

ENTREPRENUERSHIP EDUCATION INSTRUCTION STRATEGIES AND GRADUATES' SELF-RELIANCE

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ABSTRACT

The study examined entrepreneurship education instruction strategies and graduates' self-reliance. Descriptive survey design was adopted. A total of sixty (60) respondents (lecturers) which comprised academic staff in Business Education Department from Tai Solarin University of Education (TASUED), Olabisi Onabanjo University (OOU), University of Lagos (UNILAG), Ladoke Akintola University and Ekiti State University participated in the study. Researchers developed questionnaire; tagged: 'Entrepreneurship Education Instruction Strategies and Self-Reliance Questionnaire (EEISSRQ)' with reliability coefficient 0.87 was used for data collection. Mean and pie-chart were used for answering and presenting the research questions. Regression analysis was used for testing hypotheses at .05 significance level. The findings revealed that simulation, case study, business plan creation, problem-solving and team working instruction strategies were among significant and suitable instruction strategies for teaching entrepreneurship education. Low competence of the instructors, inadequate curricular capacity, inadequate infrastructural support, non-suitability of teaching methodology and inadequate of research support were among the challenges facing effective instruction strategies in entrepreneurship education in Nigerian tertiary institutions. About 52% of the variance in graduates' self-reliance was accounted for by the linear combination of the entrepreneurship education instruction strategies and that entrepreneurship education instruction strategies examined were found to be significant and strongly determine graduates' self-reliance. Based on the findings, it was recommended that there should be repositioning of the teaching methods used during entrepreneurship education by lecturers, which could be achieved by consciously laying more emphasis on practical work and real life situations than on theory. The use of simulation, case study, business plan creation, problem-solving and team working instruction strategies should be highly compulsory for instructors in teaching entrepreneurship education so as to equip the students with entrepreneurial competencies for self-reliance.

Keywords: Simulation, Case Study, Business Plan Creation, Problem-Solving, Team Working, Self-Reliance.

Introduction

Tertiary institutions in Nigeria have been turning out thousands of graduates every year and evidence has shown that significant number of these graduates were unable to secure job. Many factors have been blamed for this ugly incidence in Nigeria. Some believed that the nature of the curriculum needs urgent review to fit in contemporary events in the work place. This form part of the reasons, the Federal Government of Nigeria, through the National Universities Commission (NUC) and National Education Research and Development Council (NERDC) made entrepreneurship education a compulsory course for all undergraduate students in Nigerian tertiary institutions with the aim of providing functional education to students so that they are equipped with the necessary skills and desired knowledge that will make them to become self-reliance. Self-reliance means graduate feelings or the urge for self-preservation through the indebt use of available human and material resources to meet individual and group needs. Self-reliance is synonymous with self-sufficiency. It means doing things for ourselves rather than having things done for us. Self-reliance is the personal initiative in the ability and effort to identify, harness and manage effectively and efficiently the personal and collective resources, human or natural in the immediate surroundings in order to uplift one's or a people's life quality, standard and condition of existence (Olayiwola, 2012). He noted that self-reliance cautions against dependency-syndrome on the government or private organization for job. Self-reliance and its kin-terms accentuates graduates primary role as principal agents of development and self- determination both on the individual and collective levels.

