

Competencies Needed by Business Educators for Effective Teaching of Entrepreneurship in Colleges of Education in Plateau and Nasarawa State.

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Abstract

The study was carried out to determine the competencies required by teachers of business education for effective teaching of entrepreneurship to business students in Colleges of Education in Plateau and Nasarawa State North Central Nigeria. Sixty business education teachers were drawn from four colleges which was assessed to determine their relevance to business education teachers in effective teaching of entrepreneurship. Mean scores were used for data analysis. Most of the competency areas were rated as much needed and needed. The result showed among other that the competencies assessed are essential for effective teaching of entrepreneurship. It was then recommended that seminars and workshops should be organize for business education teachers, to enable them acquire more competencies needed for effective teaching.

Keywords: Business Educators, Competencies, Entrepreneurship and Teaching.

Aims Research Journal Reference Format:

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1. BACKGROUND OF THE STUDY

Entrepreneurship education is a recent trend in new course development as against the traditional courses that have gained formal recognition in higher institutions of learning. Entrepreneurship courses are now finding their way into formal education as subjects or full degree courses in the tertiary level. (Gatchalian, 2010). Unlike traditional business courses, which have developed and evolved over many decades in universities all over the world, in conjunction with active practicing business operations, formal entrepreneurship teaching in the tertiary level is a relatively young course. There are new challenges of the learning dynamics of emerging youth in the 21st century. Among them are the uses and matching of modern communication technologies with appropriate teaching methodologies, which the new generation is well adopted to but a good number of educators are not (Gatchalian, 2010).

In the past few decades, the country has gone through several phases, the form of education and skills graduate are not enough to equip them to face the present challenges confronting Nigeria Youth. In the (National Policy on Education, 2004) emphasis is being on vocationalization and entrepreneurship. The ability of our educational institutions to provide people with entrepreneurial skills is timely, since the country is faced with unprecedented level of unemployment. The National Policy on Education (2004) emphasizes the acquisition of the appropriate skills, abilities and competencies both mental and physical as equipment for the individuals to live in and contribute immensely to the development of the society. In a bid to acquire the goal of national policy on education, entrepreneurship courses were introduced in curriculum of every programmes including business education (Akarahu, 2011).

Aruwa (2004) defined entrepreneurship as the willingness and ability of an individual to seek out investment opportunities to establish and to run an enterprise successfully. Paul (2005) identified the following as the objective of entrepreneurship education:

1. To provide the youth graduates with adequate training that will enable them to be creative and innovative in identify novel business opportunities.
2. To serve as a catalyst for economic growth and development.
3. Offer tertiary institution graduates with adequate training in risk management to make certain bearing feasible.
4. To reduce high rate of poverty.
5. Create employment generation.
6. Reduction in rural-urban migration.

One of the major roles of business education programmes is to provide instruction for and about business. It is the intellectual and vocational preparation of people for earning a living in a contemporary industrial and business environment (Aliyu, 2001). It is therefore, essential that business education teacher be properly trained to acquire the needed competencies to achieve the above mentioned objectives (Uwem, 2004). Competency in the view of Spencer & Spencer (1993) is a standardized requirement for an individual to properly perform a specific job. Ebuka, (2007) described competency as ability to do something wish when measured against a standard especially abilities acquired through experiences or training. Competency in the context of this study is the ability of business education teachers to teach using evaluating lessons in college of education in Plateau and Nasarawa North Central Nigeria. It was observed by the research that teachers of business education must possess the knowledge, skills and attitude necessary for planning, implementing and evaluating instruction.

It is necessary that business education teachers be competent with what to be taught to students. Akarahu (2011) noted that for effective teaching of entrepreneurship, the teacher require to be competent with instructional planning of what to be taught, be conversant with the use of technology for effective teaching and learning and have good communication skills for effective teaching. Communication is a vital tool for entrepreneurship Udall & Udall (1979) described communication as the process by which one person or group shares and impart information to another person or group, so that both people or group can clearly understand each other. To Osso (2001) communication is the means or the system of sharing and exchanging of ideas, attitudes, opinions, feelings, information etcetra within a person. Teachers with good communications and human relations easily transfer knowledge to students. Thus teaching entrepreneurship can be greatly enhanced through good communication, it brings about desired commonness of share knowledge between the students and their teachers. It becomes effective when the teacher has the ability to effectively pass on what he/she knows to his/her students who in turn would demonstrate the knowledge they have acquired (little, 1977).

Akarahu (2011) cited in Steinhoff & Burges (1993) pointed out that it takes good efficient communication competencies to make teaching and learning achievable. Therefore, it is important that business education teachers be competent with communication skills to be able to teach and also instruct students. Stressing the importance of this Nwachukwu (2005) stated that level of achievement of objective of any lesson depend so much on the teachers ability to strategically plan instruction to effectively transfer knowledge. According to Onu (2012) Information and communication technologies (ICTs) are potentially powerful enabling tools for educational change reform processes through improving both access to education and the quality of that education.

