JOURNAL OF SCIENCE TECHNOLOGY AND EDUCATION 13(1), MARCH, 2025
ISSN: 2277-0011; Journal homepage: www.atbuftejoste.com.ng

Assessment of Availability and Utilization of Facilities for Teaching Agricultural Education Students' Entrepreneurial Skills in Colleges of Education in Northwest Nigeria

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ABSTRACT

The study assessed the availability and utilization of facilities for teaching agricultural education students' entrepreneurial skills in Colleges of Education in Northwest Nigeria. Two specific purposes, two research questions and one null hypothesis guided the study. Descriptive survey research design was adopted with a population of 276, which comprised of 225 lecturers and 51 technologists of Agricultural Education Department. A sample size of 244, which comprised of 198 lecturers and 46 technologists, was used. Census sampling was employed because the population size is manageable. Structured questionnaire was developed and named: Questionnaire on Availability and Utilization of Facilities for Teaching and Learning Entrepreneurial Skills in Agricultural Education (QAUFTLESAE). Three experts subjected the instrument to face and content validity. The reliability of the instrument was established using Cronbach Alpha Coefficient reliability tool and the value of 0.80 was obtained. Percentage, weighted mean and standard deviation were used to answer research questions. Analysis of Variance (ANOVA) was used to test null hypothesis at 0.05 level of significance. The result revealed that all the 34 facilities studied were available but their categorization revealed uneven provision across Colleges of Education in Northwest Nigeria. The levels of utilization of facilities for teaching and learning entrepreneurial skills in agricultural education in College of Education in Northwest Nigeria were occasional. It was also revealed that there was no significant difference in the mean responses of lecturers and technologists in Federal and State Colleges of Education on the utilization of facilities for teaching and learning entrepreneurial skills in agricultural education in Northwest, Nigeria. The study recommended that, the management of the Colleges of Education should advocate for support from Tertiary Education Trust Fund (TETFUND), to provide facilities across all Colleges of Education within the Northwest zone for teaching and learning of entrepreneurial skills in Agricultural Education. The department in collaboration with the College management should develop and implement a monitoring and evaluation system to ensure optimal utilization of available facilities for teaching and learning entrepreneurial skills in Agricultural Education.

ARTICLE INFO
Article History
Received: November, 2024
Received in revised form: December, 2024
Accepted: February, 2025
Published online: March, 2025

KEYWORDS
Availability, Utilization, Facilities, Teaching, Entrepreneurial skills.

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INTRODUCTION

Facilities refer to the physical structures, spaces and environment that are used to support teaching and learning. Facilities makes teaching and learning process possible and easier to be carried out, as they are used for effective development and implementation of any education programme, including entrepreneurship in agricultural education. Facilities for teaching and learning entrepreneurial skills in agricultural education are those physical structures, space and environment required by both students, lecturers and technologist for the attainment of the overall objective of the programme. Examples are entrepreneurship centre, school farm, greenhouse, orchard, library, seminar room, crop-processing area among others. Facilities for teaching and learning help learners substantiate their career choice before moving into their world of work and motivate learners towards self-reliance in the teaching and learning process (Amaewhule, and Nwobike 2018). They also help to stimulate learner's interest whenever they are utilized.

Similarly, Ubulom and Enyekit (2017) reported that facilities for teaching and learning helps to stimulate interest and ensure mobility and continuity to the teaching-learning process and whenever these facilities are optionally utilized, they generate greater students' interest in the learning system and also enhance retention of idea. Amaewhule, and Nwobike (2018) also noted that facilities for teaching and learning apart from tending themselves to practical learning are equally essential for actual occupational jobs for self-reliance. Ogba and Odo (2015) stated that provision of facilities for teaching and learning have been identified as one of the factors that facilitates students' attainment of cognitive, affective and psychomotor domains of educational objectives. Hence, acquiring entrepreneurial skills cannot be achieved without available and utilize facilities for teaching and learning.

Ngbongha and Akaa (2020) pointed out that entrepreneurial skills could encompass a broad range of various skills sets like technical skills, leadership and business management skills and creative thinking. Because entrepreneurial skills can be applied to many different job roles and industries, developing your entrepreneurial skills can mean developing several types of skills sets. For example, to be successful in poultry you may need to develop your production and marketing skills. To build and maintain successful project teams you might need to improve your leadership and communication skills.

