



The Implementation Of Entrepreneurship Education On Promotion Of Self-Employment Amongst Business Education Post Graduates Of Universities In South South Geopolitical Zone

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ABSTRACT

The study looked at the implementation of entrepreneurship education on promotion of self-employment amongst Business Education post graduates of universities in South South geopolitical zone. Two research question and hypotheses was used in the study. The study adopted a descriptive research survey design. The population of the study comprises of 72 business education lecturers and 200 postgraduate students in both States and Federal Government Universities in the South-South Geopolitical Zone. As a result of the small population size and to get effective response from various universities in the South-South region of Nigeria, the population n of 272 (census study) of 72 business education lecturers and 200 business education post graduate students were used as sample for the study. The instrument that was used for this study was a self-constructed questionnaire titled “Implementation of Entrepreneurship Education on Promotion of Self-employment of Business Education Graduates Questionnaire (IEEPSBEGQ)”. The pre-test and post-test scores were correlated using Pearson Product Moment Correlation Co-efficient (r) statistic and reliability co-efficient of 0.79 was obtained which indicated that the instrument was reliable for the study. The data collected from the respondents were analyzed using mean and standard deviation. The null hypotheses formulated were tested at 0.05 level of significance using z-test statistical tool. Findings from the study revealed that teachers adopt problem-solving method technique to inculcate entrepreneurial skills among learners, demonstration method for entrepreneurial classroom delivery, applies innovative teaching methods to cope with various teaching challenges and competitive strategies in teaching entrepreneurial studies. Findings from Table 4.3 revealed that the instructional available to facilitate the implementation of entrepreneurship education programme for the promotion of self-employment include overhead projectors for effective classroom delivery of entrepreneurship education, film strip projectors with sound accompaniment to arouse students’ interest in entrepreneurship, electronic communication gadgets, audio tape recording for classroom delivery and typewriter to inculcate students with keyboarding skills. Finally, it was recommended amongst others that State/Federal Ministry of Education and other education agencies should assign supervisors to monitor the implementation of entrepreneurship education programme starting from the qualification of teachers, teaching method adapted to the instructional materials utilized for skills transfer in the study area.

Keywords: Entrepreneurship Education, Self-Employment, Business Education, Post Graduates

INTRODUCTION

Employment trends in Nigeria’s modern business environment require that prospective job seekers are equipped with basic skills and competencies to enable them enter and progress on the job. For Business Education programmes to be beneficial, they must be closely related to actual working situation. In essence, the beneficiaries should be currently prepared to adjust to every changing job demand. In order to develop entrepreneurial and employability skills through Business Education, it

is necessary to integrate the skills into Business Education curriculum. Entrepreneurial skills are simply Business skills, which an individual acquires to enable him function effectively in the turbulent business environment as an entrepreneur or a self-employed. Employability skills could be developed through Business Education. Education is a vital instrument of change in any country; and key to national development, because it unlocks the economic potentials of the people, empowers and equips individuals in the society to participate in and benefit from their national economy (Uzo-Okonkwo & Odu 2016).

Therefore, nations all over the world are concerned about education, both national and international levels, as a way of fostering human and national development. Business Education which is a sub-set of Vocational and Technical Education is not left out. Effectiveness of implementation has to do with efficient way in which to carry out the teaching and learning of entrepreneurial education for proper understanding of students. Awotua-Efebo, (2007) opined that effective teaching should be the goal of every teacher. The teacher must get across in a manner that will accomplish the desired objectives. If at the end of the instructions, the students do what the teacher wants them to do through the process of evaluation, then effective teaching have taken place.

The purpose of teaching therefore is to help students to acquire, retain and be able to use knowledge; understand, analyze, synthesize and evaluate skills; establish habits; and develop attitudes (Awotua-Efebo, 2007). The implication of the above teaching is that teaching represents learning by design where the results are measurable. It is thus possible to correlate a student's successful achievement with a teacher's ability to teach, i.e. a teacher's effectiveness. The objective of teaching is to help our students develop their potentials on their own journey to adulthood so that they can become good, productive, and useful citizens to their nation. Thus the quality of civilized society of the future depends on the good work of effective teachers. Entrepreneurship teacher/lecturers are expected to be effective in the discharge of their duties, and also for the universities to be able to meet-up with the public expectations.

