

Meeting the 21st Century Methods of Teaching and Learning of Business Education Subjects in Senior Secondary School System

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Abstract

Sensitisation of teachers, students, parents and other stakeholders is necessary for the attainment of the basic objectives of entrepreneurship education in senior secondary schools. It is in this premise that this study examine the best practices of learning and teaching entrepreneurship education for the achievement of objectives in senior secondary school systems. The introduction of entrepreneurship education to Nigerian senior secondary school was directed at cultivating and developing in learners the skills and attitudes to function as relevant citizens of their society. The paper noted that the teaching of entrepreneurship education in Nigeria is yet to achieve the purpose of which the subject was introduced. Among the objectives of entrepreneurship education is to imbibe into the learners the entrepreneurial skills to be self-employed. Curriculum experts have certain roles to play in integrating standard into curriculum by developing a curriculum framework. Onus of implementing entrepreneurship education curriculum lies in the efforts and determination of qualified teachers, these categories of teachers are those who has chosen and are convinced that teaching is their calling, and are ready to serve their country in that capacity. The type of teaching expected from these teachers should help the students emerge with an understanding that it is better to be job provider than to a job seeker. This is to say that learning experience must allow the students to practically demonstrate what creativity and innovativeness has taught them in any situation.

Keywords: Teaching, Entrepreneurship Education, Learners, Best Practices, Theories

Introduction

According to Umoru and Haruna (2018), teaching methodology is the principle and method used by teachers to impart knowledge to students. The teaching methods are chosen based on the subject matter and the nature and age of the learners. However, no single teaching method is appropriate for all situations and all students (Umoru& Haruna, 2018). Various teaching methods and approaches, such as lecture

method, discussion method, and participatory method, have been used in the teaching of entrepreneurship courses (Pilato & Ulrich, 2014). Trabulsi (2018) argues that teaching methodology is adopted by teachers to achieve the goals of the teaching process, which involves delivering information, skills, and knowledge to students. While modern teaching methods, such as technology-based approaches, are shaping the teaching environment, traditional face-to-face methods are still in use and can produce positive results when applied effectively (Trabulsi, 2018). Some believe that traditional teaching methods, such as lecturing and class discussion, provide more interaction between teachers and students, while others argue that technology-based approaches offer greater flexibility and accessibility to the learning environment.

Based on personal observations of the researcher show that teaching entrepreneurial course in the various institutions provide more theory than practical application; students are not exposed to experiential learning to allow for their ingenuity rather they are limited to the orthodox conventional lecture method of teaching/learning. This is particularly at the expense of entrepreneurial skill acquisition needed for self-reliance in employment generation. Akpomi (2009), has argued that our educational process is too mechanical and frowned at a situation whereby lecture method remains the only conventional method used in teaching entrepreneurship course which cannot yield significant result. Although the tertiary education curricula has been reviewed over time; between 1969 to 2011 to refocus education to meet the needs of the society, yet the problem of unemployment challenges facing tertiary school graduates still seemed intractable.

On teachers' instructional practices for teaching entrepreneurship education, the researchers are of the view that all schools have the potential of providing the best. However inadequate teachers seem to be the problem, and that there is need to boost the morale of teachers available regardless of the location of the schools as this would bring a significant achievement in education, Given the preceding, utilising various teaching techniques and styles effectively is considered as best practices. Therefore, the following sub-headings were discussed in this text: concepts of entrepreneurship education; objectives of entrepreneurship education; new approaches for teaching entrepreneurship education and learning theories for the instructional practices for entrepreneurship education.

Concepts of Entrepreneurship Education

Entrepreneurship as a process of planning, operating and assuming the risk of uncertainty in business venture encompasses all the activities geared towards survival and growth of a business. It goes through stages; namely: conception of business idea, evaluating business opportunities, initial starting of the business, nurturing business to grow to maturity, maintaining stability of business growth, expansion of business and improving standard/quality to avoid business decline. Entrepreneurship education is the training given to individuals or groups to develop their innate entrepreneurial tendencies to acquire knowledge, skills, attitudes and

values needed for lucrative business ventures in their immediate environment in order to earn a sustainable living.

