



EVALUATION OF ENTREPRENEURSHIP EDUCATION PEDAGOGICAL CONTENT KNOWLEDGE FOR BUSINESS EDUCATION STUDENTS' BUSINESS START-UP IN ABUBAKAR TAFAWA BALEWA UNIVERSITY, BAUCHI

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Abstract:

The aim of the study was to Evaluate Entrepreneurship Education Pedagogical Content Knowledge for Business Education Students Business Start-Up in a Abubakar Tafawa Balewa University Bauchi, the study adopted quantitative research and the design used for the study was descriptive study. The population of the study is 526 of all undergraduate business education students; the instrument used to elicit response from the respondents was a validated structured questionnaire. The total population of 526 was used as the sampling size therefore purposeful sampling technique was used. The researcher with the help of two (2) research assistants administered the questionnaire. Data collected were analyzed using mean and standard deviation. The result of the study revealed that the pedagogical content knowledge of entrepreneurship education influence business education students' business start-up which emphasizes in Developed entrepreneurial mind-set, Developed entrepreneurship knowledge, Help redefine conceptual barriers, Effective content delivery, Making the subject comprehensible, Useful form of presentation of ideas, Bridges content knowledge and practice of teaching, Develop entrepreneurial competence, Explicate the best method for transmitting knowledge and Enhance teaching and learning for business start-up. The result further revealed that it Instil entrepreneurial intention, develop entrepreneurial mind-set, inculcate entrepreneurial skills, increase motivation, increase ability to participate, help in making better decision, develop better understanding of entrepreneurship education, relate theoretical aspect of entrepreneurship education into practical, measure the impacts of entrepreneurship education, prepare business education students to face challenges of business start-up. Based on the findings of the study, it was recommended that Government, National Universities Commission (NUC), Federal Ministry of Education, Universities and Lecturers should ensure the use of entrepreneurship education pedagogical content knowledge in teaching business education students for business start-up and also provide training through organizing, workshops, seminars and put more emphasis on the use of entrepreneurship education pedagogical content knowledge for the teachers of business education in universities in North-east, Nigeria

Key Words; Content, Entrepreneurship, Evaluation, Knowledge, Pedagogical

Introduction

The courses for different levels of education have been designed keeping in view the requirements and absorbing capacity of the students. However, inconsistency exists in the course contents of the curriculum pedagogical knowledge. Text books and reading materials for the courses are very scarce. Entrepreneurship course is a special type of education to

teach, this course requires trained and experienced teachers. There is an absolute shortage of trained teachers for this course. However, at present, the focus is more on theoretical instructions and mentoring (AKhuenonkhan, et al., 2013). The Present curriculum of teaching is mainly theory-based rather than practical, as a result of this education is not so effective for taking entrepreneurship as a Career.

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Also entrepreneurship educators should be knowledgeable of their subject matters and related disciplines, especially creativity and innovation. Learning by memorisation does not promote problem-solving skills or opportunity-recognition skills that are important for being an entrepreneur. In support of these, it was stated by Dirk, et al. (2013) and Papadimitriou (2015) that revision of entrepreneurship curriculum content in universities is required to bridge the gap between theory and practice.

Education is said to be qualitative when the input such as teachers, students, finance, facilities and equipment are converted through teaching and learning (theory and practical) and produces desirable output. Also according to Agbonlahor (2016) there is overemphasis on theoretical delivery in the present method of teaching entrepreneurship education in Nigerian universities. The ratio of students in comparison to lecturers in the universities has deemphasized the practical components of entrepreneurship education. The teaching approach must encourage students to make decisions without fear and accept mistakes as part of the learning process (Uzoagulu, 2012). Therefore, there is need to evaluate entrepreneurship pedagogical content knowledge for business education business start-up in the universities.

Statement of the Problem

Therefore, developing quality business education students that have the spirit and mine towards entrepreneurship education and business start-up would entail preparing them to become successful, independent, employers of labour, enhance job creation which will subsequently reduce unemployment, poverty and would make the society and economy entrepreneurially-inclined, thus, there is need to have a very reach teaching of content knowledge and pedagogy. Despite making entrepreneurship education compulsory in the Nigerian universities, many graduates remained unemployed and cannot venture into new business start-ups for a long period