However, the availability and utilization of facilities can vary significantly among educational institutions, particularly in resources constrained settings. This can lead to disparity in the quality of education and limit the scope, practical training and development of entrepreneurial skills among students. As inadequate facilities can lead to disconnect between theoretical knowledge and practical application, ultimately affecting employability and entrepreneurial potentials of graduates. Considering the importance of agriculture in Nigeria as it continues to be an important industry that employs a large percentage of the workforce and makes a major contribution to the GDP of the country. With agriculture serving as the main source of income in North West Nigeria, developing entrepreneurial skills in this area is essential to encouraging self-employment and lowering unemployment rates. However, the availability and utilization of facilities, in our educational institutions for teaching and learning of entrepreneurial skills is crucial to the success of entrepreneurial education in agriculture.

STATEMENT OF THE PROBLEM

Entrepreneurial skills are necessary for self-reliance and job creation in Nigeria economy where unemployment is at the increase, mostly among graduates from our tertiary institutions of learning. Colleges of education need to produce graduates that are knowledgeable and capable of establishing, managing and sustaining agribusinesses successfully. However, there is growing concern that our tertiary institutions may lack the adequate facilities necessary for effective teaching and learning entrepreneurial skills of which Colleges of education in Northwest are included.

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This could create a gap between curriculum intention and practical outcome as such producing graduates without acquiring the necessary entrepreneurial competencies that would enable them to start, manage and sustain agribusiness venture successfully. Hence, there is a practical need to assess the availability and utilization of facilities for teaching and learning of entrepreneurial skills in Colleges of Education in Northwest Nigeria. To understand the current state of facilities and their utilization to strengthen the capacity of Colleges of Education in producing graduates with adequate entrepreneurial skills who can thrive in Nigeria agribusiness sectors.

Purpose of the Study

Specifically, the study sought to:

1. determine the availability of facilities for teaching and learning entrepreneurial skills in agricultural education in Colleges of Education in Northwest Nigeria
2. determine the levels of utilization of facilities for teaching and learning entrepreneurial skills in agricultural education in Colleges of Education in Northwest Nigeria

Research Questions

The following research questions were raised and answered in guiding the study:

1. What are the available facilities for teaching and learning entrepreneurial skills in agricultural education in Colleges of Education in Northwest Nigeria?
2. What are the levels of utilization of facilities for teaching and learning entrepreneurial skills in agricultural education in Colleges of Education in Northwest Nigeria?

Hypotheses

Null hypothesis was raised and tested at 0.05 level of significant:

H_{01}: There is no significant difference in the mean responses of lecturers and technologist in Federal and State Colleges of Education on the utilization of facilities for teaching and learning entrepreneurial skills in agricultural education in Northwest Nigeria

METHODOLOGY

Descriptive survey research design was used in this study. The study was conducted in Northwest Geopolitical Zone of Nigeria. It is one of the six geopolitical zones of Nigeria representing both a geographical and political region of the country's North West. 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 in the 11 public Colleges of Education located and studied within the zone.

The sample size used for the study was 244, which 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. Census sampling was employed in this study because the population size is manageable, allowing every member of the population to be included. The researcher developed a questionnaire using the Minimum Standard from the National Commission for Colleges of Education as a model for data collection.

The questionnaire was named: Questionnaire on Availability and Utilization of Facilities for Teaching and Learning Entrepreneurial Skills in Agricultural Education (QAUFTLESAE). Section A focused on the availability of facilities for teaching and learning entrepreneurial skills in agricultural education in Colleges of Education with 34 items. Section B covered the utilization of facilities for teaching and learning entrepreneurial skills in agricultural education in Colleges of Education with 34 items. The instrument was subjected to face and content validity by three experts, in which two were from the Faculty of Education, Modibbo Adama University, Yola and one from the Department of Vocational Education, Ahmadu Bello University Zaria. Their suggestions was used to improve the instrument.

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The reliability of the instrument was established through trial testing with 15 lecturers and technologists in Adamawa State College of Education Hong. This College is outside the study area. Data collected was subjected to analyses using Cronbach Alpha Coefficient reliability tool. The Cronbach alpha coefficient value were 0.80 was obtained. The researcher with the help of one research assistant from each institution administer the instrument and conducted physical observation. It took the period of three months to distribute and retrieve the instrument from the Colleges of Education studied during 2023/2024 academic session. Percentage was used to answer research question one. Weighted mean and standard deviation were used to answer research questions two. Analysis of Variance (ANOVA) was used to test null hypotheses at 0.05 level of significance. The Statistical Package for Social Sciences (SPSS) version 20 was used to run the analysis.

