

IMPACT OF ENTREPRENEURSHIP SKILLS IN TEACHING AND LEARNING AGRICULTURAL EDUCATION IN FEDERAL COLLEGE OF EDUCATION OKENE KOGI STATE, NIGERIA

Ode Rosemary Ayiba; Mbam Onyedikachi John; Ejiofor Toochukwu E. (Ph.D), Ode Teddy

Department of Agricultural Education University of Nigeria Nsukka

Corresponding author: Ode Rosemary Ayiba. oderosemary2@gmail.com, 08039180640;

Abstract

The study was design to investigate impact of Entrepreneurship skills in teaching and learning Agricultural Education in Federal College of Education Okene Kogi State, Nigeria. Two specific purposes guided the study while two research questions were answered. A descriptive research design was adopted for the study. The population of the 120 comprises of both students and lecturers of the department of Agricultural Education Federal College of Education Okene Kogi State. While simple random sampling techniques was used to select a sample of 90 students and 10 lecturers as respondents for the study. The instrument used for data collection was twenty items structured questionnaires. The instrument was validated by two experts in Agricultural Education department in Kogi State University Anyigba. The reliability of the instrument was established using Cronbach Alpha reliability procedure which yielded a coefficient of 0.72. Data was collected through direct contact with the respondents and analyzed using mean and standard deviation to answer the research questions. The findings revealed that entrepreneurship skills are very important in Agricultural Education. It equally helps in managing of Agricultural products. It is recommended that curriculum developers should build in entrepreneurship skills in Agricultural Education curriculum. Also, Agricultural Education should not be based on theory alone.

Keywords: Entrepreneurship Skills; Agricultural Education. Teaching and Learning

Introduction

Entrepreneurial is for people who got the right level of interest that could make them pursue their dreams, improve their life and create a business. Entrepreneur refers to as someone who has the ability and desire to establish, administer and succeed in a startup venture along with risk entitled to it, to make profits Byjus.com (2020) Entrepreneurship is a management and leadership style that involves pursuing opportunities without regard to resources currently controlled. Entrepreneurship is not just an academic discipline but also a way of life. Entrepreneurship denotes the creation of some combination that did not previously exist, as an Entrepreneur is relevant to have various business Entrepreneurship skills. Entrepreneurship skills can encompass a broad range of various skill sets like technical skills, leadership and business management skills and creative thinking (Julie, 2021). Due to the fact that Entrepreneurial skills can be applied to many different job roles and industries. The author further stated that developing your entrepreneurial skills can mean several types of skills sets. For example, to be a successful business owner, you may need to develop your business management skills, to build and maintain

successful project teams you might need to improve your leadership and communication skills.

Entrepreneurship as the process of searching out opportunities in the market place and arranging resources required to exploit these opportunities for long term gains. The entrepreneurship has a wide range of meaning, entrepreneurship to take risk independently to make utmost earnings in the market, to be a creative and innovative skill and adopting response to the environment of what is real. Entrepreneurship skills have been acknowledged and worldwide as the pertinent and reward tools for job creation, self-employment and economic survival of any nation (Okereke & Okoroafor, 2011). Entrepreneurship is a field of research that is constantly exploring new horizons to broaden its understanding (Byrne, et al., 2014) including agricultural sector (Lans, et al., 2017). Entrepreneurship is also a learning processing (Zaman & Muhammed, 2018). In the context of the study the researcher sees entrepreneurship as the process of creating some new skill in a business in order to be independent in the absent of white color job in the Country. Entrepreneurship skills are acquired through training that emphasizes the acquisition and development of appropriate knowledge and skills that

enable an individual to maximize the resources around him within the limits of his capability (Jfegbo, 2002). According to Akpomudjere (2012), define entrepreneurship as the process of searching out opportunities in the market place and arranging resources required to exploit these opportunities for long term gains. The entrepreneurship has a wide range of meanings, entrepreneurship may be distinguished as an ability to take risk independently to make utmost earning in the market, to be a creative and innovative skill and adopting response to environment of what is real. Having entrepreneurial skills is very necessary in era of high rate of unemployment in the Country. Entrepreneurial skill is simply the necessary set of skills required to be an entrepreneur. It means the necessary skill an individual needed to successfully run a business or add value to work (Oke & Fabamise, 2018).

