BUSINESS EDUCATION STUDENTS' RATING OF THE BENEFIT OF FIELD TRIP AND PROJECT-BASED STRATEGIES FOR LEARNING ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS

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Abstract

The study focused on Business education students' rating of the benefits of field trips and project-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria. Two research questions, two written interview questions guided the study, and two null hypotheses were tested. A descriptive survey research design was adopted for the study. The population comprised 982 Business education students in all the 21 public tertiary institutions in the area offering entrepreneurship education, census survey sampling method was adopted. The instrument for data collection was a structured questionnaire. The instrument was validated by three experts. Cronbach Alpha method was used to obtain the reliability coefficient, and the values obtained were 0.94 and 0.92 for clusters B1 and B2 to determine the internal consistency of the items instrument. Data collected were analyzed using mean, frequency, percentage, ranking, and written interview questions to answer the research questions, and standard deviation to determine the closeness of respondents' responses, respectively, while the t-test was used to test the null hypotheses at a 0.05 level of significance. The findings of the study revealed, among others, that respondents agree that field trips and project-based learning are strategies for learning entrepreneurship education and are also beneficial for acquiring necessary entrepreneurship skills for self-reliance. To boost the research questions, respondents ranked field trip and problem-based strategies 1st position as it provides every student with a real-world experience; engagement, motivation, and understanding in learning entrepreneurship education. The findings further revealed, among others, that Business education students in tertiary institutions in South-South, Nigeria, differ significantly in their mean ratings of the benefits of field trip and project-based strategies for learning entrepreneurship education based on gender. The study concluded that business education students agreed that the benefits of field trips and project-based strategies encourage them to learn appropriate skills and competencies to become self-employed, self-sustained, and job creators upon graduation. It was recommended among others that Business education students should use field trips and project-based strategies when learning entrepreneurship education, as it would promote experiential learning, collaboration, and real-world problem-solving, thereby fostering essential entrepreneurial skills such as creativity, innovation, leadership, and resilience.

Key Words: Business Education Students, Field Trip and Project-Based Strategies, Entrepreneurship Education, Tertiary Institutions

Introduction

A tertiary institution is an institution of learning after nursery, primary, secondary, technical training, and comprehensive schools that equip individuals with the abilities, knowledge, and skills to function effectively and be self-reliant, creators of businesses, managers of businesses, and employers of labor to contribute meaningfully to the nation. According to Esene (2015), tertiary institutions in Nigeria are the institutions that provide education given after secondary education in universities, colleges of education, polytechnics, and institutions offering correspondence courses. Federal Government of Nigeria (2013) noted that the goals of tertiary educational institutions in Nigeria include contributing to national development through high manpower training, providing accessible and affordable quality training opportunities through formal and non-formal education in response to the needs and interests of all Nigerians, among others. Unless these goals are achieved, the purpose for which tertiary institutions are established will be totally defeated. To achieve these goals of tertiary institutions, different courses were initiated, some of which are business education and entrepreneurship education, to mention a few.

Business education is the track of learning that provides students with the skills to succeed in business. Business education is defined as that area of education which concerns itself with the vocational and professional preparation for a business career (Adeleke, 2021). The primary purpose of business education and that of education in general is to prepare students for the world of work. This purpose is highly achievable when students acquire the relevant business skills and competencies that will promote satisfaction brought about by successful self-employment and enable them function well in society. Business education programme in higher institutions is designed to address the issue of job creation, youth employment, self-reliance, poverty eradication, skill developments and to increase productivity to compete with the current opportunities and challenges in the labor market through entrepreneurship education.

Entrepreneurship education is that education which assists students to develop positive attitudes, innovation, and skills for self-reliance, rather than depending on the government for employment. Ezeonwurie (2020) viewed entrepreneurship education as part of the field of education that deals with business experiences for both specialized occupational uses and for general use. The need for entrepreneurship education is justified because it centers on the improvement of the social and economic well-being of individuals in society and the development of the nation (Agommuoh and Ndirika, 2017). The benefits of entrepreneurship education are numerous, which include groundbreaking ventures, start-ups, and new jobs, producing individuals who can be used to fight unemployment, alleviate poverty, and eliminate youth delinquency, which is affecting business education students as well.

