

**COMPETENCIES/ SKILLS NEEDED BY FINE AND APPLIED ART  
TEACHERS TOWARDS THE DEVELOPMENT OF ENTREPRENEURIAL  
SKILLS IN STUDENTS IN TERTIARY INSTITUTIONS IN ANAMBRA  
STATE**

*Dr. Ogonna G. U. Onwuzo and Romanus Nwankwo*

**Abstract**

The study sought to find out the competencies/skills needed by Fine and Applied Art teachers towards the development of entrepreneurial skills in students in tertiary institutions in Anambra state. The population of the study constituted all the 52 art lecturers from four tertiary institutions that offer FAA in Anambra state namely: Nwafor Orizu College of Education Nsugbe, Federal College of Education (Technical) Umuze, Federal Polytechnic Oko and Nnamdi Azikiwe University Awka. The study revealed that competencies/skills such as Technical competencies, high achievement drive, creative, resourcefulness and innovative and problem solving among others were identified as skills needed by FAA teachers. Personality attributes and attitudes of art teachers greatly affects the development of entrepreneurial skills in students. Result also showed that managerial competencies/skills such as ability to set goals, manage resources, and make good use of result among others were needed for development of entrepreneurial skills in students. Some recommendations were also given.

One of the problems currently facing Nigeria as a country is providing job for her teeming population. Ifedi (1982) attributed high rate unemployment to lack of skills and competencies required in the world of work. It is a known fact that the educational system bequeathed to Nigeria by the colonial masters was deficient of technical and vocational training which is geared towards equipping her recipients to face challenges of the world of work.

Technology is changing rapidly, so also the technical occupation and job assignment.

Technology has continued to redefine the skills needed for the emerging job assignments in technical occupations (Ogalanya 1997). If Nigeria must meet up with the challenge of prevailing dynamism, the need for vocational and technical education should be highly emphasized. Grachino and Gallington (1997) asserted that only graduates with considerable knowledge, skill and capacity to adapt could smoothly fit into these emerging job assignment. By implication only graduates with entrepreneurial skills or skills for self reliance can withstand the current technological challenge.

For an entrepreneur to succeed, he needs certain skills. Fanslaw and Campton (1981) identified six characteristics that are common to most successful entrepreneurs. They include an ability to: take risk, be self confident, be a hard worker, set and plan for goals, accept success or failures of ones work, and do things in new ways.

Also Ahwireng-Obeng (1988) posits that for an individual to be able to effectively identify and grab business opportunity, utilize resources with high level innovativeness, be able to motivate and handle both his delegated and other actions to ensure an efficient synthesis of resources, he has to be exposed to entrepreneurial skills.

Iloeje and Anyanwu (1991) developed a 21 item skills and knowledge checklist of entrepreneurship skill with which they examined home economics level in order to determine the extent to which the curricular

emphasizes entrepreneurship skills. The study revealed gross deficiency of entrepreneurship skills. A close look at these skills reveals that they are common to any entrepreneur irrespective of area of specialization. Hence the student of fine and Applied Art needs to acquire these skills to be self reliant.

Oxford Advanced learners dictionary defined skills as having enough ability, experience and knowledge to be able to do something well.

Again competencies refer to combination of knowledge of skills and attitude that can be developed through training and which are adequate for accomplishing some specific task.

Acquisition of skills involves formation of relevant habits, which is usually preceded with relevant knowledge which facilitates correct thinking leading to correct way of doing things.

However, it has been observed that students who undergo studies in Fine and Applied Art subjects who are supposed to have these skills do not possess them. The resultant effect of this is unemployment. This ought not to be so. One of the objectives of Fine and Applied art education is geared towards equipping the learner with practical and saleable skills necessary for becoming self reliant. Achievement of this objective to a large extent depends on the teacher's possession of these skills and his efficiency in inculcating them in the learners.

There is no gain saying the fact that a teacher cannot inculcate what he does not possess. It is therefore necessary that competencies/skills needed by Fine and Applied art teachers towards development of entrepreneurial skill in students in tertiary institutions in Anambra State be identified.

