

**INFLUENCE OF STUDENT-CENTERED AND COMPUTER ASSISTED
METHODS OF TEACHING IN PROMOTING ENTREPRENEURSHIP
EDUCATION AMONG BUSINESS EDUCATION STUENTS AT TERTIARY
INSTITUTIONS IN KWARA STATE NIGERIA**

NGOZI BIBIANA NWABUFO (PhD)

**Department Of Business and Entrepreneurship Education,
Kwara State University, Malete.
P.M.B 1550, Ilorin, Nigeria
e-mail: engozbibi@gmail.com**

Abstract

The paper examined the influence of student-centered and computer assisted methods of teaching in promoting entrepreneurship education among business education students at tertiary institutions in kwara state Nigeria. Two research questions and two hypotheses guided the study. The population of the study consisted of 200, out of 943 undergraduates of Business education from four Tertiary Institutions in Kwara State that were selected through simple random sampling technique. A structured questionnaire was used for data collection. Mean and standard deviation were used to analyze data related to research questions, while t-test statistics was used in testing the two null hypotheses of the study. The study revealed that student-centered and computer assisted methods of teaching to a great extent inculcate entrepreneurship education in students. The two null hypotheses of no significant difference were not rejected at 0.05 level of significance which therefore indicate that the opinions of male and female students do not differ significantly on the extent student-centered and computer assisted methods of teaching inculcate entrepreneurship education in business education students. It was recommended among others that Business Education Lecturers should continue to adopt the identified strategies in the teaching and learning of entrepreneurship education, since they are highly effective in inculcating entrepreneurship skills in students, and also that Curriculum planners should build in dynamic entrepreneurship skills into the curricular at all fields of study so as to make the curricula at every level of education be geared towards self-reliance.

Keywords: Student-Centered, Computer Assisted, Methods of Teaching, Entrepreneurship Education, Business Education Students, and Tertiary Institutions.

Introduction

Teaching methods, which is one of the lecturer's variables can influence students' learning to a great extent. Aggrarwal, (2007)., suggested that lecturers should be very particular about the teaching methods they use in teaching students; because when a particular teaching method suits a subject matter, it will effectively enhance transmission of knowledge and information from the teacher to the students. The same author is of the view that the most important teaching methods of qualitative teachers are the ability to individualize instructions effectively and also make students become part and parcel of the teaching and learning process. However, student-centered and computer assisted methods of teaching fall within the category of the above teaching methods

Student-centered method of teaching, therefore is a method that shifts the focus of instruction from the teacher to the student, (Hudson, 2016). In original usage, student-centered method of teaching aims at developing the learners' autonomy and independence, by putting responsibility for learning paths in the hands of students. It impacts them with skills and basis on how to learn a specific subject and schemata required to measure up to the specific performance requirement. Student-centered method of teaching focuses on skills and practices that enable lifelong learning and independent problem solving. Student-centered learning puts students' interests first, by acknowledging students' voices as central to the learning experiences. In a student-centered learning space, the students choose what they will learn, how they will learn and how they will assess their own learning. This is in contrast to the traditional educational learning method of teaching, also dubbed teacher-centered learning, whereby the teacher becomes the authority in every aspect of the learning activities, while the students just listen and take instructions from the teacher (Hudson, 2016)

On the other hand, computer assisted method of teaching, also called Computer-Assisted Instruction (CAI), is an interactive instructional technique whereby a computer is used to present the instructional materials and monitor the learning that takes place, (Osuala, 2004.) It can also be defined as the use of computers and software applications to teach concepts or skills. It uses a combination of text, graphics sound and video in enhancing the learning process (Jimoh-Kadiri, 2012)

The adoption of computer assisted learning (CAI) method of teaching helps the students to comprehend difficult –to- understand concepts through computer based simulations, and provide them access to information and resources that better meet their individual needs. The computer assisted method of teaching exposes the students to Technology skills, individualized learning method, keyboarding skills, career preparation/self-reliance, on-line access and adult learning. However, the most important aspect of the two methods of teaching under discussion is that both promote entrepreneurship education since they help students study at their own pace and prepare them for specific careers that can make them self-reliant, as they continue to develop in to adults (Adeyamo, 2012)

