



EVALUATION OF THE TEACHING OF STRATEGY IN BUSINESS EDUCATION IN THE DEVELOPMENT OF ENTREPRENEURSHIP SKILLS IN KOGI STATE POLYTECHNIC

Favour Folushade Olaleye¹, Anna Obamero Adediji²

¹Department of Business Administration, Kogi State Polytechnic, Lokoja, Kogi State

²Department of Accountancy, Kogi State Polytechnic, Lokoja, Kogi State

ABSTRACT

The transformation of entrepreneurship skills and drive among students has been one of the major government concerns globally in recent time including Nigeria. The strategies to effectively implement this has been via deliberate effective teaching through direct teaching strategies, interactive teaching strategies and practical operational teaching strategies in most of the tertiary institutions including Kogi State Polytechnic Lokoja. Thus, in order to evaluate whether or not these strategies have been helpful in providing the needed result, the study merely used the instrument of a structured questionnaire in eliciting responses from a purposeful sample population of 200 hundred students of the HND/ND of the Business Administration department of Kogi State Polytechnic. Data gathered are subjected to a Likert scale measurement and analyzed using the Spearman correlation analysis. Result showed that all three variables are statistically significant in explaining entrepreneurship skill transformation but with a weak rho. It was concluded that there are other possible concerns other than the one used in this study responsible for the weak coefficient among the variables. As such, a stronger but deliberate tripartite –lecturer-student-government arrangement for optimal result is recommended.

KEYWORDS: Entrepreneurship, Education, Teaching Strategy, Transformation

INTRODUCTION

Recently, the acquisition of entrepreneurship skills/knowledge/education, especially among the tertiary students, has received massive attention in the global space. This is specifically so among the developing and emerging economies of the world, where the agent of economic advancement such as in technology-driven and aided learning is low (Kim-Soon, Al-Rawi, Mostafa, Ling, Al-Dayyeni, Ali, Mahmoud & Al-Rawi, 2022; Fidel-Imoisili & Ogunleye 2021; Sutapa, Zeplin, Tarigan, Djundjung & Rahardjo, 2018).

In this context, entrepreneurial learning/education has been seen as tool of catalyst in this regard. According to Mahieu (2006), entrepreneurial education is viewed widely from diverse perspective. For instance, in the United Kingdom, the concept is often referred to as enterprise education. With this, its focus broadly on personal development, mindset, skills and personal abilities. In the United States of America, the concept is widely called entrepreneurship education (Erkkilä, 2000). In other words, the term entrepreneurship education has been described as focusing on specific context of setting up a venture and becoming self-employed through innate drive or acquired learning/strategies (Mahieu, 2006). Some other concepts often used are: enterprise and entrepreneurship education, or entrepreneurial education.

More importantly, the efficacy of entrepreneurial education has been seen as a vital tool to contributing to economic growth in the areas of youth employment, reduction of vices, insecurity, economic productivity, innovation, technological advancement, new business creation, fostering creativity, to say the least; through appropriately designing of taught educational curriculum (Kim-Soon, et al, 2022; Fidel-Imoisili & Ogunleye 2021; Sutapa, et al, 2018; Lackeus, 2015; Wilfred-Bonse, Sam-Ngwu, 2014; Cooney, 2012).

On record, in Nigeria, approximately 600,000 thousand graduates are turned-out yearly from all the tertiary institutions (Ukazu 2021). However, out of this population, 13.69 percent remained unemployed in 2016. This figure rose to 15.3 percent in 2019 and, now 33.3 percent in 2021 (National Bureau of Statistics - NBS). Out of this, 22.8 percent are under-employed, 42.5 percent are youth employment (graduates), while 21.0 percent are youth under unemployment. This record collaborates that of the International Labour Organisation (ILO) report of 2020, where it affirmed that unemployment in Nigeria has been linked to increased number of graduates with no matching job opportunities. That there is also the presence of a moratorium on employment in many public and private sectors, plus continued job losses in the manufacturing and oil services owing to economic crisis endangered largely by economic fluctuations,



mismangement and the ongoing pandemic (Okunlola, Babajide & Isibor, 2020).

In this wise, Nigeria government, through its Ministry of Education, has devoted efforts in creating entrepreneurial curriculum and policies aimed at equipping students of higher learning especially at the Polytechnics and Universities to be self-reliant. The aim is to gain adequate skills through strategically taught classes using varying but effective learning strategies (Shamatov, Merrill & Cohen Miller, 2017).

To gain entrepreneurship skill, the learning atmosphere must be right. The styles, the teachers, the teaching, and the environment must be effective. In the words of Shamatov, et al (2017), effective teaching means that learning is taking place. The purpose of education in the institution of higher learning (i.e. Polytechnics and Universities) is to produce learning, and its measures of success is whether or not students achieve the learning outcomes (Esmi, Marzoughi & Torkzadeh, 2015; Dragovich & Halaseh, 2015).