### **Statement of Problem**

One of the objectives of Fine and Applied art education is inculcation of entrepreneurial skills in its beneficiaries to enable them become self-employed on graduation. It therefore stands to reason that teachers of such students should possess adequate skills, which they can impact in the learners. The question is; what are the competencies/skills needed by Fine and Applied art teachers towards the development of entrepreneurial skills in Fine and Applied art students in tertiary institutions in Anambra state?

### **Purpose of Study**

The general purpose of this study was to find out the competencies/skills needed by fine and applied art (FAA) teachers towards the development of entrepreneurial skills in students specifically the study sought to :

1. Identify the general competencies/skills needed by FAA teachers towards the development of entrepreneurial skills in students.
2. Determine the extent to which the personality attribute of FAA teachers affect the development of entrepreneurial skills in students.
3. Determine the extent to which the attitude of FAA teachers towards entrepreneurship affects the development of entrepreneurial skills in students.
4. Identify the managerial competencies/skills needed by FAA teachers towards the development of entrepreneurial skills in students.

### **Research Questions**

1. What are the general competencies skills needed by Fine and Applied Art (FAA) teachers towards the development of entrepreneurial skills in students?
2. To what extent do the personality attributes of Fine and Applied Art (FAA)

teachers affect the development of entrepreneurial skills in students?

3. To what extent do the attitudes of FAA teachers towards entrepreneurship affect the development of entrepreneurial skills in students?
4. What are the managerial competencies/skills needed by FAA teachers towards the development of entrepreneurial skills in students

### **Methodology**

The research design adopted for the study was descriptive survey method. The study covered all the tertiary institutions in Anambra State that offer Fine and Applied Arts.

The target population of this study consisted of all the art lecturers that teach the five (5) core courses in Fine and Applied Art in all the tertiary institutions in Anambra State. The tertiary institutions and the population of their art lecturers are as follows: Nwafor Orizu College of Education Nsugbe is 15; Federal College of Education (Technical) Umuze is 10; Federal Polytechnic Oko is 20 and Nnamdi Azikiwe University Awka is 7, the total population of art teachers in the aforementioned institution is 52. all the 52 lecturers were used for the study.

The major tool of this study was structured questionnaire on identification of competencies/skills needed by art teachers towards the development of entrepreneurial skill in students in tertiary institutions. The questionnaire was made up of 4 sections.

Section 1 which sought to find out the general competencies/skills needed by FAA teachers towards the development of entrepreneurial skills in students was constructed on a 5 point scale and weighted as follows: strongly agree (SA) 5; Agree (A) 4; Undecided (UD) - 3; Disagree (D) - 2; Strongly Disagree (SD) - 1.

Section 2 was on identifying the personality attributes possessed by FAA teachers towards the development of entrepreneurial skill in students.

Section 3 sought to find out the attitude of Fine and Applied Art teachers towards entrepreneurship that affect the development of entrepreneurial skills in students. Section 2 and 3 were constructed on a 4 point scale respectively and weighted as follows; Very great extent (VGE) - 4; Great extent (GE) - 3; Poor extent (PE) - 2 and very poor extent (VPE)-1.

Section 4 sort to find out the managerial competencies/skills of FAA teachers towards the development of entrepreneurial skills in students. It was constructed on a 5 points likert scale and weighted as follows; Strongly agreed (SA) 5, Agreed (A) 4, Undecided (UD) 3, Disagreed (D) 2, Strongly disagreed (SD) 1.

An expert in measurement and evaluation and one expert in art education validated the instrument used for collection of data.

The questionnaire copies were distributed personally to the respondents and after filling, were collected back on the spot. This recorded a 100% return.

Mean and standard deviation were used to analyze the data. A mean of 3.50 was used as cut off point for section 1 and 4. Therefore any item with a mean of 3.50 and above was accepted while a mean scale less than 3.5 was rejected. For sections 2 and 3, a mean of 2.5 and above was considered great extent (and so was accepted) while any mean that is less than 2.5 was considered as poor extent and therefore rejected.

