



## The Imperative of Paradigm Shift in the Teaching and Learning Process of Entrepreneurship Education: A Case Study of Zing College of Education, Taraba State, Nigeria

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### ABSTRACT

*The Constant global and technological changes in the world of work have made it necessary that skills, knowledge and attitudes matching the changes are systematically inculcated along with student's level of knowledge. This study examined the imperativeness of paradigm shifts in the teaching and learning of entrepreneurship education in College of Education, Zing Taraba State of Nigeria. The survey research approach was adopted. The population of the study comprised of 600 students of the school of vocational and Technical Education in 2019/2020 Academic session, out of which 200 students were sampled and 7 lecturers of entrepreneurship education were purposively sampled, making a total of 207 respondents. A structured questionnaire was used to source data, 2 research questions guided the study and 2 null hypotheses were postulated and tested at 0.05 level of significance. The responses revealed that both lecturers and students are aware of the need for paradigm shifts in the teaching and learning process of entrepreneurship education especially in teaching methods, finances, infrastructure, collaborations and staff strength. It was concluded that it is the right time in the right direction for the shift in the pattern of teaching and learning and it was recommended that greater funding, construction and furnishing of classrooms, workshops, laboratories, entrepreneurship centre, more staff, stronger links with business enterprises and application of dynamic pedagogical strategies should be given adequate attention.*

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### INTRODUCTION

Education is a collective social effort which ensures that every citizen becomes productive and a critical member of the society with a disciplined capacity towards quality life (Yaro, Gadu and Pev, 2016). To Mohammed, Girei and Ali (2017), education is the transformation of human resources to an appreciable level in terms of quality and standard for meaningful contributions as informed citizens, to the overall development of the nation. The philosophy and goals of education in Nigeria as mentioned by Federal Republic of Nigeria (FRN) (2013) includes the acquisition of appropriate

skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society. Specifically, The goals of tertiary education as stated by Federal Republic of Nigeria (FRN) (2013) among others includes; Provision of high quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; Reduction of skill shortages through the production of skilled manpower relevant to the needs of the labour market and; Encouragement of entrepreneurship



and community service. The absence of pre-requisite skills by job seekers is to be blamed for the large number of the nation's unemployed graduates, because functional illiteracy and mediocrity are impairments in accessing befitting jobs in this technology-driven world of today.

As Cyril (2016) posited that education is the process of self-discovery. The survival of any nation is based on her entrepreneurial appreciation and the only way to enhance the learning outcomes in this direction is to improve teacher's instructional delivery. Egunsola, Dazala and Daniel (2012) emphasised that no educational system may rise above the quality of her teachers, it implies that improving the entrepreneurial capacity of students at all levels depends on the facilitation of the learning processes by the teachers. Suffice to say that, in order to empower Nigerian students with the relevant competencies to compete favourably in the labour market, we must make a shift and review our educational delivery. Mohmud, Ndomi and Omodara (2016) recommended that, adoption of innovative pedagogy and globalizing the Agricultural education related school curricula and other educational frameworks should be seen as a necessity putting into cognisance the challenges and uncertainties of the boundless market, aggravated by the expansions of information technology that have linked almost all educational institutions and training environments worldwide.

Mohammed, Girei and Ali (2017) posit that most graduates pass through higher institutions with their heads down in books and have little or no exposure to hands-on-experience where they can develop the psycho-productive, socio-psychological and perception skills alongside the cognitive skills they have acquired. Most books available on entrepreneurship are very theoretical and not students-oriented. Very recently, employment has become uncertain and insecure, occupational boundaries also turned to be inter-woven thereby complicating the plight of the unemployed. Cyril (2015) is of the view that, challenges of embedding entrepreneurship in tertiary institutions in Nigeria requires a consistent policy for equipping schools with necessary facilities like establishing incubating technology centre, the right caliber of human resources, appropriate pedagogical tools for teaching

entrepreneurship education and exhibition grounds where products and services will be delivered and patronized by the customers.

