

Appraisal of Pedagogical Approaches to Teaching and Learning Entrepreneurship Education Course Contents in LIS Schools in Nigeria

By

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Abstract

This study investigated the influence of course content on Pedagogical Approaches to Teaching and Learning Entrepreneurship Education in Library and Information Science Schools in the Universities in North-West States of Nigeria. The study adopted a survey research design and questionnaire was used as instrument for data collection. The population of the study was made up of the academic staff and students of LIS Schools in Ahmadu Bello University Zaria and Umaru Musa Yar'adua University, Katsina. However, 29 academic staff and 283 students were selected as sample for the study, two research questions and one hypothesis were formulated and tested. Descriptive and Inferential statistics were used to analyse the data collected. The null hypothesis formulated was rejected suggesting that there is significant relationship between the course content and the pedagogical approaches to teaching and learning entrepreneurship education in the LIS Schools studied. The study established among others, that there is some level of compliance with the National Universities Commission Standard on Entrepreneurship Education in the Library and Information Science Schools studied. But the partial implementation of the NUC content area and the use of traditional teaching methods will affect the graduates' entrepreneurial skills upon completion of their programmes. The study recommends for the full implementation of NUC entrepreneurship course contents and issues concerning teaching strategies should be reviewed and contemporary approaches to teaching/learning be adopted.

Keywords: Course Content, Entrepreneurship Education, Pedagogical Approaches, Teaching, Learning, LIS Schools.

Introduction

European Commission (2016) stated that course content, teaching and learning methods need to be appropriate if entrepreneurship education is to be delivered effectively. Effective entrepreneurship courses/programmes should encourage students in problems solving skills. Thus, entrepreneurship education should include

some team based activities, project or exercise (Rabbior, 1990).

According to (Aina, n-d) entrepreneurial course contents should include; Options, openings and possibilities for self-employment, employment creation; requirement for establishing and managing enterprises; business plan project; introduction to small business start-up;

identifying information business opportunities; lobbying, advocacy and fund raising for development of libraries and information centres: branding and marketing for changing the image of libraries. NUC's (2007), entrepreneurship course contents were: introduction to entrepreneurship and new venture creation, entrepreneurship in theory and practice, the opportunity, forms of business, staffing, marketing and the new venture, determining your capital requirements, raising capital cost, financial planning and management, starting a new business, innovation, legal responsibility, insurance, and environmental consideration.

However, some teaching strategies are better suited to teaching entrepreneurial skills and fields of knowledge than others. Some strategies are better suited to certain student backgrounds, learning styles and abilities (Monaranjan, Bharati&Jayasri 2013). For decades, the classical way of education, teaching and learning in educational institutions has been through face-to-face, where the students rely on their teachers for everything related to the pursuit of their education goals. This teacher-centred methodology of education breeds students' over-dependence on the teacher. Hence, it has negative consequences on the students' independent capacity and

competence to explore, create and innovate (Mohammed, 2015).

Pedagogy or teaching method is of paramount importance in the learning process. It involved effective method and approach; Teachers use different teaching methods to convey entrepreneurship education to students. Research has established that entrepreneurs learn differently from others (Fredrick, 2007; Gatchalian, 2010). They “require active and concrete pedagogical intervention through deepening learning in theory, process and practice of entrepreneurship” (Fredrick, 2007). In addition, pedagogy helps to make a range of instructional strategies and resources to match the variety of student skills and to provide each student several ways of exploring important ideas, skills, and concepts (Monaranjan et al, 2013).

Problem Statement

The high level of unemployment and its associated social ills have been traced to poor entrepreneurship education and skills development among students in tertiary institutions. This is manifested in a number of deficiencies that these graduates exhibit in their work places such as: lack of analytical skills; lack of entrepreneurial and problem solving/decision making skills; and

inadequate technical skills (Ugwu&Ezeani, 2012). The graduate unemployment in Nigeria is attributable to the fact that employees' education and skills acquired are inadequate to meet the demands of modern day jobs (Samuel, et al 2012).

The Entrepreneurship Education delivered to undergraduates in their 300-level seems not to be meeting the aims and the objectives of the programme (Ifedili&Ofoegbu, 2011). The purpose of establishing the Entrepreneurship course seems to be defeated. There is need to determine the course contents and methodology of teaching and learning entrepreneurship education (Ifedili&Ofoegbu, 2011).

There is, therefore, need to study the pedagogical approaches to entrepreneurship education and the course contents as a determinant of entrepreneurship education success amongst the graduate of Library and Information Science Schools in Nigerian Universities.

Objectives of the Study

1. To find out whether the course content of Entrepreneurship Education in the Library and Information Science Schools in Nigeria Universities conforms to the NUC standard.

2. To determine the Pedagogical Approaches used for Teaching and Learning Entrepreneurship Education in Library and Information Science Schools in Nigerian Universities.

