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ABSTRACT

The study examined Practical Teaching Methods and the Acquisition of Entrepreneurial Skills among Business Education Students in Rivers State University It specifically investigated demonstration, and group project pedagogical strategies how they relate to students' entrepreneurship skills acquisition. To achieve these, two research questions were raised and two null hypotheses were formulated and tested at 0.05 level of significance. The study adopted correlational design and a total of 111 instruments were distributed for data collection, while 107 were successfully retrieved and used for analyses; hence there was no sampling. The researchers' designed questionnaire used for the study was titled "Practical Teaching Methods and the Acquisition of Entrepreneurial Skills among Business Education Students (PTMAES). Reliability of the instrument was established using split half method while Pearson Product Moment Correlation Coefficient (PPMCC) statistical tool was used to compute the coefficient which yielded an index of 0.88. Correlation coefficients were used to answer the research questions while t-transformation statistics were used to test hypotheses for significance of r. Findings revealed high positive relationship between the adoption of demonstration and group project strategies Consequently, it was recommended that strategies such as demonstration and group project should be adopted to enable students to benefit maximally in their entrepreneurship skills acquisition.

Keywords: education, practical teaching methods and entrepreneurship.

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I. INTRODUCTION

Education is the solution for national development and an important instrument for sustainability. It has been confirmed that education has a positive effect on entrepreneurship. Entrepreneurship education has grown rapidly in the universities around the world. Some of the objectives in universities are to produce graduates with entrepreneurial skills, empower graduates irrespective of their course of study that will provide them the opportunity to engage in income yielding business, whether they are able or not able to secure paid employment in public or private sector (Owelukwu, 2008). This could be best achieved if good teaching methods are adopted. If effective pedagogical strategies are adopted in Business education instructional delivery it will serve as tools to empower students with entrepreneurial skills, knowledge and values and also to become self-reliant. Pedagogical strategies integrate a variety of innovative and active teaching approaches, which facilitate the integration of technology, and make the learning process captivating and meaningful for the student. For the purpose of this study the strategies include demonstration and group project. These strategies are adopted in teaching Business education courses in order to enable students to acquire entrepreneurial skills, develop positive and favourable attitudes towards entrepreneurial situations and proposing new career prospective for part or all of one's professional life. Finally, beyond the development of an entrepreneurial spirit and taste for Entrepreneurship, Business education can also contribute to improve the image and highlight the

role of Entrepreneurs in the society (Fayolle, 2008).

Entrepreneurship education prepares youths to be responsible and enterprising individuals, who become entrepreneurs or entrepreneurial thinkers by exposing them to real life learning experiences. Entrepreneurial learning experiences that prepare students to think, take risks, manage circumstances and incidentally learn from the outcome (Olawolu & Kaegon, 2012). Ememe (2010) observed that Entrepreneurship education enables youths to seek for success in ventures through one's effort. Buttressing the above view, Okereke and Okoroafor (2011) asserted that entrepreneurial education and ICT skills have been acknowledged worldwide as potent and viable tools for self-empowerment, job and wealth creation. Okiridu, Azuma and Godpower (2017) sees entrepreneurship as the key to employment generation, critical to poverty reduction, and environmental sustainability which has a multifaceted nature and linkages with other areas such as education, skills development, technological innovation, finance and capacity building. Entrepreneurship skill training programmes carried out in schools aid students to gain insights to business planning. It is one thing to have an Entrepreneurship intention but it is a different ball game to sit down and plan how to run a business. It requires a lot of thinking and guidance from an experienced person to come up with an acceptable and a workable business plan (Nwagwu, 2007).

Demonstration strategy is an effective approach of teaching involving the use of sophisticated, delicate and expensive materials and equipment which the teacher cannot afford to leave in the hands of inexperienced students for fear of being damaged. The method gives the learner the opportunity to understand the details of the skill being taught. Those details as noted by Eze (2009) include the necessary background knowledge, the step or procedure, the nomenclature and the safety precautions. According to Scribd (2010), when a lecturer speaks clearly, uses simple, direct and dynamic demonstration, it ignites the interest, motivation, curiosity, humour and attention in learners. The Demonstration strategy is an instructional delivery strategy which affords the lecturer the opportunity to do something in the presence of students in order to show them how to do it or to illustrate the principle. Okon and Ibanga (2010) maintained that demonstration method is a technique of teaching concepts, principles, or real things by combining oral explanation with manipulation of real things, equipment or materials. Job and Akpan (2010) asserted that demonstration teaching strategy helps the students to understand lessons very clearly since they combine the sense of sight, hearing, smell, taste and touch while learning. It is the process of teaching through examples or experiments, and it is affected by the practical experience of the lecturers. It may be used to prove a fact through a combination of visual evidence and associated reasoning. Demonstration helps to raise student interest and could reinforce memory retention because it provides connections between facts and their real-world applications. According to Megha (2010), demonstration is a step-by-step explanation along with their reason and their significance for better understanding for the students. Demonstration method is usually used to illustrate how a process, procedure or experiment is executed so as to aid the learner in acquiring the skill. This is one of the most effective methods of teaching skills. It provides visual experience for the students for easy understanding of the concepts taught.

