



## **ASSESSMENT OF FACILITIES REQUIRED FOR ACHIEVING ENTREPRENEURSHIP EDUCATION IN COLLEGES OF EDUCATION IN NORTH CENTRAL NIGERIA**

**Duktur, S. Levong**

*Computer Department  
Wemc JOS  
Plateau State Moe  
[dukturlevong@gmail.com](mailto:dukturlevong@gmail.com)*

**Barko, Lohnan**

*Government Secondary School  
Panyam  
Plateau State Moe  
[barkolohnan@gmail.com](mailto:barkolohnan@gmail.com)*

**Zakka, D Dazan**

*Office Technology & Management  
Department Plateau State Polytechnic  
Barkin Ladi, Jos Campus  
[zakkaddazan@gmail.com](mailto:zakkaddazan@gmail.com)*

### **Abstract**

*This study ascertained the availability of facilities required of business education departments in the Colleges of Education in the North Central Nigeria. One research question was formulated to guide the study. Colleges of Education in Nigeria at large face the challenges of achieving entrepreneurship education in their various institutions. Although significant progress has been made by these colleges towards the attainment of these set goals/targets. Nigeria as a country has mandated the introduction of entrepreneurship education programme in all colleges of education in the nation. Business education departments in colleges of education are the pivot wheels which will propel entrepreneurship are not left out of these goals/targets. Twenty one colleges of education were used for the study. The researchers with the check list visited the colleges of education to observe physically the facilities available in the institutions. Descriptive survey method was used. Simple percentages of statistics were also employed. The results showed that most of the institutions sampled did not have basic required facilities and equipment for teaching and learning entrepreneurship education in business education departments. The researchers considered the percentages of most of these facilities and equipment in the institutions as very inadequate for teaching and learning process. Researchers recommended that government at all levels should provide teaching/learning facilities for entrepreneurship education in Business Education departments in our Colleges of Education in the North Central Nigeria to address some impediments in our Colleges of education.*

*Keywords: Assessments, Facilities, Requirements, Achieving and Entrepreneurship Education*

### **Introduction**

Nigeria, despite her natural and human endowments is facing a lot of challenges in terms of social, political and economic development as a result of the fall-outs of the past and continuous mismanagement of her resources, corruption, rising crime rate, ignorance, poor and hopeless health conditions of her citizens, religious bigotry, lack of love, illiteracy, high rate of unemployment, poverty, political immaturity, tribal sentiments to mention but a few (Asele, 2013).



Asele (2013) further remarked that without any iota of doubt, the rate of youth unemployment is on the increase. For example, unemployment rate in Nigeria is reported by the National Bureau of Statistics to averaged 14.60% from 2006 until 2011, reaching an all-time high of 23.90% in December of 2011, and record low of 5.30% in December of 2006. The youth must be empowered to avoid future youth restiveness as well as eliminate all other social vices such as Cyber Crimes, Armed Robbery, Kidnapping, Prostitutions, Boko Haram Insurgency, among other ills that could hinder them from becoming responsible leaders of tomorrow.

As a result of the above, there is a great need for entrepreneurship education to be introduced at all facets of education in Nigeria. By so doing we are inculcating the habit of entrepreneurship in our trainees, who will not be white colour job seekers, rather, would be potential entrepreneurs and job providers as well as teachers that would inculcate into our secondary school leavers the entrepreneurship ideals. This shall go a long way to reduce unemployment in the society as well as improving the social, political and economic status of this nation.

Entrepreneurship education is therefore concerned with the acquisition of skills in local crafts and proper technological training for self-reliance. It is the basic education that prepares people for organizing, owning and managing a business and becoming self-reliant. It is vocational and technical in nature and deeply embedded in practical work. Entrepreneurship education focuses on the starting of new business ventures thus bridging the gap of unemployment in the society (Okey, Ayang and Ndum, 2012).

Lending support to this position, Brown in Osakwe (2015), posited that entrepreneurship education focuses on the start up of new business ventures. It tends to draw the interest of students who want the opportunity to operate on their own business, make money, and be successful. Therefore, entrepreneurship education can also be defined as a form of training aimed at acquiring knowledge, skills and attitudes which direct human and material resources towards business objectives for self reliance and national growth and development.

Ugwu, in Okoro (2015) stated that entrepreneurship education is that type of education which is tailored towards producing a self-employed or self reliant person. It aims at innovation, ingenuity, resourcefulness and endurance. The entrepreneurship education is meant to enable a Nigerian child overcome the problem of unemployment and business challenges.

Udo (2014) viewed entrepreneurship as a creative and innovative response to the environment. It constitutes the circle of activities starting from the conception of the investment opportunity to successfully transforming the activity in the viable business reality. These skills are inherent in the business education programme of schools, colleges and universities. In fact, the Nigerian workers and students should learn to



acquire the entrepreneurship skills so that they will help their community. This will go a long way to make them self-reliant and self-sufficient.

According to Ordu (2015), the subject matter of entrepreneurship should be seen from the perspective of a process that is dynamic with regards to vision, change of job opportunities and creation of wealth. To the entrepreneur, the process of entrepreneurship requires the effective use of energy and creativity skills that must yield desired results. For the entrepreneur's idea and energy in whichever way he intends to package and integrate them yield results, the idea must have some ingredients. These ingredients may include the following: the skills to recognize business opportunities where others did not see anything, willingness to take calculative risk which may be in the areas of time, investments, location, ideas, friendship, and communication. Others are; ability to create effective policy, ability to process creative skills to coordinate available resources, possession of the ability to build a solid business plan, and ability to convert contradictions and confusion in to business resources, etc.