Pev and Yaro (2017) viewed that imperative is an important activity needing immediate attention. Changes in the handling of entrepreneurship education are deemed most appropriate now more than ever before. The term "paradigm" is another word for pattern. Pattern forming is part of the way we attempt to make meaning from our experiences (Onuigbo, 2010). We use these patterns to understand situations, raise questions, build links and generate predictions. The human brain is designed to generate, discern and recognize patterns in the world around us. A paradigm shift is a radical change in the core concepts and practices of a given domain discipline or field. Paradigm shifts can occur at any of these levels and may cut across these levels. Onuigbo, (2010) traced paradigm shift to Thomas Kuhn (1962) as he explained the structure of scientific revolution he argued that scientific advancement is not revolutionary but rather a series of peaceful interludes marked by intellectual violet resolutions in which one conceptual world-view is replaced by another. Paradigm shifts are being witnessed since in different fields, be it scientific or otherwise in the forms of thought-line and approach, experimental discoveries, teaching and learning experiences etc. They are brought about by industrial revolutions, technological breakthroughs, changes in environmental and demographic variables and so on. So, paradigm shift is simply a change in the way of thinking, a resolution, re-orientation and transformation of entrepreneurship education which does not just happen but is driven by agents of change who are innovative, future-oriented, activity-driven, research-minded entrepreneurs and educationists.

Teaching, according to Harrison, Iliya, and Amidu (2020) is a planned interaction characterized by intentions and involving activities by the teacher and the learner to enable the later change, acquire and develop a more positive attitude, knowledge, skills and attitudes to serve as a tool for living a meaningful and fulfilling life in the society. Simply put, teaching guides and modifies learners' behaviours by imparting



knowledge and skills. Learning is acquiring understanding of skills and knowledge and remains the gateway to a successful life (Pev, 2016). Dauda, Diraso, Yaduma and Danlami (2017) holds that, the training in vocational and technical education enable the trainee to be skillful, self-reliant, enterprising and ready to create opportunities for business towards self and societal empowerment; because the flexibility and productivity of any workforce is critically dependent on availability of skilled workers especially technicians and artisans. Udo-Imeh, Badiya, Ahmadu and Kabiru (2016) asserted that the objective of undergraduate Entrepreneurial education in Nigeria is to create awareness among students and stimulate their interests in entrepreneurship.

It is expected, among others, to make students appreciate the risks and rewards associated with business creation and ownership. It is hoped that teaching and learning of entrepreneurship education in colleges of education in Nigeria will change students' mind-set and attitudes towards entrepreneurship as well as helping in "developing entrepreneurial trait and provide the necessary networking support. Hence employers are looking for graduates who have specific skills, knowledge and ability to be productive enough to identify and solve problems, there is imperative need for paradigm shift in teaching and learning of entrepreneurship education in College of Education Zing.

Ugochukwu (2015) citing Adebayo and Olubela introduced Entrepreneurship as a systematic process of identifying needs and satisfying those needs with creative thinking and values with the aim of acquiring wealth and promoting the sense of self-reliance, self-determination, independent life and personal satisfaction. Cyril (2016) posit that Entrepreneurship is about generating ideas that are used in creating new firms, jobs, relationships, new methods of production and of doing things or modifying existing ones so as to enhance their values; it centres on wealth and value creation. Entrepreneurship emphasizes the application of the enterprising skills and entrepreneurial mind-set in setting up a new venture, developing and growing an existing one, designing an organization. Innovativeness is the product of the

entrepreneurship concept as in creating and exploiting opportunities for new ways of doing things that will result in better products and services. Thus, entrepreneurship is a necessary pre-condition for innovations.

## ENTREPRENEURSHIP EDUCATION

The process of facilitating the acquisition of skills and inculcating entrepreneurial mind-set for innovations is the function of entrepreneurship education. Egunsola, Dazala and Daniel (2012) posit that entrepreneurship is a discipline that can be learned. Thus, it is not an outcome but a process. Entrepreneurship education focuses on the development of entrepreneurial knowledge, skills and abilities essential in the management of economic ventures. While explaining the philosophy of entrepreneurial studies Mohammed, Girei and Ali (2017), stated that among other things, Entrepreneurial studies shall be a Clearing-House for multi-disciplinary thinking, educational training and development on entrepreneurship and entrepreneurial behaviour. Accordingly, the mission and guiding principles and objectives includes the development of creative minds, innovative and entrepreneurial personalities who are prepared for leadership responsibilities in industry, government and non-profit organizations, create new jobs, add social and economic values and nurture a sustainable enterprise culture. This is to be achieved through manpower training to evolve local bio-clusters, experiential learning, globalization of approach, youth education, provision of fund, technological drives and ensuring learning outcomes in the forms of subject knowledge, competencies in skills and behavioural attributes.

