

The Effects of Integration of Entrepreneurship Education for Self-Reliance among Graduates of N.C.E in North Central Zone of Nigeria

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Abstract:-The study examines the effects of integration of entrepreneurship education for self-reliance among graduates of NCE with emphasis on vocational education students of Federal and State colleges of education in North Central zone of Nigeria. Six (6) colleges of education in the North Central of Nigeria were used in the study with three (3) from federal and two (2) from state colleges of education. The instrument used was questionnaire and the population sample comprises of 196 respondents. Four research questions and four hypotheses were formulated which guided the study. The research questions and the hypotheses were answered using the IBM SPSS statistical package version 22. The major findings include: there is no significant relationship between level of awareness and students interest in vocational entrepreneurship, but a significant relationship exists between teachers' competency and the provision of employable skills for students. The findings also reveal that a negative and non-significant relationship exists between community available resources and the teaching and learning of vocational entrepreneurship education. Based on the findings from the study, the following recommendation were made: There is need for student's awareness of existing employment opportunities in vocational entrepreneurship education right from secondary school which will serve as guide to prospective students that will venture into such discipline.

I. INTRODUCTION

Learning is defined as the behavioral changes that occur over time relative to an external stimulus condition. (Jim, 2008), by this, activities are changed or originated through a reaction to an encountered situation. We can therefore say that someone has learned something if as a result, there was a behavior change in some ways. This change in behaviors leads to an opportunity recognition (recognized need) in market place, to which an entrepreneur has a response or solution. (Stokes, Wilson and Mador, 2010). Thus recognizing the needs, understanding it and coming up with a feasible means of dealing with it implies certain kind of knowledge. The poor functioning of education, employment and employability has resulted in growth not being translated into sustained poverty reduction. Also entrepreneurship which could have delivered employment benefits has not been able to spread wide the economic value of education and empowerment inherent in education, knowledge and skill acquisition.

Vocational education can be broadly defined as any type of job related learning that raises an individual's productivity, and includes learning in formal vocational and technical school programmes, in training centers or institutes as well as in the workplace, which of these learning activities is the most efficient and suitable for what work is another question for decision makers in education sector. (NISER, 2013). While entrepreneurship according to Walter (1989) in Sunday-Nwosu (2015), can be defined in terms of the following three essential and linked attributes:

- Abilities to perceive profitable business opportunities.
- Willingness to act on what is perceived and
- The necessary organizing skills associated with the project.

Therefore, entrepreneurship refers to the act of or process of identifying business opportunities and organizing to initiate a successful business activity. It refers to all the processes and activities involved in establishing, nurturing and sustaining a business enterprise. It provides entrepreneurs with managerial, entrepreneurial and technical skills.

The professional entrepreneurs from our educational system will have to make cognitive evaluation of their life as a basis for creation, invention and innovation that will result in economic value that can be appropriated by all stakeholders.

The student's inability on graduation to make a cognitive evaluation of their life, and recognize a market need to which there should be an economic value response to generate employment and increase their income. This is an intellectual failure, hence, there is need to re-examine the existing vocational and technical education in line with the entrepreneurship education programme that produced these incapable students.

In recognition of this education failure, the National Commission for Colleges of Education (NCCE, 2012) make a comprehensive review of curricula and duly embedded entrepreneurship education in colleges of education programs in order to make education more viable and purposeful. In vocational and technical education, it is known as AGE219 and VTE 320 for agricultural education students, BED220 and VTE 320 for business education students, VTE 210 and VTE

220 for fine and applied art students, VTE220 and HEC 320 for home economics students; to equip the learners with skills, knowledge, abilities, attitude and work habit or ethics needed for self-reliance on graduation. This initiative is an added value to education and it is expected to serve as a pointer for students to make cognitive evaluation of their life and recognize the opportunities in market place.