The Federal Republic of Nigeria (F G N), (2013) stated that there is need to give training and impart the necessary skills to individuals who shall be self-reliant economically. Agricultural education is one of the ways of achieving these objectives, as it imparts knowledge, skills and attitudes in crop and animal production to the learner at any level (Osinem, 2008; Emeh & Edusin, 2019) According to Amadi and Nnodim (2018) Agricultural education is considered as one of the major tools of developing how resources in Agricultural skills are used. Archibong (2011) sees that the essence of Agricultural education is to develop an individual's the necessary knowledge, attitude, habits and skills that would enable them function effectively in the society they exit.

Agricultural education is composed of three distinct components which are as follows: the classroom instruction which takes place in the field and future farmers association which involves the development of leadership skills in Agriculture. Agricultural education programme enhances improvement of traditional Agriculture and concentrates on the training of essential skills that are crucial to be the success of the people entering a career in Agriculture. Some of the skills include crop farming, snail rearing, poultry farming, farm management techniques and goat farming among others (Ugwuoke & Onah, 2015). Agricultural Education is the training of the learner in Agricultural production as well as the techniques to inculcate it into the learner (Olaitan 1988; John 2011). According to Esuruoso (1997) Agricultural Education is a special field of study which focuses on the training of the human body and mind that will make the individual fit in to the society through the acquisition of the right skills, behavior and

attitude. Egbule (2004) defines Agricultural Education as the type of education for training learners in the field of the processes of Agricultural subject matter. Agricultural Education teaches skills in the general field of agriculture including teaching methods. According to (Woer and Akorga 2016; Orajaka et al.,2023) findings entrepreneurial skills in agriculture involved cultivation of food crops, cash crops, processing of crops, rearing of bee farming, fish farming and production of livestock such as poultry, swine, cattle, rabbit, sheep among others. Agricultural education according to the study is way of impacting new techniques of farming, production of crops among others like using of sack methods in planting of crops in the absence of land. Teaching entrepreneurship skills in Agricultural education cannot be over emphasized.

Teaching is an interactive process between the teacher and learners. Benson (2015) viewed teaching is the process of training an individual through the formation of habits, the acquisition of knowledge, the imparting of ideas and fixing of permanent interest. Edund (1967) and Suresth (2014) viewed teaching as an interactive process, primarily involving classroom talk which take place between teacher and learners and occurs during definable activities. In the context of this study teaching is view as the way of passing knowledge to the younger generation and impacting new ideas into the learners.

Learning according to Smaldino (2007) stated that learning is the development of new knowledge skills or attitudes as an individual interacts with information and the environment, in view of this study learning is the process of submitting oneself to teaching in order to acquired new ideas and knowledge. The teaching of entrepreneurial skills has received utmost attention in view of the fact that it has been made compulsory in all tertiary institutions in Nigeria. Although entrepreneurship skills are part of the agricultural education curriculum which is been taught in tertiary institution, however, the equipment for the teaching and learning of entrepreneurship skills are not adequate in the study area. The major challenges in the Nigerian Colleges of Education educational system are its theoretical inclination. Hence, this study intends to find out the impact of entrepreneurship skills in teaching and learning Agricultural Education in Federal College of Education Okene Kogi State,

Specifically, the study sought:

1. To determine the entrepreneurship skills in teaching and learning Agricultural education.

2. To determine the challenges encountered by lectures in teaching entrepreneurship skills in Agricultural education.

Research Questions

1. What are the entrepreneurship skills in teaching and learning Agricultural Education?
2. What are the challenges encountered by lectures in teaching entrepreneurship skills in Agricultural Education?

