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Business Education Students' Rating Of The Benefits Of Strategies For Learning Entrepreneurship Education In Tertiary Institutions In South-South, Nigeria

Okolocha, C. C. & *Arunaye Florence Oghenevorho,

Department of Business Education,
Faculty of Technology and Vocational Education,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.
*Corresponding Author Email: florenceao@delsu.edu.ng
Phone no: 08036761427

ABSTRACT

The study focused on Business education students' rating of the benefits of strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria. Two research questions guided the study and two null hypotheses were tested. Descriptive survey research design was adopted for the study. The population comprised 982 Business education students in all the 21 public tertiary institutions in the area offering entrepreneurship education programme. The entire population was used and the study adopted census survey sampling method. The instrument for data collection was a structured questionnaire. The instrument was validated by three experts. Cronbach Alpha method was used to obtain the reliability co-efficient of 0.90 and 0.91 for clusters B1 and B2 to determine the internal consistency of the items instrument. Data collected were analyzed using mean to answer the research questions and standard deviation to determine the closeness of respondents' responses respectively, while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that respondents viewed problem-based and action-based as benefits of strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria. To booster the research question, respondents ranked 1st position to problem based strategy as their most preferred strategy for learning entrepreneurship education. The findings further revealed among others that Business education students in tertiary institutions in South-South, Nigeria differed significantly in their mean ratings on the problem-based and action-based strategies for learning entrepreneurship education based on gender. The study concluded that learning strategies mentioned in this work will encourage business education students to learn appropriate skills, competencies to become self-employed, self-sustained and job creator upon graduation. It was recommended among others that Business educators should improve delivery of instruction to students, stimulate students' interest in the pursuit of entrepreneurial excellence by helping them build moral, develop the social and occupational skills thereby equipping the students with entrepreneurship education to be self-employed on graduation.

Keywords: Business Education Students, Benefits of Strategies, Learning, Entrepreneurship Education, Tertiary Institutions

INTRODUCTION

A tertiary institution is a place of learning that comes after nursery, primary, secondary, technical, and comprehensive schools. It equips individuals with the knowledge, skills, and abilities needed to function effectively and become self-reliant. Through this, graduates are prepared to create businesses, manage enterprises, and provide employment, thereby contributing meaningfully to national development. Ogunode, *et. al.*, (2024) attested that tertiary institution in Nigeria is the education given after secondary education in universities, colleges of education, polytechnics, including those institutions offering correspondence courses.

This level of education is recognized as a process that develops individuals physically, mentally, morally, and technologically. It prepares them to function effectively in any environment. As a result, individuals become more productive, self-fulfilled, and self-reliant. Federal Government of Nigeria (2013) noted that the goals of tertiary educational institutions in Nigeria include; to contribute to national development through high manpower training, to provide accessible and affordable quality training opportunities through formal and non-formal education in response to needs and interests of all Nigerians, among others. Unless these goals are achieved, the purpose for which tertiary institutions are established will be totally defeated. In order to achieve these goals of tertiary institutions different courses were initiated, some of which are business education, entrepreneurship education among others.

Business education is one of the components of vocational education. It is concerned with the development of skills, attitude, aptitude, behavior, appreciation and creativity as well as the creation of awareness and competencies in the office work and business world. Okeke and Chukwudolue (2018) asserted that business education is the intellectual and vocational preparation of people for earning a living in the contemporary industrial and business environment. The perception of business education is that the end-product of business education is equipped with knowledge, skills, teaching technique, ideas of self-reliance and management of businesses. One of the major aims of business education and that of education in general is to prepare students for the world of works. This aim is highly achievable when students acquire the relevant business skills and competencies that will promote satisfaction brought about by successful self-employment and to enable them function well in the society. Business education programme in higher institutions are designed to address the issue of job creation, youth employment, self-reliance, poverty eradication, skill developments and to increase productivity in order to compete with the current opportunities and challenges in the labor market. Business education graduates will not be able to assume the responsibility and risk involved in setting up a business if they are not well equipped with the necessary entrepreneurial educational training. Most graduates of higher institutions (business education inclusive) seem to lack entrepreneurial based skills that have resulted as hindrance to self-employment.