Blurton (2002) defines ICTs as a diverse set of technological tools and resources used to communicate, to disseminate, store and manage information. These technologies include computers, the internet, broadcasting technologies (radio and television) and telephone. It is expected that business education teachers should posses ICTs skills for effective teaching of entrepreneurship. It is then imperative that they must, only have deep rooted knowledge of the tools but must be competent and effectively use them in teaching students. Onu (2012) noted that the application of ICT helps expand access to education, strengthen the relevance of education, the use of digital devices in workplace, raises education quality by helping business education teachers in the teaching and learning of entrepreneurship especially now that most activities is gradually carried out electronically.

Therefore, based on the foregoing it seems that there is the problem of teaching entrepreneurship due to lack of knowledge and skill in teaching of entrepreneurship. It is against this backdrop that it becomes necessary to conduct this study to identify the competencies needed by teacher of business education for effective teaching of entrepreneurship.

1.1 Statement of the Problem

Entrepreneurial activities have been found to be capable of making positive impact on the economy of a nation and the quality of life of the people. The teaching of entrepreneurship can be greatly enhanced through good communication skills, instructional planning and the use of ICT to bring about desired results between the students and their teachers. However, the observation of the researcher reviewed that the teachers find it difficult to plan, implement and evaluate internet lesson effectively due to lack of required competency (Akarahu & Ile, 2014). The scenario indicates that teachers of business education need competencies for effective teaching of entrepreneurship. It is against this background that it becomes necessary to undertake this research to identify the skills required by business educators for effective teaching of entrepreneurship.

1.2 Objectives of the Study

The major objective of this study was carried out to determine competencies required by teachers of business education for effective teaching of entrepreneurship to business students in Colleges of Education in Plateau and Nasarawa State

Specifically, the study sought to:

1. To find the technological competencies needed by teachers of business education for effective teaching of entrepreneurship to students.
2. Find out the instructional planning competencies required by teachers of business education for effective teaching of entrepreneurship to students.
3. To determine the communication competencies needed by teachers of business education for effective teaching of entrepreneurship to students.

2. RESEARCH METHODOLOGY

A survey design was adopted. It was considered because; the study sought the opinions of respondents on the competencies required by teachers of business education for effective teaching of entrepreneurship. The area of study comprised of four Colleges of Education in Plateau and Nasarawa State. Colleges are Federal Colleges of Education Pankshin, College of Education Gindiri, College of Education Akwanga and Hill College of Education Gwanje in Akwanga L.G.A.

The population for the study was 60 teachers of business education in the study area. The entire population of teachers was studied because of the small size. The instrument for data collection in the study was a structured questionnaire with sections according to selected areas of competencies needed by the teachers for effective teaching of entrepreneurship. Each questionnaire item had five point Likert scale as follows:

Very much needed	(5 points)
Much needed	(4 points)
Needed	(3 points)
Slightly needed	(2 points)
Not needed	(1 point)

2.1 Method of Data Analysis

Out of the 60 copies of the questionnaire distributed, all copies were retrieved. This gave a return rate of 100%. Each item in the questionnaires was calculated using the Arithmetic mean. The instrument was face validated by three business educators, the research objectives were analyzed using the arithmetic mean. A cut-off point 3.00 or above was accepted as competencies needed by teachers of business education for effective teaching of entrepreneurship to students. The findings of the study were obtained from the research questions.

4. DATA PRESENTATION

Table 1: ICT competencies needed by teachers of business education for effective teaching entrepreneurship to students.

Item	ICT competencies	VMN	MN	N	SLN	NN	\bar{x}	Std Dev.	REMARK
1	Ability to connect the computer keyboards, monitors and scanner to the CPU	35	15	10	-	-	4.41	0.76	Much needed
2	Ability to manipulate the keyboard and the mouse	25	28	7	-	-	4.3	0.67	Much needed
3	Ability to use the internet to access information and interact with student on-line	18	16	15	10	1	3.66	1.12	Much needed
4	Ability to use computer programme software such as Microsoft word, access, power points in processing information	36	19	5	-	-	4.51	0.65	Much needed
5	Ability to analyze information and appropriate decisions	10	32	13	5	-	3.78	0.82	Needed
6	Ability to create tables using tabulation to compile figure	9	28	16	6	1	3.63	0.91	Needed
7	Ability to use internet service to send E-mail and receive feedback	15	30	15	-	-	4.01	0.72	Much Needed
8	Ability to understand computer language	12	25	17	4	2	3.68	0.98	Needed
9	Ability to save documents assess information on the saved document and assign file names to document	14	24	20	2	-	3.73	0.82	Needed
10	Ability to use internet and internet in research work	10	41	18	1	-	4.65	0.83	Much needed

Source: Researcher's computations 2015

The data presented in table 1 revealed 10 ICT competencies are needed for effective teaching of entrepreneurship to student. They all had a mean score more then 3.00.

Table 2: Mean ratings of the responses of teachers of business education on the instructional planning competencies needed for effective teaching of entrepreneurship.

