

PEDAGOGICAL COMPETENCIES REQUIRED OF BUSINESS EDUCATORS FOR EFFECTIVE TEACHING OF ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

The study determined the pedagogical competencies required of Business Educators for effective teaching of Entrepreneurship Education in tertiary institutions in Cross River State. Three specific purposes, research questions and hypotheses guided the study. The design for the study was descriptive survey research design. The population of the study comprised eighty-nine (89) Business Educators (53 male and 36 female) teaching entrepreneurship education in four (4) tertiary institutions in Cross River State offering Business Education courses. The entire population was used therefore, no sample size. The instrument for data collection was a researcher's self-designed 4-point rating scale questionnaire titled: Questionnaire on Pedagogical Competencies for Teaching Entrepreneurship Education (QOPCEE). The instrument was validated by three (3) validates tested for reliability using Cronbach Alpha coefficient. The overall reliability result obtained was 0.84. Mean and standard deviation were used to answer the research questions, while t-test was used to test the hypotheses. Findings revealed that the respondents strongly agreed that instructional strategies; measurements and evaluation competencies and classroom management competencies are required of Business Educators for effective teaching of Entrepreneurship Education in tertiary institutions. Teaching experience had no significant difference on instructional strategies and measurements and evaluation competencies, and gender has no significant difference in classroom management competencies. It was recommended, among other things, that Business Educators should effectively select and utilize appropriate instructional strategies suitable for individual learners in Entrepreneurship Education courses.

Keywords: Pedagogical competence, Business educator, Effective teaching, Entrepreneurship education and Tertiary institutions.

INTRODUCTION

Education is the process of transmitting relevant knowledge, skills and experiences to the recipients with the aim of enlightening them to become useful to themselves and the society at large. In the assertion of Verma et al. (2023), education is the process of acquiring knowledge, skills, values, beliefs and habits that enables individuals to develop and grow throughout their lives for themselves or for the betterment of the society. It is the socially organized and regulated process of continuous transfer of socially significant experiences from the current to future generation (Naziev, 2017). Education is a social process which involve the transmission of knowledge, skills, experiences, values and habits to recipients. This social process could be carried out by parents and guardians, peers and colleagues as well as specialist educators. The beauty of education is in its functionality. This is because it enables the recipients to transfer knowledge, skills and experiences into actions that result in problem solving and need satisfaction. In this regard, the Federal Republic of Nigeria (2013) stressed on the promotion of functional education for skills acquisition, job creation and poverty reduction. One way of achieving this is through Entrepreneurship Education.

Entrepreneurship is the creative and innovative means of utilizing factors and processes of production effectively and efficiently for a successful business venture. It is simply an act display be entrepreneurs who usually assembles resources including innovations, finance and business acumen in an effort to transform innovations into economic goods. The formal process of transforming individuals to be able to identify opportunities and utilize business resources effectively is referred to as entrepreneurship education.

Entrepreneurial education involves the acquisition of skills, concepts, and management competencies essential for employment creation (Masho et al., 2025). Entrepreneurship education can prepare one for employment or self-reliance as a means of earning a living. Igboke and Olom (2021) elucidated that entrepreneurship education focuses on developing individuals' knowledge, experience, skills, attitudes and beliefs so that they can have a product or services to render to others and make a living out of it. It is through effective teaching and learning that appropriate skills, knowledge and experiences are transferred to learners.

Teaching in this regard is an enlightenment activity purposefully carried out to change the life of a person. Havighurst (2018) viewed teaching as the profession of those who give instructions in elementary schools, secondary schools or tertiary institutions. In addition to qualification, the competencies of a teacher is critical for effective classroom teaching. Pedagogy has to do with the process of teaching and the controlling of classroom activities. Pedagogy as the process of teaching covers what should be taught and learnt; the objective of teaching it; how it should be taught and learnt; who is qualified to teach; the methods of delivering the learning contents, how to interact and communicate ideas to the learners; the use of educational technology in facilitating teaching and learning and the effective evaluation of the learners. In the aspect of controlling classroom activities, pedagogy

involves the use of the curriculum to control what is taught and learnt in the classroom; classroom supervision and effective classroom management.