Despite this value added vocational and technical education, poverty has not been reduced, employment not yet generated and income capacity has not been increased, thus it is instructive to examine the relationship between vocational education and entrepreneurship education and the methods of teaching adopted to deliver these concepts, to create the awareness of the needs recognition and its utilization of the opportunities.

Statement of the Problem

The unemployment phenomenon has continued to exist in our country despite the teaching and learning of skills acquisition in the school system, whenever a programme failed to achieve its objective, it means that there is a challenge either at the planning stage or implementation stage. This case is likened to failure of skill acquisition and knowledge obtained by students on graduation. There is massive unemployment amongst graduates of (NCE) Colleges of Education and school leavers. This study believed that vocational teachers who are the implementers of the skill acquisition curriculum and the students who are the learners and recipients of the knowledge both have their challenges to effective skill acquisition, therefore, the trust of the study is to identify the extent of the students awareness of the existing entrepreneurship education programme; the possible entrepreneurial skill that could be acquired in vocational education in college of education and the strategies that can be adopted to improve skill acquisition in colleges of education.

Research Questions

The following research questions were formulated to give guide to the study.

1. To what extent is student's awareness of the existing employment opportunities in vocational entrepreneurship education?
2. What are the teachers' competencies in providing vocational entrepreneurship education?
3. What is the adequacy of available instructional facilities to impart the teaching of vocational entrepreneurship education on the students?
4. What is the level of the college utilization of available resources within the community to impart on the teaching and learning of vocational entrepreneurship education?

Research Hypothesis

The following hypotheses were formulated for the study.

1. There is no significant relationship between level of awareness and students interest in vocational entrepreneurship education.
2. There is no significant difference between the teachers' competency and the provision of employable skills for the students.
3. There is no significant relationship between the available instructional facilities and the students' employability on graduation.
4. There is no significant relationship between community available resources and the teaching and learning of vocational entrepreneurship education.

Scope of the Study

The focus of this research is basically on NCE students' unemployment saga in the country. The study is limited to federal and state colleges of education in the North Central zone in Nigeria. On the whole five(5) colleges of education in the North Central of Nigeria participated in the study with three (3) from federal and three (2) from state colleges of education.

Concept of Entrepreneurship Education

Entrepreneurship education involves a formal method of teaching and learning vocational skills that will transform the learner into the world of economic productivity. Vocational education according to the National Policy on Education (N.P.E, 2004) is the acquisition of skills and techniques in a chosen occupation or profession to enable an individual earn a living. The training and skill acquisition are aimed at the production of practically oriented personal that will feet into the world of work.

The introduction of entrepreneurship education in tertiary institution is to assist graduate venture into self-employment as opposed to searching for wage employment. The increasing demand for entrepreneur education is also born out of desire for the country's industrialization quest and the recognition that small and medium scale enterprises are the catalyst of industrial development of any country. History have shown that industrial revolution in Europe and America were products of entrepreneurship craftsmanship; their achievements indicate that entrepreneurs grow to become industrial giants. Their impacts were also felt in the countries, as they are today the factors of economic growth and development.

The inclusion of entrepreneurship education in the curriculum structures of tertiary institution shows the importance the government attached to teaching and learning of this form of education, though countries such as United States of America started as far back as 1947 with Nigeria entrenching the scheme in the curricula 1996 (Silas, 2017). Silas believe that the recognition of creativity and innovation can propel youth into practical manifestation in form of business venture and other investment opportunities necessitate its introduction, with the aim their graduates with

desires for self-attainment can have windows of opportunities to fulfill their practical ambition.

According to Ismail (2010), entrepreneurship education incorporates both formal and informal teaching methods, content and delivery depending on the students group. The formal aspect of entrepreneurship education focuses on providing the theoretical and conceptual framework which underpins entrepreneurship that it delivered didactic methods such as lecture and suggested reading, with the educator acting as structure and facilitator in the learning process. The informal type of entrepreneurship education focuses on skill building attitudes development and behavioral change in the learner. Entrepreneurship education is expected to give learner the knowledge, skill and experience necessary to thrive financially in complex and dynamic economic challenges.