According to Igbo, (2004), entrepreneurship is seen as the willingness and ability of an individual to seek out investment in an environment and be able to establish and run an enterprise successfully based on identified opportunity. Entrepreneurship therefore is the use of human courage to seek investment opportunities and establish a profit oriented enterprise (Jimoh-Kadiri, 2012.) . According to Atakpa,(2011), Entrepreneurship is all

about innovation, creativity and intellectual build-up of innovative ideas. According to Hisrich and Peters, (2002), entrepreneurship is a clear manifestation of effective manipulation of human intelligence as demonstrated in creative performance. Entrepreneurship however is the key to personal fulfillment, wealth creation, human capacity development, and financial empowerment, (Ugwuoke, 2011). It is therefore seen as the ability to create new ideas, products or services for personal self-reliance and also to meet the needs of the society. This involves the ability to set up business enterprise as different from being employed. This ability should be acquired through the acquisition of skills, ideas and managerial competencies necessary for self-employment. Entrepreneurship therefore is the process of identifying, developing and bringing a vision to reality

Entrepreneurship education on the other hand involves teaching and learning of the needed skills and knowledge that equip one to become self-reliant through being an active and successful initiator, manager, innovator and risk manager of business undertakings. Igbo, (2009) supports the above meaning of entrepreneurship when she says that such education should produce self-reliance, job creators and not job seekers, besides, it equips the individual for creative problem solving and innovation. Entrepreneurship is essential not only to shape the mind set of young people, but also to provide the skills and knowledge that are central to the development of entrepreneurial culture. Entrepreneurship education therefore, provides students and youths with motivation, knowledge and skills essential to launch successful ventures/companies (Hudson, 2016). The objective of entrepreneurship education is to teach the youths how to see business opportunities, ideas and act on them promptly in order to take advantage over others. Entrepreneurship education, however, is the process of imparting knowledge and teaching skills to potential entrepreneurs on how to venture into business that is relatively small in nature for future advancement of the business (Osuala, 2004)

In entrepreneurship education, people already in business are retrained to enhance their management, record keeping ability and the profitability of their businesses, while university graduates and school leavers are taught skills and empowered to start their own businesses whereas students who are still in the school are trained to take their fate in to their hands and to become entrepreneurs, even right in the school.

Entrepreneurship education in Nigeria is necessary for the country to become a developed nation. Nigeria has human resources who should be capable of retrieving, processing and utilizing her national resources for the general well-being of her citizens and development of her economy, given that they have appropriate skills. For these needed skills to be acquired, emphases should be directed towards entrepreneurship education which serves as a strategy for transforming the Nigeria economy into one of the twenty largest economies in the world by the year 2020.

Igbo, (2009) noted that apart from the known methods of teaching there are still many strategies for enhancing entrepreneurship education in students at the primary secondary and tertiary levels for self-reliance and national development. In such strategies she suggested that educators should:

- Give simple explanations of market system to students in early education
- Provide more-in-depth discussions as the students go higher.

- Shape students attitude towards understanding the relationship between the market system and themselves and quality of life.
- Analyze the market system, develop positive attitude towards it and begin to express values of the market system to the society.
- Introduces extra curricula activities, which have a small business orientation like business fraternities, cooperative education programmes and students chapter of professional association.

She also identified six assignments- related and six games simulations methods of inculcating entrepreneurship in students. The specific strategy to use will depend on the level of students. For the Nigerian youths now graduating from the higher institutions, the most likely available avenue for economic survival is through self-employment. This is because there is now mass unemployment upon the on-going depressed economy with its attendant inflationary trends. Graduates from institutions in Nigeria are nowhere in close links with immediate employment after graduation, hence, the general tendency now is for the youths to constitute a milling crowd of the unemployed. Some graduates from higher institutions have tried to take the risk of providing self-employment for themselves and even others and by so doing they tend not to be part of this milling crowd. The immediate problem these young entrepreneurs face is sharp and unbalanced competition from multi-national corporations (MNC), which eventually leads to the liquidation of these businesses. Success in this area of self-employment is dependent upon the nature of entrepreneurial skills and competencies the Nigerian education is in tune with.

Statement of the Problem:

In the contemporary Nigeria society, the need for entrepreneurship education now appears more pressing than ever. Education is known to hold the key to economic, political, sociological and human resources development as well as the well-being of any society. It also prepares an individual for life in the community and reforms the society for relevance, adequate and competitiveness in the labour market. In short the nature and quality of education a nation offers goes a long way in determining the achievement of its national objectives.

The preparation of youths to adequately fit into the present society and be able to be self-reliant should be a primary goal of education in Nigeria. Entrepreneurship education is an integral part of education, an educational programme that enables individuals acquire the knowledge, attitudes and skills that make them self-reliant and creative problem solving individuals. Entrepreneurship education aims at preparing the youths for life that contributes effectively to national development by being self-reliant.

