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## **The Extent of Entrepreneurial Education Implementation in Technical Education Programmes of Some Selected Colleges of Education in Nigeria**

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By

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### **Abstract**

*The paper investigates the extent of entrepreneurship education in technical education of some Colleges of Education since its introduction in Colleges of Education minimum standard curriculum, 2002. The programme took off with staff and workshops available in the institutions and was encouraged by workshops organised by National Commission for Colleges of Education in collaboration with Education Tax Fund on awareness and enlightenment. The awareness made for influx of students into technical education that teachers, instructors and facilities for practicals are inadequate for effective instruction and learning. Most of the teachers lack the technical know-how for effective practicum implementation. Rare electric power supply adversely affects operation of machines for practical lessons. Consequently, it is concluded that entrepreneurship education has taken off with some obstacles. Recommendations like re-training and employment of qualified professional staff, engagement of road-side technologists like auto-mechanics in practicals for the attainment of entrepreneurship in technical education at the NCE level are adduced.*

### **Introduction**

The realization of a state's national goals is by utilizing education as a tool, overall philosophy and goals of the nation must be considered in formulating any policy on education and national development (National Policy on Education, (NPE), 2004; Nkom, 2008). Functional education is vital for a progressive and united nation. Consequently, the National Policy on Education (2004) states that for the philosophy to agree with national goals, education quality has to be geared towards self-realisation and national efficiency. Therefore, teachers' preparation should include intellectual and professional training for the teacher to be effective, attain success on his duty, and avoid academic failure (Olaofe, 2005).

Various continents of the world have emerged as one through modern technology to the effect that what affects one region affects the other (Aliyu, 2003). This has brought about liberalization of free movement, trade capital and development in information and communication technology. However, it is noteworthy that some imported machines for use and workshop practicals cannot be operated by the teaching staff except on the invitation of some road-side auto-mobile mechanics and engineers as was the practice in Federal Polytechnic, Mubi (Abdulhamid, 2004).

The economics of United States of America and Europe are private-sector oriented and developed. Nigeria's economy should not be left out despite the fact that the nation is a developing one and the American and European economics are already developed.

Unemployment is a national and global socio-economic and educational issue today. The situation affects the entire society. Strategies are therefore needed for creating opportunities for the increasing unemployed graduates seeking jobs to earn their living. Entrepreneurship in educational arena is a strategy that aids one to earn one's living and establish one's self. At the convocation of Ahmadu Bello University, 2004, the then Visitor to the institution, President Olusegun Obasanjo advised graduates to start thinking about how to create jobs because public sector jobs were shrinking (Alowung, 2004). As a means of initiating the solution to the unemployment problem, Okebukola (2004) asserted that efforts were on to enshrine entrepreneurial education in the various university curricula in response to public agitation and National Economic Empowerment Development Strategy (NEEDS).

NCE graduates are not exceptional in the employment syndrome. In a swift move towards self-reliance, the National Commission for Colleges of Education (NCCE) that is responsible for Nigeria Certificate in Education (NCE) minimum standards has since the year 2002 included entrepreneurship education in the curricula of the institutions for 200 and 300 levels of some departments in the Colleges (NCCE, 2002). The departments include Agricultural Education, Business Education, Fine and Applied Arts Education, Home Economics Education and Technical Education. Thereon, the NCCE in collaboration with Education tax Fund (ETF) organised workshops on entrepreneurship education in both State and Federal Colleges of Education throughout the nation for awareness, knowledge and implementation of the curricula for all courses offered in the various institutions. By now, about eight years after the inclusion of the entrepreneurship education in the NCE curriculum by the NCCE, one expects some positive outcome of the result on the ground but there seem to be none (Alhassan, 2009).

There are complaints from students, lecturers, parents and employers of the products in general that the entrepreneurial education programmes are not adequately being implemented to realize its set goals. This public outcry has urged the researcher

to carry out investigation into the implementation of the programme in order to find out the problems inhibiting its smooth implementation and suggest ways of solving it.

### **Research Design**

The study is an empirical research designed to investigate the extent of entrepreneurial education implementation in technical education programmes in some Colleges of Education in Nigeria since its take-off about eight year ago (NCCE Minimum Standards, 2002). Survey design was used because it reveals current situation on the ground and portrays needs for improvement.

### **Population and Sample**

Four Federal Colleges of Education that offer technical education courses at the NCE level were selected for the study as the representative sample. The institutions were Federal College of Education (Technical) Bichi, Federal College of Education (Technical) Gombe, Federal College of Education (Technical) Potiskum and Federal College of Education (Technical), Pankshin that has a department of Technical Education. Some of the technical education courses offered at the institutions include Metal Work Technology, Wood Work Technology, Electrical Electronics Technology, Automobile Mechanics Technology and Building Technology.

Five lecturers teaching each of the five main courses in each of the institutions were sampled as respondents to the teachers' questionnaire, making a total number of 20 lecturer respondents from each of the institutions. Thus, the overall number of respondents to the questionnaire was 80 lecturers.

### **Instrument and Data Collection**

The instrument for data collection was questionnaire through the technique of interview conducted by the researcher himself within five working days of a week in each of the institutions. Being technical and practical in nature, the essence was to obtain the responses and see what has been done on the ground.

The specific main questions asked were:

1. Are you aware of the entrepreneurship education programme in the curriculum?
2. What is the degree of the implementation of the entrepreneurship education since its take-off?
3. Are the teachers professionally qualified?
4. Are the facilities for your studies adequate?

### **Data Analysis**

The responses to the questions were analysed with the use of frequency and percentage for easy interpretation of results.

### **Findings and Results**

Research Question One: Are you aware of entrepreneurship education programme in the curriculum?

