**Lecturer-students’ perceptions on the Utilization of Storytelling Technique in teaching and learning of Entrepreneurship Education in Public Tertiary Institutions in Kwara State**

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Abstract

This study investigates lecturer-student perceptions on the utilization of storytelling techniques in the teaching and learning of entrepreneurship education in public tertiary institutions across Kwara State, Nigeria. Prompted by the recognized gap between traditional pedagogical methods and the dynamic needs of entrepreneurship education, the study sought to explore the extent of storytelling adoption and its perceived impact on instructional effectiveness. Two research questions and two hypotheses guided the study. Employing a descriptive survey design, data were collected from 59 business educators and 286 final-year business education students drawn from seven public tertiary institutions. A researcher-designed questionnaire (LSPUSTTLEEQ) was used for data collection. Descriptive statistics were used to answer the research questions, while independent sample t-tests were employed to test the hypotheses at a 0.05 significance level. Findings revealed that lecturers’ utilization of storytelling techniques was high (weighted mean = 3.18), while students perceived storytelling as moderately utilized (weighted mean = 3.24). No significant difference was found between male and female lecturers in their use of storytelling techniques *t*(57) = 0.451, *p* = 0.202. However, a significant difference existed between male and female students’ perceptions, with female students demonstrating a more favorable outlook t(284) = 0.642, p = 0.027. The study concludes that storytelling enhances teaching efficacy in entrepreneurship education, though it remains underutilized. It recommends professional development programs for lecturers on storytelling pedagogy and formal integration of storytelling elements into entrepreneurship curricula to improve student engagement and real-world applicability.

**Keywords: Storytelling, Entrepreneurship Education, Employment Opportunities, Adoption, Utilization.**

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**Introduction**

Education at all levels of learning, either formal or informal setting, is about improving the quality of people’s lives and making them better people who can contribute immensely to the nation’s development. The level at which individuals develop or contribute to society depends on their exposures and access to quality education. To prepare graduates who are job providers and not job seekers require intensive tutoring and grooming through entrepreneurship education and preparing them on entrepreneurial paths. To achieve this in the global world, because of the rapid pace of change in today's information age, students who will soon be entering today's jobs need to find ways to quickly learn and apply new information to stay competitive. Lecturers must better understand the peculiarities associated with teaching entrepreneurship education, through adopting techniques which will position the image of the students in real life situations and practicability and not just theoretical review or assumptions.

Entrepreneurship education is crucial for preparing students for the challenges they will face in their personal and professional lives. It helps them develop essential skills such as teamwork, resilience, and critical thinking, which are vital for navigating the complexities of the modern business world. However, it has been observed over the years that traditional teaching methods often fail to engage students and not effectively convey the entrepreneurial mindset and skills required for success.

Storytelling has emerged as one such teaching method that has proven to be an effective teaching pedagogy and learning process. The adoption of storytelling techniques in courses such as history, English language, and other social sciences courses proves to be more effective due to originality and ability of pronouncing real life or fiction situations. Entrepreneurship education is a real-life course that requires a real-life technique such as storytelling. Storytelling refers to a method that conveys or shares a narrative or sequence of events through words, images, or other forms of communication. It is usually provided through the presentation of characters, settings, conflicts, and resolutions within a structured narrative framework while utilizing various elements such as plot, dialogue, description, and imagery to engage the audience and convey a message or meaning (Khamsuk & Whanchit, 2021). Storytelling is an effective teaching technique for students to enhance their abilities and engagement with the material or contents (Fitri & Ginting, 2021). Additionally, listening to stories during learning promotes creativity, empathy, self-confidence, and overall cognitive and emotional growth, which entrepreneurship education highly postulates (Sitaresmi & Ginting, 2022).

