EFFECTIVENESS OF DEMONSTRATION METHOD IN ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN SOUTH -SOUTH NIGERIA

Eze, T. I and Nwaukwa, Veronica Ezioma
Department of Technology and Vocational Education, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.
Email: angelicezims@gmail.com

Abstract
The study assessed the effectiveness of demonstration method in entrepreneurship education in tertiary institutions in South-South Nigeria. The objective of the study was to determine the effectiveness of the demonstration method in teaching entrepreneurship education in tertiary institutions in South-South Nigeria. A descriptive survey method was adopted. Questionnaire was used to sample opinions of 684 lecturers selected by stratified random sampling from a total population of 13,607 lecturers. The results of the study were presented using tables and frequencies. Analysis of variance was used in analyzing the hypothesis. The findings indicate that demonstration method was effective in teaching entrepreneurship education in tertiary institutions in South-South Nigeria. Based on the findings, it was concluded that using demonstration method in teaching entrepreneurship education is effective. It was recommended that entrepreneurship education lecturers should make concerted efforts to use demonstration teaching method that is considered effective in teaching their students.
Keywords: Entrepreneurship, Education, Demonstration, Tertiary Institution, Nigeria

Introduction

Entrepreneurship is the willingness and ability to seek out investment opportunities, establish and manage an enterprise successfully. It is the ability of an individual to earn a living through self employment rather than waiting for opportunities for paid employment. Entrepreneurship is a process by which individuals (either on their own or within organizations) pursue opportunities (Stevenson & Jarillo, 2010).

According to Amusa (2010) entrepreneur is a person who assumes responsibility and the risk for a business operation with the expectation of making profit. Entrepreneurship education is the type of education that is meant for productive investments in the development of human capital resources (Onoh, 2006). Entrepreneurship education seeks to prepare people, especially youths, to be responsible and enterprising individuals who become contributors to economic

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development and sustainability of their communities. Entrepreneurship education is like an energizer or re-kindling tool that awakens the spirit of entrepreneurship. Entrepreneurship education is an inspiring framework for actualization of self reliance.

The need for entrepreneurship education started emerging in the mid 1980s. This is because before this period, unemployment and poverty were not of national concern as they are currently. In the mid-1980s, the Nigerian economy apparently collapsed while youth and graduate unemployment reached its peak (Azizi, 2009). There was large-scale layoff of workers and early retirements as a result of Structural Adjustment policies and bad economic trends in the country. The Structural Adjustment Programme (SAP) also meant a considerable reduction in public sector job placements thus leading to graduate unemployment and or under-employment, with consequent implications on youth restiveness and insecurity of life and property. There are several methods of teaching entrepreneurship education, which demonstration is one of the methods.

Demonstration teaching method is an instructional delivery system whereby a lecturer does something in the presence of students in order to show them how to do it or to illustrate the principle. Okon and Ibanga (2010) maintained that demonstration method is a technique of teaching concepts, principles, or real things by combining oral explanation with manipulation of real things, equipment or materials. Job and Akpan (2010) asserted that demonstration teaching method helps the students to understand lessons very clearly since they combine the sense of sight, hearing, smell, taste and touching while learning. Demonstration method is the process of teaching through examples or experiments, and it is affected by the practical experience of the lecturers. It may be used to prove a fact through a combination of visual evidence and associated reasoning. Demonstration helps to raise student interest and could reinforce memory retention because it provides connections between facts and their real world applications. According to Megha (2010), demonstration is a step by step explanation along with their reason and their significance for better understanding for the students. Demonstration method is usually used to illustrate how a process, procedure or experiment is executed so as to aid the learner in acquiring the skill. This is one of the most effective methods of teaching skills. It provides visual experience for the students for easy understanding of the concepts taught.

Statement of the Problem

It is quite disturbing that the realization of the noble objectives of entrepreneurship education still remains a mirage. Several factors such as lack of practical experience of the lecturers and facilities for demonstration during lectures can be responsible for this mirage in entrepreneurship education. It is generally believed that if students do not learn well, it is because lecturers have not taught well. This means that students can only learn well when teaching method is effective, and teaching effectiveness depends on the ability of a lecturer to adopt suitable teaching

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methods. One of those teaching methods is the demonstration method which appeals to the sense of sight, smell, touch and hearing while the students strive to learn. There is therefore need to assess the effectiveness of the demonstration method in teaching entrepreneurship education by practicing lecturers (UNDP, 2006).

