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Assessment of Teaching and Learning of Entrepreneurial Skills in Agricultural Education Program among Colleges of Educations in Northwest Nigeria

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Abstract

The study assessed the teaching and learning of entrepreneurial skills in Agricultural Education in Colleges of Education in Northwest Nigeria. Three specific objectives, three research questions and three null hypotheses guided the study. Descriptive survey research design was adopted with a population of 276, which comprises of 225 lecturers and 51 technologists. Census sampling techniques was used with a sample size of 244, which comprised of 198 lectures and 46 technologists. Structured questionnaire with five-point rating scale was used. The reliability of the instrument was established using Cronbach alpha coefficient reliability tool and the values of 0.90, 0.68 and 0.94 were obtained. Weighted mean and standard deviation were used to answer the research questions while ANOVA was used to test the null hypotheses at 5% level of significance. The findings revealed that exposing students to practical skills, exposing students to modern communication skills, identification of investment opportunities to students among others were agreed as strategies to improve the teaching and learning of entrepreneurial skills in agricultural education. Strategies that were not adopted in Colleges of Education to enhance entrepreneurial skills development of students include; developing agripreneurship internship programme, encouraging and setting up agribusiness clubs in schools, establishment of agripreneurship development centres among others. It was also revealed that poor state of infrastructure, poor teaching remuneration for teachers, lack of synergy between industries and training institution, poor societal attitude to skills training and development among others, were challenges affecting entrepreneurial skills development in Colleges of Education, Northwest Nigeria. The result further revealed that, there was no significant difference in the mean responses of lecturers and technologists in Federal and State Colleges of Education on the strategies for improving the teaching and learning of entrepreneurial skills in agricultural education. The study recommended among others that, lecturers and technologists in Colleges of Education should review their teaching strategies.

Keywords: Teaching and learning, Entrepreneurial skills, Agricultural Education

Introduction

Skill is the ability of a person to accomplish a task with desired precision and certainty. It can also be referred to the art of possessing the ability, power, authority or competency to do the task required of an individual on a job. Oko (2017) defined skill as the practical knowledge combined with cleverness, expertise, dexterity and ability to perform a task, which could be acquired or learnt in school. Abenge et al. (2017) stated that skill is the ability to do a task expertly. They further reported that when somebody acquire skills in any occupation, such a person can establish his own business and even employ others. The person becomes self-reliant, Self-sufficient and self-employed. Skills training enhances productivity and sustain competitiveness in the global economy. Entrepreneurial skills are all about the acquisition of skills that will culminate to an individual becoming self-employed, self-reliant and then create job and wealth for himself. It involves the acquisition of skills, knowledge and competencies that will enable learners to maximize the use of existing resources for firm career commitments such as setting up businesses, marketing service or being produce employees of organizations (Wilfred-Bonse and Sam-Ngwu 2014). Allen (2020) defined entrepreneurial skill as the ability to create something new with value by devoting the necessary time and effort associated with financial, psychic, and social risk and receiving the resultant reward and personal satisfaction and independence. Allen (2020) pointed out that entrepreneurial skills are those basic skills necessary to enable an individual start, develop, sustain and finance an enterprise successfully.

Agricultural education is one of the programme ran in Colleges of Education as a Vocational Education with practical orientation and potential for income generation. It plays a vital role in the economy of Nigerians particularly in the rural

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and agrarian regions like Northwest Nigeria. Colleges of Education is one of the tertiary institutions in Nigeria with the mandate of training teachers who will deliver vocational and entrepreneurial instructions across various level of the education system. It is expected that the graduates would have vocational and entrepreneurial skills competencies to establish and run an enterprise successfully. Yet, there is widespread concern regarding the effectiveness of the strategies employed in teaching and learning entrepreneurial skills within agricultural education programme. As effective entrepreneurial skills, development of agricultural education students should not only transmit theoretical knowledge but also foster practical skills, creativity, innovation and risk management capabilities among students. Hence, a critical assessment of the current strategies used in teaching and learning entrepreneurial skills in agricultural education is necessary to understand existing gaps and propose evidence-based improvement. Teaching is the conscious deliberate and properly thought out pattern of fostering human, mental growth through the acquisition of deserved knowledge, skills and attitudes (Thungu et al. 2010). It can be seen as the passing of knowledge from an experienced person to an unexperienced person. Teaching involves setting appropriate learning experiences for students and for that purpose include selection and sequencing of activities or kind of interactions that would lead to expected learning. Teaching is purposive and leads to desirable learning. It is intended to learning, without learning, teaching is incomplete. It is said to be a complex and demanding task that requires highly specified skills, knowledge and resources to impact significantly on students learning. Learning according to Thungu, *et al.* (2010) is the relative permanent change in behaviour resulting from reinforced practice. It also refers to the process of acquiring knowledge, skills or attitude through study, experience or teaching. It include academic studies and occupational training in school and beyond. Learning is extremely important in the preparation of individual in the society. It takes a process through which an individual acquire skills, knowledge, attitude and values which are necessary for effective participation in the society. Learning therefore, becomes a process by which changes in behavioural patterns are produced through experience brought about as a result of teaching with the help of facilities.

