

Teachers' Pedagogical Practices and Effectiveness of Entrepreneurship Education Programme in Public Secondary Schools in Akwa Ibom North-East Senatorial District, Nigeria

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Abstract

This study examined the extent to which teachers' pedagogical practices predict the implementation of the Entrepreneurship Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District, Nigeria. Specifically, it focused on classroom management and adaptability practices as key variables affecting programme effectiveness. The study adopted a correlational research design. The population comprised all 1,813 entrepreneurial education teachers and 14,067 SS2 students in 96 public secondary schools within the district. Using a multi-stage sampling technique, a sample of 181 teachers and 562 students was selected. Data were collected using the Teachers' Pedagogical Rating Scale (TPRS) and the Entrepreneurial Programme Implementation Scale (EPIS), validated by three experts and demonstrating reliability indices of 0.78 and 0.82, respectively. Data analysis was conducted using Simple Linear Regression at a 0.05 level of significance. The findings revealed that both teachers' classroom management and adaptability practices significantly predict the effective implementation of the Entrepreneurship Education Programme. It was concluded that the quality of teachers' pedagogical practices plays a critical role in achieving the objectives of entrepreneurship education. The study recommends continuous professional development, adoption of learner-centred teaching strategies, and provision of adequate instructional resources to enhance programme implementation and foster entrepreneurial competencies among students.

Keywords: Effectiveness, Entrepreneurship, implementation, Pedagogy, Practices

Introduction

Entrepreneurship education has emerged as a crucial component of secondary education in Nigeria, designed to equip students with the necessary skills, attitudes, and knowledge to become self-reliant and contribute meaningfully to national development. In an era marked by high unemployment and limited formal job opportunities, entrepreneurship education serves as a strategic response to prepare young people for productive ventures through creativity, innovation, and self-employment. The National Policy on Education

(Federal Republic of Nigeria, 2014) emphasizes functional education that promotes self-reliance, thereby making entrepreneurship education a vital aspect of the secondary school curriculum. However, the effectiveness of this programme largely depends on the quality of teachers' pedagogical practices.

Pedagogical practices refer to the methods, strategies, and techniques that teachers employ to facilitate meaningful learning experiences. These include lesson planning, teaching methods, classroom interaction, assessment techniques, and the ability to adapt instructional delivery to students' needs. Effective pedagogical practices enhance students' participation, stimulate critical thinking, and promote the acquisition of practical entrepreneurial skills. Conversely, poor pedagogical approaches often result in rote learning, low student motivation, and inadequate skill acquisition. Thus, the teacher's role in implementing entrepreneurship education is not only to transmit knowledge but also to inspire innovation and creativity among learners.

In public secondary schools across Akwa Ibom North-East Senatorial District, the teaching of entrepreneurship education has gained attention in recent years. Despite the inclusion of entrepreneurship education in the curriculum, reports suggest that its implementation has not achieved the desired outcomes. Many students still graduate without demonstrable entrepreneurial competencies, indicating possible gaps in pedagogical delivery. Factors such as limited instructional materials, inadequate teacher training, and insufficient use of learner-centred methods may be contributing to this shortfall. Teachers' pedagogical practices, such as classroom management practice and adaptability practice therefore, remain central to determining how effectively entrepreneurship education objectives are achieved in these schools. Several studies have shown that the success of entrepreneurship education depends significantly on the pedagogical practices of teachers (Eze & Okonkwo, 2021; Oladipo, 2022).

One of the variable in this study is classroom management practice. Classroom management practice can be described as the deliberate process by which teachers create, sustain, and restore an orderly learning environment that encourages positive behaviour, active participation, and effective teaching. It involves the use of strategies to set behavioural standards, organize classroom space, manage instructional time, promote student collaboration, and handle disruptions in a constructive manner. Through effective classroom management, teachers cultivate a supportive atmosphere where learners feel secure, motivated, and engaged in learning tasks. This practice extends beyond enforcing discipline to include proactive organization, consistent routines, and nurturing teacher–student relationships that contribute to both academic achievement and social development. Emmer and Sabornie (2023) observed that classroom management is not simply about exercising control but about building a learning community in which students are empowered to take ownership of their conduct and learning.

