INFLUENCE OF PROFESSIONAL DEVELOPMENT ON THE EFFECTIVE CONTENT DELIVERY OF ENTREPRENEURSHIP EDUCATION BY BUSINESS EDUCATORS IN SOUTH-SOUTH

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Abstract

This study investigated the influence of professional development on the effective content delivery of entrepreneurship education by business educators in South-South, Nigeria. Two purposes, research questions and two hypotheses guided the study. The study adopted a descriptive survey research design. The population of the study comprised of 55 Business Educators that were randomly selected from the state-owned universities in South- South Nigeria. The data for the study was collected with a self-structured questionnaire titled "Questionnaire on influence of Professional Development on the Effective Content Delivery of Entrepreneurship Education". The instrument was validated by three experts, two in Business Education, and the other one from Measurement and Evaluation. The reliability of the instrument was established with Cronbach alpha and a reliability coefficient of 0.81 was established. The data collected was analyzed with mean and standard deviation while t-test was used to test the hypotheses formulated in the study. Findings in the study shows that; the trainings gotten by Business Educators enhance their creativity, productive and professionalism. Collaboration amongst deepens their understanding and enhances collective attainment of the goals of the Business Educators and mentoring of Business Educators enhance their career development, pedagogical skills and enhances their level of professionalism. Based on the findings, conclusion and recommendations made by the researcher in-service training should be provided for Business Educators that teach Entrepreneurship Education in Nigerian Universities.

Key words: Professional development, content delivery, entrepreneurship education

Introduction

A major aspect of today's education is entrepreneurial education which is geared towards making students to be independent and self-reliant when they graduate from their individual programmes of study. It is a major course in every tertiary institution today because it helps students to acquire skills, various business ideas and how to effectively manage their individual businesses when it is established. Ememe (2021) opined that it is the act of utilizing personal enterprising idea to execute a business venture effectively. It is a lifetime adventure that most times commences at the early stage of a person's life to the advanced level of the person's life due to the love and passion for the entrepreneurship. (Ememe, 2021).

In the view of Emaikwu (2021), it lays emphasis on the development of the right knowledge and ability needed for the acquisition of entrepreneurship journey. It promotes a total personal growth and development of the individual involved. Entrepreneurship Education is all encompassing as it involves the recognition of great business opportunities, fusion of the right resources and the provision of the right value in terms of quality goods and delivery of quality services to the right persons. This program helps in the acquisition of the right business skills by students in different tertiary institutions where this programme is offered because it exposes them to rudiments of business formation, the challenges that comes with the execution of business ideas. It also promotes the creation of jobs which helps in reducing the rate of unemployment in the nation. In the view of Omolayo (2016) Entrepreneurship Education is a programme that teaches entrepreneurial doggedness which equips individuals for the business tasks

ahead of them. However, the programme is aimed at providing its trainees with the appropriate information, attitude, aptitude and the right capacity needed for their entrepreneurship journey (Osakwe, 2021).

Entrepreneurship Education programme is designed in a way that it has the ability to transform ideas from the initiation stage to the reality stage with the intention of creating the right values and systems that breed and give birth to an outstanding business ventures. It has to do with the effective development of right business skills in individuals and the appropriate application of these skills for a successful business venture (Ogundele, 2018). According to UNESCO (2008) entrepreneurship education programme involves different sorts of personal business experiences by entrepreneurs which gives the trainees the appropriate knowledge needed for successful entrepreneurship journey.

According to Azuka (2024), Entrepreneurship Education involves the act of teaching trainees about business ideas, the proper evaluation of business ideas and the transformation of business ideas to business reality through the maximization of good business opportunities haven considered various alternatives and the likely consequences attached to them. According to Akanwa and Agu (2015), entrepreneurship education programme has been designed to provide the right education that will help individuals to,be self-reliant than wait or depend on salary or government paid employments which may not be readily available in the nation today. In the view of Adesina (2024), the aim of Entrepreneurship Education is to minimize the poverty rate in the country and provide self-employment for individuals.