Statement of the Problem

The acquisition of entrepreneurial skills in agricultural education cannot be over emphasizes particularly in Northwest Nigeria where agriculture is a major economic activity and unemployment remains a pressing challenge. Colleges of education are expected to equip students with practical entrepreneurial competencies to foster self-employment and reduced reliance on limited government jobs. However, it has been observed that many graduates of agricultural education programme in Colleges of education lack requisite entrepreneurial skills to establish and manage a viable agricultural enterprise. Despite the integration of entrepreneurship education into the curriculum to address this issue, several challenges undermine its effective teaching and learning. The gap between policy intention and practical implementation raises serious concern about the quality and effectiveness of teaching and learning strategies on entrepreneurial education in Colleges of Education without a systematic assessment of these strategies, it become difficult to identify strengths, weakness and opportunities for reform and improvement. Therefore, this study seeks to critically assess the teaching and learning of entrepreneurial skills in agricultural education programme in Colleges of Education in Northwest Nigerian with a view to providing recommendation for enhancing their effectiveness.

Objectives of the Study

The general objective of the study was to examine the teaching and learning of entrepreneurial skills in agricultural education in Colleges of Education in Northwest Nigeria. Specifically the study sought to:

1. Examine teachers' strategies for improving the teaching and learning of entrepreneurial skills in agriculture in Colleges of Education in Northwest Nigeria
2. Identify the strategies adopted for enhancing entrepreneurial skills development in agriculture in Colleges of Education in Northwest Nigeria
3. Determine the challenges affecting entrepreneurial skills development in agriculture in Colleges of Education in Northwest Nigeria

Research Questions

1. What are the teachers' strategies for improving the teaching and learning of entrepreneurial skills in agriculture in Colleges of Education, Northwest Nigeria?



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2. What are the strategies adopted for enhancing entrepreneurial skills development in agriculture in Colleges of Education, Northwest Nigeria?
3. What are the challenges affecting entrepreneurial skills development in agriculture in Colleges of Education, Northwest Nigeria?

Hypotheses

- H01:** There is no significant difference in the mean responses of lecturers and technologist in Federal and State Colleges of Education on teachers' strategies for improving the teaching and learning of entrepreneurial skills in agriculture.
- H02:** There is no significant difference in the mean responses of lecturers and technologist in Federal and State Colleges of Education on the strategies adopted for enhancing entrepreneurial skills development in agriculture.
- H03:** There is no significant difference in the mean responses of lecturers and technologist in Federal and State Colleges of Education on the challenges affecting entrepreneurial skills development in agriculture.

Significance of the Study

The findings of the study will be useful to curriculum developers and planners as well as policy makers and implementers in educational industry of the country. It will be useful for policy makers and curriculum developers by providing them with reliable and factual information on teachers' strategies for improving the teaching and learning of entrepreneurial skills in agriculture and the strategies that should be adopted for enhancing entrepreneurial skills development in agriculture in Colleges of Education in Northwest Nigeria. The result will also be of significance to regulating agency, lecturers and students to scale up the present minimum standard towards realizing the major aim of entrepreneurship in agriculture. Identify teachers' strategies for improving the teaching and learning of entrepreneurial skills in agriculture and the strategies that should be adopted by lecturers for teaching and learning for entrepreneurial skills in agriculture in Colleges of Education in Northwest Nigeria. The society is not left out. As the graduate will be, encourage to create jobs and be self-employed thereby, reducing unemployment and its associated problems. Hence, contributing their quote to the development of the society and the nation in general.

