

Evaluation of Entrepreneurship Skills Development In Students Of Vocational And Technical Education Programmes In Colleges of Education In Kogi State, Nigeria

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Abstract

The study investigated the entrepreneurship skills needed and the strategies for improving its acquisition in students of vocational and technical education in colleges of education in Kogi State. The population for the study comprised of ninety nine (99) vocational and technical educators which at the same time formed the sample of the study. Data were collected from the respondents with use of a 30-item structured questionnaire drafted by the researcher. The data collected were analysed with the use of mean and standard deviation while t-test was used to test the two null hypotheses formulated at 0.05 level of significance. The study revealed that entrepreneurship skills like creativity, innovativeness, practicals, communication, administrative and others were identified to be needed by students of vocational and technical education for self employability. Useful recommendations like provision of good learning environment, sending lecturers and instructors on in-service training, conferences, seminars and workshops, making teaching and learning practical oriented among others as ways of facilitating entrepreneurship skills acquisition and development were proffered.

Keywords: Entrepreneurship, skills, development, globalization, evaluation.

1.1 Introduction

Nigeria as a nation is rapidly growing in population. The demand for food, shelter, clothing and health care is seriously on the increase. The available white collar jobs are inadequate to absorb our youths after graduation from school. By implication, unemployment rate has been on the increase. The mass unemployment situation has led to series of odd visces like armed robbery, human trafficking, kidnapping and assassinations all over in Nigeria. This state of affairs has resulted in instability and insecurity in this country (Ebenehi & Oguce, 2012). They also existed early retiring of men and women from services and abject poverty. These has led to peaceful state of the nation to be threatened. For this reasons, there is the need to integrate vocational and technical education in the Nigerian educational system with a view to emphasize on the acquisition of practical and applied skills including scientific knowledge. This also lead towards job creation and self reliant. This also stresses the fact that vocational and technical education exposes the learners towards the acquisition of demonstrative skills which could be transformed into economic benefit. The economic development of any nation depends solely on the interrelatedness of learners on entrepreneurship, vocational and technical education and training (Ojidu, 2011). The reason is because; it creates business and employment opportunities for our youths.

The Federal Government of Nigeria being aware of the need for business/technology based environment among the Nigerian citizenry designed the national policy on education to ensure that, vocational and technical education, at sub-professional level must include the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of his society (Federal Republic of Nigeria (FRN), 2004).

In line with the above stated objectives the quality of instruction at all levels of education with Vocational Technical Education inclusive, need to be reinvigorated/revitalized by training and imparting the necessary skills to individual youths who shall be self-reliant economically. The main aim here is to produce students that will be self dependent. This therefore makes it necessary for the effective teaching of vocational and technical education as the products are

likely to be equipped with needed marketable skills for free entry in the world of work (Daluba, 2009). For this reasons, vocational and technical education as inclined technology education should be effectively catered for through improved methodology in the process of transmitting knowledge which is goal directed entrepreneurially as a way of becoming self employed (Olowe, 2008). For technology education to gain globalization it should be entrepreneurship oriented (United National Educational, Scientific and Cultural Organization (UNESCO), 2006).

Globalisation here describe the quick and significant technological process in the field of communication which will permit entrepreneurs to have access and exchange information anytime and from any place in the world.

Entrepreneurship can be described as the process of producing something new with value by creating enough time, effort with social risk and resulting to reward and monetary and personal satisfaction. For this reasons, entrepreneurship education is highly needed. What then is entrepreneurship education? Entrepreneurship education is the art of organizing a business opportunity, mobilizing resources (Adah, 2008). He further outlined the objectives of entrepreneurship education as follows:

- To provide meaningful education to the youths to be self employed and self reliant.
- To provide graduates with enough skills that will make them to be creative and innovative in identifying new business opportunities.
- To provide graduates with enough training in risk management to make uncertainty bearing more possible and easy.
- To give young graduates training to establish a career in small and medium scale business.
- To provide graduates with training in skills that will enable them meet the societal manpower needs which will help to stimulate industrial and economic growth of rural and less developed areas.

