

**PLANNING AND MANAGEMENT OF VOCATIONAL BUSINESS
EDUCATION AND STUDENTS' PERCEPTION OF THEIR TRAINING FOR
ENTREPRENEURSHIP PROGRAMME IN CROSS RIVER AND AKWA
IBOM STATES.**

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Abstract

This study investigated how vocational Business Education Students perceive their skills acquisition training programme in readiness for participation in entrepreneurship development. A 35 items questionnaire was the instrument used for data collection. The study of population consisted of 200 final year Vocational Business Education Students in the two tertiary institutions of Cross River and Akwa Ibom states. Z-test statistics and the mean perception of students were used for data analysis. Findings revealed that majority of students do not have good perception of their skills acquisition training and significant differences do not exist between male and female students in the perceptions of their training for participation in entrepreneurship programme.

Keywords: Planning, management, vocational business, training and entrepreneurship

Introduction

Entrepreneurship is more than simply “starting a business”, it’s a process through which individuals identify opportunities, allocate resources and create value. This creation of values is often through the identification of unmet needs or through the identification of opportunities for change. It is the act of being an entrepreneur which is seen as one who undertakes innovations with finance and business acumen in an effort to transform innovations for economic goods, hence entrepreneurs sees “problems” as “opportunities” and then take action to identify the solution to those problems solved. Entrepreneurial success is simply a function of the ability of an entrepreneur to see opportunities in the market place, initiate change (or take advantage of the change) and create value through solutions. In business management, entrepreneurship is regarded as the “prime mover” of a successful enterprise just as a leader in any organization must be the environmental change agent.

Alwaiye, (2004) defines entrepreneurship as the process of increasing the supply of entrepreneurs or adding to the stock of existing small, medium and big enterprises available to a country by creating and promoting many capable entrepreneurs, who can successfully run and sustain them with a view of achieving broad socio-economic developmental goals. One of these goals is sustaining employment. Supporting the assertion, Bernell,(2000) maintained that government, NGO’s and International bodies seeking to improve youths livelihood could best pursue their objective by tapping into the dynamism of young people and build on their strong spirit of risk-taking through entrepreneurship development.

Many other countries have been able to energize and transform sub-sector to such a vibrant one that have been able to reduce to the barest minimum their unemployment and poverty level because of the immerse contribution of the sub-sector to their economic growth and development, but such cannot be said of Nigeria, Enugu,

(2005). This has listed a state of hopelessness on majority of young people who have resorted to any means including crime to succeed in life. They resort to these vices because they are not gainfully engaged in other words that are unemployed. The dexterity with which hunger and poverty have devastated lives and future ambition of youths, especially graduates in Nigeria, have led to scholars prescribing entrepreneurship development is the permanent cure for extreme hunger and poverty which has been necessitated by unemployment, hence, economic displacement of entrepreneurship. The great need for entrepreneurship development in Nigeria today, more than ever, is necessitated by the rate of unemployment and its effect on both the people and the nation for small and medium enterprises.

The new Webster Dictionary of English Language (2004) defines an entrepreneur as someone who runs a business at his own financial risk. It also defines self-reliance as confidence in one's own ability and power judgement. By the foregoing therefore, the acquisition of skills as a lubricant for venturing into entrepreneurship for self-reliance of graduates.

Business Education all over the world is the bedrock to any nation building and technological advancement. It provides well trained manpower without which a nation finds it difficult to compete for the demanding opportunities in future. It must be recognized that Vocational Business Education is the pillar of the nations' economy. It serves as a lubricant in a nations' drive towards economic growth, it prepares students to handle their own business affairs and tackle future while the challenges also function intelligently as consumers and citizens in the world of a business economy. The central tenets of Vocational Business Education is often expressed by the phrase "to fit for useful employment". In the opinion of Age (2001) the concept of "Do it yourself" introduced in advanced countries as a concept that has the focus on vocational training, because it introduces man to the real of self-reliance and dynamic being. Vocational Business Education is concerned with the primary purpose of equipping the learner with skills, knowledge an attitude for employment in specific recognized occupations. Many career jobs/vocations for Onuegbu (2014) highlighted skills which could be acquired through Vocational Business Education. These include the following:

- ❖ Business Education and Computer: (typing and word processing, printing and publishing, computer services business management).
- ❖ Business Education is a vocation which exposes the recipient of skill, knowledge and attitude to manage an enterprise effectively and efficiently. It is an educational process which prepares the individual for enterprise as an employer/entrepreneur.
- ❖ The possession of accounting and bookkeeping skills through Business Education is a prerequisite in knowing how accounting and financial records are kept. The recipient of this business affairs can be employed to manage an enterprise as an administrator or manager.
- ❖ The acquisition of competent business education skills will enable the recipient to be able to establish his own business enterprises.
- ❖ A graduate of business education can also have the option to engage in the teaching profession, to teach business subjects in schools. He could also teach entrepreneurs who lack business knowledge.

- ❖ The possession of office practice and management skills and administration enables Business Education graduates to be skillfully employed in offices as clerical to keep records in the office.
- ❖ Business Education trainees can also establish business centres to offer secretarial services like typing, word processing, photocopying to the general public.
- ❖ Business education can also serve as a springboard for graduate who aspire to pursue career as character accountant, economists and other professional career.

From the above job vocations acquired skills opine by Onuegbu (2014) will give students of Vocational Business Education the opportunities to be self-dependent and similarly the quality of learning received while in school process must be geared towards achievement of following core values.

- a. Competent Business Education skills
- b. Entrepreneurship skills

Vocational Business Education students, upon graduating therefore, should possess the relevant and competent business education skills necessary for self-employment (dependent). However, the achievement of these goals which is of necessity for entrepreneurship can only be actualized, by x-raying the inherent challenges towards achieving these goals. These challenges often relate to the elements or factors which determine the quality of teaching and learning such as;

1. The curriculum content of Business Education
2. The instructional process
3. The competence of teachers
4. Availability of teaching resources
5. Regular training of teachers
6. Frequent supervision of teachers activities

Akpokerere (2009) noted that entrepreneurship in Nigeria faces a lot of problems which makes the realization of the benefits of entrepreneurship employment generation difficult in Nigeria and be state that the most import factors responsible for this. It includes:-

- ❖ Constrained Access to money and capital market
- ❖ Poor management expertise
- ❖ Low Standard of Education
- ❖ Prospects of Entrepreneurship-Employment Generation in Nigeria

Anyakoha (2001) referred to include lack of awareness by policy makers and administrators, and the heavy emphasis on passing examination. In addressing the issue of Business Curriculum content, Yoloye (2001) emphasized on the need to distinguish between the following.

- i. The planned curriculum, which is the intended content of the curriculum.
- ii. The implemented curriculum, which is actually taught in the classroom and
- iii. The achieved curriculum which is what the pupils actually learn.

There is need to note that the achievement of curriculum is of great importance, therefore it call for serious reflection and contain all the important skills necessary for self-dependent while the implementation and achievement thereof, remain questionable. In the opinion of Anyakoha (2001), there is the need for the curriculum if any given Business Education subject of reflect most appropriately, the skills students should acquire in order to be most gainfully employed in the specific occupation for which training is provided. The teaching process is very important to the implementation of the curriculum in the sense that the most relevant curriculum can be rendered ineffective by inappropriate teaching learning processes. There is also

a need for practical exercise in Business Education programmes because of the skills acquisition oriented nature. In the same vein, the teacher needs to cover both the theoretical knowledge and the practical aspect. The competency of Business Education teachers is also vital and should involve the ability to plan, implement and evaluate his lesson and be able to carry out necessary classroom managerial activities utilize teaching facilities and improvise the non-available ones to enhance achievement of the study.

The instructional materials, Olaitan (1996) in Anyakoha (2001) contended that it has to do with developing individuals to be masters of equipment (technologies), if they are to effectively use technology in producing goods and services. It is necessary to point out that students of Business Education programmes can only be effective in entrepreneurship to the extent that they are able to utilize and demonstrate mastery of skills so far acquired and in most cases, modern technologies.

