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**INNOVATIVE PEDAGOGIES AND ENTREPRENEURIAL EMPOWERMENT
OF BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN
LAGOS, NIGERIA**

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INNOVATIVE PEDAGOGIES AND ENTREPRENEURIAL EMPOWERMENT OF BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN LAGOS, NIGERIA

Alao, O., E. & Alao, P., O.

Abstract

The increasing rate of youth and graduates' unemployment in Nigeria and the need to ascertain the extent of entrepreneurial empowerment of Business Education students for employability and self-employment opportunities necessitated this study. The study raised three research questions and tested two hypotheses. The descriptive survey research design was adopted for the study. The population of the study comprised all penultimate and final-year Business Education students, and all Business Education lecturers, in all public Universities and Colleges of Education in Lagos, Nigeria. Specifically, the population comprised seven hundred and ninety-four (794) penultimate and final-year Business Education students and forty-eight (48) Business Education lecturers. The sample size for this study was two hundred and sixty-six (266) Business Education students and twenty-one (21) lecturers using Taro Yamane sample calculator model. The research instrument used was structured questionnaire. The internal consistency of the instrument was determined using Cronbach Alpha Correlation Coefficient and it yielded an average index of 0.90. The statistical tool used to analyse research questions data were mean, percentages and standard deviation while paired sampled t-test and independent sampled t-test were used for the research hypotheses. The results showed that Business Education students inadequately acquired entrepreneurial competences. The instructional strategies used were not innovative enough and they contributed significantly to the inadequate acquisition of entrepreneurship skills. Constant use of innovative pedagogies by Business education lecturers and their collaboration with other stakeholders for adequate empowerment leading to self-employment and sustainable development of the Nigerian economy were the recommendations.

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Introduction

The issues of youth unemployment and the pursuit of empowering the youth through a functional curriculum and innovative pedagogical practices have been a global concern. The National Policy on Education (Federal Republic of Nigeria, 2014) also stresses the need to inculcate the right type of values and acquisition of appropriate skills and development of mental, physical, and social abilities in learners for them to live productively and contribute to the development of the society. Since the policy decisions are valuable for the sustainability of individual and the society, the onus is on educational institutions to empower students through a wide range of career options, including entrepreneurship, which creates empowerment opportunities for the recipients (Daluba & Odiba, 2013). Entrepreneurship education has been recognized globally as a potential mechanism for empowering students with innovative competences to appreciate, recognize and act on new business opportunities for personal and national

development (National Business Education Association, 2020). Besides a functional curriculum content, instructional strategies employed by lecturers play a major role in the process of entrepreneurial empowerment of students through education and trainings. Technology and vocational education and training (TVET) is always known for its entrepreneurial and job creation abilities. Hence, the continuous effort of the government and educational bodies to promote its effective implementation at tertiary institutions, most especially (Sani, Tijani & Ahmed, 2014). Business education, as a vocational education, also has the mandate and possesses the attributes of holistic development of individuals for personal emancipation and societal transformation through quality educational and entrepreneurial curricula contents and innovative pedagogies (Alao, 2021). However, the report of the National Bureau of Statistics (2020) revealed that most graduates of tertiary institutions (Business Education graduates inclusive) are unemployed, underemployed, poor and lack economic security. It is therefore necessary to assess the extent of entrepreneurial empowerment of Business Education students at tertiary institutions as well as the innovativeness of the pedagogical strategies used by lecturers for the sustainability of the Nigerian economy ultimately.

Business education programme is offered only at public Universities and Colleges of Education in Lagos State, Nigeria with the same purpose of empowering students to become competent business teachers and high calibre professionals in business establishments as managers, employees, and entrepreneurs (National Universities Commission, 2018). Empowerment may be referred to as the ability to acquire the needed knowledge, skills, attitudes, and values to effect a revolutionary change and improvement on self as well as on the community. The change brings about self-emancipation and complete societal liberation from the social, economic, and environmental ills and threats (Babalola & Tihamiyu, 2013). Innovative pedagogies are the various instructional methods that engage students in experiential practices in the course of teaching and learning. Ukata, Wechie and Nmehielle (2017) defined instructional strategies as various methods and techniques used by teachers to actualize the learning objectives. Ukata, et al (2017) also advised business educators to discourage the use of teacher-centred instructional strategies and embrace the consistent use of student-centred, innovative, problem-solving, and experiential learning strategies, which are capable of empowering students to solve the twenty-first century social, economic, and environmental problems.