Osuala (2004) identified entrepreneurship education as a special training given to students to acquire skills, ideas and managerial abilities necessary for self-reliance. While entrepreneurship is the process of assuming risk of uncertainty in a business venture but entrepreneurship education will equip-students with relevant competencies, skills and knowledge to assume the risk of uncertainty in business venture. This is to encourage self-employment that will enable them live a more productive and independent future lives after graduation. Okolocha and Ile (2011) defined entrepreneurship education as an educational programme designed to prepare young people to acquire appropriate business skills, ideas and knowledge that will help them to live a fulfilled life, increase their economic status and contribute to the development of the society. Entrepreneurship education is intended to equip graduates with entrepreneurial skills not only to make them to become self-reliant but to be more employable and to contribute their quota meaningfully to economic development. The right skills and values could be inculcated into our youths to impel them for an enterprise culture through entrepreneurship education. Such training which should be objective driven must be empowered with motivational strategy, appropriate guidance, reinforcement and active participation of the learners. In the view of Nnamdi (2010) entrepreneurship education is about learning skills needed to assume the risk of establishing and managing a business successfully. Nwankwo, Nwachukwu, and Chinedu (2010) posited that entrepreneurship education as a renewed process of achieving self-reliance is centrally focused on the acquisition of entrepreneurial competencies. The training in entrepreneurship education could be viewed from the generic approach to teaching/learning which emphasizes the formation of optimal entrepreneurial actions based on existing market forces. The objectives of entrepreneurship education in any institution are geared towards providing solution to societal needs, yearnings and aspiration. The government, individuals and corporate bodies supportive services are crucial for it to thrive and attain the set objective.

Graduates could acquire entrepreneurial competencies and skills to have value re-orientation and take advantage of the numerous business opportunities in their immediate environment; able to identify a viable and lucrative business opportunity, establish the business in an enabling environment and manage it successfully. They could be able to apply the Strength, Weakness, Opportunities and Threat (SWOT) analysis to identify a viable business opportunities and make appropriate choice. This analysis will acquaint them with the appropriate knowledge to assume risk within their level of capabilities. The business can grow and expand with the supporting services of financial institutions and provide ultimate satisfaction to the society's needs.

The Nigerian society is facing unemployment challenges of her young school

graduates and economic quagmire. The training of her youths through a functional education such as entrepreneurship education to enable them look inward to the available opportunities in their environment and earn a sustainable living become worthwhile. This could go a long way to checkmate the prevailing circumstances of unemployment challenges and economic quagmire in the society. Okoye (2007) posited that entrepreneurship education can fail to meet its objectives if the educational system fails to turn out graduates that are trained on the basis of the prevailing circumstances on the environment.

Objectives of Entrepreneurship Education

A general over view of entrepreneurial course contents indicates that students could be taught the followings: concept and meaning of enterprise, entrepreneur and entrepreneurship, how to generate business ideas, identify business opportunities, start a business, successful business management and evaluating the business operations. The course as recommended by the various agencies: National Universities Commission's (NUC) Benchmark Minimum Academic Standard (2004), the National Board for Technical Education (2007) and the National Commission for Colleges of Education (2002) is to be taught as 2 hours credit course both in the universities, polytechnics and colleges of education respectively. The specific objectives to be attained according to the NUC Benchmark Minimum Academic Standard (2011) include the following:

- i. understand the relationship of enterprise, entrepreneur, business, entrepreneurship, innovation and creativity.
- ii. analyse the historical perspective of unemployment, underemployment and job dissatisfaction; personal, national and global economic recession.
- iii. identify the roles of entrepreneurial development agencies and regulatory bodies.
- iv. cultivate the spirit of entrepreneurship.
- v. correct wrong attitudes and mind-sets and develop high entrepreneurial potential in student.
- vi. select possible business ideas, and
- vii. build the capacity to develop business plan to start a business.