In Nigeria, there are thirty-seven (37) Federal Polytechnics, fifty-one (51) State Polytechnics and sixty-four (64) Private Polytechnics in Nigeria. Out of this, Kogi State Polytechnic is centrally located at the North Central. The Polytechnic was established by Kogi State government in the year 1992 through an amended Edict No 6 of 1994, is mainly to provide man power for the State in particular and has produced graduates numbering several of thousands since inception. Like most other higher learning in the country, Kogi State Polytechnic pride itself in the establishment of Centrally Learned Entrepreneurial Centre, where students (National Diploma - ND and Higher National Diploma - HND) are taught the rudiment of entrepreneurial education in order to transform them to worthy job creators after their graduation. Like most other schools, writers, researchers, policy makers and pundits, the Polytechnic, had in the past, and on-going, adopt series of teaching strategies that range from the common classroom teaching model - direct learning - mentoring, training through curriculum, special lessons/assignment, tutoring and inviting guest entrepreneurs; interactive teaching strategy - process learning, learning from mistakes, group discussion, networking, problem solving, active learning; practical operational strategy - role-playing, training workshop, class practice, research projects, internship, practical experiences, etc. Whether or not this is effective in driving the need to which the Centre is created leaves much questions in the mind of the researcher. Thus, an evaluation is imperative. The essence, therefore, for this study, is to evaluate the general effectiveness of the teaching strategies deployed in the school, and its overall impact on transforming the entrepreneurial skills needed by the students'.

OBJECTIVE OF THE STUDY

For a robust study, the objectives are subdivided into the main objective and other specific objectives. The main objective of the study is to evaluate the teaching of strategy in business education in the development of entrepreneurship skills in Kogi State Polytechnic. Other objectives are:

1. Identifying whether or not direct teaching transforms needed entrepreneurial skills among Kogi State Polytechnic students.
2. Assess the impact of interactive teaching strategy in the transformation of entrepreneurship skill of the Kogi State Polytechnic students
3. Ascertain the effectiveness of practical-operational teaching on the transformation of entrepreneurial skill of the student of Kogi State Polytechnic.

RESEARCH QUESTION

Based on the specific objective of the study, the following research questions were raised:

1. Does direct teaching strategy have any significant influence in transforming entrepreneurial skill among Kogi State Polytechnic students?
2. To what extent do we agree that interactive teaching strategy help in transforming entrepreneurial skills among Kogi State Polytechnic student?
3. What is the effectiveness of practical-operational teaching in transforming entrepreneurial skill among Kogi State Polytechnic students?

HYPOTHESES

H₀₁: Direct teaching strategy does not significantly transform entrepreneurial skills among Kogi State Polytechnic students

H₀₂: Interactive teaching is not a strategy that significantly transforms entrepreneurial skills among Kogi State Polytechnic students.

H₀₃: Practical operational teaching strategy is not significant in transforming entrepreneurial skills among Kogi State Polytechnic students.

LITERATURE REVIEW

Conceptualizing Entrepreneurial Education

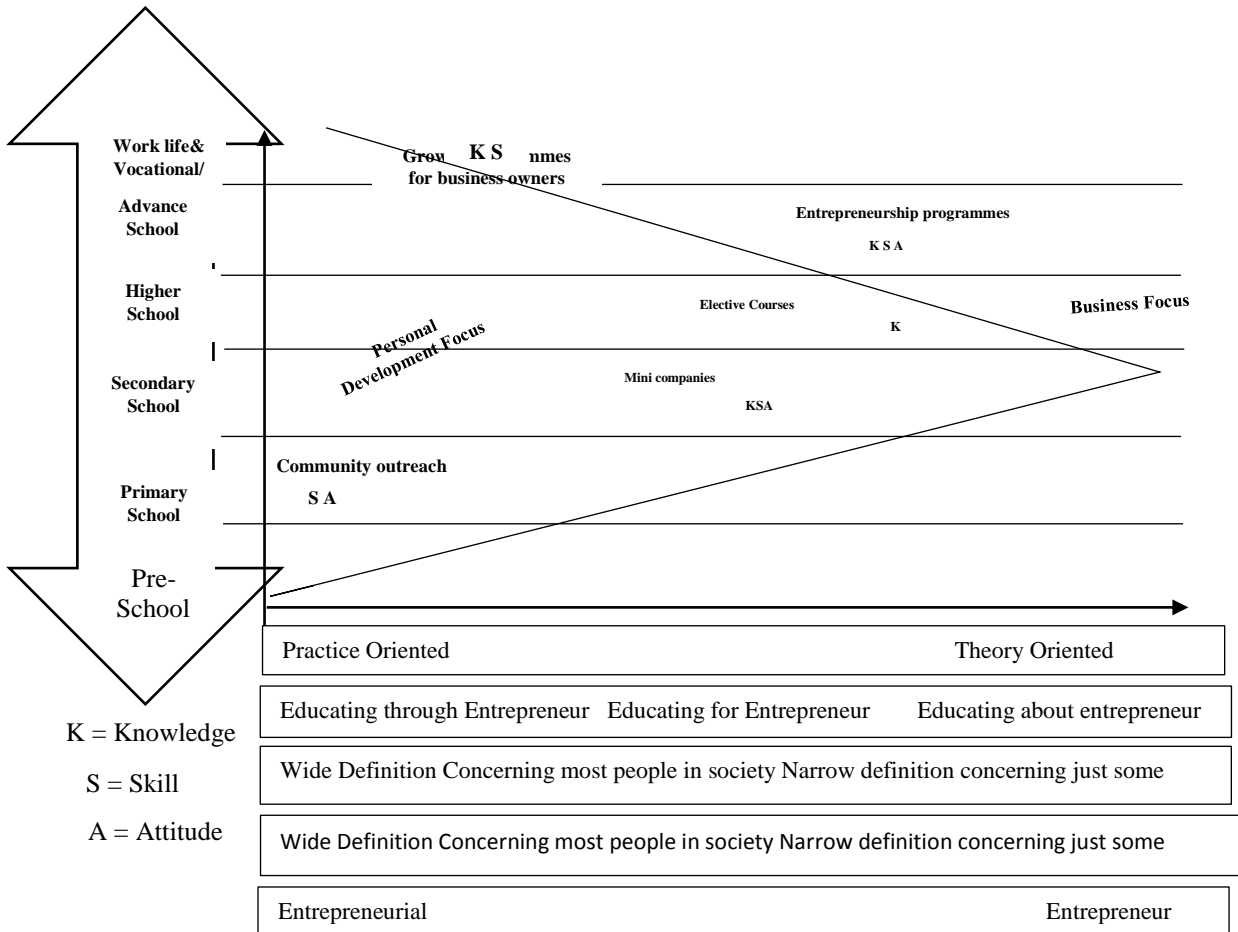
Understanding the concept of enterprise/entrepreneurship/entrepreneurial/education is germane to this study. This is so as to avoid common misconception, especially as it relates to education. Though, most often than not, authors have ascribed same or similar meaning to the concept inasmuch as it sounds like the concept. This is not to say also that there is consensus as to its native meaning (Fidel-Imoisili & Ogunleye 2021; Lackeus 2015; Mahieu, 2006).

