Entrepreneurship Education and Technical Education: A Distinctive Feature for Technological Development in Tertiary Institutions in Cross River State

Dr. Ebeten Bassey Otu
Department of Vocational/ Technical Education
University of Cross River.
Calabar

Abstract

This study examined the relationship between Entrepreneurship Education and Technical Education: A distinctive feature for Technological Development in Tertiary Institutions in Cross River State. Descriptive survey research design was adopted for the study. The population used for the study consisted of 257 Technical Education students from the two Tertiary Institutions offering Technical Education. The study was guided by two research questions and two hypotheses. Simple random sampling technique was used in selecting 200 students representing 76% of the population used for the study. A 10 items researcher's structured questionnaire was used for data collection. The instrument was face and content validated by three experts. Cronbach alpha reliability was used to test the internal consistency of the instrument which yielded a coefficient of 0.83. Pearson Product Moment Correlation Coefficient was used to test the null hypotheses at .05 level of significance. The result of the study shows that there is a significant relationship between teachers' quality and entrepreneurship education for technological development in tertiary institutions. The result of the study also shows that there is a significant relationship between workshop practical and entrepreneurship education for technological development in tertiary institutions in Cross River State. It was therefore recommended among others that the employment of lecturers in the Universities and Colleges of Education by the government should be based on the most qualified, with emphasis on areas of specialization and skills possessed by individuals in order to foster entrepreneurial skills for self-employment and technological development.

Keywords: Entrepreneurship, Education, Tertiary Institution, Skills Acquisition, Self-employment, Technological Development.

Introduction

Education has been recognized as the basic instrument for technological development and economic growth of every nation. For any country to sustain it development, its educational system must interlace with entrepreneurship. According to Denwlgwe and Egwuasil (2015) any form of education which does not involve a passing down of values, skills and attitude for the learners to be positively functional for his benefit and that of the society is not utilitarian.

For Nigeria as a nation to aspire to be technological giant of Africa, there is need to re-examine entrepreneurship education in her educational system especially tertiary institutions. In order to achieve this, conscious efforts must be put in place to guide students to be job

creators and not job hunters. Teachers at all level must be passionate about preparing students to acquire skills and be ready to utilize the skills for self-reliant, economic buoyant, societal and technological development. Entrepreneurship education provides students with the necessary training and skills to function and be successful in business, by exploiting every opportunity and potentials available. Entrepreneurship has been recognized as one of the major driver of the economy of every nation all over the world. Entrepreneurship is acquiring needed knowledge and ability to be self-reliance, promoting economic growth, recognizing and exploiting business investment opportunities and successfully establish and manage business. It is an attempt to create value through recognition of business opportunity: it is basically an effort to mobilize financial and material resources (Samila, 2015).

Hisrich, Peter, and Shepherd (2007) reiterated that Entrepreneurship is the process of creating something new with value by devoting necessary time and effort, assuming accompanying financial, Psychic and social monetary and personal satisfaction and independence. Olise (2010) viewed Entrepreneurship the process of creating value by putting together a unique package to exploit an opportunity. Entrepreneurship seeks to prepare people especially youths to be responsible and enterprising individuals: to develop deep thought on entrepreneurship and consequently sustainable contribute to economic and development of their societies (Efanga & Akpan, 2015). It is the desire and willingness to initiate and carry out business for the purpose of promoting self- employment and self-dependence and making profit.

Entrepreneurship education simply is education that is carefully planned for learners to acquire skills, competencies and attitude for the purpose of settings/managing a business, economic growth, technological development and effective living. According to Akpan (2004) entrepreneurship education is the purposeful activity (including integrated sequence of decisions) of an individual to initiate, maintain or aggrandize profit-oriented business unit for the production or distribution of economic goods and services. It is a type of education that prepares an individual to become an entrepreneur, hence equipping him to be a manager of a business outfit as well as an employer (Uzoagulu, 2013). It is an education that impact on the learner knowledge, skills and competencies, needed for entrepreneurship and exposes him or her to the wide range of business and management competencies for self-reliance (Ugwe & Eya, 2015).

Omolaye (2006) opined that entrepreneurship education equips individual with the skills and occupational analysis of identifying business opportunities, gathering the needed resources (both human and materials) taking risk for the purpose of earning a living. It is a training that enable learners to acquire knowledge and skills for job and wealth creation, and business development in speacialized area. Onu (2006) stated that entrepreneurship education through inculcation entrepreneurial skills, makes recipients proficient in career related areas and so lunch them into the business world with the view of overcoming the problem to

unemployment and over depending on white collar jobs. Akpan, Usip and Uko (2015) asserted that which seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in various settings. It is education that inculcates creative innovation, managerial and productive skills needed in business enterprise for self-reliance and for national development (Chiagozie, 2014).