Data collected for specific purposes one, was calculated in percentage and any item with a percentage between one percent and 100 percent is considered available while item with a score of zero is regarded as not available. However, the degree of availability varies among items. The items were further interpreted in which, the percentage on availability were categorized into five as follows: 80.01 – 100% = Very Highly Available, 60.01 – 80% = Highly Available, 40.01 – 60% = Moderately Available, 20.01 – 40% = Partially Available and 0.01 – 20% = Scarcely Available. This categorization allowed for a clear interpretation and enabled the identification of areas that required improvement. The following limit of numbers was used to interpret the mean value on each item on the questionnaire for specific purposes two as 0.00 – 1.49 = Not Utilized, 1.50 – 2.49 = Occasionally Utilizes, 2.50 – 3.49 = Utilized, 3.50 – 4.49 = Highly Utilized and 4.50 – 5.00 = Very Highly Utilized as the case may be. 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.

RESULTS

Table 1: Percentage Scores of Availability of Facilities for Teaching and Learning Entrepreneurial Skills in Agricultural Education

		Lecturers (n = 198)		Technologists (n = 46)			
S/No.	Facilities	F	A %	F	A %	AVA	RMK
1	Entrepreneurship centre	132.00	66.67	33.00	71.74	69.20	HA
2	Seminar room	51.00	25.76	15.00	32.61	29.18	PA
3	School farm	198.00	100	46.00	100	100	VHA
4	Horticultural garden	165.00	83.33	43.00	93.48	88.41	VHA
5	Orchard	128.00	64.65	20.00	43.48	54.06	MA
6	Greenhouse	61.00	30.81	18.00	39.13	34.97	PA
7	Permanent crop plantation	123.00	62.12	24.00	52.17	57.15	MA
8	Arable farm	198.00	100	46.00	100	100	VHA
9	Drawing room	42.00	21.21	6.00	13.04	17.13	SA
10	Agricultural science laboratory	198.00	100	46.00	100	100	VHA
11	Metrological station	121.00	61.11	30.00	65.22	63.16	HA
12	Computer laboratory	103.00	52.02	25.00	54.35	53.18	MA
13	ICT facilities	162.00	81.82	38.00	82.61	82.21	VHA
14	Internet connectivity	102.00	51.52	24.00	52.17	51.84	MA

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S/No.	Facilities	Lecturers (n = 198) F	A %	Technologists (n = 46) F	A %	AVA	RMK
15	Cameras	140.00	70.71	36.00	78.26	74.48	HA
16	Library	159.00	80.3	34.00	73.91	77.11	HA
17	Crop processing area	76.00	38.38	11.00	23.91	31.15	PA
18	Fish pond	115.00	58.08	26.00	56.52	57.30	MA
19	Poultry house	148.00	74.75	40.00	86.96	80.85	VHA
20	Bee keeping facilities	82.00	41.41	22.00	47.83	44.62	MA
21	Ruminant pen	168.00	84.85	45.00	97.83	91.34	VHA
22	Non ruminant pen	131.00	66.16	32.00	69.57	67.86	HA
23	Silo	26.00	13.13	18.00	39.13	26.13	PA
24	Traditional barn	42.00	21.21	8.00	17.39	19.30	SA
25	Rhombus	29.00	14.65	6.00	13.04	13.84	SA
26	Cold room/deep freezer	121.00	61.11	33.00	71.74	66.43	HA
27	Canopy brooder	47.00	23.74	18.00	39.13	31.43	PA
28	Livestock skeleton	106.00	53.54	24.00	52.17	52.85	MA
29	Essential water supply	188.00	94.95	42.00	91.3	93.13	VHA
30	Irrigation or water management system demonstration area	176.00	88.89	40.00	86.96	87.92	VHA
31	Agricultural marketing or sale simulation area	7.00	3.54	0.00	0.00	1.77	SA
32	Agricultural extension or display area	19.00	9.6	2.00	4.35	6.97	SA
33	School based agricultural business or enterprise	14.00	7.07	2.00	4.35	5.71	SA
34	Agricultural advisory or extension services office	24.00	12.12	2.00	4.35	8.23	SA

Key: n = Number of respondents, F = Frequency, A = Available, AVA = Average of Available, VHA = Very Highly Available, HA = Highly Available, MA = Moderately Available, PA = Partially Available, SA = Scarcely Available, RMK = Remark

The result in Table 1 shows that all the 34 facilities listed have the percentage scores between one and 100 hence, they are available for teaching and learning entrepreneurial skills in agricultural education in Colleges of Education in Northwest Nigeria. However, the categorization shows that nine were very highly available which represents 26.47% of the facilities, which are school farm, arable farm, agricultural laboratory, essential water supply, and ruminant pen among others with average scores of 100, 100, 100, 93.13 and 91.34 respectively. Six were highly available which represents 17.65% of the facilities; they include library, cameras, entrepreneurship centre and non-ruminant pen among others with average of scores of 77.11. 74.48, 69.20, and 67.86 respectively.