Unemployment Situation among Business Education Graduates in Nigeria

Although the increasing rate of graduates' unemployment is not peculiar to Nigeria, it is common among the developing countries of the world. Olokundun (2017) reported that most graduates of tertiary institutions are still unemployed for several years after graduation. It is not expected that graduates of Business Education should be unemployed since they are trained to be job creators instead of job seekers. Surprisingly, a huge number of Business Education graduates is still roaming the streets in search of white-collar jobs because they lack entrepreneurial competences to create job for themselves and others (Binuomote & Okoli, 2015). This discovery is very discouraging, and it gives reasons to doubt the potentials of Business Education programme at tertiary institutions to deliver its mandate - empowerment for self-employment and societal development. Ezenwafor and Olaniyi (2017) also revealed that graduates of Business Education showed lack of interest and confidence in entrepreneurship activities for self-reliance, rather they continue to search for scarce paid employment despite the abundant entrepreneurship opportunities at their reach. Edokpolor and Owenvbiugie (2017) also noted the high rates of unemployment and poverty among Business Education graduates despite the integration of entrepreneurship education into the curriculum of Business Education Programme at tertiary education level in Nigeria. Sani, Tijani, and Ahmed (2014) also lamented that Business Education students graduated from the tertiary institutions only to add to the teeming population of the unemployed despite the entrepreneurship education enshrined in the curriculum to encourage self-reliance.

Udoye and Ndum (2014) also expressed their views of the situation by saying that emphasis on theory more than practical in teaching and learning approaches in Nigeria has resulted in the production of graduates with unemployable skills leading to unprecedented increase in different types of crimes in the country. The mass unemployment situation has led to series of odd vices like armed robbery, human trafficking, kidnapping, and assassinations all over in Nigeria. This situation has resulted in instability and insecurity in this country (Ebenehi & Oguiche (2012) in Daluba & Odiba (2013). The findings of these scholars clearly explain the state of Business Education graduates with respect to their level of entrepreneurship skills acquisition. This makes it an urgent task to investigate the situation in Lagos State tertiary institutions to proffer lasting solutions to the problem.

Innovative Pedagogies for Entrepreneurial Empowerment of Business Education Students

The contribution of tertiary education to national economic development depends on their innovative research and effective pedagogies (Peris-Ortiz, Gomez, Merigo-Lindah, and Rueda-Armengot, 2017). Tertiary institutions need to move their teaching and research activities from traditional functions to intense commitment to societal and industrial impact. Tertiary institutions, in collaboration with students should create learning environments that promote social and economic development through entrepreneurial and innovative foundations (Maria, Barbara, Carla, Miguel & Jose, 2017). The essence of functional education is to proffer permanent solutions to the shifting workforce demands and the development of good citizens. Using the right instructional approaches to education will help prepare business education students, as trainees in professional business establishments, for the rapidly emerging globalized, knowledge economy and digital society. Effective implementation of experiential pedagogies will lead to the acquisition of several twenty-first century competences. It is the primary responsibility of educational institutions to train learners in core competences such as communication, mathematics, computers, teamwork, problem-solving, among others. These core competences serve as the foundational skills and position fresh workers suitable for in-service training by the employers. Some of the effective pedagogical approaches that can produce the acquisition of adequate and relevant skills for easy school-to-work transition are experiential learning strategies in forms of internship or apprenticeship programmes (Kawar, 2011). Some examples of the twenty-first century competences for empowering students for entrepreneurship include critical thinking, collaboration, creative problem solving, communication, risk-taking and resilience, innovative and entrepreneurial spirit, and computer/digital technologies (Howard, 2018).

Many authors and researchers have related the problem of graduate unemployment to the quality of training received by these graduates while in school which is devoid of skills required to meet up with the demands of the business world. This perceived shortcoming could be attributed to the teaching methods being used to teach entrepreneurial contents in the educational curriculum of various institutions. Empowering students for entrepreneurship and self-employment demand the use of some pedagogical strategies that practically and actively engage students in the teaching-learning process. Innovative pedagogies are experiential approaches to imparting knowledge, skills, attitudes, and values in learners. These instructional strategies expose and engage students in active learning for all-round development in the three domains of learning – cognitive, affective, and psychomotor. The features of innovative pedagogies include systematic learning process, handling real-life situation, display of skills, self-monitoring assessment, and learners-centred instructional approaches (Ukata, Wechie & Nmehielle, 2017). Any teaching method used by a Business Educator in teaching entrepreneurship is very imperative for improving the entrepreneurship competences of Business Education students (Ogonnia, 2016).