Methodology

Descriptive survey research design was used in this study. The study was conducted in Northwest Geopolitical Zone of Nigeria. The zone is made up of seven States namely Jigawa, Kaduna, kano, Katsina, Kebbi, Sokoto and Zamfara States. The population of the study was 276, which comprised of 225 lecturers and 51 technologists of Agricultural Education Department. Census sampling technique was used because the population is manageable for the study. The sample size used for the study comprised of 198 lecturers and 46 technologists from the public Colleges of Education within the study zone. This gave rise to 88% and 90% of returns for lecturers and technologists respectively. As some of the lecturers and technologists were on study leave and maternity leave. The researcher design a questionnaire named: Questionnaire for Assessing the Teaching and Learning of Entrepreneurial Skills in Agricultural Education in Colleges of Education (QATLESAECE). The questionnaire was structured into sections on five-point response scale. Section A determined teacher's strategies for improving the teaching and learning of entrepreneurial skills in agriculture with 12 items. Section B determined the strategies adopted for enhancing entrepreneurial skills development in agriculture with 20 items. While Section C dwelled on the challenges affecting entrepreneurial skills development in agriculture with 20 items. All on the scale of Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (UD) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The instrument was subjected to face and content validity by three lecturers with PhD. in which two were from the Department of Vocational Education, Ahmad Bello University, Zaria and one from the Department of Agricultural Education, Federal College of Education, Zaria. Their suggestions were used to improve the instrument. The reliability of the instrument was established through trial testing with 15 lecturers and technologist in Adamawa State College of Education Hong, which is outside the study area. Data collected was subjected to analyses using Cronbach Alpha Coefficient reliability tool. The Cronbach alpha coefficient value were 0.90, 0.68 and 0.94. The researcher with the help of one research assistant from each institution administered the instrument. The research assistant is a teaching staff in Agricultural Education programme of the institution, he was engaged in the distribution and collection of the questionnaire to ensure high rate of return. Out of 225 lecturers, 51 technologists only 198 lecturers, and 46 technologists, that is 244 were returned and used for data analysis. Giving a total return rate of 88.41%.

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Descriptive and inferential statistics were used to analyse the data collected. Weighted mean and standard deviation to answer the research questions while Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. The following limit of numbers was used to interpret the mean value on each item on the questionnaire as 1.00 – 2.99 = Disagreed and 3.00 – 5.00 = Agreed. For ANOVA, where the significant P value is greater than 0.05 level of significant, the null hypotheses was accepted and conclude that there is no significant difference between the mean responses. However, if otherwise that is significant P value is less than 0.05 level of significant the null hypotheses was rejected and conclude that there is significant difference among the mean responses.

Presentation of Results

Research Question One

What are the teachers' strategies for improving the teaching and learning of entrepreneurial skills in agriculture in Colleges of Education, Northwest Nigeria?

Table 1: Mean and Standard Deviation on Teachers Strategies for Improving the Teaching and Learning of Entrepreneurial Skills

S/No.	Teachers strategies	Lecturers (n=198)		Technologists (n=46)		GPX	SD	RMK
		MEAN	SD	MEAN	SD			
1	Identification of investment opportunities to students	4.667	0.031	4.734	0.041	4.700	0.036	A
2	Exposing students to practical skills	4.934	0.033	4.957	0.045	4.945	0.039	A
3	Equipping students with relevant team work skill	4.551	0.033	4.668	0.044	4.609	0.039	A
4	Exposing students to modern communication skills	4.657	0.032	4.750	0.043	4.703	0.038	A
5	Adoption of appropriate instructional materials	4.591	0.031	4.712	0.042	4.651	0.036	A
6	Teacher self-efficacy	4.500	0.028	4.592	0.040	4.546	0.034	A
7	Teachers ability to utilize technology	4.480	0.033	4.614	0.045	4.547	0.039	A
8	Being punctual in classes	4.167	0.031	4.293	0.045	4.230	0.038	A
9	Adequate student assessment	4.419	0.028	4.516	0.038	4.468	0.033	A
10	Regular monitoring of student work	4.621	0.031	4.712	0.042	4.667	0.036	A
11	Feedback mechanisms	4.571	0.026	4.582	0.037	4.576	0.032	A
12	Adoption of reward and motivation	4.475	0.030	4.527	0.041	4.501	0.035	A
GDX, GSD						4.595	0.036	

Key: n = Number of respondents, SD = Standard Deviation, GPX = Group Mean, GDX = Grand Mean, GSD = Grand Standard Deviation, A = Agreed, RMK = Remark

The result of the study presented on Table 1 shows that all the items had a group mean ranging from 4.230 to 4.945 with standard deviation ranging from 0.032 to 0.039. This implies that the respondents agreed that all the items are strategies that can be used by the teacher to improve the teaching and learning of entrepreneurial skills in agriculture education.