Seven were moderately available which represents 20.59% of the facilities, which include fishpond, permanent crop plantation, orchard, computer laboratory and livestock skeleton among others with average of scores of 57.30, 57.15, 54.06, 53.18 and 52.85 respectively. Table 1 also shows that five of the facilities were partially available which represents 14.70% and they are green house, canopy brooder, crop processing area, seminar room and silo with average scores of 34.97, 31.42, 31.15, 29.18 and 26.13 respectively. The result further shows seven of the facilities were scarcely available which represents 20.59% of the facilities such as traditional barn,

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drawing room, rhombus, agricultural advisory or extension office and agricultural extension display area among others with average scores of 19.30, 17.13, 13.84, 8.23 and 6.97 respectively.

Table 2: Mean of Utilization of Facilities for Teaching and Learning Entrepreneurial Skills in Agricultural Education

		Lecturers (n=198)		Technologists (n=46)				
S/No.	Facilities	$\bar{X}$	SD	$\bar{X}$	SD	GP$\bar{X}$	SD	RMK
1	Entrepreneurship centre	1.146	0.036	1.130	0.051	1.138	0.043	NU
2	Seminar room	0.818	0.041	0.935	0.054	0.876	0.047	NU
3	School farm	4.354	0.028	4.380	0.042	4.367	0.035	HU
4	Horticultural garden	3.394	0.032	3.745	0.040	3.569	0.036	HU
5	Orchard	2.667	0.031	2.717	0.042	2.692	0.036	U
6	Greenhouse	1.020	0.037	1.043	0.049	1.032	0.043	NU
7	Permanent crop plantation	2.490	0.036	2.978	0.040	2.734	0.038	U
8	Arable farm	4.121	0.026	4.071	0.037	4.096	0.031	HU
9	Drawing room	1.242	0.038	1.174	0.054	1.208	0.046	NU
10	Agricultural science laboratory	4.071	0.031	4.071	0.046	4.071	0.038	HU
11	Metrological station	2.455	0.030	2.446	0.050	2.450	0.040	OU
12	Computer laboratory	2.081	0.031	2.141	0.047	2.111	0.039	OU
13	ICT facilities	2.157	0.031	2.283	0.049	2.220	0.040	OU
14	Internet connectivity	2.404	0.030	2.587	0.047	2.495	0.038	OU
15	Cameras	2.788	0.031	2.826	0.045	2.807	0.038	U
16	Library	3.424	0.029	3.342	0.041	3.383	0.035	U
17	Crop processing area	1.207	0.039	1.196	0.053	1.201	0.046	NU
18	Fish pond	1.323	0.040	1.217	0.054	1.270	0.047	NU
19	Poultry house	2.455	0.028	2.609	0.048	2.532	0.038	U
20	Bee keeping facilities	1.040	0.035	1.113	0.043	1.027	0.039	NU
21	Ruminant pen	2.591	0.033	2.810	0.043	2.700	0.038	U
22	Non ruminant pen	1.672	0.036	2.174	0.046	1.923	0.041	OU
23	Silo	1.035	0.040	1.342	0.053	1.189	0.046	NU
24	Traditional barn	1.025	0.040	1.293	0.053	1.159	0.046	NU
25	Rhombus	0.995	0.039	1.299	0.053	1.147	0.046	NU
26	Cold room/deep freezer	2.081	0.032	2.174	0.045	2.127	0.039	OU
27	Canopy brooder	1.086	0.038	1.788	0.048	1.437	0.043	NU
28	Livestock skeleton	1.843	0.036	1.348	0.042	1.596	0.039	OU
29	Essential water supply	3.677	0.028	3.630	0.040	3.654	0.034	HU