Evans-Obinna (2016) believed that the introduction of entrepreneurship education into school system supposes to drive graduate self-reliance after graduation, but the opposite case was found in Nigeria. Series of evidences have shown that teaching methods used in instruction delivery of the programme may be faulty and not suitable. Zahra, Mansoreh and Narges (2012) stated that the key to a successful entrepreneurship education is to find the most effective way to manage the teachable skills and identify the best match between student needs and teaching techniques and that there is no universal pedagogical recipe to teach entrepreneurship and the choice of techniques and modalities depends mainly on the objectives, contents and constraints imposed by the institutional context. Hytti and O'Gorman (2004) argued that the suitable instruction strategies for entrepreneurship education depending on the objectives of such education and that if the objective is to equip individuals with entrepreneurial skills, which are applicable directly to work, the best way is to provide education and training that enable individuals to involve directly in the entrepreneurial process, such as industrial training. But, if the objective of the entrepreneurship education is to prepare individuals to act as entrepreneurs, the most effective technique is to facilitate experiments by trying entrepreneurship out in a controlled environment, for instance through business simulation or role playing. However, Mwasalwiba (2010) agreed that traditional methods are less effective in encouraging entrepreneurial attributes. It is said that such methods actually make students become dormant participants. These methods prepare a student to work for an entrepreneur, but not to become one. Traditional methods should only be used to give students the commercial underpinnings of their entrepreneurial actions. But, doing something practical and having an opportunity to question, investigate, converse, and discuss with real-world entrepreneurs gives both knowledge and skills and also stimulates attitudes.

Evans-Obinna (2016) sees entrepreneurship education as type of education which concerns with the persistent pursuit of opportunities to create wealth through innovative creation of a product or service that meets customers' needs, using scarce resources in a way that results in a growth enterprise which satisfies the expectation of stakeholders whose roles sustain the business. Entrepreneurship education according to Azonuche and Umeri (2012), suppose to provide knowledge, skills, attitude and motivation to students for entrepreneurial success in any setting. Even, it supposes to equip them with the ability to seek investment opportunities. Ngerem and Ezikpe (2016) were of the opinion that Entrepreneurship Education is the core of both individual and society's economy. For an individual to meet up with the demand of the society he needs some skills; with these skills, he can explore his environment for the betterment of both himself and the society. They further added that only through entrepreneurship education that graduates will be exposed to self-employment. Albert (2020) sees entrepreneurship education as type of education designed for graduate self-development, and self-reliance that will generate employments opportunities. Baba (2013) reiterated that if entrepreneurship education was delivered to students effectively, it will enhance self-reliance. Evans-Obinna (2016) viewed entrepreneurship education as education that promotes the ability to perceive and undertake business opportunities, taking advantage of scarce resources utilization.

Currently in Nigeria, unemployment situation of graduates has become a challenge to government and stakeholders in the country. Graduate unemployment in our country is cumulative. It increases as institutions turn out graduates annually. The rate at which young graduates are leaving school and seeking employment continuously outpaces the capacity of the economy to provide employment. The value system of the Nigerian society has changed due to the transition from school to work to earn a living. This is because Nigeria that once harbored aliens from West African countries and beyond for employment is currently recording high rate of unemployment (Anyago, 2009). The scourge of graduate unemployment in Nigeria is blamed on the university curriculum which has been geared towards stereotyped goals and jobs without adequate practical work. In other words, graduates from our tertiary institutions acquired knowledge without entrepreneurial skills which would enable them, on graduation to practice what was learnt in school, create jobs for themselves and others and participate in economic development in Nigeria (Akpan & Etor, 2013). Currently, entrepreneurship education is being offered in all universities and other higher institutions. The introduction of entrepreneurship education into the university curriculum is an empowerment strategy for graduates' self-employment, self-reliance and poverty reduction. Where appropriate skills, attitude and knowledge accompanied with appropriate practical work are taught to the students, they would on graduation become self-employed and employers of labour. This supposes reduce the rate of unemployment if not completely eradicated and move Nigeria from a consumer to producer nation (Okah & Odelola, 2009).

Evidence has also shown that 80% of graduates in most Nigerian tertiary institutions find it hard to get employment every year (Undiyaundeye & Otu, 2015). These authors further said that Nigeria like other developing countries is faced with a number of problems ranging from youth and graduate unemployment, high level of poverty, insurgency, conflict and diseases, insincerity, over dependency on foreign made goods, low economic growth and development,

lack of capacity and required skills to move the economy forward and urbanization. Unemployment has become a major problem bedeviling the lives of youths and graduates causing frustration, depression, dejection and dependency on family members and friends. The high level of unemployment among this population in Nigeria has contributed to the high rate of insecurity, violence in elections and poverty. Undiyaundeye and Otu (2015) were of the view that sixty four (64) million of the Nigeria graduates are unemployed while one million six hundred thousand (1.6million) are underemployed bringing the total of graduates population to eighty (80) million. When this percentage is deducted from the total population of Nigeria then you would agree with us that repositioning entrepreneurship education with best strategies in our tertiary institutions would salvage this gap as it were against the white collar job ambitions. However, the primary objectives of entrepreneurship education are yet to be achieved even with close to ten years of the introduction of the program into the tertiary institutions in Nigeria.

