

A STUDY ON INTERPERSONAL RELATIONS AND INSTRUCTIONAL DELIVERY AS PEDAGOGICAL COMPETENCIES REQUIRED OF BUSINESS EDUCATORS FOR TEACHING ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN CROSS RIVER STATE

BY

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Abstract

The study was to ascertain the interpersonal relations and instructional delivery as pedagogical competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria. Descriptive survey design was used in the study. The population of the study comprised eighty-nine (89) Business Educators (53 male and 36 female) teaching Entrepreneurship Education in four (4) tertiary institutions in the State. There was no sampling for the study as the entire population was used because of its manageable size. The instrument for data collection was a researcher's self-designed 4-point rating scale questionnaire title: Questionnaire on pedagogical competencies for Teaching Entrepreneurship Education (QOPCEE). The instrument was validated by three (3) experts and tested for reliability which produced a coefficient of 0.84. The copies of the instrument were administered to the respondents on one-on-one basis with the help of four (4) research assistants, one for each institution used for the study to ease the job. Retrieved of the instrument was done immediately after completion. No copy was missed. Collected data from the respondents were analysed using mean and standard deviation to answer the research questions and t-test to test the null hypotheses. Findings revealed that interpersonal relations and instructional delivery pedagogical competencies are strongly required of Business Educators for teaching Entrepreneurship Education. Location is not significant in the interpersonal relations pedagogical competence required of Business Educators for teaching Entrepreneurship Education. Also, there is no significant difference in the mean responses of less experienced and experienced respondents on instructional competencies required of Business Educators for teaching Entrepreneurship Education. It was recommended that Business Educators should adopt mentoring relationships to supportively provide right entrepreneurial knowledge, skills and attitudes that the students need.

Keywords: *Interpersonal relations, Instructional delivery, Pedagogical competency, Business Educators and Entrepreneurship education*

Introduction

Business Educators are teachers with specialized knowledge and competencies to teach Business Education courses such as Entrepreneurship Education. Entrepreneurship Education deals with the content, methods and activities supporting the creation of knowledge, competencies and experiences that make it possible for students to initiate and participate in entrepreneurial value creating processes (Moberg in Lackeus, 2015). In the assertion of Vakili, et al (2016), entrepreneurship education puts emphasis on imagination, creativity, and risk acceptance in business. Entrepreneurship education involves economic benefits of job creation, employment, and needs satisfaction. For Ogonnia (2016), entrepreneurship education is one of the instruments that empower youths to be in control of their future and to be job creators instead of job seekers. However, the focus on economic benefits alone narrows Entrepreneurship Education to a specific context. From a broader perspective, Lackeus (2015) noted that people need entrepreneurial skills and abilities not just for its economic value but to thrive in an ever changing world.

The teaching of entrepreneurship education in tertiary institutions requires a number of pedagogical competencies. Lackeus (2015) elucidated that these competencies involves knowledge, skills and attitudes that affect the willingness and ability to perform the entrepreneurial job. Such competencies are needed to make a difference in practical enhancement of the learners and to revise the focus on content and standardized testing, passive and single-subject based curriculum in the traditional context to an individual,

active, process-based, project centric, collaborative, experiential, and multidisciplinary approach in entrepreneurial education (Lackeus, 2015).

The competencies given attention to in this study are interpersonal relations and instructional delivery pedagogical competencies. Interpersonal relation is the social link and bond between two or more people. In the assertion of Performance Management Consultants (2014) interpersonal relations involves establishing and maintaining harmonious professional relations by demonstrating respect for and sensitivity to others. Interpersonal relationship can also be defined as the social association, connection or affiliation between two or more people (School Mattazz, 2016). In the school system, Opic (2016) observed that one of the preconditions for a successful teaching process is a good relationship between the teacher and the learners, Moulton (2019) agreed that this relationship should allow both parties (teachers and students) to help fulfil the emotional and physical needs of one another. Additionally, good interpersonal relationship enhances respect and regard between the teacher and students. It enable them actualize common goal, development, inter-dependence and ensures transparency. In the assertion of Maxwell in Ejifugha (2011), a thing brings two persons together to make them remain in the context of relationship. In the case of the teacher and students it is often common interest and desire to achieve educational goals.