Ovbiagele (2018) asserted that philosophy of Nigeria education recognized education as vehicle for effective human and national development. Education, he maintained should provide the individual with the tools for meaningful living. Nigeria in particular requires education that will impart skills, knowledge and positive attitudes in her citizens. According to Akpan (2012), the Nigerian economy is tilted towards paid employment rather than providing the individual with the tools for meaningful living rather than dependent on Government and white-collar job; which is sometimes given to the highest bidder or to individuals having 'godfathers'.

According to Chinedu (2017) the idea of entrepreneurship education was necessitated by the high rate of unemployment in Nigeria, lack of entrepreneurial spirit among school leavers and the fact that Nigeria has remained one of the least industrialized nations in sub-Saharan Africa.

Entrepreneurship education is that form of education that aims at orienting and/preparing individuals for self-reliance. Entrepreneurship has been recognized as an important course of study, the live wire and a pivot of effective and functional economies (Dickson, Solomon & Weaver. 2009). Osuala (2009) defined entrepreneurship education as a specialized training given to students of vocational education to acquire skills, ideas, knowledge and managerial abilities and capabilities for self-employment rather than being employed for pay. Ekong and Williams (2016) observed that entrepreneurship education is the acquisition of practical knowledge and skills which are imparted simultaneously for self sustenance, self-employment and self-reliance. This means that entrepreneurship education equips students with practical knowledge, attitudes and skills for self-employment.

Purpose of the Study

The main aim of the study was to check the implementation of entrepreneurship education on promotion of self-employment amongst Business Education post graduates of Universities in South South Geopolitical zone. Specifically, the study sought to:

Determine the effective teaching methods employed in teaching of entrepreneurship education programme on promotion of self-employment among Business Education graduates in Universities in the South South Geopolitical Zone.

Ascertain the extent qualified teachers are employed in implementation of entrepreneurship education programme on promotion of self-employment among business education post graduates in universities in the South South Geopolitical Zone.

Research Questions

The following research questions guided the study:

What are the effective teaching methods employed in teaching of entrepreneurship education programme on promotion of self-employment among Business Education post graduates in universities in the South-South Geopolitical Zone?

To what extent are qualified teachers employed on the implementation of entrepreneurship education programme on promotion of self-employment among business education graduates in universities in the South-South Geopolitical Zone?

Hypotheses

The following null hypotheses were formulated for this study and were tested at 0.05 significant levels

There is no significant difference in the mean responses of entrepreneurship education lecturers and graduates on the effective teaching methods employed in teaching of entrepreneurship education on promotion of self-employment among Business Education graduates in universities in the South-South geopolitical Zone.

There is no significant difference in the mean responses of entrepreneurship education lecturers and graduates on extent qualified teachers are employed on the implementation of entrepreneurship education on promotion of self-employment among business education graduates in universities in the South-South Geopolitical Zone.

Theoretical Framework

Entrepreneurship Theories Resource-Based Entrepreneurship Theory

The Resource-based theory of entrepreneurship argued that access to resources by founders is an important predictor of opportunity based entrepreneurship and new venture growth (Alvarez & Busenitz, 2001). This theory stresses the importance of financial, social and human resources (Aldrich, 1999). Thus, access to resources enhances the individual's ability to detect and act upon discovered opportunities (Davidson & Honing, 2003). Financial, social and human capital represents three classes of theories under the resource –based entrepreneurship theories.

Social Capital or Social Network Theory

Entrepreneurs are embedded in a larger social network structure that constitutes a significant proportion of their opportunity structure (Clausen, 2006). Shane and Eckhardt (2003) says “an individual may have the ability to recognize that a given entrepreneurial opportunity exist, but might lack the social connections to transform the opportunity into a business set up. It is thought that access to a larger social network might help overcome this problem”. In a similar vein, Reynolds (1991) mentioned social network in his four stages in the sociological theory. The literature on this theory shows that stronger social ties to resource providers facilitate the acquisition of resources and enhance the probability of opportunity exploitation (Aldrich & Zimmers, 1986). Other researchers have suggested that it is important for nascent founders to have access to entrepreneurs in their social network, as the competence these people have represents a kind of cultural capital that nascent ventures can draw upon in order to detect opportunities (Aldrich & Cliff, 2003; Gartner et al, 2004; Kim, Aldrich & Keister, 2003).