Ukata, Wechie and Nmehielle (2017) maintained that it will also be impossible for the students to acquire the needed entrepreneurship skills without the application of appropriate instructional strategies by the teacher. Some of the instructional strategies are; lecture method, brain-storming method, demonstration method, problem-solving or discovery method, play-role or acting method, discussion method, project method, web quest method etc. Bostjan and Boris (2013) submitted that regardless of the vocational training area, the most effective way to empowering students is to engage them in practical projects and activities that promote learning by doing and practical involvement in entrepreneurship activities. Ezeani (2012) suggested students' involvement in industrial training, excursions to meet various entrepreneurs, organising periodic workshops and seminars, and the use of variety of teaching-learning methods as instructional strategies for entrepreneurship empowerment in Business Education programme at tertiary institutions.

Intervention Strategies for Adequate Entrepreneurship Empowerment of Business Education Students

Eze, Ezenwafor and Igberaharha (2016) suggest that Business Educators should employ more creative and innovative intervention strategies that can guarantee the acquisition of self-employment skills. The Business education curriculum designers are also encouraged to include more courses on entrepreneurship training and development to give the graduate proper grounding on skills that will enhance their entrepreneurship success. Government and other stakeholders in tertiary institutions should also endeavour to provide adequate facilities and laboratories to facilitate the practical entrepreneurship activities for Business Education students, which motivate them to go into entrepreneurship ventures on graduation. In the same vein, Agbonlahor (2016) also advised that regular review of Business Education curriculum in terms of linking it with the real-world challenges is

indispensable to achieving the objectives of the programme. Universities should identify and partner with businesses to strengthen the practical component of the training. Apart from the internship component, business executives should be invited to deliver lectures on key areas of business challenges in the Nigerian context. This strategy will enable the universities to incorporate the experiences of professionals and guest lectures into the entrepreneurial training and development of students. Okoro (2013) also considers other strategies around new technologies. Okoro therefore maintained that there should be constant training and retraining for Business Education lecturers so that they can be up to date in the acquisition of twenty-first competencies since they cannot give what they do not have. Students and lecturers should make adequate use of facilities and equipment available in the Business Education Laboratory for practical demonstration of ICT skills. Adequate qualified teaching staff should be employed while regular and constant power supply should not be compromised. Ezeh and Ekemezie (2015) also maintained that efforts should be made by the government to improve the lecturers' motivational packages that will in turn enhance their participation and commitment to the teaching of Business entrepreneurship education.

Research Questions:

The research sought to answers the following questions:

1. What is the extent to which Business Education students have acquired entrepreneurship skills in tertiary institutions in Lagos State?
2. To what extent are the required instructional strategies used by Business Education lecturers to inculcate entrepreneurship skills in students of tertiary institutions in Lagos State?
3. What are the intervention strategies needed for adequate acquisition of entrepreneurship skills by Business Education students of tertiary institutions in Lagos State?

Research Hypotheses

The hypotheses tested for this research work are as follows:

1. There is no significant difference between the instructional strategies used by Business Education lecturers and entrepreneurship skills acquired by Business Education students of tertiary institutions in Lagos State.
2. There is no significant difference between the entrepreneurship skills acquired by Business Education students in the universities and colleges of education in Lagos State.

Methodology

The descriptive survey research design was adopted for the study. The population of the study comprised all penultimate and final-year Business Education students, with all Business Education lecturers, in all public Universities and Colleges of Education in Lagos State. The sampled population comprised seven hundred and ninety-four (794) penultimate and final-year Business Education students as well as forty-eight (48) Business Education lecturers in the University of Lagos and Federal College of Education (Technical), Akoka, in Lagos State. The sample size for this study was two hundred and sixty-six (266) Business Education students and forty-two (42) lecturers, using Taro Yamane (1973) sample calculation method but twenty-one (21) lecturers were used eventually. The research instrument used was structured questionnaire. The internal consistency of the instrument was determined using Cronbach Alpha Correlation Coefficient and it yielded an average index of 0.90. The statistical tool used to analyse research questions data were mean, percentages and standard deviation while paired sampled t-test and independent sampled t-test were used for the research hypotheses. The decision rule was based on any calculated mean score of 2.50, such that 3.5 and above is for "fully addressed/demonstrated"; 2.5-3.49 is for "moderately addressed/demonstrated"; 1.5-2.49 is for "poorly addressed/demonstrated"; while below 1.5 is for "almost not addressed/demonstrated". Further, the value (p) was used in taking the decisions on the hypotheses. If the p-value is less than or equal to 0.05, the null hypothesis is not retained, but if the p-value is greater than 0.05, the null hypotheses is retained.