Ama (2014) outlined the objectives of Entrepreneurship education as: the creation of the right mind-set needed to start, grow and create decent job opportunities; empower the marginalized groups of the society to start and build successful enterprise and also; highlight the link between productivity gains and improved environmental practices. The role of entrepreneurship education, according to Egunsola, Dazala and Daniel (2012) includes the generation of business opportunities thereby reducing poverty and youth restiveness, increase



in local content of products due to new sourcing and use of local raw materials, stimulation of indigenous entrepreneurship development, modification of traditional industries by exchange of needed manpower, services and technical equipment, acquisition of alternative survival devices and improvements in the overall socio-economic growth and development of the nation.

To actualize these benefits, respective governments in Nigeria all these while have been championing the struggle to rejuvenate entrepreneurial culture both formally and informally such that many Agencies, Programmes and Projects are working on mastery of skills, financing and promoting entrepreneurship education. They include - Small and Medium Enterprise Development Agency of Nigeria (SMEDAN), Petroleum Development Trust Fund (PDTF), National Economic Empowerment Development Strategy (NEEDS), Subsidy Reinvestment and Empowerment Programme (SURE-P), Youth with Innovations (YOUWIN), Graduate Internship Scheme (GIS), Nigerian Export – Import Bank (NEIB), Millennium Development Goals (MDGs), Entrepreneurship Development Studies (EDS) in tertiary institutions etc. Entrepreneurship development has been faced with many problems that include: role conflicts among the stakeholders, inadequate collaboration among the government, industries, service providers and the recipients, poor funding, weak technological base and the challenges of developing entrepreneurial mind-set within classroom environment, most recently the COVID 19 global pandemic as well as ‘EndSARS’ violent protest across major cities in Nigeria.

Teaching methods could be didactic or innovative. Yaro, Gadu and Pev (2016) asserted that, traditional method is lecture method in a teacher-centred classroom where the teacher is the knowledge dispenser as against a facilitator, it is a chalk and talk method in a regimented classroom with little or no students collaboration, with emphasis on examination and result instead of concept understanding and, there is improper alignment between objectives, activities and assessments. Gibb and Allen (2014) explained innovative teaching method as a process focused on the development of innovative competencies, defining how knowledge is assimilated, produced

and used in a manner that can create innovations. It is the creation of new ideas in education. Yaro, Gadu and Pev (2016) listed teaching methods to include - Lecture, Demonstration, Questioning, Discussion, Debate, Discovery, Peer-tutoring, Field trips, Seminars/Workshops, Concept-mapping, Scaffolding, Problem-solving, Individualized/ learner centred, Role-play simulations, etc. Yaro, Gadu and Pev (2016) recommended Active learning which is a structured and collaborative process of enquiry undertaken through questioning, acting, sharing experience and reflect on problem solving in practical situations.

Paradigm shift in teaching and learning of entrepreneurship education should look like:

FROM	TO
The past	The future
Critical analysis	Creativity
Knowledge	Insight
Passive understanding	Active understanding
Absolute detachment	Emotional involvement
Manipulation of symbols	Management of events
Written communication and neutrality	Personal communication and influence
Concept/theory	Conceptualizing a problem or opportunity

**Adapted:** Gibb and Allen, (2014)

In this case, emphasis is laid on focus of learning, process of learning and process of teaching and the teacher’s role shifts to facilitator in the joint learning situation.

The major objective of Entrepreneurship education is simply to provide the recipient with knowledge, skills and motivation to engage in diverse areas of endeavour to ensure success in life. But observably, Nigerian Vocational and Technical Education graduates at colleges of education system produces graduates that do not meet the needs of the labour market. There is



obvious mismatch and disconnection between the expectations of industries and the products of the nation's school systems. Ama (2014) complained that most Nigerian graduates are seen milling around public and private establishments seeking for both solicited and unsolicited job opportunities as if being self-employed is a crime; the graduates leave the college of education system without a vision and an idea on how to create job opportunities.