Research Question Two

What are the strategies adopted for enhancing entrepreneurial skills development for self-employment in agriculture in Colleges of Education, North-West Nigeria?

Table 2: Mean and Standard Deviation on the Strategies Adopted for Enhancing Entrepreneurial Skills Development

		Lecturers (n=198)		Technologists (n=46)	
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S/No.	Item Statement	MEAN	SD	MEAN	SD	GPX	SD	RMK
1	Training and re-training of agricultural education lecturers and technologist	4.318	0.030	4.457	0.041	4.387	0.035	A
2	Provision of adequate number of lecturers and technologist	4.081	0.029	4.435	0.045	4.258	0.037	A
3	Creating adequate publicity to involve other stakeholders	1.394	0.025	1.685	0.035	1.539	0.030	D
4	Inviting entrepreneurs to share idea with staff	1.242	0.027	1.424	0.038	1.333	0.032	D
5	Creating enabling environment for practising within colleges	1.758	0.027	2.147	0.036	1.952	0.032	D
6	Adequate provision of fund for agripreneuership programme	1.192	0.027	1.609	0.038	1.400	0.032	D
7	Establishment of school enterprise cooperation	1.465	0.028	1.679	0.041	1.572	0.035	D
8	Establishment of agripreneuership development centres	2.338	0.024	2.527	0.035	2.433	0.029	D
9	Teaching agripreneuership at early age	1.338	0.028	1.543	0.038	1.441	0.033	D
10	Inclusion of agripreneuership education in national policy	4.242	0.026	4.326	0.036	4.284	0.031	A
11	Regular research evaluation and development in agricultural institutions	2.374	0.020	2.560	0.033	2.467	0.026	D
12	Improvement on government taxation on small scale agribusiness	1.884	0.022	2.000	0.038	1.942	0.030	D
13	Provision of instructional materials to agricultural institutions	2.874	0.020	3.168	0.031	3.021	0.025	A
14	Encouragement and setting up of agribusiness clubs in schools	1.399	0.028	1.511	0.040	1.455	0.034	D
15	Convincing responsible members of the society on the importance of agripreneuerial skills	2.278	0.025	2.712	0.041	2.495	0.033	D
16	Building knowledge through practical hand-on experiences	3.298	0.024	3.473	0.038	3.385	0.031	A
17	Proper monitoring of agripreneuership programmes	1.545	0.026	1.957	0.039	1.751	0.033	D
18	Enhancing the image of agricultural education through agripreneurship education programme	2.864	0.020	3.038	0.027	2.951	0.023	D
19	Advertising agripreneuerial skills through the mass media and social network	1.939	0.026	2.283	0.037	2.111	0.032	D
20	Develop agripreneuership internship programmes by matching students with locally successful agripreneuers with clearly establish agricultural education programme	1.141	0.030	1.288	0.044	1.215	0.037	D
GDX, GSD						2.370	0.032	

Key: n = Number of respondents, SD = Standard Deviation, GPX = Group Mean, GDX = Grand Mean, GSD =Grand Standard Deviation, A = Agreed, D = Disagreed, RMKS = Remarks

Result on Table 2 shows five items which respondents agreed that they adopted these strategies for enhancing entrepreneurial skills development out of the 20 items. While fifteen items were disagreed. That is, they do not adopt these strategies. The five agreed items had a group mean ranging from 3.021 to 4.387 with a standard deviation of 0.025 to 0.035 respectively. While the fifteen disagreed, items had a group mean ranging from 1.215 to 2.951 with a standard deviation of 0.037 and 0.023 respectively. The grand mean of 2.370 with standard deviation of 0.032 obtained shows that the mean

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were clustered around the central. The grand mean recorded, indicated that most of the strategies were not generally adopted considering the grand mean is less than the benchmark of 3.00.

Research Question Three

What are the challenges affecting entrepreneurial skills development in agriculture in Colleges of Education, Northwest Nigeria?