The above objectives could be used as a template for other tertiary institutions being that the goals of entrepreneurship education in all the tertiary institutions is to produce graduates who will become self-reliant and be able to contribute their quota to individual and national economic survival and transformation by generating jobs for themselves and others in a situation where paid employment is unavailable or less lucrative.

New Approaches for Teaching Entrepreneurship Education

Lecture Method of Teaching

A lecture is an oral presentation of information by the instructor. It is the method of relaying factual information which includes principles, concepts, ideas and all theoretical knowledge about a given topic. In a lecture the instructor tells, explains, describes or relates whatever information the trainees are required to learn through listening and understanding. It is therefore teacher-centred. Lecture Method connotes a method in which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships. On lecture method, Umoru and Haruna (2018) argued that this is a one way flow of communication from the teacher to the students and that the method is a teacher-centered approach where most of the talking is carried out by the teacher while the students remain as passive listeners taking down notes.

Participatory Method of Teaching

Participatory Method essentially entails a method of teaching that does not necessarily lay emphasis unduly on the learner, content or teacher. Concerning this methodology of teaching, Ihionu (2018) contended that participatory method of teaching is driven by the situational analysis of what is the most appropriate thing for us to learn/do now given the situation of learners and the teacher. They require a participative understanding of varied domains and factors. In this category of methods, both the teacher and the learners have to fit into the content that is taught. Generally, this means the information and skills to be taught are regarded as sacrosanct or very important. A lot of emphasis is laid on the clarity and careful analyses of content. Both the teacher and the learners cannot alter or become critical of anything to do with the content.

Discussion Method of Teaching

Discussion Method of teaching refers to a method in which group discussion techniques are used to reach instructional objectives. According to Ihionu (2018), during discussion, the instructor spends some time listening while the trainees spend sometimes talking; this made discussion method, therefore, a more active learning experience for the trainees than the lecture. A discussion is the means by which people share experiences, ideas and attitudes. As it helps to foster trainees' involvement in what they are learning, it may contribute to desired attitudinal changes. Discussion method may be used in the classroom for the purpose of lesson development, making trainees apply what they have learnt or to monitor trainees learning by way of feedback.

Problem-Solving Teaching Method

Ajoma (2017) opined that problem-solving is an advanced method of teaching and learning, and it involves making observations. The root of problem-solving teaching is found in Dewey's thoughts, that teaching by doing is more lasting

(Ali, Hukamdad, Akhter & Khan, 2010). Actually, problem-solving is how to teach independently, it is one of the easiest methods to attain objectives of learning procedure. Problem-solving can be referred to as a process of finding answers or approaching solutions creatively. This process needs that the learner to be totally involved in the learning process. Downs (2010) defined problem-solving as the process of applying previously acquired knowledge to obtain a satisfactory solution to new and unfamiliar problems. Problem-based method could be described as a learning tenet that propagates learner-centered and tutor-centred learning. In the view of constructivism, students via relationship with their immediate vicinity employ knowledge they have ever acquired to discover recent understanding (Yang, 2012).

Features of Problem-Solving Teaching

According to Torpand Sage(2004)problem-solving teaching is a method that is child-centered,inthis approach learners seek out, describe, and unite such as to find reasonable answers to real life situations. The Problem-Based Teaching Cycle is comprised of diver procedures:-A real life situation is given to the learners.

1. Learners talk about issue and set out assumptions.
2. Learners initially collect previous experience and knowledge related to the issue and later they recognise skill inefficiency and commence their searching out.
3. Next,learnersusetheirskillstoaffirmrelevanceoftheirassumptionsin-line with what they had taught.
4. By the tail end of every issue, learners get their own perception on skills obtained (Akinoglu & Tandogan, 2004; Neild, 2006; Wang, Thompson, & Shuler, 2008). Hmelo-Silver (2011) opined that the most vital hints of problem-solving method is the problem itself.