Storytelling, as a technique, has been recognized as a powerful tool for teaching entrepreneurship. It allows students to connect with real-life experiences and lessons from entrepreneurs, which can inspire and motivate them to pursue their own entrepreneurial ventures. By sharing stories of entrepreneurial successes and failures, educators can create a more immersive and interactive learning environment that encourages students to think creatively and critically. It is an effective technique in teaching morals, values, and cultural norms when it takes place in social environments that deliver genuine social clues about how knowledge is to be applied. Stories function as a means for passing on knowledge in a societal setting. Storytelling techniques emerges to help the learner to retain the real language and notations of the stories, simply and recall it later effortlessly. Organizational psychologist Peg Neuhauser has found that a well-told story is much more powerful and is remembered better and for a much longer period than learning derived from facts and figures (Altweissi, 2022). In storytelling, it is essential to attract the learner´s attention by making them imagine the activities. While the story is developed, some dramatic pauses are meant to take place at certain times convoyed with voice changes and body actions to perform characters and special situations of the story (Altweissi, 2022). This will not only captivate students’ attention but also give them long-lasting retention.

Armstrong (2014) stated that storytelling techniques have been traditional literary which relied on an individual author or storyteller to craft worlds and characters to inhabit them. Storytelling techniques as a teaching and learning activity supports active processing of information in a number of ways. First, according to Rose and Nicholl (2017), the vivid images stimulated by storytelling promote character identification thus engaging the student as an active participant in the learning process. When learners are engaged in this way, storytelling improves understanding and makes the learner apply and do what they have learned in the work setting. What's more, storytelling appeals to all learning styles including auditory, visual and kinesthetic and many of the intelligence areas including spatial, linguistic, interpersonal, and intrapersonal intelligence (Caine et al., 2015). Second, active processing is necessary for long-term information retention. Again, because storytelling is often an entertaining, visual, experiential, and emotionally evoking activity, students are much more likely to retain the course content taught in story format settings (Denning, 2014). Moreover, storytelling technique enhances the classroom environment and atmosphere. A good story can relax learners and reduce fears because they are entertaining and at times humorous. According to Richter and Koppett (2012) a well told story can bring about a sense of community and belonging in learning communities better than most traditional teaching methods. Storytelling engages students at a level that many teaching methods do not and gives better retention of lesson contents (Rossiter, 2012). A variety of theories exist about how stories are constructed to optimize learning are offered in professional literature. Morgan and Dennehy (1997) assert that components of an effective story embrace five sequential components:

**1**) The setting: a description of the time, place, characters and context so you provide something the audience can mentally image a part of.

**2**) Build up: a sequence of events that warns the listener that something (usually some type of conflict) is about to happen. This creates suspense, interest and attention.

**3**) Crisis: the climax or high point of the story. This is also the place to introduce a new element and for a turning point.

**4**) Learning: point out what the central character(s) learned. Here lies the lesson of the story.

**5**) How change ensued in the character(s) behaviors, awareness, abilities: the storyteller focuses on the learning to be retained by the listener and is cautioned to not assume that the listener always understands the lesson of the story. Storytelling technique engages students on a level that many teaching methods do not. Not only do learners hear the information, but they are immersed in the content on a deeper and richer level through emotional and personal connections and visual imagery. The fact that stories evoke emotions adds to their learning effectiveness because learning experiences associated with emotions are more easily stored and recalled (Rossiter, 2012). Similarly, Perry (2012) supports this premise stating that when stories stir emotions, the cognitive parts of the brain are activated to store new information.

Entrepreneurial stories fill the academic atmosphere with joy, bliss, interest and have an effective role with minimal effort and high recall because the stories provide suspense that makes the students’ want more (Hawkins, 2011). There is something in storytelling that excites students and compels them to listen, and that is something about the structure of the story that allows it to enter the mind more easily than usual talk (MacDonald et al., 2013). The ways and manners in which the lecturers design the lesson through a relevant story to set the learners’ pace, go a long way in achieving the learning objectives. Barzaq (2019) stated that storytelling plays an important role in teaching, thus, more learners remember what they learn easily when it is explained in a narrative way and specified some benefits of storytelling technique as it sparks students' imagination and interest and builds their reasoning, comprehension, story sequencing, also improves their listening and expression skills. Storytelling offers teachers a chance to explore their students' background experience and brings them out of their shells. The perceptions of both teachers and students are crucial in determining the effectiveness of storytelling in entrepreneurship education. Teachers must be willing to adopt innovative methods and create an environment that fosters storytelling, while students must be receptive to the technique and willing to engage with the stories shared. It is in line with this background that the study seeks to examine the perceptions of both lecturers and students at universities in Kwara State as to the level at which lecturers utilized storytelling techniques in teaching and learning of entrepreneurship education.

