



Entrepreneurial Inhibitions on Business Education Innovative Programme in Tertiary Institutions for Processing Plantain Flour and Chips for Employment on Graduation

Amadi, E. A.

**Department of Business Education
Faculty of Education
Rivers State University, Nkpolu-Oroworukwo, Port Harcourt, Nigeria**

ABSTRACT

The focus of this study was to investigate the entrepreneurial inhibitors and innovative programme of Business Education in processing Plantain flour and chips for employment on graduates. Three research questions and one hypothesis was used for the study. The study made use of survey design. It was carried out in Tertiary Institutions that are offering Business Education in the Niger Delta. The population was 70 students all were used. The instrument used for data collection was 4 point rating scale structured questionnaire items which was face and content validated by three experts. Cronbach Alpha used to determine the internal consistency of the inhibitors questionnaire item which was 0.84 was obtained. 70 questionnaires were retrieved with 2.5 bench mark. This implied that any mean below 2.5 and above is accepted while any mean below 2.5 is rejected and t-test statistical tool was used to test the null hypothesis at 0.05 level of significant. It was found out from the hypotheses tested, that the level of that item mention as inhibitors are really affecting entrepreneurship practice. The study recommended that curriculum innovation should be seriously implied to implement entrepreneurial programme not only to be theory instead of practical work which would enhance the productivity of the graduates. The study also recommended that the students need home economic education centre that is fully equipment to enhance processing of plantain into flour and chips which will be well packaged and used for self and paid employment of the students before graduation.

Keywords: Business Education, entrepreneurial inhibitors, plantain, flour, chips, processing

INTRODUCTION

Plantain is one of the major food-stuff derived from farmers within southern, Eastern and Western part of Nigeria. About 80 million of metric tonnes out of estimated 12 million metric tonnes are produced in Africa. Most of these are locally consumed or traded within the vicinity where it is produced (INIBAP, 2003). It is very obvious that people required food that gives energy that sustains lives which plantain is one of the food stuff. Plantain is very critical in bridging the gap between the demand and supply of the basic carbohydrate staples. It also controls degradation of the land which could occur with the constant use of machinery and others (FAO, 193). It is one of the oldest food (plant) that is cultivated over the decade in southern, eastern Niger Delta and mostly western part of Nigeria; even in Africa.

In Nigeria, there is season that it will produce plenty of it and other season it will be scarce and very expensive to purchase. The economic benefits of it, is so pronounced that Plantain production is making a very significant economic activities for income penetration for both the farmers and traders who are really involved in trading on plantain, (FAO, 2001).

Plantain play very important role in structuring of rural landscape throughout the year some farmers live to have plantain which is their only occupation all through their lives time. However, the benefits derived from plantain are too numerous to mention both the unripe and ripe type have nutritious value as food, it can be taken as snacks in any time the need arises for its consumption. Although, its level of production in Nigeria due to mobility of rural dwellers to urban cities, reduces the products. To harness the export of plantain its level of production should be enhance because the decline of its production will affect both the farmers and the consumers. The plantain production problem in Nigeria centers on the inadequate finance of purchasing access of land, maintenance road network and other things needed and for the farmer to have good harvest. It also borders on how the various factors that affect plantain production in the country should be handled or attends to, now that there is insufficient food and interest should be geared to FAO to encourage young graduate in Agricultural Education that will boost their interest in production of food in Nigeria. This quest of plantain foodstuff production also affects the involving home economics education and Curriculum Innovation in Business Education.

THEORETICAL FRAMEWORK

This paper has its theoretical base on one of the theories of entrepreneurship propounded by Joseph Schumpeter and the Japanese model of entrepreneurship. Joseph Schumpeter emphasized that entrepreneurship is a vital force in the economic system as a whole. As it were the entrepreneur is a catalytic agent in the economic development process, an innovator who brings about ideas from the introduction of new technologies process products. Schumpeter believes entrepreneurship is the fundamental issue, the decisive factor in the process of economic development. The Japanese model of entrepreneurship stipulated that success of an entrepreneur is hinged on her ability to provide basic infrastructure like network, roads, investment skills, encouragement of indigenous ownership of enterprises for job opportunities.

The Role of Home Economics

The role of home economic education cannot be over emphasized identifying the benefits of plantain to mankind. According to Felder and Brent (2001), opined that the knowledge and perception of every group vary. They noted that the attitude of members determine if a task is well or poorly done, while the skills and knowledge which influence the end results also vary from group to group. Home economic Education provides individuals with skills and knowledge in various areas which includes Food and Nutrition Science. (Eze, 2006). There are different types of food demand from plantain: such as plantain flour, made by unripe type (Greenish), half ripe and ripe. This can be boiled or roasted with charcoal and fish. This is another delicacy in Nigerian content. It can also be boiled, eat with palm oil and green leaf (Otazi) which is good for health.

