

**THE RELATIONSHIP BETWEEN BUSINESS EDUCATION TEACHER'S
COMPETENCIES AND ENTREPRENEURSHIP DEVELOPMENT OF STUDENTS IN
TERTIARY INSTITUTIONS IN RIVERS STATE**

HOMEVOR, Dope Mary

Centre for Entrepreneurship Research and Development (CERD),
Federal College Of Education (Tech.), Omoku, Rivers State, Nigeria
Corresponding Email: littlemaryinnigeria@gmail.com

Abstract

The study examined the business education teacher's competencies and entrepreneurship development of students in tertiary institutions in Rivers State. The purpose of the study was to access the relationship between the competencies of business education teachers and entrepreneurship development of students. Descriptive research design was adopted for the study. The population consists of 140 business education teachers and 800 students. The sample used for the study comprised of 129 business education teachers and eighty (80) 300 level students of the four tertiary institutions in Rivers State. Means and standard deviation were used to answer the three research questions while t- test statistics was used to test the three null hypotheses formulated for the study . The findings of the study revealed a high positive relationship between business education teacher's pedagogy competency and entrepreneurship intentions development among students in tertiary institutions. The result also revealed that there was significant relationship between pedagogy competency and entrepreneurship intentions development in Rivers state. The study recommended that business education lecturers in tertiary institutions in Rivers State should always attend workshop and conferences in order to improve on their pedagogy, skills and competencies for improved entrepreneurship development in Rivers state.

Key Words: *Business Education Teacher, Competency, Entrepreneurship Education Entrepreneurship Development, Pedagogy Competency*

Introduction

Education is indispensable for all nations aspiring for improved basic knowledge to achieve greatness. Any nation that considers compulsory education for its citizens see it as an agent of sustainable growth and development. Education in Nigeria is an instrument for effective national development. Education represents the totality of the institutional structures and processes that determine both learning and teaching. Transmission of knowledge and improvement of our society's skill, ideas, abilities, beliefs, culture and morality from one generation to another are all learnt from education (Ibrahim,2010).Okeke (2006) stated that 'the functionality of Nigerians education is in doubt as a result of unemployment in the society among our youth'. Nnamani (2004) also reiterated that 'graduates of tertiary institutions in Nigeria remain unemployed after their National Youth Services Corps' This ugly situation trends in educational output in Nigeria continues to grow with severe consequences to the educational sector, educational system has not provided enough job opportunities for the Nigerian graduates. Haris (2009) opined that the failure of the economy to assimilate the abounding jobless adolescents in Nigeria drove the Federal Government of Nigeria to propose the presentation of business instruction in the whole school educational plan in the country. The significance of business venture to the economy has been the subject of expanded consideration in Nigeria and the world over as of

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late. Gibson (2001) characterized business venture as the way toward utilizing private drive to change a business idea into another endeavor or to develop and differentiate a current endeavor or undertaking with high incredible potential. Hull university business school (2008) sees business as the motor driving the countries to making new enterprises for youthful business people referred to as “ the utilized youth”. Additionally, Abdulkarim (2019) believed that business includes an interaction pointed toward making abundance with the end goal of development, advancement of the country and annihilating of joblessness for public supportability. Business schooling looks to give understudies particularly those in tertiary foundations with the information, abilities inclination, interest and inspiration to support pioneering examines. Wu (2008) stressed that various parts of business venture instruction are offered at various levels in school from auxiliary through tertiary organizations. Ubulom, and Ogwunte (2017) opined that entrepreneurship education prepares the individuals to be properly equipped to acquire saleable skills which could be used to manage his business or that of other persons. Entrepreneurship is therefore that education which assists students to develop positive attitudes, innovation and skills for self-reliance, rather than depending on the government for employment. This would in-turn produce graduates with self-confidence and capacities for independent thought to discover new information leading to economic development. Emeraton, (2008) stated that entrepreneurship constitutes a vital engine for economic, social, practical and all-round development of any nation. Entrepreneurship has been identified by many, globally as a tool for a sustainable and stable economy. This is why Nigerian government attempted to strengthen relevant agencies in order to achieve this position.