According to Okoro (2010), the concept of demonstration is to illustrate how a process, procedure or experiment is executed so as to help the learner in acquiring the skill. It is the best or the most effective method of teaching business and entrepreneurship education because it actually shows how entrepreneurial skills are acquired, and provides opportunity for students' practical experiences in performing some skills themselves. Demonstration teaching method is a major teaching method used in courses in which high degree of accuracy and skilled performance in use of tools and materials is required. Entrepreneurship is one of such courses. Demonstration teaching method is an effective method that is generally employed to explain a

principle and show the steps or procedure of a mechanical operation, or illustrate ideas and relationship with the aid of teaching aid and devices. On another note, Akpan (2014) offered the following general hints for successful demonstration to teachers of entrepreneurship.

- Every effort should be made to get the learners to observe the correct procedure the first-time new task is taught. Akpan believes that the most effective learning results when the learners use a skill immediately after they are taught. It is therefore necessary that learners be made to practice or demonstrate new skills as soon as they are taught the procedure for performing it.
- Safety precautions should be emphasized in each step of procedure. It is mandatory that the reasons for the precaution be stated so that the learner may understand the need for compliance.
- The teacher should cultivate the virtue of being patient during demonstration procedure in order to carry every student along. Without patience, the slow learners may not acquire the knowledge or skill the teacher is trying to impart. Teacher's tone of voice and manner during demonstration determine the attitude of the learner more than the exact method used. Teachers should be fair, firm and friendly. Do not rush; do not be impatient and demanding during demonstration. Demonstration method can occur in any of the under-mentioned shades:
- Teach-Demonstration: Under this, the teacher performs the activities while the students watch, listen and record observation.
- Teacher-Student Demonstration: Here the students assist the teacher in direct handling of the facilities for demonstration.
- Students' Group Demonstration: In this case, the students are divided into groups to assist the teacher in turn to perform the demonstration.

The strengths of the demonstration method as presented by Job and Akpan (2010) include:

- Demonstration method helps the students to understand lessons very clearly since they combine the sense of sight, hearing and touching while learning and
- The demonstration method raises students' interest and reinforces memory retention. The weaknesses of the demonstration as presented by Scribd (2010) include: Demonstration method is hazardous when proper observation of cautious and safety rules are not taken by the lecturers and students.

However, Beal (2008) opined that a poorly conducted demonstration can be an agent of harm. It is the reason learning theories suggest caution and are apprehensive of incorporating demonstration into the entrepreneurship curriculum. This reluctance is also due to the convenience factors of time and cost. The consequences of misusing demonstration, visibility, audibility and large classes are also some of its problems. Demonstration strategy also refers to the type of teaching strategy in which the teacher is the primary actor while the learners watch with the intention to act later. Here the instructor does whatever the learners are expected to do at the end of the lesson by showing them how to do it and explaining the step-by-step process to them (Adekoya & Olatoye, 2011).

If well thought-out, group projects can uphold important intellectual and social skills and help to prepare students for a world of work in which joint effort and cooperation are increasingly the norm. Group projects can help students develop a host of skills that are increasingly important in the professional world (Caruso & Woolley, 2008). Positive group experiences, moreover, have been shown to contribute to student learning and retention. Properly structured, group projects can reinforce skills that are relevant to both group and individual work, including the ability to:

i. Break complex tasks into parts and steps
ii. Plan and manage time
iii. Refine understanding through discussion and explanation
iv. Give and receive feedback on performance
v. Challenge assumptions
vi. Develop stronger communication skills.