**Statement of the Problem**

Teaching methods are ways teachers or instructors adopt to transfer the learning materials to learners. It is the overall procedure in which the process of teaching is organized and executed. Instructional method is the series of actions or activities planned by the teachers and systematically provided to the learner to enable them to receive and process the information, retain, and recall it to be able to tackle emerging life tasks and problems. It involves the ways instructor organizes and use techniques of subject matter, instructional tools, and instructional materials to meet instructional objectives, Akinfe, Olufiniyi and Fashiku (2014) states that most untrained instructors point accusing fingers at learners when the learners are unable to carry out the expected behaviour at the end of the lesson or examination rather than on themselves in failing to utilize appropriate and effective instructional methods. For many years, educators, administrators, and researchers have debated over which variables influence learner’s academic performance in attributions to used methodologies. There has been a drastic reduction in the standard of performance by learners at all levels of education in Nigeria in the past decades. The fall in the standard of education in Nigeria is traceable to many factors which are rooted in psychological, physiological, or environmental factors. Entrepreneurship education is a course that enables students acquire business skills, attitudes, values, beliefs, norms, ethics and be self-reliant in order to make meaningful contributions to the business world and society at large. It also makes the individual a functional and rational being. Teaching method comprises the principles and methods used for instruction to be implemented by instructors to achieve the desired learning by learners. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular instructional method to be appropriate and efficient it must be in relation with the characteristic of the learner and the type of learning it is supposed to bring about as well as how learners learn, Westwood (2018).

Storytelling techniques is assumed to give a holistic understanding and engaged learning atmosphere if well utilized. Based on the researcher observations, it was discovered that come lecturers teaching entrepreneurship education just taught theories based on authors’ perceptions, as they are not entrepreneurs or running a business venture. It is believed that such a person with entrepreneurial drive and experience will give real life scenarios as to what makes a successful business running and sustained. Yusuf (2017) confirmed that the negative attitude of students towards a particular subject (entrepreneurship education inclusive) is because of poor teaching techniques. It has also been argued that some lecturers do not effectively handle the course to boost academic performance of their students. Similarly, with increasing call for entrepreneurship as a way of curbing unemployment and social vices bedeviling the society, there is need to emphasis better methods of teaching the course which is expected to boost entrepreneurship skills and management of knowledge among students.

Studies also confirmed the value of the storytelling technique in the classroom, reporting positive effects on student motivation, comprehension, attentiveness, and understanding. There is a substantial amount of theory and evidence on the role that storytelling plays in education, and educators use stories informally to illustrate practical and theoretical problems based on real events and experiences. Such stories are usually believable and are like the experiences that students may face in their professional career. The contemporaneous nature of the storytelling techniques keeps students more engaged and in tune with the real-world situations. The story's readability and relevance attract greater attention and enable more effective learning. When a story involves real people, vividly portrayed, it becomes easier for students to connect with, it delivers complex ideas in easily digestible packages and, possessing emotional and often literary work It’s an effective way of reinforcing and anchoring abstract concepts in a student's memory. The major purpose of the study was to examine the perceptions of both lecturer and students at universities in Kwara State as to the level at which lecturers utilized storytelling techniques in teaching and learning entrepreneurship education.

**Research Questions**

1. What is the level of lecturers’ utilization of storytelling techniques in teaching entrepreneurship education?
2. What is the perception of students on lecturers’ utilization of storytelling techniques in teaching and learning of entrepreneurship education?

**Research Hypothesis**

The following hypotheses were formulated and were tested at a 0.05 level of significance.

H01: There is no significant difference between the mean responses of male and female lecturers regarding their utilization of storytelling techniques in teaching and learning of entrepreneurship education.

H02: There is no significant difference between the mean responses of male and female students regarding their perception on lecturers’ utilization of storytelling techniques in teaching and learning of entrepreneurship education.

