STRATEGIES FOR ENHANCING TEACHING OF FISHERIES ENTERPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN ADAMAWA STATE, NIGERIA.

***[1]BADEJO, BINTA IBRAHIM, *[2]ISHAKU B. HAMIDU AND *[3]JUMMAI ADAMU**

*[1]Department of Preliminary Studies

Umar Suleman College of Education Gashua Yobe State, Nigeria

[2]Department of Primary Education

Umar Suleman College of Education Gashua Yobe State, Nigeria

[3]Department of Philosophy

Umar Suleman College of Education Gashua Yobe State, Nigeria

*Corresponding Author Information:-
E-Mail: bintabadejo@gmail.com
Phone: +2348067545106

Abstract

The study was conducted to identify suitable teaching methods and the role of business plan as strategies in the teaching of fisheries entrepreneurship in tertiary institutions in Adamawa State. Descriptive survey research design was used for the study. The total population for the study was 49 vocational teachers in the tertiary institutions in Yola, Adamawa State. The study answered two research questions and tested two hypotheses. The instrument for the data collection was 31 items structured questionnaire. The data collected were analyzed using mean, standard deviation and t-test. The findings of the study revealed among others that 14 item statements on business plan were considered helpful in the teaching of entrepreneurship in tertiary institutions. The study recommended among others that vocational teachers should use more experiential methods of teaching and business planning strategies as entrepreneurship driven instructional method which is capable of enhancing teaching entrepreneurship.

Key Words: Entrepreneurship, Education, Institutions, Teaching, Strategies.

Introduction

Despite the abundance of fisheries resources and the relatively high consumption of fish in Nigeria which is the largest simple consumer of fish products in Africa (FDF, 2009), its domestic output of 0.62 million metric tons still falls short of the demand of 2.66 million metric tons (FDF, 2009). A supply deficit of 2.04 million metric tons is required to meet the ever-increasing demand for fish in Nigeria. This large deficit is at risk as the exploitation of natural fish stocks is reaching its limits (Ekundayo, 2017). Although there is a paucity of information on the status of the fisheries industry and the role it plays, it is estimated that Africa produced 7.3 million tons in 2003, and 4.8 million tons were from marine fisheries (FAO, 2015). Aquaculture was introduced to Nigeria in the early 1950s and fish production through aquaculture has risen steadily from a few hundred kilograms to over 45,000 metric tons. The demand and supply of fish is augmented by massive importation of frozen fish and consequently quantity of fish imported rose from 557,884.00 tons to 739,666.12 tons between 2000 and 2019. Hence the need to enhance to teaching of strategies of fish business or fisheries entrepreneurship in our tertiary institutions in order to acquaint the students with the skills of fish business in order to meet the ever-increasing demand for fish in Nigeria.

Strategy refers to a general framework that provides guidance for action to be taken, e.g., fish business. Strategies are feasible techniques of achieving results. Ken, Lawrence and Patrick (2010) observed that such strategies abound in the curriculums of Nigerian school system. This is in order to enhance entrepreneurial skills in students for the purpose of producing skilled manpower and to develop them into viable citizens for national economic growth (Federal Republic of Nigeria [FRN], 2009). Strategies for instruction are chains of activities planned by teachers in improving and injecting in the students the entrepreneurial spirit, culture and skills they need in order to survive in a business environment. The National Economic Empowerment and Development Strategy (NEEDS) document posits that the major thrust of the new reform initiative in education is to expand access to education, improve quality and optimize relevance so that the production of education system can be marketable, employable, be independent and help to move Nigeria into the group of 20 emerging economies in 2020. It is therefore, necessary to improve the quality of education as a strategy to achieve the educational goal (Ojukwu, 2008).

The education sector (especially tertiary institutions) described as transformation tool for development in Nigeria is, according to Omuvwie (2013), facing significant challenges in its efforts to provide youths with equitable knowledge and skills that will empower them and bring

them into the mainstream of development by improving their economic status, providing them with employment opportunities and making them to be job creators. These challenges according to Akpomi (2009) are attributed to the educational system, lecturers and their teaching methods and strategies. Akpomi frowned at a situation where wrong pedagogy (e.g., lecture method) was used in teaching entrepreneurship designed to inculcate in the youth skills that will make them self-employed. In other words, graduates acquire knowledge without entrepreneurial skills which would enable them, on graduation to practice what was learnt in school, create jobs for themselves and others and participate in economic development in Nigeria. To promote entrepreneurship skills acquisition, attitude and behavior, teachers should devise instructional strategies suitable for preparing graduates bearing in mind the major thrust of the educational programme, which is education for self-reliance. This will help graduates to recognize business opportunities and mobilize resources in order to exploit an opportunity for self- employment which will be beneficial for community and national development at large.