One major function of Entrepreneurship Education is to produce individuals that will be self-reliant and self-employed. The reason for this is that today's educational education system of Nigeria is aimed at producing graduates that will work in various industries not those that will establish their personal businesses (Maina, 2023). This singular fact has led to huge level of unemployment in the country because most graduates were not equipped for the reality of the society

Professional developments as a concept are sequential activities in an organization that are geared towards professional improvement, skill acquisition, gathering of knowledge, understanding of professional concepts, culture and other professional activities that will enhance professional growth in one's job (Akpan, 2024). It is aimed at understanding professional skills, abilities, techniques and technicalities required for a particular job. It is a programme that has to do with professional improvement on the area of one's attitude, skill and professional lifestyle.

On the other hand, effective content delivery has to do with the adequate presentation of the right information in a school's curriculum or scheme of work. It involves proper analysis of information as contained in a curriculum, scheme of work or course outline (Hirsh, 2018). It also involves the is the process where lecturers or teachers use creative methods in achieving the objectives of the lesson or course (Onyesom & Onyesom, 2023). Content delivery is one important aspect of the curriculum implementation that determines the outcome or performance of an institution of learning.
For the objectives of entrepreneurship education to be achieved in tertiary institutions (universities), the need for professional development cannot be overlooked.
It is also the act of improving and growing professional knowledge, abilities, aptitudes, skills, professional culture and professional attitudes of professionals (Guskey, 2017). It is the process through which various professionals get new knowledge in their line of duty (Avalos, 2017). Professional development involves the following, in-service training, active learning, mentoring, teachers' collaboration, workshop, seminar, on-the-job training, continuing education programmes (Mohammed, 2016).
In-service training is the act of improving ones' level of knowledge and professional skills of various employees. It is the rebranding of employees' mind with intention of making them more effective and efficient in their job (Egonmwan, 2018). This is very important because no employee is totally exceptional on their job at point of hiring them. Employees have to be developed right from the point

they started their job, during the execution of their job, even to the point of exit from a particular department or unit in an organization (Egonmwan, 2018). It is aimed at the improvement of employees to enable them focus on their areas of expertise. It is also aimed at upgrading and covering areas of lapses with the intention of promoting creativity in employees. It leads and introduces change in curriculum, creativity in teaching approaches and leads to quality professional development. It beams its light on the development of new materials, skills, aptitude, ability and technical know-how (Broadwell, 2016). It creates teamwork amongst professionals which leads to collective achievement of goals (Abarikannda, 2018).

Various organizations can adopt different in-service training styles. Some of them are: **Workshops**: it involves practical discussion and work on a particular content, area, topic or subject matter. It involves group of workers and resource persons who cross pollinate ideas, information and knowledge.

Seminars: this involves small groups of persons who converge with intention of discussing an idea or a topic. Each person is given the opportunity to learn and have a firsthand experience on the subject matter of interest.

Conference: it involves a forum for discussion or exchange of opinions. In this instance, individuals in a particular profession expands their professional perspectives to the point that everyone can comprehend it.

Study Circle: in this approach professional form small units or groups where they can teach themselves with the intention of building their knowledge level.

The constant increase in today's knowledge level has led to the need for constant professional development amongst professional so as to be at the top of their game professionally. Wayne and Young (2013) opined that in-service training is a major ingredient for improving effectiveness. This was further explained by Stewart and Hart (2015), who opined those professionals attain a high level of responsibility through in-service training.

According to Oribhabor (2020), in-service training enhances individual competency and promotes professional cohesion amongst employees. On the other hand, Quartey (2022) opined that, the more employees are equipped happy with work and its environments then their productivity will be very high.

Collaboration is a major unit of professional development because it plays major role in the development of the resource person that teach Entrepreneurship Education. The reason for collaboration is that no one can operate alone professionally (Gunter, Estes & Schwad, 2017).

It helps professionals to be focused on their professional activities and affairs (Williams, 2018). William also opined that constant collaboration amongst professionals gives birth to reflective thinking, improved teaching methods. It helps to erect trust and promotes a good learning environment and also create positive learning environment (William, 2018). When professionals have privilege to professionally collaborate, they improve their information level (Goddard, 2017).

This speeds up internal learning from professionals and increases their ability (Williams, 2018). It promotes societal dependence and proper attainment of goal which promotes effectiveness, inner motivation (Johnson & Johnson, 2019).

Statement of the Problem

The introduction of Entrepreneurship Education as a course in the university level of education has helped in educating the learners (students) on basic Entrepreneurship concepts that they will enable them to be better entrepreneurs and successful business moguls in the future. It has as well equipped with them with the necessary financial management skills needed for them to successfully manage their small-scale businesses and function effectively as reasonable individuals and also make basic business and entrepreneurial decisions on their own. It has also served as a tool for preparing students to venture into personal businesses at various dimensions and levels which ordinarily would not have been possible without this entrepreneurial training and skill development.