Interpersonal pedagogical competencies needed in teaching and learning processes include abilities in the following: Effective communication, recognizing individual differences, demonstrate professionalism and respect for individuals and team. In the opinion of Robinson, et al. (2018), effective communication is about more than just exchanging information; it comprise understanding the emotion and intentions behind the information as well as clearly conveying a message. In effective communication, the message (instructions) must be clear and the receivers (students) must listen attentively to gain fully the meaning in the message. Robinson et al (2018), buttresses that effective communication is less about talking and more about listening.

Effective communication plays a pivotal role in all types of relationships whether it is personal or professional (Management Study Guide, 2019). It is as well relevant in teaching and learning. Teachers spend much of their time in communication activities. They speak and listen, and interact interpersonally with students, colleagues, parents, administrators, and the public. According to Silver (2018), teaching is all about communication; listening, speaking, reading, presenting and writing. Reddy (2016) noted that even if a teacher has experience and knowledge but is not able to communicate same to the students, then he or she is not considered as a good teacher. On the other hand, teachers who have communication skills can instruct, advice and mentor students entrusted in their care (Silver, 2018). In addition, Bakic-Tomicet al. (2015) pointed out that how successful the teacher will be depends on the level of his communication competencies towards the individual student and towards the whole class. Apart from communicating knowledge to the students, the teacher must be able to communicate effectively with colleagues, administrators and with parents.

Recognizing individual differences is another interpersonal competence. People are born different in variety of ways, in height, colour, gender, intelligence, achievement level, smartness and so on. No two individuals are exactly the same. There must exist one slight difference between one person and another. A competent educator must be able to understand that each individual in the class is unique and should be treated as such. According to Farooq (2011), interest may refer to the motivating force that compels one to attend to a person, thing or an activity. Student's interest varies. A student may like a particular teacher, subject, instrumental approach while another may have no interest in them. It is therefore, the duty of a competent educator to use instructional approaches to carry all the students along and arouse their interest as well.

In relation to professionalism, Englund in Demir (2010) maintains that it focuses on the question of what qualifications and acquired capacities; what competencies are required for the successful exercise of an occupation. In addition, teacher professional competency consists of the teacher's personality traits and acquired knowledge (Liakopoulou, 2011). Business Educators professionalism includes commitment, confidence, trustworthiness and respect. Zaiger (2018) noted that teachers should demonstrate

professionalism in all aspects including neat appearance, positive interaction with students, productive interaction with colleagues and ongoing professional training. Business Educators should also help their students learn to respect individual differences in the classroom by celebrating the individuality and unique contributions of each student (Jefferson, 2019). Respect is earned and not forced. Meador (2018) noted that there are several things that a teacher can do to earn respect. These include having a positive attitude towards students and colleagues; being consistent in all activities, being fair to all students and having a sense of humour; and being flexible. Demonstrating flexibility is an important competence for teachers. Teachers that are not flexible are setting themselves and their students up for failure (Meador, 2018), but those who are flexible makes instructional delivery a fun.

Instructional delivery is another important area of pedagogical competencies that Business Educators should possess for effective teaching of entrepreneurship education. Instructional delivery in the opinion of Kid Friendly (2015), is the interaction among the student, the teacher, the content, and the knowledge and skills dispositions students' need for learning and collaborating with others in a diverse society and rapidly changing world. It involves the action the teacher does in the classroom that promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners (Canales, 2020).

Pedagogical competence in instructional delivery would enhance the capability of teachers in selecting and utilizing appropriate instructional strategies. A competent teacher understands the individual learning ability of the learners and use appropriate strategies to improve their learning as well as actualize positive instructional objectives. Instructional competence of a teacher includes delivering explicit instruction to the understanding of the learner. The Wing Institute (2018) opined that the structured and systematic approach of explicit instruction emphasize mastery of the lesson to ensure that students. Understand what has been taught, become fluent in new material, and can generalize what they learn to novel situation they encounter in the future. This suggest that a competent teacher has mastery of methods of instructional delivery capable of productive learning. In the assertion of Zeiger (2018) competent educators incorporate a variety of strategies, including non-traditional teaching strategies, to help students with multiple learning styles to learn and stay engaged. Indeed, no single method of teaching is the best; hence, teacher instructional competence plays out when the teacher uses appropriate methods in the right learning situation to produce meaningful learning. Olokundun, et al. (2017) pointed out that an educators' competence is an important factor to ensure students' commitment to entrepreneurial related learning. In addition, European Union (2014) posited that entrepreneurial competencies require active methods of engaging students to release their creativity and innovation. One active way of engaging the student is by mentoring them. In this approach the teacher is a path finder who can guide and support learners in the right path using the right instructions.