Demographic Table of the Respondents:

Sampled Institutions	Type of Institutions	Students		Lecturers	
		Population	Sample	Population	Sample
University	Federal	174	51	06	04
College of Education	Federal	620	215	42	38
TOTAL		794	266	48	42

Results

Research Question One: To what extent have Business Education students of tertiary institutions in Lagos State acquired entrepreneurship skills?

Table 1:

Extent to Which Business Education Students of Tertiary Institutions in Lagos State Acquired Entrepreneurship Skills

S/N	Extent of Entrepreneurial Skills Acquired	Mean	Sd	Remark
1.	Ability to identify opportunities	3.08	.80	Moderately Acquired
2.	Ability to write a business plan	3.14	.85	Moderately Acquired
3.	Ability to take risks	3.12	.86	Moderately Acquired
4.	Ability to have a vision for growth	3.20	.78	Moderately Acquired
5.	Interpret successful entrepreneurial role models.	3.19	.85	Moderately Acquired
6.	Innovative skills	3.25	.77	Moderately Acquired
7.	Leadership skills	3.21	.73	Moderately Acquired
8.	Human relation skills,	3.24	.75	Moderately Acquired
9.	Innovative skills	3.22	.76	Moderately Acquired
10.	Creativity skills	3.22	.73	Moderately Acquired
	Grand Mean	3.19	.79	Moderately Acquired

Table 1 displayed the extent to which business education students of tertiary institutions in Lagos State acquired entrepreneurship skills. The result showed that more than 70% of the respondents agree that they acquire each of the highlighted entrepreneurship skills. The mean of rating of each of the items are each greater than 2.50 i.e. above the 2.50 benchmark. The grand mean score of 3.19 has shown that the students to a moderate extent acquired the entrepreneurship skills. This further corroborates the result of frequency and percentages.

Research Question Two: To what extent are the required instructional strategies used by Business Education lecturers to inculcate entrepreneurship skills in students of tertiary institutions in Lagos State?

Table 2:

Extent to Which the Required Instructional Strategies are Used by Business Education Lecturers for students' Entrepreneurial Skills Empowerment

S/N	Extent of Instructional Strategies Used	Mean	Sd	Remark
1.	Classroom teaching	3.49	.79	Moderately Used
2.	SIWES	3.24	.95	Moderately Used
3.	Excursion	2.82	.05	Moderately Used
4.	Project Method	2.98	.96	Moderately Used
5.	Simulation	2.93	.93	Moderately Used
6.	Fieldwork	3.20	.89	Moderately Used
7.	Assignments	3.47	.79	Moderately Used
8.	Tests	3.53	.76	Fully Used
9.	Examination	3.40	.86	Moderately Used
10.	Organising Workshops for students	3.06	.96	Moderately Used
11.	Organizing Seminars for students	3.00	.91	Moderately Used
12.	Organizing lecture series for students	2.99	.92	Moderately Used
13.	Organizing Symposia for students	2.90	.91	Moderately Used
14.	Presentation of term-paper by students	2.81	.01	Moderately Used
15.	Inviting guest lecturers from the industry	2.82	.04	Moderately Used
16.	Interviewing entrepreneurs	2.89	.05	Moderately Used
17.	Business plan competition	2.71	.08	Moderately Used
18.	Establishing a student-led mini-business enterprise	2.71	.08	Moderately Used
19.	The use of Virtual teaching/learning method	2.64	.13	Moderately Used
	Grand Mean	3.03	.95	Moderately Used

Table 2 above displayed the instructional strategies employed by Business Education lecturers to inculcate entrepreneurship skills in Business Education students of tertiary institutions in Lagos State. The result showed that more than 50% of the respondents agree that lecturers use the highlighted instructional strategies. The mean of rating of each of the items is also greater than 2.50 i.e. above the 2.50 benchmark. The grand mean score of 3.03

also confirms that most of the required instructional strategies that can engender students' entrepreneurial skills empowerment were being used to a moderate extent by Business Education lecturers in the sampled tertiary institutions in Lagos State. This further corroborates the result of frequency and percentages.