Egunsola, Dazala and Daniel (2012) lamented that most entrepreneurial training for teacher education is too theoretical and that tertiary institutions do not take responsibilities for their graduates. The above scenario explains the situation in College of Education, Zing Taraba State. Entrepreneurship education has not done much to establish its impact on the development of entrepreneurial skills in the students despite the awareness of its importance. The institution appears to be wanting in her approach to transmit the inevitable motivational, entrepreneurial and business skills through teaching and practice to her undergraduates. The organizational framework, pedagogical approach, number of lecturers vis-à-vis the students population, the theory versus practice of entrepreneurship education, the level of infrastructural development and the demands of this technological era, collaboration with industrial publics and financing of the programme, all demands paradigm shift in the colleges.

### Research Questions

The following research questions were developed to guide the study:

1. What aspects of the teaching and learning of entrepreneurship education in College of Education Zing that need paradigm shift to achieve better outcome?
2. What strategies could be adopted to ensure better teaching and learning of entrepreneurship education in College of Education, Zing?

### Hypotheses

**Ho<sub>1</sub>:** There is no significant difference in the mean ratings of lecturers and students on the aspects of the teaching and learning of

entrepreneurship education in College of Education Zing that need paradigm shift to achieve better outcome.

**Ho<sub>2</sub>:** The mean ratings of lecturers and students will not differ significantly on the strategies that could be adopted to ensure better teaching and learning of entrepreneurship education in College of Education, Zing.

### METHODOLOGY

The study adopted a survey research and was delimited to the School of Vocational and Technical Education of the College of Education, Zing because of its direct relationship with Entrepreneurship development programme. The population of the study was drawn from the four departments in the school of Vocational Education namely: Agricultural Education, Business Education, Home Economics Education and Technical Education. The final year students were used for the study because they have undergone entrepreneurship education programme of the college. 200 students were selected through stratified random sampling technique from a target population of 600 final year students of the school of Vocational and Technical Education. 7 lecturers handling entrepreneurship courses in the programme were selected through purposive sampling technique due to the manageable size of the population. 200 copies of the questionnaire were administered to the students. 198 questionnaires were retrieved, making a total population of 205 respondents. A 26 item structured questionnaire tagged: The Imperativeness of Paradigm shift in the teaching and learning of Entrepreneurship Education in College of Education, Zing was used to collect data for the study. The research instrument was validated by 3 experts from school of Technology and Science Education from the Modibbo Adama University of Technology, Yola. The Instrument was pilot tested at College of Education, Katsina-Ala. A reliability coefficient of 0.98 was obtained using Crombach Alpha procedure this proves that the items were highly reliable. Mean and standard deviation were employed in analysing the research questions while the t-test was used to test the hypotheses at 0.05 level of significance.





## RESULTS

**Research Question 1:** What aspects of the teaching and learning of entrepreneurship

education in College of Education Zing that need paradigm shift to achieve better outcome?

**Table 1:** Mean responses of the Lecturers and Students on aspects of the teaching and learning of entrepreneurship education in College of Education, Zing, Nigeria that need paradigm shift to achieve better outcome

S/No.	Item	$\bar{x}$	SD	Decision
1.	The central Administration of the entrepreneurship education Programme	3.32	.602	Agreed
2.	Use of halls and auditorium for most Entrepreneurship lectures	3.16	.546	Agreed
3.	Course content and learning experiences	3.48	.585	Agreed
4.	Classroom interactions	3.30	.595	Agreed
5.	Teaching Methods and strategies	3.22	.597	Agreed
6.	Lecturer-Student ratio	3.35	.593	Agreed
7.	Conditions of laboratories, studios and workshops for practical	3.47	.610	Agreed
8.	Level of collaboration between the school and industries	3.40	.620	Agreed
9.	Examination on entrepreneurship education	3.52	.594	Agreed
10.	Financing of entrepreneurship education programme	3.37	.613	Agreed
11.	Follow-up and mentoring of graduates	3.46	.575	Agreed
12.	Duration and supervision of students on SIWES	3.51	.594	Agreed
13.	Students level of study and duration of the course	3.60	.569	Agreed
<b>Cluster Mean</b>		<b>3.40</b>	<b>.592</b>	<b>Agreed</b>