Entrepreneurship education is the process of equipping the youths in higher institutions with knowledge, skills, competencies, attitude, behavior and ability to explore business opportunities. This is in order to become self-reliant, self-sufficient, self-sustained, self-confident, self-fulfill and giver of employment, contribute meaningfully to the immediate environment and to the society at large. Ezeonwurie (2020) viewed entrepreneurship education as part of the field of education that deals with business experiences for both specialized occupational uses and for general use. The need for entrepreneurship education is justified because it centers on the improvement of social and economic wellbeing of individuals in the society and the development of the nation (Agommuoh and Ndirika, 2017). The benefits of entrepreneurship education are numerous which include groundbreaking ventures, start-up and new jobs, producing individuals who can be used to fight unemployment, alleviate poverty and eliminate youth delinquencies.

Through entrepreneurship education (EED), students/graduates of higher institutions are equipped with knowledge, attitude, skills and competences for self-sustainability, self-reliance, self-employment, economic development, management techniques, jobs and wealth creation. In the context of this study, entrepreneurship education is considered a medium for preparing students to develop the knowledge,

competencies and skills that promote an inclusive society, employment opportunities, wellbeing and social responsibility.

The relevance of entrepreneurship education in the development of any nation cannot be underrated. The importance attached to entrepreneurship education inspired the Federal Government of Nigeria and educational policymakers to introduce entrepreneurship education into the curricula of tertiary institutions. This is to help students imbibe entrepreneurial competencies at an early stage so that on graduation, they may become graduate entrepreneurs, managers of new businesses and to become employers of labor (Ikokowe, 2020). The high rate of unemployment amongst graduates of tertiary institutions in Nigeria as Okoli and Okeke (2020) asserted has increased the call for curriculum planners and management of tertiary institutions to seek effective strategies that will train undergraduates for the world of works.

Despite the efforts of the federal government of Nigeria in inculcating entrepreneurship education into the curriculum of higher institutions, it compulsory for all undergraduates, the impact of entrepreneurship education on graduates of higher institutions is poor and not highly noticed, based on the premise that so many graduates of higher institutions are still unemployed. More so, many graduates are seeking for white-collar jobs instead of being job creators, self-reliant and employers of labor. This could be due to the learning strategies that focus more on paper theory than practical abilities. This could also be due to the society celebrating excellent results of papers but ignoring practical abilities.

A large number of graduates from tertiary institutions in Nigeria continue to pursue white-collar jobs rather than establish and manage their own businesses, even after receiving entrepreneurship education. This trend highlights a gap in the practical impact of entrepreneurship training. As a result, education planners and higher institution managers are urged to design more effective strategies for teaching entrepreneurship courses in Nigerian tertiary institutions. Introducing entrepreneurship education into tertiary institutions' curriculum means that the programme has to be learn using various strategies in order to achieve the aims of its introduction. The federal government introduced entrepreneurship education primarily to address the growing problem of unemployment in the country. However, little attention was given to the strategies that would enable students to acquire the right skills and competencies. As a result, the potential of entrepreneurship education to make learners self-employed and job creators has not been fully realized. Ensuring that appropriate learning strategies are used in order to achieve the aims and objectives of entrepreneurship education should be taken into consideration.

A strategy is the plan of action designed to achieve the set goals of education. Strategy could be described as the technique or mechanism consciously put in place to maintain a standard or degree of excellence of a product or service (Agommuoh and Ndirika, 2017). In the context of entrepreneurship education, a strategy refers to the approach business educators use to ensure that the instruction provided achieves its intended purpose. It also guarantees that the training remains relevant and appropriate to the needs of society. Within the context of this study, a strategy refers to the various operational techniques, activities, and actions applied in the learning process. These methods help business education students to maximize the benefits of the services they receive. In doing so, the services remain purposeful, relevant, and aligned with the needs of society.

Some of the strategies, as Ile and Uwakwe (2022) stated, include problem-based learning, skill-based learning, work-based learning, and technology-enabled learning. Others are action learning, learning-by-doing, field trips, project-based learning, and school-industry linkage. As a result, business education students' rating of the benefits of strategies for learning entrepreneurship education will enable them to discover their deficiencies in order to achieve programme goals. There are various strategies that can be rated for its efficient and effectiveness for learning of entrepreneurship education but this study covered problem-based and action learning-based.