Table 3: Mean and Standard Deviation on the Challenges Affecting Entrepreneurial Skills Development

S/No.	Item statement	Lecturers (n=198)		Technologists (n=46)		GPX	SD	RMK
		MEAN	SD	MEAN	SD			
1	Poor entrepreneurial culture	4.369	0.030	4.538	0.039	4.453	0.034	A
2	Poor state of infrastructure for implementing entrepreneurship education	4.677	0.030	4.717	0.040	4.697	0.035	A
3	Poor teaching remuneration	5.000	0.035	4.935	0.044	4.967	0.040	A
4	Multiple taxation of entrepreneurs	4.015	0.028	4.266	0.038	4.141	0.033	A
5	Dearth of adequately qualified teachers	2.182	0.022	2.717	0.031	2.450	0.026	D
6	Lack of necessary support from stakeholders	4.283	0.025	4.332	0.035	4.307	0.030	A
7	Poor funding of entrepreneurship training	4.783	0.030	4.734	0.042	4.758	0.036	A
8	Poor attitude of teachers to develop themselves in entrepreneurial skills	2.232	0.021	2.668	0.037	2.450	0.029	D
9	Lack of synergy between the industries and training institutions	4.182	0.027	4.359	0.037	4.270	0.032	A
10	Lack of adequate training for the teachers	3.783	0.024	3.995	0.034	3.889	0.029	A
11	Poor monitoring of activities	4.025	0.026	4.076	0.033	4.051	0.030	A
12	Insensitivity of government to enterprise creation	4.086	0.025	4.185	0.031	4.135	0.028	A
13	Poor societal attitude to skills training and development	4.318	0.026	4.424	0.035	4.371	0.030	A
14	Poor societal attitude towards locally made goods	4.141	0.027	4.310	0.034	4.226	0.031	A
15	Inadequate assessment content	1.985	0.020	2.918	0.033	2.452	0.026	D
16	Poor management competencies to execute skill development programme	3.394	0.022	3.516	0.032	3.455	0.027	A
17	Confusion of entrepreneurial education with TVET programmes	1.854	0.023	1.973	0.031	1.913	0.027	D
18	Inconsistent government policies	4.429	0.026	4.554	0.039	4.492	0.032	A
19	Security issues	4.606	0.031	4.647	0.039	4.626	0.035	A
20	Corruption	4.894	0.033	4.842	0.044	4.868	0.039	A
GDX, GSD						3.949	0.031	

Key: n = Number of respondents, SD = Standard Deviation, GPX = Group Mean, GDX = Grand Mean, GSD = Grand Standard Deviation, A = Agreed, D = Disagreed, RMK = Remark

Table 3 presents the result on challenges affecting entrepreneurial skills in agriculture. The result revealed that out of the 20 items considered 16 were agreed with a group mean ranging from 3.455 to 4.967 with a standard deviation of 0.027 to 0.040 respectively. While the four other items were disagreed with, a group mean ranging from 1.913 to 0.029 respectively. This shows that must of the items identified are challenges affecting entrepreneurial skills development in Colleges of

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Education. The grand mean of 3.949 and standard deviation of 0.031 was recorded. This indicated that the responses were clustered around the means.

Hypotheses One

Ho₁: There is no significant difference in the mean responses of lecturers and technologist in Federal and State Colleges of Education on teachers' strategies for improving the teaching and learning of entrepreneurial skills in agriculture.

Table 4: ANOVA on Teachers Strategies for Improving the Teaching and Learning of Entrepreneurial Skills for Self-employment in Agriculture

Source of variance	Sum of Squares	Df	Mean Square	F ratio	Sig.
Between Groups	0.161	3	0.054	1.951	0.135
Within Groups	1.210	44	0.028		
Total	1.371	47			

The findings on Table 4 revealed an F ratio of 1.951 with a P value of 0.135 degree of freedom 3, 44 on the means of items. That is F (3, 44) 1.951 P > 0.05. Therefore, there is no significant difference in the mean responses of lectures and technologist in Federal and State Colleges of Education on teachers' strategies for improving the teaching and learning of entrepreneurial skills for self-employment in agriculture. Since there is no significant difference in the mean responses, the null hypothesis was upheld.

Hypotheses Two

Ho₂: There is no significant difference in the mean responses of lecturers and technologist in Federal and State Colleges of Education on the strategies adopted for enhancing entrepreneurial skills development in agriculture.