after graduation, while they have received entrepreneurship education as a pre-requisite for their graduation which is the expected learning outcome of the entrepreneurship course they have attended as compulsory in the universities, but the training received by universities' student has not been fully successful in equipping the students with required skills and competencies needed for job creation. Therefore, on this basis teachers' pedagogical content knowledge in entrepreneurship education requires more attention and further study. Evaluation of pedagogical content knowledge is the foundation to the rethinking and re-conceptualization of entrepreneurship education. Teachers who mastered and developed strong pedagogical content knowledge in entrepreneurship would be able to deliver a firm and rich knowledge in the entrepreneurship's subject matter and field, which could increase the students' preference and intention to become an entrepreneur. However, the entrepreneurship education presently delivered to students seems to lack good and acceptable pedagogical content knowledge that will prepare the students in the university to start-up business after graduation. According to Dionco-Adebayo (2014), most Nigerian universities have commenced the entrepreneurship training about ten years ago; hence, there is need for evaluation in order to bridge the gap between theory and practice. Therefore, this study attempted to evaluate the pedagogical content knowledge of entrepreneurship education students' business start-up in the university.

Purpose of the Study

The main purpose of this study was to evaluate the pedagogical content knowledge of entrepreneurship education students' business start-up in a university. Specifically, the study sought to;

1. Determine the perceived influence of pedagogical content knowledge of

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entrepreneurship education on business education students' business start-up

2. Ascertain the relevance of entrepreneurship education pedagogical content knowledge to business education students' business start-up

Research Questions

The research questions of the study are:

1. What is the perceived influence of pedagogical content knowledge of entrepreneurship education on business education students' business start-up?
2. What is the relevance of entrepreneurship education pedagogical contents knowledge to business education students' business start-up?

Literature Review**Theoretical Framework:**

The study sought to evaluate the entrepreneurship development education on graduates' business start-up. Therefore, the theoretical underpinning of this study is derived from the Entrepreneurship theory.

The entrepreneurship theory was propounded by Richard Cantillon in 1775, one of the theories that provide foundation for entrepreneurship education is the risk-taking theory of Richard Cantillon and John Stuart Mill. The theory sees entrepreneurship as a mental education that stimulates individuals to take moderate or calculated risk for which they stand to enjoy stream of benefits, and also people taking big risk have to contend with a great responsibility (Alam & Hossan 2003). This theory is important to this study because it deals with entrepreneurship education which improves the ability, capability and potentials of human capital of a nation to undertake risks for which all stand to benefit immensely. For instance, business start-up success in the future might be better understood by recognizing the past history and principles of successful graduates' business start-up as entrepreneurs. Success might be explained by understanding entrepreneurs' ways of managing people or knowing how they set out plans and

management procedures. These are risk taking, innovativeness, and tolerance for ambiguity.

Entrepreneurship Education

Entrepreneurship education inculcates in individual's entrepreneurial skills that enable them confront situations in creative and innovative ways (Chiaha & Agu, 2013). Entrepreneurship education can also be viewed in terms of the skills that can be taught and the characteristics that can be engendered in individuals that will enable them to develop new and innovative plans. Thus, entrepreneurship education aims at inculcating in an individual the ability to seek information and advice, make decisions, plan one's time and energy, carry through an agreed responsibility, communicate and negotiate, deal with people in power and authority, solve problems, resolve conflicts, evaluate performance and feedback to improve, cope with stress and tension, and achieve self-confidence (Ikeme & Agu, 2013). According to Erwart (2012), entrepreneurship education builds skills such as managerial, human, technical, conceptual skills in the individuals by teaching and allowing them to start businesses with little or no money for themselves. Entrepreneurship education is made of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. As such, it goes beyond business creation (Enu, 2012). It is about increasing student's ability to participate and respond to societal changes. Educational system which provides enough knowledge and inspiration for would-be entrepreneurs, will enable them to develop a better understanding of entrepreneurship as well as make better decisions in choosing different paths of entrepreneurial career (Powell, 2013), especially among younger generation.



Adamu, I. A. and Abdulmutallib, U. B. Content Knowledge

The content knowledge of entrepreneurship education is immensely important in developing the entrepreneurial mind-set and entrepreneurship knowledge of students and in measuring its impact that can explicate the best method to transmit knowledge to students (Okeke & Yong, 2016). Similarly, Gibb (2011) states that content knowledge structure as a concept to delivering effective entrepreneurship education, help educators redefine the conceptual barriers of students, build frontiers of knowledge and develop entrepreneurial competence. Content knowledge include knowledge of the subject matter and its organising structure (Grossman et al., 1989; Shulman 1986; Shulman, 1987, Wilson et al., 1987) Teachers need to know the content they teach and that students are expected to master.

Ball et al. (2008) describe content knowledge as the domain knowledge, skills, and habit of the mind needed to teach and is employed in practice by educators. Knowing the content that the students are supposed to learn, knowing ways to unpack, represent, and make that content learnable, knowing how students think about the specific content, knowing ways to teach the specific content. Bausmith and Barry (2011) investigated the importance of pedagogical content knowledge and empirically agreed that content knowledge enhances teaching and learning, and influences the right outcomes of the investment in education.