Thus, Business education involves not only promoting the content knowledge of the discipline but also developing high-level cognitive skills and transferring values. To help students acquire these goals, students should be encouraged to use more authentic instruction

approaches in learning strategies (Ile and Uwakwe, 2022). A Learning Strategy is a person's approach to learning and using information. Students use Learning Strategies to help them understand information and solve problems. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Among the learning strategies are the fieldtrip and project-based learning strategies, which have been highly in education reforms.

Fieldtrip and project-based learning strategies provide an effective way for lecturers and students to develop creativity and supportive learning environments. According to Okoli and Okeke (2020), reported that fieldtrip and project-based learning strategies in business education allow students to acquire ideas, democratic skills and values by conducting small projects and educational trip with their peers. Fieldtrip is an important component of learning basic concept of entrepreneurship education. Field trip linked what is been taught in the classroom to the practical knowledge outside the classroom thereby developing the students cognitive, affective and psychomotor skills. That's why Rugaiyah (2018) reported that educational field trip is helpful to explore students' learning experience, that is, educational field trips positively affect students' creative thinking and practices in learning entrepreneurship education. To substantiate this argument, research evidence shows that there are more male entrepreneurs than female entrepreneurs (Otache, 2019). Abdulkarim (2019) revealed that male and female students do not differ significantly in entrepreneurial skills acquisition when taught with a field trip strategy. Therefore, as students are being educated to apply their knowledge in real life situation through entrepreneurial skills, they need to focus on the development of the students' initiatives and enhance their self-reliance potentials to be self-reliant and self-independent, which involved project-based strategy.

Project-based strategy is a strategy that educators designed to make students develop a business project to achieve a specific goal or objective that aligns with the general goals of the course. Project-based strategy focuses on the development of the student's initiatives and enhances self-reliance potentials to be self-reliant and self-independent. According to Efanga (2015), a project-based strategy is a learning educational strategy in the form of individualized instruction in which the learner performs a unit of activity in a natural manner and in a spirit of purpose to accomplish a goal. Masdarini, Candiasa, Ketut and Sudatha (2024) reported that project-based strategy, along with self-efficacy, contributed to students' entrepreneurial readiness. Dike and Effanga (2020) noted that there is a significant difference between the mean scores of male and female principals on the implementation of entrepreneurship education in public secondary schools. Thus, the benefits of learning with field trips and project-based strategies are effective learning of skills for job creation, self-sustainability, self-fulfillment, employment, economic development, and improvement of the nation.

The influencing factors considered effective in the benefits of strategies for learning entrepreneurship education in higher institutions include gender and the level of the student's education. Gender refers to the sex of an individual as either male or female. Gender, according to Wall (2015), is the state of being male or female. Owning and managing a business venture is seen by many people as men's job. It has been argued that male is significantly more likely to develop strong entrepreneurial intention than their female counterparts (Agommuoh and Ndirika, 2017). Entrepreneurship education, therefore, is taught in public and private tertiary institutions in Nigeria. Public and private tertiary institutions, including those situated in the South-South zone, make entrepreneurship education a compulsory course for all undergraduate students. The obvious fact remains that the extent to which students acquire the prerequisite skills is not clear, unemployment is still on the increase, and many business education graduates in South-South Nigeria find it difficult to start and operate businesses after the acquisition of entrepreneurship education.

This could be due to their ignorance of the benefits of the strategies for learning entrepreneurship education. There is no doubt that extant empirical documentation abounds on the strategy for learning entrepreneurship education, yet none of the extant experimental documentation was able to draw on the benefits of field trip and project-based strategies considered more effective for learning entrepreneurship education in tertiary institutions, a gap this study seeks to address. As a result of the above perceived gaps, the present study ascertained business education students' rating of the benefits of field trip and project-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria.

Statement of the Problem

Despite the effort in inculcating entrepreneurship education into the curriculum of tertiary institutions, the extent to which the students acquire the prerequisite skills is still not clear. The prevailing trend of unemployment is still on the increase, graduates are still seeking a full-paid white-collar job that is not forthcoming, and social vices have become rampant among youths. The problem of this study, therefore, is that many business education students in South-South, Nigeria, find it difficult to secure gainful employment or successfully start and operate businesses years after graduation, despite their acquisition of entrepreneurship education. This could be due to their ignorance of the benefits of learning with field trips and project-based strategies for success in paid employment and small business operations. If this ugly situation is not averted, its adverse effects on the socio-economic development of the South-South would persist to the detriment of citizens and the government by involving on stealing, internet fraud, and kidnapping, among others. In fact, this is only an assumption that requires empirical evidence; hence, the justification of this study was by business education students rating themselves of the benefits of strategies for learning entrepreneurship education to discover their deficiencies and upgrade themselves. Therefore, the main purpose of this study was to determine business education students' rating of the benefits of field trip and project-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria.