Statement of the Problem

The current unemployment status among tertiary institutions' graduates in Nigeria is of great concerns to government and other stakeholders in the country. Some blamed it on inability of the graduates to be skillful and self reliant after graduating from school. Others blamed it on theoretical methodology in instructional delivery of the entrepreneurship education to undergraduates. Consequently, entrepreneurship education was introduced into Nigerian tertiary institutions to enhance undergraduates' knowledge in areas of skills for job creation, economy, individual development, fulfillment and citizenship. It therefore becomes worrisome that up till today thousands of graduates still lack skills for self reliance are graduated from these tertiary institutions. This situation calls for concern and attention. Certainly, tertiary institutions are expected to produce graduates with physical and intellectual skills which will enable individuals to be self reliant and useful members of the society. However, this study was an attempt to examine entrepreneurship education instruction strategies that can better enhance graduates' self-reliance.

Objectives of the Study

The main objective of the study was to examine entrepreneurship education instruction strategies and graduates' self-reliance. Specifically, the study determined to:

1. Identify instruction strategies suitable for entrepreneurship education towards enhancing graduates' self-reliance.
2. Identify challenges facing effective instruction strategies in entrepreneurship education.
3. Predict the extent to which entrepreneurship education instruction strategies can influence graduates' self-reliance.

Research Questions

1. What are the suitable instruction strategies for entrepreneurship education towards enhancing graduates' self-reliance?
2. What are the challenges facing effective instruction strategies in entrepreneurship education?

Hypotheses

H0₁: There is no significant joint contribution of suitable entrepreneurship education instruction strategies on graduates' self-reliance.

H0₂: There is no significant relative influence of suitable entrepreneurship education instruction strategies on graduates' self-reliance.

Scope of the Study

The study was conducted among Business Education Lecturers in five public tertiary institutions in South-West, Nigeria. In terms of contents coverage, the joint and relative influence of suitable entrepreneurship education instruction strategies was also examined on graduates' self-reliance.

Review of Related Literature

Entrepreneurship Education

There has been various definition of entrepreneurship education from different authors. For instance Unachukwu (2009) defined entrepreneurship as number of activities including the following; the ability to create and build something from nothing, the ability of having vision matched with focused and determination of building an enterprise, the skills of seeing an opportunity where others fail to do so, the ability to build working teams to complement your own talents and effort, the ability to aggregate, marshal and control resources judiciously, the willingness and ability of innovativeness and creativity, the willingness to undertake personal and financial risk and the ability to engage in activities despite all odds and in fact surmounting these odds and possibly turn them into own favour. According to Nwosu and Ohia (2009), entrepreneurship education is that aspect of education which equips an individual and creates in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquire in school. Alberti, Sciascia and Poli (2004) defined entrepreneurship education as the structured formal conveyance of entrepreneurship competencies which in turn refers to the concept, skills and mental awareness used by individuals during the process of starting and developing their growth oriented ventures. Suleiman (2010) reiterated that entrepreneurship education seeks to prepare people particularly the youths: to be responsible, enterprising individual who become entrepreneurs or entrepreneurial thinkers by immersing them in real learning experience where they can take risk, manage result and learn from the outcome. Gbemisola and Adeola (2015) see entrepreneurship education as the systematic development of skills, knowledge and attitudes necessary for an individual to perform adequately in a given business or occupational oriented opportunities for improved performance of a country economy. To Beetseh and Ahima (2012), the following are the objectives of entrepreneurship education: to provide meaningful education for youth which will make them self-reliance and subsequently encourage them to drive profit and be self-independent, to provide graduate with the training and support necessary to help them establish a career in small and medium size business, to provide graduate with training skills that will make them meet the manpower needs of the society, to provide graduate with enough training in risk management to make uncertainty bearing possible and easy, to stimulate industrial and economic growth of rural and less developed area, to provide graduate with enough training that will make them creative and innovative in identifying new business opportunities and to provide small and medium sized

companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to management of business center.