Pedagogical Content Knowledge

Shulman – the Father of Pedagogical content knowledge (PCK) is an “amalgam” of content and pedagogical knowledge. In 1986, Shulman introduced the notion of PCK that includes pedagogical knowledge and content knowledge. While pedagogical knowledge refers to the teaching methods and techniques, content knowledge, on the other hand, refers to knowledge of the subject matter. In addition to specific

subject matter, the development of pedagogical content knowledge revolves around the educators’ understanding of how students learn -- or fail to learn -- in different circumstances. In short, PCK is highly topic, person, and situation specific (Van Driel & Berry, 2012). PCK includes an understanding of what makes the learning of specific topics easy or difficult, the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons (Shulman, 1986).

Shulman (1986) and his colleagues proposed a special domain of teacher knowledge that they termed pedagogical content knowledge. What provoked broad interest was the suggestion that there is content knowledge unique to teaching; Shulman identified a special domain of teacher knowledge, which he referred to as PCK. He distinguishes between content as it is studied and learned in disciplinary settings and the “special amalgam of content and pedagogy” needed for teaching the subject. The continuing appeal of the notion of PCK is that it bridges content knowledge and the practice of teaching. Therefore, the last, and arguably most influential, of the three content-related categories is PCK.

Methodology

The design adopted for the study was a descriptive survey research design. The area of the study is Abubakar Tafawa Balewa University, (ATBU) Bauchi. The population of the study was all 526 undergraduate business education students in the university, the instrument used to elicit response from the respondents was a validated structured questionnaire titled “Evaluation of Entrepreneurship Education Pedagogical Content Knowledge (EEEPCK)”. The sampling technique used was purposeful sampling. The questionnaire is structured on a 5 point Likert’s rating scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly



Adamu, I. A. and Abdulmutallib, U. B. Disagree (SD), and Undecided (U). Cronbach alpha was used to ascertain the reliability of the instrument and a reliability coefficient of 0.79 was obtained. Copies of the research instrument were administered to the respondents by the researchers with the help of two (2) research assistants. Out of the 526 copies of the questionnaire distributed, 485 were returned representing 90% rate of return and was used for analysis. Mean and standard deviation were used to analyze the data. Decision on the

items was as follows: SA with 5 points from 4.00 – 5.00; A, with 4 points from 3.00 – 3.99; D, with 3 points from 2.00 – 2.99; SD with 2 points from 1.00 – 1.99; and with 1 points from 0.00 – 99.

Results

Research Question One: What is the perceive influence of pedagogical content knowledge of entrepreneurship education on business education students' business start-up?

Table 1: Mean responses and standard deviation on the pedagogical content knowledge of entrepreneurship education perceived influence on business education students' business start-up in a University

SN	Variables	Mean	SD	Remark
1	Develop entrepreneurial mind-set for business start-up	3.3	.14	Agreed
2	Develop entrepreneurship knowledge for business start-up	3.7	.17	Agreed
3	Help redefine conceptual barriers of business start-up	3.0	.14	Agreed
4	Effective content delivery for business start-up	2.9	.14	Disagreed
5	Making the subject comprehensive for business start-up	3.8	.17	Agreed
6	Useful form of presentation of ideas for business start-up	3.1	.14	Agreed
7	Bridges content knowledge and practice of teaching for business start-up	3.4	.14	Agreed
8	Develop entrepreneurial competence for business start-up	3.7	.17	Agreed
9	Explicate the best method for transmitting knowledge for business start-up	3.9	.17	Agreed
10	Enhance teaching and learning for business start-up	3.9	.17	Agreed
Grand Mean		3.5	0.16	

Source: Field Survey (2021)

The result in Table 1 shows that all the (10) ten items have the mean score ranging from (2.9 to 3.9) which indicates that majority of the respondents have agreed. The majority of the respondents have agreed that the pedagogical content knowledge of entrepreneurship education influence business education students' business start-up in a University and their mean score is above the cut-off point for this study. Thus, the discussions on the table meaning that

majority of the respondent have agree that the pedagogical content knowledge of entrepreneurship education influence business education students' business start-up.

Research Question Two: What is the relevance of entrepreneurship education pedagogical contents knowledge to business education student's business start-up?