METHODS

Design of the Study

The study adopted a descriptive research survey design. Descriptive survey design is a research design which involves interpretation of existing conditions or relationship, opinions, ongoing attitudes, prevailing practices, beliefs, effect that are being felt as well as current phenomenon (Nworgu, 2015). Descriptive survey design was considered appropriate for this study because the study focuses on Identifying and assessing vital resources available for the implementation of entrepreneurship education on the promotion of self-employment among post graduates of business education in universities in South-South Geopolitical Zone. Furthermore, descriptive survey design is considered to effectively reveal an individual's life experiences of events in the area as well as its ability to get the opinions and attitudes of the respondents and also effectively generate the data that was largely qualitative in nature. This design facilitates in-depth and longitudinal explanations which could also

allow for the most unexpected issues and ideas to be followed further into more data (Borg & Gall, 2007).

Population of the Study

The population of the study comprises of 72 business education lecturers and 200 postgraduate students in both States and Federal Government Universities in the South-South Geopolitical Zone. The population for the study is made up of post graduate students and lecturers of Business Education. They are people who did their undergraduate programme in Business education who were therefore exposed to the mode and mechanism of its operation and expectations of the programme. They are adjudged to be in a position to assess the programme.

Table 1: Population Distribution of Lecturers and Graduate Students

State	Universities	Lecturers	Graduate students
Delta	Delta State university, Abraka.	9	31
Edo	Ambrose Ali University	7	26
Rivers	Rivers State University	18	39
	Ignatius Ajuru University of Education.	10	14
Bayelsa	Niger Delta University	10	32
Cross-Rivers	University of Calabar	8	29
Akwa-Ibom	University of Uyo	10	29
Total		72	200

Sources: Departments/Units of each of the universities (2019)

Sample and Sampling Techniques

As a result of the small population size and to get effective response from various universities in the South-South region of Nigeria, the population n of 272 (census study) of 72 business education lecturers and 200 business education post graduate students were used as sample for the study. This was due to the manageable size of the population. Hence, there was no sampling technique adopted. It means that the sample was same as the population.

Research Instrument

The instrument that was used for this study was a self-constructed questionnaire titled “Implementation of Entrepreneurship Education on Promotion of Self-employment of Business Education Graduates Questionnaire (IEEPSBEGQ)”. The instrument was designed in 5-point rating scale of Strongly Agreed (SA=5), Agreed (A=4), Undecided (U=3), Disagreed (D=2) and Strongly Disagreed (SD=1) for research question 1, while research question 2, 3, 4, 5 and 6 were designed in a rating scale of Very High Extent (VHE=5), High Extent (HE=4), Moderate Extent (ME=3), Low Extent (LE=2) and Very Low Extent (VLE=1). The research instrument was made up of (71) items questionnaire. Research question 1 elicited information on the teaching method employed for the implementation of entrepreneurship education. Research questions 2 elicited information on the extent qualified teachers are employed for the implementation of entrepreneurship education.

Validity of the Instrument

Copies of the instrument attached with the objectives and research questions for the study were given to the researcher’s supervisor and two other experts in Department of Business Education and Department of Measurement and Evaluation, all in the Faculty of Education, Rivers State University for face and content validation. They vetted the instrument in terms of relevancy, appropriateness, and language level. Their recommendations and corrections were incorporated in the final version of the instrument before it was administered to the respondents in the study area. Based on this, the instrument was deemed able to measure what it ought to measure.

Reliability of the Instrument

Reliability of the instrument states the precision, accuracy and consistency of measure of instrument. Thus, a test-re-test method of reliability was adopted in this study. The research instrument was administered to twenty (20) post graduate students and ten (10) lecturers of business education department in University of Nigeria Nsukka (UNN). The same instrument was re-administered to the same set of respondents at the interval of two weeks. The pre-test and post-test scores were correlated using Pearson Product Moment Correlation Co-efficient (r) statistic and reliability co-efficient of 0.79 was obtained which indicated that the instrument was reliable for the study.