Table 5: ANOVA on Strategies Adopted for Enhancing Entrepreneurial Skills development in Agriculture

Source of variance	Sum of Squares	df	Mean Square	F ratio	Sig.
Between Groups	0.158	3	0.053	0.055	0.983
Within Groups	73.169	76	0.963		
Total	73.327	79			

Table 5 shows an F ratio of 0.055 with a P value of 0.983 degree of freedom 3, 76 on the means item. That is F (3, 76) 0.055 P > 0.05. Hence, there is no significant difference in the mean responses of lecturers and technologist in Federal and State Colleges of Education on the strategies adopted for enhancing entrepreneurial skill development in agriculture. Since there is no significant difference in the mean responses, the null hypothesis is retained.

Hypotheses Three

Ho₃: There is no significant difference in the mean responses of lecturers and technologist in Federal and State Colleges of Education on the challenges affecting entrepreneurial skills development in agriculture..

Table 6: ANOVA on Challenges Affecting Entrepreneurial Skills Development in Agriculture

Source of variance	Sum of Squares	df	Mean Square	F ratio	Sig.
Between Groups	1.893	3	0.631	1.366	0.260
Within Groups	35.119	76	0.462		
Total	37.012	79			

The result on Table 6 revealed an F ratio of 1.366 with a P value of 0.260 degree of freedom 3, 76 on the means of items. That is F (3, 76) 1.366 P > 0.05. Hence, there is no significant difference in the mean responses of lecturers and technologist in Federal and State Colleges of Education on challenges affecting entrepreneurial skills development in agriculture. Since there is no significant difference, the null hypothesis was upheld.

Discussion of the Findings

Result in Table 1 revealed that all the strategies were agreed by the respondents to improve the teaching and learning of entrepreneurial skills of students in Colleges of Education for self-employment in agriculture. This finding is in line with the view of Ezeonwriem (2017) who reported that teachers should possess and use different strategies in class to identify possible business areas open to fresh graduates as strategies for improving the teaching and learning of entrepreneurship. In a similar vein, Chinonye and Akinbode (2014) identified programmes such as entrepreneurial week as strategies for improving the teaching and learning of entrepreneurial skills. This is also in connection with the findings of Wilfred-Bones and Sam-Nguw (2014) who studied the strategies for developing entrepreneurial skills in classroom. They reported



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practical counselling on entrepreneurship and skill acquisition for students, rewarding students that perform well in entrepreneurship skills acquisition activities, use of demonstration method. Also, encourage students to be creative and discover things by themselves under the guidance of the teacher, encourage students to set up a mini-enterprise before graduating by organising holiday workshop based which they will be rewarded of excellent performance on out-standing efforts. On the other hand, Amadi and Adejoh (2020) posited that for teachers to be able to building up analytical thinking in new era students, other pedagogical approaches are needed to be applied such as mentoring, giving students to see the seasonal changes among others. Okoye (2017) contended that lecturers of entrepreneurial education must make appropriate use of effective strategies during lesson instruction to inculcate in students the desirable skills, knowledge, attitude, values and competences required in the business world.

The result on Table 2 shows that most of the strategies itemized were not adopted in Colleges of Education to enhance entrepreneurial skills development of students. In line with this, Anaele et al. (2014) stated that entrepreneurship education in school could be achieved using professional or entrepreneurs as instructors and mentors. This implies that some of the critical requirement needed to enhance the practical strategic development of entrepreneurial skills amongst students in Colleges of Education is lacking. Wilfred-Bonse and Sam-Nguw (2014) reported that regular organizing visitation to local entrepreneurs in the community will enable the students become familiar with entrepreneurial and management task and thus, give the students opportunity to have contacts they can draw upon to pursue and realize their entrepreneurial aspiration to realize their dreams. As Utoware and Eneogwe (2017) contended that most of the aforementioned strategies are officious in the teaching of entrepreneurial skills in tertiary institutions. Developing and entrepreneurial skills involves experiential learning and it tend to focus on hand on teaching strategies. Hence, the students will need these strategies to enhance their entrepreneurial skills development. It could be that most of these strategies were not adopted in Colleges of Education because the teachers lack motivation. That is, the effort that teachers put into practice-based activities, sometimes even outside their normal working hours are not recognized as official task. Then again, there is limited amount of time and resources and public private partnership not encouraged.