For clarity, in a European Union Commission (EUC) study of the Organization for Economic Cooperation and Development (OECD) by Lackeus (2015), Hytti (2005), and Mahieu (2006), Erkkila (2000) study, the term is described as enterprise education in the United Kingdom. This differs to that of Mahieu that says it is entrepreneurship education. For Lackeus, enterprise education is defined broadly as mainly focusing on personal development, mindset, skills and abilities of an entrepreneur, whereas entrepreneurship education is simply focusing on the building-business concepts where, the entrepreneur sets-up a venture or he/she becomes self-employed. On the other hand, entrepreneurial education term is



synonymous to the United States. Here, there is the unifying understanding that the concept encompasses both enterprise and entrepreneurship education, thus leveraging us of most common misconceptions (Fidel-Imoisili &

Ogunleye 2021; Lackeus 2015; Sarasvathy & Venkataraman, 2011; Mahieu, 2006). This description is also the summation of most recent authors such as Erkkila (2000) in their narrow and broad definition of the concept.



The figure depicts the time line for the meaning of the concept of entrepreneurial education as describe through the narrow and the broad way. Specifically, narrow definition of entrepreneurship is concerned about opportunity identification, business development, self-employment, venture creation and growth. It is about becoming an entrepreneur (Fayolle & Gailly, 2008). On the other hand, broad definition of the concept describes it as concerning personal development, creativity, self-reliance, initiative taking, action oriented, thus, becoming entrepreneurial. In the word of Mwasalwiba, (2010), whatever definition is used, has, to a great extent, huge impact on educational objectives, target audiences, course content design, teaching methods and student assessment procedures.

Teaching Strategy

Again, teaching strategies relate to methods which are used in the general teaching professions. Specifically, each profession has its unique characteristics in teaching its students in how, while, when, where and why such study should be

taught. In order words, a profession may use a particular strategy or group of strategies, to pass on training to its students. This is not quite different in the manner and means through which entrepreneurial education is been passed on to the students. However, unlike already existing skills being taught to specified students/apprentice, entrepreneurial education differ slightly. While, it is the goal of entrepreneurial education to equip the students with the necessary skills to be self-reliant, the students are also expected to possess some innate qualities in addition to the entrepreneurial skill-sets as pointed out in Kim-Soon (2022), Lackeus (2015), Cooney (2012). In the words of Akani (2011), Mohammed and Futua (2009) there are varying strategies that can be employed in teaching and transforming entrepreneurial education among students. These are:

- i. Organizing internship for students/ activity-based method
- ii. Establishing seminars/workshop/child centered method for students



- iii. Organizing Practical/ problem solving/demonstration method.
 - iv. Reward based system
 - v. Learning through science-technological method.
- These strategies are not exhaustive

List of Some Teaching-Strategies Use in Entrepreneurial Education

Teaching Strategies	Elements
Direct Teaching-learning Strategies	Invitation of guest entrepreneurs, mentoring, organizing seminars, video aid, extracurricular functions, specialized lessons, and tutoring
Interactive teaching strategies	Process-learning, identifying errors/mistakes, organizing interview session, group discussion, bilateral learning, problem solving, networking, discussion, active learning
Practical teaching strategies	Workshops, class practice, research/project writing, visitation, internship, studying, actual starting a business, investing in individual/group projects, practical experience.