For students in tertiary education institutions, it is not just providing them opportunity in their various careers, also upgrading them and providing them with skills and abilities to be responsible enterprising individuals as entrepreneurs, creating and providing job opportunities for other people in the society. Upon graduation students are supposed to possessed adequate training and skills that will enable them to be creative and recognize or identify business opportunities. Students ought to be trained to become entrepreneurs and employers of labour, which is the main purpose of entrepreneurship education. These would go a long way to reduce unemployment among graduates, brings social, economic and technological development and becoming self-reliant.

It is interesting to note that Technical Education is an education that leads to acquisition of skills. Vocational Technical Education according to FRN (2013) is a comprehensive term referring to those aspects of the educational process involving in addition to general education, the study of technologies and related science and acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of the economy and social life. Technical education is a type of education which equipped individual with the psychomotor skills necessary for effective living and participation in the world of work, reduction in poverty and unemployment (Otu & Usoro, 2017). Therefore, it is entrepreneurial pursuits by extension. Technical Education students are entrepreneurs, they acquire knowledge and skills in order to effectively manage and succeed in their own businesses. Technical Education is an essential factor in skills acquisition, technological development and business success for efficient/effective living. Entrepreneurship is embedded in Technical Education. Hence, tertiary institutions students are equipped with skills and new methods of doing things, which enable them to be job creators and not job seekers. In addition, Technical Education encourages and fosters the spirit of establishing and maintaining business among students especially after graduation. Despite the laudable positive outcome of Technical Education, it is faced with challenges in tertiary institutions that hinder acquisition of entrepreneurial skills. The challenges could be lack of well-equipped workshops, infrastructures, electricity, inadequate and quality lecturers. Thus, this paper therefore focuses on entrepreneurship education and technical education: a distinctive feature for technological development in Tertiary Institutions in Cross River State.

Statement of the Problem

Nigeria is still battling with the plague of unemployment, poverty, economic recession, lack of insufficient entrepreneurs that can help catch the young people in the society.

Entrepreneurial education/activities have been found in many nations of the world to be making positive impact on technological developments, the economy, job creation and the quality of life of the citizens. Presently, there are no vibrant manufacturing companies in Cross River State that can absorb unemployed youths and few that existed have collapsed due to Covid- 19 pandemic.

However, there seems to be a disconnect between entrepreneurship education and technical education in tertiary institutions and the world of work. As a result, most students graduate without acquiring the necessary skills and competencies that would enable them run an enterprise successfully. It could be that the institutions may not have the right manpower, faculties and enabling environment that would encourage entrepreneurial education and the development of human capital. Graduates who are expected to set up their own businesses and contribute to the development of the nation are rather mounting pressure on government for white collar jobs that are almost difficult to get. It is therefore necessary to examine entrepreneurship education and technical education: a distinctive feature for technological development in Tertiary Institutions in Cross River State.

Purpose of the Study

The purpose of the study was to determine the relationship between entrepreneurship education and technical education as a distinctive feature for technological development in tertiary institutions in Cross River State. Specifically, the study sought to determine:

1. the relationship between lecturers' quality and entrepreneurship education as a distinctive feature for technological development in tertiary institutions in Cross River State.

2. the relationship between workshop practical and entrepreneurship education as a distinctive feature for technological development in tertiary institutions in Cross River State.

Research Questions

The following research questions guided the study:

1. What is the relationship between lectures' quality and entrepreneurship education as a distinctive feature for technological development in Tertiary Institutions in Cross River State.

2. What is the relationship between workshop practical and entrepreneurship education as a distinctive feature for technological development in Tertiary Institutions in Cross River State.

Null Hypotheses

The following null hypotheses were formulated for the study:

1. There is no significant relationship between lectures' quality and entrepreneurship education as a distinctive feature for technological development in Tertiary Institutions in Cross River State.
2. There is no significant relationship between workshop practicals and entrepreneurship education as a distinctive feature for technological development in Tertiary Institutions in Cross River State.

Methodology

The research designed employed for this study was survey research design. According to Nworgu (2015), a survey design is a design which a group of people or item is studied by collecting and analysing data from only a few people or items considered to be a representative of the entire group. The design was used because structured questionnaire items were developed and used for data collection from Technical Education students. The population of the study consisted of 257 technical education students. One hundred and thirty nine from Cross River University of Technology and 118 from Cross River State College of Education, Akamkpa. Simple random sampling technique was used in selecting 200 technical education students. One hundred and fifteen students from Cross River University of Technology, Calabar, and 85 from College of Education, Akamkpa, representing (76%) of the population.