Graduate Self-Reliance

Graduate self-reliance, according to Nwangwu (2007), involves a set of activities geared towards self-realization through the organization of the general activities of the people into definite set of preferences and priorities in which one set may be admitted when other more important alternatives are not pressed. Graduate self-reliance hinges on collective and individual feelings or the urge for self-preservation through the independent use of available human and material resources to meet individual and group needs (Ezeugbor, 2012). According to Onstenk (2003) in Ezeugbor (2012), traits to be developed in the students for self-reliance include perseverance, initiative, good communicative skills, flexibility, creative thinking and ability to take decisions.

Theoretical Framework

The study was based on Capital Resources Theory. Capital Resources Theory was postulated by Nyerere (1968) and Busia (1968) in Mohammed and Mohammed (2019). The theory stated that for a nation to experience growth in terms of human capital development, education must act as a context that prepares individuals undergraduate for a future which is not open to them. The proponents of the theory maintained that purposeful education that can provide skills necessary for graduates to make use of their acquired human capital resources in their own countries. The implications of this theory to the present study was based on consideration that educational training is capable of inculcating competencies, skills and values that will stimulate entrepreneurial zeal among graduates to be self-reliance. Furthermore, that entrepreneurship education when taught with suitable instruction strategies is capable of equipping students with skills that will foster entrepreneurship spirit and develop in them the attitude to start up businesses for self reliance upon graduation.

Empirical Review

In Iran, Zahra, Mansoreh and Narges (2012) identified the appropriate teaching methods in entrepreneurship education using semi-structured interviews. They found out that appropriate teaching methods of entrepreneurship education are group project, case study, individual project, development of a new venture creation project, and problem-solving. Keramat, Rahmatallah and Jafar (2015) introduced appropriate, modern, and effective methods of teaching entrepreneurship education in Iran tertiary institutions. They concluded that a three factor structure is an appropriate method for describing elements of teaching-learning methods of entrepreneurship curriculum. Zibeniene and Virbaliene (2014) examined learning methods of entrepreneurship education in tertiary institutions in Lithuania. They revealed that it is important to apply the learning methods which help to link the information with real relevant situations of enterprise environments, encourage students to use their own experience and learning by doing, learning through experience, methods oriented to the discussion of the learning experience, situation analysis, problem-solving, decision making, critical thinking, development of creativity, and personal deliberation education. Adedeji and Mohammad (2018) identified innovative teaching methods and entrepreneurship education in Malaysia tertiary institutions. They found out that case studies, business plan creation, problem-solving, simulation and games, team based or group

discussions, guest speaker, seminars, individual and group projects and role play are suitable methods used by lecturers for teaching entrepreneurship education in Malaysia tertiary institutions. However, they argued that no one method can be used solely on its own, hence, the need for collective adoption under a given circumstance.