Group projects can also help students develop skills specific to collaborative efforts, allowing students to:

i. Tackle more complex problems than they could on their own
ii. Delegate roles and responsibilities
iii. Share diverse perspectives
iv. Pool knowledge and skills
v. Hold one another (and be held) accountable
vi. Receive social support and encouragement to take risks
vii. Develop new approaches to resolving differences
viii. Establish a shared identity with other group members
ix. Find effective peers to emulate
x. Develop their own voice and perspectives in relation to peers

While the potential learning benefits of group work are significant, simply assigning group work is no guarantee that these goals will be achieved. In fact, group projects can and often do backfire badly when they are not designed, supervised, and assessed in a way that promotes meaningful teamwork and deep collaboration.

II. STATEMENT OF THE PROBLEM

Business Education is education for acquisition of skills for sustainable development achieved through the classroom. The classroom is a place where teachers and students interact with a highly interdependent environment for teaching and learning to take place so as to acquire entrepreneurial skills. Hence, the acquisition of entrepreneurial skills in Business Education emanates from pedagogical strategies such as demonstration and group project adopted in order to achieve the teaching and learning objectives in the classroom. However, it is observed that most graduates of Business Education lack entrepreneurial skills and remain idle in the absence of white-collar jobs after graduation (Ukata, Wechie, & Nmehielle, 2017). It is not certain whether demonstration and group project pedagogical strategies adopted in Business Education teaching enhance entrepreneurship skills acquisition in tertiary institutions in Rivers State. This is the research gap this study sought to fill empirically.

III. PURPOSE OF THE STUDY

The purpose of the study was to examine the pedagogical strategies adopted in Business Education for Entrepreneurship skills acquisition in tertiary institutions in Rivers State. Specifically, the study sought to:

- Determine the relationship between adoption of demonstration strategy and entrepreneurship skills acquisition.
- Determine the relationship between the adoption of group project strategy and entrepreneurship skills acquisition.

IV. RESEARCH QUESTIONS

The following research questions guided the study:

- What is the relationship between adoption of demonstration strategy and entrepreneurship skills acquisition?
- What is the relationship between adoption of group project strategy and entrepreneurship skills acquisition?

Hypotheses

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

- There is no significant relationship between the adoption of demonstration strategy and entrepreneurship skills acquisition.
- There is no significant relationship between the adoption of group project strategy and entrepreneurship skills acquisition.

V. METHODS

The research design adopted for the study was co relational research design which established the relationship between practical teaching method and acquisition of Entrepreneurship skills of Business Education students in tertiary institutions in Rivers State. Rivers state has various tertiary institutions but the study was carried out in Tertiary institutions in Rivers State

offering Business Education, namely: Rivers State University, Ignatius Ajuru University of Education and Federal College of Education Technical, Omoku. The researcher chose these institutions because they offer Business Education and provide access to the population under study, which covered all Business Education Lecturers in tertiary institutions for 2019/2020 academic session in Rivers State. The population of the study consist of 111 Business Educators in tertiary institutions offering Business Education. The entire population of 111 Business Educators was manageable and therefore was used for the study. No sampling or sampling techniques was adopted. Out of the 111 copies of the instrument administered only 107 was retrieved and used for the analysis of the study. The instrument for data collection was a questionnaire titled "Practical Teaching Methods and the Acquisition of Entrepreneurial Skills among Business Education Students (PTMAES). The instrument is made adopted 4-point rating scale of Very High Relationship (VHR) = 4 points, High Relationship (HR) = 3 points, Moderate Relationship (MR) = 2 points, and Low Relationship (LR) = 1 point. Respondent were expected to rate the extent to which they agree with the statement associated with a practical teaching strategy or Entrepreneurship skills. The data collected were analysed using Pearson Product Moment Correlation Coefficient to answer research questions in the following ranges. A negative value of r-cal connotes negative relationship while a positive value implied positive relationship with varying degree depending on value. Null hypotheses were tested at 0.05 level of significance using t- transformation and correlation coefficient. A hypothesis was not accepted if the observed t-value was greater than its critical equivalent and accepted if otherwise.

VI. RESULTS/ANALYSIS

Research Question 1: What is the relationship between adoption of demonstration strategy (DS) and' entrepreneurship skills acquisition (ESA)

Table 1: Relationship between Adoption of Demonstration Strategy (DS) and Entrepreneurship Skills Acquisition (ESA)

Variable	∑x ∑y	∑x2 ∑y2	∑xy	γ-cal	Remarks
Demonstration strategy	271.51	730.4			
(DS)			810.80	0.89	Highly positive
Entrepreneurship	307.26	911.84			
Skills Acquisition					

Table 1 shows sum of variables, sums o squares covariance and computed r-value of respondents on the relationship between the adoption of Demonstration Strategy (DS) and entrepreneurship skills acquired by Business Education students. The observed covariance between adoption of Demonstration strategy (DS) and Entrepreneurship skills acquisition (ESA) were 810.80 while the coefficient of correlation was 0.89 indicating highly positive relationship. Therefore, the relationship between the Adoption of Demonstration Strategy (DS) and Entrepreneurship Skills Acquisition (ESA) is highly positive.

