

## **Influence of Classroom Management Competencies on the Teaching of Entrepreneurship Education by Business Educators in Colleges of Education**

**Agim, Mary Aloroye<sup>1</sup>, Igwe Kingsley Ogazi (Ph.D)<sup>2</sup> & Olannye, Veronica Ekwi, (Ph.D)<sup>3</sup>**

Federal College of Education *OBUDU*, Cross River State, Nigeria  
Department of Business Education, Ebonyi State University, Abakaliki  
Department of Office Technology and Management, Delta State Polytechnic Ogwashi-Uku  
Correspondence Email Address: [igwekingsleyogazi@gmail.com](mailto:igwekingsleyogazi@gmail.com)

### **Abstract**

*This study examined the influence of classroom management competencies on the teaching of entrepreneurship education by business educators in colleges of education in Cross River State, Nigeria. Three purposes, research questions and hypotheses guided the study. The design used in the study was descriptive survey design. The population of the study comprised 42 business educators in two colleges of education in Cross River Nigeria (28 males and 14 females). The whole population was used due to the size was manageable. The instrument for data collection was structured 4-point rating scale questionnaire titled: classroom management competencies rating scale (CMCRS). Data were analysed using mean and standard deviation to find answers to the research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. Findings indicated those learners' management, classroom environment management and learning material management competencies required for teaching entrepreneurship education. Also, institution's ownership was not significantly influenced by learning materials management competencies. The researcher's recommended that business educators should be more sensitive to classroom and adopt adequate control measures for the classroom so that teaching quality of entrepreneurship education can be achieved.*

**Keywords:** *Business Educators, Entrepreneurship Education, Classroom Management, competencies, Teaching,*

### **Introduction**

Teaching is the activity done by a teacher to impart knowledge unto a learner. Many scholars defined teaching in different ways. Chauhan (2023), posited that teaching is the process of transferring learning, expertise, and values to others who are classified as learners. According to Rajagopalan (2019), teaching is an interactive process mostly involving classroom discourse between a teacher and students in a specified and clearly defined term. Teaching can be said to be a pedagogical process concerned with imparting knowledge, skills, experiences, aptitude and values to recipients. It involves guiding and facilitating learning in individuals and equips them with the necessary tools to succeed in life. Teaching helps to foster a love of learning that inspires students to reach new heights so they can reach their full potential and contribute to the overall progress of a nation. Teaching, therefore, is the cornerstone of education and its impacts every aspect of the society.

To teach effectively requires a comprehensive knowledge of the subject materials and the competency to engage students in the learning process. The subject matter is what is being taught by the teacher to students to achieve specific learning objectives. A good example of subject matter is entrepreneurship education. Saranza et al (2022) defined entrepreneurship as an applied subject to teach and develop the students with needed competence to be an entrepreneur. Entrepreneurship education fosters students a mindset of innovation, creativity, and resilience, essential to thrive in the ever-evolving job market. Entrepreneurship education is concerned with finding creative and innovative ways to provide solution to peoples' needs. Inculcating in student's entrepreneurship education, will help them to create and take opportunity of business situation and empowered to be more employable. Effective teaching of entrepreneurship education involves a combination of instructional strategies, assessment techniques, and classroom management competencies.

Competency refers to the knowledge, skills and personal qualities which include attitude, value, self-image and trait necessary to carry out work activities effectively in line with educational goals (Tampang and Wongo, 2018). Competencies unarguably enhance teachers' effectiveness and learning outcome. In a study, Tazitabong (2021) revealed that there exists a significant positive relationship between teachers' professional, pedagogic, socio-emotional, personality competencies and students learning in secondary schools in Buea Municipality. Similarly, Selvi in Hou et al (2024) pointed out that educators' abilities impact their values, behaviors, communication, aims, and practices in school. They also support professional development and curricular studies. Competencies in classroom management are crucial.