Hypothesis

The null hypothesis formulated for the study was:

Ho¹: There is no significant relationship between the course content of the Entrepreneurship Education and the Pedagogical Approaches to Teaching and Learning Entrepreneurship Education in the LIS Schools in Nigeria.

Literature Review

Different opinions on the course contents of entrepreneurship have been observed in literature, Knight (1987) suggested that entrepreneurship education contents should include; opportunity identification, strategy development and resource allocation, which are key elements of entrepreneurship and should be emphasized in entrepreneurship courses or programs. While reviews of the curriculum of entrepreneurship education indicate that venture initiation, entrepreneurial skills and behaviour, venture

financing, managing growth and studies are core areas in entrepreneurship education (Meyer, 2003).

Okebukola (2014) reported that at the Babson University, the entrepreneurship education integrates core competencies, key business disciplines, and the liberal arts into foundation, intermediate, and advanced-level courses while, at the Massachusetts Institute of Technology it includes; developmental entrepreneurship: seminar on funding, financing, and building entrepreneurial ventures in developing nations, how to develop breakthrough products and services, managing new ventures, corporate entrepreneurship, innovation teams, media lab entrepreneurship and linked data ventures. Ronstadt (1987) argued that entrepreneurship education should include barriers to starting a new business and possible solutions.

Entrepreneurship education should equip students with different skills, including leadership skills, communication skills, new product development, innovation (Hisrich & Peters, 1998 & Richardson & Hynes, 2008) and information communication technology. Moreover, Hood and Young (1993), based

on the opinions of 100 entrepreneurs and chief executive officers, proposed four main aspects for entrepreneurship education, including content (e.g., finance/cash management, engineering & accounting), skills (leadership, communication, and human relations) and behaviour, mentality (e.g., creativity & opportunistic thinking) and personality (e.g., self-motivation and risk-taking).

On the other hand, NUC (2007) stated that the course content of entrepreneurship education should include; introduction to entrepreneurship and new venture creation, entrepreneurship in theory and practice, the opportunity, forms of business, staffing, marketing and the new venture, determining your capital requirements, raising capital cost, financial planning and management, starting a new business, innovation, legal responsibility, insurance, and environmental consideration.

Pedagogy or teaching method is of paramount importance in the learning process. It involved effective method and approach, competent lecturer, and teaching aid. There has been debate on whether entrepreneurs are born or made. The debate arises from few examples of few giant

entrepreneurs who actually appear to have been born to be entrepreneurs, for instance Richard Branson and Bill Gates. However, there is consensus, in the literature that point to the fact that entrepreneurship can be taught. The debate is what should be taught and how it should be taught (Lourenco and Jones, 2006). Levies' study reflects on how courses are taught and places emphasis upon the importance of learning from: real situations; interactions by role playing and use of projects; and business plan development and presentations (Gibb, 2002). In inculcating the entrepreneurial spirit for education, enterprises require several innovations in the content, mode of teaching, assessment method towards more practical and exposure to real work life. Indeed, educators are challenged with designing effective learning opportunities for entrepreneurship students (Solomon, 2007).

Different opinions on the teaching of entrepreneurship have been observed in literature. Some researchers suggested that entrepreneurship education should stress theories and principles of entrepreneurship because these are useful to develop cognitive skills of students (Fiet, 2001). However, other commentators argued that

practically focused and action-based approaches are more valid (Hostager & Decker, 1999 & Johannisson, Landstrom & Rosenberg 1998). In a balanced view, Anderson and Jack (2008) argued that the teaching of entrepreneurship should highlight both the theoretical and practical aspects of entrepreneurship. Various ways to deliver the entrepreneurship courses/programs have been observed. According to Ronstadt (1990), students should be trained to make decisions in the "unstructured and uncertain nature of entrepreneurial environments" hence the entrepreneurship education should focus on the practical training on how to set up and manage a new business.

However, Collin, Smith & Hannon, (2006) encouraged active teaching and learning approaches. Co and Mitchell (2006), based on different teaching approaches, explained that it is necessary to examine whether the current teaching methods achieve the course objectives. They advised using "more interactive methods such as role playing and simulation for students to practice analytical and decision making skills".

Methodology

Survey design was adopted for this study and the population comprised of all the Universities recognized by the National Universities Commission (NUC) that are currently awarding a minimum of first degree in Library and Information Science in the North-West States of Nigeria. According to the NUC (2014), there are four (4) universities in the North-West States of Nigeria awarding a minimum of first degree in Library and Information Science. Two sampling techniques; proportionate sampling technique and the simple random sampling technique with replacement were used. Questionnaire was used as research instrument for data collection Software Package for Social Sciences (SPSS) was used, Descriptive and Inferential statistical methods were used to present the data collected and percentage also employed to analyse the data that relate to the research questions. The hypothesis of the study was tested using the Pearson Product-Moment Correlation. Modified Likert scales used in the study comprised of five points rating; SA (3.50-4.00), A (2.50-3.49), D (1.50-2.49), SD (1.00-1.49) and U (0.00-0.99).

