



INSTRUCTIONAL PLANNING COMPETENCIES REQUIRED BY BUSINESS EDUCATORS IN TEACHING OF ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN RIVERS STATE

Dr. B. I. Dambo (Maben)

Department of Business Education
Rivers State University,
Nkpolu-Oroworukwo, Port Harcourt
drbenowaji2013@gmail.com

Dr. E.O.Enyekit (Maben)

Department of Office Technology and Management
Captain Elechi Amadi Polytechnic
Rumuola, Port Harcourt

K.E.O. Enyekit (Maben)

Department of Business Education
Rivers State University,
Nkpolu-Oroworukwo, Port Harcourt

Abstract

The study was poised to investigate instructional planning competencies required by business educators in teaching of entrepreneurship education in tertiary institutions in Rivers State. The study adopted the descriptive survey research design. The population of the study consists of 97 respondents, drawn from three tertiary institutions in Rivers State. The entire population of 97 respondents was used for the study as the number was small and manageable. The researchers used self-structured research instrument for data collection. The research instrument was titled "Instructional Competencies for Teaching Entrepreneurship Education in Tertiary Institutions" (ICTEETI). The instrument has 4-point rating scale of Very Highly Required (VHR) 4points, Highly Required (HR) 3points, Required (R) 2points, and Not Required (NR) 1point. To establish the reliability of the instrument, test re-test method and Cronbach Alpha was used to establish the level of reliability and the computation yielded an index of 0.79 reliability coefficient. The data for the study was analyzed using the mean to answer the research question, while z-test was used to test the null hypothesis at 0.05 level of significance. Any item with the mean of 2.50 and above was considered as "Required" while any item mean value less than 2.50 was considered as "Not Required". Based on the results and findings of this study, it was noted that entrepreneurship education is taught theoretical rather than practical method for students to acquire the practical experience. The study identified the deficiencies in the areas of shortage of qualified business education lecturers, unavailability of facilities and equipment for the teaching of entrepreneurship education in business education programmes in tertiary institutions in Rivers State. Based on the findings of this study, it was recommended that; tertiary institutions offering undergraduate business education both at NCE and degree level should engage the services of certified business educators to teach in department of business education with a view to ensuring all components of the programmes are updated to meet the required minimum academic standards.

Keywords: Entrepreneurship education, instructional planning, competencies and teaching

Introduction

One of the desires of most developing countries and Nigeria is not an exception is to have a functional educational system that would train her products to be self-reliant through the acquisition of knowledge, attitude, skills and competencies. Nigeria as a country has vast mineral, agricultural and human resources which have been untapped due to high number of unskilled manpower produced



by the educational system. Thus, if the students acquire such skills, it will assist in no small measure for national sustainable development. As a matter of fact, several policies and theories have been formulated with a view to sustaining the vocational and entrepreneurial skills of the students to enhance business operations and economic advancement, but situation in the country seems to portray that these policies and theories are yet to be put into practice.

Entrepreneurship is fast becoming a phenomenon, particularly in a developing economy like Nigeria. In the National Policy on Education, Federal Republic of Nigeria FRN (2013) laid emphasis on united, strong and self-reliant nation. In a bid to achieve this objective, entrepreneurship courses were introduced in the curriculum of every programme including Business Education.

Instructional planning is one of the major things a teacher needs to do before the teaching is carried out. Also, instructional planning is an important and essential feature that is used by the teachers to transfer learning to the learners in the teaching-learning process. Boyel (2010) viewed instructional planning as the process involved in the making of the teaching steps as designed by the teacher. The use of instruction in the teaching and learning process can never be overemphasized, hence instructional planning could be said to mean the processes and procedures that are designed by the teacher for the purpose of carrying out effective teaching for the benefit of the learners.

Merely having all the skills and knowing several learning and instructional theories is not enough guarantee to ensure effective teaching in the classroom. With all these skills and good knowledge of learning and instructional theories, effective teacher skills needs to plan his instruction before going to classroom to teach. The process of carrying out teaching is usually done by systematic planning of instructional materials and the content of the curriculum. In achieving this, the teacher is faced with one activity or the other.