If the above objectives are full achieved, maintained and sustained, it will assert the entrepreneurial skills of students.

Upon all the positive objectives of entrepreneurship education, its teaching at all levels of our educational system has been de-emphasized as the affective domain has not been given its rightful place in technology related education. This neglect has led to lack of self employment skills of graduates from Nigerian institutions of learning, thus resulting into graduates roaming the streets in search of white collar jobs and some may even decide to join kidnapping and militancy business.

It is against the above background that this paper intends to identify the entrepreneurship skills needed by vocational and technical education students and the possible measures for improvement in colleges of education in Kogi State, Nigeria.

1.2 Purpose of the study

The study is aimed at identifying and determining possible measures in determining entrepreneurship skills in vocational and technical education students in colleges of education in Kogi State in Nigeria. Specifically, the study sought to:

- a) identify the entrepreneurship skills needed by vocational and technical education students in Colleges of Education in Kogi State.
- b) determine the possible measures to be employed to improve on the entrepreneurship skills acquisition among vocational and technical education students in Colleges of Education in Kogi State.

1.3 Research Questions

Based on the purpose of the study, the following research questions were formulated.

1. What are the expected entrepreneurship skills needed by vocational and technical education students in colleges of education in Kogi State?
2. What possible measures must be employed to improve on the entrepreneurship skills acquisition by students in college of education in Kogi State?

1.4 Hypothesis

Two null hypotheses were formulated and tested at 0.05 level of significance as follows:

1. There is no significant difference between the mean rating of male and female lecturers and instructors of vocational and technical education on the entrepreneurship skills needed by vocational and technical education students.
2. There is no significant difference between the mean rating of male and female lecturers and instructors of vocational and technical education on the measures of improving entrepreneurship skills acquisition by students.

2. Research Method

A survey design was employed. The study was conducted among the two colleges of education in Kogi State (Kogi State College of Education, Ankpa and Federal College of Education, Okene). Both Colleges operates using the National Commission for Colleges of Education (NCCE) Minimum Standards. The two colleges of education has a total number of ninety-nine (99) lecturers and instructors drawn from five departments that offered vocational and technical education as follows:

Table 1: List of courses and number of lecturers/Instructors from Colleges of Education in Kogi State.

S/No	Courses	Name of institution			
		Kogi State College of Education, Ankpa		Federal College of Education, Okene	
		Male	Female	Male	Female
1	Agricultural Education	8	1	7	3
2	Business Education	9	1	7	2
3	Home Economics	0	9	0	10
4	Fine and Applied Arts	7	1	8	1
5	Technical Education	15	0	10	0
Total	5	39	12	32	16
	Grand Total	51		48	

The population from the above table comprised of ninety-nine (99) lecturers and instructors. The entire population comprised of seventy-one (71) male lecturers and instructors and twenty-eight (28) female lecturers and instructors from the two colleges. Because of the smallness in size, the entire population of ninety-nine (99) lecturers and instructors were used for the study.

A 30-item questionnaire was drafted by the researcher and used for data collection. The questionnaire was drafted using four (4) point rating scale of 4 = Highly needed; 3 = Averagely needed; 2 = Moderately needed and 1 = Not needed to take care of research question one (1) while 4 = Highly necessary; 3 = Averagely necessary; 2 = Moderately necessary and 1 = Not necessary to take care research question two (2). The questionnaire items was made up of the 16 and 14 respectively and used to provide answers to research questions 1 and 2. The questionnaire items were subjected to validation by experts in technology education and measurement and evaluation. The instrument was trial tested on thirty (30) vocational and technical education students from College of Education, Oju, Benue State. A reliability index of 0.81 was obtained using Cronbach alpha thus making the instrument acceptable for use.

Copies of the questionnaire were administered to the respondents by the researcher himself with the help of three other research assistants. Collection of the completed questionnaire was done via the same procedure. The data collected were analysed using mean, standard deviation for the research questions and t-test was used to test the hypotheses formulated at probability level of 0.05 level of significance.

3.1 Results

The results of this study are presented as follows:

Research Question 1

What is the expected entrepreneurship skills needed by vocational and technical education students in Colleges of Education in Kogi State?