S/N	Instructional planning competencies	VMN	MN	N	SLV	MN	\bar{X}	Std Dev.	REMARK
11	Ability to consider learners capability	28	14	16	2	-	4.13	0.93	Much Needed
12	Ability to review previous lesson to test students understanding	29	15	15	1	-	4.20	0.88	Much needed
13	Ability to use instructional materials and teaching aids along side with planned lesson.	27	14	16	3	-	4.08	0.96	Much needed
14	Ability to structure instruction to meet the need of the learner	16	24	10	6	4	3.70	1.17	needed
15	Adequate preparation for effective teaching	26	20	18	2	-	4.16	0.87	Much needed
16	Adopt an appropriate teaching method	24	16	15	3	2	3.95	1.08	needed
17	Create a conducive learning atmosphere for the learners	22	18	13	5	2	3.90	1.08	needed
18	Presenting a new lesson step by step	21	23	9	6	1	3.95	1.03	needed
19	Plan strategies for effective supervision	20	24	10	6	-	3.96	0.96	needed
20	Ability to plan learning activities in line with its objectives	16	24	10	6	4	3.71	1.16	needed

Source: Researcher's computations 2015

The data presented in table 2 revealed that all the ten instructional planning competencies are needed for effective teaching of entrepreneurship to students.

They all had a mean score more than 3.00

Table 3: Mean rating of the respondents on the communication required by teachers of business education for effective teaching of entrepreneurship to students

S/N	Communication competencies	VMN	MN	N	SLN	NN	\bar{x}	Std. Dev.	REMARK
21	Ability to use language that is appropriate in teaching	29	15	13	3	-	4.18	0.95	Much needed
22	Ability to set objectives for an online teaching of entrepreneurship	10	30	14	6	-	4.22	1.12	needed
23	Ability of effectively utilize a variety of methods such as face to face, written, spoken etc.	9	28	14	9	-	3.61	0.92	needed
24	Ability to write precisely and concisely	32	18	10	2	-	4.03	1.17	Much needed
25	Ability to listen, read students communication and comprehend	29	15	3	3	-	4.17	0.94	Much needed
26	Ability to construct reasonable logical thought in teaching	10	32	10	8	-	3.73	0.89	Needed

Source: *Researcher's computations 2015*

The data presented in table 3 revealed that all the 6 communication competencies have scores greater than 3.00. This means that all the items listed are needed for effective teaching of entrepreneurship to students.

4. DISCUSSION OF FINDINGS

The purpose of the study were to ascertain the competencies needed by business education teachers for effective teaching of entrepreneurship to students of business education in the colleges of education in Plateau State and Nasarawa State North Central Nigeria. Table 1 shows the mean responses of the respondents on the ICT or technological competencies required by business educator for effective teaching of entrepreneurship. The study revealed that all the ICT or technological competencies is much needed by business education teachers in order to effective teach entrepreneurship.

This therefore, means that teachers who lack these competencies will not effectively teach students. The finding of this study were in agreement with the findings of Akarahu (2011), Umezulike & Ile (2009) and Obi (2002) revealed great needs of business education teachers for technological or ICT competencies. This confirms with an earlier statement of Onu (2012) that information and communication technologies (ICTS) are potentially powerful enabling tools for educational change and reforms processes through improving both access to education and the quality of that education. The result in table 2 revealed that business education teachers need all the instructional planning competencies in order to effectively teach entrepreneurship to students. The findings corroborate the views of Akarahu (2011) and Itolo (2008) who observed that planning of instruction is essential for effective teaching.

The finding of this study were in agreement with findings Ibekwe & Nduka (2011) in a study on skills required in planning for teaching activities. The authors found out that formation of specific objectives, periodical review of the objectives and provisions of materials for the job were necessary. Data in table 3 considered communication competencies needed for effective teaching of entrepreneurship. The data revealed that all the communication competencies are much needed for effective teaching of entrepreneurship education. Stern (1991) & Koppelman (2000) revealed the importance of communication skills required by instructors and students in effective teaching. Therefore, it means that teachers of business education requires the competencies of communication for effective teaching of entrepreneurship.

5. CONCLUSION

From the findings of this study, it was concluded that instructional planning, technological and communication competencies are much needed for effective teaching of entrepreneurship to students. This is because entrepreneurship is an important area that require competency for effective teaching so as to prepare students for career in business and acquisition of skills required for self reliance.

6. RECOMMENDATIONS

The following recommendations were made based on the findings:

- (i) Seminars and workshop should be organize for business education teachers, to enable them acquire more competencies needed for effective teaching.
- (ii) The management of the colleges' of educations should encourage and support staff to acquire the necessary ICT skills like use of internet, et to access information and interact with students on line, for effective teaching.
- (iii) Business educators should regularly 'assess and re-assess the use of instructional strategies in the interest of students and the constantly changing teaching and learning environments.

7. DIRECTION FOR FUTURE RESEARCH

The research was restricted on the competencies required by the teachers of business education for effective teaching of entrepreneurship to business students in Colleges of Education in Plateau and Nasarawa State. Futures researchers should look at competencies required by teachers of business for effective teaching of entrepreneurship in Universities, Polytechnics and Colleges of Education in North Central Geo-political Zone of Nigeria.

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