Methodology

A descriptive research design according to Ali (1996) is viewed as design in which a group of people or items are studied by collecting and analyzing data from a few of such people considered been representative of the entire group in their natural setting. Similarly, Shna (2019) viewed descriptive research design as accurately and systematically describe a population, situation or phenomenon. This was justified because the current study adopted the use of questionnaire as the instrument for data collection. The population of the study was 100 agricultural education students and lecturers. Two specific purpose and two research questions was formulated to guide the study. The study was on the impact of entrepreneurship skills in teaching and learning Agricultural Education in Federal College of

Education Okene Kogi State, Nigeria. To determine the sample size random sampling techniques, was used to get a manageable population of 100 which comprises 90 students and 10 lectures. The instrument that was used for data collection for this study was structured questionnaire. The questionnaire was validated by two lectures from University of Nigeria Nsukka. The researcher administered and collected the instrument from respondents. The data collected was analyses using mean and standard deviation. The decision rule for answering the research question was based on the real limit of number. The research question 1 and 2 were answered using mean and standard deviation. A four- point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively was adopted for the response option and was scored as 4 (SA), 3(A), 2(D) and 1 (SD). Any mean value above 2.50 will be deemed as Agree while any value less than 2.50 will be taken as disagreed. Specifically, the value will be interpreted as follows: 3.50-4.00 (SA), 2.50-3.49 (A), 1.50-2.49 (D), 0.00-1.49 (SD).

Results

The results of the research questions are represented in the following table below:

Research Question 1: What are the entrepreneurship skills in teaching and learning Agricultural Education?

Table1: Mean ratings of the responses of the entrepreneurship skills in teaching and learning Agricultural Education.

S/N	ITEM STATEMENT	\bar{x}	SD	DECISION
1	Ability to carry out watering system	3.35	2.21	Agreed
2	Ability to manage school farm	3.65	1.76	Agreed
3	Ability to take care of animal farm	3.89	2.10	Agreed
4	Skills for identification and acquisition of Farming tools, equipment and implement	3.63	1.66	Agreed
5	Proper skills for sustainable crop production	3.65	1.70	Agreed
6	Skills for effective distribution and marketing of Agricultural products	3.39	2.04	Agreed
7	Skills for good crop maintenance	2.59	1.04	Agreed
8	Skills of modern and local crop processing Techniques Example, cassava, palm oil	2.00	0.41	Disagreed
9	Skills in marketing of Agricultural products	3.89	2.02	Agreed
10	Skills for good record keeping include sales and funds handily	3.91	2.14	Agreed

The table one above shows the mean value of respondent on the entrepreneurship skills on teaching and learning Agricultural Education, Nine out of the ten (10) items were agreed, with the mean value ranges from 3.85 – 25 with standard deviation (SD) 1.04 to 2.10

respectively. One item (1) on the table 1 had a mean value of 2.00 with standard deviation (SD) 0.41 is disagree.

Research Question 2: What are the challenges encountered by lectures in teaching entrepreneurship skills in Agricultural Education?

Table 2: Mean (X) rating responses of the respondents on the challenges encountered by lectures in teaching entrepreneurship skills in Agricultural Education.

S/N	ITEM STATEMENT	\bar{x}	SD	DECISION
1	Poor and obsolete facilities, tool and equipment	3.0	0.98	Agreed
2	Inadequate funds	3.1	0.91	Agreed
3	Lack of teacher motivation	3.2	0.91	Agreed
4	Poor administrative support for example; Sponsorship to conferences, seminars, Workshops and general in-service training	2.9	1.01	Agreed
5	Lack of inclusion of entrepreneurship skills in Agricultural Education	3.0	0.96	Agreed
6	Inadequate community support	3.0	0.96	Agreed
7	Lack of technologist, instructors and preachers	3.52	0.19	Agreed
8	Poor time management by the teachers	3.5	0.26	Agreed
9	Lack of laboratory	3.36	0.26	Agreed
10	Lack of land for practical	3.37	0.21	Agreed

Table 2 above show that the mean value of respondent on the challenges encountered by lecturers in teaching entrepreneurship skills in Agricultural Education, 10 items were agreed with the mean value ranges from 3.52 to 3.0 with standard deviation 0.98 to 0.19. this indicated that lecturers encountered challenges while teaching entrepreneurship skills in Agricultural Education.

