyond, where students of entrepreneurship education who are not able to get job placement upon graduation roam the streets due to lack of practical skills required to start and run their own businesses, by critically exploring practical approaches to entrepreneurship development.

AIM AND OBJECTIVES OF STUDY

The aim of this study was to examine Approaches to managing entrepreneurship education in tertiary institution as perceived by educated small business operators for self-reliance among graduate in Rivers State. Specifically, the objectives of the study were to:

1. Determine the basic curriculum content as approaches to managing entrepreneurship education in tertiary institution as perceived by educated small business operators for self-reliance among graduate in tertiary institutions in Rivers State.
2. Examine the practical teaching in approaches to managing entrepreneurship education as perceived by educated small business operators for self-reliance among graduate in tertiary institutions in Rivers State.

Research Questions

The following research questions were posed for the study.

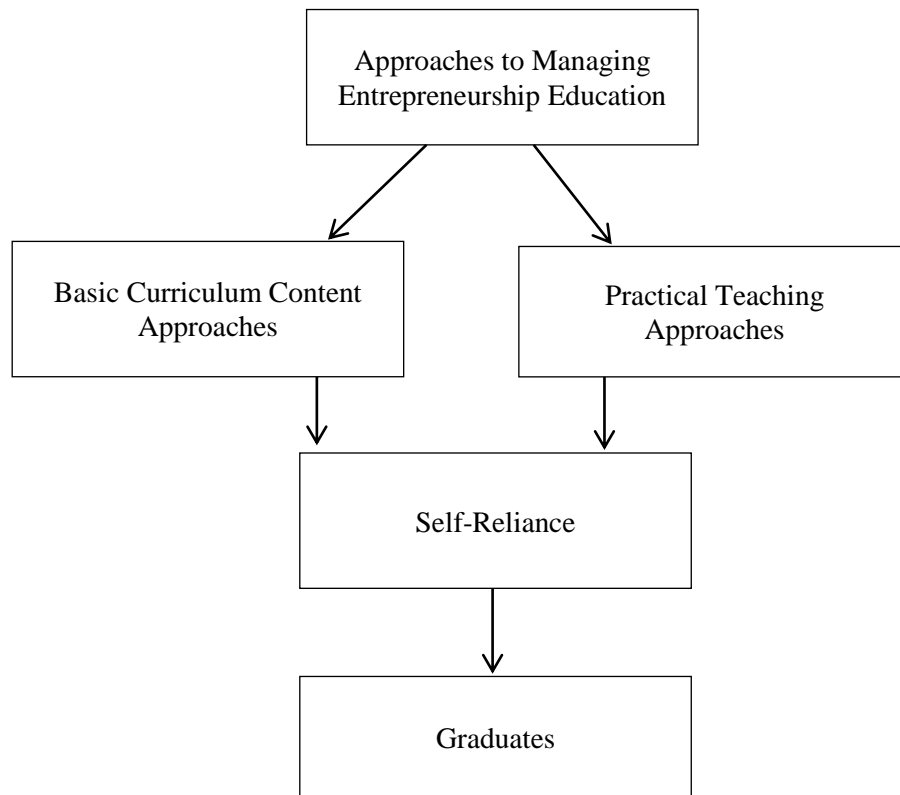
1. What are the basic curriculum content in Approaches to managing entrepreneurship education in tertiary institutions as perceived by educated small business operators for Self-Reliance among Graduates for self-reliance among graduates in Rivers State?
2. What are the practical teaching in Approaches to managing entrepreneurship education in Tertiary Institutions as perceived by educated small business operators for self-reliance among graduates in Rivers State?

Hypotheses

The following hypotheses were posed:

1. There is no significant difference in the mean response ratings of male and female educated small business operators in basic curriculum on approaches to managing entrepreneurship education in Tertiary Institutions as perceived by educated small business operators for self-reliance among graduates in Rivers State?
2. There is no significant difference in the mean response ratings of male and female educated small business operators in practical teaching on approaches to managing entrepreneurship education in Tertiary Institutions as perceived by educated small business operators for self-reliance among graduates in Rivers State?

CONCEPTUAL FRAMEWORK



Source: Researcher’s idea, (2022)

Basic Curriculum Content

Basic curriculum content approaches to entrepreneurship development: The issue of curriculum has continued to receive attention amongst scholars and experts across various disciplines, including business (entrepreneurship) education. The word curriculum according to Aquah (2014), is derived

from the Latin word “currus” which connotes “run way” or “running a course”. Curriculum in the view of Aquah is a document which comprises the goal and objectives of a particular course of study, the subject matter, or content, the learning, the learning experiences and evaluation. Aquah further stated that a curriculum should be comprehensive and that any comprehensive curriculum must spell out materials and resources required to enhance teaching and learning.