Table 2: Mean rating of lecturers/instructors on the entrepreneurship skills needed by vocational and technical education students.

S/No	Description of Items	\bar{X}	SD	Remarks
1	Manipulative skills	3.40	0.66	Agree
2	Marketing skills	3.50	0.64	Agree
3	Risk bearing skills	4.15	0.61	Agree
4	Practical skills	4.49	0.79	Agree
5	Creative skills	4.34	0.62	Agree
6	Personnel management skills	3.03	0.73	Agree
7	Professional skills	3.46	0.65	Agree
8	Productive skills	4.11	0.64	Agree
9	Innovative skills	4.34	0.63	Agree
10	Controlling skills	4.22	0.64	Agree
11	Administrative skills	3.98	0.79	Agree
12	Demonstrable skills	4.10	0.64	Agree
13	Financial resources skills	4.10	0.64	Agree
14	Time management skills	4.00	0.70	Agree
15	Self motivational skills	3.03	0.70	Agree
16	Accountability skills	3.46	0.66	Agree

From table 2, it was revealed that the sixteen entrepreneurship skills had a mean range of 3.03 to 4.49 showing that the skills are all needed by the students of vocational and technical education.

Table 3: t-test result for male and female lecturers and instructors responses on entrepreneurship skills needed by vocational and technical education students.

Variable	Group	No. of cases	\bar{X}	SD	Df	t-value	t-cal	Decision
Entrepreneurship Skills	Male	71	4.49	0.79	69	1.96	1.22	Not significant
	Female	28	3.88	0.68	26	1.96	0.42	

Table 3 revealed that t-cal = 1.22 and 0.42 as against t-value = 1.96 at df = 69 and 24 respectively; $p < 0.05$ on the respondents responses on entrepreneurship skills needed by vocational and technical education students. Since the t-cal is less than the critical value of 1.96, it shows that the result is not significant. It therefore means that there is no significant difference in the needed entrepreneurship skills by students of vocational and technical education in Colleges of Education in Kogi State based on the reactions from the male and female respondents.

Research question 2

What possible measures must be employed to improve on the entrepreneurship skills acquisition by students?

Table 4: Mean rating of lecturers/instructors on the possible measures to be employed on the entrepreneurship skills acquisition by students of vocational and technical education

S/No	Description of Items	\bar{X}	SD	Remarks
1	The goal and objectives of the venture should be defined.	3.80	0.73	Agree
2	Students to be encouraged to accept risk and failure	3.72	0.75	Agree
3	Students should be made to tolerate uncertainty	4.12	0.65	Agree
4	Students should be encouraged to be self regulatory and dynamic	4.20	0.63	Agree
5	Teaching environment should be conducive	4.30	0.60	Agree
6	Teaching environment should a replica of the working environment	4.16	0.63	Agree
7	Working environment should be conducive	3.68	0.72	Agree
8	Performance criteria should be specified for the students and must be well monitored.	4.21	0.65	Agree
9	Skillful teacher should be employed	4.02	0.61	Agree
10	Skills should be thoroughly taught	3.92	0.70	Agree
11	Students should be well motivated	4.12	0.66	Agree
12	Teaching skills should be practical oriented	3.83	0.74	Agree
13	Administrative qualities should be properly instilled in the students	3.75	0.72	Agree
14	Students should be made to carry out feasibility study to see any barrier to success.	3.48	0.68	Agree

Table 4 above revealed that the fourteen (14) possible measures for the improvement of students acquisition of entrepreneurship skills in vocational and technical education were with mean range of 3.48 to 4.30 showing that all the improvement strategies are necessary.

Table 5: t-test results for male and female lecturers and instructors responses on measures for improving students entrepreneurship skills in vocational and technical education

Variable	Group	No. of cases	\bar{X}	SD	Df	t-value	t-cal	Decision
Entrepreneurship Skills	Male	71	4.02	0.72	69	1.96	1.10	Not significant
	Female	28	3.23	0.63	26	1.96	0.37	

From table 5, it was revealed that t-calculated was 1.10 for male and 0.37 for female as against table-value of 1.96 at df of 69 and 26 respectively; $P < 0.05$ on the responses by respondents on the measures for improving students entrepreneurship skills in vocational and technical education in Colleges of Education in Kogi State. The t-calculated in both groups is less than the t-value indicating that no-significant difference exist between the male and female lecturers/instructors.