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S/No.	Facilities	Lecturers (n=198) $\overline{X}$	SD	Technologists (n=46) $\overline{X}$	SD	GP$\overline{X}$	SD	RMK
30	Irrigation or water management system demonstration area	2.995	0.031	3.174	0.047	3.084	0.039	U
31	Agricultural marketing or sale simulation area	0.823	0.041	0.935	0.054	0.879	0.047	NU
32	Agricultural extension or display area	0.944	0.040	1.114	0.053	1.029	0.046	NU
33	School based agricultural business or enterprise	1.040	0.038	1.130	0.053	1.085	0.045	NU
34	Agricultural advisory or extension services office	0.838	0.041	0.957	0.054	0.897	0.047	NU
	GD$\overline{X}$, GSD					**2.094**	**0.041**	

Key: n = Number of respondents, $\overline{X}$ = Mean, SD = Standard Deviation, GP$\overline{X}$ = Group Mean, GD$\overline{X}$ = Grand Mean, GSD = Grand Standard Deviation, NU = Not Utilized, OU = Occasionally Utilized, U = Utilized, HU = Highly Utilized, RMK = Remark

The result in Table 2 shows that of 34 facilities for teaching and learning entrepreneurial skills in agricultural education five were highly utilized which are school farm, arable farm, agricultural science laboratory, essential water supply and horticultural garden with a mean of 4.367, 4.096, 4.071, 3.654 and 3.569 respectively. Seven were utilized such as library, irrigation or water management system, cameras, permanent crop plantation and ruminant pen among others with the mean of 3.383, 3.084, 2.807, 2.734 and 2.700 respectively.

Table 4 also revealed that seven of the required facilities were occasionally utilized, some of which are internet connectivity, metrological station, ICT facilities, cold room/deep freezer and computer laboratory with the mean of 2.495, 2.450, 2.220, 2.127 and 2.111 respectively. The result further revealed that majority (15) of the facilities were not utilized. Among these are canopy brooder, fishpond, drawing room, crop processing area and silo with the mean of 1.437, 1.270, 1.208, 1.201 and 1.189 respectively. However, the grand mean of 2.094 was recorded with a grand standard deviation of 0.041. The grand standard deviation shows that the responses clustered around the mean. The grand mean implies that the facilities were occasionally utilized.

Null Hypothesis

H_{O1}: There is no significant difference in the mean responses of lecturers and technologists in Federal and State Colleges of Education on the utilization of facilities for teaching and learning entrepreneurial skills in agricultural education in Northwest Nigeria.

Table 3: ANOVA on Utilization of Facilities for Teaching and Learning Entrepreneurial Skills in Agricultural Education

Source of Variance	Sum of Squares	Df	Mean Square	F ratio	Sig.
Between Groups	2.095	3	0.698	0.651	0.584
Within Groups	141.632	132	1.073		
Total	143.728	135			

The result in Table 3 shows an F ratio of 0.651 with a P value of 0.584, degree of freedom 3, 132, on a mean of the items. That is (F3, 132) = 0.651, P 0.584 > 0.05. This indicates there is no substantial statistical evidence to reject the null hypothesis and the null hypothesis was upheld. Hence, there is no significant difference in the mean responses of lecturers and technologists in Federal and State Colleges of Education on the utilization of facilities for teaching and learning entrepreneurial skills in agricultural education in Northwest Nigeria.

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DISCUSSION OF FINDINGS

The result in Table 1 revealed that all the 34 facilities studied were available for teaching and learning entrepreneurial skills in agricultural education in Colleges of Education in Northwest Nigeria. The categorization shows variation on the 34 facilities studied of which nine were very highly available, six were highly available, seven were moderately available, five were partially available and seven were scarcely available for teaching and learning entrepreneurial skills in agricultural education in Colleges of Education in Northwest Nigeria. This shows significant gaps across Colleges of Education on the facilities required for effective teaching and learning of entrepreneurial skills in agricultural education in Northwest Nigeria.

Findings of Ile and Onyemaobi (2021) is in agreement with this study which revealed that, facilities needed for smooth operation of entrepreneurship centres were available in Universities in Southeast Nigeria. On the contrary, Asoro (2021) reported that the teaching and learning facilities were seriously limited. A critical analysis on some of the facilities that were partially and scarcely available shows some major facilities that could enhanced skills acquisition such as greenhouse, crop processing area, agricultural marketing or sale simulation area, school based agricultural business or enterprise among others.

This reflect a significant gap that may hinder comprehensive skills acquisition. As students may lack exposure to practical experiences essential for developing entrepreneurial competencies required to thrive in entrepreneurial agricultural ventures. It will also restrict the scope of entrepreneurial training and over reliance on theory. The partially and scarcely availability of these facilities could make teaching and learning of entrepreneurial skills in such areas boring. Hence, hindering the attainment of the goals of the programme that was introduced to give hope to the learning graduates to be either employable or employers of labour. As Amaewhule (2018) observed that non-availability of facilities affects the development of entrepreneurship education. Thereby, making teaching and learning more of theoretical than practical based.