Curriculum in the view of Obanya (2016), is considered to be a complete atmosphere to transform people’s life and one sure way of achieving entrepreneurship development in Business education is by basic curriculum content. In the opinion of Tyack (2007), curriculum is concerned with all the activities in the school which lead to the development of the learner ranging from cognitive, affective and psychomotor domains. According to the Indiana Department of Education (2010), curriculum is the planned interaction of pupils with instructional contents, materials, resources and process for evaluating the attainment of educational objectives. Also, Baba and Ja-afar (2017), viewed curriculum as all the learning activities planned and unplanned, guided and executed by schools with the total aim of transforming the societal members and achieve its goals and objectives.

Curriculum issues in entrepreneurship education according to Osere (2017), include but not limited to teachers and pedagogical strategies towards entrepreneurship education and employability. In the same vein, Egbule (2015) has earlier enumerated pertinent curriculum related issues and challenges in entrepreneurial education to include harmonization of entrepreneurship programme and implementation, lack of competent teachers, weak link and co-operation between institutions and enterprises, low entrepreneurial mindset and get-rich-quick syndrome among youths, poor infrastructural facilities, funding inadequacies, ICT and globalization, insecurity and gender issues. These diversities of issues according to Egbule when narrowed to specifically relate to entrepreneurship education curriculum, raises the following question.

- How relevant to the needs, interests and aspiration to the learner is the entrepreneurship education curriculum? Is it learner-centered?
- How responsive is the entrepreneurship education curriculum to the needs, aspiration and goals of the Nigerian society? Is it society specific and yet capture the global trend?
- How well are the teachers prepared and equipped to mediate the entrepreneurship education curriculum?
- What are the implementation strategies in vogue? Is the curriculum content overloaded? What resources are available? What evaluation strategies?
- How are the teachers of entrepreneurship education coping? What are they teaching? And how are they teaching it?

The forgoing without doubt, sufficiently portray entrepreneurship curriculum defects as partly responsible for entrepreneurship under-development and absence of business start-up skills amongst Nigerian graduates of business education. Sequel to the above, Eddie (2018), noted that evidence from successful entrepreneurs and small business operators regarding ideal curriculum components for the actualization of qualitative entrepreneurship education and training emphasizes the integration of success risk, resilience and a mix of impetus for action so that the learning is not static but applied, thereby allowing students experience the ups and downs which will in turn enable them make a good decision regarding their entrepreneurial intent. Eddie further stated that a curriculum that supports the development of entrepreneurs is such that helps them find their measure of who they are and who they want to be (their measure of success), develop their tolerance for risk within the realms of a

sustainable reality, develop resilience to failure, to bounce back and recover, and develop the emotional intelligence to realize it is not about them, and it is to do this in a manner that challenges the dominant while male paradigm to find new forms of business success. If all of these according to Eddie, were to be subsumed in the entrepreneurship curriculum, can all of these be taught? This rhetorical question raised by Eddie may account for why the search for solutions regarding entrepreneurship curriculum problems appears seemingly endless.

Practical Teaching Approaches to Entrepreneurship Development

It has been severally argued that it is difficult to successfully practice a trade, profession or occupation without going through one form of training or the other and that mastery of a professional or occupational act depends to a far extent, on the approaches, techniques and methods of teaching/training. In the field of entrepreneurship, however, there appears to be no consensus regarding the suitability of any particular teaching approach for general acceptability. For instance, Henry, Hills and Leitch (2005) and Solomon in Thomas (2019) observed that there is considerable uncertainty in the field of entrepreneurship as to whether entrepreneurs are born or made, all leading to the ongoing debate as to whether individuals can be taught entrepreneurship. There are equally some who believe according to Shane (2009), that entrepreneurship cannot be taught, given that the desire to be entrepreneurial cannot be inculcated because it is genetically inherited and that the public resources that are allocated to such task are a waste of money. On yet another count, Igwe (2017) reported that some scholars contend that entrepreneurial skills are both innate and acquired through teaching/training, but traits such as the need to achieve, risk taking propensity, self-esteem and internal locus of control, creativity and innovative behaviour, the need for independence, occupational privacy, fixation upon goals and dominance are in-born.