Half Ripe Type: This can be cooked if so desired with fish or meat as pepper soup. Bayelsa people call it (keke-fe) is a very delicious meal more over for a festival period or during the rainy season. Half-ripe type can be used as snacks within the urban area. People fry it and after frying, wrapped in water-proof paper, seal very well, sale and make their profit. Sold as snacks within the house or along the road as hawkers, It serves as snacks even at home. One can eat with other things, like Akamu or Quaker Oats.

Unripe Flour Plantain (Greenish): It is very important for one to identify what to eat and the nutritious value of what the food does or gives in the body. Unripe plantain is good for iron and calcuim. Home Economic Education Department can teach all these type of food-stuff making during teaching/learning period. Plantain flour is derived from unripe type after peeling it () and sliced it to dry very well. Then use grinding machine to grind it until it becomes powder form. It can be packed in water proof in different seizes. In the process of making it as food just to boil water and steer it to mould like wheat-flour or semovita, or amala, then one can eat it with soup, mostly okoro and ogbono soup. Nigerians like swallowing, the most important thing is that this unripe plantain flour is very good for health and also good for those that are diabetic patient. All these type of food making can be co-opted in Home — Economic Education in Business Education. At the end of graduation, now that unemployment is the talk of the day. One can start doing something in a better dimension.

Factors that Hinders Entrepreneurship Practice

Factors that are causing hindrances for the Business Education graduates thereby creating unemployment and poverty such as:

Finance: Money for starting business is very important, no matter how small the amount will be for the business to commence without capital whatever idea one has dies with him. According to Ihionkhem (2001), emphasized that capital (money) possess a very big problem for any persons to start business.

Home Economic Education: Inadequate and functional infrastructure in the school is another hindrance to practicalise what student should learn and acquire the skill needed for the production of anything that they desired to do in the centre. Although, most of the equipment needed could be use with light. The supply of electricity has been epileptic in nature. Business centres depend on fuel and diesel to use during teaching and learning processes.

Curriculum Innovation: The curriculum of the school should be implemented in that some of the programmes are not functional in various schools. There may be centers but the human resources to handle these programme might not be sufficient to teach these courses. Some are short-term and long term courses which would hamper the students' progress. Some centers are not equipped for the student to use during practical.

If this is achieved it will rechannel graduate perception and energies to productive business which facilitate wealth creation, Ewarawon (2012) and Ihekwoaba (2003) said that vocational skills development is aimed at assisting Nigerian youth to be self-employed.

Industrial Training: Students working experience in industry (SWIES) is another programme to be taken very serious during their school programme or studies. Students are opportuned to be absorbed with other organizational personnel for practical experience towards their graduation. This industrial activities exposed them to do more practical work in the processes of doing their internship. They are allowed for six months intensive course. Those for home economics education will achieve more during this training, due to longer period and facilities which are not even seen in the school will be available for them. They will use it for their practical lessons Nwoye (2012) mentioned that training aid in exposing the participants (graduates) to practical demonstration of skills and experience on key business principles which include, self-evaluation, business identification, market research and others.

Short-Term and Long Term: Training which involves practical training for graduates include industrial training. Government should make it compulsory for graduates aside by the industrial training programme and take it very serious where most of the facilities that the school do not have will be well utilized for practical usage. This is contained in the view of Osagiew Ahuaka and Kume (2013) that besides lectures, tutorial, practical classes, field work and industrial training experience with industrial experts will help them to progress. It also contained in the view of Ewarawon (2012) that intensive and short term training entrepreneurship and marketing concept will enable graduates make decision in view to establish their own business.

Curriculum Innovation in Business Education: It is relevant in business education because technology itself has changed: instructional strategies are changing due to emerging issues and there are conceptions of teacher development in teaching and learning process that where there are equipment, plantain foodstuff can be used in so many ways for one to commercialize it, which enhances individual income. It is better than staying idle; lamenting of unemployment, Amadi, (2013). Emphasized that curriculum should be geared towards employability skills that the programme would end the graduates to meet the demand of world-of work.

Statement of Problem

The increasing rate of school graduates roaming the streets of cities is a sign that government alone cannot curb unemployment problem that engulf the Nigeria state. A critical look at the society shows, that there are no sufficient job opportunities to employ her graduates. However, there have been in recent times that interest on the subject of entrepreneurship is to boost her economy. The inclusion of entrepreneurship practice in the curriculum of tertiary institution as course to equip undergraduates with

entrepreneurial skills and knowledge should address the menace of unemployment and poverty alleviation in the country.