Awotua-Efebo (2001) defined instructional planning to mean the process by which a teacher visualizes the “future” interaction in the classroom and creates a framework to guide his actions in the future. Also, Ubulom (2004) instructional planning is the systematic process where the teacher uses the most common traditional method or the other to transfer or transmit new ideas and knowledge to the students. For such lessons to be effectively presented to the learners, it must be adequately and carefully planned. In a related view, Obara and Enyekit (2010) instructional planning competency is the process of systematic planning of the teaching activities for effective learning to take place in the learners. This involves the application of the right curriculum content, right teaching methods, good language communication, and questioning techniques in the teaching-learning process. For business educators to be adjudged good there is the need for constant planning of the instructional materials and the lesson. Hence, business educators are also required to continually evaluate their plans and improve on them when the need arises.

The essence for good instructional planning is to enable the teacher carry out his duties effectively for the benefit of the learners. In view of the above, Ubulom and Enyekit (2004) identified the benefits and reasons for good instructional planning to include;

The teacher can avoid the embarrassment of memory failure of making all kinds of errors and of appearing not to master his subject content.

The teacher will become more skillful in less time.

The teacher will be able to concentrate more on reactions, feedback and other behaviors of the students while he is teaching.

The teacher will have more confidence.

Seeing the teachers well prepared is a good example and enough for the students to be serious in their class works.



It forces the teacher to think through the specifics of his lesson, which will result in a more effective and successful lesson. Some of the specifics are objectives, questions, and explanations, order of presentation, choice of methods, students' activities, and selections of materials, accuracy and completeness of information.

In considering the need for instructional planning competency of business educators delivery competency in entrepreneurship education, Obara and Enyekit (2010) noted that the business educators should be bear in mind the following factors in instructional planning process.

Business educators should determine what they want their students to learn from the course and why.

Business educators should determine the general objectives and specific objectives that should include the view of all that is to be covered.

Business educators should decide the course content that will lead to the fulfillment of the desired objectives.

From the views of the authors regarding the instructional planning competencies, it could be deduced that is important the teacher should be able to organize the course focusing on the subject matter and the students rather than themselves. Nevertheless, the planning should not be limited to theoretical aspect of the course but practical approaches in delivering the content of entrepreneurship education that will enable him achieve the objectives of the course.

Entrepreneurship in the view of Osuala in Kanu (2010) means the process of bringing together creative and innovative ideas and combining them with management and organizational skills in order to combine people, money and resources to meet identified needs and thereby create wealth. Stressing the importance of entrepreneurship, Richards (2007) noted that for effective teaching of entrepreneurship. The teacher is required to be competent with instructional planning of what to be taught, be conversant with the use of technology for effective teaching of entrepreneurship education in tertiary institutions.

Eze and Emeh (2009) identified the following as the objectives of entrepreneurship education:

To provide students with enough training that will make them to be creative;

To provide students with enough training in risk management to make uncertainty learning more possible and easy;

To give younger graduates training and support to establish a career in small and medium sizes business;

To provide the students with training and skills that will enable them meet the manpower needs of the society;

To stimulate industrial and economic growth of rural and less developed areas.

One of the major roles of business education programme is to provide instruction for and about business and to prepare professional teachers to be properly trained to acquire the needed competencies to achieve the above mentioned objectives. Okorie (2004) opined that the major issue which the Nigerian business educators should not only be interested in, but be fully involved in the issue of business teacher preparation. This therefore means that business education teachers should be properly trained to acquire necessary and vital competencies needed at any point. It is then necessary that business education teachers should be competent with what to be taught to students.



Competency is highly required in teaching entrepreneurship. He described competency as task or specific activity performed by worker to a certain standard. Business education teachers therefore, require instructional planning competency to effectively plan activities to be taught to the students. Stressing the importance of business educators competencies, Nwachukwu (2005) stated that the level of achievement of objectives of any lesson depends so much on the teacher's ability to strategically plan instruction to effectively transfer knowledge.

Oyentunde (2004) noted that for such competencies, attitudes, and skills to be achieved, there must be an effective teaching and learning process. Thus, teaching is an active, constructive process in which the teacher assumes the role of strategic planner, making decisions about the content and the appropriate instructional strategies. In other words, effective teaching is a deliberate and planned activity. It is purposeful (goal-oriented), coherent (structured), and meaningful (bridges the gap between the known and unknown), and functional (usable and transferable). This implies that effective teaching consists of helping students to acquire and use knowledge, and to learn to think and solve problems.