Entrepreneurship education in a nut-shell can be viewed as a specialized and all round programme aimed and designed to make graduating learners' wealth creature through the acquisition of necessary skills potentials. It is a developmental process that greatly influence the private sector.

Functional and entrepreneurship education is a relatively new academic discipline as it is multi-disciplinary in nature, because it covers economic and business discipline such and Management, Marketing, Finance, Psychology, Sociology, Anthropology, teacher and business education (Anho, 2011). Entrepreneurship education should be taught from such perspectives involving a wide spectrum of life and disciplines, with insulation of more practical training monitoring and work experience included in the curriculum of tertiary institution. The goal is to ensure prospects of economic growth, equitable distribution, of economic goods & services, social conclusion, alleviate poverty and unemployment in the society and secure national security.

The FGN in 2001 mandated International Labour Organization (ILO) to conduct a study to ascertain the needs of the country in terms of entrepreneurial development among the Nigeria Youths at all level of education. The government also obtained assistance of UNESCO in the reform of Nigeria science and technology and innovative system, the main compound of which is the introduction of entrepreneurship studies in the academic curricula of tertiary institution in Nigeria. Consequently, all the supervisory agencies for tertiary education in Nigeria (NCCE, NBTE&NUC) approved the introduction of entrepreneurial/vocational training as a mandatory course for all undergraduate students. In line with this, a sanitization workshop on entrepreneurial education was organized for policy makers in Higher education institutions in Nigeria at NUC, Abuja between 6th and 7th November, 2006. All these efforts and others are in furtherance of the need to drive the development of Nigeria through developing educational contents on the platform of culture of entrepreneurship/vocational skill in our youths.

Challenges of Teaching Entrepreneurship Education in Tertiary Institution

Entrepreneurship education course was introduced into the curriculum in tertiary institutions with requisite skills for entrepreneurial success after school. The brain behind the introduction of entrepreneurship education was to reduce youth unemployment especially among school leavers in Nigeria. Entrepreneurship education was also introduced to prepare the youths to be self-reliant by creating jobs for themselves as well as others.

Despite this healthy aims and objectives, there are challenges militating against effective teaching and learning of entrepreneurship education. Some of those challenges were alighted by Unachukwu (2009) namely;

Finance. There is need for substantial funds for teachings in practical terms for entrepreneurial education; financing start ups and expansion of business ventures in order to produce successful entrepreneurs. These funds could come from internal sources like personal savings, traditional cooperative groups and societies or externally from institutions like banks government agencies and non-governmental organizations.

Inadequate Equipment and Technology The cost of equipment is quite exorbitant and cannot be afforded by most Nigerians especially young graduates. This makes for difficulty in development of entrepreneurship as technology is closely related to entrepreneurship. It therefore calls for need for the provision of affordable technologies.

Economic Pressure from Parents There is often great pressure from some Nigerian parents who prefer their children making money in the short term over long term benefits of education. This makes it difficult for youths to devote enough time required for training in entrepreneurship. It is also as a result of such pressures that Nigeria is faced with a high rate of child labor without any skill in entrepreneurship.

Education Entrepreneurship demands a talented workforce. Our system of education fails to provide the necessary foundation for such a work force. Our schools primary up to the tertiary level presently do not have a well-developed curricular that emphasizes initiations to increase accountability.

Entrepreneurial Attitude The wealth resources and rich endowment of mineral resources as for Nigeria have largely allowed the Nigeria populace and even the government to be complacent. A great majority of the Nigerian people has utopian ideas, live in affluence in some cases more imaginary than attained. Furthermore, since it is believed that there is a strong climate for entrepreneurs, there is little or no worry about entrepreneurship education. The necessary drive for an entrepreneur is not there and this leads to poor performance in entrepreneurship.

Data Data for entrepreneurship education has been lacking. There is little or limited programme designed for entrepreneurship education.