Administration of the Instrument

The instrument was directly administered to both lecturers and post graduate students with the aid of three (3) research assistants. The research assistants were trained on the importance of the study under investigation and also briefed on the procedure for administration and collection of instrument from respondents. The instrument was administered to the respondents in their respective institutions with adequate instructions guiding the completion of the instrument. The researcher and the research assistants tried to retrieve the completed instrument on the spot and where this was not possible; the instrument were retrieved the next day. Hence, the researcher and the research assistance obtained a 100% retrieval of the instrument.

Method of Data Analysis

The data collected from the respondents were analyzed using mean and standard deviation. The null hypotheses formulated were tested at 0.05 level of significance using z-test statistical tool. Items in the research questions with mean response of 3.00 and above was regarded as agreed in the case of research question 1 and high extent in the case of research question 2-5 while those below 3.00 were regarded as disagreed or low extent. The null hypotheses were accepted if the calculated value of z (z-cal) is less than the table or critical value of z (z-crit) and rejected when the calculated value of z (z-cal) was greater than the table or critical value (z-crit).

Statistics for Decision Rule: Boundary limit was used to facilitate decision making. A mean cut-off point that was equal to or greater than (>) 3.00 was agreed or on high extent while a mean cut-off point that will be less than (<) 3.00 was rejected. $(5+4+3+2+1)/5 = 3.00$.

ANALYSIS OF DATA AND RESULTS

Research Question 1: *What are the effective teaching methods employed in entrepreneurship education programme for the promotion of self-employment among Business Education graduates in universities in the South South Geo-Political Zone?*

Table 2: Mean Responses on effective teaching methods employed in entrepreneurship education for promotion of self-employment

	Statements	Lecturers (n=72)			Post graduates (n=200)		
		\bar{X}_1	SD	Decision	\bar{X}_1	SD	Decision
1.	Teachers introduces local businesses in entrepreneurship education classes	3.94	1.18	Agreed	3.51	1.33	Agreed
2.	Teachers adopts the problem-solving method technique to inculcate entrepreneurial skills among learners	4.00	1.07	Agreed	4.65	1.34	Agreed
3.	Demonstrational method is often used for entrepreneurial classroom delivery	4.01	0.94	Agreed	4.09	0.94	Agreed
4.	Teachers apply innovative teaching methods to cope with various challenges of teaching entrepreneurship	4.13	1.00	Agreed	3.95	1.06	Agreed
5.	Entrepreneurship education teachers utilizes competitive strategies in teaching entrepreneurial studies	4.07	0.99	Agreed	3.95	1.34	Agreed

Table 3: Mean Responses on effective teaching methods employed in entrepreneurship education for promotion of self-employment

6.	Teachers utilizes business games method to instill entrepreneurial skills among students	3.92	0.97	Agreed	3.99	1.08	Agreed
7.	Students entrepreneurs are engaged in feasibility studies to improve self-reliant skills	4.44	0.81	Agreed	4.22	0.98	Agreed
8.	Teachers uses business simulations method for classroom delivery	4.11	1.05	Agreed	4.02	1.21	Agreed
9.	Entrepreneurship teachers engage students in real business discussion to enhance students' ideas	3.76	1.11	Agreed	4.10	1.27	Agreed
10.	Schools utilize extracurricular activities for training students in	2.94	1.20	Agreed	4.19	1.01	Agreed
11.	Schools invites guest entrepreneurs as resource persons for practical delivery	3.21	1.20	Agreed	4.00	1.04	Agreed
12.	Teachers adopt video watching and recording method to develop students' skills	4.14	0.95	Agreed	4.65	1.21	Agreed
13.	Teachers discusses current financial news with learners	3.88	1.14	Agreed	3.51	1.33	Agreed
14.	Adopt the role play teaching method	3.83	1.03	Agreed	4.19	1.01	Agreed
15.	Use of group project method in entrepreneurship classes	3.79	1.15	Agreed	3.95	1.34	Agreed
	Total	58.17	15.79		60.97	17.49	
	Grand Mean/SD	3.88	1.05	Agreed	3.67	1.16	Agreed