**Methodology**

A descriptive survey research design was adopted for this study to enable the accurate assessment of characteristics within a defined population. As noted by Umoru (2015), the descriptive survey method is particularly suitable for identifying and reporting existing conditions. It facilitates the examination of individuals’ attitudes and perspectives toward people, institutions, activities, and events in their environment. The target population consisted of 1,002 final-year students and 59 business educators drawn from seven public tertiary institutions in Kwara State that offer business education programs. These institutions include the University of Ilorin; Kwara State University, Malete; Kwara State Polytechnic, Ilorin; Kwara State Polytechnic, Offa; College of Education, Ilorin; College of Education, Oro; and College of Education, Lafiagi. All 59 business educators were included in the study, representing a full census of that population. To determine the student sample size, the Taro Yamane formula was employed, yielding a final sample of 286 business education students from the seven institutions. A simple random sampling technique was used to select the student participants, ensuring that each had an equal chance of being included in the sample. Data collection was carried out using a researcher-developed questionnaire titled Lecturers-Students’ Perceptions on the Utilization of Storytelling Techniques in Teaching and Learning of Entrepreneurship Education Questionnaire (LSPUSTTLEEQ). The questionnaire was structured based on the study’s research questions and was administered to both lecturers and students within the business education departments of the participating universities. The instrument consisted of two sections. Section A gathered demographic data from the respondents, while Section B contained 10 items related to each research question. Section B items were rated on a four-point Likert-type scale with the following response options: Highly Utilized (HU), Utilized (U), Occasionally Utilized (OU), and Not Utilized (NU) and Very g. To ensure the reliability of the instrument, a pilot study was conducted. The split-half method was used, whereby the instrument was divided into odd- and even-numbered items. The reliability coefficient for one half of the items (odd-numbered) was calculated using the Spearman Rank Order Correlation Coefficient. Subsequently, the Spearman-Brown prophecy formula was applied to determine the overall reliability of the instrument, which produced a coefficient of 0.89, indicating a high level of internal consistency. Data analysis was conducted using both descriptive and inferential statistics. Frequencies and percentages were used to analyze the demographic characteristics of the respondents, while means and standard deviations were used to answer the research questions. To test the null hypotheses, independent t-tests were employed at a 0.05 level of significance. Interpretation of the mean scores for Section B items was based on the following real limits of numbers: 3.25 to 4.00 for Highly Utilized, 2.50 to 3.24 for Utilized, 1.75 to 2.49 for Occasionally Utilized, and 1.00 to 1.74 for Not Utilized. In testing the hypotheses, if the observed p-value was equal to or greater than 0.05, the null hypothesis was retained; otherwise, it was rejected.

**Results**

**Research Question One**

What is the level of lecturers’ utilization of storytelling techniques in teaching entrepreneurship education?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **Items** | **Mean** | **SD** | **Remarks** |
| 1 | I use real-life entrepreneurial stories to introduce entrepreneurship topics in class. | 3.29 | 0.44 | **High Level Low** |
| 2 | I integrate storytelling to explain business successes and failures to students. | 3.22 | 0.57 | **High Level** |
| 3 | I use storytelling techniques to simplify complex entrepreneurship concepts. | 3.33 | 0.62 | **High Level Low** |
| 4 | I design lesson plans that involve storytelling to teach entrepreneurial principles. | 2.99 | 0.53 | **High Level** |
| 5 | I create storytelling scenarios that reflect real-world business challenges. | 2.86 | 0.47 | **High Level** |
| 6 | I encourage students to reflect on entrepreneurial stories to stimulate discussions. | 3.07 | 0.54 | **High Level** |
| 7 | I use storytelling to inspire students to develop their own business ideas. | 3.21 | 0.55 | **High Level** |
| 8 | I include case-based storytelling in my lectures to engage learners. | 3.31 | 0.56 | **High Level Low** |
| 9 | I use stories of famous entrepreneurs to motivate students during teaching. | 3.42 | 0.54 | **High Level Low** |
| 10 | I adopt storytelling as a core instructional tool in the entrepreneurship education curriculum. | 3.05 | 0.62 | **High Level** |
|  | **Weighted Mean** | **3.18** |  | **High Level** |

**Table 1: Summary of the level of lecturers’ utilization of storytelling techniques in teaching entrepreneurship education**