Discussion of the Findings

The findings of this study, impact of entrepreneurship skills in teaching and learning of agricultural education in Federal College of education Okene Kogi State, Nigeria. From research question, "what are the entrepreneurship skills in teaching and learning Agricultural Education?" findings revealed that the following entrepreneurship skills that can be found in agricultural education are as follow; ability to carry out watering system, ability to manage school farm, ability to take care of animal farm, skills for tools, equipment and implement, proper skills for sustainable crop production, skills for effective distribution and marketing of agricultural products skills for good crop maintenance skills for good record keeping including sales and funds handlings. These findings agreed with the study of Amadi and Nnodim (2018) the role of Agricultural Education skills in Entrepreneurship Development in River State. The findings revealed that the following are the challenges encountered by

lecturers teaching entrepreneurship skills are as follows: poor and obsolete facilities, tools and equipment, inadequate funds, lack of teachers motivation, poor administrative support for example :sponsorship to conferences, seminars, workshops and general in service training, lack of inclusion of entrepreneurship, skills in the Agricultural Education curriculum, inadequate community supports, lack of technologist, instructors and teachers, poor time management by the teachers, lack of laboratory, lack of land for practical. The findings are not in line with the study of Emeh and Edwin (2019) Entrepreneurial skills required by students of agricultural education for self-employment in Ebonyi State which find out that agricultural education students in Ebonyi state need managerial skills, communication and marketing skills for self-employment after graduation.

Conclusion

In view of the findings of the study, it can be concluded that indeed entrepreneurship skills is needed to be learnt by Agricultural Education students because it will make the teachers and students to be important in the Global market. The entrepreneurship skills will enable the agricultural education students to contribute their quota to the nations' economy. The study shows that there is need to improve the teaching and learning of entrepreneurship skills for better performance of creativity in the society. The students

after acquiring their NCE certificate can be self-reliant without waiting for Government for job in this era of unemployment

Recommendations

Based on the findings of the study, the following are recommended:

1. The curriculum developers should improve entrepreneurship skills in the curriculum in Agricultural Education.

2. The Federal and State government should provide a well-equipped laboratory in tertiary institution.
3. The NGO, Government and well to do personalities should provide modern laboratory equipment, tools and implement in tertiary institution.
4. The Government should allocate enough funds to Agricultural education department.