Source: field work, 2021

Table 2 shows the mean and standard deviation of lecturers and business education graduates on teaching methods employed in entrepreneurship education programme for promotion of self-employment among Business Education graduates in universities in the South South Geo-Political Zone. The respondents agreed that the effective teaching method employed in entrepreneurship education include introduction of local businesses in entrepreneurship education classes (3.94 & 3.51), adoption of problem-solving technique to inculcate entrepreneurial skills among learners (4.00 & 4.65), demonstrational method for entrepreneurial classroom delivery (4.01 & 4.09), applies innovative teaching methods to cope with various teaching challenges (4.13 & 3.95), competitive strategies in teaching entrepreneurial studies (4.07 & 3.95), teachers utilizes business games method to instill entrepreneurial skills among students (3.92 & 3.99), engages students in feasibility studies to improve self-reliant skills (4.44 & 4.22), uses business simulations method for classroom delivery (4.11 & 4.02) and engages students in real business discussion to enhance students' ideas (3.76 & 4.10). From the table, it shows that lecturers disagreed that schools utilize extracurricular activities for training students in entrepreneurship education programmes. On the other hands, students agreed that extracurricular activities are utilized for training students in entrepreneurship education programmes (2.94 & 4.19), invites guest entrepreneurs as resource persons for practical delivery (3.21 & 4.00), adopt video watching and recording method to develop students' skills (4.14 & 4.65), discusses current financial news with learners (3.88 & 3.51), adopt the role play teaching method (3.83 & 4.19) and use of group project method in entrepreneurship classes (3.79 & 3.95). The items on Table 4.1 revealed that the standard deviation scores are of low values; this indicates that the data points are not widely dispersed from the average mean of the datasets.

Research question 2: *To what extent are qualified teachers employed in the implementation of entrepreneurship education programme for promotion of self-employment among business education graduates in universities in the South South Geo-Political Zone?*

Table 4: Mean Responses on extent qualified teachers are employed in the implementation of entrepreneurship education for promotion of self-employment

S/N	Statements	Lecturers (n=72)			Post graduates (n=200)		
		\bar{X}_1	SD	Decision	\bar{X}_1	SD	Decision
1.	Entrepreneurship teachers possesses entrepreneurial skills required for classroom delivery	3.94	1.17	High extent	4.27	1.14	High extent
2.	Teachers with positive attitude toward entrepreneurship are employed for implementation of entrepreneurship education	5.06	1.10	High extent	4.13	0.88	High extent
3.	Entrepreneurship education teachers have strong sense of entrepreneurial self-efficacy	4.14	0.99	High extent	4.33	0.88	High extent

Table 5: Mean Responses on extent qualified teachers are employed in the implementation of entrepreneurship education for promotion of self-employment

4.	Teachers possess the right ability for effective delivery of entrepreneurship studies	4.26	0.76	High extent	4.19	1.01	High extent
5.	Entrepreneurship teachers are innovatively competence in entrepreneurship teaching	4.10	0.99	High extent	4.97	1.04	High extent
6.	Entrepreneurship education teachers are educationally certified to implement entrepreneurial curriculum	4.08	1.08	High extent	4.22	0.98	High extent
7.	Teachers have competence in inculcating students with skills in business planning	3.82	1.43	High extent	4.21	0.94	High extent
8.	Entrepreneurship teachers are skillful in entrepreneurial ideas	3.21	1.20	High extent	4.35	0.86	High extent
9.	Teachers are highly innovative and creative for entrepreneurship education delivery	3.93	1.00	High extent	4.33	0.88	High extent
10.	Teachers with marketing skills are employed for the implementation of entrepreneurship education curriculum	3.88	1.17	High extent	4.06	1.01	High extent
11.	teachers are practically oriented to deliver entrepreneurship education	3.85	1.45	High extent	4.27	0.88	High extent
12.	Teachers have qualification in entrepreneurship fields	4.08	0.95	High extent	4.26	0.86	High extent
Total		48.35	13.29		50.56	11.35	
Grand Mean/SD		3.89	1.10	High extent	4.21	0.94	High extent