Classroom management involves maintaining discipline and order in the classroom to ensure a conducive learning environment that promotes students' engagement, enhances their participation and fosters a positive teacher-student relationship. Erani et al (2019) defined classroom management as creating a good classroom and managing it in order for learning to be realized in the highest level. For Adzongo and Olaitan (2019) classroom management is the orderly control of students, the class environment and teaching materials in order to obtain the desired learning objectives which can enhance the academic achievement of students. There are three important elements in this definition: the learner, class environment and teaching materials. A good teacher should be able to manage and control the classroom for effective teaching and learning, so that teaching quality in the overall educational process can be achieved (Adzongo and Olaitan, 2019)

Effective classroom management according to George et al (2017), sets the stage for teaching and learning. To effectively manage a classroom as expected requires competencies. Olom and Igboke (2023) stressed that classroom management pedagogical competencies are required of business educators for teaching entrepreneurship education. Their argument was based on their discovery that the mean

responses of male and female respondents to the classroom management skills needed by business educators to teach entrepreneurship education at Nigerian tertiary institutions did not differ significantly.

Classroom management competencies facilitate the implementation of innovative teaching methods; enhances student motivation and interest in entrepreneurship. It encourages active learning and critical thinking skills as well as promotes collaboration and team work among students. Adzongo and Olaitan (2019) identified some classroom management competencies to include the teacher ability in planning, supervising, controlling and coordinating the activities of pupils in the teaching and learning processes. Lee (2019) mentioned some classroom competencies to include ability to supervise seatwork, small group activities and class discussion. Others are ability to create favourable learning atmosphere, determining the direction of learning, using time efficiently, building positive relationships in class within rules, promoting collaboration among students and maintaining good communication with students. The focus of classroom management competencies in this study is one ability to manage learners, classroom environment and teaching materials.

Learners' management competencies involve managing students' behaviours, their progress in learning and addressing their needs effectively. Such competencies include the ability to create a positive and enriching learning environment for all learners by managing behaviours, prioritizing students' needs, setting class expectations, fostering communication and embracing innovation. Student misbehavior is one of the most common problems affecting school around the world today (Masengesho & Sukubwabo, 2023). The competencies to manage students' behavior in the classroom are therefore, crucial for every teacher. In this regard, Hou et al (2024) revealed that in order to create a good learning environment for students, teachers have to take various activities and measures to reduce disruptive behaviours in the classroom and among the various disruptive behaviours in the classroom. In addition, Wahab et al (2023) suggested that teachers should employ negative reinforcement approach in the form of warning (at a high level) as well as positive reinforcement approach in handling disruptive behaviours in classroom.

Setting expectations for students is another competency teachers should acquire. Setting expectations guides students behaviours in class and instill in them discipline and respect for others. In setting expectations, Guido (2024) suggested that students should be encourage to build classroom expectations and rules, and the teacher will generate more buy-in than just telling them what they are not allowed to do. This will encourage the students who made the rules to keep them accordingly. Clear communication is another way to manage learners and receive feedback. According to Uddin and Johnson (2018) differences in communication styles can have a direct impact on students' behaviour and it seems that culturally responsive instructors have a deep understanding of those differences. Classroom communication should be precise and clearly understood. Active communication foster classroom interactions and supports good learning classroom environment.

The classroom environments consist of the physical and the social (interactive) environments which can affect teaching and learning either positively or negatively. In the assertion of Wagner in Ahmed and Plessis (2024), physical environment includes placement, arrangement, and color of desks, tables, chairs, fixtures, furniture, ventilation, lighting, and temperature. The social environment is concerned with the relationships between students and teachers, as well as how the students feel amongst their peers in the classroom. Additionally, Mineola (2020) noted that the social environment comprised of leadership demonstrated by the teacher, which can be authoritarian, democratic, laissez-faire, or depending on the mode of learner participation, such as collaborative, individualistic, or competitive. Both the physical and social components of classroom environment will either encourage students to succeed, or hamper their abilities and cause more failures (Igbinoba and Aigbedion, 2024).

Competencies in classroom environment enables teachers to provide an environment in which each child has a positive, nurturing relationship with caring adults and maintaining a learning environment that conveys high expectations of every child (Nessipbayeva, 2022). The teacher need to create good environment that focuses on diversity and inclusion. Uddin and Johnson (2018) noted that by simple rearrangement of the place where students learn and engage using a world map highlighting students' countries of origin, a sign or banner welcoming students in the different languages they speak or posters depicting people of various cultural groups, can create an inclusive environment.