The government of today looks more serious into sustaining a few of the agencies such as National Poverty Eradication Programme (NAPEP), National Directorate of Employment (NDE) and National Economic Empowerment and Development Strategy (NEEDS). Akpomi, (2009) opined that no country can move forward technologically, industrially and economically without developing strong private partner in the creation of wealth, poverty reduction and employment generation, with required skills. These skills include managerial, comparative, communication, technical, human and special skill to cope with the challenges of the future since entrepreneurship is vital to the sustainable advancement of any nation. Entrepreneurship serves learning and training centers for the translation of dreams and ideas into successful ventures, facilitates the identification, creation and utilization of non-existent saving, brings self-fulfillment, check rural urban drift, alleviates and eradicates poverty and creates employment Ley (2006). The Nigeria’s teeming population plagued with unemployment can drastically be reduced through entrepreneurial explosion. Entrepreneurship education therefore, seeks to provide students with skills, knowledge motivation, and as well as to effect attitudinal changes, necessary to encourage self-reliance through involvement in entrepreneurial activities. Hisrich (2002) stated that through entrepreneurial education young people learn organizational skills, time management and leadership involvement in entrepreneurial activities. Entrepreneurial education seeks to immerse people in real life experience which encourage and empower them to take risks, manage the results and learn from the outcome. The objective of entrepreneurship education has been stated by Ajie and Jumbo (2016) as the education that provides meaningful education for the youth which could make them self-reliant and subsequently encourage them to make profit and be useful. Aghazamani (2010) also said that entrepreneurship education equips graduates with the training and support necessary to help them establish careers in small and medium sized-business, provide graduate with training skills that will make them meet societal man power needed and stimulate industrial and economic growth of rural and less developed areas. According to Abosede et al., (2012) entrepreneurship education produces graduates with sufficient training to make them creative and innovative in identifying new business opportunities and also provide graduate with training in risk management to alleviate and minimize uncertainty. Many educationists have discussed entrepreneurial and employable skills expected by business education graduates’ teachers to acquire. Koch (2011)

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identified entrepreneurial skill as teachable, learnable and transferable which also include proactively, achievement orientation and commitment to others, creativity and innovation, time management, leadership self-confidence and positive attitudes.

Business Education is that aspect of education programme designed to provide an individual with the needed practical business, vocational attitudes, understanding, knowledge, skills and values that will enable him or her function effectively in the society. According to Ubulom (2006) it is the intellectual and vocational preparation of people to earning a living in the contemporary industrial and business environment. It is clear indications that business education students should be able to acquire the needed knowledge and skill that will help them find a job after school to become self-employed and create an employment opportunity for others. Enemuo (2011)) recognized that the objectives of students of business education is geared towards entrepreneurship education and preparation of individuals who are skilled in the pedagogy of business education, principles and practice in accounting, management, marketing, information and Communication Technology (ICT) .Dike (2009) stressed that business education prepares individuals who are skilled in curriculum design and evaluation in business, it also provides orientation and basic skill with which to start a vocation for those who may not further education and to relate the knowledge and skill acquired to national development. Aquah (2014) stated that business education was brought to lime light and made prominence in Nigeria by the current National policy on education launched in 2004, which has been severally reviewed as years went by. Business education programme is offered in the secondary and tertiary levels of the Nigerian educational system. Aquah (2014) observed that the laudable programme of this system of education as introduced by the federal republic of Nigeria aimed at providing the knowledge, skills, understanding and attitude needed in the business world to reduce unemployment among our youths. Those who are employed at all are found to be incompetent in discharging their assigned duties. They lack practical knowledge and manual skills. Competency denotes one faculty of doing things appropriately based on one's inherent abilities, capabilities and capacities. Therefore, competencies present certain cluster of skill abilities and knowledge that are essential to perform certain functions. Competency has two dimensions, knowledge and skill. Knowledge may be seen as our understanding of how our everyday world is constituted and how it works. Skills involved the ability to pragmatically apply consciously or unconsciously our knowledge in practical settings (Ubulom, 2017). Ogukwu and Ojukwu (2002) stressed that competencies are the knowledge, skills and behaviour that enable an employee to meet established performance criteria. Therefore, an employee possesses competency if he has the combination of observable and measurable knowledge, skill, abilities and personal attributes that contribute to enhance employee performance and ultimately result in organizational success. Business Education Teachers need to produce graduates who are well equipped with the necessary skills knowledge; abilities, capabilities and competency enough to enable them interact effectively with the public. However, it continued to bother the minds of business educators in this 21st century that society still witness mismatch between the training business education graduates receives and the activities employers expect them to perform. This leads to inadequate entrepreneurial incompetence of workers. Therefore, this study seeks to evaluate the business education teacher's competencies and entrepreneurship development of students in tertiary institutions in Rivers State.