Despite these roles of Entrepreneurship Education programme in the university system, the teachers' professional status and development in this course also matters a lot. It has been observed that a lot of

individuals that teach Entrepreneurship Education are not professionally developed to teach the course and some of those who teach the course do not undergo regular professional development as to be equipped with the right approach or technique to use in teaching the course so as to enhance a clear understanding of the subject matter by the learners (students). This in turn affects their content delivery level in the course. It is on this ground that this study seeks to influence of professional development on the effective content delivery of entrepreneurship education by business educators in Delta State Universities in South- South Nigeria.

Research Questions

The following research questions guided the study;

1. To what extent does in-service training of Business Educators influence effective content delivery of entrepreneurship education in South-South Nigeria?
2. To what extent does collaboration amongst Business Educators influence effective content delivery of entrepreneurship education in South-South Nigeria?

Hypotheses

The following null hypotheses were formulated in the study;

1. There is no significant difference in the mean ratings of male and female respondents on the extent in-service training influences effective content delivery of entrepreneurship education in South-South Nigeria.
2. There is no significant difference in the mean ratings of male and female respondents on the extent collaboration amongst Business Educators influences effective content delivery of entrepreneurship education in South-South Nigeria.

Method

A descriptive survey research design was adopted in the study. The population of the study consist of 55 selected Business Educators in South-South. Census sampling was used to get the sample size. The data for the study was collected with a self-structured questionnaire by the researcher titled "Questionnaire on Influence of Professional Development on Effective content delivery of Entrepreneurship Education". The questionnaire was validated by three experts (one in measurement and evaluation, two in Business Education). Cronbach alpha was used to test the reliability of the instrument and a reliability coefficient of 0.81 was obtained. Mean and standard were used to analyze the research questions while t-test was used to test the hypotheses formulated in the study at 0.05 level of significance.

Results

Research Question 1: To what extent does in-service-training of Business Educators Influence Effective Content Delivery of Entrepreneurship Education in South-South Nigeria?

Table 1: Data on the Extent In-service Training of Business Educators Influence Effective Content Delivery of Entrepreneurship Education

S/N	ITEMS	Aggregate		
		$\overline{X}$	SD	RMK
	The trainings I have received on-the-job has helped me to teach Entrepreneurship Education better	2.97	0.59	ME
	The trainings I have received on-the-job enhances my productivity in Entrepreneurship Education	3.15	0.63	ME
	On-the-job trainings that I have received a has enhanced my creativity in teaching Entrepreneurship Education	3.19	0.64	ME

	The trainings that I have received on-the-job has led to the improvement of Entrepreneurship Education curriculum.	3.07	0.61	ME
	The trainings that I have received on-the-job as an Entrepreneurship Education teacher has enhanced my professional development	3.00	0.60	ME
	Grand Mean/SD	**3.08**	**0.61**	

Source: Field Survey, 2025

The analysis in Table 1 shows that all the mean responses are above 2.50. Thus, the respondent accepted that in-service-training received on-the-job as Entrepreneurship Education lecturers has done the following; helped in the teaching of the subject better, enhanced productivity, enhanced creativity, improved Entrepreneurship Education curriculum and enhanced the professional development of Entrepreneurship Education teachers at a moderate extent.

Research Question 2: To what extent does collaboration amongst Business Educators influence effective content delivery of entrepreneurship education in South-South Nigeria?

Table 2: Data on the Extent Collaboration amongst Business Educators Influence Effective Content Delivery of Entrepreneurship Education

S/N	ITEMS	Aggregate		
		$\overline{X}$	SD	RMK
	Collaborating with fellow Entrepreneurship Education teachers has enhanced collective achievement of goals in the course.	2.80	0.56	ME
	Collaborating with other Entrepreneurship Education teachers has deepened my understanding of the course contents.	2.94	0.59	ME
	Collaborating with other Entrepreneurship Education teachers enhances my productivity in the course.	2.74	0.55	ME
	Collaborating with others creates a sense of responsibility in me.	2.87	0.57	ME
.	Collaborating with others enables me to be innovative	2.88	0.58	ME
	Grand Mean/SD	**2.85**	**0.57**	**ME**

Source: Field Survey, 2025

The result presented in Table 2 shows that all the mean responses of the items fall within the scale of moderate extent. Thus, this means that collaboration among business educators moderately influence effective content Delivery of entrepreneurship education in South-South Nigeria.