Moses and Mosunmola (2014) made it clear that until an instructor is ready to live the life of an entrepreneur in principles and in practice, the delivery of the course content cannot be done effectively. A teacher competence in the use of instructional strategies delivers effective instructions based on the features identified by the Wing Institute (2018) to include: well-designed and planned instructions that offers sufficient opportunities for successful acquisition of knowledge, experience, skill and attitude; demonstrate mastery in teaching, and teaching foundation knowledge or skills that become the basis for future learning.

Statement of the Problem

It is unfortunate that most educators do not practically understand interpersonal relations. They find it difficult to relate well with their students and this has serious consequences on teaching and learning in every given field of study. Some of them feels that by relating with students, they will loss respect. But the opposite is the case, as a good interpersonal relationship enhances respect and regard between the teacher and students. In the opinion of (2016), one of the preconditions for a successful teaching process is a good relationship between the teacher and the learners. Respecting and treating the leaners well will enable them to reciprocate respect which will in turn create a mutual bond that will facilitate trust; empathy and smooth communication

between the educator and students and among the students. In the view of Geiger (2014), a team that respects one another's contributions is that which moves more quickly and operates with greater synergy.

Establishing and maintaining harmonious professional relations by demonstrating respect for and sensitivity to students needs would facilitate the actualization of instructional objectives. It would enable the actualization of common goal, development, inter-dependence, increase trust and ensures transparency. It also makes classroom communications more effective because they would be clarity in learning contents and feedback would be smooth. The students would fully understand and appreciate the lesson. However, this has not been the case in the traditional teaching of entrepreneurship education where there is a divide between the teacher and the learners. The teacher is seen as the ultimate and a feared figure. The learners are not free with them, thereby preventing creativity to be brought into the teaching-learning process. The problem lies on lack of competencies in interpersonal relations which in turn affect instructional delivery. It is on this basis that this study is conducted to ascertain the interpersonal relations and instructional delivery pedagogical competencies.

Purpose of the Study

The main purpose of the study was to ascertain the interpersonal relations and instructional delivery as pedagogical competencies required of business educators for teaching entrepreneurship education in tertiary institutions in Cross River State. Specifically, the study sought to determine the:

1. Interpersonal relations related competencies required of Business Educators for teaching entrepreneurship education in tertiary institutions in Cross River State, Nigeria
2. Instructional strategies related competencies required of Business Educators for teaching entrepreneurship education in tertiary institutions in Cross River State, Nigeria.

Research Questions

The following research questions guided the study:

1. What are the interpersonal relations related competencies required of Business Educators for teaching entrepreneurship education in tertiary institutions in Cross River State?
2. What are the instructional strategies related competencies required of Business Educators for teaching entrepreneurship education in tertiary institutions in Cross River State?

Hypotheses

The following two null hypotheses were developed in the cause of the study and were tested at 0.05 level of significance:

H_{01} : There is no significant difference in the mean responses of rural and urban based respondents on interpersonal relations pedagogical competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria

H_{02} : There is no significant difference in the mean responses of less experienced and experienced respondents on instructional pedagogical competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria.

Methodology

A descriptive survey design was used in the study. The population of the study comprised eighty-nine (89) Business Educators (53 male and 36 female) teaching entrepreneurship education in four (4) tertiary institutions in Cross River State. The entire population was used because of its manageable size, therefore there was no sample for the study. The instrument for data collection was a researcher's self-designed 4-point rating scale questionnaire title: Questionnaire on pedagogical competencies for Teaching Entrepreneurship Education (QOPCEE). The instrument was validated by three (3) experts and further tested for reliability which produced a coefficient of 0.84. The copies of the instrument were administered to the respondents on one-on-one basis with the help of four (4) research assistants, one for each institution used for the study to ease the job. Retrieval of the instrument was done immediately after completion. This made the retrieval rate 100%. Collected data from the respondents were analysed using mean and standard deviation to answer the research questions and t-test to test the null hypotheses.

Results**Research Question 1**

What are the interpersonal relations related competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State?