**Research Question 1:** What are the general competencies/skills Needed by the fine and Applied Art teachers towards the development of entrepreneurial skills in students?

**Table 1: Students Response on the Competencies/Skills Needed by the Fine and Applied Art Teachers towards the Development of Entrepreneurial Skills in Students**

| S/N | General Competencies/Skills             | SA (5) | A (4) | U (3) | D (2) | SDA (1) | N  | - X  | SD   | Remark |
|-----|---|--------|-------|-------|-------|---------|----|------|------|--------|
| 1   | Technical Competencies                  | 42     | 10    | 0     | 0     | 0       | 52 | 481  | 1.37 | Needed |
| 2   | Good Method Ability                     | 26     | 24    | 1     | 1     | 0       | 52 | 4.44 | 1.14 | Needed |
| 3   | High Achievement Drive                  | 14     | 31    | 7     | 0     | 0       | 52 | 4.13 | 0.89 | Needed |
| 4   | Creative                                | 43     | 1     | 3     | 4     | 1       | 52 | 4.55 | 1.47 | Needed |
| 5   | Resourceful                             | 9      | 13    | 18    | 12    | 0       | 52 | 3.36 | 1.03 | Needed |
| 6   | Possesses S Competitive Skills          | 21     | 24    | 3     | 4     | 0       | 52 | 4.19 | 1.10 | Needed |
| 7   | Innovation                              | 12     | 14    | 14    | 11    | 1       | 52 | 3.48 | 1.12 | Needed |
| 8   | Ability to Improvise With Found Objects | 37     | 12    | 3     | 0     | 0       | 52 | 4.65 | 1.29 | Needed |
| 9   | Be Thrifty                              | 7      | 12    | 20    | 3     | 10      | 52 | 2.48 | 1.43 | Needed |
| 10  | Possesses Manipulative Skill            | 30     | 17    | 2     | 3     | 0       | 52 | 4.42 | 1.18 | Needed |

Table 1 reveals that items 1, 2, 3, 4, 5, 6, 7, 8, and 9 scored mean above 3.5 thus indicating that Fine and Applied art teachers need to possess the enlisted competencies/skills for the development of entrepreneurial skills in students. However

item 9 scored a mean below 3.5. The grand mean of all the items is 3.6.

**Research Question 2:** To what extent do personality attributes of Fine and Applied Art teachers affect the development of entrepreneurial skills in students?

**Table 2: Mean Response of the Extent to Which Personality Attributes of Fine and Applied Art Teachers Affect the Development of Entrepreneurial Skill in Students**

| S/N | Personality Attributes of FAA Teachers | VGE (4) | GE (3) | PE (2) | VPE (1) | N  | X    | SD   | Remarks      |
|-----|--|---------|--------|--------|---------|----|------|------|--------------|
| 1   | Persistence                            | 12      | 11     | 20     | 9       | 52 | 2.5  | 1.03 | Great extent |
| 2   | Self Confidence                        | 24      | 22     | 6      | 0       | 52 | 3.34 | 1.08 | Great extent |
| 3   | Persuasiveness                         | 10      | 18     | 19     | 5       | 52 | 2.63 | 0.91 | Great extent |
| 4   | Risk Taking                            | 15      | 18     | 17     | 2       | 52 | 2.88 | 0.92 | Great extent |
| 5   | Originality                            | 38      | 8      | 6      | 0       | 52 | 3.61 | 1.31 | Great extent |

**Competencies/ Skills Needed By Fine and Applied Art Teachers towards the Development of Entrepreneurial Skills in Students in Tertiary Institutions in Anambra**

Table 2 shows that all the items scored mean of 2.5 and above. Thus shows that all the items listed above to a great extent affect the development of entrepreneurial skills in students. The grand mean of all the items is 2.9.

**Question 3:** To what extent do attitudes of Fine and Applied art teachers towards entrepreneurship affects the development of entrepreneurial skill in students.