3.2 Findings

The following findings were deduced from the study:

1. The respondents (male and female lecturers/instructors) attested that the skills found in entrepreneurship were needed by students of vocational and technical education.
2. The respondents (male and female lecturers/instructors) agreed that all the suggested improvement strategies were necessary for the vocational and technical education students in Colleges of Education in Kogi State.
3. There was no significant difference between the mean rating of male and female lecturers/instructors on the needed skills by students of vocational and technical education in Colleges of Education in Kogi State.
4. There was no significant difference between the mean rating of male and female lecturers/instructors on the improvement needs of students of vocational and technical education in entrepreneurship skills.

3.3 Discussion of Findings

The Findings of the study presented in table 2 and 3 revealed that all the identified entrepreneurship skills were needed by students of vocational and technical education students. This is because, it will help to improve students self reliance after graduation from school. This findings is in line with McGrath (1999). When he observed that the skills when acquired will greatly enhance the acquisition of entrepreneurship expertise among graduates of vocational and technical education inclined programme. It is also revealed that creative thinking skills will be highly needed by students to improve their entrepreneurship skills. This agrees with Krueger (2000) and Federal Republic of Nigeria (FRN), (2004), when they stated that creativity with regular innovation in understanding all forces at work within the environment would bring in an improvement of entrepreneurship skills in vocational and technical education students.

The findings as presented in tables 4 and 5 revealed that the identified strategies is highly necessary by students of vocational and technical education to improve their entrepreneurship skills after graduation. This agrees with Hinieliski and Corbet (2005) and Okedi (2012), when they share the same views that strategies such as improvement in work environment; motivation, definition of the goal of the enterprise; thorough teaching of skills, skills to be taught should be practical oriented and students involvement in feasibility study to see whether there is any barrier to success help greatly in students acquisition of the basic skills involved in entrepreneurship.

The findings of the study also shows that disparity does not exist in the opinion of male and female lecturers/instructors as it relate to the entrepreneurship skills needed by students and the strategies to be employed to help improve their quick acquisition of the entrepreneurship skills. It therefore shows that the skills needed and the improvement strategies are all very relevant for the students of vocational and technical education to make them self employable.

3.4 Recommendations

The following recommendations were made

- a) Entrepreneurship education should be pursued with vigour in all colleges of education and other tertiary institutions where engineering and technical subjects are offered.
- b) Students should be encouraged by vocational and technical educators to take entrepreneurship risk.
- c) The teaching of vocational and technical education courses should be practical oriented as this will help to improve students creativity and innovationess.
- d) Training and re-training service should be arranged for all vocational and technical education lecturers and instructors to improve on their effective skills in entrepreneurship education.
- e) Conferences, seminars and workshops should be periodically arranged for instructors and trainee (students) as this will assist them to update their knowledge and skills in vocational and technical education programmes.
- f) Students industrial work experience should be revitalized and well sponsored.

4. Conclusion

The survival of individual in a given society is very much dependent on the acquisition of useful skills such as manipulative; practical; creative; personnel management; professional, productive demonstrable; accountability and risk bearing to mention just but a few. The possession of these skills facilitates individuals employability into any viable establishment thus reducing redundancy and unemployment problems among our youths. The acquisition of skills by our youths can be improved upon by vocational and technical educators by taking the pain to define the goal of the venture; making the teaching environment a replica of the working environment; motivating the learners; instilling administrative qualities in the students; students made to tolerate uncertainty and specifying the performance criteria for the students. Male and female lectures instructors responses on the entrepreneurship skills needed by VTE students and the effective measures to be adopted for their acquisition were not very significant. Finally, the incorporation of VTE programmes into our tertiary institutions (Colleges of Education inclusive) is therefore very paramount because of the economic contribution and self employment it offers together with the self reliant status provided to our graduates after leaving school.

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