References

- Ali, A. (1996). *Fundamental of Research in Education*. Awka: Makes Publishers Nigeria
- Amadi, N. S. & Nnodim, A.U. (2018). Role of Agricultural Education Skills in Entrepreneurship Development in Rivers State. *International Journal of Innovative Social and Science Education Research*, 6 (1), 9-18
- Archibong, S. (2011). Agricultural Education for Sustainable Growth, Entrepreneurial Skills and Self-Reliance. *Innovative Journal Business and Management*. Innovative Journal in>article>view
- Benson, V. (2015). Instructor Approaches to Blended Learning: A Table of Two Business Schools. *The International Journal of Management Education* 13(3), 316-325
- Byjus.com (2020). *The concept of entrepreneurship*. Retrieved from <https://byjus.com/commerce/what-is-entrepreneurshipv>
- Byrne, J., Fayolle, A. & Toutain, O. (2014). "Entrepreneurship Education what we know and what we need to know", chapter in book handbook of research on Small Business and Entrepreneurship Edition. Edward Elga, 261-288.
- Edmund, A. J. (1967). *The Role of the Teacher in the Classroom: A Manual for Understanding and Improving Teachers Classroom Behavior*. Association for Productive Teaching New Yoke.
- Egbule, P.E. (2004). *Fundamentals and practice of Agricultural Education* (Enlarge Education) Owerri: Totan.
- Emeh, C.O. & Edwin, O. U. (2019). Entrepreneurial skills required by students of Agricultural Education for self-employment in Ebony State. *Advance Journal of Education and Social Sciences* 4(8) ISSN:2237-1478 Impact Factor: 4.178 Institute of Advance Scholars (IAS) Publication.
- Esuruoso, G.O.(1997). Vocational Agricultural Education and national development. *Nigeria Journal of Agricultural Education* (NHAEE),1(1), 1.
- Ezedum, C. E; Agbo, F. U. & Odigbo, G.O. (2011). *Introduction to Entrepreneurship*. A Publication of the Centre for Entrepreneurship and Development Research (CEDR) University of Nigeria, Nsukka ISBN:978-978-50037.
- Federal Republic of Nigeria (2013). *National Policy on Education and four years Strategic Plan for the Development of the Education Sector*. Lagos, NERDC Press.
- Ifegbo, P. C. (2002). The Use of Activity Oriented Instruction for the Acquisition of Life Coping Skills in Primary Schools. *Paper Presented at the 15th Annual Conference of the Curriculum Organization of Nigeria (CON)* held at Avan Ikoko College of Education, September 17th-21st
- John, F.O. (2011). Agricultural Education as a tool for Entrepreneurial Skills Training for Sustainable Cassava Production in Delta State. *The Nigerian Journal of Research and Production* 21(1).
- Julie, H. (2021). *Franchise Business Coach*.
- Lans, T.; Seunek, P. & Klerkx, L. (2017). "Agricultural Entrepreneurship" *Encyclopedia of Creativity Invention, Innovation and Entrepreneurship*, 1-7 doi:10.1007/978-1-4614-6616-1-496-2.

- Muhammed, Z. (2018). Entrepreneurial Characteristics Among University Students: Implication for Entrepreneurship Education and Training in Pakistan. *African Journal of Business Management*. Doi:10:5897/ATBM.17(39), 4053-4058.
- Oke, J. O. & Fabamise, D. B. (2018). Agricultural Education as a tool to Acquiring Entrepreneurial Skills and Self-Reliance in Nigerian Universities. *International Journal of Agricultural Education and Extension*. 4(2), 151-159.
- Okereke, L.G. & Okorafor, S. N. (2011). Entrepreneurship skills Development for Millennium Development Goals (MGFDS) in Business Education. *Business Education Journal*, 1(11), 83-88.
- Orajaka, P. U., Azyogalanya, C. C., Ifeme, S. C. & Jude, M.O. (2023). Prospect of Agriculture as a tool to Successful Entrepreneur in Anambra State. *International Journal of Innovative Development and Policy Studies* 11(22), 17-33
- Shona, M. (2019). *Descriptive Research: Definition, Types, Methods and Examples*. Retrieved on June 22, 2023. <https://www.scribbr...>
- Smaldino, S. E. (2007). *Instructional Technology and Media for Learning* -soft cover.smal...> ISBN 3:9780132391740. <https://www.abebookcom>plp>
- Suresh, P. S. (2014). Effective Teaching makes Successful Teacher. *International Journal of Economics and Business Review* 2 (11), 55-61.
- Ugwuoke, C. U., & Onah, B. I. (2015). Skills required by Agricultural Education Students of College for Employment in Computerized Office of Agribusiness Organizations. *Journal of Education and Practice*, 6(29), 84-91
- Vik, J. & Mcelwee, G. (2011). Diversification and the Entrepreneurial Motivations of Farmers in Norway", *Journal of Small Business Management*, 49(3), 390-410.