**Table 3: Extent to Which Attitude of Fine and Applied Art Teachers towards Entrepreneurship Affect the Development of Entrepreneurial Skills in Students**

| S/N | Personality Attributes of FAA Teachers             | VGE (4) | GE (3) | PE (2) | VPE (1) | N  | X    | SD   | Remarks      |
|-----|--|---------|--------|--------|---------|----|------|------|--------------|
| 1   | Teachers emphasize on freedom of expression        | 22      | 17     | 10     | 3       | 52 | 3.11 | 1.10 | Great extent |
| 2   | Ability to accept success or failure of one's work | 14      | 31     | 6      | 1       | 52 | 3.11 | 1.09 | Great extent |
| 3   | Have vision for business                           | 14      | 31     | 6      | 1       | 52 | 3.11 | 0.95 | Great extent |
| 4   | Ability to demand for                              | 21      | 18     | 10     | 3       | 52 | 3.09 | 1.08 | Great extent |
| 5   | Effeciency and quality Result and goal oriented    | 38      | 8      | 6      | 0       | 52 | 3.61 | 1.31 | Great extent |

Result from table 3 shows that all the items scored mean above 2.5. The grand mean is 3.1 thus indicating that all the attitudes listed above greatly affect the development of entrepreneurial skills in students.

**Research Question Four:** What are the managerial competencies/skills needed by art teachers towards the development of entrepreneurial skills in students.

**Table 4: Mean Response of Students on the Managerial Competencies/Skills Needed by Art Teachers towards the Development of Entrepreneurial Skills in Students**

| S/N | General Competencies/Skills  | SA (5) | A (4) | U (3) | D (2) | SDA (1) | N  | - X  | SD   | Remark |
|-----|--|--------|-------|-------|-------|---------|----|------|------|--------|
| 1   | Ability to communicate effectively using oral and written skills     | 36     | 12    | 2     | 2     | 0       | 52 | 4.79 | 1.31 | Needed |
| 2   | Ability to do long and short term planning                           | 13     | 24    | 6     | 6     | 3       | 52 | 39   | 15   | Needed |
| 3   | Ability to source for materials                                      | 12     | 20    | 11    | 6     | 3       | 52 | 36   | 1.45 | Needed |
| 4   | Ability to organize human resources for goal attainment              | 17     | 16    | 11    | 5     | 3       | 52 | 3.75 | 1.20 | Needed |
| 5   | Ability to manage time and meet job schedule                         | 29     | 23    | 0     | 0     | 0       | 52 | 4.55 | 1.17 | Needed |
| 6   | Ability to conduct evaluate personal skills, knowledge and abilities | 21     | 23    | 3     | 2     | 3       | 52 | 4.09 | 1.20 | Needed |
| 7   | Ability to appraise student performance                              | 16     | 25    | 2     | 3     | 6       | 52 | 3.08 | 0.41 | Needed |
| 8   | Acquisition of management and supervisory skills.                    | 14     | 20    | 10    | 5     | 3       | 52 | 3.61 | 1.15 | Needed |
| 9   | Ability to make appropriate use of result                            | 12     | 33    | 3     | 2     | 2       | 52 | 3.98 | 1.42 | Needed |
| 10  | Knowledge of good relationship                                       | 36     | 14    | 1     | 0     | 1       | 52 | 4.61 | 1.92 | Needed |

Table 4 above revealed that all the managerial competencies listed were needed by FAA teachers towards the development of entrepreneurial skills in students. All the items have mean above 3.50 the grand mean is 4.1.

### Discussion

The findings of this study indicated that almost all the competencies/skills were identified to be needed by the FAA teachers for

the development of entrepreneurial skills in students. This is in agreement with Diffley (1983), Iloeje and Anyanwu (1991), Igbo (1998). It was observed that all the listed competencies/skills are all needed for entrepreneurship education especially at tertiary level. On the other hand the finding of the study also indicated that being trifty was not accepted to be important for the

development of entrepreneurial skill in students.

Result from research question two and three revealed that all the personality attributes and attitudes of FAA teachers affect the development of entrepreneurial skills in students. The finding is in agreement with Ahwireng-Obeg (1988), Fanslow and Compton (1981) who listed some characteristics that are common with entrepreneurs as; ability to set and plan for goals, accept success or failure of ones work and do things in a new way.