Guided-Discovery Teaching Method

Guided-discovery is a teaching method, that give chance to students bring out something creative their own learning experience, under the guidance of their teacher. Garuma& Tesfaye (2012) stated that guided-discovery method is a purposeful teaching in which solution is gotten under teacher monitoring. This is that approach whereby instructor makes available exemplary chart to enable learners to read personally leading to self-discovery (Akinbobola & Afolabi, 2010). In guided-discovery session, the tutor calls learners to start explanation and to respond to other learners (Garuma& Tesfaye, 2012). Olorode (2016) affirms that guided-discovery strategy is a teaching method that emphasizes leraners' active involvement in teaching encounter through peer work and enable students to think together with a view to discovering knowledge under the guidance of the teacher especially in calculation subjects like Financial Accounting.

Guided-discovery teaching method is a teaching scenario whereby the main concept of subject/topic is not given out to the learners by the instructor but the learners are allowed to find out how to go about thereby converting the tutor to become a mentor while learners become main source of teaching and learning session(s). Ogunbiyi (2012) noted that vocational education scheme of study needs the acceptance of learner-centred teaching of finding out, intuitiveness, solution providers, role play actor, technology based teaching and many forms of participatory teaching events. The relevance of guided-discovery method to Financial Accounting emanated from the suggestion that students organized skills emanating from previous knowledge that is linked with modern approaches that encourages participatory teaching styles (Afolabi & Akinbobola, 2009).

Constructivist learning is hanging on the premise that capability and acquired wisdom is not possible when one is inactive in the process of getting facts and repetition rather it entails total commitment of the students via skill building, psychomotor and cognitive events (Akinbobola & Afolabi, 2010). The teachers' role in guided-discovery is to serve as instructor of teaching whereby learners are motivated to take responsibility, independent and create personal comprehension of any concept. Hence, activities are learner-centered, democratic and interactive. The method is scientific in nature thereby providing ways to students to explain and coordinate concepts and digest it for themselves (Acero, Javier & Castro, 2010). Students' previous experience and comprehension of the expectation of teacher from them is very paramount factor for efficient usage of the method.

According to Mayer (2014), there are three stages of mentoring in learning:

Pure Discovery: Learner gets a given task to offer solution to with little tutors help. Pure discovery methods often require much amounts of learning time, result in low levels of initial learning, and result in low performance on transfer and long term retention. When the principle to be learned is obvious or when a strict criterion of initial learning is enforced, pure discovery students are likely to behave like guided-discovery students. Consequently, pure discovery motivates students to get mentally involved but fails to ensure that they will come into contact with the rule or principle to be learned.

Guided-Discovery: The learners take task to solve, but the tutor gives points and ways about how to get solution to maintain the learner on rail. Guided-discovery will need little or more time aside the third one, expository teaching, depending on the problem, but tends to result in a best longer term retention and transfer. Guided-discovery motivates students to research on how to use rules and ensuring students to be familiar with laws to be taught.

Expository: Final law is given to the learners. If it is properly planned and organized, the discovery approach gives participatory teaching and attainable problem which is usually of keen. Sequent, discovery events encourage all but the most a pathetic learners. However, in guided-discovery method, the tutor directs the learner's thinking pattern by asking different kinds of puzzles whose answers will lead to better comprehension of the idea before proceeding explanation. "Children act as detectives as they solve concept attainment activities in stimulating learning environments. In doing so, they place a newly introduced object in a category that they have previously discovered (Gallenstien2014).This teaching method is perceived to increase retention of material because the student organizes the new information and integrates it with information that has already been stored. Emphasizing the need for discovery method of teaching and learning is a knowing process, not a product. Therefore, to teach a person in a discipline is not about having him to put answers to mind, rather, it is to educate him to be involved in the procedure that enables confirmation of skills.

Learning Theories for the Instructional Practices for Entrepreneurship Education

David McClelland Psychological Theory

McClelland (1961) argued that the need for academic achievement is the propelling force for entrepreneurial spirit and an entrepreneur is someone who has the desire to achieve needs. This is born out of the desire to conceive business idea to achieve the need to satisfy consumers in a unique manner and make profit. This theory emphasizes the relevance of conception of business idea which is usually physiological in nature. Chinonye (2011) stated that, McClelland argued that entrepreneurial behaviours in individuals could be motivated by need for achievement which is demonstrated by Maslow's Hierarchy of Needs, referred to as an achievement. McClelland believed that training emotional practices and value orientation only cannot yield the needed economic gain of a rational pursuit unless spur by a particular need.