Problem-based strategy focuses on helping students develop self-directed-learning skills, advanced cognitive abilities, such as creative thinking, and communication skills. Problem-based strategy is a small group teaching method that combines the acquisition of knowledge with the development of generic skills and attitude. In problem-based strategy, students are given opportunities to problems solving in a

collaborating setting, create mental model for learning and form self-directed learning habit. Problem-based strategy appeals to many educators because it offers an instructional framework that supports active and group learning (Elaine and Karen, 2016). Chemborisova, et al. (2019) revealed that a project-based strategy helped the students to learn how to evaluate project risks and make decisions on entrepreneurship ventures. Beyond the problem-based strategy, which provides an instructional framework that promotes active and group learning, there is also a need for practical application. Students should be encouraged to apply what they learn in real-life situations. This prepares them for the challenges and opportunities of starting and managing businesses through action-based training programs.

Action-based learning facilitates practical skills, an entrepreneurial mindset and the ability to adapt to a dynamic business environment. It encourages students to apply their learning in real-life situations and prepares them for challenges and opportunities for starting and managing their own businesses. Chinonye, et al. (2015) posited that action-based learning is considered a form of learning through practice by means of problem-solving in real life. Kujala, et al. (2021) revealed a joint learning platform for enhancing entrepreneurship education, which includes problem-based learning, collaborative learning and action learning strategies. Abdulkarim (2019) stated that entrepreneurial skills can be acquired by business education students when a strategy-based approach is used to teach entrepreneurship education rather than a direct instruction approach. This will help students to acquire entrepreneurial skills, attributes, competencies, values and behavioural style of the entrepreneur. It will also help to improve the problem-solving process as well as simplify the solution developed by the team. The action-based strategy is effective in developing several individual leadership and team problem-solving skills.

Although strategies for learning entrepreneurship education are considered effective, certain influencing factors must be taken into account. These factors are believed to shape how well such strategies achieve their intended benefits in higher institutions, with gender and students' academic level being key examples. In this study, gender is understood as the classification of individuals as either male or female. Gender, according to Wall (2015), is the state of being male or female. Owning and managing a business venture is seen by many people as a man's job. It has been argued that male is significantly more likely to develop strong entrepreneurial intention than their female counterparts (Agommuoh and Ndirika, 2017). To substantiate this argument, research evidence shows that there are more male entrepreneurs than female entrepreneurs (Otache, 2019). Otache further revealed that some females have a strong interest in entrepreneurial activities, especially those industries that are regarded as feminine, for example, the hospitality industry.

Since the inclusion of entrepreneurship education in the curriculum of tertiary institutions, several existing studies have examined the impact of strategies adopted for its effective learning (Okeke and Chukwudolue, 2018). Other studies like Esene (2015) and Otache (2019) have assessed how entrepreneurship course content are being delivered in various tertiary institutions, another study have examined the role of entrepreneurship lecturers. While other studies Okeke and Chukwudolue (2018) and Obi et al. (2020) had investigated the moderating effects of factors such as role model, self-confidence, class level of students, family background and support, culture, age and gender on the relationship between entrepreneurship education and strategies for learning entrepreneurship education. Entrepreneurship education, therefore, is taught in public and private tertiary institutions in Nigeria.

Public and private tertiary institutions in Nigeria, including those situated in the South-South zone, make entrepreneurship education a compulsory course for all undergraduate students. The obvious fact remains that the delivery process is still very shallow and that the model of the delivery is still below expectations; many graduates of higher institutions are still unemployed. There is no doubt that extant empirical documentation abounds on the strategy of entrepreneurship education, yet none of the extant experimental documentation was able to draw on the benefits of strategies considered more effective for learning entrepreneurship education in tertiary institutions, a gap this study seeks to address. As a result of the above perceived gaps, the present study ascertained the influence of gender and class level of the education. .

Statement of the Problem

Entrepreneurship education is education for skills acquisition, job creation, self-sustainability, self-fulfilment, employment, economic development and improvement of the nation. Despite the efforts in inculcating entrepreneurship education into the curriculum of tertiary institutions, the extent to which the students acquire the prerequisite skills is still not clear. The prevailing trend of unemployment is still on the increase, graduates are still seeking a full paid white-collar job that is not forthcoming, and social vices have become rampant among youths. The problem of this study, therefore, is that many business education students in South-South Nigeria struggle to secure meaningful employment after graduation. Despite receiving entrepreneurship education, a significant number also find it difficult to successfully establish and manage their own businesses. This challenge may stem from their lack of awareness about the benefits of applying strategies for learning entrepreneurship education, both for securing paid employment and for successfully managing small business ventures. If this unfortunate situation is not addressed, it will continue to have negative effects on the socio-economic development of the South-South region. Consequently, both citizens and the government may suffer as individuals resort to crimes such as theft, internet fraud, kidnapping, and other unlawful activities. This remains an assumption that requires empirical validation; hence the justification of this study was by business education students rating themselves benefits of strategies for learning entrepreneurship education to discover their deficiencies and upgrade themselves. Therefore, the main purpose of this study was to determined business education students' rating of problem-based and action-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria.