A researcher developed 10-items questionnaire titled entrepreneurship education and Technical Education for technological Development Questionnaire (ENETEQ) was used for data collection The Questionnaire consisted of 5-points Likert scale questionnaire with responses options of Strongly Agreed (SA), Moderately Agreed, Agreed, Disagreed and Strongly Disagreed. Face validity of the instrument was established by three experts. One from Technical Education and one from Educational Measurement and evaluation, department of Educational Foundations, Cross River University of Technology, Calabar and one from Technical Education Cross River State College of Education, Akamkpa. Cronbach Alpha was used to established the reliability which yielded a reliability coefficient of .83. Due to the high reliability index, the instrument was considered suitable for the study. The instrument was administered to students in their respective departments. The instruments were collected back immediately the students have completed responding to them indicating 100% retrieval rate. The instruments were administered with the help of two research assistants trained the researcher. Data collected were analyzed using Pearson Product Moment Correlation coefficient (PPMC). These were used to test the null hypotheses at .05 level of significance. Data collected were analyzed using Person Product Moment Correlation Coefficient (r) to test the null hypotheses.

Findings

Null Hypothesis 1: There is no significant relationship between teachers quality and entrepreneurship education for technological development in tertiary institutions in Cross River State.

Table 1: Pearson Product Moment Correlation analysis of relationship between entrepreneurship and lecturer's quality as a distinctive feature for technological development

Variables	∑x ∑y	∑x² ∑y²	∑xy	r cal	r crit	Decision
Lecturers quality Entrepreneurship Education	4852 9407	13206 18594	11498	0.831	0.0675	*

- *Significant at .05 alpha level, degree of freedom = 188, n= 200*

Data analysis shown Table 1 shows the summary of Pearson Product Moment Correlation (PPMC) of the relationship between entrepreneurship education and lecturers quality for technological development. The result shows calculate r-value 0.831 at .05 alpha level and 188 degree of freedom was significantly greater than the critical r-value 0,0675. This indicates that lecturers quality has positive relationship with entrepreneurship education. The null hypothesis was rejected. Thus, there is a significant relationship between teachers quality and entrepreneurship education for technological development in tertiary institution.

Null Hypothesis 2: There is no significant relationship between entrepreneurship education and workshop practical as a distinctive feature for technological development in Tertiary Institutions in Cross River State.

Table 2: Pearson Product Moment Correlation analysis of relationship between entrepreneurship and workshop practical as a distinctive feature for technological development

Variables	∑x ∑y	∑x2 ∑y²	∑xy	r cal	r crit	Decision
Workshop practical Entrepreneurship Education	3624 9407	10847 18594	6408	0.745	0.092	*

- *Significant at .05 alpha level, degree of freedom = 188, crit r = 0.092, N = 200*

Data analysis in Table 2, shows a greater computed r-value of (0.745) as against the crit r-value of (.092) at 188 degree of freedom and at .05 level of significance. Therefore, the null hypothesis was rejected. Thus, there is a significant positive relationship between entrepreneurship education and workshop practical for technological development in tertiary institutions.

Discussion of Findings

The findings of the study presented in table 1 indicated that there is a significant relationship between lecturers' quality and entrepreneurship education for technological development in tertiary institutions. This finding agrees with the finding of Ejekwu (2009) who observed that there is a significant relationship between teacher qualification and pupil's self- reliant skills. This findings is also agrees with the opinion of Peltonen (2008) who reiterated that to improve students entrepreneurial learning and competences, they should be taught by qualified teachers who have positive attitudes towards entrepreneurship and a strong sense of entrepreneurial self-efficacy.

The analysis presented in table 2 shows that there is a significant relationship between entrepreneurship education and workshop practical for technological development. This finding is in agreement with Ejekwu (2015) who state that there is a significant relationship between availability of school facilities and the acquisition of self-reliant skills. This finding also agrees with the findings of Achudusi, umeh and Okoye (2009) who asserted that lack of resources for teaching entrepreneurial education hinders the development of the needed entrepreneurial skills.

Conclusion

Entrepreneurship education is very vital in Technical Education because it leads to self-employment, employment generation, wealth generation, life-long skills, societial and technological development. It is important after graduation these students should become responsible youths of this country. Thus, there is need for qualified lecturers in the various areas of speacilization and the availability of the workshops, tools, machines and other facilities necessary for practicals should be given top priority.

Recommendations

Based on the findings of the study the following recommendations were proffered:

1. The employment of lecturers in the Universities and Colleges of Education should be based on the most qualified, with emphasis on areas of specialization and skills possessed by individuals in order to foster entrepreneurial skills for self-employment and technological development.
2. More time should be devoted to workshop practicals in Technical Education, and the use of rights tools and machines for the right jobs should be encouraged for effective entrepreneurial education and skills development.

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