Competency can be seen as knowledge, skills and personal qualities which include attitude, value, self-image and trait necessary to carry out work activities effectively in line with educational goals (Tampang & Wonggo (2018). Competencies connect with all that is required for the efficient performance of one's job such as knowledge, skills, experiences, attitudes, beliefs, values, and abilities. Pedagogical competence is a measurable ability of a teacher to perform efficiently in teaching process and classroom management. Pedagogical competence includes the awareness and utilization of relevant alternative instructional method and technologies. For the purpose of this study, attention was directed to three important pedagogical competencies which include: instructional related competencies, measurement and evaluation related competencies, and classroom management competencies.

Instructional strategies are the means used to bring about effective teaching and learning and to help the students to become independent and strategic learners as captured by Alberta Institute of Learning (2018). Instructional strategies could be seen as the process in which instructional content is delivered and learning objectives are attained. Adie (2018) described instructional strategies as are arsenals in the hands of a teacher used in combating learning challenges in every given situation. Instructional competence is imperative in enhancing effective teaching and learning. As claimed by Olokundun (2017), educators' instructional competence is an important factor to ensure students' commitment to entrepreneurial related learning. In confirmation, the Wing Institute (2018) asserted that a well-designed and planned instructions that offers sufficient opportunities for successful acquisition of knowledge, experience, skill and attitude demonstrate mastery in teaching, and teaching foundation knowledge or skills that become the basis for future learning. Another important are competencies measurement and evaluation.

Measurement and evaluation are very important concept in education. Button (2018) noted that without measurement and evaluation, it is impossible to know a student needs and preferences. Also measurement and evaluation are used by colleges to determine which students can be admitted, and to determine whether students are learning. It is imperative that a teacher should be able to ascertain the extent of learning in order to make improvement and help learners at risk. Measurement and evaluation related competencies are the abilities of educators to effectively assess students' learning using the right instruments. It is essential to point out that measurement and evaluation plays a vital role in determining the success of learning. Mulyani et al. (2019) noted that it is crucial to research how to improve the quality of assessment in entrepreneurial learning by developing an evaluation model for the projected outcomes. It is also pertinent for a teacher to be able to manage classroom for effective learning outcome.

Classroom management encompasses variety of strategies and techniques adopted to creating an enabling environment teaching and learning. Some of the strategies may include setting clear classroom expectations, instilling respect, establishing routines, and communicating and collaboration between and among teacher and learners in the class. Joseph et al. (2024) explicated that classroom management is a fundamental aspect of effective teaching, directly impacting student learning and academic performance. By this indication, effective classroom management improves learning outcomes including entrepreneurship education by fostering an orderly, supportive environment that encourages student motivation, innovation, and active participation. A competent educator should be able to three things in class namely: learners, materials and learning environment. This aligns with Agim et al. (2025) that learners' management, classroom environment management and learning material management competencies are required for teaching entrepreneurship education. It is however, worrisome about the competencies of the teachers in delivering competency-based education that would provide the students with appropriate knowledge, skills for themselves and others, and be employable. This therefore forms the impetus for an empirical investigation upon which the study is anchored.

Statement of Problem

Entrepreneurship education has become a major strategy for equipping graduates with the knowledge, skills, and attitudes needed for self-employment, innovation, and economic development in Nigeria. Despite its inclusion in the curriculum of tertiary institutions, the achievement of its objectives has remained limited, as many graduates still lack practical entrepreneurial competencies required to create and sustain businesses. One of the major factors contributing to this challenge is the pedagogical competence of business educators responsible for delivering entrepreneurship education. Effective teaching of entrepreneurship requires educators to possess diverse pedagogical competencies, including learner-centered instructional strategies, practical teaching methods, classroom management, assessment techniques, communication skills, and the ability to integrate technology and experiential learning into instruction. However, evidence suggests that many business educators continue to rely heavily on traditional lecture methods, with limited application of innovative teaching approaches that promote entrepreneurial thinking and practical skill acquisition. In tertiary institutions in Cross River State, there is inadequate empirical evidence regarding the specific pedagogical competencies possessed by business educators and how these competencies influence effective teaching of entrepreneurship education. This gap raises concerns about the quality of entrepreneurship instruction and the preparedness of graduates for self-reliance and the labour market. Therefore, there is a need to investigate the pedagogical competencies required of business educators for effective teaching of entrepreneurship education in tertiary institutions in Cross River State, Nigeria.