Findings and Discussion

Out of the 312 copies of questionnaire distributed to both the academic staff and students in the two Universities studied, 265 copies (85.0%) were returned.

The Contents of Entrepreneurship Education Courses in LIS Schools Studied.

Attempt was made by the researchers to determine the extent to which the course contents of the Entrepreneurship Education taught in LIS School Studied relate to the NUC standard, the respondents responses are provided in table 1.

Tables 1 Relevance of LIS Course Contents to the NUC Entrepreneurship Courses

S/N	NUC Entrepreneurship Courses	LIS Schools Studied													
		ABU						UMYU							
		R		NR		U		R		NR		U			
		F	%	F	%	F	%	F	%	F	%	F	%		
1.	Introduction to entrepreneurship and new venture creation	130	76.9	11	6.5	28	16.5	40	41.6	13	13.5	43	44.7	265	100
2.	Entrepreneurship in theory and practice	122	72.1	20	11.8	27	15.9	60	35.5	15	15.6	21	21.8	265	100
3.	The opportunity	120	71.0	22	13.0	27	15.9	61	63.5	12	12.5	23	23.9	265	100
4.	Marketing and the new venture	80	47.3	33	19.5	56	33.1	59	61.4	3	3.1	34	35.4	265	100
5.	Determining your capital requirements	75	44.3	36	21.3	58	34.3	56	58.3	10	10.4	30	31.2	265	100
6.	Raising capital cost	63	37.2	35	20.7	71	42.0	57	59.3	9	9.3	30	31.2	265	100
7.	Financial planning and management	85	50.2	33	19.5	51	30.1	55	57.2	4	4.1	37	38.5	265	100
8.	Starting a new business	71	42.0	37	21.8	61	36.0	56	58.3	12	12.5	28	29.1	265	100
9.	Innovation and creativity	90	53.2	29	17.1	50	29.5	40	23.6	21	21.8	35	36.4	265	100
10.	Legal responsibility	125	73.9	18	10.6	26	15.3	59	61.4	13	13.5	24	25.0	265	100
11.	Insurance	79	46.7	24	14.2	66	39.1	59	61.4	7	7.2	30	31.2	265	100
12.	Environmental consideration	114	67.4	40	23.6	15	8.8	48	50.0	11	11.4	37	38.5	265	100

KEY: (R) Related, Merge of Highly Related and Related, (NR) Not Related, Merge of Rarely Related and Not Related, (U) Undecided

The table 1 indicated that the entrepreneurship education course contents in LIS Schools Studied that relate to the NUC standard for both Universities studied with 50% and above response scores were: Opportunity, Financial Planning and Management, Legal Responsibility, Entrepreneurship in Theory and Practice and Environmental Consideration.

Specifically however, the entrepreneurship education course contents in ABU that relate to the NUC standard apart from the above listed were: Introduction to Entrepreneurship and New Venture, and Innovation and Creativity. Whereas for that of Umaru Musa Yar'adua University, Katsina they were: Insurance, Marketing and the New Venture, Raising Capital Cost, Determining Business Capital Requirements and Starting a New Business.

The entrepreneurship education course contents in the LIS Schools Studied that did not relate to the NUC standard in ABU studied with less than 50% response were: Marketing and the New Venture, Determining Business Capital Requirements, Raising Capital Cost, Starting a New Business and Insurance. Whereas, UMYU have: Introduction to Entrepreneurship and New Venture Creation, and Innovation and Creativity. From the above findings, it could be said that the course contents of the entrepreneurship courses taught in the LIS Schools Studied have relationship with the NUC 12 courses provided.

Pedagogical Approaches

The researcher sought to identify the approaches used for teaching entrepreneurship education in the institutions studied. The data collected in this regard were analysed and presented in table 2.

Table 2 Pedagogical approaches for Teaching Entrepreneurship Education in the LIS Schools Studied