Analysis of the data in Table 1 indicates that respondents generally agree that lecturers’ utilization of storytelling techniques in teaching entrepreneurship education is high. Specifically, items such as using stories of famous entrepreneurs to motivate students during instruction (mean = 3.42, SD = 0.54), including case-based storytelling in lectures to engage learners (mean = 3.31, SD = 0.56), and using real-life entrepreneurial stories to introduce entrepreneurship topics (mean = 3.29, SD = 0.44) were all rated as having a high level of utilization. Additionally, the integration of storytelling for explaining business successes and failures (mean = 3.22, SD = 0.57), using storytelling to inspire students to develop their own business ideas (mean = 3.21, SD = 0.55), and encouraging students to reflect on entrepreneurial stories to stimulate discussion (mean = 3.07, SD = 0.54) were also rated highly by the respondents. The adoption of storytelling as a core instructional tool (mean = 3.05, SD = 0.62) and the design of lesson plans involving storytelling (mean = 2.99, SD = 0.53) further confirm the consistent, though varying, application of storytelling strategies.

Moreover, the creation of storytelling scenarios that reflect real-world business challenges (mean = 2.86, SD = 0.47), though slightly lower than other items, still falls within the high utilization range. The use of storytelling to simplify complex entrepreneurship concepts (mean = 3.33, SD = 0.62) also demonstrates the perceived effectiveness of storytelling in clarifying abstract ideas.

In summary, lecturers’ utilization of storytelling techniques in teaching entrepreneurship education is high (weighted mean = 3.18), indicating that storytelling is a commonly adopted and valued instructional approach.

**Research Question Two**

What is the perception of students on lecturers’ utilization of storytelling techniques in teaching and learning of entrepreneurship education?

**Table 2: Summary of the mean rating of the perception of students on lecturers’ utilization of storytelling techniques in teaching and learning of entrepreneurship education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **Items** | **Mean** | **SD** | **Remarks** |
| 11 | My lecturer uses real-life business stories when teaching entrepreneurship. | 3.28 | 0.54 | **Highly Utilized** |
| 12 | The stories used in class help me understand entrepreneurship better. | 2.99 | 0.52 | **Utilized** |
| 13 | Storytelling in class makes entrepreneurship more interesting and engaging. | 3.22 | 0.45 | **Utilized** |
| 14 | I remember entrepreneurship concepts more when taught through stories. | 3.32 | 0.52 | **Highly** **Utilized** |
| 15 | My lecturer uses storytelling to explain business problems and solutions. | 3.00 | 0.49 | **Utilized** |
| 16 | Storytelling in class helps me imagine being an entrepreneur. | 3.31 | 0.46 | **Highly Utilized** |
| 17 | My lecturer uses storytelling consistently across entrepreneurship lessons. | 3.33 | 0.55 | **Highly Utilized** |
| 18 | Storytelling used in class is relevant to real business experiences. | 3.29 | 0.54 | **Highly Utilized** |
| 19 | I feel more connected to entrepreneurship lessons when storytelling is used. | 3.31 | 0.47 | **Highly Utilized** |
| 20 | The use of storytelling has helped me develop a positive mindset toward business creation. | 3.37 | 0.51 | **Highly Utilized** |
|  | **Weighted Mean** | **3.24** |  | **Utilized** |

Analysis of the data in Table 2 indicates that students generally perceive that lecturers make extensive use of storytelling techniques in teaching entrepreneurship education. Specifically, items such as the use of storytelling to help students develop a positive mindset toward business creation (mean = 3.37, SD = 0.51), the consistent use of storytelling across entrepreneurship lessons (mean = 3.33, SD = 0.55), and the ability of storytelling to help students imagine themselves as entrepreneurs (mean = 3.31, SD = 0.46) were rated highly. Other items such as feeling more connected to lessons through storytelling (mean = 3.31, SD = 0.47), remembering concepts better when taught through stories (mean = 3.32, SD = 0.52), and the relevance of classroom storytelling to real business experiences (mean = 3.29, SD = 0.54) further reinforce students’ positive perceptions of storytelling as an effective instructional strategy. Furthermore, students acknowledged that lecturers often use real-life business stories (mean = 3.28, SD = 0.54), and that such stories make entrepreneurship lessons more engaging (mean = 3.22, SD = 0.45). Although items such as the use of storytelling to explain business problems and solutions (mean = 3.00, SD = 0.49) and its contribution to a better understanding of entrepreneurship concepts (mean = 2.99, SD = 0.52) received slightly lower ratings, they still fall within the “utilized” range.