According to Olaitan and Agusiobo in Obi (2005) teaching is an attempt to bring about desirable changes in learners behavior that reflects the expected change needed in improving on the learners and the society where they live. Teaching has also been viewed as the process of transforming the individual and the society for the purpose of making a source of leaving (Saddlyn, 2007). The expected changes mentioned therefore may come in all or some of the following ways.

- An improved store for and useful information;
- An increased store of useful information and the understanding of basic principles in the subject matter;
- Acquisition of skills, abilities;
- Better disposition and ideas needed;
- Enlarged heart capable of meeting the challenges posed by the circumstances within the larger society; and
- Increased ability in solving problems arising from the process of education.

From the foregoing, it is therefore pertinent to note that good and effective teaching is a peculiar activity and differs from all other professions. As a good teacher, one plays the roles of an observer and diagnostician of learners, a provider of the instructional environment and a facilitator of the students' learning. This assertion therefore, implies that business educators need to be efficient and skillful in their subject areas to enable them perform effectively in the discharge of their duties.

Statement of the Problem

The importance of entrepreneurship education to the nation's economy cannot be over emphasized. This could be confirmed considering the numerous contributions of entrepreneurship education to the development of both individuals and the economy of many developed nations of the world. Umah (2010) advised that Nigerian students need to be acquainted with entrepreneurship education as a way of life in order for them to live more prosperous and fulfilling lives. In a related view, Dogg (2013) noted that entrepreneurship education is a functional education that is required to equip students with skills and competencies they need to realize Nigeria's presently grappling problems of huge challenges in human capacity development in the economy.



Kelvin (2008) further stated that the university reflects the level of development that we have in the country. It has been observed in the studies of Uzoma (2010) and Ameachilem (2008) that business educators still teach entrepreneurship education only in theory without doing the practical curriculum requirements. Until recently, emphasis was not placed on professionalism rather on the issue of certificates. Teaching of entrepreneurship requires practical skills acquisition of the teacher to be able to teach the subject effectively. Unfortunately, the skills expected of the students are not achieved due lack of skills expected of business educators as well as enabling environment for teaching entrepreneurship education in tertiary institutions. Therefore, based on the foregoing, it seems that there is gap in knowledge for teaching entrepreneurship. Since there are no empirical studies on instructional planning competencies required by business educators in teaching of entrepreneurship education in tertiary institutions in Rivers State, it is against this background that it becomes necessary to conduct this study to investigate the instructional planning delivery competencies required by business educators for effective teaching of entrepreneurship education in tertiary institutions in Rivers State.

Purpose of the Study

The main purpose of this study is to ascertain the instructional planning competencies required by business educators in teaching of entrepreneurship education in tertiary institutions in Rivers State. Specifically, the study sought to find out the instructional planning competencies required of business educators in teaching entrepreneurship education in tertiary institutions in Rivers State.

Research Question

One research question guided the study;

What are the instructional planning competencies required of business educators in teaching entrepreneurship education in tertiary institutions in Rivers State?

Hypothesis

There is no significant difference in the mean response scores of male and female business educators on their perceptions of instructional planning competencies required in teaching entrepreneurship education in tertiary institutions in Rivers State.

Method

The design that was adopted for the study is the descriptive survey research design. Osuala (2005) opined that the design deals with both large and small population by selecting and studying samples chosen from the population to discover the relative incidence. The study was carried out in Rivers State of Nigeria. The justification of using tertiary institutions in Rivers State is that the State has a number of tertiary institutions that run Business Education programmes at both graduate and undergraduate levels. The population of the study consists of 97 respondents Business Educators drawn from three tertiary institutions in Rivers State. The entire population of 97 respondents was used for the study as the number was small and manageable. The researchers used self-structured research instrument for data collection. The research instrument is known as "Instructional Competencies for Teaching Entrepreneurship Education in Tertiary Institutions" (ICTEETI). The

instrument contains 8 items consisted of structured questionnaire items in a 4-point rating scale of Very Highly Required (VHR) 4points, Highly Required (HR) 3points, Required (R) 2points, and Not Required (NR) 1point.To establish reliability of the instrument, test re-test method was employed. The copies of the instrument were scored and Cronbach Alpha was used to establish level of reliability and the computation yielded a result of 0.86 reliability coefficient. The data for the study was analyzed using the mean and standard deviation to answer the research question, while z-test was used to test the null hypothesis at 0.05 level of significance. Any item with the mean of 2.50 and above was considered as “Required” while any item with a mean value below 2.50 was considered as “Not Required”.