Research Questions

The following research questions guided the study:

1. What are business education students' ratings of the field trip strategy for learning entrepreneurship education in tertiary institutions in South-South, Nigeria?
2. What are business education students' ratings of project-based strategy for learning entrepreneurship education in tertiary institutions in South-South, Nigeria?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

1. Male and female Business education students do not differ significantly in their mean ratings regarding field trip strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria.
2. Male and female Business education students do not differ significantly in their mean ratings regarding project-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria.

Methods

A descriptive survey research design was adopted for the study. The population for the study comprised all 982 Business Education students in the 21 public tertiary institutions in the area offering entrepreneurship education, and the census survey method was adopted.

A structured instrument titled "Business Education Students Rating of the Benefit of Strategies for Learning Entrepreneurship Education Questionnaire (BESRBSLEEQ) was used for data collection." The instruments comprised a questionnaire and a written interview. The instrument was validated by three experts, two experts in the Business Education department of Nnamdi Azikiwe University, Awka Anambra State, Nigeria, and the educational foundation of the same Nnamdi Azikiwe University, Awka. To establish the instrument's reliability, pilot testing was utilized. Reliability coefficient values of 0.94 and 0.92 for both clusters were obtained using Cronbach's Alpha method. Mean and standard deviation were used to answer the research questions, and frequency, percentages, and ranking were used to answer written interview questions, while the t-test was used to test the null hypotheses at a 0.05 level of significance. A decision rule based on real limit of numbers was used such that ratings between 3.50-4.00 were regarded as strongly agree, items with mean ratings of 2.50-3.49 were considered as agree; items with mean ratings of 1.50-2.49 were considered disagreed and 1.00-1.49 were considered as strongly disagree respectively while written interview questions were based on frequencies, percentages and ranking. In the collection of data. Out of the 982 copies of the questionnaire distributed to the respondents in their institutions, this facilitated the response rate. 972 copies (representing 99 percent) were retrieved with an attrition rate of 10 copies (representing 1 percent) and used for data analysis. In testing the null hypotheses, a null hypothesis was rejected where the calculated p-value is less than the 0.05 level of significance. Conversely, where the calculated p-value was greater than or equal to the level of significance (0.05), it meant that there was no significant difference, and the null hypothesis was not rejected.

Results

Research Question 1:

What are business education students' ratings of the field trip strategy for learning entrepreneurship education in tertiary institutions in South-South, Nigeria?

Table 1: Mean Ratings of the Benefit of Field Trip Strategies for Learning Entrepreneurship Education (N=972)

S/N	Benefit of the field trip strategy for learning entrepreneurship education	$\underline{X}$	SD	Remark
1.	Enables students to enjoy Entrepreneurship courses	3.32	.71	Agree
2.	Exposes students to new places to increase their entrepreneurial capacity	3.81	.39	Agree
3.	Discourages students' career prospects	1.56	.62	Disagree
4.	Promotes students' entrepreneurial abilities and increases academic performance	3.69	.51	Agree
5.	Improves students' classroom experience with the outside practical experience	3.50	.50	Agree
6.	Helps students to apply their knowledge in real life situation to develop entrepreneurial skills	3.55	.52	Agree
7.	Promotes students' competencies in acquiring skills	3.45	.53	Agree
8.	Improves the development of the students' cognitive, affective, and psychomotor skills	3.43	.62	Agree

As displayed in Table 1, the respondents agree on seven of the eight items as the benefits of field trip strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria. The mean ratings for the seven items ranged from 3.32 to 3.81. The respondents, however, disagree on the remaining one (item 33, mean 1.56) as the

benefit of field trip strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria. The standard deviation scores for the eight items ranged from .39 to .71, indicating closeness in respondents' mean ratings.

Written interview question 1:

As a student, which of the strategies would you rate as the best tool that can be used to provide you with a real-world experience?