Another variable which may enhance the effective implementation of entrepreneurship education programme is adaptability practice. Adaptability practice denotes a teacher's capacity to modify teaching approaches, classroom interactions, and instructional resources in response to students' varying needs and evolving educational conditions. It entails flexibility,

creativity, and responsiveness in adjusting instructional strategies to cater to differences in learners' abilities, learning preferences, and contextual realities. This skill enables teachers to navigate curriculum changes, technological advancements, and other emerging challenges within the teaching and learning process effectively. It demonstrates a teacher's ability to exercise sound judgment and maintain teaching efficiency even in uncertain or shifting circumstances. Martin and Nejad (2023) emphasized that adaptability is an essential professional attribute that fosters resilience, ongoing development, and improved student learning outcomes by empowering teachers to respond effectively to diverse and dynamic classroom situations.

Despite the formal inclusion of the entrepreneurship education programme in public secondary schools, significant gaps remain in its implementation, with many students completing their education without acquiring the practical entrepreneurial skills, knowledge, and attitudes intended by the curriculum. It is against this background that this study seeks to determine the extent to which teachers' pedagogical practices predict the effectiveness of the entrepreneurship education programme in public secondary schools in Akwa Ibom North-East Senatorial District, Nigeria.

Statement of the Problem

In an ideal context, the integration of entrepreneurship education into the secondary school curriculum would equip students with practical skills, creative thinking, and problem-solving abilities essential for self-employment and wealth creation. Schools would offer a learning environment that effectively combines theoretical instruction with practical experiences, including business simulations, project-based learning, internships, and hands-on workshops. Teachers would be well-prepared, proficient in both pedagogical and technological methods, and capable of adapting lessons to meet the diverse learning needs of students. Classrooms would be efficiently managed to foster collaboration, innovation, and active student participation. Adequate teaching materials, resources, and infrastructural facilities would support the learning process, enabling students to apply entrepreneurial knowledge effectively in real-life situations.

At present, however, the implementation of entrepreneurship education in many public secondary schools, including those in Akwa Ibom North-East Senatorial District, is constrained by several challenges. Many schools lack sufficient instructional materials, modern laboratories, and functional workshops necessary for practical entrepreneurial learning. Teachers frequently depend on traditional lecture-based methods rather than interactive or experiential approaches, which limits student engagement and the acquisition of practical skills. In addition, insufficient teacher training, ineffective classroom management, and limited adaptability to curriculum changes further impede the successful delivery of the programme.

Consequently, despite its inclusion in the secondary school curriculum, entrepreneurship education remains largely ineffective in public secondary schools in Akwa Ibom North-East Senatorial District. This situation raises important questions about the extent to which teachers' pedagogical practices including instructional delivery, classroom

management, and adaptability affect or hinder the achievement of the programme's objectives. Therefore, this study seeks to determine the extent to which teachers' pedagogical practices predict the effectiveness of entrepreneurship education in public secondary schools in Akwa Ibom North-East Senatorial District, Nigeria.

In a study, Umoh (2024) examined the relationship between teachers' pedagogical skills and the implementation of trade and entrepreneurship subjects in senior secondary schools in the Uyo Education Zone, Nigeria. The study adopted an ex post facto survey design and involved a population of 21,307 public senior secondary school II students in the zone. Using a stratified random sampling technique, 600 respondents were selected. Data were collected with the Teachers' Pedagogical Skills and Implementation of Trade/Entrepreneurship Subjects Questionnaire (TPSITESQ), which was validated by three experts and demonstrated a reliability coefficient of 0.87. The analysis of data revealed a significant positive relationship between teachers' pedagogical skills and the effective implementation of trade and entrepreneurship subjects. The study concluded that the adoption of innovative and subject-appropriate pedagogical skills by teachers is essential to enhancing students' acquisition of entrepreneurial knowledge and skills.

In another study, Okenwa-Fadele and Oyeyemi (2023) investigated teachers' perceptions of entrepreneurship education in public secondary schools in Awka South Local Government Area, Anambra State, Nigeria, with a focus on how these perceptions influence students' skills acquisition, innovative capacities, and entrepreneurial risk-taking. The study employed a descriptive survey design, targeting the population of teachers in the district. A sample of 120 teachers was randomly selected, with 95 valid questionnaires retrieved for analysis. Data were collected using a structured questionnaire, and hypotheses were tested using Pearson Product Moment Correlation at the 0.05 level of significance. The study found that teachers' positive perceptions of entrepreneurship education significantly enhanced students' acquisition of entrepreneurial skills, improved their innovative capabilities, and strengthened their readiness to engage in entrepreneurial ventures.