Source: Esmi, et al (2015).

Entrepreneurial Educational Link Programme Development in Nigeria

Like most parts of the globe, where there are deliberate links between education and the industry, same is said of the entrepreneurial education. Most often, the intention between developing a link between entrepreneur education and the industry is to broaden the needed zeal and enthusiasm of students across tertiary institutions.

For instance, Wilfred-Bonse and Sam-Ngwu (2014) observed that Africa and indeed Nigeria has, in the time past developed a synergy between the industry and the educational sector. The obvious reasons are spelt also in Wilfred-Bonse and Sam-Ngwu (2014) argument of providing students with the real-life situation for mutual benefits. For example, there is the Pasadas Fashion Incubation in South Africa where students via various educational institutions are made to be incubated in school to acquire needed entrepreneurial skill-set in this direction. There is also the YAYA – Young Achievement Austria where entrepreneurial skill sets are taught in the area of business development (Wilfred-Bonse and Sam-Ngwu, 2014).

In Nigeria, the Students Industrial Work Experience Scheme – SIWES, is the umbrella covering the link between the students’ transformation and the industry. Like what is obtainable in most clime, the essence of this is to foster deliberate harmony between what is expected of the students and the industrial world at large. In order words, students are expected to gain industrial experience prior the final graduation

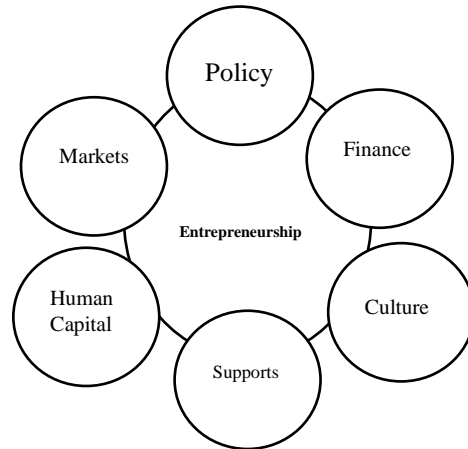
and, likewise, expected to have been stirred up in their individual future expectations. With this, a link that helps improve the standard of education, student and the country is harnessed.

Specifically, the SIWES is organized by the government under the Industrial Training Fund (ITF) for colleges of education, monotechnic, polytechnics and universities. The following are some of its responsibilities:

1. To make room for synergy between the students and the industry in acquiring industrial skills and experience in whatever course of study especially in engineering and related fields.
2. Allow students acquire the industry exposure in areas that are ordinarily not available in the institutions. For example, in the areas of machine operations, handling, maintenance and more.
3. Provide hand-on situation to the students on potential encounters after graduation
4. Provide an easy avenue for student on the world-of-work and for further/future work opportunity.
5. Give room for application of classroom knowledge in the real world.
6. Bring a form of dual participation between the industry and the educational sector. This can involve the industry narrating their expectations for the educational sector and, likewise, the latter prepares and sharpen its curriculum and students towards this direction.



The General Entrepreneurship Ecosystem



Adopted from Cooney (2021).

The Case of Kogi State Polytechnic, Nigeria

Kogi State Polytechnic was established in December 1992 by the 1st and 2nd Executive Governor of Kogi State, Prince Abubakar Audu through an amended edict No. 6 of 1994. The Polytechnic took off in January 1993 at the Government Science Secondary School, Lokoja and Osara Campus with Dr. Isa I.A. as the first Rector. Our Mission: ‘To provide a world Centre of learning and research in technological and vocational training for sustainable development’. Our Vision: ‘To be the leading Polytechnic that prepares students through hands – on – training to be work ready, life ready and world ready’ (www.kogistatepolytechnic.edu.ng) (office of the Rector 2020).

Entrepreneurial Education (Trades) at Kogi State Polytechnic

Like most tertiary institutions in the country, the Kogi State Polytechnic pride itself in array of entrepreneurship trades

at its centre of entrepreneurship development. From the available trades, students are allowed to choose based on their interest. A list of trade available at the Polytechnic for both the national diploma and higher national diploma are as listed below;

- i. Tie and dye / batik production
- ii. Fashion design and tailoring
- iii. Knitting
- iv. Beads and wire work
- v. Chemical product (cosmetology)
- vi. Wood work and carpentry
- vii. Blocks and interlocking – tiles production
- viii. Shoes and bags production
- ix. Photography and video production
- x. Welding and metal fabrication
- xi. Sachet water production
- xii. Millinery (turban and facinator)