Research Question Three: What are the intervention strategies necessary for adequate acquisition of entrepreneurship skills by Business Education students of tertiary institutions in Lagos State?

Table 3:

Intervention Strategies Needed for Adequate Acquisition of Entrepreneurship Skills by Business Education Students

S/N	Intervention Strategies Needed	Mean	Sd	Remark
1.	Provision of adequate instructional facilities	3.52	.81	Greatly Needed
2.	Institution-industry partnership	3.57	.51	Greatly Needed
3.	Constant training for lecturers	3.71	.56	Greatly Needed
4.	The use of experiential learning strategy	3.43	.68	Moderately Needed
5.	Organising workshops and seminars	3.76	.54	Greatly Needed
6.	Provision of adequate fund by Government.	3.90	.30	Greatly Needed
	Grand Mean	3.65	0.57	Greatly Needed

Table 3 above displays the intervention strategies needed for adequate acquisition of entrepreneurship skills by Business Education students of tertiary institutions in Lagos State. The result showed that more than 90% of the respondents agree that they the highlighted intervention strategies are necessary for adequate acquisition of entrepreneurship skills by Business Education students of tertiary institutions in Lagos State. The mean rating of each of the items is also greater than 2.50 i.e. above the 2.50 benchmark. The grand mean of 3.65 shows that all the highlighted intervention strategies were greatly needed to ensure full and adequate acquisition of entrepreneurship skills by Business Education students in tertiary institutions in Lagos State. This further corroborates the result of frequency and percentages.

Results of the Research Hypotheses

Hypothesis One: There is no significant difference between the instructional strategies used by Business Education lecturers and entrepreneurship skills acquired by Business Education students of tertiary institutions in Lagos State.

Table 4:

Paired Sampled t-test Comparison of Entrepreneurship Skills Acquired by Business Education Students and Instructional Strategies Used by the Lecturers

Parameter	Number	Mean	S.D	Tcal	df	P – value	Remark
Entrepreneurship skills	266	163.31	22.117	89.545	265	0.000	S
Instructional Strategies	266	57.59	10.22				

Table 4 presents the Paired Sampled t-test comparison of instructional strategies used by Business Education lecturers and entrepreneurship skills acquired by Business Education students of tertiary institutions in Lagos State. The t-test comparison showed a difference which is statistically significant between the instructional strategies used by Business Education lecturers and entrepreneurship skills acquired by Business Education students of tertiary institutions in Lagos State (tcalculated = 89.545, df = 265, p < 0.05). We therefore reject the null hypothesis. Therefore, there is a significant difference between the instructional strategies used by Business Education lecturers and entrepreneurship skills acquired by Business Education students of tertiary institutions in Lagos State.

Hypothesis Two: There is no significant difference between the entrepreneurship skills acquired by Business Education students in the universities and colleges of education in Lagos State.

Table 5:

Independent Sample t-test Comparison of Entrepreneurship Skills Acquired by Business Education Students between Universities and Colleges of Education in Lagos State

Institution	Number	Mean	SD	Tcal	df	P – value	Remark
University	51	154.78	21.958	-3.112	264	0.855	NS
College of education	215	165.33	21.718				

Table 5 presents the Independent Sample t-test comparison of entrepreneurship skills acquired by Business Education students in the universities and colleges of education in Lagos State. The t-test comparison showed a difference which is not statistically significant exists between the entrepreneurship skills acquired by Business Education students in the universities and colleges of education in Lagos State (tcalculated = -3.112, df = 264, p > 0.05). We therefore accept the null hypothesis. Therefore, there is no significant difference between the entrepreneurship skills acquired by Business Education students in the universities and colleges of education in Lagos State.