According to Nwosu and Ohia (2009), entrepreneurship education is that aspect of education which equips an individual and creates in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school. This means that entrepreneurship education helps to provide students with the knowledge, skills and motivation to encourage entrepreneurship in variety of settings. Entrepreneurship education creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identifiable opportunities (Fashua, 2006). Entrepreneurship education could be seen as educational programme designed to prepare young people to acquire appropriate business skills, ideas and knowledge that will help them to live a fulfilled life, increase their economic status and contribute to the development of the society. An entrepreneur is a person that achieves his set objectives through entrepreneurship. It is an individual who is responsible for envisioning and defining the business and identifying various requirements for the new enterprise.

Federal government of Nigeria also established the National Directorate of Employment (NDE), in order to generate employment and overcome poverty, under which entrepreneurship education was set up to encourage and train graduates of educational system to take up self-employment ventures since white collar jobs cannot be guaranteed to all as observed by Ikeme (2007) as a step in the right direction. Despite the Federal government's effort to equip graduates with skills in order to reduce unemployment rate, the unemployment syndrome seems to have multiplied on daily basis (Osamwonyi, 2009). This is because graduates lack entrepreneurship

skills and competence in setting up new businesses (Odu, 2010). Entrepreneurship education according to Okoye (2007) can fail among graduates if the educational system fails to turn out graduates that are trained on the basis of the prevailing circumstances on the environment. Mebane (2006) reported that tertiary institutions do not adequately prepare graduates to be self-reliant. Some tertiary institutions implement government directives on the teaching of entrepreneurship by teaching it as a general course with little or no time for demonstration of skills. Teachers in most cases use only lecture method to teach entrepreneurship which is a skill driven course without applying entrepreneurship driven strategies.

The use of business plans as teaching strategy will help to match our teaching-learning process to our local business environment. In line with this, John in Omuvwie (2013) saw business plan as a document written by prospective entrepreneur that details the nature of the business, the product or service, the customers, the competitors, the production and marketing methods, the management; the financing and other significant aspects of the proposed business ventures. Nelson and Johnson (2008) advised that the teaching of entrepreneurship education should be matched with adequate entrepreneurial network. This involves the use of instructional strategy. Instructional strategy when properly matched with the teaching objectives of a lesson will help to stimulate students' learning performance as they go through the course content with the teacher who acts as the facilitator. Teachers should therefore work out suitable instructional strategy that will help to improve the teaching of entrepreneurship education in order to prepare graduates that will generate employment, overcome poverty and become useful members of the society.

Research Questions

1. What are the effective methods of teaching entrepreneurship education?
2. What are the roles of business plan as strategy for enhancing teaching entrepreneurship?

Hypotheses

1. There is no significant difference between the mean response of University teachers and College of Education teachers on the effective methods of teaching entrepreneurship education.
2. There is no significant difference between the mean responses of University teachers and College of Education teachers on the roles of business plan as strategy for enhancing teaching entrepreneurship.

Methodology

The study employed descriptive survey research design. The study was carried out in Yola, Adamawa State. The target population for the study was 49 vocational teachers in Federal College of Education and Modibbo Adama University of Technology all in Yola, Adamawa State. The entire population was used as sample for the study since it is relatively manageable. A structured questionnaire was the main instrument used in gathering data for the study. The instrument was arranged in two parts: A and B. Part A sought personal data about the vocational educators such as location of their school while part B had 31 items dealing with methods of teaching and business plan as strategies for enhancing the teaching of entrepreneurship education in tertiary institutions. A five-point Likert Scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD), were written against each of the item statement with corresponding assigned values of 5, 4, 3, 2, and 1 respectively.

The data obtained were analyzed using arithmetic mean. Any item with a mean rating that is equal to or more than 3.00 was accepted while a mean rating that is less than 3.00 was not accepted as a strategy capable of enhancing the teaching of entrepreneurship education in tertiary institutions. For the analysis of data related to the hypotheses, where the calculated t-test values at 0.05 level of significance was less than the table t-value for the given degree of freedom (df), the null hypothesis was accepted, otherwise it was rejected.

Results

Research Question 1: What are the effective methods of teaching entrepreneurship education?