In the same vein, Onajite and Aina (2017) investigated school-based practices essential for entrepreneurship skills acquisition in secondary schools in Delta State, Nigeria. The main objective was to determine the school-based practices that significantly contribute to the acquisition of entrepreneurship skills among students. The study adopted a descriptive survey design and targeted a population of 448 principals and 3,258 entrepreneurship subject teachers from 448 public secondary schools in the state. A sample of 224 principals and 652 entrepreneurship subject teachers was selected using purposive sampling to ensure representation of schools with active entrepreneurship programs. The researchers used the School-Based Practices for Entrepreneurship Skills Acquisition Questionnaire (SBPESQA), which consisted of 56 items measured on a four-point scale. The instrument was validated by two experts and pilot-tested, yielding a Cronbach Alpha reliability of 0.73. The findings revealed that both principals and teachers demonstrated high awareness and implementation of school-based practices for entrepreneurship skills acquisition. The study concluded that the

introduction and enhancement of such practices are necessary to improve entrepreneurship education in Delta State.

Purpose of the Study

This study was designed to determine the extent to which teachers' Pedagogical Practices predict the effectiveness of the Entrepreneurial Education Programme in public secondary schools in the Akwa Ibom North-East Senatorial District, Nigeria. Specifically, the study seeks to;

1. determine how teachers' classroom management practice predict effective implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District
2. determine teachers' adaptability practice predict implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District

Research Questions

The following research questions are raised to guide the study;

1. To what extent does teachers' classroom management practice predict effective implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District?
2. To what extent does teachers' adaptability practice predict implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District?

Research Questions

The following research hypotheses are raised to guide the study;

1. Teachers' classroom management practice does not significantly predict effective implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District?
2. Teachers' adaptability practice does not significantly predict implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District?

Methodology

The study adopted the correlational research design. The population of the study was all the 1,813 entrepreneurial education teachers and all the 14,067 SS2 students in the 96 public secondary schools in Akwa Ibom North East Senatorial District, Nigeria. The sample of this study consisted of 181 entrepreneurial education teachers selected from a population of 1,813 entrepreneurial education teachers and 562 students selected from a population of 14,067 SS2 students in public secondary schools within Akwa Ibom North-East Senatorial District, Nigeria using a multi-stage sampling technique. "Teachers' Pedagogical Rating Scale (TPRS)" and "Entrepreneurial Programme Implementation Scale (EPIS)" were used for data

collection. The instruments were validated by three experts one from the Department of Curriculum Studies, Educational Management and Planning and two from the Department of Psychological Foundations of Education, Faculty of Education. The instruments had the reliability index of 0.78 and 0.82 coefficients, determined by Cronbach Alpha reliability Statistics. Simple Linear Regression analysis was used for answering of research questions and testing of all the null hypotheses at .05 level of significance.

Results

Research Question 1: To what extent does teachers' classroom management practice predict implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District?

Table 1: Simple Linear Regression Analysis of teachers' classroom management practice and implementation of Entrepreneurial Education Programme (n= 181)

Variables	R	Remarks
Teachers' classroom management practice		
Implementation of Entrepreneurial Education Programme	0.836	Very High Extent

Source: Researcher's survey (2025)

In Table 1, the R-value of 0.836 indicates positive and very high extent of prediction of Teachers' classroom management skills on implementation of Entrepreneurial Education Programme in public secondary schools. This means that Teachers' classroom management practice very highly predict implementation of Entrepreneurial Education Programme in public secondary schools.

Research Question 2: To what extent does teachers' adaptability practice predict implementation of Entrepreneurial Education Programme in public secondary schools in Akwalbom North-East Senatorial District?

Table 2: Simple Linear Regression Analysis of teachers' adaptability skill and implementation of Entrepreneurial Education Programme (n= 181)

Variables	R	Remarks
Teachers' adaptability practice		
Implementation of Entrepreneurial Education Programme	0.396	Low Extent

Source: Researcher's survey (2025)

In Table 2, the R-value of 0.396 indicates positive and low extent of prediction of Teachers' adaptability skills on implementation of Entrepreneurial Education Programme in public secondary schools. This means that Teachers' adaptability practice lowly predict implementation of Entrepreneurial Education Programme in public secondary schools.

Null Hypothesis 1: Teachers' classroom management practice does not significantly predict implementation of Entrepreneurial Education Programme in public secondary schools.

Table 3: Summary of Simple Linear Regression Analysis for Teachers' classroom management practice and implementation of Entrepreneurial Education Programme in public secondary schools

Variables	Sources of Variation	Sum of Square	Df	MS	Sig.	Decision at $p < .05$
Teachers' classroom management skill.	Regression	132.688	1	132.688		
Implementation of Entrepreneurial Education Programme	Residual	57.058	179	.319	.000*	Reject H_{05}

*= Significant at .05 alpha level. Source: Researcher's survey (2025)

The results in Table 3 show that the sig. value of .000 is less than the .05 level of significance, with 1 and 179 degree of freedom. With this result, the null hypothesis that "Teachers' classroom management practice do not significantly predict implementation of Entrepreneurial Education Programme in public secondary schools" was rejected. This means that Teachers' classroom management practice significantly predict implementation of Entrepreneurial Education Programme in public secondary schools.