In Nigeria, Ukoha (2017) examined teaching and assessment methods used by vocational technical education teachers in teaching and assessing entrepreneurship education learning outcomes in Colleges of Education in the South-South Geo-political Zone of Nigeria. Ukoha used survey research design and a total of thirty lecturers participated in the study through questionnaire administered. He found out that teachers routinely use ineffective traditional teaching and assessment methods in entrepreneurship education instruction. Ogonnia (2016) examined the imperatives of teaching methods in improving the entrepreneurial competencies of business education students in Universities in the South East and South South States of Nigeria for self-employment. He used a survey research design and covered the 15 Universities in the South East and South South States of Nigeria offering business education programme. The sample size comprised of 109 respondents. He found out that the use of practical activities and demonstration method as an instructional skill could improve the entrepreneurial competencies of business education students and also the use of mentorship could equally do the same. Akpan and Etor (2013) find out lecturers' perception of the relevance of entrepreneurship education to graduate self-employment, the types of entrepreneurial skill students should acquire to empower them for job creation and the constraints to effective teaching of entrepreneurial courses in Nigerian universities. They revealed that lecturers were positive in their perception of the relevance of entrepreneurship education as an empowerment strategy for graduate self-employment. Akpochofo and Alike (2018) examined the perceived impact of entrepreneurship education on career development among undergraduates in south-south universities in Nigeria. They employed an ex-post facto research design. A total of 150 students who were randomly drawn and who had undertaken entrepreneurship studies participated in the study. Their result showed that there are inadequate facilities and effective teaching and learning of entrepreneurship education in Nigerian universities. Moreover, it was also found that the students were of the view that entrepreneurship education will provide training that would make undergraduates creative and innovative if the programme is properly implemented. Nwosu and John (2018) examined the challenges in Entrepreneurship education in Nigerian universities and proffer solutions to the identified problems. They revealed that teaching methodology adopted during entrepreneurship education and absence of research support and linkages were among challenges impeding the success of entrepreneurship education in Nigeria, which might be affecting the production of employable graduates in our universities.

Research Method

The study employed descriptive survey design. The sample size of the study was sixty (60) respondents (lecturers) which comprised academic staff in Business Education Department from Tai Solarin University of Education (TASUED), Olabisi Onabanjo University (OOU), University of Lagos State (UNILAG), Ladoke Akintola University and Ekiti State University. The study used researchers developed questionnaire; tagged: 'Entrepreneurship Education Instruction Strategies and Self-Reliance Questionnaire (EEISSRQ)'. The instrument was validated by experts from relevance field. Cronbach Alpha was used to determine the reliability

index at .05 significance level and the reliability coefficient yielded 0.87. This implies that the instrument is reliable and can elicit the required data. Primary method of data collection was used. Mean and pie-chart were used for answering and presenting the research questions. Regression analysis was used for testing hypotheses at .05 significance level.

Decision Criteria: Based on the cut-off point of 2.50 (strongly agree (SA) 4, agree (A) 3, disagree (D) 2 and strongly disagree (SD) 1). $4 + 3 + 2 + 1/4 = 2.5$. Any mean scores equal to 2.50 or greater than 2.50 was regarded as agreed and less than 2.50 was disagreed. On Regression results, when p-value is greater than significance level ($p > .05$) null hypothesis is accepted, otherwise, the hypothesis is rejected.

Results and Discussion

Research Question 1: What are the suitable instruction strategies for entrepreneurship education towards enhancing graduates’ self-reliance?

Table 1: Mean responses on the suitable instruction strategies for entrepreneurship education towards enhancing graduates’ self-reliance

S/n	Items	Mean	Remarks
1.	Simulation instruction	3.05	Agreed
2.	Case study instruction	2.84	Agreed
3.	Business plan creation instruction	3.41	Agreed
4.	Problem-solving instruction	3.12	Agreed
5.	Team working instruction	2.73	Agreed