Purpose of the Study

The purpose of this study was to determine how effective demonstration method is for teaching entrepreneurship education by lecturers in tertiary institutions in south-south Nigeria.

Research Question

1. How effective is demonstration method in teaching entrepreneurship education in tertiary institution in South-South Nigeria.

Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

1. Respondents do not differ significantly in their mean ratings on how effective they consider demonstration method for teaching entrepreneurship education based on years of experience (0-5; 6-10; above 10 years).

Teaching Methods

Teaching methods are strategies adopted by the teacher to ensure that effective learning takes place (Ogu, 2010). The methods are often divided into two broad categories namely: teacher-centred methods also called direct instruction, and learner-centred methods also called indirect instruction or inquiry-based learning (Offiong, 2010). From among these methods, a lecturer selects a method or combination of methods most likely to achieve a particular lesson's objectives with a particular group of students (Ogu, 2010). According to Offiong (2010), direct instruction is based on the assumption that the best way to teach is with scripted lesson plans that cannot be changed. Direct instruction gives total control of classroom activities to the lecturer. Students are not allowed to participate actively in the lecture method. Direct instruction is used to help students acquire knowledge and action sequences while indirect instruction, which involves inquiry-based, problem-solving, and project-based learning, is used to enhance student's understanding of the physical, social, and psychological world in which they live. In addition to different goals, the two methods of teaching are derived from different theories about learning and employ different practices.

In the context of this study, methods of teaching refer to a set of strategic activities employed by the lecturer to transfer knowledge, skills and positive attitude aimed at turning the learner into an entrepreneur upon graduation.

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Review of Related Literature

Teaching is an academic interaction between a more knowledgeable person and less knowledgeable one designed to enhance the learning of the latter.Teaching method on the other hand is a systematically arranged activities designed to enhance impartation of instruction to the learner. There are many teaching methods usually adopted by teachers to carry out teaching of which demonstration method is one of them.

Udoetuk (2006) described demonstration teaching method as an effective approach of teaching used in experiments involving the use of sophisticated, delicate and expensive materials and equipment which the teacher cannot afford to leave in the hands of inexperienced students for fear of being damaged. The method gives the learner the opportunity to see and hear the details of the skill being taught. Those details as listed by Eze (2009) include (a) the necessary background knowledge (b) the step or procedure (c) the nomenclature and (d) the safety precautions.

According to Okoro (2010), the concept of demonstration is to illustrate how a process, procedure or experiment is executed so as to aid the learner in acquiring the skill. Okoro further described it as the best or the most effective method of teaching entrepreneurship education because it actually shows how entrepreneurial skills are acquired, and provides opportunity for students' practical experiences in performing some skills themselves.

According to Scribd (2010), when a lecturer speaks clearly, uses simple, direct and dynamic demonstration, it sparks a great deal of interest, motivation, curiosity, humour and attention in learners. The author however warned that learners can develop a lack of confidence in the teacher if the demonstration fails. Beal (2008) opined that a poorly conducted demonstration can be an agent of harm. It is the reason learning theories suggest caution and are apprehensive of incorporating demonstration into the entrepreneurship curriculum. This reluctance is also due to the convenience factors of time and cost. The consequences of misusing demonstration, visibility, audibility and large classes are also some of its problems.

Miller and Rose (2007) observed that demonstration teaching method as a major teaching method used in courses in which high degree of accuracy and skilled performance in use of tools and materials is required. Entrepreneurship is one of such courses. Demonstration teaching method is an effective method that is generally employed to explain a principle and show the steps or procedure of a mechanical operation, or illustrate ideas and relationship with the aid of teaching aid and devices. Consequently, Akpan (2014) offered the following general hints for successful demonstration to teachers of entrepreneurship.

1. Every effort should be made to get the learners to observe the correct procedure the first time new task is taught. Akpan believes that the most effective learning results when the learners use a skill immediately after they are taught. It is therefore necessary that learners be made to practice or

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demonstrate new skills as soon as they are taught the procedure for performing it.