UNESCO (1999) summed it all when it stated that “Business Education graduates often remain jobless despite the immense possibilities for employment in the sector”. Hence, the need to promote the entrepreneurial spirit and incorporate training for participation in entrepreneurship. It is against this background of unachieved unemployment reduction and enhanced economic growth that Nwaokolo (1999) reappraised the situation and made a case for entrepreneurship education with technology education in Business Education syllabus, a concept he referred to as “New Vocationalism”.

According to Nwaokolo (1999), entrepreneurship means “making a living by working for yourself”. It therefore involves the ability to set up a business as different from being employed. Entrepreneurship is the process of discovery, evaluating and exploiting opportunities which will eventually transform into reality, in the form of new business venture. Entrepreneurship is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on identified opportunities (Bygrave & Hofer, 1991). It is the practice of starting new organization or revitalization mature ones generally response to identified opportunities. Entrepreneurship according to Igbo (2004), is a clear manifestation of effective manipulation of human intelligence as demonstrated in creative performance. It seeks how to investigate vocational/business education students can convert their acquired skills into intellectually application in productive ventures to bring out the best in them.

Davies (1993), is of the opinion that entrepreneurship involves creating and running one’s own business. This implies that a Vocational Business Education graduate who runs a small business of his own is an entrepreneur. The entrepreneur Davies (1983), goes on to say perform the function of building a business entity and is also a factor in fostering economic growth.

Statement of the Problem

The high rate of graduate’s unemployment at all levels of our educational system in general, and the Business Education in particular, appears to be increasing. Consequently, Business Education students after graduating from school, depend on government for teaching appointment, which is not readily available. Students who successfully complete Business Education programmes are upon graduation, expected

to have options of setting up their own business and thereby be self-employed and also be able to employ others. What is not clear is whether Business Education skills acquisition by students will enhance their participation in entrepreneurship. This is the problem of this study.

Method

The study is a descriptive survey designed to find out the perception of Vocational Educational students of their training for participation in entrepreneurship. The descriptive survey research design is adopted for his study because it is centered on the masses opinion.

The population for this study consisted of all the 575 final year Vocational Business Education students in the two universities Cross River and Akwa Ibom States. 575 final year students of the two universities 160 from the University of Calabar, Cross River state while 415 final year students are from the University of Uyo, Akwa Ibom. The sample size for this study consisted of 200 (80 males and 120 females) subjects selected using the stratified random sampling technique. Vocational Business Education of the two universities represented each stratum. A simple random sampling was used to select 56 subjects from the Vocational Business Education, Calabar, thus representing 28% of the sample size from Vocational Business Education Uyo, Akwa Ibom state was also randomly selected.

The only instrument used in this study was a 35 item questionnaire derived from literature and titled “Vocational Business Education Students Participation in Entrepreneurship (VBESPIE)”. Respondents were asked to rate each of the item on a five-point Likert-type scale with reliability index of 0.77.

The data gathered from this study were analysed using the z-test, the mean and standard deviation.

Table 1: Mean perception of students’ of their skills Acquisition training for participation in Entrepreneurship programme.

S/N	ITEMS	X	SD	REMARKS
	Students Skills Acquisition Training Characteristic Business Education Curriculum for Competency.			
1.	Curriculum structured in foundation modules	2.00	1.00	Disagree
2.	Industrial training/workshops practices	2.00	1.00	Disagree
3.	Entrepreneurship as the main feature	1.77	0.92	Disagree
4.	Private industrial involved in the development	2.10	1.14	Disagree
5.	Student’s ability to something	1.90	1.14	Disagree
6.	Industries on-the-job experience during S.I.W.E.S	2.02	1.02	Disagree
7.	Curriculum encourage entrepreneurship	2.04	1.00	Disagree