Results

Research Question

What are the instructional planning competencies required by Business Educators in teaching of entrepreneurship education in tertiary Institutions in Rivers State?

Questionnaire items 1 8 were used to answer this research question. Data relating to this research question are presented in Table 1.

Table 1: Mean Responses on Instructional Planning Competencies Required by Business Educators for Teaching of Entrepreneurship Education in Tertiary Institutions

| S/N | Items | \bar{X} | SD | Remarks |
|--|---|-------------|-------------|----------|
| 1. | Competences for choosing instructional materials and teaching aids. | 3.25 | 1.04 | Required |
| 2. | Planned and organized strategies for supervision ability. | 3.42 | 1.06 | “ |
| 3. | Critical thinking and preparation skills for effective teaching. | 3.40 | 0.62 | “ |
| 4. | Competences for choosing the right teaching strategies. | 3.45 | 1.15 | “ |
| 5. | Competences for choosing the right teaching methods. | 3.38 | 0.38 | “ |
| 6. | Competences for identifying the correct teaching aids. | 3.33 | 0.92 | “ |
| 7. | Ability to teach subject content according to credit load. | 3.33 | 0.39 | “ |
| 8. | Being able to draw workable time-table to meet the object of the course | 3.41 | 0.61 | |
| Grand Mean (\bar{X}), SD | | 3.37 | 0.77 | Required |

All the eight items in Table 4.1 on instructional planning competencies of business educators in teaching entrepreneurship education have ($= 3.37$), is greater than cut-off point 2.50, and standard deviation ($SD = 0.77$) is greater than 0.50. Since, the grand mean value is greater than the decisions score; it implies that the respondents require the skills of instructional planning competencies for teaching of entrepreneurship education in tertiary institutions in Rivers State. Also, the SD ranged from 0.38 to 1.15 which indicates that the respondents were close in their opinions.

Table 2: z-test Analysis of Male and Female Business Educators on Instructional Planning Competencies for Teaching of Entrepreneurship Education in Tertiary Institutions

| Respondents | Mean | Std Dev | N | z-cal | z-crit | Decision |
|--------------------|-------------|----------------|----------|--------------|---------------|-----------------|
| Male | 3.94 | 1.17 | 76 | 0.98 | 1.96 | Not Sig |
| Female | 4.01 | 0.97 | 21 | | | |

Table 1 reveals that the eight items have their z-cal values less than the z-table value at 0.05 level of significance, and at 95 degree of freedom. This indicated that there was no significant difference in the mean ratings of the responses of male and female business educators on instructional planning competencies for teaching of entrepreneurship education in tertiary institutions in Rivers State. The null hypothesis of no significant difference is therefore upheld for all the items on instructional planning competencies for teaching of entrepreneurship education.

Discussion

Business educators require instructional planning competencies in teaching of entrepreneurship education in tertiary institutions in Rivers State. The study of Michael (2013) stressed that the determinant of effective business teacher depends on the needs of business education teacher in terms of planning his lessons, teaching methods and strategies. Meanwhile, Newton and Dressman (2015) in their study specified four competency categories that are required of business educators in instructional planning and curriculum implementation to include: professional competencies, knowledge competencies, skill competencies and human relations competencies. The findings of the authors have also shown the relationship to the mean responses in the research question and the hypothesis on instructional planning competencies required of business educators in teaching of entrepreneurship education in tertiary institutions in Rivers State as noted in earlier study conducted by (Enyekit, 2017).

Conclusion

Based on the results and findings of this study, the researchers noted that entrepreneurship education is taught theoretical rather than practical method for students to acquire the practical experience. The study identified these deficiencies in the areas of shortage of qualified business education lecturers, unavailability of facilities and equipment for the teaching of entrepreneurship education in business education programmes in tertiary institutions in Rivers State.

Recommendations

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

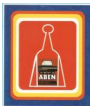
Tertiary institutions offering undergraduate business education both at NCE and degree level should engage the services of certified business educators to teach in department of business education with a view to ensuring all components of the programmes are updated to meet the required minimum academic standards.

Business educators should always update their knowledge in practical entrepreneurship through retraining, researches, seminars, workshops and conferences to meet the current trend as this will engender quality, qualified and competent business educators to teach entrepreneurship education in tertiary institutions in Rivers State.