Learning materials management competencies refers to the ability to organize and utilize resources such as textbooks, worksheets, audio-video materials and technology effectively. The competencies to manage teaching or instructional materials are also crucial in classroom management for creating a productive and engaging learning environment. Ibanga in Okeze et al, (2018: 60) described instructional materials as facilities and human and non-human resources that be used to facilitate, support, enhance, and promote teaching and learning activities through a methodical approach to planning, executing, and utilizing the entire learning and communication process. This approach uses both human and non human resources to produce more meaningful and effective instruction. They serve as a channel between the teacher and the students in delivering instructions and they may also serve as the motivation on the teaching-learning process (Umar et al., 2019). Umar et al. (2019) revealed that students who taught with instructional materials performed significantly better than those taught without instructional materials and also that the use of instructional materials generally improved students' understanding of concepts and led to high academic achievements. Nigerian educators' classroom management competencies have been assessed in various studies, revealing both strengths and weaknesses compared to international benchmarks. A study by Anyigor-Ogah (2020) identified the pedagogical and classroom management competencies required for effective implementation of the new business subjects curriculum in secondary schools in Nigeria. The study emphasized the need for teachers to possess competencies such

as lesson planning, instructional delivery, and classroom management. In comparison to international benchmarks, Nigerian educators' classroom management competencies seem to lag behind. A study by Fakhruddinova and Safiullina et al (2020) highlighted the importance of pedagogical competence in effective classroom management. The study noted that teachers who possess high pedagogical competence tend to have better classroom management skills. However, another study by Ossai (2020) found that teachers in Delta State, Nigeria, had inadequate classroom management practices, which affected students' academic performance. To bridge the gap between Nigerian educators' classroom management competencies and international benchmarks, researchers have recommended various strategies. For instance, Anthony Eze and Onyekwere (2022) suggested that the State Ministry of Education should organize workshops and seminars for teachers on effective classroom management practices. Based on this problem, the study sought to investigate the influence of classroom management competencies on the teaching of entrepreneurship education by business educators in colleges of education.

### **Statement of the Problem**

Entrepreneurship education has become a vital component of business education in Nigeria, aimed at equipping students with the necessary skills and knowledge to become successful entrepreneurs. However, the effectiveness of entrepreneurship education is heavily dependent on the teaching methods and classroom management competencies of business educators. Poor classroom management can lead to a lack of student engagement, decreased motivation, and reduced learning outcomes, ultimately affecting the quality of entrepreneurship education. A study by Oyedeji (2024) found that poor classroom management was a significant predictor of student misbehavior in Nigerian business education settings. This implies that poor classroom management can result in a lack of student engagement, decreased motivation, and reduced learning outcomes. Another study by Akomolafe (2022) revealed that business educators in Nigeria often struggled with classroom management, leading to a lack of student engagement and motivation. Despite the importance of entrepreneurship education, business educators in Nigeria often struggle with effective classroom management, leading to a negative impact on the teaching and learning of entrepreneurship education. Studies have shown that classroom management competencies are required for teaching and learning outcomes in Nigerian business education settings. Previous studies have investigated the impact of classroom management competencies in general education settings, but few have explored its specific application in entrepreneurship education. This shows that there is dearth of research on the relationship between classroom management competencies and effective teaching of entrepreneurship education by business educators in Nigeria. Moreover, most studies on entrepreneurship education have focused on the curriculum, instructional methods, and student outcomes, neglecting the critical role of classroom management competencies in facilitating effective teaching and learning. Thus the study aim to fill the

gap in existing research by investigating the influence of classroom management competencies on the teaching of entrepreneurship education by business educators in colleges of education

### **Purpose of the Study**

The primary objective of this research was to investigate the influence of classroom management competencies on the teaching of entrepreneurship education by business educators in colleges of education in Cross River State, Nigeria. Specifically, the study examined the influence of:

1. Teachers' management competencies on the teaching of entrepreneurship education
2. Classroom environment management competencies on the teaching of entrepreneurship education
3. Learning materials management competencies on the teaching of entrepreneurship education

### **Research Questions**

Three research questions guided the study:

3. What is the influence of teachers' management competencies on the teaching of entrepreneurship education?
4. What is the influence of classroom environment management competencies on the teaching of entrepreneurship education?
5. What is the influence of learning materials management competencies on the teaching of entrepreneurship education

### **Hypotheses**

Four null hypotheses guided the study:

3. No significant difference between mean rating of male and female business educators on the influence of teachers' management competencies on the teaching of entrepreneurship education.
4. The mean ratings of male and female business educators do not differ significantly on the influence classroom environment management competencies on the teaching of entrepreneurship education.
5. The mean ratings of business educators in federal and state colleges of education do not differ significantly on the influence of learning materials management competencies on the teaching of entrepreneurship education.