The descriptive analysis of data collected to answer research question one is presented in Table 1

Table 1: Interpersonal relations related competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State

S/N	interpersonal relations related competencies include the ability to:	\bar{X}	SD	DECISION
1	Relate harmoniously with professional colleagues	3.56	0.49	S A
2	Respect others	3.62	0.48	S A
3	Be sensitive to the feelings of others	3.65	0.47	S A
4	Maintain effective communications with students	3.59	0.49	S A
5	Recognize learners individual differences	3.59	0.49	S A
6	Be punctual in classes	3.64	0.48	S A
7	Be trust worthy	3.58	0.49	S A
8	Be confidence in self	3.47	0.54	A
9	Work efficiently with others without disagreements of any kind	3.69	0.46	S A
10	Willingly help those in need	3.58	0.49	S A
Grand Mean		3.59		S A

* S A = Strongly Agree; A = Agree

Table 1 revealed that the individual mean of the items falls within the range between 3.69 and 3.47. Similarly, their standard deviation range between 0.54 and 0.46, revealing that the respondents did not varies much in their responses. In addition, the grand mean of 3.59 was greater than the criteria mean of 2.50. This implies that the respondents strongly agreed that interpersonal relations related competencies are required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State.

Research Question 2

What are the instructional strategies related competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State?

The descriptive analysis of data collected to answer Research Question two is presented in Table 2

Table 2: Instructional strategies related competencies required of Business Educators for teaching Entrepreneurship Education

S/N	Instructional Strategies Requires:	\bar{X}	SD	DECISION
11	Ability to use different teaching methods	3.59	0.49	S A
12	Mastering of subject content delivered to students	3.56	0.49	S A
13	Ability to develop lesson plan	3.53	0.50	S A
14	Ability to distribute questions in class	3.51	0.54	S A
15	Engage the learners in various learning experiences	3.53	0.50	S A
16	Actively involve the learners in the teaching learning process	3.59	0.49	S A
17	Ability to arouse learners' interest in the subject	3.47	0.50	A
18	Utilize appropriate methods to address individual differences	3.60	0.49	S A
19	Carefully deliver instructions using step-by-step innovative approach	3.44	0.50	A
20	select teaching methods that are effective in yielding positive instructional results	3.66	0.47	S A
Grand Mean		3.54		S A

* S A = Strongly Agree; A = Agree

In table 2, the individual item mean range between 3.66 and 3.44. Also, the standard deviation range between 0.54 and 0.47. This reveal that the means were much closer to each other. More so, the grand mean of 3.54 was greater than the criteria mean of 2.50. This suggest that the respondent strongly agreed that instructional strategies related competencies are required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State.

Hypothesis 1

There is no significant difference in the mean responses of rural and urban based respondents on interpersonal relations related competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria

The t-test analysis of the data collected to test null hypothesis one is presented in Table 4

Table 3: t-test analysis of the mean responses of rural and urban based respondents on interpersonal relations related competencies required of Business Educators for teaching Entrepreneurship Education

Item	Location	N=89	Mean	Std.	t-cal	t-crit	Df	Decision
1	Urban	43	3.46	0.50	1.78	1.98	87	Accept
	Rural	46	3.65	0.48				
2	Urban	43	3.69	0.46	1.29	1.98	87	Accept
	Rural	46	3.56	0.50				
3	Urban	43	3.76	0.42	2.25	1.98	87	Reject
	Rural	46	3.54	0.50				
4	Urban	43	3.65	0.48	1.02	1.98	87	Accept
	Rural	46	3.54	0.50				
5	Urban	43	3.69	0.46	1.91	1.98	87	Accept
	Rural	46	3.50	0.50				
6	Urban	43	3.72	0.45	1.53	1.98	87	Accept
	Rural	46	3.56	0.50				
7	Urban	43	3.62	0.48	0.80	1.98	87	Accept
	Rural	46	3.54	0.50				
8	Urban	43	3.60	0.49	2.27	1.98	87	Reject
	Rural	46	3.34	0.56				
9	Urban	43	3.55	0.50	2.84	1.98	87	Reject
	Rural	46	3.82	0.38				
10	Urban	43	3.51	0.50	1.34	1.98	87	Accept
	Rural	46	3.65	0.48				
Grand Mean					1.70	1.98		Accept

In Table 3, all the items except item 23, 28 and 29 were accepted because their respective calculated-t value was less than the critical-t value of 1.98. The three items that were rejected have calculated-t more than critical-t. However, the grand mean of the calculated-t value of 1.70 was less than the critical-t value. The finding indicate that the null hypothesis 3 is retained. It was concluded that, there is no significant difference in the mean responses of rural and urban based respondents on interpersonal relations related competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria.