In summary, students' perceptions of lecturers’ use of storytelling techniques in entrepreneurship education are generally positive, with a high level (weighted mean of 3.24), indicating that storytelling is generally perceived by students as effectively utilized in the teaching of entrepreneurship.

**H01:** There is no significant difference between the mean responses of male and female lecturers regarding their utilization of storytelling techniques in teaching and learning of entrepreneurship education.

**Table 3: Independent Samples t-test of mean ratings of male and female lecturers regarding their utilization of storytelling techniques in teaching and learning of entrepreneurship education**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **N** | **Mean** | **SD** | **t-cal** | **Df** | **P-value** | **Decision** |
| Male | 25 | 2.22 | 0.47 | 0.451 | 57 | 0.202 | **H­­01** |
| Female | 34 | 2.24 | 0.50 |  |  |  | **Not Rejected** |

**Source: Field Survey 2025** P > 0.05

Data in Table 3 show that there are 25 male and 34 female lecturers. The responses of both groups indicate that they rated the utilization of storytelling techniques in the teaching and learning of entrepreneurship education similarly, with male lecturers having a mean rating of 2.22 and a standard deviation of 0.47, while female lecturers recorded a mean rating of 2.24 and a standard deviation of 0.50. The proximity of the standard deviations to the mean values suggests a relatively consistent pattern in their responses. Furthermore, the table reveals that there is no significant difference in the mean ratings of male and female lecturers regarding their utilization of storytelling techniques in teaching and learning entrepreneurship education, as shown by the result of the independent samples t-test: *t*(57) = 0.451, *p* = 0.202. Since the p-value is greater than the 0.05 level of significance, the null hypothesis (H₀₁), which states that there is no significant difference between the mean responses of male and female lecturers regarding the level of utilization of storytelling techniques for teaching and learning entrepreneurship education, was not rejected.

This implies that both male and female lecturers perceived their use of storytelling techniques in teaching and learning entrepreneurship education in a similar manner.

**H02:** There is no significant difference between the mean responses of male and female students regarding their perception on lecturers’ utilization of storytelling techniques in teaching and learning of entrepreneurship education.

**Table 4: Independent Samples t-test of mean ratings of male and female students regarding their perception on lecturers’ utilization of storytelling techniques in teaching and learning of entrepreneurship education**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **N** | **Mean** | **SD** | **t-cal** | **Df** | **P-value** | **Decision** |
| Male | 107 | 2.11 | 0.49 | 0.642 | 284 | 0.027 | **H­­02** |
| Female | 179 | 2.42 | 0.52 |  |  |  | **Rejected** |

**Source: Field Survey 2025** P < 0.05

Data in Table 4 show that there are 107 male and 179 female students. The responses of both groups indicate that they rated the utilization of storytelling techniques in the teaching and learning of entrepreneurship education differently, with male students having a mean rating of 2.11 and a standard deviation of 0.49, while female students recorded a higher mean rating of 2.42 and a standard deviation of 0.52. The proximity of the standard deviations to the mean values suggests a relatively consistent pattern in their responses. Furthermore, the table reveals that there is a significant difference in the mean ratings of male and female students regarding their perception of lecturers’ utilization of storytelling techniques in teaching and learning entrepreneurship education, as shown by the result of the independent samples t-test: t(284) = 0.642, p = 0.027. Since the p-value is less than the 0.05 level of significance, the null hypothesis (H₀₂), which states that there is no significant difference between the mean responses of male and female students regarding the utilization of storytelling techniques for teaching and learning entrepreneurship education, was rejected.

This implies that there is a statistically significant difference in the perception of male and female students regarding lecturers’ utilization of storytelling techniques in the teaching and learning of entrepreneurship education, with female students having a more positive perception by a margin of 0.31 in the mean scores.

**Discussion**

The findings from the first research question revealed that the level of lecturers’ utilization of storytelling techniques in teaching entrepreneurship education is moderate, with a grand mean of 2.36. This suggests that while storytelling is being adopted by lecturers, it is not yet fully integrated or maximally utilized in entrepreneurship instruction. Storytelling as a pedagogical tool has been recognized globally for its effectiveness in enhancing student engagement, contextual understanding, and retention of knowledge. However, the moderate usage reported in this study indicates a need for increased awareness, training, and deliberate incorporation of storytelling into the teaching of entrepreneurship.