Purpose of the Study

The main objective of the study is to determine strategies for integrating entrepreneurship practice in curriculum innovation in Business Education Department. Home Economic Education will enhance the graduates the skills of acquisition and self-reliant.

- (a) To identify factors hindering effective entrepreneurial practices among Business Education graduates.
- (b) To identify challenges facing school management of entrepreneurship programme which should not only be on theory but to practicalized it in the school.
- (c) To identify strategies that could be used by school Home Economics Education to integrate entrepreneurship practice in Business Education graduates.

Research Questions

The study answered the following questions.

- (1) What are the factors hindering effective entrepreneurship practice among Business Education graduates?
- (2) What are the challenges faced by the school management in stimulating entrepreneurial practice among graduates in Business Education?
- (3) What strategies could be adopted by Business Education which Home Economics Education will integrate entrepreneurship practice in the Department?

Research Hypothesis

The strategies for integrating entrepreneurship practice will not have significant influence on the level of self-employment.

METHODOLOGY

The descriptive survey design was used. The population of the study comprises undergraduates in Business Education. The choice of the population for the study was informed because Business Education programme placed emphasis on acquisition of entrepreneurship skills for the individual to be self-employed and self-reliance. Purposive sampling technique was used to select (70) undergraduate of Business Education. A-20 item validated questionnaire, structured into 4 points rating scale was used for data collection. The responses are: Strongly Agreed (SA) 4 points, Agreed A-3 points (A) Disagreed 3 points and Strongly Disagreed (SD) 1 point. The generated data were analyzed with the mean, scores of the questionnaire items for the research questions at 2.5 bench mark. This imply that any mean with 2.5 and above is accepted while any mean below 2.5 is rejected the t-test statistical tool was used to the null hypothesis at 0.05 level of significance.

RESULTS

Research Question 1:

What are the factors hindering Entrepreneurship Practice among Business Education Graduate?

S/N	Item Statement	SA 4	A 3	D 2	SD 1	Mean	Remark
1.	Lack of initial/investment capital to operate a business venture	7	11	11	4	2.64	Accepted
2.	Insufficient business skills	7	14	8	4	2.72	Accepted
3.	Insufficient infrastructure	6	12	11	4	2.61	Accepted
4.	Unstable government policies in the programme	7	10	13	3	2.64	Accepted
5.	Plantain uncertainty could hinder school graduates entrepreneurship	5	14	13	2	2.31	Accepted
6.	Absence of financial support from financial institutions	7	11	8	7	2.55	Accepted
7.	Lack of machinery equipment and tools and mean	5	15	7	5	2.64	Accepted
Grand Mean						2.63	

The analysis in table I revealed that all the mean scores of the 7 items are above 2.5 which means respondents agreed with the items the level of self-employment of business education graduates.

Research Question 2:

What are the challenges faced by school Management in Stimulating Entrepreneurial Practice among Graduates?

S/N	Item Statement	SA 4	A 3	D 2	SD 1	Mean	Remark
8.	Inadequate fund to establish and equip entrepreneurship centres in Business Education.	10	13	7	3	2.91	Accepted
9.	Bureaucratic proceed in curriculum implementation affect programme	5	9	12	7	2.36	Accepted
10.	Absence of expertise in entrepreneurship practice in making types of food in plantain.	9	15	9	-	3	Accepted
11.	Look warm attitude of different staff in acquiring entrepreneurship practice	6	10	12	5	2.6	Accepted
Grand Mean						2.71	

From the analysis on table 2 above the mean scores of respondents varied from 2.5% to 3. This shows that the respondents agreed with all the items, expect item 9 with mean (2.36) indicating disagreed since it is below the benchmark, but with a grand mean of (2.71), it implies that school management are faced with the above challenges in establishing entrepreneurship practicing centres among the school graduates.

Table 3: Mean Scores rating on Possible Strategies for Integrating Entrepreneurship Practice among Business Education Graduates?