### **Literature Review**

#### **Entrepreneurship Education**

Entrepreneurship education in tertiary institution refers to the process of teaching imparting students to acquire the knowledge, expertise, and attitudes necessary to become successful entrepreneurs or entrepreneurial thinkers. According Oduma in Hisrich, Peters, and Shepherd (2023), entrepreneurship education is an essential element for fostering entrepreneurial propensity and start-up venture creation. It is a process of learning that enables individuals to develop the skills, knowledge, and mindset necessary to succeed as entrepreneurs, intrapreneurs, or entrepreneurial leaders. Entrepreneurship education in tertiary institutions is a vital component of modern education, aimed at empowering

students with the knowledge, skills, and attitudes necessary to succeed as entrepreneurs or entrepreneurial thinkers. The primary objective of entrepreneurship education according to Gorman, Hanlon, and King, (2017) is to foster an entrepreneurial mindset, encouraging creativity, innovation, and risk-taking among students. To achieve this objective, entrepreneurship education in tertiary institutions encompasses a range of key components. Firstly, entrepreneurship courses are offered to teach students the principles, practices, and theories of entrepreneurship. These courses provide students with a solid foundation in entrepreneurial knowledge. Furthermore, the theoretical knowledge, practical learning experiences are essential for entrepreneurship education. Tertiary institutions provide students with hands-on experience through internships, incubators, accelerators, and business plan competitions. These experiences enable students to apply theoretical concepts to real-world scenarios, developing their entrepreneurial skills and mindset.

### **Classroom Management Competencies**

Classroom management involves the creation of a learning environment that is conducive to student learning. Classroom management involves the creation of a collaborative learning environment that promotes student engagement and motivation. Classroom management is a critical aspect of teaching, particularly in entrepreneurship education, where students are encouraged to think creatively, take risks, and collaborate with peers (Marzano, 2023). Classroom management competencies refer to the skills, knowledge, and attitudes that teachers need to create and maintain a well-organized, respectful, and productive learning environment. These competencies enable teachers to manage student behavior, promote engagement and motivation, and optimize instructional time. Good classroom management skills are crucial for: establishing a conducive and efficient learning environment; promoting student engagement, motivation, and achievement; reducing misbehavior and discipline problems; enhancing teacher confidence and job satisfaction and supporting the development of social, emotional, and academic skills in students. Effective classroom management can enhance student learning outcomes, promote student engagement, and reduce teacher stress and burnout. Research has shown that classroom management competencies can have a significant impact on the teaching of entrepreneurship education. For example, a study by DeNisi and Pritchard in Fakhruddinova and Safiullina (2020) found that teachers who were effective in managing their classrooms were more likely to promote student engagement and motivation in entrepreneurship education.

### **Impact of Classroom Management Competencies on the Teaching of Entrepreneurship Education**

Effective classroom management is a crucial aspect of teaching entrepreneurship education, as it enables business educators to create an environment that fosters learning, innovation, and creativity. Classroom management competencies are essential for business educators to create a supportive learning environment, encourage student engagement and participation, manage time and resources efficiently,

and assess student learning and progress. According to Marzano (2023), a well-managed classroom is characterized by a positive and inclusive atmosphere, where students feel encouraged to take risks and explore entrepreneurial ideas. Similarly, Emmer and Stough (2021) emphasize the importance of classroom management in promoting active learning, which is essential for developing entrepreneurial skills such as teamwork, communication, and problem-solving. Wiggins and McTighe (2024) highlight the importance of classroom management in optimizing the use of time and resources, ensuring that students receive a comprehensive entrepreneurship education. Regular assessment of student learning and progress is also critical, as it enables business educators to identify areas for improvement and adjust their teaching strategies accordingly (Black and Wiliam, 2020). In the context of entrepreneurship education, classroom management competencies are critical for developing an entrepreneurial mindset and skills, fostering innovation and creativity, and stimulating experimentation and risk-taking (Kirby, 2024). Solomon, (2020) stated that classroom environment management competencies can impact student learning outcomes in entrepreneurship education, including their entrepreneurial skills, knowledge, and mindset. Effective classroom management is critical for teaching entrepreneurship education, as it allows business educators to create a supportive learning environment and manage classroom dynamics (Rae, 2020). By emphasizing the importance of classroom management competencies, business educators can optimize their teaching practices, enhance student learning outcomes, and ultimately, contribute to the development of successful entrepreneurs.