Hypotheses

Hypothesis 1: There is no significant difference in the mean ratings of male and female respondents on the extent in-service training influences effective content delivery of entrepreneurship education in South-South Nigeria.

Table 3:T-test of Difference between male and female respondents on the extent in-service training influences effective content delivery of entrepreneurship education in South-South

Groups	N	$\overline{X}$	SD	Df	t-cal	t-crit	Level of Sign	Decision

MALE	15	3.18	0.64		1.11	2.004	0.05	
				53				Accepted
FEMALE	40	2.97	0.59					

Source: Field Survey, 2025

The analysis in table 4 shows that t-calculated (1.11) is less than the t-critical (2.004). Hence, the hypothesis was accepted. Therefore, there is no significant difference in the mean ratings of male and female respondents on the extent in-service training influences effective content delivery of entrepreneurship education in South-South.

Hypotheses 2: There is no significant difference in the mean ratings of male and female respondents on the extent collaboration amongst Business Educators influences effective content delivery of entrepreneurship education in South-South Nigeria.

Table 4:t-test of Difference between respondents in female and respondents on the extent collaboration amongst Business Educators influences effective content delivery of entrepreneurship education in South-South

Groups	**N**	$\overline{\mathbf{X}}$	**SD**	**Df**	**t-cal**	**t-crit**	**Level of Sign**	**Decision**
MALE	15	2.89	0.58		0.53	2.004	0.05	
				53				Accepted
FEMALE	40	2.80	0.56					

Source: Field Survey, 2025

The analysis in table 4 shows that the t-calculated (0.53) is less than the t-critical (2.004). Hence, the hypothesis was accepted. Therefore, there is no significant difference in the mean ratings of male and female respondents on the extent collaboration amongst Business Educators influences effective content delivery of entrepreneurship education in South-South.

Discussion

The findings in table 1 shows that in-service-training does the following; helps teachers to teach financial accounting better, enhances productivity, enhances creativity, lead to the improvement of accounting curriculum and it has enhanced accounting teachers' professional development. This finding is in agreement with the view of Orihabor (2020) who opined that in-service-training of teachers or employees in any organization aids the development of these components; technical conception and managerial skills for furtherance of individual and organizational growth.

In agreement with the view of Oribhabour (2020) and Egonmwam (2022) in-service-training helps to upgrade the knowledge and skills of employees, models their attitude so that they can be more effective, efficient and productive in the performance of their job.

The findings in table two shows that collaboration amongst Business Educators does the following; helps in the attainment of goals collectively, deepens their understanding of the subject contents, enhances their productivity, creates a sense of commitment/ responsibility and enables them to be very innovative.

This finding is in agreement with the view of Williams (2018) who opined that collaboration amongst teachers fosters problem-solving ability through the deepening of the understanding of both the content, aligns strategies with students' needs and content goals, implementing, strategies with students and then reflect on their effectiveness.

Conclusion

This study examined the influence of professional development on the effective content delivery of entrepreneurship education by business educators in South-South Nigeria. The findings revealed that in-service training significantly enhances educators' creativity, productivity, and professionalism, while collaboration among educators deepens their understanding of subject content, promotes innovation, and supports the collective achievement of goals. These results emphasize that professional development is essential for effective teaching and learning in higher education.

The study also established that there were no significant gender differences in the perceptions of educators regarding the influence of professional development. This indicates that both male and female educators benefit equally from in-service training and collaborative practices, highlighting the universal importance of continuous capacity building for all business educators.

In light of the findings, the study concludes that professional development through structured in-service training and collaboration is indispensable to the success of entrepreneurship education. Since entrepreneurship education is central to equipping students with skills for self-reliance, creativity, and job creation, universities should prioritize regular training programmes and foster collaborative platforms that enhance peer learning and reflective practice. Strengthening these areas will ensure that business educators are well-prepared to deliver entrepreneurship education effectively.

Recommendations

The following recommendations were made based on the findings;

1. More in-service training should be provided for Business Educators that teach Entrepreneurship Education in Universities.
2. More collaboration should be encouraged amongst Business Educators to enable them teach Entrepreneurship Education effectively.

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