METHODOLOGY

This study adopted descriptive survey design. The target population comprises 677 graduate of tertiary institutions. The purposive sampling technique was used as the entire population of 677 was considered manageable and suitable for the study which accounted for 100% of the entire population, 677 questionnaires was distributed and 670 questionnaire was retrieved making 98% retrieval rate. Cronbach's Alpha reliability technique was used to derive a reliability coefficient of 0.85 which was considered high enough for the study. A questionnaire with 20 structured tagged items "Approaches to Managing Entrepreneurship Education (AMEE) was to elicit information from respondents. Designed by the researcher in the modified 4 points-likert scale models. $(4+3+2+1 = 10/4 = 2.50$ which is the criterion mean). Items above the criterion mean were tagged Agreed, while those below the criterion mean were tagged Disagreed. Mean scores and standard deviation (SD) were used to answer research questions while z-test statistics was used in testing null hypothesis at 0.05 level of significance. The null hypothesis was accepted when the calculated z-value was greater than the critical value of 0.05, but will be rejected if the calculated z-value was less than the critical value of 0.05.

Research Question 1: What are the basic curriculum content in Approaches to managing entrepreneurship education in tertiary institutions as perceived by educated small business operators for Self-Reliance among Graduates for self-reliance among graduates in Rivers State?

Table 1. Mean rating on the Basic Curriculum Content Entrepreneurship Development Approaches
N = 670

S/No	Basic Curriculum Content Approaches	Male (356)		Female (314)		Mean Set	Remark
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1	Ability to make basic book-keeping entries and understand various accounts are covered by entrepreneurship curriculum.	3.00	0.63	3.01	0.64	3.01	Agreed
2.	Marketing concepts is covered by entrepreneurship curriculum	2.72	1.15	2.80	1.13	2.76	Agreed
3.	Entrepreneurship curriculum contains elements that enhance students human resource management abilities.	2.79	0.75	2.81	0.75	2.80	Agreed
4.	Understanding of use and application of business fund techniques are contained in entrepreneurship education.	2.69	0.84	2.72	0.85	2.71	Agreed
5.	Entrepreneurship curriculum contains elements that enhance students ability to source and use information through ICT.	3.20	0.81	3.14	0.84	3.17	Agreed
6.	Management principles and concepts are embedded in entrepreneurship curriculum.	3.55	0.57	3.25	0.70	3.40	Agreed
7.	Entrepreneurship curriculum contains elements that enhances students understanding of basic business registration procedures.	3.00	0.77	2.99	0.79	3.00	Agreed
8.	Enterprise fund raising techniques and banking procedures are contained in entrepreneurship curriculum.	2.98	0.90	3.04	0.88	3.01	Agreed
9.	Enterprise facilities management techniques are contained in the entrepreneurship curriculum.	3.41	0.58	3.39	0.59	3.40	Agreed
10.	Filing and documentation management procedure is enshrined in entrepreneurship curriculum.	3.59	0.56	3.26	0.70	3.43	Agreed
	Total Mean/SD	30.93	7.56	30.39	7.86	30.69	
	Grand Mean/SD	3.09	0.76	3.04	0.79	3.07	

Table 1.1 shows that items 1,2,3,4,5,6,7,8,9 and 10 have weighted mean scores of 3.01, 2.76, 2.80, 2.71,3.17, 3.40, 3.00,3.01, 3.30 and 3.43 respectively, which are all more than criterion mean of 2.50 and were agreed by male and female tertiary institution graduates that the approaches to managing entrepreneurship education for self- reliance depends on the basic content of the curriculum. It implies that with the weighted mean score of 3.07, which is more than criterion mean of 2.50 it is evident that male and female tertiary institution graduates agreed that: ability to make basic book-keeping entries and understand various accounts are covered by entrepreneurship curriculum, marketing concepts is covered by entrepreneurship curriculum, entrepreneurship curriculum contains elements that enhance students human resource management abilities, understanding of use and application of business fund techniques are contained in entrepreneurship education, entrepreneurship curriculum contains elements that enhance students ability to source and use

information through ICT, management principles and concepts are embedded in entrepreneurship curriculum, entrepreneurship curriculum contains elements that enhances students understanding of basic business registration procedures, enterprise fund raising techniques and banking procedures are contained in entrepreneurship curriculum, enterprise facilities management techniques are contained in the entrepreneurship curriculum, filing and documentation management procedure is enshrined in entrepreneurship curriculum; are the basic contents in approaches to managing entrepreneurship education for self- reliance among graduates in tertiary institutions in Rivers State.