According to Onojetah, in Amiaya (2012), business education is utilitarian (being able to satisfy a need) hence it is a total programme of education that provides recipients with the understanding and attitudes needed to effectively and meaningfully perform in the world of business, and capable to revolutionize the economic and social way of all stakeholders.

Duktur (2008) perceived business education as purely a skill-acquisition or development programme, which is given to a learner to enable him/her to be self-reliant as well as to prepare him/her towards a more employable occupation in a given field. Business education equips an individual with skills, knowledge and technical knowhow to be able to exist independently and live a full life.

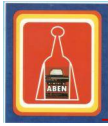
### **Statement of the problem**

Studying entrepreneurship education in Colleges of education since its introduction has always been facing challenges. Challenges came as a result of acquiring facilities for the teaching and learning of entrepreneurship education as a course. This has forced lecturers and students struggling to teach and learn entrepreneurship education. The problem of this research therefore is the dearth of facilities and equipment necessary for teaching and learning entrepreneurship education.

### **Purpose of the study**

The study aims at:

Determining the availability of entrepreneurship facilities in business education departments in the colleges of education in the North Central Nigeria



### **Research Question**

This research question guided the study:

What are the entrepreneurship facilities available in business education departments in the colleges of education in the North Central Nigeria?

### **Methodology**

The researchers adopted the descriptive survey method. The researchers therefore use check list of items to collect data which was completed by them during their visit to each business education department in the colleges of education. The researchers observed the available facilities/equipment for teaching/learning of entrepreneurship education. The researcher's checklist solicited among other things the following information on the availability of the entrepreneurship facilities in the departments: food processing machine; spiral binding machine; sewing machine; washing machine; computer; laminating machine; internet facility; photocopying machine (black & White and colour); printer (colour and black & white) and baking pan. Also information was collected on the method of production of final products for sale in their departments. The population for study comprised all the colleges of education in the six states of the North Central Nigeria including the Federal Capital Territory (Benue, FCT, Kogi, Kwara, Nasarawa, Niger and Plateau).

### **Results**

1. **Question one:** What are the entrepreneurship facilities available in business education departments in the colleges of education in the study area?

**Table 1:** Facilities /equipment available in business education departments in colleges of education in North Central Nigeria

S/N	(N=21) Facility	Number Available	Percentage (%)
1	Food Processing Machine	2	9.52%
2	Spiral Binding Machine	5	23.81%
3	Sewing Machines	1	4.76%
4	Washing Machine	0	0.00%
5	Computer	19	90.48%
6	Laminating	10	47.62%
7	Internet Facility	9	42.86%
8	Printer (Black & White)	21	100%
9	Printer (Colour)	11	52.38%
10	Photocopying machine (colour)	8	38.10%
11	Photocopying machine (black & white)	21	100%



The data in table 1 indicate that only two departments had food processing machines facilities/equipment which represents 9.52%. Only five departments had spiral binding machines for teaching and learning entrepreneurship education, which represents 23.81%. Only one department out of the twenty one departments has sewing machine for students to learn entrepreneurship education in our colleges of education in the North Central Nigeria which represents 4.76%. For the washing machine, no department had it which represents 0%. While nineteen departments had computer facilities which represents 90.48%. Only ten laminating machines facilities which represents 47.62%. For the black and white printer, all the departments had this facility which represents 100%, but for the colour printer, only eleven departments had the facility which represents 52.38%. Only eight departments had colour photocopying machine which represents 38.10%, while 21 departments had black and white photocopying machine facility which represents 100%.

### **Discussion**

With respect to the first research question, the results of the study revealed that there are inadequate facilities/equipment for teaching and learning entrepreneurship education in most business education departments in our colleges of education in the North Central Nigeria. Very few departments indicated that they have facilities/equipment for teaching entrepreneurship education such as photocopying machines, printers, and computers. Though few departments had access to facilities such as laminating machines and internet which is not up to 50%. Facilities like spiral binding machines, food processing machines, sewing machines and washing machines were found in very small quantity ranging from 0-9.52%. This is grossly inadequate for the teaching and learning of entrepreneurship education in our schools.

The findings of the study revealed that facilities for the teaching and learning entrepreneurship education in the Colleges of Education in the North Central Nigeria are grossly inadequate. We therefore urged the Federal and State governments, Proprietors and Administrators/Stakeholders in the education industry to provide facilities for teaching and learning of entrepreneurship education in our colleges of education.

### **Conclusion**

In view of the findings of the study, it is concluded that there are no facilities for the teaching and learning of entrepreneurship education in our Colleges of Education. Therefore, the Federal and State governments as well as the Proprietors and the Administrators/Stakeholders in our Colleges of Education need to reposition the Business Education departments in the areas of providing facilities for the learning and teaching of the entrepreneurship education.



## **Recommendations**

Based on the findings, the following recommendations were made:

- 1 Government at all levels should provide teaching/learning facilities for entrepreneurship education in Business Education departments in our Colleges of Education in the North Central Nigeria.
- 2 Proprietors and Administrators/Stakeholders should intensify efforts to purchase teaching and learning facilities for entrepreneurship education in all business education departments.
- 3 Teachers/Lecturers in business education departments should also improvise teaching facilities/equipment for entrepreneurship education.
- 4 More effort is needed by government, proprietors and administrators/stakeholders to make budgetary provision especially for the purchase of entrepreneurship education facilities in colleges of education.
- 5 Government should encourage business education departments in its efforts to acquire teaching and learning facilities for entrepreneurship education by providing additional capital budgetary yearly.
- 6 There is the need to create conducive teaching and learning environment which supports the growth of entrepreneurship education in business education departments in colleges of education in North Central Nigeria.
- 7 For Nigeria to be active in the global technology and enjoy the merits which include faster growth, higher living standards, and new opportunities for the nation and individuals, it must beam its search light to entrepreneurship education.



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