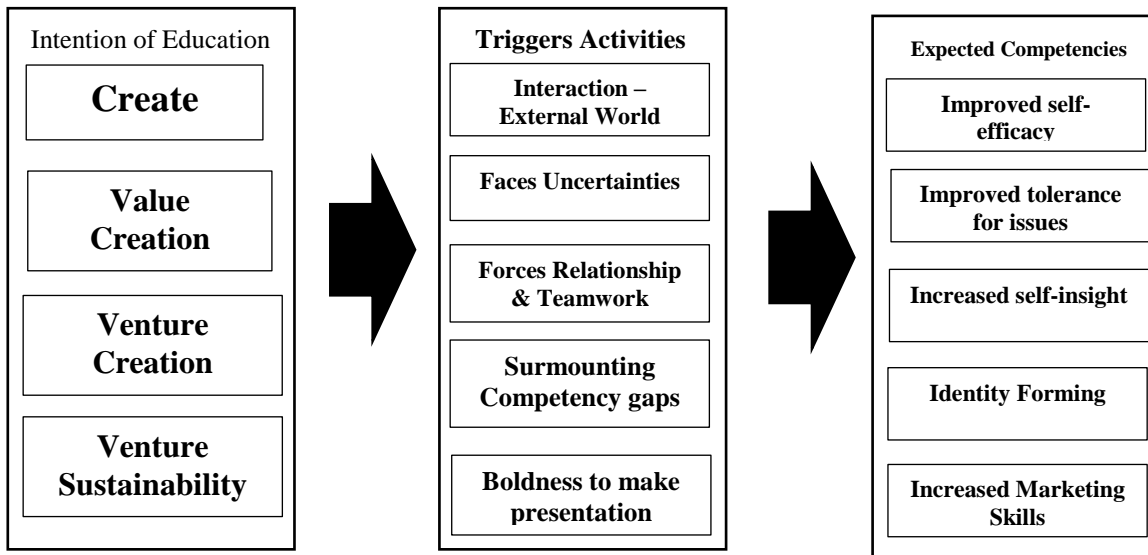
Entrepreneurial Competencies

	Central Theme	Sub-Theme	Description
Cognitive competencies	Knowledge	Mental Models	Knowledge about risk taking – ability to get things done with no/minimal resources – probability models.
		Declarative Knowledge	Possessing entrepreneurship basics – value creation, generation of idea, opportunities, accounting, finance, technology, marketing, risk, etc.
		Self-insight	Personal fitness knowledge
Non-cognitive Competencies	Skills	Marketing skills	Conducting marketing research assessment, marketing of products and services, persuasion, exciting people about ideas, relationship with customers, communicating a vision.
		Resources skills	Creation of a business plan, financial plan, obtaining funding, access to resources.
		Opportunity skills	Recognizing and acting on opportunities, product/service/concept development



	Interpersonal skills	Leadership, motivating others, managing people, listening, resolving conflicts, socializing and teamwork
	Learning skills	Active learner, adaptive, coping with uncertainties
	Strategic skills	Setting priorities, focusing on goals, defining a vision, developing strategy, identifying strategic partners.
Attitudes	Entrepreneurial passion	Need for achievement
	Self-efficacy	Belief.
	Identity	Deeper beliefs, role identity, values
	Proactiveness	Action-oriented, initiator, proactive.
	Uncertainty/ambiguity/tolerance	Comfortable with uncertainty, ambiguity, adaptable, open to surprises
	Innovative	Novel thoughts, actions, unpredictable, radical change, innovative, visionary, creative, rule breaker
	Perseverance	Ability to overcome adverse circumstances

Result models for Entrepreneurship Education



Adopted from:Lackeus (2015)

METHODOLOGY

The case study (CS) methodological approach is designed for this work. Generally, a CS provides a general in-depth and multi-faceted understanding of a complex issues in real life context. It allows a researcher to obtain feedback on what has been observed in certain persons/group of persons, and other things over-time for generalization purpose. At Kogi State Polytechnic, there are 6 Schools (Faculties) and 25 Departments. The Department of Business Administration (BA) is one of the departments domicile at the School of Management Studies. There is a total of four hundred students at the department. The composition is: Higher National Diploma (HND 1 & 2) – 160, and National Diploma (ND 1 & 2) – 240 respectively, making a total of 400 students. In addition, each department is mandated to take a course in Entrepreneur (theoretical and practical), as one of the major pre-requisites to graduation. This course comprises

of twelve (12) available start-ups – trades, which the students are expected to choose from based on their intrinsic drive. To achieve the objective of the study, the researcher purposefully selected (BA), being the department where the researcher is domicile. Based on this, the study designed a questionnaire to elicit feedback from the questions raised in the study. Likewise, to validate the empirical process, the students are made to response to a Likert Scale response rate measure of: Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D), and Not Sure (NS) responses at a scale of 5 to 1. These responses are subjected to a correlation analysis using the Spearman correlation regression test to ascertain the most significant learning strategies considered most suitable, and that yield the most impactful effect. This was done using the Statistical Package for Social Science (SPSS) software version 26. Prior this, the study demonstrates the visual plot of



responses. It also conducts a pre-test of Cronbach Alfa, and make the study to undergo a validity and reliability validation.

Population of the Study

The population of the study comprises of the entire students offering Entrepreneur at both the Higher National Diploma and National Diploma Levels at the Department of Business Administration. Presently, there are a total of 400 students – Higher National Diploma 1 = 80, Higher National Diploma 2 = 80, National Diploma 1 = 120, National Diploma 2 = 120.