Source: Field Survey, 2020

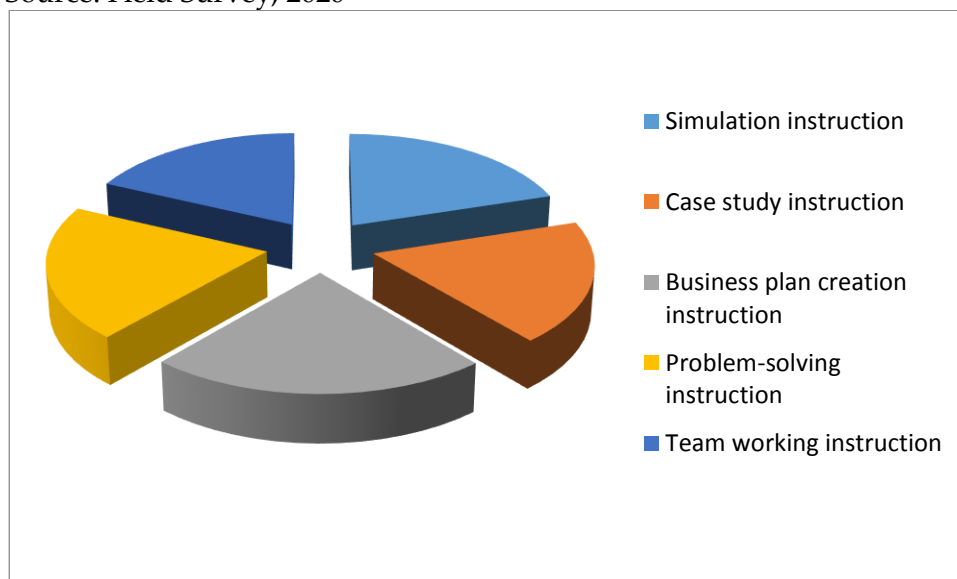


Figure 1: Pie-chart representing suitable instruction strategies for entrepreneurship education towards enhancing graduates’ self-reliance

Table 1 revealed that respondents agreed with the items raised by the researchers on the suitable instruction strategies for teaching entrepreneurship education. They were also of the opinion that using these instruction strategies for teaching entrepreneurship education will equip students with entrepreneurial skills, which are applicable directly to work, prepare them to

act as entrepreneurs and more appropriate for nurturing entrepreneurial attributes towards graduates' self-reliance.

Research Question 2: What are the challenges facing effective instruction strategies in entrepreneurship education?

Table 2: Mean responses on the challenges facing effective instruction strategies in entrepreneurship education

S/n	Items	Mean	Remarks
1.	Low competence of the Instructors	2.71	Agreed
2.	Inadequate of curricular capacity	2.60	Agreed
3.	Inadequate infrastructural support	2.96	Agreed
4.	Non-suitability of teaching methodology	2.66	Agreed
5.	Inadequate of research support	3.21	Agreed

Source: Field Survey, 2020

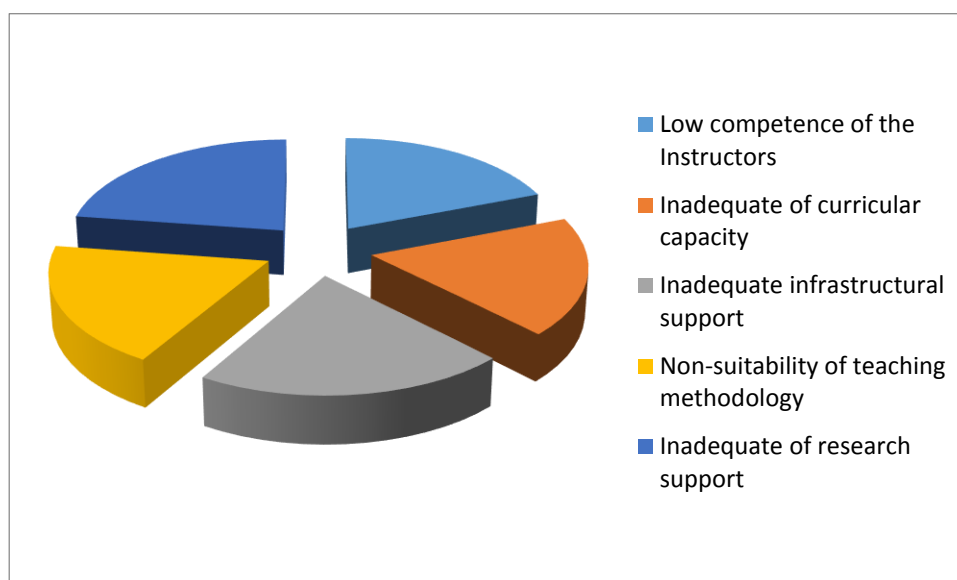


Figure 2: Pie-chart representing the challenges facing effective instruction strategies in entrepreneurship education