Unemployment is particularly acute among young graduates and secondary schools leavers in Nigeria today. Osuala,(2004)pointed out that graduates and secondary school leavers in Nigeria are becoming increasingly unemployed because they lack saleable skills for self-reliance. These saleable skills can only be acquired through entrepreneurship education. However, the methods and techniques of teaching these skills are not clear nor has it been fully documented in terms of the particular methods to be used. The greatest challenge facing entrepreneurship education therefore is the teaching strategies for inculcating the expected skills to its recipients. Atakpa, (2011), noted that despite the entrepreneurship courses offered in Tertiary Institutions, Nigerian graduates in recent times are still wondering about seeking for salaried jobs which are not available. Poor quality teaching

has been identified as a major factor in the ineffectiveness of entrepreneurship education in Nigeria Tertiary Institution (Jimoh-Kadiri, 2012) Also from the researcher's experience and interaction with business education students in Universities used for the study in Ilorin metropolis of Kwara State, it revealed that inability to learn and work on their own (making teaching student-centered) and also, inability to operate computers fully to download business information from the net, among others are among the major problems and challenges faced by business education graduates in managing small scale businesses, and as a result, those that established businesses of their own could not stand the test of time. This is sad as the present 21st century students are supposed to be part and parcel of computer studies and again, nobody plans to fail in any business he/she establishes This research work therefore tried to determine the extent to which student-centered and computer assisted methods of teaching promote entrepreneurship education in students at Tertiary Institutions in Ilorin metropolis of Kwara State

Purpose of the study:

The specific purposes of the study are to determine:

1. The extent to which Student-Centered Method of Teaching promote Entrepreneurship Education among Students at Tertiary Institutions in Ilorin metropolis of Kwara State.
2. The extent to which Computer Assisted Method of Teaching promote Entrepreneurship Education among Students at Tertiary Institutions in Ilorin metropolis of Kwara state

Research Questions:

The following research questions were addressed in this study:

1. To what extent does Student-Centered Method of Teaching Promote Entrepreneurship Education among Students at Tertiary Institutions in Ilorin Kwara State?
2. To what extent does Computer Assisted Method of Teaching Promote Entrepreneurship Education among students at Tertiary Institution in Ilorin metropolis of Kwara State?

Research Hypotheses

H₀₁: There is no significant difference between the mean responses of male and female students' perceptions on the extent to which Students Centered Method of Teaching Promote Entrepreneurship Education among Students at tertiary Institutions in Ilorin metropolis of Kwara State.

H₀₂: There is no significant difference between the mean responses of male and female students' perceptions regarding the extent to which Computer Assisted Method of Teaching Promote Entrepreneurship Education among Students at Tertiary Institutions in Ilorin metropolis of Kwara state.

Method of the Study

This study adopted the survey descriptive design, 943 undergraduates of business education from Kwara state University, Malete, University of Ilorin, Kwara State Polytechnic, Ilorin and Kwara State College of Education Ilorin, which are State owned tertiary Institutions that offer business education within Ilorin metropolis of Kwara State

formed the population of the study. A random sampling technique was used to cut down the population of the study to 217 with a sample size distribution as follow:

Table 1: Tertiary Institutions in Ilorin Metropolis and number of Business Education Students in them

S/n	Name of Institutions	Number	of Business Education Students
1	Kwara State University Malete,	60	
2	University of Ilorin, Ilorin	17	
3	Kwara State Polytechnic, Ilorin	84	
4	Kwara State College of Education, Ilorin	56	
Total		217	

Source: field survey 2018

Only the 400 and 300 level students of each of the tertiary Institutions were sampled for the study since they have gone through a lot of entrepreneurship courses and teaching strategies before getting to their present levels Data for this study was collected by means of a questionnaire developed by the researcher titled “Questionnaire on the influence of student-centered and computer assisted methods of teaching promote entrepreneurship education among business education students in tertiary institutions (ISCCAMTEEBESTIQ) The questionnaires was made up of 3 sections of A-C containing 24 items on the whole. Section A was made up of items 1-2 on personal data relating to business education students in the various schools used for the population of the study in Ilorin metropolis of Kwara State Tertiary Institutions. Section B had items 3-14 on the extent student-centered method of teaching inculcate entrepreneurship education among students in Tertiary Institutions while section C has items 12-24 on the extent computer assisted methods of teaching inculcate entrepreneurship education among students in Tertiary Institutions in Ilorin metropolis of Kwara State. Questionnaire items were developed with response categories of four rating scales as follows:

Very Great Extent (VGE) 4points
Great extent (GE) 3points
Low Extent (LE) 2points
No extent (NE) 1 points

Out of the 217 questionnaire that were distributed, only 200 copies of the questionnaire were returned One expert from each of the higher institutions used for the study did the face and content validation of the instrument.