Statement of Problem

In recent years, many countries have come up against problems of unemployment and many have ventured into creating new business opportunities for their citizens. Unemployment has compelled countries to find ways to enable their citizens to become self-employed. However, parents, teachers and the general public are worried over this trend of unemployment in the country. Therefore, the concept of entrepreneurship education is now appearing in the educational curriculums of many

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countries to enhance job creation by the students when they graduate. The business education teachers are expected to reverse this worrying situation teaching and learning of entrepreneurship education curriculum. Also, the students should be properly equipped with the necessary entrepreneurship skills to enable them be successful entrepreneurs. These new skills are in the areas of computer and internet connectivity, teleconferencing, multimedia technology, web CT, formatting tools, web-based initiatives etc. Okoli and Ezenwafor, (2015) lamented that the expectations for which the national policy of education (FRN,2013) introduced business education as an entrepreneurial base programme in tertiary institutions have not been fully met and the equipment needed to teach the skills are grossly inadequate. Okeye (2015) also opined that although lecturers have been sensitized to have the available competency and skills required of them to teach the students, the skills acquired by most of them fall short of what is required for the effective teaching and learning of entrepreneurship. Njoku (2004) also advocated that unless the business education teachers use the appropriate skills and competencies to direct the student's attention to what they should look for, the students will not learn as much as is intended from the teachers. The problem therefore, lies in the level of business teachers' competencies in the implementation of the programme in tertiary institutions. Hence, the competency of the business teacher is questioned and examined vis-à-vis the entrepreneurship student's development.

Aim and Objectives

The aim of the study is to evaluate Business Education Teachers' competencies and entrepreneurship development of students in tertiary institutions in Rivers State. Specifically, the study seeks to:

1. Determine the relationship between the pedagogy competency of business education teacher's and entrepreneurship development of students in tertiary institutions in Rivers State.
2. Determine the relationship between the pedagogy competency of business education teachers and innovation development of students in tertiary institutions in Rivers State.
3. Determine the relationship between the pedagogy competency of business education teacher's and entrepreneurship startup development of students in tertiary institutions in Rivers State.

Research Questions

The following research questions guiding the study:

- 1 What is the relationship between the pedagogy competency of business education teachers' and entrepreneurship development of students in tertiary institutions in Rivers State?
- 2 What is the relationship between the pedagogy competency of business education teachers' and innovation development of students in tertiary institutions in Rivers State?
- 3 What is the relationship between the pedagogy competency of business education teachers and entrepreneurship startup development of students in tertiary institutions in Rivers State?

Research Hypotheses

The following null hypotheses were formulated for this study:

- Ho₁: There is no significant relationship between the pedagogy competency of business education teacher's and entrepreneurship development of students in tertiary institutions in Rivers State.
- Ho₂: There is no significant relationship between the pedagogy competency of business education teachers and innovation development of students in tertiary institutions in Rivers State.
- Ho₃: There is no significant relationship between the pedagogy competency of business education teacher's and entrepreneurship startup development of students in tertiary institutions in Rivers State.