Research Questions

The following research questions guided the study:

1. What are business education students' rating of problem-based strategy for learning entrepreneurship education in tertiary institutions in South-South, Nigeria?
2. What are business education students' rating of action-based strategy for learning entrepreneurship education in tertiary institutions in South-South, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Male and female Business education students do not differ significantly in their mean ratings regarding problem-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria.
2. Male and female Business education students do not differ significantly in their mean ratings regarding action-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria.

METHOD

Descriptive survey research design was adopted for the study. The population for the study comprised all the 982 Business education students in all the 21 public tertiary institutions in the area offering entrepreneurship education programme in South-South, Nigeria. The whole population was studied with no sampling because of its manageable size. Data for the study were gathered using a structured questionnaire and a written interview designed by the researchers. The questionnaire instrument was validated by three experts, two experts in Business Education Nnamdi Azikiwe University, Awka Anambra State, Nigeria. To establish the instrument's reliability, pilot testing was utilized. The internal consistency of the items in the instrument was established using Cronbach's Alpha. This yielded reliability co-efficient values of 0.90 and 0.91, respectively, for the two clusters with an overall co-efficient value of 0.91. The data collected to address the two research questions were analyzed using descriptive statistics, specifically the mean and standard deviation. The mean was applied in answering the research questions, while the standard deviation measured the closeness of the respondents' mean scores. A decision rule based on real limits was adopted, where mean ratings of 3.50–4.00 indicated strongly agree, 2.50–3.49 indicated agree, 1.50–2.49 indicated disagree, and 1.00–1.49 indicated strongly disagree. In addition,

responses to written questions were analyzed using frequencies, percentages, and ranking. At the end of data collection, a total of 982 copies of the questionnaire were distributed to respondents in their institutions. Out of these, 972 copies were successfully retrieved, representing a 99 percent response rate, while 10 copies, accounting for 1 percent, were lost to attrition. The 972 retrieved questionnaires were used for data analysis. In testing the null hypotheses, the independent t-test was adopted. A null hypothesis was rejected where the calculated p-value is less than the 0.05 level of significance. Conversely, where the calculated p-value was greater than or equal to the level of significance (0.05), it meant that there was no significant difference and the null hypothesis is not rejected.

RESULTS

Research Question 1: *What are business education students' rating of problem-based strategy for learning entrepreneurship education in tertiary institutions in South-South, Nigeria?*

Table 1: Mean Ratings of Business Education Students' on Problem-based Strategies for Learning Entrepreneurship Education in Tertiary Institutions in South-South, Nigeria (N=972).

S/N	Benefits of problem-based strategy for learning entrepreneurship education	\bar{X}	SD	Remark	Ranking
1.	Helps in simulating entrepreneurial situations within the lecture environment	3.23	.60	Agree	7th
2.	Helps in most feasible ways for enhancing capacity for entrepreneurship	3.22	.49	Agree	8th
3.	Helps in improving students entrepreneurial capacities	3.86	.36	Agree	2nd
4.	Helps in transforming the entrepreneurship curriculum	3.40	.54	Agree	4th
5.	Promotes students critical thinking	3.67	.51	Agree	3rd
6.	Helps to improve students learning independently	3.24	.54	Agree	6th
7.	Ensures positive outcome for students on entrepreneurship	3.28	.59	Agree	5th
8.	Gives students opportunities to solve problems in a collaborating setting	3.87	.33	Agree	1st
9.	Creates mental model for students learning	3.08	.59	Agree	9th
10.	Offers an instructional framework that supports active group learning	2.88	.84	Agree	10th

The result in Table 1 shows the mean ratings of respondents on the problem-based strategy for learning entrepreneurship education in tertiary institutions in South-South, Nigeria. The mean ratings, which ranged from 2.88 to 3.86, indicate that the respondents agree with the 10 listed items as the problem-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria. The standard deviation scores for the 10 items ranged from .36 to .60, indicating that the respondents' mean ratings for the items were relatively close.