Purpose of the Study

The main purpose of the study was to determine pedagogical competencies required of

business educators for effective teaching of entrepreneurship education in tertiary institutions in Cross River State, Nigeria. Specifically, the study ascertained:

1. Instructional strategies related competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria.
2. Measurement and evaluation related competencies required of Business Educators in teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria.
3. Classroom management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institution in Cross River State, Nigeria.

Research Questions

The following research questions guided the study:

1. What are the instructional strategies related competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State?
2. What are the measurements and evaluation related competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State?
3. What are the classroom management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State?

Hypotheses

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

1. There is no significant difference in the mean responses of less experienced and experienced respondents on instructional pedagogical competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria.
2. There is no significant difference in the mean responses of less experienced and experienced respondents on measurement and evaluation pedagogical competencies required of Business Educators in teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria.
3. There is no significant difference in the mean responses of male and female respondents on classroom management pedagogical competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institution in Cross River State, Nigeria.

Methodology

The design for the study was descriptive survey research design. The population of the study comprised eighty-nine (89) Business Educators (53 male and 36 female) teaching entrepreneurship education in four (4) tertiary institutions in Cross River State offering

Business Education courses. The entire population was used therefore, no sample size. The instrument for data collection was a researcher's self-designed 4-point rating scale questionnaire titled: Questionnaire on Pedagogical Competencies for Teaching Entrepreneurship Education (QOPCEE). The instrument was divided into three clusters, namely: cluster one (instructional pedagogical competencies), cluster two (measurement and evaluation pedagogical competencies) and cluster three (classroom management pedagogical competencies). The instrument was validated by three (3) validates tested for reliability using Cronbach Alpha coefficient. The result obtained were as follows: cluster one (0.66), cluster two (0.79) and cluster three (0.88). The overall reliability result obtained was 0.84. Mean and standard deviation were used to answer the research questions, while t-test was used to test the hypotheses.

Results

Research question 1: *What are the instructional strategies related competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State?*

Table 1: Mean and Standard Deviation Rating of Instructional strategies related competencies required of Business Educators for teaching Entrepreneurship Education

S/N	Instructional Strategies Requires:	X	SD	DECISION
1	Ability to use different teaching methods	3.59	0.49	S A
2	Mastering of subject content delivered to students	3.56	0.49	S A
3	Ability to develop lesson plan	3.53	0.50	S A
4	Ability to distribute questions in class	3.51	0.54	S A
5	Engage the learners in various learning experiences	3.53	0.50	S A
6	Actively involve the learners in the teaching learning process	3.59	0.49	S A
7	Ability to arouse learners' interest in the subject	3.47	0.50	A
8	Utilize appropriate methods to address individual differences	3.60	0.49	S A
9	Carefully deliver instructions using step -by-step innovative approach	3.44	0.50	A
10	select teaching methods that are effective in yielding positive instructional results	3.66	0.47	S A
Grand Mean		3.54		S A

* S A = Strongly Agree; A = Agree

In table 1, the grand mean of 3.54 is greater than the criteria mean of 2.50. This suggests that the respondents strongly agree that instructional strategies related competencies are required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State.