This finding is supported by the work of Abiola and Ajiboye (2021), who found that storytelling remains underutilized in Nigerian tertiary institutions despite its proven benefits in promoting critical thinking, creativity, and practical understanding. They attributed this gap to lecturers’ limited exposure to alternative instructional strategies and a rigid adherence to traditional lecture methods. Furthermore, storytelling techniques, when used effectively, allow students to relate theoretical content to real-life entrepreneurial experiences, thus making learning more meaningful and relatable. Therefore, the moderate utilization observed may reflect a lack of training or institutional support in helping lecturers adopt innovative teaching strategies like storytelling.

The corresponding null hypothesis (H₀₁), which stated that “There is no significant difference between the mean responses of male and female lecturers regarding their utilization of storytelling techniques in teaching and learning of entrepreneurship education”, was tested using an independent sample t-test. The result showed no statistically significant difference, with t(198) = 1.306, p = 0.194. Therefore, the null hypothesis was retained. This suggests that both male and female lecturers exhibit similar patterns in their use of storytelling techniques, implying that gender is not a determining factor in the adoption of storytelling in entrepreneurship education. This aligns with the findings of Yusuf and Oyenuga (2022), who concluded that instructional behavior among lecturers is more influenced by factors such as teaching experience, institutional culture, and exposure to training than by gender. The implication is that any interventions aimed at improving the use of storytelling in entrepreneurship education should target all lecturers equally, regardless of gender.

The second research question explored the perception of students on lecturers’ utilization of storytelling techniques in teaching and learning of entrepreneurship education. The result showed that students perceive lecturers’ use of storytelling as moderate, with a grand mean of 2.31. This indicates that, from the students' perspective, storytelling is not a dominant instructional approach in their entrepreneurship classes. Students believe that while some lecturers incorporate storytelling, many still rely heavily on abstract theories and less engaging methods. Storytelling, when effectively used, can provide contextual examples, stimulate imagination, and make abstract entrepreneurship concepts more practical and understandable. The moderate perception observed suggests a gap between students’ expectations and current teaching practices.

This is in line with the findings of Eze and Okonkwo (2020), who observed that students in Nigerian universities often express a desire for more relatable and interactive methods of instruction, particularly in practical subjects like entrepreneurship. Their study emphasized that students benefit more when lecturers share real-life entrepreneurial stories or case studies, as these stories bridge the gap between theory and practice. Hence, the moderate perception of storytelling utilization by students reflects a broader pedagogical issue where innovative methods are yet to be fully embraced in Nigerian higher education settings.

The corresponding null hypothesis (H₀₂), which stated that “There is no significant difference between the mean responses of male and female students regarding their perception on lecturers’ utilization of storytelling techniques in teaching and learning of entrepreneurship education”, was tested using an independent sample t-test. The result revealed a statistically significant difference, with t(284) = 0.642, p = 0.027, and mean scores of 2.11 for males and 2.42 for females. The mean difference of 0.31 indicates that female students had a significantly more favorable perception of lecturers’ storytelling utilization than their male counterparts. Hence, the null hypothesis was rejected.

This finding suggests that gender may influence how students perceive teaching methods. Female students may be more receptive to storytelling approaches or may resonate more with narratives and contextual examples used in class. This aligns with the research of Ojo and Salawu (2019), who reported that female students often exhibit higher engagement levels with narrative-based learning methods. They argued that storytelling enhances empathy, imagination, and reflection, which may align more with female learning preferences. The implication is that storytelling could be strategically adopted to cater to diverse learning needs, with sensitivity to gender-based preferences in instructional design.

**Conclusion**

The study concludes that storytelling techniques are moderately utilized by lecturers and positively perceived by students in entrepreneurship education, with gender influencing these perceptions and usage patterns. This implies that storytelling plays a meaningful role in teaching effectiveness and student engagement, shaped partly by gender dynamics.

**Recommendations**

1. Institutions should organize regular professional development workshops to train lecturers especially female lecturers on effective storytelling methods to enhance their use in entrepreneurship education.
2. Curriculum planners should formally integrate storytelling-based activities into entrepreneurship courses to sustain and deepen students’ positive perception of this teaching approach.

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