References

- Ameaechilem, M.M. (2008). Application of skills needed by teachers for the teaching of practical courses in business education in tertiary institutions in South-East states, Nigeria. *National Journal of Business And Educational Development*, 2 (2), 20-29.
- Awotua-Efebo E.B. (2001). *Effective teaching; Principles and practice*. Port Harcourt; Sannos Publishers.
- Boyle, D.Y. (2010). Instructional materials and the teachers' efficacy of teaching; the cognitive exposure. *Journal of Empirical Studies in education*, 2(3),12-20.
- Dogg, T.M. (2013). Effective teaching strategies required by teachers in teaching of skills subjects in secondary schools. *Journal of Empirical and Evaluation Studies*, 2 (2), 12-19.
- Enyekit, K.E.O. (2017). Entrepreneurship delivery competencies required by business educators in teaching entrepreneurship in tertiary institutions in Rivers State. Unpublished Masters' Degree (M.Ed) *Dissertation*. Department of Business Education, Rivers State University, Nkplou-Oroworukwo, Port Harcourt.
- Eze, D.A. & Emeh, C.C. (2009).Entrepreneurship education for curbing youths' restiveness in south-south geo-political zone. *Journal of Education and Social Sciences*, 2 (1), 23-33.
- Federal Republic of Nigeria (2013). *National policy on education* (4thed). Lagos; NERDC Press.
- Kanu, B.O. (2010). Competencies required in teaching entrepreneurship education in tertiary institutions in South-East geo-political zone in Nigeria. *Journal of Interdisciplinary Studies*, 4 (3), 34-40.
- Kelvin, A.G. (2008). Teachers professional ethics and students and students attitude to learning practical courses in secondary schools in Oyo state. *Journal of Social Sciences and Educational Development*, 2 (3),34-39.
- Michael, D.G. (2013). Training needs of business educators for entrepreneurship education development in secondary schools in Oyo State. *Journal of Social Sciences and Educational Development*, 2(1), 34-42.
- Newton, J. & Dressman, A.A. (2014).Instructional planning and teachers' roles for effective teaching of practical and skills courses in selected secondary schools in Oyo State. *Journal of Education and Research Development*, 1(3), 23-30.
- Nwachukwu, N.L. (2005). Persuasive adjustment and students' academic achievement in practical subjects in selected secondary schools in Abia State. *Journal of Science and Educational Development*, 2(3), 32-39.
- Obara, J.K. & Enyekit, E.O. (2010).*Principles of teaching methods*. Port Harcourt; Valdas and son Nigeria Limited.
- Obi, C.A. (2002). Information technology skills needed by business education teachers for effective instruction in the secondary schools in Enugu State. *Journal of World Council on Curriculum and Instruction*. 4(2),99-106.
- Okorie, J.U. (2004). Classroom interaction patterns. *Nigeria physics teacher trainee's education*, 23 (5), 288-290.
- Osuala, E.C. (2005). *Introduction to research methodology; The millennium edition*. Enugu; Cheston Agency.



- Oyentunde, G.O. (2004). Analysis of extent of perceived importance of entrepreneurship education in curbing youth unemployment and restiveness in South-South geopolitical zone. *Journal of Educational Issues and Research Development*, 3 (2&3), 34-41.
- Richards, T.M. (2007). Entrepreneurship education for self-reliance economic development. *Journal of Education and Technology*, 2 (1), 23-31.
- Saddlyn, D.A. (2007). Entrepreneurship skills development and students self-reliance in an emerging economy. *African Journal Of Entrepreneurship and Developmental Studies*, 2 (2), 23-29.
- Ubulom, W.J & Enyekit, E.O. (2004). *Effective teaching and learning; A Business Education Approach*. Port Harcourt; Celwil Nigeria Limited.
- Ubulom, W.J. (2004). *Pedagogy of business education*. Revised Edition, Port Harcourt; Minson publishers.
- Umah, H. L. (2010). Strategies for teaching business studies in selected secondary schools in Akwa-Ibom State. *The Journal of Educational Research and Development*, 2(2&3), 30-38.
- Uzoma, H.L. (2010). Entrepreneurship skills required of business education students for self-employment and self-reliance. *Journal of Business and Vocational Studies*, 1 (2), 22-33.