Source: Field Survey Data, (2019)

The results in the table above shows mean responses ranging from 3.16 to 3.48 as agreed in items 1,2,3,4,5,6,7,8,10,11 and strongly agreed in items 9,12 and 13 with range 3.51 to 3.60 meaning that the respondents are all supportive on the specific areas that need paradigm shifts for better teaching and learning

outcomes in entrepreneurship education in the school.

**Research Question 2:** What strategies should be adopted to ensure better teaching and learning of entrepreneurship education in College of Education Zing?

**Table 2:** Mean responses of the Lecturers and Students on the strategies to be adopted to ensure better teaching and learning of entrepreneurship education in College of Education Zing, Nigeria

S/No.	Item	$\bar{x}$	SD	DECISION
1.	More input from Vocational and Technical Education lecturers	3.38	.564	Agreed
2.	Periodic Curriculum review and update	3.43	.612	Agreed
3.	Provision of better equipped and conducive classrooms for entrepreneurship lectures	3.70	.585	Agreed
4.	Use of modern and innovative methods and strategies for teaching	3.72	.582	Agreed
5.	More lecturers with entrepreneurial mind set should be added to the programme	3.62	.582	Agreed
6.	Provision of adequately equipped technological laboratories and workshops	3.72	.534	Agreed
7.	Departmental lecturers should partner with entrepreneurship course lecturers during SIWES supervision	3.73	.530	Agreed
8.	Adequate institutional and industrial linkages	3.72	.620	Agreed



S/No.	Item	$\bar{X}$	SD	DECISION
9.	Evaluation of knowledge and skills should be in more practical terms	3.70	.594	Agreed
10.	Work Based Learning (WBL) should be introduced in the programme	3.75	.518	Agreed
11.	Adequate funding of the programme	3.79	.457	Agreed
12.	Introduction of fieldtrips, industrial tours and entrepreneurial exhibitions	3.75	.521	Agreed
13.	Effective mentoring of students on entrepreneurship should be adopted	3.62	.591	Agreed
<b>Cluster Mean</b>		<b>3.66</b>	<b>.546</b>	<b>Agreed</b>

Source: Field Survey Data, (2019)

The data in table 2 reveals that the respondents agreed in items 14 and 15 with mean averages of 3.38 and 3.43 and strongly agreed in items 16 to 26 with averages ranging from 3.62 to 3.79 meaning that there are in support of the basic strategies to be adopted to ensure better teaching and learning of entrepreneurship education in the school.

### Testing of Research Hypotheses

**Ho<sub>1</sub>:** There is no significant difference in the mean ratings of lecturers and students perception of the areas that need paradigm shift in the teaching and learning of entrepreneurship education in College of Education Zing.

**Table 3:** t-test of difference between lecturers and students perception on the areas that need paradigm shifts for better teaching and learning of entrepreneurship education

Status of Respondents	N	X	SD	df	t-cal	t-crit	Decision
Lecturers	7	3.26	.631	203	.514	1.960	Not Significant
Students	198	3.39	.592				

The analysis in table 3 above shows that the t-cal of .514 is less than the t-crit of 1.960 at 0.05 level of significance thus, the mean ratings between the lecturers and students did not show significant difference. Therefore, the null hypothesis is accepted which implies that the lecturers and students are in agreement regarding the areas that need paradigm shifts for better teaching and learning outcomes of entrepreneurship education.

**Ho<sub>2</sub>:** The mean ratings of lecturers and students will not differ significantly as regards their perception on the strategies that should be adopted to ensure better teaching and learning of entrepreneurship education in College of Education Zing.

**Table 4:** t- test of difference between the mean ratings of lecturers and students in their perception of the strategies that should be adopted to ensure better teaching and learning of entrepreneurship education in College of Education Zing.