S/N	Pedagogical Approaches	LIS Schools Studied									
		ABU					UMYU				
		AP		NP		AP		NP			
		F	%	F	%	F	%	F	%	F	%
1.	Lecture method	6	85.7	1	14.3	9	75.0	3	25	19	100
2.	Learning by doing	5	71.4	2	28.6	4	33.3	8	66.7	19	100
3.	Problem based learning	0	0.0	7	100	2	16.7	10	83.3	19	100
4.	Co-operative learning	5	71.4	2	28.6	0	0.0	12	100	19	100
5.	Field trip	4	57.1	3	42.9	5	41.7	7	58.3	19	100
6.	Creative problem solving techniques	1	14.3	6	85.7	0	0.0	12	100	19	100
7.	Case study/discussion method	0	0.0	7	100	4	33.3	8	66.7	19	100
8.	Peer learning	0	0.0	7	100	0	0.0	12	100	19	100
9.	Project based learning	0	0.0	7	100	0	0.0	12	100	19	100
10.	Real world simulation	0	0.0	7	100	7	58.3	5	41.7	19	100
11.	E-learning	0	0.0	7	100	5	41.7	7	58.3	19	100
12.	Learning diaries, portfolios	0	0.0	7	100	0	0.0	12	100	19	100
13.	Experiential Learning	2	28.6	5	71.4	1	8.3	11	91.7	19	100

Key: (AP) Applied, (NP) Not Applied,

Using a minimum benchmark of 50% and above response scores, the table revealed that the most applied pedagogical approaches for teaching entrepreneurship education with high impact in ABU were: Lecture Method, Learning by Doing, Co-operative Learning and Field Trip. On the other hand, those of UMYU were: Lecture Method and Real World Simulation. The approaches with less important response scores of less than 50% were: Problem Based Learning, Creative Problem Solving Techniques, Case Study/Discussion Method,

Peer Learning, Project Based Learning, E-learning, Learning Diaries and Portfolios and Experiential Learning. Basically, it can be argued that of the 5 pedagogical approaches adopted with high impact and all most prevalent in the LIS School studied were only 5.

It can be argued that the approaches used in the institutions studied were in line with what McKeown *et al.*, (2006) who found that most of the Higher Education Institution (HEI) programmes in the UK

(86%) still use very traditional teaching and learning methods. Traditionally, entrepreneurship has been taught in classrooms using a didactic approach; well-known as “teacher centred” the students gain knowledge as the teacher is teaching.

Thus, it can be said that students in the LIS schools studied were taught in the traditional method that may not enable them to acquire the necessary entrepreneurial skills. The teaching of entrepreneurship education should adopt methodologies that will enable students to see all the dimensions associated with entrepreneurship. That learning theory is only one element of entrepreneurship education (Gibb, 1996).

This finding points to the need for the academic staff to diversify their approaches to teaching entrepreneurship education in their institutions. Gibb (1996) argued that in order to successfully teach entrepreneurship an “enterprising approach” needs to be employed by the teacher who is seen as a facilitator for students to learn from their mistakes. The teacher who follows this approach is responsive to students’ needs and sessions are flexible.

Ho¹: *There is no significant relationship between the course content of the entrepreneurship education and the pedagogical approaches to teaching and learning entrepreneurship education in the LIS Schools Studied in Nigeria.*

Table 3 Analysis of Relationship between Course Content and Pedagogical Approaches to Teaching and learning of Entrepreneurship Education on the LIS Schools

Variables	Mean	Std. Dev.	N	DF	r	P
Course Contents	31.3321	13.49506	265	263	-0.158	0.010
Pedagogical Approaches	31.7887	13.74362	265	263		

From table 3, Pearson correlation is $r = -0.158$, p value is 0.010, the alpha used was 0.05. From this analysis, p value is less than alpha; hence the null hypothesis one is rejected.

Findings on Descriptive analysis

1. The entrepreneurship education curriculum in LIS Schools studied in Ahmadu Bello University; Zaria and Umaru Musa Yar'adua University Katsina that conforms with the NUC standard to some extent were: Opportunity, financial planning and management, legal responsibility, entrepreneurship in theory and practice, environmental consideration, introduction to entrepreneurship and new venture creation, innovation and creativity, insurance and marketing the new venture, raising capital cost, determining your business capital requirements and starting a new business
2. The approaches used in teaching and learning entrepreneurship education in the LIS schools studied were: Lecture method, learning by doing and co-operative learning, Real World Simulation, and field trip in both Ahmadu Bello University; Zaria and Umaru Musa Yar'adua University Katsina.

Findings on Inferential Analysis

The result of the hypothesis tested showed that:

There is significant relationship between the course content and the pedagogical approaches to teaching and learning entrepreneurship education in the LIS Schools studied.

Recommendations

From the findings of the study the following recommendations are proposed.

- I. In order to be in line with the NUC standard and to achieve maximum objectives for teaching and learning entrepreneurship education, the following courses should be incorporated into the entrepreneurship programme: Marketing and the new venture, determining your business capital requirements, starting a new business, insurance, introduction to entrepreneurship and new venture creation, innovation and creativity.
- II. For effectiveness, the academic staff (lecturers) needs to adopt different teaching strategies as there is no single universal teaching approach that suits all situations. Thus, the

following strategies have been suggested: Problem based learning, creative problem solving techniques, case study/discussion method, Peer learning, project based learning, e-learning, learning diaries, portfolios and experiential learning.

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