Data collection Instrument

Levels				
HND 1	HND 2	ND 1	ND 2	Total
50	50	50	50	200

Validity of Instrument

Validity allows for ascertainment of the rightfulness of instrument adopted. Often, the face validity, content validity, criterion validity and construct validity are checked. For example, criterion validity is carried out by scholars and experts to test for originality of our variables used. Likewise, face validity, which allows the researcher makes an assertion of truth to have measured what it intends to measure is also checked. Similarly, content validity, which tells of the appropriateness of the wordings of the instrument and the objectives of the study is also carried out (Kothari and Gaurav, 2015; Baridam 2001). In order words, validating the face and content validity of the instrument, the work requested the contributions and opinions of scholars and academics, experts, individual business owners and government agencies and parastatals on the designed questionnaire. The essence of this is to ascertain the coverage, since the outcome of the study is expected to form a part in policy formulation for concerned authorities.

Reliability Test

This is to determine the consistency and or precision of the measures used in the study. In order words, to ensure that the measurement is consistently reproducible, a test re-test of Cronbach Alfa is applied. Cronbach’s Alpha is considered the most appropriate statistical test for reliability, given the nature of responses used to construct the scales. For this kind of data, this is equivalent to the Kuder-Richardson formula 20 (KR20) coefficient ((Kothari and Gaurav, 2015; Baridam 2001)). These evaluations are a more rigorous approach than traditional split-half statistics. The Cronbach’s Alpha ranges in value from 0 to 1. A coefficient equal to or greater than .6 is often considered a minimum acceptable level, although some authorities argue for a stronger standard of at least .70 ((Kothari and Gaurav, 2015;

Sampling Technique

It is imperative to perform a sampling test since the entire population may be too cumbersome. To achieve this, the study adopted the Taro Yameni sampling size determination for optimal selection. This is derived thus:

$$n = \frac{N}{1+N(e)^2} \tag{1}$$

Where: n = sample size sought
 e = level of significant
 N = Population size

$$\text{Thus, } \therefore n = \frac{400}{1+400(.05)^2} \tag{2}$$

A total of 200 hundred sampling is used.

Baridam 2001). The internal consistency for this instrument in this study is not expected to be different.

Data Analysis Technique

The Spearman Order Correlation coefficient data technique will be used to prosecute our findings through the software specified. This is derived thus:

$$rs = 1 - \frac{6 \sum d^2}{N^3 - N} \tag{3}$$

where:

$\sum d^2$ = sum of the squared difference in the ranking of the subject on the two variables.

N= number of subject being ranked.

Underlying Assumptions

Spearman correlation regression is depicted Rho or rho and assumes any value from -1 to +1 indicating perfect correlation and, 0 as no relationship between the hypotheses stated. A -1 +1 test of the hypothesis tells of the type of relationship existing between H₀ and H₁ while, a 0 shows no relationship. This immediately tells us of the kind of error that is committed while either rejecting or accepting the alternative hypothesis. In our case the Likert scale as stated earlier will be used to ascribe weight in the sequence based on the technique stated.

RESULT

Descriptive Statistics

The study presented the descriptive statistics – graphs, in trends of male and female population, age-grade, and choice of trade in the study. It is present here under

Age Range Classification of Respondents

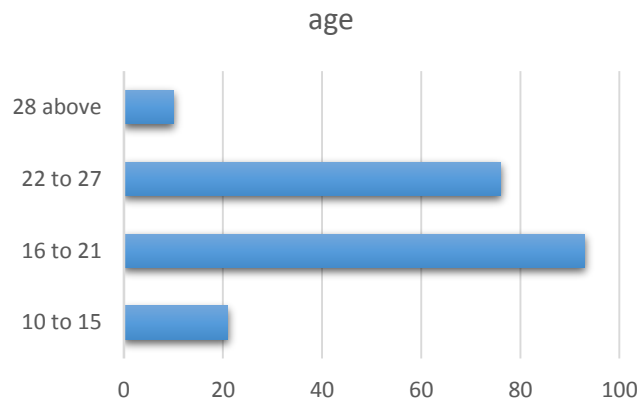


Figure 1

The study showed the age range of the respondents that are used in the study. Figure 1 indicates that those occupying the age bracket 16 to 21 represents the highest number of the

respondents. This is followed by those in age bracket 22 to 27, 10 to 15 and 28 and above respectively.

Sex Characteristics of Respondents

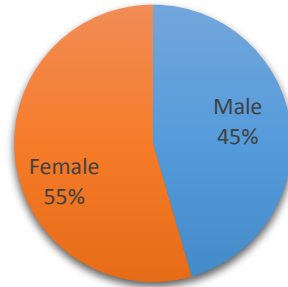


Figure 2

Likewise, Figure 2 showed the sex characteristics of the respondents. As indicated, a total number of 55 percent female are represented in the population. Also, 45 percent are male. By

implication, it means that the female population are larger than the male population of the study.