Hypothesis 2

There is no significant difference in the mean responses of less experienced and experienced respondents on instructional competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria.

The t-test analysis of the data collected to test null hypothesis two is presented in Table 4

Table 4:t-test analysis of the mean responses of less experienced and experienced respondents on instructional competencies required of Business Educators for teaching Entrepreneurship Education

Item	Experience	N= 89	Mean	Std.	t-cal	t-crit	Df	Decision																																																																																																																									
11	Less Experience	15	3.66	0.48	0.61	1.98	87	Accept																																																																																																																									
	Experience	74	3.58	0.49					12	Less Experience	15	3.53	0.51	0.24	1.98	87	Accept	Experience	74	3.56	0.49	13	Less Experience	15	3.46	0.51	0.61	1.98	87	Accept	Experience	74	3.55	0.50	14	Less Experience	15	3.53	0.51	0.12	1.98	87	Accept	Experience	74	3.51	0.55	15	Less Experience	15	3.46	0.51	0.61	1.98	87	Accept	Experience	74	3.55	0.50	16	Less Experience	15	3.66	0.48	0.61	1.98	87	Accept	Experience	74	3.58	0.49	17	Less Experience	15	3.66	0.48	1.66	1.98	87	Accept	Experience	74	3.43	0.49	18	Less Experience	15	3.66	0.48	0.51	1.98	87	Accept	Experience	74	3.59	0.49	19	Less Experience	15	3.40	0.50	0.41	1.98	87	Accept	Experience	74	3.45	0.50	20	Less Experience	15	3.73	0.45	0.62	1.98	87	Accept	Experience	74	3.64	0.48	Grand Mean			
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Table 4 shows that all the items were accepted because their respective calculated-t value was less than the critical-t value of 1.98. Furthermore, the grand mean of the calculated-t value of 0.60 was less than the critical-t value. The findings indicate that the null hypothesis 1 is retained. It was concluded that there is no significant difference in the mean responses of less experienced and experienced respondents on instructional competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria.

Discussion

Analysed data in respect to interpersonal relations pedagogical competencies revealed that the respondents strongly agreed to nine items on as follow: relate harmoniously with professional colleagues; respect others; be sensitive to the feelings of others; maintain effective communications with students, recognize learners' individual differences; be punctual in classes; be trust worthy; work efficiently with others without disagreements of any kind and willingly help those in need. They also agreed with one item which is to be confidence in self. In addition, the grand mean of 3.59 was greater than the criteria mean of 2.50. This implies that the respondents strongly agreed that interpersonal relations related competencies are required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State.

The finding indicate that interpersonal relations related competencies are key components in dealing with others in the society especially in schools to promote teaching and learning, and staying in good terms with colleagues. As a Business Educator, it is absolutely important to have the knowledge of effective and appropriate communication patterns and the ability to use such in various contexts to relate with others. This finding is in line with the opinion of Performance Management Consultants (2014), that interpersonal relations is require to maintain harmonious professional relations by demonstrating respect for and sensitivity to others.

More so, interpersonal relations in an organization such as the school allows the expression of empathy and helping those in need. Business Educators need to understand the feelings of the students and as it affect their

learning. In this regards, the finding agree with Moulton (2019) that interpersonal relationship allow teachers and students to help fulfil the emotional and physical needs of one another. Additionally, in testing hypothesis 3 it was revealed that the grand mean of the calculated-t value of 1.70 was less than the critical-t value. This indicates that the null hypothesis 3 is retained. It was concluded that, there is no significant difference in the mean responses of rural and urban based respondents on interpersonal relations related competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria.