Methodology

This study employed correlation survey design method. The population of the study consisted of all the 140 business education lecturers and 800 students from Rivers State University, University of Port

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Harcourt, Ignatuis Ajuru University of Education and Federal College of Education, Omoku, Rivers State. Using Taro Yamane formular, sample was selected using stratified random sampling technique based on the proportion of the elements of the population. The sample size consisted of 129 Business Education Lecturers randomly selected from the four Rivers State Tertiary Institutions and twenty (20) students from each of the four Rivers State Tertiary Institutions making a sample size of eighty (80) students. The instrument for data collection was a structured questionnaire titled “Business Education Teacher’s Competencies and Entrepreneurship Development of Students in Tertiary Institutions in Rives State (BETCEDSTIRS)”. The instrument was divided into two sections A and B. Section A contains the demographic information of the respondent. Section B consisted of 30 items; the items were written in clusters. Cluster 1 had 10 items dealt with pedagogy competency of the business education teachers Cluster 2, is from item 11- 20 , were concerned with pedagogy competency of entrepreneurial innovation of business education teachers Cluster 3 which comprised of item 21 – 30 had questions on pedagogy competency and entrepreneurial startup of students respectively. A 4-point rating scale of Strongly Agreed (SA - 4), Agreed (A - 3), strongly Disagreed (SD - 2), and Disagreed (D - 1) was used in this order to elicit information on business education teachers’ competencies and entrepreneurship development of students in tertiary institution in Rivers State. The instrument was validated by three experts. Two experts from Business Education in FCE(T) Omoku, and one expert from Measurement and Evaluation in the Department of Education in Ignatius Ajuru University of Education. The instrument was subjected to trial testing to ascertain its reliability.. Using the Cronbach alpha estimates, the result showed reliability coefficient of 0.78showing that the instrument is reliable. The instrument was administered by the researcher with the aid of three research assistants. The research assistants were trained by the researcher on how to administer and retrieve the questionnaire. This was necessary to ensure that the respondents do not give bias responses that would adversely affect the study. All questionnaires were retrieved immediately after completion. Mean and standard deviation were used to analyze the research questions, while Pearson product moment correlation coefficients were used to test the hypotheses at 0.05 level of significance. To ease the process of data preparation, each copy of the questionnaires was assigned a numerical value. A key was developed where all information from the questionnaires were coded to avoid error. The coding was done by sorting out copies of the questionnaires according to the sub-variables each item was meant to measure. Each item was coded based on the response to each of the items. The items in the instruments were measured on a modified Likert scale; all the positively worded items were scored as follows: Strongly Agree (SA)-4 points, agreed (A) -3 points, Disagree (D)-2 points, Strongly Disagree (SD)-1 point. The threshold mean of 2.50 was established. All estimates derived from the analysis higher than the criterion mean imply high agreement among respondents.

Results

The results of the study were obtained from the research questions answered and hypotheses tested and are presented in the below:

Research Question 1: What is the relationship between the pedagogy competency of business education teachers’ and entrepreneurship intentions development of students in tertiary institutions in Rivers State?

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Table 1 A: Ratings of respondents showing pedagogy competencies of lecturers

		N = 140		
S/N	ITEMS	\bar{x}	SD	REMARK
1	Possesses knowledge of modern teaching in entrepreneurship development and business education.	3.19	2.32	Agreed
2	Possesses good critical thinking that enhancing entrepreneurship development.	3.27	2.26	Agreed
3	Brain storming approaches should be used in classes to identify possible business and entrepreneurship development.	3.17	2.58	Agreed
4	Ability to effective utilized new instructional materials for entrepreneurship development.	3.35	2.33	Agreed
5	Ability to expose students to self-paced instructions on entrepreneurship development.	3.29	2.01	Agreed
6	Ability to utilize business education knowledge in teaching entrepreneurship.	3.08	2.53	Agreed
7	Ability to clearly present teaching objectives.	3.15	2.46	Agreed
8	Ability to encourage active participation in class.	3.32	2.12	Agreed
9	Ability to evaluate the student academic achievements.	3.37	2.32	Agreed
10	Ability to obtain global information for effective teaching.	3.36	2.08	Agreed
	Grand mean	3.26		Agreed