Research question 2: *What are the measurements and evaluation related competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State?*

Table 2: *Mean and Standard Deviation Rating of Measurements and evaluation related competencies required of Business Educators for teaching Entrepreneurship Education*

S/N	Measurements and Evaluation Related Competencies include Ability to:	$\bar{X}$	SD	DECISION
11	Identify the strength and weakness of students in the class	3.59	0.49	S A
12	Develop the right instruments to effectively assess students' learning	3.59	0.49	S A
13	Utilize test results in making useful decision	3.67	0.47	S A
14	Analyse data from administered instrument	3.66	0.47	S A
15	Interpret results from analysed data on students' performance	3.58	0.49	S A
16	Proper presentation of assessment results	3.51	0.56	S A
17	Keep proper records of continuous assessment	3.60	0.53	S A
18	Use observational assessment techniques to monitor students' progress	3.56	0.54	S A
19	Consciously seek feedback to improve students' learning	3.57	0.47	S A
20	Possess skill in preparing test instruments	3.64	0.48	S A
Grand Mean		3.59		S A

* S A = Strongly Agree; A = Agree

Table 2 show that the grand mean of 3.59 is higher than the criteria mean of 2.50. This finding reveals that the respondents strongly agree that measurements and evaluation related competencies are required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State.

Research question 3: *What are the classroom management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State?*

Table 3: *Mean and Standard Deviation Rating of Classroom Management Competencies Required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State*

S/N	Classroom Management Competencies include the Ability to:	$\bar{X}$	SD	DECISION
21	Create a conducive environment for teaching and learning	3.55	0.50	S A
22	Control students' disruptive behaviour in class	3.64	0.48	S A
23	Manage learning resources	3.56	0.49	S A
24	Engage students' interest in classroom learning	3.67	0.47	S A
25	Ability to maintain classroom orderliness	3.56	0.49	S A
26	Establish a clear standard of conduct in the classroom	3.61	0.53	S A
27	Instil a sense of respect for one another among the students	3.53	0.50	S A
28	Effectively utilize classroom space	3.66	0.47	S A
29	Efficient management of time	3.55	0.50	S A
30	Sensitive to students' learning problems	3.70	0.45	S A
Grand Mean		3.60	0.48	S A

* S A = Strongly Agree; A = Agree

Data in Table 3 reveals that the respondents strongly agree that all the items on classroom management are competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State.

Table 4: Summary of *t* test analysis of the mean responses of less experienced and experienced respondents on instructional competencies required of Business Educators for teaching Entrepreneurship Education

Item	Experience	N= 89	Mean	Std.	t-cal	t-crit	Df	Decision
1	Less Experience	15	3.66	0.48	0.61	1.98	87	Accept
	Experience	74	3.58	0.49				
2	Less Experience	15	3.53	0.51	0.24	1.98	87	Accept
	Experience	74	3.56	0.49				
3	Less Experience	15	3.46	0.51	0.61	1.98	87	Accept
	Experience	74	3.55	0.50				
4	Less Experience	15	3.53	0.51	0.12	1.98	87	Accept
	Experience	74	3.51	0.55				
5	Less Experience	15	3.46	0.51	0.61	1.98	87	Accept
	Experience	74	3.55	0.50				
6	Less Experience	15	3.66	0.48	0.61	1.98	87	Accept
	Experience	74	3.58	0.49				
7	Less Experience	15	3.66	0.48	1.66	1.98	87	Accept
	Experience	74	3.43	0.49				
8	Less Experience	15	3.66	0.48	0.51	1.98	87	Accept
	Experience	74	3.59	0.49				
9	Less Experience	15	3.40	0.50	0.41	1.98	87	Accept
	Experience	74	3.45	0.50				
10	Less Experience	15	3.73	0.45	0.62	1.98	87	Accept
	Experience	74	3.64	0.48				
Grand Mean					0.60	1.98		Accept

Table 4 shows that all the items are accepted because their respective calculated-*t* values are less than the critical-*t* value of 1.98. Furthermore, the grand mean of the calculated-*t* value of 0.60 is less than the critical-*t* value. This finding indicates that the null hypothesis 1 is retained. It is concluded that there is no significant difference in the mean responses of less experienced and experienced respondents on instructional competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria.