Research Question 2: What is the relationship between adoption of group project and entrepreneurship skills acquisitions?

Table 2: Relationship between Adoption of Group Project Strategy and Students Entrepreneurship Skills Acquisition

Variable	∑x ∑y	∑x2 ∑y2	∑xy	γ-cal	Rmks
Group Project Strategy (GPS)	270.20	726.98			
			808.56	0.90	Highly positive relationship
Entrepreneurship skills Acquisition (ESA)	307.26	911.84			

From the table it is observed that Adoption of Group Project Strategy (GP) covary Entrepreneurship Skills Acquisition at 808.96 with a positive correlation coefficient of 0.90. The sums of responses on Adoption of Group Project Strategy Entrepreneurship Skills Acquisition were 270.20 and 307.26 with respective sums of squares of 726.98 and 911.84. Therefore, Adoption of Group Project has highly positive relationship with Entrepreneurship Skills Acquisition.

Testing for the Significance of Relationship

To test for the significance of the relationship, the correlation coefficient were transformed to t-statistics and tested at the 0.05 level of significance.

Hypothesis 1: There is no significant relationship between the adoption of Demonstration Strategy (DS) and entrepreneurship skills acquisition (ESA).

Table 3: Significance of Relationship between the Adoption of Demonstration Strategy (DS) and Entrepreneurship Students Skills Acquisition (ESA)

(N=107)

Variable	γ-cal	df	∝	t-cal	t-crit	Decision
Demonstration Strategy (DS)						
	0.89	105	0.05	20.00	1.98	Reject Ho
Entrepreneurship skills Acquisition (ESA)						

Under the significance level of 0.05 and at 105 degrees of freedom, a critical t- value of 1.98 was found while the observed value was 20.00 since the observed value was greater than the critical value, it implies that the observed value is significant and cannot be due to chance. Hence the null hypothesis of no significant relationship was rejected and the alternative accepted. In other words, there is a significant relationship between the adoption of Demonstration Strategy and Entrepreneurship Skills Acquisition. This is also the confirmation of the highly positive relationship earlier established.

Hypothesis 2: There is no significant relationship between the Adoption of Group Project Strategy (GPS) and Entrepreneurship Skills Acquisition (ESA).

Table 4: Significance of Relationship between Adoption of Group Project Strategy (GPS) and Entrepreneurship Skills Acquisition (ESA).

(N=107)

Variable	γ-cal	df ∝ ∝	t-cal	t-crit	Decision
Group project strategy (GPS) Entrepreneurship Skills Acquisition (ESA)	0.90	105.05	21.16	1.98	Reject Ho

From the table 4, it could be observed that when the coefficient of relationship (r-cal) of 0.90 was transferred to t-value, it was 21.16 while at 0.05 level of significance, a critical t-value of 1.98 was found with 105 degrees of freedom. Since the transferred t-value (t-cal) was greater than the critical value at the 0.05 level of significance, it implies that it is significant and negates the null hypothesis. Therefore, the null hypothesis was rejected and the alternative accepted. In other words, there is significant relationship between the Adoption of Group Strategy and Entrepreneurship skills acquisition.

Based on the findings of the study, it was concluded that the demonstration and group project pedagogical strategies adopted in Business education serves as tools that empower students with entrepreneurial skills, knowledge and values to become self-reliant. The strategies integrate a variety of innovative and active teaching approaches, which facilitate the integration of technology, and make the learning process captivating and meaningful for the student. These strategies are demonstration and group project. Hence, adopting of these strategies in teaching Business education can enable students to acquire entrepreneurial skills, develop positive and favourable attitudes towards entrepreneurial situations and also entails proposing new career perspective for part or all of one's professional life; and it can constitute an essential tool in developing the entrepreneurial culture.

VII. RECOMMENDATIONS

Based on the findings of the study and the conclusion made, the following recommendations are made.

1. At all times of instructional delivery on Business Education, the demonstration, and group project strategies should be adopted to enable students to benefit maximally in their entrepreneurship skills acquisition.
2. Exploration of other workable strategies through researches, field works, seminars and workshops should be encouraged.
3. Business Education programmes should be planned to consciously integrate the applicable strategies that will facilitate the acquisition of entrepreneurship skills by the learner.

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