Inadequate Infrastructure Facilities Due to inadequacy of facilities like good roads, electricity, access to information, water supply etc. There is increased problem confronting the development of entrepreneurship education. There is difficulty of communicating ideas and wares with other area. Without sales entrepreneurship cannot be fully blown.

II. METHODOLOGY

The design adopted for the study was descriptive survey study which according to Sambo (2005) is used in both quantitative and qualitative research, Kerlin (1996) described the design as a planned structure and strategy of investigation conceived in order to obtain answers to research questions and to control variance.

The area of the study was North Central zone which is one of the six geopolitical Zones of Nigeria. While The population of the study consists of all the federal and state colleges of Education students' in the North Central geopolitical zone of Nigeria. The Sample for the study was drawn from the population of the students from the three federal and two state colleges of education randomly selected: Federal College of Education, Kontagora, Niger State; Federal College of Education, Okene, FCT College of Education, Zuba. Abuja; Kwara State College of Education, Ilorin; Niger State College of Education, Minna.

Adewumi (1988), described instrumentation as the process of identifying and developing a measuring device and method appropriate for a given research problem. Since the objective of this study is to investigate the effect of integration of entrepreneurship education in vocational education for self-reliance among the NCE III students, the modified Likert option attitude scale was employed for the students' questionnaire. Also the opinion of the teachers who taught the students was helpful in the analysis of the research questions.

Primary data were collated through the use of questionnaires and interviews which were interpreted to enable the researchers arrived at obtained results. The researchers administered the questionnaires with the aid of research assistants to avoid teachers influence on the students. The instruments were collected immediately after the respondents had completed them.

The researchers adopted IBM SPSS statistical package version 22. The summary of this interpretation served as basis for answering research questions and testing hypotheses.

RQ 1

To what extent is student's awareness of the existing employment opportunities in vocational entrepreneurship education?

Table 1.

Students are aware that their course of study can provide employment opportunity for them after graduation.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	193	98.5	98.5	98.5
	No	3	1.5	1.5	100.0
	Total	196	100.0	100.0	

Table 2

have you					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	191	97.4	97.4	97.4
	No	5	2.6	2.6	100.0
	Total	196	100.0	100.0	

Table 3

are you					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	186	94.9	94.9	94.9
	No	10	5.1	5.1	100.0
	Total	196	100.0	100.0	

Table 4

did you					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	190	96.9	96.9	96.9
	No	6	3.1	3.1	100.0
	Total	196	100.0	100.0	

Table 5

does the					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	184	93.9	93.9	93.9
	No	12	6.1	6.1	100.0
	Total	196	100.0	100.0	

From table 1, it is quite revealing that 98.5% of students as against 1.5% are in awareness of the existing employment opportunities in vocational entrepreneurship education, table 2 shows that 97.4% of the respondents have identified their choice of self-employment while in table 3, about 94.9% of the respondents are willing to be self-employed on graduation. In table 4 and 5, 96.9% of the respondents agreed that their knowledge of entrepreneurship education is relevant to their desire to be self-employed while 93.9% of the respondents agreed that the knowledge they acquired will be useful to the community they reside for self-employment respectively.

The answer to the research question 1 therefore is that students are quite aware of existing employment opportunities in vocational entrepreneurship education.

RQ 2.

What are the teachers' competencies in providing vocational entrepreneurship education?