Written interview question 1: *Which of the strategies would you as a student prefer most for learning entrepreneurship education in tertiary institution in South-South, Nigeria?*

Table 2: Frequency, Percentages and Ranking on the Most Preferred Strategy for Learning Entrepreneurship Education in Tertiary Institutions in South-South, Nigeria

	Freq	%	Ranking
1. Problem Based	902	92.8	1 st
2. Action Based	31	3.2	2 nd
3. Learning by Doing	10	1.0	4 th
4. Field Trip	8	.8	6 th
5. Project Based	10	1.0	4 th
6. School Industrial Linkage	11	1.1	3 rd
Total	972	100%	

As shown in Table 2 above, out of 972 students, 92.8 (92.8%) students rated problem-based strategy as their most preferred strategy for learning entrepreneurship education. Problem based strategy is therefore ranked as 1st position. This is followed by action-based strategy as 2nd position, school industrial linkage as 3rd position, learning by doing and project based as 4th position respectively and field trip as 6th position.

Research Question 2: *What are business education students' rating of action-based strategy for learning entrepreneurship education in tertiary institutions in South-South, Nigeria?*

Table 3: Mean Ratings of Business Education Students' on Action-based Strategies for Learning Entrepreneurship Education in Tertiary Institutions in South-South, Nigeria (N=972).

S/N	Benefit of action-based strategy for learning entrepreneurship education	\bar{X}	SD	Remark	Ranking
11.	Provides effective learning when students encounter real-time problems during the process of achieving learning goal	3.23	.60	Agree	7th
12.	Fosters the development of entrepreneurial and project management skills	3.57	.67	Agree	2nd
13.	Exposes students more to highly demanding issues	3.34	.64	Agree	5th
14.	Discourages involvement of students in investigation, self-reflection, feedback	2.90	.82	Agree	8th
15.	Facilitates students practical skills	2.79	.63	Agree	9th
16.	Creates in students entrepreneurial mind-set	3.49	.54	Agree	4th
17.	Creates in students ability to adapt to dynamic business environments	3.51	.52	Agree	3rd
18.	Discourages students to apply their learning in real life situations	3.62	.51	Agree	1st
19.	Helps to shift emphasis away from passive to active learning	2.65	.69	Agree	11th
20.	Helps to improve problem solving processes as well as	2.67	.65	Agree	10th

simplify the solution develop by the team

21. Encourages students to gain experience to learn how to do business	3.31	.66	Agree	6th
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As shown in Table 3, the respondents agree to all the 12 listed items as the action-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria. The mean ratings for the 12 items ranged from 2.65 to 3.62 while the standard deviation scores ranged from .51 to .82 indicating that the mean ratings were relatively similar.

Written interview question 2: *As a student, which of the strategies provides effective training by exposing you to real-time business problem?*

Table 4: Frequency, Percentages and Ranking of the Strategies that Provides Students Effective Training by Exposing the Real-Time Business Problem

	Freq	%	Ranking
1. Problem Based	3	.3	3 rd
2. Action Based	962	98.9	1 st
3. Learning by Doing	4	.4	2 nd
4. Field Trip	3	.3	3 rd
Total	972	100%	

Result in Table 4 above, shows that out of 962 students, 98.9 (98.9%) students preferred action-based strategy which is ranked as 1st position. This means that majority of the students believed that action-based learning strategy provides effective training by exposing them to real-time business problem. This is followed by learning by doing strategy as 2nd position, project based and field trip strategies as 3rd position respectively.

Testing of Hypotheses

Null Hypothesis 1: Male and female Business education students do not differ significantly in their mean ratings regarding problem-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria.

Table 5: Summary of t-test Comparison of Male and Female Students' Mean Ratings of Problem-Based Strategies for Learning Entrepreneurship Education in Tertiary Institutions in South-South, Nigeria

Source of variation	N	\bar{X}	SD	Df	t-cal	P-value	Remark
Male	208	3.49	.70	970	4.21	.000	Sig
Female	764	3.34	.36				

The result in Table 5 shows that the mean score for Males ($Mean=3.49$, $SD=.70$) was significantly greater than that of the Females ($Mean=3.34$, $SD=.36$); $t(970) = 4.21$, $p=.000$. The null hypothesis of no significant difference between the two groups on the problem-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria was therefore rejected.

Null Hypothesis 2: Male and female Business education students do not differ significantly in their mean ratings regarding action-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria.