He believed that the nature of entrepreneurship differs amongst people and nations just as their need for personal and national achievements differ. In his study of comparing the relationship between economic growth and individual need for personal achievement he used citizens of societies and elicited information using questionnaire which he based his conclusions.

McClelland's theory of motivation emphasizes need for achievement, power and affiliation. A critical look at entrepreneurial ventures in our society today indicates that all the ventures emanated from psychological need for achievement. It is through psychological thoughts that individuals can conceive business idea to satisfy a need. When the business idea is translated into plans and action through a visibility study to identify the most viable business opportunity and establishing it, then the prospects will ultimately satisfy the desired need of the individual which

could be both intrinsically and extrinsically rewarding. It is noteworthy that not all business idea can translate into business opportunities but those which can offer viable solution to the existing problem of potential consumers and for which they are willing to offer their money.

Innovation and teachings in entrepreneurship therefore could be regarded worthless if there is no achievement need to be satisfied. The need for achievement is the bedrock upon which all cottage industries, small and medium scale enterprises are built. An individual must have a gap to fill before he/she could embark on any entrepreneurial venture otherwise the actions may call for questioning. In the view of Maslow, once physiological needs are satisfied the need to move for a higher need sets in and this is congruent to McClelland theory of need for achievement, power and affiliation. Entrepreneurship can satisfy these needs in stages as one progress in entrepreneurial venture to create wealth, simultaneously the need for power and affiliation will follow suit. Any man who has acquired wealth looks for a befitting class of status symbol.

Education in Nigeria was introduced to satisfy the need for literacy, due to constant educational reforms vocational education was introduced to satisfy the need for skilled indigenous technical manpower development and to salvage the problem of ineptitude caused by liberal education. Entrepreneurship education later emerged to abate the prevailing unemployment scourge amongst young tertiary school graduates which the general education could not address. The case is not different in economic situation; no production can take place if there is no target audiences' needs to be satisfied and if the producer cannot make profit from the goods produced and services rendered. Therefore, the need for achievement is the most prevalent in entrepreneurship. Yomere (2009) opined that entrepreneurship education is an incubator for entrepreneurial mindset.

Entrepreneurship education is needed to train the youths' locus of control for better internality towards entrepreneurial intentions thereby developing their enduring characteristics to persevere and succeed in entrepreneurial ventures. The level of an individual's internality determines to a great extent his altitude in entrepreneurial venture. Adopting McClelland theory in entrepreneurship education, students could be trained to be able to conceive viable business idea and use the SWOTH analysis to take risk in entrepreneurial ventures. Ashmore (2010) opined that entrepreneurship education is more than just teaching someone how to run a business; such individual should be encouraged to think creatively and promote a sense of self-worth and accountability.

Max Weber Sociological Theory

Max Weber (1930) argued that teaching of certain norms, values and attitudes in an environment can change the inhabitants' orientation and transform them. He believed that ethical rationalization cannot manipulate at will but can be drawn from a stronger authority. In this theory, Weber used the Protestants' ethics to support his

claim, experimenting with two Mexican Villages. Consequently, the teaching changed their orientation and they became enlightened and transformed. Through the transformation agenda they built schools and hospitals. They could train their children in schools and treated themselves in the hospitals whenever they fell sick. He argued that such religious ideology and teachings could be applicable to stimulate entrepreneurial spirit for economic development. The teachings on economic norms prevalent in Nigeria society through entrepreneurship education which could be sociological can reorient the youths and transform them which could also reflect in the larger society. The coming of the Europeans into Nigeria brought western education which enlightened and transformed the citizenry. In the same vein entrepreneurship education is congruent to the Protestants ethics of religious teachings.