Result in Table 3 revealed that teaching and learning of entrepreneurial skills development in Colleges of Education is confronted with a number of challenges. This is in agreement with Aneale *et al.* (2014) that inconsistent government policies, corruption, poor state of infrastructure are challenges confronting entrepreneurship education. Similarly, the result is in consonance with the findings of Shuwa *et al.* (2023) who disclosed inadequate materials for learning, poor remuneration of staff and poor funding as challenges affecting entrepreneurial skills development. In the same vain, Goar *et al.* (2021) identifies lack of commitment towards policy implementation, unwillingness by management to train and retrain teachers as challenges facing entrepreneurial skills development. This implies that entrepreneurial skill development of students cannot be effectively achieved without the political will and adequate support from government. As Beals and Koko (2019) stated that insufficient fund received from government, deficient government policies and lack of awareness of necessary modern instructional facilities, poor salary of teachers that weakens drives to purchase personal facilities or engage in skill improvement have affected teaching and learning. However, the respondents disagreed with dearth of adequate qualified teachers, poor attitude of teachers to develop themselves in entrepreneurial skills, inadequate assessment content and confusion of entrepreneurship education with technical vocational education and training programme as challenges affecting entrepreneurial skills development in Colleges of Education. This implies that Colleges of Education have qualified teachers, positive attitude to develop themselves in entrepreneurial skills, adequate assessment content and do not confused entrepreneurial education with technical and vocational education and training.

Result on Table 4 shows that there is no significant difference in the mean responses of lecturers and technologists in Federal and State Colleges of Education. The result is in line with that of Pepple (2022) who shows no significant difference in the mean rating of lecturers and technologists on the strategies for enhancing students' entrepreneurial skills development among undergraduates. The result of Utoware and Energwe (2017) is in consonance with this finding, that there is no significant difference in the mean responses of teachers, on teacher-oriented strategies for effective teaching and learned of entrepreneurship in tertiary institutions. The result is also in agreement with that of Emeka (2018) and Ezeonwurie (2017) that shows no significant difference on the mean responses among teachers on teacher's strategies for improving

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entrepreneurship education. Therefore, it was concluded that the teacher's strategies would improve the teaching and learning of entrepreneurial skills for self-employment in agriculture. Result in Table 5 shows that there is no significant difference in the mean responses of lecturers and technologists in Federal and State Colleges of Education on the strategies adopted for enhancing entrepreneurial skills development in agriculture. However, the result revealed that most of the strategies were not adopted. Only few were adopted in Colleges of Education to enhance entrepreneurial skills development in agriculture. Yet, Utoware and Ezeanwa (2017), Chinonye and Akinbode (2014) contended that most of the aforementioned strategies are officious in the teaching and learning of entrepreneurship to enhanced self-employment. This is in line with Oviawe (2011) who reported that entrepreneurship education in schools can be achieved using professional/entrepreneurs as instructors and mentors, teaching of entrepreneurship and creativity at an early age will enhance skills development. The result in Table 6 shows that there is no significant difference in the mean responses of lecturers and technologists in Federal and State Colleges of Education on the challenges affecting entrepreneurial skills development. This finding is similar to that of James (2015) who reported no significant difference between Federal and State Colleges of Education lecturers on constraints facing the teaching of entrepreneurship education. This study is consistent with the earlier studies of Shuwa *et al.* (2023), Goar *et al.* (2021), Ugbe and Isaac (2020) and Beals and Koko (2019) who identified challenges facing the teaching and learning of entrepreneurial skills in Nigerian tertiary institutions. They identified, poor remuneration of staff, poor funding, poor policy formulation and implementation, inadequate facilities, corrupt practices, security, lack of functional entrepreneurship centre, poor salary of teachers among others.

Conclusion

Based on the findings of this study, which revealed that all the teachers' strategies identified, improve the teaching and learning of entrepreneurial skills, most of the strategies identified were not generally adopted for enhancing entrepreneurial skills development and Colleges of Education in Northwest Nigeria are faced with numerous challenges on entrepreneurial skills development in agriculture. These strategies should be adopted to enhance skills development of NCE Agricultural Education Students. Achieving the affirmation will equip and stimulate the students to opt for self-employment on graduation thereby using factors of production to provide products and services for public consumption.

Recommendations

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

1. The Head of Department (HOD) in collaboration with the lecturers and technologists of Agricultural Education Department should ensure that the strategies identified are adopted for teaching and learning of entrepreneurial skills in agriculture
2. Lecturers and technologists in Colleges of Education should review their teaching strategies in other to improve the teaching and learning of entrepreneurial skills for self-employment in agriculture
3. All stakeholders in this sector of education should put more effort in improving the teaching and learning of entrepreneurial skills in agriculture

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