Table 1: Mean Ratings of Vocational Educators on the Effective Methods of Teaching as a Strategy for Enhancing the Teaching of Entrepreneurship Education in Tertiary Institutions

S/No.	Method of Teaching	$\overline{X}_U$	$\overline{X}_C$	$\overline{X}_G$	SD	Remark
1.	Lectures method	2.02	1.98	2.00	0.29	Disagree
2.	Team teaching	2.46	2.51	2.49	0.39	Disagree
3.	Group assignments	2.09	2.24	2.17	0.32	Disagree
4.	Field tours/visits	3.00	3.06	3.03	0.46	Agree
5.	Internet search	2.08	2.19	2.14	0.23	Disagree
6.	Tele-media/print media	2.71	2.49	2.60	0.42	Disagree
7.	Case study	3.19	3.23	3.21	0.58	Agree
8.	Problem-based learning	3.41	3.63	3.52	0.63	Agree

9.	Student presentations	2.91	2.87	2.89	0.86	Disagree
10.	Use of role models/success stories	3.11	3.14	3.13	0.48	Agree
11.	Seminars/workshops	3.97	4.02	4.00	0.48	Agree
12.	Decision-making exercises	3.06	3.01	3.04	0.63	Agree
13.	Attachment	4.27	4.13	4.20	0.57	Agree
14.	Internship	4.26	4.03	4.14	0.34	Agree
15.	Consulting assignments	3.04	2.98	3.01	0.63	Agree
16.	Actual running of a small business	4.38	4.67	4.52	0.42	Agree
17.	Research project on an existing business	3.36	3.49	3.43	0.83	Agree

Results from Table 1 indicated that when vocational teachers rated seventeen different teaching methods according to their effectiveness in teaching entrepreneurship education. They placed the lecture method at position 17, meaning that they perceive it to be relatively ineffective. The teachers disagreed with 6 methods and agreed with 11 methods as presented in Table 1. The standard deviation (SD) of the items ranged from 0.23 to 0.86, implying that vocational educators were very close in their ratings.

Research Question 2: What are the roles of business plan as strategy for enhancing teaching entrepreneurship?

Table 2: Mean Responses of Vocational Educators on the Roles of Business Plan as a Strategy for Enhancing Teaching of Entrepreneurship Education in Tertiary Institutions

S/No.	Roles of business plan	$\overline{X}_U$	$\overline{X}_C$	$\overline{X}_G$	SD	Remark
18.	Provides a good knowledge base that enables entrepreneur to define organization and/or products	4.33	4.33	4.33	0.70	Agreed
19.	Provides knowledge on how to bring together a unique combination of resources to exploit an opportunity	3.68	4.04	3.81	0.38	Agreed
20.	Provides knowledge on how to set reasonable and measurable goals	3.89	3.95	3.91	0.76	Agreed
21.	Enables one to be committed towards goal	4.12	4.32	4.19	0.89	Agreed
22.	Enables entrepreneur to carefully think through every aspect of enterprise purpose	3.46	3.82	3.62	0.74	Agreed
23.	Provides knowledge on how to prepare workable business plan in order to establish creditability with potential employees, suppliers and customers	3.21	3.05	3.15	0.53	Agreed
24.	Acts as part of the on-going process of strategic Planning	4.00	3.84	3.94	0.73	Agreed
25.	Provides knowledge on how to build into the products, unique selling proposition	3.68	4.04	3.81	0.69	Agreed

26.	Provides knowledge on how to provide a financial history of the business	3.00	4.02	3.37	0.51	Agreed
27.	Provides knowledge on how to cope with changing business situations	3.02	3.00	3.01	0.31	Agreed
28.	Provides knowledge on how to make use of appropriate business feedback	3.34	3.94	3.56	0.46	Agreed
29.	Provides knowledge on how to detect errors on time, block leakages and prevent wastage	4.01	3.75	3.91	0.88	Agreed
30.	Provides knowledge on how to establish relevant financial plan to guide fund allocation	3.01	4.05	3.00	0.55	Agreed
31.	Provides knowledge on how to use appropriate internal control system to reduce enterprise financial indebtedness	3.78	3.98	3.85	0.88	Agreed

Results from Table 3 revealed that the grand mean scores ($\overline{X}_G$) of vocational educators ranged from 3.00 to 4.75. All the 14 items had their mean scores ($\overline{X}_G$) above the cut-off point of 3.00, signifying that vocational educators considered all the 14 items on business plan strategy as helpful in teaching entrepreneurship to students. The standard deviation (SD) of the items ranged from 0.21 to 0.97, implying that business educators were very close in their ratings.

Hypothesis 1: There is no significant difference between the mean response of University teachers and College of Education teachers on the effective methods of teaching entrepreneurship education.