Table 2 indicated that respondents agreed with the items raised by the researchers on the challenges facing effective instruction strategies in entrepreneurship education. However, significant numbers of the respondents agreed that there is a dearth of lecturers and instructors with practical training in entrepreneurship education or entrepreneurship. They said in Nigeria tertiary institutions, the majority of entrepreneurship instructors are from traditional disciplines such as economics or business administration and that apart from the deficient qualifications of instructors, the lack of entrepreneurial consciousness is also indicated as a challenge to the quality delivery for impact of entrepreneurship education in Nigerian tertiary institutions. Also, the absence of a curricular guide to inform a pedagogical delivery in the methodology of entrepreneurship education is a drawback in the system. Poor availability of infrastructure for entrepreneurship education to deliver quality and practical oriented entrepreneurship education are also missing. Also, respondents lamented that there

are lapses in the policy framework to serve as lunch-pad for the entrepreneurial skills acquired in school, which may be the reason for the lack of entrepreneurial drive among school leavers. They also agreed that absence of research support and most of the research endeavors of the students are not targeted and are not applied to real life adoption. Absence of adequate funding, research capacities and linkage opportunities are obvious reasons for this limitation. **H0₁**: There is no significant joint contribution of suitable entrepreneurship education instruction strategies on graduates' self-reliance.

Table 3: Joint contribution of suitable entrepreneurship education instruction strategies on graduates' self-reliance

R = .648 R ² = .521 Adj R ² = .518 Std. Error = 6.0934					
ANOVA					
Source of Variation	SS	df	MS	F-ratio	P-value
Regression	7.259	1	14.519	39.104	0.001
Residual	52.689	58	3.713		
Total	59.949	59			

Source: Field Survey, 2020

Table 3 showed that there was significant joint contribution of independent variables on dependent variable (R = 0.648, P< .05). Table 3 further revealed that {51.8% (Adj. R² = 0.518)} that about 52% of the variance in graduates' self-reliance was accounted for by the linear combination of the entrepreneurship education instruction strategies. The ANOVA results from the regression analysis showed that there was significant influence of independent variables on the dependent variables; F (1, 58) = 39.104, P<.05.

H0₂: There is no significant relative influence of suitable entrepreneurship education instruction strategies on graduates' self-reliance.

Table 4: Relative influence of suitable entrepreneurship education instruction strategies on graduates' self-reliance

Model	Unstandardized Coefficients		Standardized Coefficients	t	P-value.
	B	Std. Error	Beta		
(Constant)	16.837	.583		28.878	.000
Simulation instruction	.786	.038	1.100	20.585	.002
1 Case study	.687	.062	.804	11.054	.010
Business plan	.408	.057	.562	7.178	.001
Problem-solving	.130	.059	.135	2.191	.001
Team working	.050	.019	.052	2.669	.000

a. Dependent Variable: Graduates' self-reliance

Table 4 showed that simulation, case study, business plan creation, problem-solving and team working instruction strategies were positively related to graduate self-reliance. This implies that the effective usage of these teaching strategies will directly influence graduates' self-reliance. All the five entrepreneurship education instruction strategies examined were found to be significant and strongly determine graduates self-reliance with their P-value less than 0.05. Sign of simulation instruction ($\beta = .786$, $t = 20.58$, $P < .05$), case study instruction ($\beta = .687$, $t = 11.05$, $P < .05$), business plan creation instruction ($\beta = .408$, $t = 7.18$, $P < .05$), problem-solving instruction ($\beta = .130$, $t = 2.19$, $P < .05$), and team working instruction ($\beta = .05$, $t = 2.67$, $P < .05$) were all positive and significant enough to predict graduates self-reliance.