Table 2: Ranking of Strategies Students Rate as the Best Tool That Can Be Used to Provide them a Real-World Experience

	Freq	%	Ranking
1. Problem-Based	4	.4	6th
2. Action Based	23	2.4	2nd
3. Learning by Doing	20	2.1	3rd
4. Field Trip	911	93.7	1st
5. Project Based	8	.8	4th
6. School Industrial Linkage	6	.6	5th
Total	972	100%	

Result in Table 2 shows that majority of the students 911 (93.7%) prefer field trip strategy which is ranked as 1st position. The information shows that majority of the students believe that field trip strategy is one of the best tools that can be used to provide them with real-world experiences. This is followed by action-based strategy as 2nd position, learning by doing strategy as 3rd position, project-based strategy as 4th position, school industrial linkage strategy as 5th position and problem-based strategy as 6th position.

Research Question 2:

What are business education students' rating of project-based strategy for learning entrepreneurship education in tertiary institutions in South-South, Nigeria?

Table 3: Business Education Students' Mean Ratings of Project Based Strategies for Learning Entrepreneurship (N=972).

S/N	Benefit of project-based strategy for learning entrepreneurship education	$\underline{X}$	SD	Remark
9.	Provides students with new opportunities to act on new ideas	3.70	.48	Agree
10.	Exposes students with higher entrepreneurial capacity	3.51	.51	Agree
11.	Increases students' career prospects	3.31	.56	Agree
12.	Personality characteristics of students are critical to understand the extent to which project-based learning improves entrepreneurial education.	3.48	.52	Agree
13.	Improves the development of students' initiatives	3.52	.52	
14.	Enhances students' self-reliance potentials	3.25	.61	Agree
15.	Provides students with the opportunity to work in groups	3.37	.64	Agree
16.	Discourages students' rote learning	3.59	.51	Agree
17.	Encourages students to become the drivers of their learning processes	2.50	.59	Agree

The result in Table 3 shows the mean ratings of respondents as the benefit of project-based strategy for learning entrepreneurship education in tertiary institutions in South-South, Nigeria. The mean ratings for the eight items range from 2.50 to 3.70,

indicating that the respondents agree with the eight items as the benefit of project-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria. The standard deviation scores for the eight items range from .48 to .64, indicating closeness in the mean ratings

Written interview question 2:
As a student, which of the strategies helps to boost your engagement, motivation, and understanding?

Table 4: Ranking of Strategies that would help to boost Students' Engagement, Motivation and Understanding

	Freq	%	Ranking
1. Problem-Based	4	.4	5th
2. Action Based	80	8.2	2nd
3. Learning by Doing	9	.9	3rd
4. Field Trip	4	.4	5th
5. Project-Based	870	89.5	1st
6. School Industrial Linkage	5	.5	4th
Total	972	100%	

The result in Table 4 shows that the majority of the students, 870 (89.5%), prefer a project-based strategy, which is ranked as 1st position. This implies that they believe that a project-based strategy boosts students' engagement, motivation, and understanding. This is followed by action-based strategy as 2nd position, learning by doing strategy as 3rd position, school industrial linkage strategy as 4th position, problem-based and field trip strategies as 5th position.

Testing of Hypotheses

Hypothesis 1: Male and female Business education students do not differ significantly in their mean ratings regarding the benefit of field trip strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria.

Table 5: Summary of t-test Comparison of Male and Female Students' Mean Ratings of the Benefit of Field Trip Strategies for Learning Entrepreneurship Education in Tertiary Institutions

Source of variation	N	$\underline{X}$	SD	df	t-cal	*P*-value	Remark
Male	208	3.48	.62	970	6.90	.003	Sig
Female	764	3.22	.42				

Result in Table 5 shows that the mean score for Males (*Mean*=3.48, *SD*=.62) is significantly greater than that of the Females (*Mean=3.22, SD=.42*); *t (*970*)* =6.90, *p*=.003. The null hypothesis of no significant difference between the two groups on the benefit of field trip strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria, is therefore rejected.

Hypothesis 2: Male and female Business education students do not differ significantly in their mean ratings regarding the benefit of project-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria.