Source: Researcher's field Survey, 2021

From Table 1A, the item to item analysis revealed that the respondents agreed that they possess knowledge of modern teaching in entrepreneurship development and business education 3.19, possess good critical thinking that can enhance entrepreneurship development 3.27, brain storming approaches should be used in classes to identify possible business and entrepreneurship development, 3.17 the ability to effective utilized new instructional materials for entrepreneurship development 3.35, the ability to expose students to self-paced instructions on entrepreneurship development 3.29, the ability to utilize business education knowledge in teaching entrepreneurship 3.08, the ability to clearly present teaching objectives 3.15, the ability to encourage active participation in class 3.32, the ability to evaluate the student academic achievements 3.37 and the ability to obtain global information for effective teaching 3.36. Table 1 showed the respondents agreed that they possess pedagogical competencies with a grand mean score of 3.26.

H₀₁: There is no significant relationship between the pedagogy competency of business education teacher's and entrepreneurship intentions development of students in tertiary institutions in Rivers State.

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Table 1B: Summary of Spearman rho on Relationship and Significant Relationship between Pedagogy Competency of Business Education Teachers and Entrepreneurship intentions Development of Students

			Pedagogy Competency	Entrepreneurship Intention
Spearman's rho	Pedagogy Competency	Correlation Coefficient	1.000	.910**
		Sig. (2-tailed)	.	.000
		N	129	80
	Entrepreneurship Intention	Correlation Coefficient	.910**	1.000
		Sig. (2-tailed)	.000	.
		N	80	80

** . Correlation is significant at the 0.05 level (2-tailed).

Table 1B provides results for hypothesis 1. The results revealed a high positive relationship between Business education teachers’ pedagogy competency and entrepreneurship intentions development among students in tertiary institutions in Rivers State with $r(207) = 0.91$. In addition, the result also shows $p < 0.05$ at 0.000 which means that the null hypothesis is rejected. Therefore, it can be concluded that there is significant relationship between pedagogy competency of Business education teacher and entrepreneurship development among students of tertiary institutions in Rivers State.

Research Question 2: What is the relationship between the pedagogy competency of business education teachers’ and entrepreneurship innovation development of students in tertiary institutions in Rivers State?

Table 2A: Ratings of respondents showing innovation of students (N = 80)

S/N	ITEMS	\bar{x}	SD	REMARK
11	Ability to conceive new solutions to problems in the marketplace.	3.45	1.66	Agreed
12	Ability to reassemble resources to produce new	3.43	2.20	Agreed
13	Ability to add value to existing product, service or procedure	3.28	2.39	Agreed
14	Ability to generate creative designs for packaging product or service	3.38	2.26	Agreed
15	Ability to generate new methods of distributing product	3.48	2.12	Agreed
16	Ability to initiate new procedures for efficient resource utilization	3.31	2.65	Agreed
17	Ability to recreate idea for better value delivery	3.35	2.52	Agreed
18	Ability to optimize resources for effectiveness	3.04	2.73	Agreed
19	Ability to device new ways of mobilizing resources	3.19	2.51	Agreed
20	Ability to manage change	3.16	2.56	Agreed
Grand Mean		3.31		Agreed

Source: Researcher’s field Survey, 2021

Table 2A above shows that the respondents agreed they possess entrepreneurship innovation and creativity with mean scores of 3.31. The item by item analyses showed that the respondents agreed that they possess the Ability to conceive new solutions to problems in the market place 3.45, ability to reassemble resources to produce new 3.43, ability to add value to existing product, service or procedure 3.28, ability to generate creative designs for packaging product or service 3.38, ability to generate new methods of distributing product 3.48, ability to initiate new procedures for efficient resource utilization 3.31, ability to recreate idea for better value delivery 3.35, ability to optimize resources for effectiveness 3.04, ability to device new ways of mobilizing resources 3.19, and ability to manage change 3.16.

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Ho₂: There is no significant relationship between the pedagogy competency of business education teachers and innovation development of students in tertiary institutions in Rivers State.