Research Question 2: What are the practical teaching in Approaches to managing entrepreneurship education in Tertiary Institutions as perceived by educated small business operators for self-reliance among graduates in Rivers State?

Table 2: Mean rating on the Practical Teaching Entrepreneurship Development Approaches
N = 670

S/No	Practical Approaches to Teaching Entrepreneurship	male (356)		female (314)		Mean Set	Remark
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1.	Engaging lecturers who have business experience as well as expertise in their areas enhances students' understanding of entrepreneurship.	2.70	1.02	2.65	1.01	2.68	Agreed
2.	Engaging teachers with hands-on ability in ICT aids entrepreneurship development.	3.11	0.74	2.77	0.60	2.94	Agreed
3.	Employment of lecturers with ability to drive entrepreneurship programme stimulates students' entrepreneurial mindsets.	2.97	0.92	2.60	0.77	2.79	Agreed
4.	Using lecturers with ability to employ case studies to reinforce theoretical aspects of business practice promotes entrepreneurship development.	3.03	0.64	3.06	0.63	3.05	Agreed
5.	Engagement of teachers who can employ group projects to emphasize team approach to business practice enhances entrepreneurship development	2.98	0.83	3.20	0.81	3.09	Agreed
6.	Constantly engaging lecturers with ability to stimulate learner's interest enhances students' desires to become future entrepreneurs.	3.19	0.78	3.41	0.70	3.30	Agreed
7.	Employing lecturers with the ability to expose students to various learning experiences aids entrepreneurship development.	3.22	0.68	3.24	0.66	3.23	Agreed
8.	Using lecturers who can adopt teaching methods that allows students to make personal discoveries to enhance entrepreneurial visioning.	2.77	0.79	3.11	0.87	2.94	Agreed
9.	Employment of lecturers with ability to assign roles to students during class experiments encourages entrepreneurial mindset.	2.88	0.70	3.27	2.01	3.08	Agreed
10.	Assessing students through quality of business plans and presentation enhances the development of entrepreneurial mindset.	3.18	0.57	3.40	0.62	3.29	Agreed
	Total Mean/SD	30.03	7.68	30.71	8.68	30.39	
	Grand Mean/SD	3.00	0.77	3.07	0.87	3.04	

Table 1 shows that items 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 have weighted mean scores of 2.68, 2.94, 2.79, 3.05, 3.09, 3.30, 3.23, 2.94, 3.08, and 3.29 respectively, which is more than criterion mean of 2.50 and were agreed by male and female tertiary institution graduates that educated small business operators in Rivers State are perceived as the practical teaching entrepreneurship development approaches in business education. Therefore it means that with the weighted mean score of 3.04, it is evident that: engaging lecturers who have business experience as well as expertise in their areas enhances students' understanding of entrepreneurship, engaging teachers with hands-on ability in ICT aids entrepreneurship development, employment of lecturers with ability to drive entrepreneurship programme stimulates students' entrepreneurial mindsets, using lecturers with ability to employ case studies to reinforce theoretical aspects of business practice promotes entrepreneurship development, engagement of teachers who can employ group projects to emphasize team approach to business practice enhances entrepreneurship development, constantly engaging lecturers with ability to stimulate learner's interest enhances students' desires to become future entrepreneurs, employing lecturers with the ability to expose students to various learning experiences aids entrepreneurship development, using lecturers who can adopt teaching methods that allows students to make personal discoveries to enhance entrepreneurial visioning, employment of lecturers with ability to assign roles to students during class experiments encourages entrepreneurial mindset, assessing students through quality of business plans and presentation enhances the development of entrepreneurial mindset; are the practical teaching entrepreneurship development approaches in business education as perceived by educated small business operators in Rivers State.

Testing of null hypotheses

The following hypotheses were tested at .05 level of significance.

Hypotheses 1

There is no significant difference in the mean responses of male and female educated small business operators in Rivers State on the perceived basic curriculum content entrepreneurship development approaches in business education.

Table 3: Z-Test Analysis of Responses on the Basic Curriculum Content Entrepreneurship Development Approaches in Business Education

Gender	N	\bar{X}	SD	Df	z-cal	Z-critical	Decision
Male X ₁	356	3.09 ₁	.76 ₁	668	1.18	0.05	Accepted
Female X ₂	314	3.04 ₂	.79 ₂				

The result presented in table 3 shows that the calculated z-value of 1.18 is more than the t-critical value of 0.05 with the degree of freedom of 668. With this result, the null hypothesis which stated that there is no significant difference in the mean ratings of male and female educated small business operators in Rivers State on the perceived basic curriculum content entrepreneurship development approaches in business education is therefore retained.