## **METHODOLOGY**

The design used in the study was descriptive survey design. This design is considered appropriate for this study as the study made use of sample of the population and questionnaire to collect data on the relationship between classroom management competencies on the teaching of entrepreneurship education. The population of the study comprised 42 business educators in colleges of education in Cross River State (Federal College of Education, Obudu, 28: males 20 and females 8) and (College of Education, Akamkpa, 14: males 8 and female 6). The researcher's decided to pick two colleges of Education for comparative analysis of the influence of classroom management competencies on teaching of entrepreneurship education. The whole population was used due to the size was manageable. The instrument for data collection was structured 4-point rating scale and titled: Classroom Management Competencies Rating Scale (CMCRS). The instrument contained 24 items in three clusters. Cluster one: teachers' management competencies (8 items); cluster two: classroom environment management competencies (8items) and learning materials management competencies (8 items). Three experts verified the instrument, the validates involved in the validation were provided with a copy of the questionnaire, research questions, purposes of the study and hypotheses and were requested to validate the instrument accordingly based on their views. These experts vetted the instrument in terms of

sentence structure and adequacy, as well as item clarity and suitability of the instrument for data analysis. The views and suggestions of these experts aided the researcher in correcting and modifying the items to produce the final draft of the instrument. To determine the reliability of the instrument, a pilot test was conducted to 20 business educators in has close proximity and a common boundary with study area. Cronbach Alpha was used to evaluate for internal consistency producing a reliability coefficient of 0.78. Data gathered were examined using mean and standard deviation to answer the research questions, while t-test was utilised to assess the null hypotheses at 0.05 alpha level of significance. For any of the null hypothesis to be accepted, the significant value was greater than the 0.05 level of significant value, otherwise it was rejected.

### Ethical Consideration

This study was conducted in accordance with the principle of the declaration of American Psychological Associations (APA) ethical principles of psychologists and code of conduct. The participants were provided informed consent prior to participating in the study. They were informed of the purpose of the study, the procedures, and the potential risks and benefits. All data collected were kept confidential and anonymous.

### Results

**Research Question 1:** What is the influence of teachers’ management competencies on the teaching of entrepreneurship education?

The data analysis for Research Question one is presented in Table 1.

**Table 1: Mean and Standard Deviation of the Influence of Learners’ Management Competencies on the Teaching of Entrepreneurship Education**

S/N	Teachers’ Management Competencies include	$\bar{x}$	SD	Decision
<b>Ability to:</b>				
1	Managing students' progress	3.57	0.54	Strongly Agree
2	Address students’ needs effectively	3.54	0.55	Strongly Agree
3	Implementing clear communication to facilitate feedback	3.66	0.47	Strongly Agree
4	Encourages active students’ participation in learning	3.66	0.47	Strongly Agree
5	Identify individual differences effectively	3.50	0.50	Strongly Agree
6	Establishing clear expectations for behavior	3.78	0.41	Strongly Agree
7	Ability to establish a positive, respectful classroom environment.	3.57	0.54	Strongly Agree
8	Reduce disruptive behaviours in the classroom	3.80	0.45	Strongly Agree
<b>Grand Mean</b>		<b>3.63</b>		<b>Strongly Agree</b>

Table 1 shows that all the items mean scores are greater than the criteria mean of 2.50. The grand mean of 3.63 indicates that learners’ management competencies have strong influence on the teaching of entrepreneurship education.

**Research Question 2:** What is the influence of classroom environment management competencies on the teaching of entrepreneurship education?

The data analysis for Research Question two is presented in Table 2.