**Table I: Responses on Awareness of Technical Education Programme in the Curriculum**

Responses	Frequency (F)	Percentage (%)
Yes	52	65
No	28	35
Total	80	100

Results in table I show that 52 (65%) of the lecturers responded positively to be aware of entrepreneurship education programme in the College curriculum while 28 (35%) claimed to be unaware. The findings revealed that the negative respondents were employed after the workshops were conducted. That might be why they lacked the knowledge.

**Research Question Two:** What is the degree of implementation of the entrepreneurship education programme since its take-off?

**Table II: Responses on the Degree of the Implementation of the Entrepreneurship Education Programme Since its Take-Off**

Responses	Frequency (F)	Percentage (%)
High	-	-
Low	8	10
Very Low	72	90
Total	80	100

The results in table II indicate that 72 (90%) of the respondents agree that the implementation is at a very low pace. 8 (10%) respondents claim that the implementation rate is low and none of the respondents agreed that the implementation rate is high.

**Research Question Three:** Are the teaches of the entrepreneurial education programme professionally qualified?

**Table III: Responses on Qualified Professional Teachers**

Responses	Frequency (F)	Percentage (%)
Qualified	56	70
Unqualified	24	30
Total	80	100

Generally, the various Colleges of Education have inadequate number of qualified professional teachers. Table III shows that 56 (70%) were professionally qualified while 24 (30%) were unqualified professional teachers. Lecturers were found devoting more of the lessons to teaching than the practical aspects in the workshops and field work which are more vital to entrepreneurship. Consequently, at the end of the

training, most of the products acquire merely theoretical knowledge of the entrepreneurial education with little or no practical skills on what is taught to establish one's self towards self-reliance.

The respondents accepted their inadequacies in the practical skills and suggested that all workshops should be staffed with workshop assistants who are products of technical schools at ordinary level and National Diploma holders in technology from polytechnics with the technical and professional skills to assist, guide and carryout practicals in the workshops for students. They were also of the view that road-side automobile mechanics, bricklayers, carpenters and others who have the technical know-how should be engaged on part-time basis in their various fields to succeed in the entrepreneurial education at the Colleges of Education.

**Research Question Four:** Are the facilities for your studies adequate?

**Table IV: Responses on the Adequacy of Facilities For Study**

Responses	Frequency (F)	Percentage (%)
Adequate	-	-
Inadequate	80	100
Total	80	100

The result in table IV shows that the entire respondents 80 (100%) agreed that the available facilities for learning were inadequate and no respondent 0 (0%) agreed that the facilities for learning were adequate.

The findings revealed that the workshops and lecture rooms were not large enough to accommodate the growing students' population. Workshop tools were also correspondingly inadequate because of the students' increase in population. Some of the available tools were not in use because the lecturers themselves claimed they had not seen and used the types before and do not know their functions and how they should be operated. It was learnt that the machines were donated to the Federal Ministry of Education by foreign countries like Bulgaria and Russia and supplied to the institutions for use without orientation on their use and operation. The respondents also complained bitterly on Power Holding Company of Nigeria (PHCN) for failing in its obligation to supply electric power for carrying out practicals with the use of machines; and the generating plants used in supplying power for practicals in the absence of power supply from PHCN frequently broke down and often lacked diesel.

### **Discussion of Findings**

The dawn of unemployment has brought awareness and importance of Technical Education in the world of entrepreneurship for self-reliance and employment. It was therefore timely that NCCE entrenched entrepreneurial education in the 2002 Minimum standards curriculum for NCE and thereafter organised awareness and enlightenment workshops for the staff of the institutions in collaboration with

Education Tax Fund (ETF) throughout the country. However, the findings revealed insignificant degree of implementation. This collaborates with the findings of Alhassan (2009) that after about eight years of its take-off, there seem to be no positive outcome. Inadequate professional trained teachers on the ground could as well have contributed to the low rating as Olaofe (2005) stated that inadequate teacher preparation on professional training results to failure in academic achievement. The findings also revealed that the teachers' failure to invite road-side engineers for assistance in practicals for machine operation and utilization could have contributed to the low performance and implementation. This agrees with the findings of Abdulhamid (2004) in Federal Polytechnic, Mubi.

### **Conclusion and Recommendations**

From the findings and discussion above, it is concluded that the entrepreneurial education entrenched in the NCCE Minimum Standards (2002) for NCE commenced implementation immediately after its release to the Colleges of Education. The release was followed by workshops organised by the NCCE in collaboration with ETF on the entrepreneurial education for the Colleges of Education throughout the nation for awareness, enlightenment, knowledge and implementation to achieve its objectives. The programme took-off successful but being a new programme, the implementation in technical education appears to be moving at a slow pace due to some obstacles. Some of the obstacles hindering the smooth and successful implementation of the technical education programme among others include inadequate trained professional teachers/instructors, inadequate large workshops to accommodate the machines and equipment with large population of students, irregular supply of electricity for workshop practical implementation and inadequate provision of imprest for the maintenance of workshop equipments.

For the smooth implementation of technical education entrepreneurship, the following major recommendations are adduced.

1. Teaching staff and instructors employed should be those who passed through technical schools to NCE and degree programmes in technical education.
2. Unprofessional technical teaching staff and instructors should not be engaged.
3. At least, two big generating plants for supply of electric power for workshop practicals should be made available in every institution.
4. Briefing and enlightenment on the use and operation of all machines should be made on delivering such machines to the institutions.
5. Road-side professionals in various technical courses offered in the institutions should be engaged on part-time basis to assist instructors in workshop practicals.
6. Workshops on entrepreneurship education should be organised annually for the staff to update their knowledge and technical skills in their various fields of specialization.
7. The teaching staff should be sponsored on in-service basis for higher degrees.

8. Adequate imprest should readily be available for maintenance of equipments in the workshops.

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