Source: Field work, 2021

Table 4 shows the mean and standard deviation of lecturers and business education graduates on extent are qualified teachers employed in the implementation of entrepreneurship education programme for promotion of self-employment among business education graduates in universities in the South South Geo-Political Zone. The respondents agreed that entrepreneurship teachers possess entrepreneurial skills required for classroom delivery (3.94 & 4.27), teachers with positive attitude

toward entrepreneurship are employed for implementation of entrepreneurship education (5.06 & 4.13), entrepreneurship education teachers have strong sense of entrepreneurial self-efficacy (4.14 & 4.33), teachers possess the right ability for effective delivery of entrepreneurship studies (4.26 & 4.19), entrepreneurship teachers are innovatively competence in entrepreneurship teaching (4.10 & 4.97) and entrepreneurship education teachers are educationally certified to implement entrepreneurial curriculum (4.08 & 4.22). Table 4.2 also showed that teachers employed for the implementation of entrepreneurship curriculum have competence in inculcating students with skills in business planning (3.82 & 4.21), are skillful in entrepreneurial ideas (3.21 & 4.35), highly innovative and creative for entrepreneurship education delivery (3.93 & 4.33) and possesses marketing skills are employed for the implementation of entrepreneurship education curriculum (3.88 & 4.06). The items on Table 4.2 revealed low standard deviation scores; this indicates that the data points are not widely dispersed from the average mean.

Hypothesis 1: There is no significant difference in the mean responses of entrepreneurship education lecturers and graduates on effective teaching methods employed in teaching of entrepreneurship education for the promotion of self-employment among Business Education graduates in universities in the South South Geo-Political Zone.

Table 6: Z-Test Analysis on effective teaching methods employed in teaching of entrepreneurship education for promotion of self-employment

Group	N	Mean	SD	DF	A	Z-cal	Z-crit	Decision
Lecturers	72	3.88	0.75	270	0.05	1.48	1.96	Fail to reject
Graduates	200	3.67	0.76					

Source: field work, 2021

Table 6 summarizes the mean, standard deviations and Z-test analysis of lecturers and graduates on effective teaching methods employed in teaching of entrepreneurship education for the promotion of self-employment among Business Education graduates in universities in the South South Geo-Political Zone. The lecturers had mean and standard deviation score of 3.88 and 0.75 respectively, while graduates had mean and standard deviation scores of 3.67 and 0.76 respectively. The calculated Z-value stood at 1.48, while the Z-critical value stood at 1.96 of 270 degree of freedom and at 0.05 level of significance. The result shows that z-calculated was less than z-critical hence; the null hypothesis which stated no significant difference in the mean responses of entrepreneurship education lecturers and graduates on effective teaching methods employed in teaching of entrepreneurship education for the promotion of self-employment among Business Education graduates in universities in South South Geo-Political Zone was upheld.

Hypothesis 2: There is no significant difference in the mean responses of entrepreneurship education lecturers and graduates on extent qualified teachers are employed in the implementation of entrepreneurship education for the promotion of self-employment among business education graduates in universities in the South South Geo-Political Zone.

Table 7 Z-Test Analysis on extent qualified teachers are employed in entrepreneurship education for promotion of self-employment

Group	N	Mean	SD	DF	A	Z-cal	Z-crit	Decision
Lecturers	72	3.89	1.10	270	0.05	-2.22	1.96	Fail to reject
Graduates	200	4.21	0.94					

Source: field work, 2021

Table 7 summarizes the mean, standard deviations and Z-test analysis of lecturers and graduates on extent qualified teachers are employed in the implementation of entrepreneurship education for the promotion of self-employment among business education graduates in universities in the South South

Geo-Political Zone. The lecturers had mean and standard deviation score of 3.89 and 1.10 respectively, while graduates had mean and standard deviation scores of 4.21 and 0.94 respectively. The calculated Z-value stood at -2.22, while the Z-critical value stood at 1.96 of 270 degree of freedom and 0.05 level of significance. The result shows that z-calculated was less than z-critical. Thus, the null hypothesis which stated no significant difference in the mean responses of entrepreneurship education lecturers and graduates on extent qualified teachers are employed in the implementation of entrepreneurship education for the promotion of self-employment among business education graduates in universities in the South South Geo-Political Zone was upheld.