**Table 2: Mean and Standard Deviation of the Influence of Classroom Environment Management Competencies on the Teaching of Entrepreneurship Education**

S/N	Classroom Environment Management Competency	$\bar{x}$	SD	Decision
<b>enables teachers to:</b>				
9	Establish a respectful learning environment	3.80	0.39	Strongly Agree
10	Build positive, supportive relationship to promote social, emotional and academic growth	3.66	0.52	Strongly Agree
11	Maintain a safe, healthy learning environment	3.61	0.53	Strongly Agree
12	Maintain proper desk arrangement in the classroom	3.69	0.46	Strongly Agree
13	Enable ventilation into the classroom	3.78	0.41	Strongly Agree
14	Instil discipline	3.76	0.48	Strongly Agree
15	Willingly help learners in need	3.78	0.47	Strongly Agree
16	Be sensitive to the feelings of learners	3.59	0.49	Strongly Agree
<b>Grand mean</b>		<b>3.70</b>		<b>Strongly Agree</b>

Table 2 shows that all the items mean scores are greater than the criteria mean of 2.50. The grand mean of 3.70 reveals that classroom environment management competencies have strong influence on the teaching of entrepreneurship education.

**Research Question 3:** What is the influence of learning materials management competencies on the teaching of entrepreneurship education?

The data analysis for Research Question three is presented in Table 3.

**Table 3: Mean and Standard Deviation of the Influence of Learning Materials Management Competencies on the Teaching of Entrepreneurship Education**

S/N	Teaching Material Competencies are the Abilities to:	$\bar{x}$	SD	Decision
17	Use a variety of tools to improve the quality of teaching	3.52	0.55	Strongly Agree
18	Create lesson plans that outline the content	3.52	0.50	Strongly Agree
19	Identify learning materials, tools, and resources relevant to entrepreneurship education	3.54	0.55	Strongly Agree
20	Adapt to unforeseen challenges in the classroom	3.42	0.50	Agree
21	Provide a visual representation of abstract concepts	3.59	0.49	Strongly Agree
22	Select teaching materials that are effective in yielding positive instructional results	3.57	0.50	Strongly Agree
23	Create case studies to illustrate entrepreneurial concepts, principles, practice	3.57	0.54	Strongly Agree
24	Orderly display of teaching material in the classroom	3.42	0.50	Strongly Agree
<b>Grand Mean</b>		<b>3.51</b>		<b>Strongly Agree</b>

Table 3 reveals that all the items except item 20 are strongly agreed to. The grand mean of 3.51 reveals that learning materials management competencies have strong influence on the teaching of entrepreneurship education.

### Hypotheses

**Hypothesis one:** There is no significant difference in mean score of male and female business educators on the influence of learners' management competencies on the teaching of entrepreneurship education.

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

**Table 4:** *t-test analyse of Male and Female Business Educators on the Influence of Learners' Management Competencies on the Teaching of Entrepreneurship Education*

S/N	Gender	N=42	Mean	Std.	Alpha	P-Value	Decision
1	Male	28	3.50	0.57	0.05	0.23	NS
	Female	14	3.71	0.46			
2	Male	28	3.50	0.57	0.05	0.43	NS
	Female	14	3.64	0.49			
3	Male	28	3.64	0.48	0.05	0.65	NS
	Female	14	3.71	0.46			
4	Male	28	3.67	0.47	0.05	0.82	NS
	Female	14	3.64	0.49			
5	Male	28	3.53	0.50	0.05	0.52	NS
	Female	14	3.42	0.51			
6	Male	28	3.78	0.41	0.05	1.00	NS
	Female	14	3.78	0.42			
7	Male	28	3.57	0.57	0.05	1.00	NS
	Female	14	3.57	0.51			
8	Male	28	3.78	0.49	0.05	0.63	NS
	Female	14	3.85	0.36			
<b>Grand Mean</b>						<b>0.66</b>	NS

*NS- Not significant, S-Significant*

Table 4 reveals that all the items are accepted. This is because their respective P-values are greater than the alpha value of 0.05. The grand mean value of 0.66 is also greater, indicating that there is no significant difference in mean score of male and female business educators on the influence of learners' management competencies on the teaching of entrepreneurship education.

**Hypothesis 2:** There is no significant difference in mean score of male and female business educators on the influence of classroom environment management competencies on the teaching of entrepreneurship education.