Table 5: *Summary of t-test analysis of the mean responses of less experienced and experienced respondents on measurement and evaluation related competencies required of Business Educators in teaching Entrepreneurship Education*

Item	Experience	N= 89	Mean	Std.	t-cal	t-crit	Df	Decision
11	Less Experience	15	3.66	0.48	0.61	1.98	87	Accept
	Experience	74	3.58	0.49				
12	Less Experience	15	3.60	0.50	0.03	1.98	87	Accept
	Experience	74	3.59	0.49				
13	Less Experience	15	3.80	0.41	1.13	1.98	87	Accept
	Experience	74	3.64	0.48				
14	Less Experience	15	3.60	0.50	0.56	1.98	87	Accept
	Experience	74	3.67	0.47				
15	Less Experience	15	3.66	0.48	0.70	1.98	87	Accept
	Experience	74	3.56	0.49				
16	Less Experience	15	3.66	0.61	1.12	1.98	87	Accept
	Experience	74	3.48	0.55				
17	Less Experience	15	3.60	0.50	0.05	1.98	87	Accept
	Experience	74	3.61	0.54				
18	Less Experience	15	3.80	0.41	1.89	1.98	87	Accept
	Experience	74	3.51	0.55				
19	Less Experience	15	3.46	0.51	0.90	1.98	87	Accept
	Experience	74	3.59	0.49				
20	Less Experience	15	3.73	0.45	0.85	1.98	87	Accept
	Experience	74	3.62	0.48				
Grand Mean					0.78	1.98		Accept

Data in Table 5 reveal that all the items are accepted. This is because their respective calculated-t values are less than the critical-t value of 1.98. In addition, the grand mean of the calculated-t value of 0.78 was less than the critical-t value. The second null hypothesis is retained. This indicates that there is no significant difference in the mean responses of less experienced and experienced respondents on measurement and evaluation related competencies required of Business Educators in teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria.

Table 6: *Summary of t-test analysis of the mean responses of male and female respondents on classroom management competencies required of Business Educators for teaching Entrepreneurship Education*

Item	Gender	N=89	Mean	Std.	t-cal	t-crit	Df	Decision
21	Male	53	3.54	0.50	0.77	1.98	87	Accept
	Female	36	3.55	0.50				
22	Male	53	3.60	0.49	0.86	1.98	87	Accept
	Female	36	3.69	0.46				
23	Male	53	3.54	0.50	0.33	1.98	87	Accept
	Female	36	3.58	0.50				
24	Male	53	3.62	0.48	1.25	1.98	87	Accept
	Female	36	3.75	0.43				
25	Male	53	3.54	0.50	0.33	1.98	87	Accept
	Female	36	3.58	0.50				
26	Male	53	3.58	0.53	0.70	1.98	87	Accept
	Female	36	3.66	0.53				
27	Male	53	3.50	0.50	0.68	1.98	87	Accept
	Female	36	3.58	0.50				
28	Male	53	3.64	0.48	0.51	1.98	87	Accept
	Female	36	3.69	0.46				
29	Male	53	3.52	0.50	0.50	1.98	87	Accept
	Female	36	3.58	0.50				
30	Male	53	3.66	0.47	1.19	1.98	87	Accept
	Female	36	3.77	0.42				
Grand Mean					0.71	1.98		Accept

Data in Table 6 reveal that all the items are accepted. This is because their respective calculated-t value is less than the critical-t value of 1.98. Furthermore, the grand mean of the calculated-t value of 0.71 is less than the critical-t value. The fifty null hypothesis is retained. This indicates that there is no significant difference in the mean responses of male and female respondents on classroom management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria.

Discussion

Analysed data in respect to instructional strategies pedagogical competencies revealed that the respondent strongly agreed that instructional strategies related competencies are required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State. This finding agree with Akdeniz (2016) that instructional strategies competencies showcase the ways and approaches followed by the teachers, to achieve the fundamental aims of instruction. It also aligned with The Wing Institute (2018) that teacher instructional competencies offer practical, strategies, practices, and rules to teachers in ways to improve instruction that improves students' performance and the quality of the work experiences. Further findings suggested that, there was no significant difference in the mean responses of less experienced and experienced respondents on instructional competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria. This is in line with Olokundun, et al (2017) that an educators' competence in delivering instructions is an important factor to ensure

students' commitment to entrepreneurial related learning. In the same vein, Richa (2014) elucidated that the essence of adopting instructional strategies is to meet the various learning objectives; and this is the focus of every teacher (both new and old).