Discussion of Findings

The results in Table 1 show the extent to which Business Education students at tertiary institutions in Lagos State acquired certain entrepreneurship skills for employability and self-employment in Nigeria. It is vividly seen from the Table 1 that students acquired the stated entrepreneurship skills to a moderate extent (Grand mean = \bar{x} = 3.19; S.D. = 0.787). This finding supports the research outcomes of Ukata, Wechie and Nmehielle (2017) and Ogundola (2016) that entrepreneurship skills by Business Education students were inadequate to produce the calibre of professionals demanded for nation building and societal sustainability. Amid diverse social, economic, and environmental problems and challenges facing the Nigerian economy at present, it is expected of Business Education graduates to fully acquire the stated entrepreneurship skills for the transformation of the Nigerian society. It is pertinent for graduates of Business Education to be employable and self-employed for them to become catalysts for solving unemployment problems in Nigeria. Therefore, full acquisition of business start-up and business management competences as enumerated in Table 1 is sine qua non to guarantee their adequate empowerment for the job demands of the twenty-first century. To translate the entrepreneurship skills from moderate to full level, the stakeholders must conscientiously carry out their obligations as appropriate. Students must be ready to put in their best of effort to the teaching and learning activities while lecturers should also adopt innovative approaches that practically involve students in experiential pedagogies both within and outside the institutions. The Government through the Ministry of Education should supply the instructional resources needed.

The results in Table 2 clearly revealed the reason for the moderate acquisition of entrepreneurship skills by Business Education students. It is discovered in Table 2 that innovative instructional strategies and approaches necessary for adequate entrepreneurial empowerment of Business Education students were moderately used by lecturers at tertiary institutions in Lagos State, Nigeria (Grand Mean = \bar{x} = 3.03; S.D. = 0.951). This outcome corroborates the research findings of Ubolom and Ogwunte (2017) and Nwaukwa, Iloje, Nzeh and Nwagu (2018) that innovative instructional methods used in Business Education programmes were mostly traditional methods that limit students' exposure to the four-walls of the institutions. Entrepreneurship skills are practical and innovative skills that can only be acquired using the innovative approaches and strategies. Even though the results in Table 2 showed that lecturers used each of the identified instructional methods to a moderate extent, full and effective utilization of these innovative pedagogies are required for adequate empowerment of students for entrepreneurship. There is need for the tertiary institutions in Lagos, Nigeria, to support and compel the lecturers to fully engage students in entrepreneurial activities while in schools. Students should be allowed to visit the industry and invite professionals from the industry into the classroom through seminars and workshops to bridge the gap between town and gown. Students should be grouped for innovative projects such as business venture creation and management activities as a practical approach to full entrepreneurship empowerment. The use of written examinations and tests should be reduced to accommodate more practical learning in the workplace or society through fieldworks and internships.

The opinions of lecturers' respondents as shown in Table 3 established the need for certain intervention strategies to fully empower students of Business Education programme for entrepreneurship in Lagos State, Nigeria. It was

expressed by the lecturers' respondents that the needed intervention strategies are greatly needed (Grand Mean = \bar{x} = 3.65; S.D. = 0.5663). This finding supports the research outcomes of Okoro (2013), Aganbi (2013), Ezeh and Ekemezie (2015), and Bostjan and Boris (2013) that constant training for lecturers, institution-industry partnership, provision of adequate infrastructural facilities, organizing workshops and seminars for students, and involving students in mini-business venture establishment and management are necessary intervention strategies for adequate entrepreneurial empowerment of Business Education students. It can be implied from the results in Table 3 that most of these intervention strategies were not prominently and consistently used for entrepreneurship empowerment of Business Education students at tertiary institutions in Lagos, Nigeria. Therefore, the stakeholders should work collaboratively to effectively implement the Business Education programme using innovative pedagogical strategies.

The result in Table 4 revealed that instructional strategies used significantly affected the entrepreneurship skills acquired by Business Education students at tertiary institutions in Lagos State, Nigeria ($t_{cal} = 89.545$; $p < 0.05$). This finding suggests that lecturers and other concerned stakeholders should make radical effort to attain effective implementation of Business Education programme through constant uses of innovative instructional strategies necessary for students' entrepreneurship empowerment. The findings in Table 5 showed that Business Education students at both Universities and Colleges of Education in Lagos State, Nigeria, acquired the highlighted entrepreneurship skills in the same proportion ($t_{cal} = 3.112$; $p > 0.05$). The implication of this result is that similar intervention strategies should be applied at both Universities and Colleges of Education in Lagos State, Nigeria for adequate acquisition of entrepreneurship skills by students.

Conclusions

The study concluded that innovative pedagogies were not fully used for the entrepreneurial empowerment of Business Education students at tertiary institution in Lagos, Nigeria.

Recommendations

Consequently, students' acquisition of the needed entrepreneurship skills was inadequate. There is need for intensive effort by the relevant stakeholders to employ innovative strategies consistently and maximally for adequate entrepreneurship empowerment of Business Education students in tertiary institutions in Lagos, Nigeria.

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