8.	Enhanced curricula activities, reason for planning to participate in entrepreneurship after school	1.25	0.59	Disagree
9.	Competent vocational education student encourage entrepreneurship	2.58	1.12	Agree
10.	Non competency based vocational business education students responsible for lack of entrepreneurship	2.52	1.21	
11.	Tools, equipment's and up-to-date facilities enhance skills acquisition	2.58	1.14	Agree
12.	Training in enhance laboratory facilities and workshop	2.07	1.17	Disagree
13.	Students were exposed to equipment relevant to area of study	1.97	0.92	Disagree
14.	Equipment's used in training enhanced students' hands-on-experience	1.98	1.07	Disagree
15.	Up-to-date workshop facilities made available for training	2.00	1.00	Disagree
16.	Facilities in use was suitable for enhancing preparedness for entrepreneurship	1.60	0.75	Disagree
17.	Available workshop devoid of obsolete and unserviceable equipment	1.98	0.00	Disagree
18.	Available workshop facilities properly managed for good instruction	2.30	1.02	Disagree
19.	Equipment's and facilities are indispensable towards acquisition	3.03	0.97	Agree
20.	Improper management of workshop facilities responsible for dearth of tool skills acquisition.	2.78	1.05	Agree
	Teachers Effectiveness			
21.	Teachers employ variety of teaching strategies/techniques	1.60	0.88	Disagree
22.	Lack of tools and equipment's cripples effective teaching	2.64	1.88	Agree
23.	Introduction of new ideas to inculcate entrepreneurship spirit	2.66	1.04	Disagree
24.	Instructional quality geared towards entrepreneurship ability	2.01	1.02	Disagree
25.	Caring	2.05	1.02	Disagree
26.	Enthusiastic	2.04	1.00	Disagree
27.	Flexibility on classroom	2.01	1.02	Disagree
28.	Involved	2.00	1.00	Disagree
29.	Helpful	2.03	1.02	Disagree
30.	Encouraging	2.04	1.00	Disagree
31.	Grand mean	2.06	1.03	Disagree

Discussion of Findings

In response to research question1, table 1 indicate that the measure of the overall perception of their skills acquisition training for participation in entrepreneurship is less than the acceptable level (hypothetical acceptable means score of 2.5) that was earlier set. The implication of this is that majority of the students do not have correct

perception of their skills training. This is to say that Business Education students are not confident of themselves consequent upon their skills acquisition as an instrument of self-reliance through participations in entrepreneurship after graduating from school and also for unemployment reduction in Nigeria. The result of this section of the study agrees with the views of George (2009), who scored the Federal Government low on entrepreneurship development. He described as discouraging and equally described the schedule of Business Education courses as incapable of producing entrepreneurs, which he said would be necessary for the development of the country and also for job creations. The findings also suggest that if Government, through the National Policy on Education implements the goals and objectives of Business 'education, the skills so acquired by the students will promote their participation in entrepreneurship after graduating from school, thereby reducing their dependency on Government for jobs that are not readily available. Thus if students are trained with competency based Business Education Curriculum in an enhanced workshop facility alongside relevant tools and equipment by teachers who are involved, enthusiastic, encouraging, caring, helpful and flexible in the classroom, among others there is tendency for competency skills acquisition by the students that will ensure adequacy of their preparedness for participation in entrepreneurship.

This apprehension has been expressed by Familoni (2009), when he declared that in an era where the policies of the Government should be geared towards putting the youth to work, that the disposition of the Federal Government towards entrepreneurship development had remain low. He lamented further that Government had ignored the promotion of skills development and continuing the country's over dependence on oil while paying lip services to the diversification of the economy. The place of entrepreneurship towards unemployment reduction of the nation had been earlier referred to as a major force in determining the quality of skilled competency acquired by VTE students. Adetokunbo (2009), firmly support this assertion when he urged Nigerian Universities to place more emphasis on skills training and entrepreneurial development to make graduates well equipped for self-employment, innovation and creativeness.

Conclusion

Vocational Business Education has been identified as a bedrock for any nation's development of potentialities. Actualization of this development potentialities depends greatly on a number of factors such as competent curriculum, equipment and so on. The findings of this study revealed that the goals and objectives of vocational Business Education to give training and impact all the necessary skills to students who shall be self-dependent economically is not achieved. For vocational Business Education to develop manpower and

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