DISCUSSION OF FINDINGS

The findings of the study were discussed below:

Effective Teaching Methods Employed in Entrepreneurship Education Programme on Promotion of Self-Employment

From Table 4, the study revealed that teachers adopt problem-solving method technique to inculcate entrepreneurial skills among learners, demonstration method for entrepreneurial classroom delivery, applies innovative teaching methods to cope with various teaching challenges and competitive strategies in teaching entrepreneurial studies. The study is in consonance with Jimin (2017) who affirmed that demonstration technique retains formal authority role while allowing teachers to demonstrate their expertise by showing students what they need to learn and provide feedback to improve students' doing skills. The finding is also in agreement with Potter (2008) who emphasizes the need to utilize business game and feasibility studies in teaching entrepreneurial students. The table also revealed that teachers utilizes business games method to instill entrepreneurial skills among students, engages students in feasibility studies to improve self-reliant skills, uses business simulations method for classroom delivery and engages students in real business discussion to enhance students' ideas. The finding is in agreement with Potter (2008) who emphasizes the need to utilize business game and feasibility studies in teaching entrepreneurial students. Similarly, the study is in consonance with Torben (2010) who posited that business simulation method be adopted as a teaching method to instill employable skills among learners. Finally, the study was in agreement with Solomon (2008) who asserts that discussion of business planning, research projects, computer simulations, and class practice are techniques utilized among entrepreneurship education teachers to enhance learners' skills for self employment. Finally, Table 4 also revealed that schools utilize extracurricular activities for training students in entrepreneurship education programmes, invites guest entrepreneurs as resource persons for practical delivery, adopt video watching and recording method to develop students' skills, adopt the role play teaching method and uses group project method in entrepreneurship classes. The finding was in line with Yadollahi et al. (2009) emphasized that practical teaching methods, workshops, seminars, interview, visiting entrepreneurs are effective strategies to develop students' skills in entrepreneurship education.

Instructional facilities available for implementation of entrepreneurship education programme on promotion of self-employment

Findings from Table 5 revealed that the instructional available to facilitate the implementation of entrepreneurship education programme for the promotion of self-employment include overhead projectors for effective classroom delivery of entrepreneurship education, film strip projectors with sound accompaniment to arouse students' interest in entrepreneurship, electronic communication gadgets, audio tape recording for classroom delivery and typewriter to inculcate students with keyboarding skills. The findings are in conformity with Uzuegbu, Mbadiwe and Anulobi (2013) who posited that instructional materials such audio-visual equipment and other communication devices help teaching delivery and in facilitating students' learning of the subject matter. The finding is also in agreement with Okolocha and Onyeneke (2013) who stated that the desirable transformation of entrepreneurship skills can only occur in students when a teacher has a good mastery of the subject matter, grab the students' attention through effective class control mechanism and utilizes visual aids that matches with the concept being taught. Table 4.3 also revealed that entrepreneurship education programme utilize laminating machine to enhance students' entrepreneurial skills, collating machine, addressing machine, accounting machine, spiral binding machine, perforating machine and stamp affixing machine in the implementation of entrepreneurship education for promotion of self-employment among business education graduates in South south geopolitical zone. These findings

corroborates with FME (2014) who enumerated that instructional materials for teaching entrepreneurship skills in business education to include computer, projector, accounting machine, recording/dictating machine, guillotine machine, addressing machine, spiral binding machine and laminating machine. According to them, these materials help to facilitate students' skill development in entrepreneurship.

CONCLUSION

Based on the findings, the study deduced that the implementation of entrepreneurship education can only be effective for the promotion of self-employment when the right teaching methods and instructional materials are utilized.

RECOMMENDATIONS

Based on the findings and the conclusions made in this study, the following recommendations were posited:

It is advised that the State/Federal Ministry of Education and other education agencies should assign supervisors to monitor the implementation of entrepreneurship education programme starting from the qualification of teachers, teaching method adopted to the instructional materials utilized for skills transfer in the study area. This strategy will improve the level implementation by making it a point of responsibility to all stakeholders.

The State government should make adequate provision for acquiring the instructional materials required for the teaching and learning of entrepreneurship education in tertiary institutions in South south geopolitical zone for employment skills development among students.

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