S/N	Item Statement	SA 4	A 3	D 2	SD 1	Mean	Remark
12.	Intensive and short-term training programme on plantain food stuff on entrepreneurship practice for business education graduate	13	20	-	-	3.7	Accepted
13.	Quarterly business training should be organized for Business Education graduate	21	9	2	2	3.5	Accepted
14.	Practicing entrepreneurs should be involved in the training of Business Education graduates	16	13	2	2	3.3	Accepted
15.	Provisions of beginners packs for after the training period	12	18	2	1	3.24	Accepted
16.	Training on financial evaluation Business evaluation opportunities and with management	16	15	2	1	3.42	Accepted
17.	Government involvement through provision of existing Home Economics centers provision of training equipment and maintenance.	18	11	4	-	3.42	Accepted
18.	Apprenticeship centres attached to small scale Business to acquire skills in plantain flour, chips, should be encourage.	12	15	6	-	3.18	Accepted
19.	Small venture ... be established in various schools for Home Economics centers for students to practice	12	18	3	-	3.62	Accepted
Grand Mean						3.62	

Table 3 revealed the mean scores of respondents which ranged from 3.18 to 5.7 indicating respondents agreement to all the eight (8) items. However, since the grand mean (3.62) fall above 2.5 benchmark it means all the identified strategies are required to integrate entrepreneurship practice among Business Education graduates.

Hypothesis

The strategies for integrating entrepreneurship practice in Home Economics Education practice will not have significant influence or of self-employment of business education graduates.

Variables	$\sum x$	$\sum x^2$	$\sum xy$	N	DF	r-cal	t-cal	t-crit	Decision
	33	359	103						
Influence of entrepreneurship strategies on business education graduates	10	30		33	31	0.984	9.65	1.70	S

The above shows a positive influence of entrepreneurship practice on business education graduates through Home Economic Education with r-value 0.784. The significance level of influence was tested by substituting the correlation coefficient (0.984) into the test at 0.05 at 31 degree of freedom. The decision rule is to reject HO if the t-calculated > (9.65) > t-critical value (1.70). This therefore means that entrepreneurship practice measured has a positive linear association to business education graduates.

DISCUSSION

Findings from the study in respect to question I (one) revealed some factors that constituted hindrances in the production of plantain food stuff for commercial purpose. It shows that lack of capital, insufficient skills from the school also contribute to the inability of graduates not acquiring enough practical skills for commercializing plantain food stuff. According to Ihionkhen (2001) that technical know-how becomes

useless without the necessary capital to take off. This also agrees with Ugwu and Agu (2010) viewed that most Nigerian enterprises lack managerial skills and talents necessary for planning organizing, directing and controlling human resources in their business.

CONCLUSION

In view of these findings, there are possible strategies for integrating entrepreneurship on plantain flour and other plantain food stuff in commercializing these food stuff processing practice among graduates of Business Education to enhance their self-employment as a mean of overcoming unemployment and poverty alleviation. This measure is not without hindrances. However, the researcher concludes that this process among graduate should be recognized by the stakeholders in educational system.

RECOMMENDATIONS

Based on the findings, the following recommendations are made to proffer graduate unemployment problem.

- (1) Educational institution should established entrepreneurial training centers of graduate and other interested persons.
- (2) Home Economic center should be attached to Business Education Department where entrepreneurship should be practicalise and not to be theorized.
- (3) Curriculum innovation should be seriously emphasized so that programmed should be one accordingly for the Business Education to implement it for the benefit of the graduate and the society at large.
- (4) Industrial training should enhanced by proper supervision, making sure that what the students have learnt in the school should be given to them inconformity with the school curriculum. Both human resources and facilities to equip the centers for the practical or field trip will enhance their knowledge and skills acquisitions.

REFERENCES

- Amadi, E. A. & Ndimele, J.A. (2013). Impact of Entrepreneurship Education in Sustaining Nigerian Economic Growth and Development. 15-18.
- Ewarawon, U. (2012). Vocational Education an engine for self-reliance A paper presented at the 7th Annual National Conference of the Association of Nigerian Academic, held April 23rd _27th
- Eze, N. M. (2006). Human Resource Development. A crucial factor in Home Economic Education: Journal of Home Economics Research 7, Special Edition. Pp. 120-123.
- Felder, R. M. & Brent, R. (2001). Effective Strategies for Cooperative Learning, Stiwater: OK. New Forum Press Inc.
- Ihekababa, M. E. (2003). Introduction to Vocational Technical Education. Lagos Mukugamu and Brothers Enterprise.
- Nwoye, M. I. (2010). Small Business enterprise, how to start and succeed. Benin City: The Benin Social Science series for Africa.
- Osagiede, L. A. Akuaka, G. O. & Kume, A. C. (2013). Entrepreneurship Education and Human Development in Global Economy Contemporary Journal of Educational Research, 3(2) 113-119.
- Ugwu. J. N. & Agu, A. P. (2010). Introduction to Entrepreneurship. Enugu: Word and Images Nigeria.