Table 2 revealed that the utilization of facilities for teaching and learning of entrepreneurial skills in agricultural education was occasionally utilized as indicated by the grand mean in Colleges of Education in Northwest Nigeria. This finding is in agreement with that of Asoro (2021) who pointed out that not all the available facilities were utilized for teaching and learning. Similarly, Ugbe and Isaac (2020) found that teaching and learning facilities were moderately utilized. Edokolar and Dumbiri (2019) reported that, teaching and learning facilities were found to be under-utilized during teaching and learning of Technical and Vocational Education Training (TVET) programme. On the other hand, Okolocha and Ordu (2018) revealed that the available facilities were moderately utilized for teaching entrepreneurship in Business Education in Colleges of Education in South-South Nigeria. They also observed that not all the facilities available were utilized.

The cursory assessment of the implication of the above to the teaching and learning of entrepreneurial skills in agricultural education shows that the actualization of the aims and objectives of the programme will be a mirage. As this will hinder students' exposure to practical training, making them unfamiliar with their facilities when out of school. In addition, students who graduate will not develop their full potentials to use expertly their skills. This will hinder competency that would have made them to be useful to themselves and their society through self-employment, which is one of the cardinal aims and objectives of entrepreneurship education.

Ugbe and Isaac (2020) pointed out that utilization of teaching and learning facilities can improve learning and retention of materials presented during a class session or individual study period, when compared to traditional lectures or study materials that do not use teaching facilities. They further affirmed that the utilization of facilities would provide the teacher with a more effective way to transfer knowledge and information to students and enable the students to learn in a more productive way. This

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implies that utilization of teaching facilities could help learners improve study skills, illustrating and reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom. It will also engage students' other senses when utilized.

Table 3 shows that there is no significant difference in the mean responses of lecturers and technologists in Federal and State Colleges of Education on utilization of facilities for teaching and learning entrepreneurial skills in agricultural education in Northwest Nigeria. This indicates that both Federal and State Colleges of Education share similar perspectives on practices across institutions, as both lecturers and technologists have similar responses. The findings is in agreement with the report of Oluwale and Awodiji (2019) who reported that there is no significant difference in Universities in Kwara State in terms of utilization of e-learning facilities for teaching and learning of management and business courses.

Yakubu and Musa (2021) pointed out that Federal and State Colleges of Education in Nigeria operate under a unified curriculum designed by the National Commission for Colleges of Education. This implies that by standard both Federal and State Colleges of Education operate similarly on facilities and utilization across institutions. It could also be that both Federal and State Colleges of Education were confronted with similar financial challenges and issues like power supply and infrastructural maintenance affect both Federal and State institutions equally limiting the optimal utilization of facilities for teaching and learning entrepreneurial skills in agricultural education.

In addition, government interventions from Tertiary Education Trust Fund have been implemented across Federal and State Colleges of Education. This could reduce disparity in facility utilization in both Federal and State Colleges of Education. On the other hand as observed that, Federal institutions generally receive higher allocation for infrastructure than State institutions. This could potentially leading to better equipped and more frequent utilization of facilities in Federal institutions than State own institutions. However, Onuoha et al. (2023) in their study on leadership practices and resources optimization in tertiary institutions observed that some State tertiary institutions with more proactive leadership tend to perform better in facility management than some Federal institutions.

CONCLUSION

The study concluded based on the findings and implication of the study, which revealed that while facilities were available their categorization indicated a gap on provision. There was no significant difference in the mean responses of lecturers and technologist regarding the utilization of facilities indicating common challenges across both Federal and State Colleges of Education, which shows that facilities were occasionally utilized. These could hinder students from acquiring essential entrepreneurial skills, thereby, increasing the risk of unemployment and limiting their ability to engage in agribusiness.

RECOMMENDATIONS

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

1. The management of the Colleges of Education should advocate for support from Tertiary Education Trust Fund (TETFUND) to provide facilities across all Colleges of Education within the Northwest zone for teaching and learning of entrepreneurial skills in Agricultural Education.
2. The department in collaboration with the College management should develop and implement a monitoring and evaluation system to ensure optimal utilization of available facilities for teaching and learning entrepreneurial skills in Agricultural Education.

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