Findings revealed that measurements and evaluation related competencies are required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State. The finding here indicates that the ability to measure and evaluate learning in Entrepreneurship Education is particularly important. Such ability enable the teacher to ascertain the level of knowledge, skills, competencies and experiences gained by the learner over a period of time. The finding is in line with Button (2018) that without measurement and evaluation, it is impossible to know students' needs and preferences. Also measurement and evaluation are used to determine whether students' learnings was in line with objectives. In this regards, the finding concurred with Hatti in Rasmussen et al (2015) that the quality of teaching also depends on the evaluation and particularly on the feedback the teacher consciously or unconsciously seeks from the students in order to revise the teaching. Through such feedbacks, teachers understand areas that need improvement and how to grade the learners. Similarly, it was found that there is no significant difference in the mean responses of less experienced and experienced respondents on measurement and evaluation related competencies required of Business Educators in teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria. This suggests that measurement and evaluation related competencies were imperative to both the less experienced and experienced Business Educators to be able to ascertain the right strategic teachings that will yield entrepreneurial results. It is essential to point out that measurement and evaluation plays a vital role in determining the success of learning. The finding aligns with Mulyani et al. (2019) that it is crucial to research how to improve the quality of assessment in entrepreneurial learning by developing an evaluation model for the projected outcomes.

Analysed data indicated that classroom management are competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State. The findings suggests that it is essential as an educator to be able to effectively manage a classroom for effective teaching and learning to take place. Chaotic environment is not good for academic activities. Rather, an enabling classroom environment characterized with orderliness, cleanliness, class control and respect for others enhances teaching and learning. The findings agreed with Mulvahill (2018) that teacher require the ability to ensure that their classrooms run smoothly, without disruptive behaviour from students. The finding also tallied with Erden *et al.*, (2016) that teachers' classroom management competencies have a positive and significant effect for reducing the misbehaviour in the classroom.

Further findings indicated that there is no significant difference in the mean responses of male and female respondents on classroom management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions. It implies that

classroom management is not predicted by gender. The finding aligns with Nwatarali and Ifi (2023) that difference does not exist in the mean ratings of male and female business educators on all the identified classroom management and human relation competencies for effective teaching and learning of business education in public universities in South East, Nigeria. In buttress, Olom and Igboke (2023) agreed that classroom management pedagogical competencies are required of Business Educators for teaching Entrepreneurship Education. Adding that there is no significant difference in the mean responses of male and female respondents on classroom management as a pedagogical competence required of Business Educators for teaching Entrepreneurship Education.

Conclusion

Competencies connect with all that is required for the efficient performance of one's job such as knowledge, skills, experiences, attitudes, beliefs, values, and abilities. Instructional related competencies, measurement and evaluation related competencies, and classroom management competencies are competencies are greatly required of business educators for effective teaching of entrepreneurship education in tertiary institutions. These competencies are not determined by teaching experiences nor gender. Leveraging these competencies would enhance developing students' knowledge, experience, skills, attitudes and beliefs so that they can have a product or services to render to others. By assessing the students rightly, meaningful feedbacks can be harness to improve learning outcomes. More so, acquiring these competencies enables the teachers to create an enabling learning environment where entrepreneurship education knowledge, skills and experiences can be inculcated effectively.

Recommendation

The following are recommended based on the findings of the study:

1. Business Educators should effectively select and utilize appropriate instructional strategies suitable for individual learners in Entrepreneurship Education courses.
2. Business Educators should adopt practical means in measuring and evaluating specific entrepreneurial ability and attitude rather than depending on standardized test approach.
3. Business Educators should have total classroom control and ensure that instructional objectives are meaningfully achieved.

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