Hypotheses 2

There is no significant difference in the mean responses of educated small business operators of less experience and those with more experience on the perceived practical teaching entrepreneurship development approaches in business education.

Table 4: Z-Test Analysis of Responses on the Practical Teaching Entrepreneurship Development Approaches in Business Education

Gender	N	\bar{X}	SD	Df	z-cal	Z-critical	Decision
male X ₁	356	3.00 ₁	.71 ₁	668	1.12	0.05	Accepted
female X ₂	314	3.07 ₂	.87 ₂				

The result presented in table 2.4 shows that the calculated z-value of 1.12 is more than the t-critical value of 0.05 with the degree of freedom of 668. With this result, the null hypothesis which stated that there is no significant difference in the mean ratings of educated small business operators in Rivers State of less experience and those with more experience on the perceived practical teaching entrepreneurship development approaches in business education is therefore retained.

DISCUSSION OF FINDINGS

The discussion of findings was done under the following sub-headings:

Basic Curriculum Content Approaches to Entrepreneurship Development

The result obtained from analysis of data reveals that the opinions expressed by both male and female educated small business operators regarding basic curriculum content approaches to entrepreneurship development in Business Education is not significantly different. This is clearly shown by result obtained from test of hypothesis one. The result shows that all educated small business operators irrespective of sex, all agrees that practical entrepreneurship development in Business Education can be achieved through basic curriculum content. This finding is in agreement with the view of Okoro (2013) who opined that to achieve entrepreneurship development in Business Education through curriculum, the curriculum should be such that provides opportunities for students to accelerates at all levels, provide opportunities for individualized instructions and should have ease of implementation of maximum results. In agreement with the view of Okoro, Osere (2017) averred that globally, the curriculum is an instrument used by the education system to equip the on-coming generation with desirable knowledge, skills and competencies to put them in good stead to effect desirable changes in the society and make it beneficial to themselves and others.

Practical Teaching Approaches to Entrepreneurship Development

The result obtained from analysis of field survey data on whether or not there exist a significant difference in the mean responses of educated small business operators of less experience and those with more experience on their perceived practical teaching approaches to entrepreneurship development in Business Education indicates that their opinion is not divergent. The results obtained from analysis of research question two and test of hypotheses two, all indicates that respondent as indicated by their mean responses irrespective of their varying levels of experience, shared similar views on what constitutes practical teaching approaches to entrepreneurship development as their opinion were not significantly divergent. This implies that using lecturers who can adopt teaching methods that allows students to make personal discoveries, assessing students through quality of business plans and presentation as well as engaging lecturers who have business experience and expertise in their areas, all are variations of actualizing practical teaching approaches to entrepreneurship development in Business Education. This result is consistent with that of Abubakar (2017) in his study on inquiry-based instruction which according to him, is a research based strategy designed to make student work individually or in group to solve problems involving both in class and field work through personal discoveries, with the teacher's role limited to facilitation. The result is also consistent with the study of Jimin (2017) on facilitator teaching style. Jimin (2017) found that the role of the facilitator teacher is to promote self-learning and help students develop critical

thinking skills and retain knowledge that leads to self-actualization through the design of participatory learning activities incubator business approaches to entrepreneurship development.

CONCLUSION

The major conclusion drawn from the findings of this study is that entrepreneurship development in Rivers State tertiary institutions offering Business Education depends on the entrepreneurship development approaches in use and that if the overall objectives or entrepreneurship development in Business Education must be achieved, there is need to explore and integrate the views and perceptions of educated small business operators on best entrepreneurship development practices in our Business Education curriculum considering the fact that they are business practitioners with broad experience about practical entrepreneurship success requirements.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Rivers State Government should integrate the basic curriculum content as an approach to manage entrepreneurship education in our tertiary institutions; and such curriculum content should be thoroughly reviewed to integrate courses that are practically oriented so as to equip students with relevant skills, knowledge and competencies needed to be self-reliant and economically independent upon graduation.
2. Lecturers of Business Education in our tertiary institution should be thoroughly and constantly practical in teaching those basic curriculum content as an approach to managing entrepreneurship education in order to make the graduates self-reliance.
3. Rivers State Government, NGOs, and Philanthropists should sponsor and empower Entrepreneurship Graduates to operate small scale businesses in order to make them self-reliant and employers of labour.

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