Table 3: t-test Analysis of Mean Ratings of University and College of education Vocational Educators on the Effective Methods of Teaching Entrepreneurship Education

Vocational Educators	$\overline{X}$	SD	N	df	Standard Error	t-cal	t-table
University	3.14	0.76	26				
				47	0.505	-0.039	1.679
College of Education	3.16	0.87	23				

Table 4 showed that university's vocational educators recorded a mean score ($\overline{X}$) of 3.14 (SD = 0.76) and also college of education's vocational educators recorded a mean score ($\overline{X}$) of 3.16 (SD = 0.87). At 47 degrees of freedom (df), the t-calculated value of -0.039 is lower than t-tabulated value of 1.679, indicating that there is no significant difference between the perception of university's vocational educators and college of education's vocational educators on the effective method of teaching as a strategy for enhancing teaching entrepreneurship education in tertiary institutions in adamawa state. The null hypothesis therefore was accepted.

Hypothesis 2: There is no significant difference between the mean responses of University business educators and College of Education business educators on the roles of business plan as strategy for enhancing teaching entrepreneurship.

Table 4: t-test Analysis of Mean Ratings of University and College of education Vocational Educators on the Role of Business Plan Strategy for Teaching Entrepreneurship Education

Vocational Educators	$\bar{X}$	SD	N	df	Standard Error	t-cal	t-table
University	3.71	0.58	26				
				47	0.27	0.341	1.679
College of Education	3.80	0.56	23				.

Table 4 shows that university's vocational educators recorded a mean score ($\bar{X}$) of 3.71 (SD = 0.58) and also college of education's vocational educators recorded a mean score ($\bar{X}$) of 3.80 (SD = 0.56). At 47 degrees of freedom (df), the t-calculated value of 0.341 is lower than t-tabulated value of 1.679, indicating that there is no significant difference between the perception of university's vocational educators and college of education's vocational educators on the role of business plan as strategy for enhancing teaching entrepreneurship education in tertiary institutions in Adamawa state. The null hypothesis therefore was accepted.

Discussion

This study set out to determine strategies that enhance the teaching of entrepreneurship education in tertiary institutions. The variables suspected to enhance the teaching of entrepreneurship education were teaching methods and business planning. The results of the study indicated that all the 23 item statements on business plan were considered helpful in teaching entrepreneurship education to the students if they were delivered through effective methods of teaching. This implies that for vocational educators to inculcate effective entrepreneurship education in the students, they should use more of practice driven instructional strategies. This is also in line with the findings of Omuvwie (2013) who concluded that when vocational educators apply well developed strategies in their teaching, the students will grasp the overall picture of the What? Why? How? Where? and When? associated with entrepreneurship ventures.

Since entrepreneurship is the key to the successful launch of any business and basic key to the graduates unemployment problem, it then implies that when students learn entrepreneurship

education, gain mastery of the content with the teacher acting as a facilitator, then the students will improve on their entrepreneurial traits such as being confident in themselves, creative, original, business driven, consumer oriented, technically oriented, flexible and competent. This agrees with the findings of Okoye (2007) who stressed that entrepreneurship can fail among graduates if the educational system fails to turn out graduates that are trained on the basis of the prevailing business circumstances in the environment. It appears that the teaching of entrepreneurship education with effective method of teaching entrepreneurial skills and business plan as strategies will help students to exhibit creativity, imbibe business ethics, attitude, behaviour and other entrepreneurial skills needed for self-reliance and self-employment. When the existing gaps in skill acquisition are closed through the application of entrepreneurship driven instructional strategy, the students can set up businesses of their choice, remain in businesses after graduation and contribute their quota to the economic development of the country. This will help to minimize unemployment.

Recommendations

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

1. Vocational educators should use business planning strategies as entrepreneurship driven instructional method which is capable of enhancing teaching entrepreneurship.
2. Entrepreneurship network and resource centers should be established in schools by the government.
3. Vocational education departments should establish business centers where students should be shared in groups to take charge of the business on daily basis to enable them imbibe practical entrepreneurial culture while in school as part of the learning process.
4. Vocational education departments should organize seminars and workshop for students where successful entrepreneurs would be invited as resource persons to share their experiences with students and staff.
5. Vocational educators should be sponsored by school managements to attend seminars, workshops and conferences to enable them acquire knowledge, skills and competencies in teaching entrepreneurship education using appropriate entrepreneurial driven strategies.
6. Government should fund entrepreneurship education to enable teachers and students meet up with the demands of the course.

7. Vocational teachers should abandon their heavy reliance on traditional teaching and embrace experiential methods.

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