Trade Choice Trend of Respondents

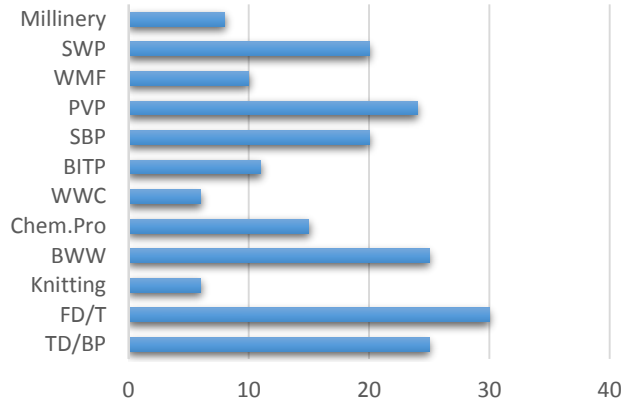


Figure 3

Going forward, Figure 3, shows the trend in choices made by the study’s respondents of the trade that are available in the school for the purpose of their entrepreneurship training. FD/T, representing fashion designing and tailoring, provided the highest number of candidates. The next to this is: BWW –beads and wire works, TD/BP – tie and dye and batik production, and PVP – photograph and video production respectively. SWP –

sachet water production, SBP – shoe and bag production, chem.P – chemical production (cosmetology), followed in that order. Others are BITP -, blocks and interlocking, tiles production, WMF – welding and metal fabrication, WWC – wood, work and carpentry, Millinery and knitting are also in that order respectively.

Questionnaire Responses

Item	No. Distributed	No. Returned	No. Correctly Filled
HND	100	90	69
ND	100	82	41
Total	200	172	110

Source: Author’s Compilation 2022

Table above represents the responses from the questionnaire distributed. Based on this, out of the 200 hundred distributed in equal streams to the HND and ND students’, a total of ninety is returned by the HND students’ while, a total of 82 is returned by the ND students’. Likewise, from the returned, a total of 69

questionnaire are correctly filled while, a total of 41 is correctly filled by the ND students’. In order words, a total of 110 are used as a basis of estimation as presented herein.

CORRELATION RESULT

Table 4:Correlations Result

			DTS	ITS	POT	EST
Spearman's rho	DTS	Correlation Coefficient	1.000	-.149	-.311**	.023
		Sig. (2-tailed)	.	.020	.001	.015
		N	110	110	110	110
	ITS	Correlation Coefficient	-.149	1.000	-.076	.337**
		Sig. (2-tailed)	.020	.	.043	.000
		N	110	110	110	110
	POT	Correlation Coefficient	-.311**	-.076	1.000	.106
		Sig. (2-tailed)	.001	.043	.	.000
		N	110	110	110	110
	EST	Correlation Coefficient	-.023	-.337**	.106	1.000
		Sig. (2-tailed)	.015	.000	.000	.
		N	110	110	110	110

** . Correlation is significant at the 0.01 level (2-tailed).



Test of Hypothesis One

H₀₁: Direct teaching strategy does not significantly transform entrepreneurial skills among Kogi State Polytechnic students

Based on the result from the distributed questionnaire, the significant relationship subsisting between direct teaching strategy (DTS) and entrepreneurship skill transformation (EST) is positive and statistically significant at 0.015 percent. This is an indication that, direct teaching strategy is effectively influencing business education in Kogi state Polytechnic. Inversely, based on the correlation coefficient as depicted by rho, it shows that, the degree of responsiveness of this significant outcome is merely 23 percent. As such, it implies that, the magnitude of influence of the dependent and independent variable is relatively low.

Hypothesis Two

H₀₂: Interactive teaching is not a strategy that significantly transforms entrepreneurial skills among Kogi State Polytechnic students.

Similarly, the outcome of the result showed that the null hypothesis of no significant relationship between interactive teaching and entrepreneurship skill transformation in hypothesis two is also rejected. This is judging by the significant result which shows that it is 0.000. Thus, since this falls within the rejection region of the preferred 0.05 significant level, the null hypothesis is rejected and the alternative is accepted. As such, the study affirmed that, interactive teaching -process learning, learning from mistakes, group discussion, networking, problem solving, active learning is significant in transforming entrepreneurship skills among students of Kogi State Polytechnic. Likewise, the correlation coefficient which measures the degree of responsiveness of one variable over the other indicate that the dependent variable is impacted to the tune of 33 percent.

Hypothesis Three

H₀₃: Practical operational teaching strategy is not significant in transforming entrepreneurial skills among Kogi State Polytechnic students.

From the correlation result, this null hypothesis is also rejected. This is based on the significant value which shows that it is 0.00 percent significant. Thus, since is lower than the 0.05 percent level of significant, it is concluded that, practical operational strategy of teaching business education in transforming entrepreneurship skills among Kogi State Polytechnic students is also significant. Further, the outcome of the correlation coefficient, which measures the degree of responsiveness to a small change in independent variable shows that, the dependent variable is rarely impacted to the tune of 10 percent. Thus, practical operational teachings strategies such as: role-playing, training workshop, class practices, research projects, internship, practical experiences among others, are significant but, their impact, is relatively low.