Table 6: Summary of t-test Comparison of Male and Female Students' Mean Ratings of Action-Based Strategies for Learning Entrepreneurship Education in Tertiary Institutions in South-South, Nigeria

Source of variation	N	\bar{X}	SD	df	t-cal	P-value	Remark
Male	208	3.38	.75	970	6.37	.001	Sig
Female	764	3.14	.39				

Result in Table 6 shows that the mean score for Males ($Mean=3.38$, $SD=.75$) was significantly greater than that of the Females ($Mean=3.14$, $SD=.39$); $t(970) = 6.37$, $p=.001$. The null hypothesis of no significant difference between the two groups on the action-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria was therefore rejected.

DISCUSSION OF FINDINGS

Findings of research question one revealed that business education students agreed on problem-based strategy as strategy for learning entrepreneurship education in tertiary institutions in South-South, Nigeria. To booster the research question, respondents ranked 1st position to problem based strategy as their most preferred strategy for learning entrepreneurship education. This implies that the respondents agreed that majority of the item statements were problem-based strategy for learning entrepreneurship education. This finding agrees with that of Chemborisova, et al. (2019) who revealed that project-based strategy helped the students to learn how to evaluate project risks and make decisions on entrepreneurship ventures. This means that problem based strategy is concerned most preferred strategy for learning entrepreneurship education in tertiary institutions in South-South, Nigeria.

The findings also revealed that Business education students in tertiary institutions in South-South, Nigeria differed significantly in their mean ratings on the problem-based strategies for learning entrepreneurship education based on gender and level of the students' education. The finding agrees with Otache (2019) who reported that there are more male entrepreneurs than female entrepreneurs. In disagreement, Otache (2019) revealed that some female has strong interest in entrepreneurial activities, especially those industries that are regarded as feminine, for example hospitality industries. The reason for the similarities in test of hypotheses is because it offers an instructional framework that supports active and group learning on entrepreneurship education.

Findings of research question two revealed that business education students agreed on action-based strategy as strategy for learning entrepreneurship education in tertiary institutions in South-South, Nigeria. To booster the research question, respondents ranked 1st position to action-based learning strategy provides effective training by exposing business education students to real-time business problem. This implies that the respondents agreed that majority of the item statements were action-based strategy for learning entrepreneurship education. This finding agrees with that of Kujala and Nystrom (2021) who revealed that a joint learning platform for enhancing entrepreneurship education among problem-based learning, collaborative learning and action learning strategies. The finding agrees with Abdulkarim (2019) who revealed that entrepreneurial skills can be acquired by business education students when action based strategy is use to teach entrepreneurship education than when direct instruction approach. This means that action-based strategy provides effective training by exposing business education students to real-time business problem for learning entrepreneurship education in tertiary institutions in South-South, Nigeria.

The findings also revealed that Business education students in tertiary institutions in South-South, Nigeria differed significantly in their mean ratings on the problem-based strategies for learning entrepreneurship education based on gender and level of the students' education. The finding disagrees with Abdulkarim (2019) who revealed that male and female students do not differ significantly in entrepreneurial skills acquisition when taught with action-based strategy.

CONCLUSION

Entrepreneurship education provides a pedagogical framework for developing key skills like creativity, problem-solving and decision-making in individuals. Its benefits include fostering innovation, promoting economic growth, preparing individuals for an uncertain future by equipping them with crucial life skills, and nurturing self-reliance and leadership qualities. Learning strategies focus on practical, hands-on experiences and collaborative environments to encourage real-world learning of entrepreneurship in tertiary institutions in South-South, Nigeria. Based on the findings of the study, it is concluded that learning strategies mentioned in this work will encourage business education students to learn appropriate skills, competencies to become self-employed, self-sustained and job creator upon graduation. The study further reviewed that strategies mentioned in this study can improve learning of entrepreneurship education and also contribute to better understanding of entrepreneurship education, making learning of entrepreneurship education more engaging and relevant which can contribute to economic growth, innovative solution and personal development. However, the study revealed that learning strategies mentioned here would enable business education students to learn the appropriate skills, competencies to become self-employed, self-sustained and job creator upon graduation.

RECOMMENDATIONS

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

1. Problem-based and action-based strategies should be used when learning entrepreneurship education as it will help to boost students' engagement, motivation and understanding of learning entrepreneurship education.
2. Business educators should improve delivery of instruction to students, stimulate students' interest in the pursuit of entrepreneurial excellence by helping them build moral, develop the social and occupational skills thereby equipping the students with entrepreneurship education to be self-employed on graduation.

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