Table 6

teachers' competencies in providing vocational entrepreneurship education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	183	93.4	93.4	93.4
	No	13	6.6	6.6	100.0
	Total	196	100.0	100.0	

Table 7.

do the course					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	188	95.9	95.9	95.9
	No	8	4.1	4.1	100.0
	Total	196	100.0	100.0	

Table 8.

the extent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	170	86.7	86.7	86.7
	No	26	13.3	13.3	100.0
	Total	196	100.0	100.0	

Table 9.

the use					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	182	92.9	92.9	92.9
	No	14	7.1	7.1	100.0
	Total	196	100.0	100.0	

Table 10.

the extent of					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	179	91.3	91.3	91.3
	No	17	8.7	8.7	100.0
	Total	196	100.0	100.0	

Table 11.

are there					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	120	61.2	61.2	61.2
	No	76	38.8	38.8	100.0
	Total	196	100.0	100.0	

From table 6,

it is quite revealing that 93.4% of students as against 6.6% agreed that they are motivated by their teachers' mode of teaching, in table 7 about 95.9% of the respondents agreed

that the course content provides opportunity for self-employment. on the other hand in table 8, 86.7% are of the believe that the extent of teachers-students involvement in practical will be a motivating factor for self-employment. in table 9, 92.9% of the respondents are of the view that the use of instructional materials by teachers provide avenue to discover new skills while 7.1% taught otherwise. Table 10 reveals that 91.3% of the respondents agreed that the extent of teacher's usage of practical method of teaching develops the potentials to be self-employed. It is therefore concluded that the teachers in the areas of study are quite competent in providing vocational entrepreneurship education.

RQ 3

What is the adequacy of available instructional facilities to impart the teaching of vocational entrepreneurship education on the students?

Table 12

are the students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	158	80.6	80.6	80.6
	No	38	19.4	19.4	100.0
	Total	196	100.0	100.0	

Table 13.

students access					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	173	88.3	88.3	88.3
	No	23	11.7	11.7	100.0
	Total	196	100.0	100.0	

Table 14

the frequency					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	175	89.3	89.3	89.3
	No	21	10.7	10.7	100.0
	Total	196	100.0	100.0	

Table 15

do practical					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	173	88.3	88.3	88.3
	No	23	11.7	11.7	100.0
	Total	196	100.0	100.0	

From tables 12 through 15, a very high percentage of the respondents agree to the fact that there are adequate instructional facilities to impart the teaching of vocational entrepreneurship education on the students.

R9Q 4

What is the level of the college utilization of available resources within the community to impart on the teaching and learning of vocational entrepreneurship education?

Table 16

are the avail teaching					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	118	60.2	60.2	60.2
	No	78	39.8	39.8	100.0
	Total	196	100.0	100.0	

Table 17

are the avail learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	118	60.2	60.2	60.2
	No	78	39.8	39.8	100.0
	Total	196	100.0	100.0	

Table 18

does college					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	94	48.0	48.0	48.0
	No	102	52.0	52.0	100.0
	Total	196	100.0	100.0	

Table 19

do college communities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	145	74.0	74.0	74.0
	No	51	26.0	26.0	100.0
	Total	196	100.0	100.0	

Table 20

does college provide motivational activities that could encourage students to be self-employed after graduation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	135	68.9	68.9	68.9
	No	61	31.1	31.1	100.0
	Total	196	100.0	100.0	

Table 16 through 20 is used in answering research question 4 which states that: What is the level of the college utilization of available resources within the community to impart on the teaching and learning of vocational entrepreneurship education? Though a good percentage of respondents answered ‘yes’ but in table 18 about 52% of the respondents answered ‘no’. This shows that the level of the college utilization of available resources within the community for the teaching and learning of vocational entrepreneurship education is not encouraging enough.

Tests of Hypotheses

Four hypotheses were postulated in this study. To test these hypotheses, the researcher adopted IBM SPSS statistical package version 22.

Hypothesis 1 posited that there is no significant relationship between level of awareness and students interest in vocational entrepreneurship.

Table 1.

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	-.012	.084	-.163	.871 ^c
Ordinal by Ordinal	Spearman Correlation	-.038	.088	-.497	.620 ^c
Measure of Agreement	Kappa	.005	.002	1.004	.315
N of Valid Cases		177			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					
c. Based on normal approximation.					

0.014%,

Hypothesis 1. The findings indicate that respondents' level of awareness contributed 0.014% in students interest in vocational entrepreneurship, the relationship is highly non-significant ($r = -.038$, $n = 177$, $p = .871$)(See Table 1.).