The reliability of the instrument was done using Cronbach Alpha Measure of internal consistency and the reliability co-efficient was 0.82 indicating a high reliability. The researcher administered the questionnaires with 2 research assistants within the two weeks of administration. Mean rating and standard deviation were used to analyze data related to research questions while t-test statistics was used to test the two null hypotheses of the study at 0.05 level of significance. Items with mean score of 2.5. and above were accepted as being relevant for the study while those below 2.5 were rejected.

A null hypothesis was accepted when the calculated t-value was less than or equal to the critical value of t, otherwise the null hypothesis was rejected.

Results

Research Questions I

To what extent does Student-Centered Method of Teaching Promote Entrepreneurship education among Business Education Students at Tertiary Institutions in Ilorin metropolis of Kwara State.

Table 2: Mean Responses of the perception of students on the extent to which Student-Centered Method of Teaching Promotes Entrepreneurship Education in Business Education Students at Tertiary Institutions in Ilorin metropolis of Kwara State.

S/n	Student-Centered Method of Teaching	X	SD
	Decision		
3	Promotes and improves students autonomy As entrepreneurs Great extent	3.10	0.95
4	Exposes students to interview employers and communities so as to acquire appropriate skills for entrepreneurship Great extent	2.71	1.36
5	Helps students to develop transversal skills and competencies to face the demand & challenges of of the labour market/entrepreneurship Great extent	1.26	3.20
6	Enables students to integrate with small business Owners thereby acquiring more skills for entrepreneurship Great extent	3.22	1.03
7	Enables students develop a class model business thereby Acquiring entrepreneurial skills right from the school Great extent	3.22	1.03
8	Increases lifelong entrepreneurial competencies in students While solving learning problems on their own Great extent	3.00	1.04
9	Enables students improve on their entrepreneurial skills & their critical thinking while solving learning problems On their own Great extent	3.00	1.04
10	Enables students develop a lot of business skills such as making Sales presentation, tackling problems and writing business reports by themselves Great extent	3.00	1.04
11	Enables students participate in class discussions on their experiences on holiday jobs in small firms thereby making them more self-reliant Great extent	3.22	11.03
12	Helps students to develop transversal skills and competencies		

	To face the demands of the labour market	3.00	1.04
13	Increases lifelong learning competencies in the students	3.22	1.03
14	Improves the students' evaluative skills and improves their Critical thinking	3.22	1.03

Table 2 indicates that student-centered method of teaching to a great extent inculcates entrepreneurship development into business education students since all the mean and standard deviation fall within 2.71 and 3.22 and 0.95 and 1.6 respectively.

Research question 2

To what extent does Computer Assisted Method of Teaching Promote Entrepreneurship Education in Business Education Students at Tertiary Institutions in Ilorin metropolis of Kwara state.

Table 3: Mean responses of students' perception on the extent Computer Assisted Method of Teaching Inculcates Entrepreneurship education in Business Education Students in Ilorin metropolis of Kwara State

Table 3

S/N	Computer Assisted Method of Teaching Remark	X	SD
12.	Ability to operate computer program showing business analysis Great extent	3.65	1.04
13.	Ability to browse and download business information from the net Great extent	3.32	0.95
14.	Ability to have a data base Great extent Microsoft access for storage and Administration of data for Business operations	3.42	1.14
15.	Ability to have access to Great extent Spreadsheets like Microsoft Excel for managing Business budget	3.65	1.04
16	Ability to use scanning machine Great extent to send messages and access the the internet for running businesses.	3.42	1.104
17	Ability to make use of conference Great extent calls/video conferencing for staff meeting in the business.	3.65	1.04

18	Ability to create websites for Great extent businesses.	3.42	1.14
19	Ability to create, format and Great extent print documents concerning businesses.	3.32	0.95
20	Ability to use interactive TV Great extent for Tele-educational lectures for promoting the teaching of entrepreneurship education	3.65	1.04
21.	Ability to use video watching forpromoting Great Extent The teaching of entrepreneurship skills	3.65	1.04
22.	Ability to use simulated basedmeeting thereby Great extent promoting the acquisition of entrepreneurship education.	3.23	0.95
23.	Ability to use software tools inpromoting Great extent entrepreneurship development.	3.65	1.04
24.	Ability to create platforms where students, Great extent business educators and stake holders across the globe can learn new things, share ideas, and transmit information for entrepreneurship development.	3.22	0.92

Table 3 also indicates that Computer Assisted Method of Teaching to a great extent inculcates Entrepreneurship educationin business education students since all the mean and standard deviation fall within 3.32 and 3.65 and 0.95 and 1.14 respectively.