Again the findings were in consonance with Hodgette (1982) assertion that some of the attributes needed by entrepreneurs include; mental ability, human relations, skill, creativity, technical competency, and high achievement drive.

The study also revealed some of the managerial competencies/skills needed by FAA teachers towards the development of entrepreneurial skills in students. Some of them were ability to; communicate effectively using oral and written skills, do long and short term planning, source for materials, organize human resources for goal attainment, manage time and meet job schedules, evaluate personal skill, knowledge and abilities, appraise students performance, acquisition of management and supervisory skills, make appropriate use of result and knowledge of good relationship. These managerial competencies are consistent with those identified by Fanslow and Compton (1981), Eluere 1985 and Anyakola (1995) as necessary for the entrepreneur to effectively manage the enterprise and ensure effective utilization of resources.

All these competencies/skills have implication for FAA teacher towards the development of entrepreneurial skill in students.

### **Conclusion and Recommendation**

Unemployment among youth and adults is one of the major problems facing Nigeria. An answer to this problem is entrepreneurship

education. This type of education has the advantage of equipping its recipient with skills necessary for self-reliance and successful enterprise. For FAA students of institutions of higher learning in Nigeria to be self reliant on graduation, they should be exposed to entrepreneurial skills by teachers who possess those entrepreneurial competencies/skills.

Related associations or bodies should organize workshops, seminars and talks on entrepreneurship education.

FAA teachers should relate teaching to practical work that should enable students test their skills in actual work place.

Teachers should also expose learners to various entrepreneurial opportunities in fine and applied art education. Thus field trip should be one of the teaching methods to be highly emphasized in teaching and leaning of fine and Applied Arts.

### **References**

- Ahwireng-obeng F. (1988) Entrepreneurial Revolution for the World. The case of Ghana *Canadian Journal for Development studies ix* (1)
- Anyakaoha, E.U. (1995): Towards Enhancing the Entrepreneurial skills of operators of Home Economics Related Businesses. Implication for Entrepreneurship Education. In T.I Eze & N.P.M Ezeani (Eds) *Emperical studies on social and Economic Implications of vocational and Technical Education in Nigeria* Federal College of Education (Technical) Umumze, Anambra State.
- Diffley, T.I 1 (1983): *Important Business Competencies for the Women Entrepreneur*. Kansas Business Education forum.

- Elaine. B. (1985): Entrepreneurship competencies for secondary vocational studies. *Business Forum* 42 (3) 30-33.
- Fanslow & Compton (1981): *Entrepreneurial competencies for Vocational Home Economics Education*. Englewood Cliffs. Aprentic-hall Publishers.
- Giachino. J.W & Gallington, R.O. (1997): *Course Construe/ion In Industrial Art. Vocational and Technical Education*. American Technical Publication Inc.
- Hodgctts, R. (1982): *Effective Small Business Management*. New York Academic Press,
- lloeje, 1 & Anyanwu, G.A. (1991): *Entrepreneurship and vocational Home Economic Education in Nigeria*.
- Ifedi, C. (1982); Manpower Development job Opportunities "*Business Times*. May 22. 24.
- Igbo, C.A. (1998): Entrepreneurship Competencies Needed by the Rural Women in Home Economics Related Business. Implication For Rural Development. Paper Published in the *Essentials of Entrepreneurship Education in Technology Science And Art*. (ed) N.P.M Esomonu Published by research and publication unit, F.C.E ,(T), Umunze Anambra state.
- Ogalanya, G.O. (1997): *Entrepreneurship Education for Socio-Economic Industrial Development in Nigeria*. Paper Published in Entrepreneur practice in Education.ed. N.P.N Esomonu. Published by Research and publication unit F.C.E (T) Umunze Anambra state.

**Dr. Ogonna G. U. Onwuzo**  
**School of Education,**  
**Federal College of Education, (Technical),**  
**Umunze.**