Table 2B: Summary of Spearman rho on Relationship and Significant Relationship between Pedagogy Competency of Business Education Teachers and Creativity Development of Undergraduate Students

			Pedagogy Competency	Creativity/Innovation
Spearman's rho	Pedagogy Competency	Correlation Coefficient	1.000	0.896**
		Sig. (2-tailed)	.	0.000
		N	129	80
	Creativity/Innovation	Correlation Coefficient	0.896**	1.000
		Sig. (2-tailed)	0.000	.
		N	80	80

** . Correlation is significant at the 0.05 level (2-tailed).

Table 2B provides results for answering research question 2 and hypothesis 2. The results reveal high positive relationship between Business education teachers’ pedagogy competency and creativity development among students in tertiary institutions in Rivers State with $r(207) = 0.90$. In addition, the result also shows $p < 0.05$ at 0.000 which means that the null hypothesis is rejected. Therefore, it can be concluded that there is significant relationship between pedagogy competency of Business education teacher and creativity development among students of tertiary institutions in Rivers State.

Research Question 3: What is the relationship between the pedagogy competency of business education teachers’ and entrepreneurship startup development of students in tertiary institutions in Rivers State?

Table 3A: Ratings of respondents showing Entrepreneurship Startup of students (N = 80)

S/N	ITEMS	\bar{x}	SD	REMARK
21	Ability to setup key performance indicators.	3.39	1.47	Agreed
22	Ability to know your customers’ needs.	3.37	2.07	Agreed
23	Ability to spend time in developing your product or services.	3.23	2.57	Agreed
24	Ability to overcome challenges in entrepreneurial venturing.	3.26	2.37	Agreed
25	Ability to take steps needed for your business growth.	3.45	2.29	Agreed
26	Ability to work in line with key performance indicator.	3.19	2.51	Agreed
27	Ability to know your target market and their interest	3.33	1.87	Agreed
28	Ability to imitate changes in solving entrepreneurship challenges.	3.23	2.26	Agreed
29	Ability to keep on working to achieve your dreams despite difficulties	3.36	2.17	Agreed
30	Ability to know your business efficiently	3.54	1.93	Strongly Agreed
Grand Mean		3.33		Agreed

Source: Researcher’s field Survey, 2021

Table 3A reveals that the respondents agreed that they possess entrepreneurship startup abilities with mean with grand mean score of 3.33. The item by item analyses revealed that the respondents agreed they possess ability to setup key performance indicators 3.39, ability to know your customers’ needs, 3.37, ability to spend time in developing your product or services 3.23, ability to overcome challenges in entrepreneurial venturing 3.26, ability to take steps needed for your business growth 3.45, ability to

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work in line with key performance indicator 3.19, ability to know your target market and their interest 3.33, ability to imitate changes in solving entrepreneurship challenges 3.23, ability to keep on working to achieve your dreams despite difficulties 3.36 and ability to know your business efficiently 3.54.

H₀₃: There is no significant relationship between the pedagogy competency of business education teacher’s and entrepreneurship startup development of students in tertiary institutions in Rivers State.

Table 3B: Summary of Spearman rho on Relationship and Significant Relationship between Pedagogy Competency of Business Education Teachers and Entrepreneurship Startup Development of Students

			Pedagogy Competency	Entrepreneurship startup
Spearman's rho	Pedagogy Competency	Correlation Coefficient	1.000	0.900**
		Sig. (2-tailed)	.	0.000
	Entrepreneurship startup	N	129	80
		Correlation Coefficient	0.900**	1.000
		Sig. (2-tailed)	0.000	.
		N	80	80

** . Correlation is significant at the 0.05 level (2-tailed).

Table 3B provides results for answering research question 3 and hypothesis 3. The results reveal high positive relationship between Business education teachers’ pedagogy competency and entrepreneurship startup development among students in tertiary institutions in Rivers State with $r(207) = 0.90$. In addition, the result also shows $p < .05$ at 0.000 which means that the null hypothesis is rejected. Therefore, it can be concluded that there is significant relationship between pedagogy competency of Business education teacher and entrepreneurship startup development among students of tertiary institutions in Rivers State.