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Table 2 Mean responses and standard deviation on the Relevance between entrepreneurship education pedagogical contents knowledge to Business Education Students' Business start-up in a University

S/N	Variables	Mean	SD	Remark
11	Instil entrepreneurial intention to business education for business start-up	3.9	.17	Agreed
12	Develop entrepreneurial mind-set to business education students for business start-up	4.6	.22	Agreed
13	Inculcate entrepreneurial skills to business education for business start-up	4.3	.20	Agreed
14	Increase motivation to business education students for business start-up	3.2	.14	Agreed
15	Increase business education students ability to participate in business start-up	3.9	.17	Agreed
16	Help business education students in making better decision for business start-up	3.1	.14	Agreed
17	Develop better understanding of entrepreneurship education for business start-up	3.9	.17	Agreed
18	Relate theoretical aspect of entrepreneurship education into practical business start-up	3.0	.14	Agreed
19	Measure the impacts of entrepreneurship education to students for business start-up	2.8	.14	Disagreed
20	Prepare business education students to face challenges of business start-up	2.6	.14	Disagreed
Grand Mean		3.5	0.16	

Source: Field Survey (2021)

The result in Table 2 shows that all the (10) ten items have the mean score ranging from (2.6 to 4.6) which indicates that majority of the respondents have agreed that there is Relevance between entrepreneurship education pedagogical contents knowledge to Business Education Students' Business start-up in a University and their mean score is above the cut-off point for this study. Thus the discussions on the table meaning that majority of the respondents have agreed that there is Relevance between entrepreneurship education pedagogical contents knowledge to Business Education Students' Business start-up.

Findings of the Study

The findings of the study are as follows:

1. The result of the study from research question one reveals that most of the respondents responded to the items positively and agreed that the

pedagogical content knowledge of entrepreneurship education influence business education students' business start-up in a University in North-east, Nigeria.

2. The result of the study from research question two reveals that most of the respondents responded to the items positively and agreed that there is Relevance between entrepreneurship education pedagogical content knowledge to Business Education Students' Business start-up in a University in North-east, Nigeria.

Discussion of Findings

The findings in relation to research question one revealed that the pedagogical content knowledge of entrepreneurship education influence business education students' business start-up in a University in North-east, Nigeria which emphasizes in

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Developing entrepreneurial mind-set, Developed entrepreneurship knowledge, Help redefine conceptual barriers, Effective content delivery, Making the subject comprehensible, Useful form of presentation of ideas, Bridges content knowledge and practice of teaching, Develop entrepreneurial competence, Explicate the best method for transmitting knowledge and Enhance teaching and learning for business start-up. This finding is similar to the findings of (Akudolu, 2010) who states that Entrepreneurship Education to be achieved, the methods for organizing content and learning, experience should be learner-centered. In collaboration, Anowor in Akudolu (2010), argues that "since the underlying ingredient is to be located in the affective domain of the human mind, only learning experiences which touch that aspect of human mind will produce the desired outcome.

The findings in relation to research question two revealed that there is Relevance between entrepreneurship education pedagogical contents knowledge to Business Education Students' Business start-up in a University in North-east, Nigeria. which emphasizes on; Instil entrepreneurial intention to business education for business start-up, Develop entrepreneurial mind-set to business education students for business start-up, Inculcate entrepreneurial skills to business education for business start-up, Increase motivation to business education students for business start-up, Increase business education students ability to participate in business start-up, Help business education students in making better decision for business start-up, Develop better understanding of entrepreneurship education for business start-up, Relate theoretical aspect of entrepreneurship education into practical business start-up, Measure the impacts of entrepreneurship education to students for business start-up, Prepared business education students to face challenges of business start-up. The finding is similar to the findings of

Bausmith and Barry (2011) who investigated the importance of pedagogical content knowledge and empirically agreed that content knowledge enhances teaching and learning, and influences the right outcomes of the investment in education. Similarly, Gibb (2011) states that content knowledge structure as a concept to delivering effective entrepreneurship education, help educators redefine the conceptual barriers of students, build frontiers of knowledge and develop entrepreneurial competence.

Conclusion

Based on the findings of the study, the pedagogical content knowledge of entrepreneurship education influence business education students' business start-up in a University in North-east, Nigeria and secondly, there is Relevance between entrepreneurship education pedagogical contents knowledge to Business Education Students' Business start-up in a University in North-east, Nigeria. Therefore, addressing these problems would add greatly to the teaching and learning of Business Education for business start-up in a University in North-east, Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. Government, National Universities Commission (NUC), Federal Ministry of Education, Universities, and Lecturers should ensure the use of entrepreneurship education pedagogical content knowledge in teaching business education students for business start-up and to also provide training and retraining, workshops and seminars for the teachers of business education in Universities in North-east, Nigeria
2. Government, National Universities Commission (NUC), Federal Ministry of Education, Universities, and Lecturers should put more emphasis on the use of entrepreneurship education pedagogical content knowledge for



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business education students' business
start-up in Universities in North-east,
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