CONCLUSION AND RECOMMENDATION

Based on the result of the study, which shows clearly that, all variables that are used in the study – direct teaching strategy: mentoring, training through curriculum, special lessons/assignment, tutoring and inviting guest entrepreneurs; interactive teaching strategy: process learning, learning from mistakes, group discussion, networking, problem solving, active learning, and practical teaching strategy: role-playing, training, workshop, class practices, research projects, internship, practical experiences; the study concludes that, there are statistically significant relationship of these independent variables in the transforming of entrepreneurship skills of students at the Kogi State Polytechnic. However, the significant conclusion revealed also that the extent to which neither the direct teaching strategy, interactive teaching strategy, nor the practical operational teaching strategy demonstrates sufficient strength in influencing the much-needed transformation of the entrepreneurship skills expected. This is judging by their respectively correlation coefficients of the results. In order words, this influence is far from 0 and 1, indicating a weak influence in all. With this outcome, the study concludes that, though, a statistically significant relationship exists among the variables used in the study, its impacts, as shown by the rho are relatively weak.

The significant outcome but relatively weak influence of the independent variables on the dependent variables leaves much to ponder upon. Based on this outcome, the study suggests that there are other likely cases that could warrant the overall sufficiently weak impact of the rho in transforming entrepreneurship skills among the Kogi State Polytechnic students', which are possibly not considered in this study. Among these are possibly students' innate habit/attitude/belief/confidence towards be transformed or other obvious economic conditions of the country. As such, a stronger but deliberate tripartite – lecturers-students-government arrangement for optimal result is recommended.

REFERENCES

1. Akani, O. (2011). *Science and technology education curriculum and entrepreneurship skills acquisition at the senior secondary school level; problems and prospects. A paper presented at 24th annual conference of curriculum organization of Nigeria, held at Benue State University.*
2. Babajide, A.A., Okunlola, F.A., Adedoyin, L., Okafor, T., & Isibor, A. (2020). *Analysis of Banks profitability: Domestic and Foreign comparison, WSEAS Transactions on Business and Economics, 17, 946-955*
3. Baridam D.M. (2001) *Research Method in Administrative Science. Sherbrook Associates: Port Harcourt*
4. Cooney, T.M. (2012). *Entrepreneurship skills for growth-oriented business. Danish Business Authority Report for the workshop on skills development for SMEs and Entrepreneurship.*
5. Esmi, K., Marzhough, R., & Torkzadeh, J. (201). *Teaching learning methods of an entrepreneurship curriculum. Journal of Advances in Medical Education & Professionalism, 3(4), 172-177.*



6. Erkkila, K. (2000). *Entrepreneurial education: mapping the debates in the United States, the United Kingdom and Finland*. Abingdon, Taylor & Francis
7. Fayolle, A. & Gailly, B. (2008). *From craft to science – teaching models and learning processes in entrepreneurship education*. *Journal of European Industrial Training*, 32, 569-593
8. Fidel-Imoisili, B.O. & Ogunleye, B.O. (2021). *Strategies for entrepreneurship education: towards a re engineered science education for socio-economic development in Nigeria*.
9. Hytti, U. 2005. *New meanings for entrepreneurs: from risk-taking heroes to safe-seeking professionals*. *Journal of Organizational Change Management*, 18, 594-611
10. Kim-Soon, N.G., Al-Rawi, O.Y.M, Mostafa, S.A., Ling, C.Y., Al-Dayyeni, W.S., Ali, R.R., Mahmoud, M.A. & Alrawi, B. (2022). *A model for predicting entrepreneurship intentions based on social cognitive theory and entrepreneurship characteristics*. *Information Sciences Letters*, 11(2), 445-455.
11. Kothari, C.R. & Gaurav, (2015). *Research methodology. Methods and Techniques*. New Age International Publishers: India.
12. Lackeus, M. (2015). *Entrepreneurship in education, what, why, when, how*. Organisation for Economic Cooperation and Development (OECD).
13. Mahieu, R. 2006. *Agents of change and policies of scale: a policy study of entrepreneurship and enterprise in education*. Doctoral thesis, Umeå University.
14. Mwasalwiba, E. S. 2010. *Entrepreneurship education: a review of its objectives, teaching methods, and impact indicators*. *Education plus Training*, 52 20-47.
15. National Bureau of Statistics NBS (2021). www.nbs.gov.ng
16. Okunlola, F.A., Babajide, A.A. & Isibor, A. (2020). *Empowering women through micro finance: empirical evidence from Ibadan, Oyo state, Nigeria*, *Academy of Entrepreneurship Journal*, 26(1), 1-12
17. Sarasvathy, S. D. & Venkataraman, S. 2011. *Entrepreneurship as method: open questions for an entrepreneurial future*. *Entrepreneurship Theory and Practice*, 35, 113-135.
18. Shamatov, D. Merrill, M. & Cohen Miller, A.S. (2017). *Effective teaching strategies at higher education institute*. *Ehelf Conference, Nazarbayev University, June 1, 2017*.
19. Sutapa, I.N., Zeplin, J.H.T, Jenny M.D., & Rahardjo, J. (2018). *Higher education performance measurement based on mutual contribution*. *International Journal of Information and Education Technology*, 8(9), 677-680
20. Wilfred-Bonse, K.U. & Sam-ngwu, L.E. (2014). *Effective strategies for entrepreneurship skills development in the classroom using school-industry links*. *Journal of Resources and Distinction* 7(1), 1-13