2. Safety precautions should be emphasized in each step of procedure. It is mandatory that the reasons for the precaution be stated so that the learner may understand the need for compliance.
3. The teacher should cultivate the virtue of being patient during demonstration procedure in order to carry every student along. Without patience, the slow learners may not acquire the knowledge or skill the teacher is trying to impart. Teacher's tone of voice and manner during demonstration determine the attitude of the learner more than the exact method used. Teachers should be fair, firm and friendly. Do not rush; do not be impatient and demanding during demonstration.

According to Offiong (2010) demonstration method can occur in any of the under-mentioned shades:

a. Teach-Demonstration: Under this, the teacher performs the activities while the students watch, listen and record observation.
b. Teacher-Student Demonstration: Here the students assist the teacher in direct handling of the facilities for demonstration.
c. Students Group Demonstration: In this case, the students are divided into groups to assist the teacher in turn to perform the demonstration.

The strengths of the demonstration method as presented by Job and Akpan (2010) include:

a. Demonstration method helps the students to understand lessons very clearly since they combine the sense of sight, hearing and touching while learning.
b. The demonstration method raises students' interest and reinforces memory retention.

The weaknesses of the demonstration as presented by Scribd (2010) include:
Demonstration method is hazardous when proper observation of cautious and safety rules are not taken by the lecturers and students.

Method

The research was carried out using survey design. Since the study involves collection of opinions of tertiary institution lecturers in south-south Nigeria on the effectiveness of demonstration method in teaching entrepreneurship education, survey design was considered appropriate. This study was conducted in South South Nigeria which is made up of six States of Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers. The population of this study consisted of all 13,607 lecturers in all the public tertiary institutions in the study area.

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A sample size of 684 was selected using stratified random sampling technique. The stratification was based on institution type and ownership. Five percent of the population was selected from the universities, polytechnics and colleges of education using simple random sampling technique where each subject was selected from a list/stratum of the total population of lecturers in the tertiary institutions in the zone at a five percent level.

A structured questionnaire developed by the researcher and titled "Questionnaire on Effective Methods for Teaching Entrepreneurship Education (QEMTEE)" was used for data collection. The instrument (**QEMTEE**) was validated by three experts; one from the Department of Technology and Vocational Education, Namndi Azikiwe University, Awka and two from the Department of Measurement an Evaluation, University of Uyo. The research topic, purpose of the study, research questions, hypotheses and the instrument were given to the experts who were requested to critically examine the instrument for relevance of content, suitability of instructions and clarity of statements. They made very useful suggestions such as modifying the title of the instrument, rearranging some sections and cancelling some items. Their inputs were reflected in the final copy of the instrument.

The researcher administered 684 copies of the instrument with the aid of two research assistants in the tertiary institutions covered in the study. The research assistants were adequately briefed on what to do. To ensure a high response rate, the researcher and research assistants reminded the respondents through telephone calls to complete and return the questionnaires. At the end, about 94% retrieval was made since 643 copies of the instrument were retrieved and used for data analysis. Data in respect of the research questions were analyzed using mean and standard deviation . Decision on the items and the research question were based on the items and cluster means based on the real limits of numbers below:

Responses	Values	Real limit
Very Effective	5	4.50 – 5.00
Effective	4	3.50 – 4.49
Moderately Effective	3	2.50 – 3.49
Ineffective	2	1.50 – 2.49
Very ineffective	1	1.00 – 1.49

Inferential statistics of one way analysis of variance (ANOVA) was used to test all the null hypotheses at 0.05 level of significance. A null hypothesis was accepted where the calculated F-value was less than the F-critical value and rejected where the calculated F-value was equal or greater than the F-critical value.

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Results

Research Question

How effective do tertiary institution lecturers in South South Nigeria consider demonstration method for teaching entrepreneurship education?