Table 6: Summary of t-test Comparison of Male and Female Students' Mean Ratings of the Benefit of Project-Based Strategies for Learning Entrepreneurship Education in Tertiary Institutions

Source of variation	N	$\underline{X}$	SD	df	t-cal	*P*-value	Remark
Male	208	3.60	.57	970	8.75	.000	Sig
Female	764	3.29	.40				

Result in Table 6 shows that the mean score for Males (*Mean*=3.60, *SD*=.57) is significantly greater than that of the Females (*Mean=3.29, SD=.40*; *t (*970*)* =8.75*, p*=.000. The null hypothesis of no significant difference between the two groups on the benefit of project-based strategies for learning entrepreneurship education in tertiary institutions in South-South, Nigeria is therefore rejected.

Discussion of Findings

Findings of the first research question revealed that business education students agreed that the field trip strategy is a strategy for learning entrepreneurship education and is also beneficial for acquiring appropriate entrepreneurship skills in tertiary institutions in South-South, Nigeria. To boost the research question, respondents ranked the field trip strategy 1st position as it provides every student with a real-world experience. This implies that the respondents agreed that the majority of the item statements were benefits of the field trip strategy for learning entrepreneurship education. This finding agrees with that of Rugaiyah (2018), who revealed that educational field trip is helpful to explore students' learning experience, that is, educational field trips positively affect students' creative thinking and practices in learning entrepreneurship education. This means that the field trip strategy provides the students opportunity to encounter a natural terrain, making the students aware of the real world and its connection with their classroom interaction.

The findings of hypothesis one also revealed that Business education students in tertiary institutions in South-South, Nigeria, differed significantly in their mean ratings of the benefit of field trip strategies for learning entrepreneurship education based on gender and level of the students' education. The finding on gender difference agrees with Adeleke (2021), who revealed that male is significantly more likely to develop strong entrepreneurial intention than their female counterparts. To substantiate this argument, research evidence shows that there are more male entrepreneurs than female entrepreneurs (Otache, 2019). In disagreement, Abdulkarim (2019) revealed that male and female students do not differ significantly in entrepreneurial skills acquisition when taught with a field trip strategy. The reason for the similarities in the test of hypothesis was that it helps business education students to apply their knowledge in real life situation to develop and become competencies to themselves.

Findings of the second research question revealed that business education students agreed that project-based strategy is a strategy for learning entrepreneurship education and beneficial to students in tertiary institutions in South-South, Nigeria for developing hands-on experience. To boost the research question, respondents ranked 1st position to project-based strategy in first position as it boosts students' engagement, motivation, and understanding in learning entrepreneurship education. This implies that the respondents agreed that the majority of the item statements were benefits of the project-based strategy for learning entrepreneurship education. The finding agrees with Masdarini, Candiasa, Ketut and Sudatha (2024) who reported that project-based strategy, along with self-efficacy, contributed to

students' entrepreneurial readiness. This means that a project-based strategy provides the students with the opportunity to network, seek mentorship, encourage partnership with industries and organizations to learn practical business skills that would enable them to acquire first-hand experience that prepares students for future employment and entrepreneurship.

The findings of hypothesis two also revealed that Business education students in tertiary institutions in South-South, Nigeria, differed significantly in their mean ratings of the benefit of project-based strategies for learning entrepreneurship education based on gender and level of the students' education. The finding on gender difference agrees with Dike and Effanga (2020) who revealed that there is a significant difference between the mean scores of male and female principals on the implementation of entrepreneurship education in public secondary schools. The reason for the similarities in test of hypothesis was that it focuses on development of the student's initiatives and enhances self-reliance potentials.

Conclusion

Based on the findings of this study, it was concluded that the benefit of learning strategies mentioned in this work will encourage business education students to learn appropriate skills, acquire competencies to become self-employed, self-sustained, and job creators upon graduation.

Recommendations

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

1. Management of tertiary institutions should ensure that field trips and project-based strategies are used by business education students when learning entrepreneurship education, as it will help to boost their engagement, motivation, and understanding on the learning of entrepreneurship education.
2. Parents, society, and educational institutions have a shared responsibility to ensure Business education students receive practical, hands-on entrepreneurship education through field trips and project-based learning (PBL). These active and experiential strategies are crucial for developing the essential practical knowledge, innovative mindset, and skills in creativity, problem-solving, and decision-making that are vital for graduates' employability and self-employment success.

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