The t-test analysis of data collected to test the null hypothesis two is presented in Table 5

**Table 5: t-test analyse of Male and Female Business Educator son the Influence of Classroom Environment Management Competencies on the Teaching of Entrepreneurship Education**

S/N	Gender	N=42	Mean	Std.	Alpha	P-Value	Decision
9	Male	28	3.78	0.41	0.05	0.58	NS
	Female	14	3.85	0.36			
10	Male	28	3.64	0.55	0.05	0.68	NS
	Female	14	3.71	0.46			
11	Male	28	3.60	0.56	0.05	0.84	NS
	Female	14	3.64	0.49			
12	Male	28	3.67	0.47	0.05	0.81	NS
	Female	14	3.71	0.46			
13	Male	28	3.75	0.44	0.05	0.43	NS
	Female	14	3.85	0.36			
14	Male	28	3.71	0.53	0.05	0.37	NS
	Female	14	3.85	0.36			
15	Male	28	3.75	0.51	0.05	0.49	NS
	Female	14	3.85	0.36			
16	Male	28	3.57	0.50	0.05	0.66	NS
	Female	14	3.64	0.49			
<b>Grand Mean</b>						<b>0.60</b>	<b>NS</b>

NS- Not significant, S-Significant

Table 5 reveals that all the items are accepted. This is because their respective P-values are greater than the alpha value of 0.05. The grand mean value of 0.60 is also greater, indicating that there is no significant difference in mean score of male and female business educators on the influence of classroom environment management competencies on the teaching of entrepreneurship education.

**Hypothesis 3:** There is no significant difference in mean score of business educators in federal and state colleges of education on the influence of learning materials management competencies on the teaching of entrepreneurship education.

The t-test analysis of data collected to test the null hypothesis three is presented in Table 6

**Table 6:t-test analyse of Business Educators in Federal and state colleges of education on the Influence of Learning Materials Management Competencies on the Teaching of Entrepreneurship Education**

S/N	Gender	N=42	Mean	Std.	Sig-Value	P-Value	Decision
17	Federal	28	3.46	0.57	0.05	0.32	NS
	State	14	3.64	0.49			
18	Federal	28	3.60	0.49	0.05	0.13	NS
	State	14	3.35	0.49			
19	Federal	28	3.64	0.48	0.05	0.11	NS
	State	14	3.35	0.63			
20	Federal	28	3.50	0.50	0.05	0.39	NS
	State	14	3.35	0.49			
21	Federal	28	3.71	0.46	0.05	0.02	S
	State	14	3.35	0.49			
22	Federal	28	3.57	0.50	0.05	1.00	NS
	State	14	3.57	0.51			

23	Federal	28	3.60	0.56	0.05	0.55	NS
	State	14	3.50	0.51			
24	Federal	28	3.46	0.50	0.05	0.52	NS
	State	14	3.35	0.49			
<b>Grand Mean</b>						<b>0.38</b>	NS

*NS- Not Significant, S-Significant*

In Table 6 all the items except item 21 are accepted. This is because their respective P-values are greater than the alpha value of 0.05. Item 21 is rejected because it has a significant value less than the alpha value. The overall value of 0.38 is also higher, suggesting that the mean score of business educators at federal and state colleges of education does not differ significantly by the impact influence of learning materials management competencies on the teaching of entrepreneurship education.

### **Discussion**

Data analysed indicated that teachers' management competencies have strong influence on the teaching of entrepreneurship education. The finding is an indication that learners' management forms an integral aspect of the educational process that requires effective strategies, proactive problem-solving and a commitment to continuous improvement. Furthermore, learning is aimed at achieving a relatively permanent change in behaviour in learners of which it must be well managed. This finding is supported by DeNisi and Pritchard in Fakhruddinova and Safiullina (2020) who found that teachers who were effective in managing their classrooms were more likely to promote student engagement and motivation in entrepreneurship education. The finding is also in consonance with Solomon in Anyigor-Ogah (2020) who found that teachers who created a positive learning environment were more likely to encourage active learning and entrepreneurial mindset in students. This agrees with Hou et al (2024) who found that in order to create a good learning environment for students, teachers have to take various activities and measures to reduce disruptive behaviours in the classroom. Learners, being the human component of learning process require effective management to facilitate the implementation of the learning content and achieve positive learning outcome.