Discussion of Findings

The findings of this study would be discussed under each of the specific objectives they addressed:

i. Pedagogy competency of business education teachers and entrepreneurship development of in tertiary institutions in Rivers State. The results revealed high positive relationship between Business education teachers’ pedagogy competency and entrepreneurship intention development among students in tertiary institutions in Rivers State. The results also revealed that there was a significant relationship between pedagogy competency of Business education teacher and entrepreneurship intention development among students of tertiary institutions in Rivers State. These results emanated from the fact that respondents agreed that they possess the entire pedagogy competency measured within this study and their students also agreed that they developed all the entrepreneurship intention measured. These findings are supported by the discovery of Okoro (2015) who found that the pedagogy approaches used in entrepreneurship education is important to students’ entrepreneurial intention to startup a business and wealth creation. The findings of the study are also supported by the discovery of Abdulkarim (2019) who discovered that teacher’s ability to use student-centered pedagogy in entrepreneurship education and training develop students’ entrepreneurial competencies and stimulate intention to exploit opportunities within their immediate environment through creative and innovative response to challenges abound in their surroundings.

ii. Pedagogy competency of business education teachers and innovation development of students in tertiary institutions in Rivers State.

Results revealed there is high positive relationship between Business education teachers’ pedagogy competency and creativity development among students in tertiary institutions in Rivers State. The results also reveal that there is significant relationship between pedagogy competency of Business education teacher and creativity/innovation development among students of tertiary institutions in Rivers State. These results emanated from the fact that respondents agreed that they possess the ability

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to conceive new solutions to problems in the marketplace, ability to reassemble resources to produce new, ability to add value to existing product, service or procedure, ability to generate creative designs for packaging product or service, ability to generate new methods of distributing product, ability to initiate new procedures for efficient resource utilization, ability to recreate idea for better value delivery, ability to optimize resources for effectiveness, ability to device new ways of mobilizing resources, and ability to manage change. The findings of this study is supported by the position of Abdulkarim (2019) who opined that learners' development of creativity/innovation skills depends to a large extent on the pedagogical approaches utilized by teachers saddled with the responsibility of implementing entrepreneurship education.

iii. Pedagogy competency of business education teacher's and entrepreneurship startup development of students in tertiary institutions in Rivers State

Results revealed high positive relationship between Business education teachers' pedagogy competency and entrepreneurship startup development among students in tertiary institutions in Rivers State. The results also revealed that there is significant relationship between pedagogy competency of Business education teacher and entrepreneurship startup development among students of tertiary institutions in Rivers State. These results emanated from the fact that respondents agreed that they possess the entire pedagogy competency measured within this study and their students also agreed that they developed all the entrepreneurship start up abilities measured. The findings are supported by the discovery of Ekoh (2016) found that teachers significantly influence the choice of startup area of their students through strategies and approaches to teaching.

Conclusion

Based on the findings of this study, it can be concluded that that business education teachers' competency significantly plays significant role in the entrepreneurship development of students in tertiary institutions in Rivers State. It can also be concluded that the teachers' pedagogy competency, of Business Education teachers are all relevant to the entrepreneurship development of students. This is because these entire competencies significantly relate to students' development of entrepreneurship intention, creativity/innovation skills and entrepreneurship startup abilities. Consequently, these support the saying that no education can be better than that of its teachers, hence where the tutors have the requisite competency, they are capable of influence their students' development. Therefore, it can be concluded that employers of business education teachers need to emphasize the employment of those who possess these competencies in order to sustain entrepreneurship development of their students which is needed as a tool for empowerment to take up self-reliant opportunities.

Recommendations

Based on the findings and the conclusions drawn, the following recommendations are preferred:

- i. Business education lecturers in tertiary institutions in Rivers State should always attend workshop and conference in order to improve on their pedagogy competency for improved entrepreneurship development of their students;
- ii. Administrators of business education programme in tertiary institutions in Rivers State should develop a blue-print of minimum competency standard for evaluating academic staff pedagogy,
- iii. Administrators of business education programme in tertiary institutions in Rivers State should secure sponsorship for any business education lecturer who intends to advance knowledge, skills and attitude for entrepreneurship development.
- iv. Administrators of business education programme in tertiary institutions in Rivers State should encourage lecturers to form investment clusters for promoting business entrepreneurship within their various institutions is workspace students' practical entrepreneurship.

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