Table 1

Respondents' Mean Rating and Standard Deviation on Effectiveness of Demonstration Method for Teaching Entrepreneurship Education N=643

S/N	Components of entrepreneurship education	Mean	SD	Remark
1	Application of entreprenurial concepts.	4.11	.80	E
2	Stimulating entreprenurial drive.	4.00	1.20	E
3	Qualities for entreprenurial success.	4.03	1.40	E
4	Acquiring business management skills.	3.93	1.40	E
5	Developing innovative skills.	3.90	1.39	E
6	Handling business risks	3.21	1.22	ME
7	Acquiring ICT skills for business.	3.61	.91	E
8	Causes of business failure.	3.87	.84	E
9	Business expansion strategies.	3.40	1.11	ME
10	How to manage competition in business.	2.71	1.31	ME
11	How to avert business failure.	3.71	1.33	E
12	Customer retention skills.	2.81	1.94	ME
	Cluster mean	**3.61**		**E**

Key: E= Effective, ME = Moderately Effective

Table 1 shows that the respondents considered demonstration method effective for teaching entrepreneurship education with a cluster mean of 3.61. Standard deviation for all the items except the first is within the same range showing that the respondents are homogenous in their views.

Testing of hypothesis

Respondents do not differ significantly in their mean ratings on how effective they consider demonstration method for teaching entrepreneurship education based on years of teaching experience (0-5; 6-10; above 10 years).

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Table 2
ANOVA Summary on Influence of Experience on how Effective Respondents Consider Demonstration Method for Teaching Entrepreneurship Education

Source	Sum of Squares	Df	Mean Square	F	Sig.
Teaching Experience	446.000	2	233.000	.515	.613
Error	276924.16	640	432.694		
Total	**277370.16**	**642**			

The results in Table 2 indicate that the calculated F-value of .515 is less than the F-critical value of .613. This means that the respondents do not differ significantly in their mean ratings on how effective they consider demonstration method for teaching entrepreneurship education based on experience. Therefore, the null hypothesis was not rejected.

Discussion of findings

Findings of this study showed that tertiary institution lecturers in South South Nigeria considered demonstration method effective for teaching entrepreneurship education. The findings are in agreement with the study of Solomon, Blankmeyer, Tennial and Garczynski (2015) who conducted a study to examine the effectiveness of four teaching methods (lecture, demonstrations, discussions, and case study) in the classroom. As each method offers different benefits to the instructor and students, each method was expected to aid in a different depth of learning. The findings of the study indicated that each teaching method has its own unique benefits and is effective for various levels of learning. Additionally, the findings of the study supported the notion that active methods do aid in increasing learning. Demonstration method led to higher overall scores than any other teaching method. The findings are also in line with Roadruck (2008) who posited that modern day philosophers support the use of demonstrations for improved teaching of practical skilled courses like entrepreneurship education. The method gives the learner the opportunity to touch in addition to the general opportunity of seeing and hearing of the details of the skill being taught. The findings are also in line with Eze (2009) who maintained that the repetition steps involved during demonstration helps the average and slow learners as it gives them an additional opportunity to see, hear and be reminded of the skill being taught. The performance steps during demonstration give all the learners the opportunity to become skillful because it affords them the chance to demonstrate the task by themselves. In other words, demonstration teaching method claims its popularity because it leaves nothing to chance. The findings aligns with the views of Beal (2008) who pointed out that the teacher must connect the abstract with the concrete and reveal the “tricks of the trade” during the presentation. The findings further showed that experience did not significantly influence the views of the respondents. This shows that most lecturers are beginning to imbibe the

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entrepreneurship culture which is a panacea to youth restiveness and job creation. This study contradicts the findings of Koontz (2007) who, posited that experienced teachers prefer demonstration to younger teachers. In the present study, both the experienced and inexperienced lecturers did not differ significantly on how effective they considered the demonstration method as they all considered it to be effective. The findings of the study is in line with Ogwo and Oranu (2006) who were in support of demonstration teaching method as the most effective method for impartation of practical skills.

Conclusion

In view of the findings of the study, it was concluded that the use of demonstration method is effective in teaching entrepreneurship education in tertiary institutions in south-south Nigeria.

Implication of the Study

Findings of the study have implication for entrepreneurship education in tertiary institutions since the course has been made mandatory for all categories of students. The implication is that lecturers need to consistently adopt demonstration method that is considered effective for teaching the course to enhance easy understanding by the students.

Recommendations

Based on the findings of the study, the researchers proffer the following recommendations

1. Entrepreneurship education lecturers should make concerted efforts to demonstration method that is considered effective in teaching their students.
2. Managers of tertiary education should provide adequate facilities in the institutions to encourage the lecturers to adopt demonstration method that is considered effective in teaching entrepreneurship education irrespective of the cost.

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