Discussion of Findings

Based on the research question 1, it was found out that simulation, case study, business plan creation, problem-solving and team working instruction strategies were among significant and suitable instruction strategies for teaching entrepreneurship education in Nigerian tertiary institutions. These findings corroborate with Zahra, Mansoreh and Narges (2012) who found out that appropriate teaching methods of entrepreneurship education are group project, case study, individual project, development of a new venture creation project, and problem-solving. Zibeniene and Virbaliene (2014) revealed that it is important to apply the learning methods which help to link the information with real relevant situations of enterprise environments, encourage students to use their own experience and learning by doing, learning through experience, methods oriented to the discussion of the learning experience, situation analysis, problem-solving, decision making, critical thinking, development of creativity, and personal deliberation education. Adedeji and Mohammad (2018) identified case studies, business plan creation, problem-solving, simulation and games, team based or group discussions, guest speaker, seminars, individual and group projects and role play are suitable methods used that can be for teaching entrepreneurship education in Malaysia tertiary institutions.

The findings based on research question 2, revealed that low competence of the instructors, inadequate of curricular capacity, inadequate infrastructural support, non-suitability of teaching methodology and inadequate of research support were among the challenges facing effective instruction strategies in entrepreneurship education in Nigerian tertiary institutions. These findings correlate with Nwosu and John (2018) who revealed that teaching methodology adopted during entrepreneurship education and absence of research support and linkages were among challenges impeding the success of entrepreneurship education in Nigeria, which might be affecting the production of employable graduates in tertiary institutions. Akpochafo and Alika (2018) showed that there are inadequate facilities and effective teaching and learning of entrepreneurship education in Nigerian universities.

However, it was also found out that about 52% of the variance in graduates' self-reliance were accounted for by the linear combination of the entrepreneurship education instruction strategies and that entrepreneurship education instruction strategies examined were found to be significant and strongly determine graduates' self-reliance. These findings corroborate with Ukoha (2017) who found out that teachers routinely use ineffective traditional teaching and assessment methods in entrepreneurship education instruction. Akpan and Etor (2013)

revealed that lecturers were positive in their perception of the relevance of entrepreneurship education as an empowerment strategy for graduates' self-employment.

Conclusion and Recommendations

The drives towards graduates' self-reliance and consequently unemployment reduction in Nigerian society can be achieved, if the objectives of entrepreneurship education in tertiary institutions in the country could be attained. Hence, the following conclusions were drawn based on the findings of the study that simulation, case study, business plan creation, problem-solving and team working instruction strategies were among significant and suitable instruction strategies for teaching entrepreneurship education in Nigerian tertiary institutions. Low competence of the instructors, inadequate of curricular capacity, inadequate infrastructural support, non-suitability of teaching methodology and inadequate of research support were among the challenges facing effective instruction strategies in entrepreneurship education in Nigerian tertiary institutions. About 52% of the variance in graduates' self-reliance was accounted for by the linear combination of the entrepreneurship education instruction strategies and that entrepreneurship education instruction strategies examined were found to be significant and strongly determine graduates self-reliance. Based on the above findings, the following recommendations were provided:

1. It was recommended that there should be repositioning of the teaching methods used during entrepreneurship education by lecturers, which could be achieved by consciously laying more emphasis on practical work and real life situations than on theory.
2. The use of simulation, case study, business plan creation, problem-solving and team working instruction strategies should be highly compulsory for instructors in teaching entrepreneurship education so as to equip the students with entrepreneurial competencies for self-reliance.
3. Entrepreneurship village should be established across tertiary institutions in Nigerian tertiary institutions to equip the students with lifelong learning processes and entrepreneurial spirit.
4. Adequate provision of an enabling teaching and learning environment, especially in the areas of well-equipped and modern laboratories, libraries, lecture rooms and lecture theatres, hostel facilities, staff offices and other basic infrastructure, is germane to the enhancement of graduate employability and self-reliance.
5. Instructors or lecturers should abandon their over reliance on traditional teaching and assessment methods, and embrace experimental, interactive and practical oriented methods which teach and measure entrepreneurial knowledge, skills, attitudes, connectedness to labour market mind set.

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