Hypothesis 2: There is no significant relationship between teachers' competency and the provision of employable skills for the students.

Table 2

ANOVA					
Teacher's Competency					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.720	4	2.180	4.301	.002
Within Groups	87.189	172	.507		
Total	95.910	176			

Results in table 2 shows F value of 4.301, $df = 4, 172$, $p < 0.05$. Therefore the hypothesis that there is no significance relationship between teachers' competency and the provision of employable skills for the students was rejected for its alternative. It was concluded that there is a significance relationship between teachers' competency and the provision of employable skills for students.

Hypothesis 3: that there is no significant relationship between the available instructional facilities and students' employability on graduation

Table 3

Symmetric Measures		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	-.077	.075	-1.025	.307 ^c
Ordinal by Ordinal	Spearman Correlation	-.077	.079	-1.017	.311 ^c
Measure of Agreement	Kappa	.017	.008	2.155	.031
N of Valid Cases		177			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					
c. Based on normal approximation.					

The findings indicate that available instructional facilities contributed 0.59% to students' employability on graduation. This relationship is non-significant ($r = -.077$, $n = 177$, $p = .307$)(See Table 3.).

Hypothesis 4 posited that, there is no significant relationship between community available resources and the teaching and learning of vocational entrepreneurship education.

Table 4.

Symmetric Measures		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	.004	.078	.057	.955 ^c
Ordinal by Ordinal	Spearman Correlation	-.031	.078	-.411	.681 ^c
Measure of Agreement	Kappa	-.009	.006	-1.191	.234
N of Valid Cases		177			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					
c. Based on normal approximation.					

The findings reveal a negative and non-significant relationship between community available resources and the teaching and learning of vocational entrepreneurship education. ($r = -.031$, $n = 196$, $p = .955$) (See Table 4). This shows that community available resources contributed 0.0016% to the teaching and learning of vocational entrepreneurship education.

III. CONCLUSION

From the analysis of the data collected for this study and the result of the tested hypotheses, the researchers concluded as follows:

- Respondents agreed that their knowledge of entrepreneurship education is relevant to their desire to be self employed
- Respondents agreed that the knowledge they acquired will be useful to the community they reside for self employment.
- Students are quite aware of existing employment opportunities in vocational entrepreneurship education.
- That the teachers in the areas of study are quite competent in providing vocational entrepreneurship education
- Respondents agree to the fact that there are adequate instructional facilities to impart the teaching of vocational entrepreneurship education on the students.
- The college utilization of available resources within the community for the teaching and learning of vocational entrepreneurship education is not encouraging enough.

Furthermore, the study reveals that there is no significant relationship between level of awareness and students interest in vocational entrepreneurship.

The findings also indicate that respondents' level of awareness contributed 0.014% in student's interest in vocational entrepreneurship, also, there is a significance relationship between teachers' competency and the provision of employable skills for students.

The findings indicate that available instructional facilities contributed 0.59% to students' employability on graduation.

The findings reveal a negative and non-significant relationship between community available resources and the teaching and learning of vocational entrepreneurship education, as community available resources contributed 0.0016% to the teaching and learning of vocational entrepreneurship education.

Recommendations

Based on the findings from the study, the following recommendations were made:

There is need for student's awareness of existing employment opportunities in vocational entrepreneurship education right from secondary school which will serve as guide to prospective students that will venture into such discipline

Competent and well trained teachers should be recruited in providing vocational entrepreneurship education trainings right from basic education level.

Provision of instructional facilities to impart the teaching of vocational entrepreneurship education on the students should be a priority on the part of the government and the community.

There is need for private/public partnership especially the immediate community through the utilization of community available resources in the teaching and learning of vocational entrepreneurship education.

Training and re-training of teachers is highly necessary to keep them up to date with current trends and new technology in the area of entrepreneurship education.

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