Data analysed further indicated that no statistically significant difference was found in male and female business educators' perceptions of the influence of learners' management competencies on the teaching of entrepreneurship education. The finding implies that it is imperative for every teacher irrespective of gender to manage learners. In other words the competencies to manage learners are not predicted by gender as every good teacher is expected to manage learners effectively. This aligns with Adzongo and Olaitan (2019) that a good teacher should be able to manage and control the classroom for effective teaching and learning, so that teaching quality in the overall educational process can be achieved.

It was also revealed that classroom environment management competencies have strong influence on the teaching of entrepreneurship education. Classroom environments consist of the physical and the social (interactive) environments which can affect teaching and learning either positively or negatively. This explains the need for educators to possess competencies in classroom environment management.

The finding is supported with view Solomon, (2020) who stated that classroom environment management competencies can impact student learning outcomes in entrepreneurship education, including their entrepreneurial skills, knowledge, and mindset. The finding is also in agreement with the opinion of Rae (2020) who noted that effective classroom management is critical for teaching entrepreneurship education, as it allows business educators to create a supportive learning environment and manage classroom dynamics. The finding is in line with Hou et al (2024) who noted that in order to create a good learning environment for students, teachers have to take various activities and measures to reduce disruptive behaviours in the classroom, and among the various disruptive behaviours in the classroom. The finding also aligns with Adzongo and Olaitan (2019) who stated that a teacher who arranges his class in an orderly manner has the chance of getting to any part of the class without obstruction and can fetch materials in the class without creating unnecessary movement of other materials or the students.

Similarly, it was revealed that there is no significant difference in mean score of male and female business educators on the influence of classroom environment management competencies on the teaching of entrepreneurship education. This means that competencies to effectively manage classroom environment is not for a specific gender but for every educator. The finding is supported by Olom and Igboke (2023) that the mean scores of male and female showed no significant difference regarding classroom management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria.

Data analysed revealed that learning materials management competencies have strong influence on the teaching of entrepreneurship education. The finding is an indication that one crucial aspect of effective teaching is the management of learning materials. Teachers with teaching materials management competencies are better able to engage students in the learning process. This agrees with Olayinka (2016) that students who learnt taught with instructional materials performed better than those taught without. More so, teachers with competencies in managing learning materials can effectively differentiate instruction to meet the needs of diverse learners. This ensures that all students have access to the material in a way that is meaningful to them. Furthermore, the ability helps teachers to adapt to unforeseen challenges in the classroom. This flexibility is essential for maintaining a positive learning environment.

Data analysed further indicated that the influence of learning materials management competencies on the teaching of entrepreneurship education was perceived similarly business educators in federal and state colleges of education with no significant difference in the mean scores. Teaching materials management competencies ensures that educators irrespective of school ownership have the necessary resources to support their lesson objectives. Thus, teachers must possess the ability to manage

instructional material effectively to ensure that students receive a well-structured and organized education. The ability to organize learning materials helps to enhance students' learning outcomes. This is supported by Adzongo and Olaitan (2019) that instructional materials for a lesson kept in appropriate places can be easily gotten without obstructing the lesson presentation.

### **Contribution to Knowledge**

This study contributes to the existing body of knowledge on classroom management by providing insights into the specific competencies required by business educators to effectively manage classrooms and teach entrepreneurship education. It also provides a framework for classroom management competencies that can be used by business educators, policymakers, and other stakeholders to improve the teaching and learning of entrepreneurship education.

### **Conclusion**

This study concludes that classroom management competencies significantly influence the teaching of entrepreneurship education by business educators. Competencies to manage learners and classroom environment are not predicted by gender, as every good teacher is expected to manage learners effectively. In addition, teaching materials management competencies is not sensitive to school ownership. The study recommends that business educators should prioritize the development of classroom management competencies to enhance the effectiveness of entrepreneurship education. By utilizing these competencies, educators can create a dynamic learning environment that fosters creativity, collaboration, and critical thinking skills among students.

### **Recommendations**

The following recommendations are made:

1. Colleges of education should integrate classroom management training into the entrepreneurship education curriculum to be able to adequately address the entrepreneurial skill that suit their needs.
2. Business educators should prioritize the development of classroom management competencies so that teaching quality of entrepreneurship education can be achieved.
3. Colleges of education should organize workshops, peer mentorship, or digital resources for educators Management should organize regular professional development for educators to stay updated on current best practices in learners' management in order to develop competencies in managing learners.

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