Null Hypothesis 2: Teachers' adaptability practice does not significantly predict implementation of Entrepreneurial Education Programme in public secondary schools.

Table 4: Summary of Simple Linear Regression Analysis for Teachers' adaptability skill and implementation of Entrepreneurial Education Programme in public secondary schools

Variables	Sources of Variation	Sum of Square	Df	MS	Sig.	Decision at $p < .05$
Teachers' adaptability practice	Regression	29.772	1	29.772		
Implementation of Entrepreneurial Education Programme	Residual	159.974	179	.894	.000*	Reject H_{06}

*= Significant at .05 alpha level. Source: Researcher's survey (2025)

The results in Table 4 show that the significant value of .000 is less than the .05 level of significance, with 1 and 179 degree of freedom. With this result, the null hypothesis that “Teachers’ adaptability practice do not significantly predict implementation of Entrepreneurial Education Programme in public secondary schools” was rejected. This means that Teachers’ adaptability practice significantly predict implementation of Entrepreneurial Education Programme in public secondary schools.

Discussion of Findings

Teachers’ classroom management practice and the implementation of Entrepreneurial Education Programme in public secondary schools

The findings indicates positive and very high extent of prediction of Teachers’ classroom management practice on implementation of Entrepreneurial Education Programme in public secondary schools. This means that Teachers’ classroom management skills very highly predict implementation of Entrepreneurial Education Programme in public secondary schools. While hypothesis five revealed that teachers’ classroom management practice significantly predict implementation of entrepreneurial education programme in Public Secondary Schools, Akwa Ibom North-East Senatorial District. This finding can be attributed to the fact that teachers with strong classroom management skills create structured and engaging learning environments that foster student participation, discipline, and collaboration, which are essential for effective entrepreneurship education. A well-managed classroom minimizes distractions, allows for interactive learning activities such as group discussions and business simulations, and encourages students to develop problem-solving and critical thinking skills necessary for entrepreneurship. The finding aligns with that of Umoh (2024) who findings revealed a significant positive relationship between teachers’ pedagogical skills and the effective implementation of trade and entrepreneurship subjects

Teachers’ adaptability practices and the implementation of Entrepreneurial Education Programme in public secondary schools

The indicates positive and low extent of prediction of Teachers’ adaptability practice on implementation of Entrepreneurial Education Programme in public secondary schools. This means that Teachers’ adaptability practice lowly predict implementation of Entrepreneurial Education Programme in public secondary schools. While hypothesis six revealed that teachers’ adaptability skill significantly predict implementation of entrepreneurial education programme in Public Secondary Schools, Akwa Ibom North-East Senatorial District. This finding can be attributed to the fact that teachers with strong adaptability skills can modify their instructional methods to accommodate diverse learning needs, integrate new business trends, and incorporate emerging technologies into entrepreneurship education. The finding aligns with that of Okenwa-Fadele and Oyeyemi (2023) who findings revealed that teachers’ positive perceptions of entrepreneurship education significantly enhanced students’ acquisition of entrepreneurial skills, improved

their innovative capabilities, and strengthened their readiness to engage in entrepreneurial ventures

Conclusion

The study has established that teachers' pedagogical practices, specifically classroom management and adaptability, significantly influence the effective implementation of the Entrepreneurship Education Programme in public secondary schools in AkwaIbom North-East Senatorial District. Teachers with strong classroom management skills are able to create an organized, supportive, and engaging learning environment, which enhances students' participation, motivation, and acquisition of practical entrepreneurial skills. Likewise, teachers who demonstrate adaptability in their instructional methods can effectively respond to students' diverse learning needs and evolving educational demands, thereby improving the outcomes of entrepreneurship education.

Recommendations

Based on the findings of the study, it is recommended that;

- i. Educational authorities should organize regular training and workshops to strengthen teachers' classroom management skills. Effective classroom management creates a conducive learning environment that promotes active participation, discipline, and engagement in entrepreneurship education activities.
- ii. Teachers should be encouraged and supported to develop adaptability skills, enabling them to adjust instructional strategies to meet students' diverse learning needs and respond effectively to changes in the curriculum or teaching environment. Professional development programmes focusing on innovative and flexible teaching methods are recommended.

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