Table 4: Independent t-test of the mean responses of male and female students' perception on the extent to which Student-Centered Method of Teaching Promotes Entrepreneurship Educationamong Business EducationStudents.

Variables	N	Mean(x)	SD	DF	t-cal	t-crit
Decision						
Male Undergraduates	140	3.70	0.72	199	0.725	1.96
Not Rejected						
Female Undergraduates	60	3.87	1.05			

Table 4 revealed that t-cal of (0.725) is less than t-critical (1.96) at $P < 0.05$. We therefore fail to reject the null hypothesis of no significance difference.

Table 5: Independent t-test of the mean responses of male and female students' perception on the extent to which Computer Assisted Methods of Teaching Promotes Entrepreneurship Education among Students

Variable	N	Mean (x)	SD	DF	t-cal
Male Undergraduate	140	3.72	0.71	199	0.726
	1.96	Not rejected			
Female Undergraduates	60	3.86	1.06		

Table 5 also reveals that t-calculated (0.726) is less than the t-critical (1.96) at $P < 0.05$. We therefore fail to reject the null hypothesis of no significant difference.

Discussion of findings

The study was conducted to examine the influence of student-centered and computer assisted methods of teaching in promoting entrepreneurship education among students in tertiary institutions in kwara state. The findings in table 2 showed that the mean scores and standard deviation of the items fall between 2.71 and 3.22 and 0.95 and 1.3 respectively. These therefore indicate that students centered method of teaching to great extent inculcates entrepreneurship education in students.

These findings is in line with the finding of Hudson (2016) who observed that student – centered method of teaching engage students more in “thinking and doing rather than “sitting and getting” Ugwoke (2011), equally supported the above findings when he noted that a key to the wealth of any nation is a well-trained, specialized labour force, which can only be gotten through entrepreneurship development in students at all levels of education, particularly when teaching and learning become student-centered To buttress the above finding Adeyemo, (2012) added that educational system now demand more of students’ interaction than just listening to the instructors hence learners will be guided to communicate with their own peers easily and solve problems on their own collectively, thus becoming more self-reliant. Student-centered method of teaching offers new insights into learning processes and forces learners to present information and knowledge in a new and innovative way, thereby widening their scope of learning skills and knowledge (Agnew Kellerman and Meyer 1996).

Table 3 revealed that computer assisted method of teaching to a great extent inculcates entrepreneurship education in students since all the mean and standard deviation fall within 3.32 and 3.65 and 0.95 and 1.14 respectively. Computer assisted method of teaching helps student to acquire basic computer knowledge of the software, internet skills and the ability to select proper software which can be applied in entrepreneurship. In agreement to these findings, Aggraval, (2007) noted that knowledge of computer is an

indispensable tool for business, so as to meet up with the challenges of a rapidly changing business environment of the present 21st century economy.

Table 4 indicates that the null hypothesis (HO_1) of no significant difference was not rejected at 0.05 level of significance which therefore indicates that the opinion of male and female students do not differ significantly on the extent student-centered method of teaching inculcates entrepreneurship education in students.

Finally, Table 5 also indicates that the null hypothesis (HO_2) of no significant difference was not rejected at 0.05 level of significance and this also indicates same opinion of male and female students on the extent computer assisted method of teaching inculcates entrepreneurship education in students.

Conclusion

In conclusion, the challenge to eradicate poverty and unemployment is enormous. The population must be empowered to revitalize our weakened socio-economic pillar. The educational system in Nigeria, particularly at the tertiary level has a great part to play. Tertiary education graduates must acquire sufficient entrepreneurial skills and knowledge to become self-employed and wealth creators. Tertiary institutions must be equal to the task for the sake of National development.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Lecturers should continue to adopt the identified strategies in the teaching and learning of entrepreneurship development among the students, since they are highly effective in inculcating entrepreneurship education in students
2. Curriculum planners should build in dynamic entrepreneurship skills into the curricular at all fields of study so as to make the curricular at every level of education be geared towards self-reliance.
3. The government and Institutions of learning should continue to encourage and create more awareness on the need for lecturers and students to use computer assisted method of teaching and learning for every course in entrepreneurship education, so as to make it part and parcel of the teaching and learning process of the program
4. The recent effort by NCCE and NUC to see that graduates of colleges of education and universities take some units in entrepreneurship education is highly commended, and should be maintained.
5. Excursion should be encouraged at under graduate levels to private businesses so as to encourage them to further in businesses after schools.

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