Status of Respondents	N	X	SD	df	t-cal	t-crit	Decision
Lecturers	7	3.42	.665	203	.571	1.960	Not Significant
Students	198	3.66	.546				



From table 4 above, it can be deduced that the calculated value (t-cal) of .571 is less than the table value (t-crit) of 1.960. This means that the lecturers and students did not differ significantly in their mean responses regarding their perception of appropriate strategies which should be adopted for better teaching and learning of entrepreneurship education. The null hypothesis was therefore accepted.

## DISCUSSION OF FINDINGS

### ***Aspects of the Teaching and Learning of Entrepreneurship Education of College of Education Zing that Need Paradigm Shift to Achieve Better Outcome:***

The responses on this question revealed that a lot need to be done to strengthen the performances of both lecturers and students as seen also in the test of hypothesis I. Administrative complexities stifles co-ordination; high lecturer-students ratio gives no room for effective classroom management and interactive learner-centred teaching strategy; inadequate supervision affects output and instructional delivery; financing; need for shift from traditional to innovative teaching. The findings are in line with the views of Ama (2014), Gibb and Allen (2014), Yaro, Gadu and Pev (2016) who emphasized that learning is a complex activity that requires students and teacher motivation, adequate qualitative facilities and instructional equipment as basics for achieving better outcomes. Appropriate equipment in a school setting depends on tradition, programme, available technology, experience and relevance in time. Curriculum and learning experiences demand occasional visitation, yet number of lecturers and commitment matters much as Cyril (2016) put it that, no well-planned curriculum, nor well written textbooks, nor costly equipment cannot stand for a Vocational and Technical Education teacher. If students have not learnt, then the teacher has not taught. Hence teaching is all about inspiring positive change among learners.

### ***Strategies to be adapted to Ensure Better Teaching and Learning of Entrepreneurship Education:***

The lecturers and students mean responses agreed that among other strategies,

more VTE educators and administrators with entrepreneurial mind-set should be added to the programme. They should drop traditional methods and adopt innovative pedagogy which is in tune with the observations of Ama (2014), Abdulkarimu and Pac (2014), Yaro, Gadu and Pev (2016) who opined that, innovative strategies of teaching are most appropriate for entrepreneurship education. Periodic curriculum review is a necessity as confirmed by Mohammed, Girei and Ali (2017), who stressed that curriculum update ensures time relevance of programmes. Well-equipped laboratories and classrooms are appropriate strategies and in line with Dauda, Diraso, Yaduma and Danlami (2017) who stressed that they guarantee competent graduates. Joint supervision of students and the integration of Work Based Learning are in line with the remarks of Ama (2014) who emphasized better mentoring and follow up of students from school to start-ups and progress in their placements in industries consistent with the objectives of entrepreneurship education in College of Education Zing.

## CONCLUSION

The study reveals that structural imbalance seem to render college of education graduates unemployable. Both lecturers and students are aware of the need for paradigm shift in the delivery and learning of entrepreneurship education in College of Education Zing. The idea behind entrepreneurship education is to raise entrepreneurs that will employ their initiatives and creative skills through exploratory and applicable knowledge, to identify opportunities and harness resources to avert poverty and create wealth for themselves and others. The time therefore has come to identify and adopt entrepreneurial strategies and innovative teaching methods that will transform the learning processes into a rich, motivating, rewarding, dynamic and participatory experience to achieve the set objectives.

## RECOMMENDATIONS

Based on the findings above, the following are recommended:

- a. Since entrepreneurship education is self-reliance oriented, there should be a shift from traditional to innovative approaches in teaching. Lecturers should facilitate learning





- and not just dispense literary knowledge of entrepreneurship education.
- b. Greater emphasis should be laid on practical: curriculum, instructional delivery and evaluation. Entrepreneurial insight should be injected contextually in all topics and lessons by emphasizing the applications and usefulness and not only the cognitive aspects of concepts.
  - c. The school should source money from Internally Generated Revenue (IGR), Education Trust Fund (ETF), Petroleum Development Trust Fund (PDTF), etc to employ more facilitators and put in place appropriate infrastructures and technological gadgets for the programme.
  - d. A stronger link should be established with government, financial and industrial chieftains through SIWES and Work Based Learning for exchange of tools, facilities and personnel by way of synergy

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