The novel finding here indicate that interpersonal relations related competencies are inevitable for Business Educators in rural areas as well as those in the urban. In both case, they are teachers saddled with the responsibility of inculcating knowledge. The finding aligned with Silver (2018) that teaching is all about communication: listening, speaking, reading, presenting and writing. These activities are expected everywhere teaching and learning take place; either in rural or urban. Additionally, Reddy (2016) noted that even if a teacher has experience and knowledge but is not able to impart the same to the students, then he or she is not considered as a good teacher. It is pertinent also for teachers in general and Business Educators in particular to understand that for meaningful teaching and learning to be, they must relate with their students with respect. Mutual respect must exist between them and the students. In this regard, Meador (2018) noted that all educators expect their students to be respectful to them, but some fail to realize that respect is reciprocal. Respect is a sign of professionalism, and respecting students is vital in boosting teacher effectiveness. In line with this, Jefferson (2019) suggested that educators should help their students learn to respect individual differences in the classroom by celebrating the individuality and unique contributions of each student.

Data analysed in respect to instructional strategies pedagogical competencies revealed that the respondents strongly agreed to the following as competencies required by Business Educators in the teaching of Entrepreneurship Education: ability to use different teaching methods; mastering of subject content delivered to students; ability to develop lesson plan; ability to distribute questions in class; engage the learners in various learning experiences; actively involve the learners in the teaching learning process; utilize appropriate methods to address individual differences; select teaching methods that are effective in yielding positive instructional results; ability to arouse learners' interest in the subject and carefully deliver instructions using step-by-step innovative approach. More so, the grand mean of 3.54 was greater than the criteria mean of 2.50. This suggest that the respondent strongly agreed that instructional strategies related competencies are required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State.

Instructional delivery in any subject and particularly in Entrepreneurship Education must be done with high level of competence in the use of effective strategies. This is because it is essential to produce competent and functional young entrepreneurs who are creative, innovative and proactive; goals oriented and are willing to take responsibility to create value for themselves and others. Competence, connect with all that is required for the efficient performance of one's job such as imparting knowledge, skills, experiences, attitudes, beliefs, values, and abilities. Thus, competence in instructional delivery in Entrepreneurship Education should involve the use of appropriate strategies to achieve instructional objectives. This finding agreed with Akdeniz (2016) that instructional strategies competencies showcase the ways and approaches followed by the teachers, to achieve the fundamental aims of instruction. It also aligned with The Wing Institute (2018) that teacher instructional competencies offers practical, strategies, practices, and rules to teachers in ways to improve instruction that improves students' performance and the quality of the work experiences.

Data analysed further revealed that null hypothesis 2 was accepted; suggesting that, there is no significant difference in the mean responses of less experienced and experienced respondents on instructional competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria. In essence, both the less experienced and experienced Business Educators fathom the need to possess instructional competencies. These competencies are not exclusive to experienced

educators but all. This is in line with Olokundun, et al (2017) that an educators' competence in delivering instructions is an important factor to ensure students' commitment to entrepreneurial related learning. In the same vein, Richa (2014) elucidated that the essence of adopting instructional strategies is to meet the various learning objectives; and this is the focus of every teacher both new and old.

The finding also aligned with Adie (2018) that instructional strategies are like arsenals in the hands of a teacher, used in combating learning challenges in every given situation in order to enhance effective teaching and learning. By implication, every teacher require instructional strategies to enhance the task of teaching and effectively achieve instructional objectives. More so, Richa (2014) agreed to efficacy of instructional strategies that it enables students to focus their attention, organize their learning material for better understanding and help teachers to provide a suitable platform for strategic learning. In addition, Aswang et al (2013) concurred that teachers' ability to identify suitable strategies is a valuable skill for strategizing effective teaching. Hence, the competence to carefully deliver instructions through a calculative step-by-step approach and utilizing appropriate instructional strategies is key to effective learning.

Conclusion

Effective teaching goes beyond education attainment and certification. For the knowledge in subject content without the ability to communicate same to students constitute a challenge to the realization of instructional objectives. Certain competencies are required for effective instructional delivery in any subject and particularly in Entrepreneurship Education. There should be the ability to relate well and identify the needs of the learners, arouse their interest in the subject and carefully presenting instructions using step-by-step innovative manner in order to produce competent and functional young entrepreneurs who are creative, innovative and proactive; goals oriented and are willing to take responsibility to create value for themselves and others. To achieve these, Business Educators would need interpersonal relations and instructional delivery competencies.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Business Educators should adopt mentoring relationships to supportively provide right entrepreneurial knowledge, skills and attitudes that the students need.
2. Business Educators should effectively select and utilize appropriate instructional strategies suitable for individual learners in Entrepreneurship Education.
3. The management should create a good atmosphere for the Business educators to develop themselves on various methods of teaching through the reduction of academic and administrative workloads.

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