The teaching on entrepreneurship education is meant to give value reorientation to the Nigerian youths in order to look inward for more productive and successful future life. The reformation experience of the Mexican villagers through religious teachings could be applicable in entrepreneurship education to enlighten and transform Nigerian youths and adults alike in a tremendous manner to become self-reliant and to contribute their quota to local and national development. Singh (2007) posited that entrepreneurship education is directed towards developing Nigerian Youths' skills, competencies, understanding and attributes which will equip them to be successful in personal, community and work opportunities.

Graduates of entrepreneurship education could apply the competencies and skills acquired through the training to explore business opportunities in their environments and take advantage of them to earn a sustainable living. In other words they could carry out feasibly study successfully to identify viable business opportunities in their environment using SWOT analysis, establish the business and manage it successfully using the competencies and skills acquired during the training. What is prevalent in an environment or society determines the nature or type of business to be established hence the need for market stratification which could be geographical, age or sex. The sociological aspect of entrepreneurial ventures is a prerequisite to determine consumers' behaviours which ultimately determines the nature and scope of business. The target audience needs in a particular area will go a long way influencing the nature and scope of business to be established. An ice cream business will do better in urban setting than in rural setting where people will appreciate the value and can afford it with ease. The skills that graduates acquire through entrepreneurship education could enable them decipher the needs in their immediate environment, carry out a visibility study to choose the most viable of the available opportunities, establish business within the scope of their capabilities considering the prevailing circumstances in the environment.

Joseph Schumpeter Innovative Theory of Entrepreneurship

The history of entrepreneurship dates back to the theory promulgated by

Schumpeter in 1934. Schumpeter advocated that entrepreneurship employs the “Gale of Creative Destruction” to replace in whole or in part inferior innovation across markets and industries and simultaneously creating new products including business models (Wale, 2011). Schumpeter emphasized that those who are willing and able to convert new ideas or invention into successful innovations are called entrepreneurs and that “Creative destruction” is responsible for dynamism of industries and economic society.

Today, there are diverse entrepreneurial activities, which are emanating from 'creative destruction' stirred up by the desire of men and women to convert new ideas or inventions into successful ventures. So, the nature of entrepreneurial dynamism varies from individual to individual and from industry to industry or organization to organization. Hence entrepreneurship ranges in scales e.g. cottage, small scale, medium scale and large scale businesses.

The natural creative dynamism of youths needs to be stirred up to become job inventors rather than job seeker through a functional education such as entrepreneurship education. Awodiya (2008) posited that Nigeria requires people who understand business principles and possess the creative skills to apply them in creative ways to develop an effective and prosperous economy. So entrepreneurship education can help prepare the youths to be able to identify destructive opportunities and become creative in them to illuminate the business world for self-sustainability and economic transformation. They could become business entrepreneurs, social entrepreneurs, political entrepreneurs or knowledge entrepreneurs. Schumpeter as an innovative economics theorist has argued that innovation is the major force behind entrepreneurship and that the fundamental impulse that sets and keeps the capitalist engine in motion comes from new consumer goods and new methods of production.

Conclusion

Entrepreneurship as a process of planning, operating and assuming the risk of uncertainty in business venture encompasses all the activities geared towards survival and growth of a business. It goes through stages; namely: conception of business idea, evaluating business opportunities, initial starting of the business, nurturing business to grow to maturity, maintaining stability of business growth, expansion of business and improving standard/quality to avoid business decline. Entrepreneurship education is the training given to individuals or groups to develop their innate entrepreneurial tendencies to acquire knowledge, skills, attitudes and values needed for lucrative business ventures in their immediate environment in order to earn a sustainable living. The emphasis of this paper, therefore, is that teachers of entrepreneurship education should endeavour to employ all the instructional practices reviewed in this article to be able to achieve the objective of entrepreneurship education and national objectives of Nigerian education.

Suggestions

The following suggestions were made:

1. Teachers of entrepreneurship education should shift from usual passing knowledge through the use of lesson note, teacher centred method and questioning method.
2. Entrepreneurship education is intended to equip graduates with entrepreneurial skills not only to make them to become self-reliant but to be more employable and to contribute their quota meaningfully to economic development.
3. The right skills and values could be inculcated into our youths to impel them for an enterprise culture through entrepreneurship education.

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