

Impact Of Entrepreneurship, Vocational And Technical Education On NCE Graduates To Be Self-Employed In Some Selected COE In The North East, Nigeria

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Abstract: This article is part of research work conducted on the Impact of Entrepreneurship, Vocational and Technical Education on NCE Graduates to be self-employed in some Selected COE in the North East, Nigeria. These institutions are Colleges of Education in the North East, comprising Aminu Saleh College of Education Azare Bauchi state, Federal College of Education (technical) Potiskum, Yobe State and Federal College of Education (technical) Gombe, Gombe State. The objective selected for this paper is whether the graduating students are willing to start business after graduation and become self-employed. The population of the study comprises all NCE final year students (2018/2019 academic session) of the three teacher training institutions in the north eastern part of the Nigeria totaling 1,740. The methodology employed is survey design where copies of self – administered questionnaires with five points Likard scale (Strongly Agree ‘SA’, Agree ‘A’, Neutral, ‘N’, Disagree, ‘D’, Strongly Disagree, ‘SD’) was administered to these graduating students through combine simple and stratified random technique. Both the descriptive statistics (frequency and percentage) and inferential statistics were used for data analysis. The study has revealed that entrepreneurship and VTE in the selected NCE awarding institutions have a strong influence in NCE students to be self-employed. The students’ develop interest in creation of wealth through entrepreneurial activities, new idea on how to recognize and exploit opportunities, enable them to use their special talents effectively. It was recommended among others that, Government at State and Federal level should come up with programs that would provide practical training to graduating students to argument the theory leant in the class and provide them with resources (financial and/or otherwise) to enhance their skills in planning, starting and managing a small business under a close supervision.

Keywords: Entrepreneurship, Education, Vocational, Self-employed, Graduating

I. INTRODUCTION

Looking at the poor nature of north east couple with security threat, this has influenced stakeholders in education to gear interest toward entrepreneurship policy and economic strategies that would achieve the objectives of industrialization and sustainable economic development in the region and the nation at large. Interestingly, both academic and public authorities view entrepreneurship as a contributor to economic

development (Hytti & Kuopusjorvi, 2004 cited by Dabale & Masese, 2014).

Raimi, Akhuemonkhan & Sofoluwe, (2013) opined that entrepreneurship education is not a new phenomenon in the history of Nigeria. It has always been an age-long tradition, a culture and a habit that has consistency been inherited from one generation to another within different ethnic nationalities that made up Nigeria. Entrepreneurship mind-set is prevalent in the three ethnic nationalities prior to colonialism providing informal entrepreneurship education. Encouragement of

communal wealth creation and productive use of human resources was the product of informal entrepreneurship education that characterized the Western, Northern and Eastern regions before the introduction of formal entrepreneurship education curriculum in the tertiary institutions in Nigeria (Musa & Adewale, 2015).

The need for formal entrepreneurial mind-set in the Nigeria tertiary institutions has arisen mainly as a result of inability of government to provides quality jobs to our teaming graduates (Fasasi & Etegene,2009). This kind of creation of an environment for stimulation of entrepreneurial behaviour in the academic community is called Academic Entrepreneurship (Sijde, McGowan, Velde, & Youngleson, 2006 cited by Kostoglou & siakas, 2012).

Over the years, most Nigerian youths have graduated from the tertiary institutions wondering what to do next. This is largely, because the jobs for which they have spent their active part of their lives acquiring knowledge and skills are virtually non-existent. This in addition, the national Youth Service Corps Scheme, the federal government efforts to create two million jobs every year and efforts of other agencies, yet most Nigeria graduates failed to get employed. Many stayed for above 34 years of age before they got job while many ended up working in poor condition in informal sector, (Babalala,2007 cited by Fasasi & Etegene,2009).

STATEMENT OF THE PROBLEM

Students of Vocational and Technical institutions in Nigeria are expected after graduation to be sound in both theory and skill acquisition that would make them self-reliance. It is on this background that entrepreneurial education introduced in the higher institutions of learning in Nigeria. In recent time, de-cry of high rate of unemployment is at increase, mostly higher institutions graduates. This called for assessment of impact of entrepreneurial education and VTE on the graduates of higher institutions of learning in Nigeria. The introduction of entrepreneurship education ought to have ameliorated problem of unemployment in Nigeria but reverse is the case. The contributions of (Igbatigba, 2007, Fasai & Atejere 2009, and Fatoki & Chindoga 2011.) indicated that the curriculum itself and the lecturers do not encourage creativity, innovation and interest in mind of students. One of the obstacles to the success of an enterprise is lack of willingness to take risk. Fear of failure and embarrassment prevent people with ideas not to explore them and venture into a competitive stage.

There are numbers of studies conducted on the impact of entrepreneurship and VTE education on the graduates of higher institutions in Nigeria. For example, Musa and Adewale (2015), Kahinde and Adewuyi, (2015). There is none of these study that focused specifically on school of vocational and technical education of NCE awarding institutions. Thus, this study aimed at fill this Knowledge gap through an empirical study on the Impact of Entrepreneurship, Vocational and Technical Education on NCE Graduates to be self-employed in some Selected COE in the North East, Nigeria.

OBJECTIVE OF THE STUDY

The purpose of this paper specifically is to find out the impact of entrepreneurship education on the NCE graduating students of school of Vocational and Technical Education to be self-employed. Generally, the researchers aimed to investigate:

- ✓ Whether the graduating students are willing to start business after graduation and become self-employed.

RESEARCH QUESTIONS

Based on the objectives, the following research questions were formulated to serve as a guide to accomplish the research work:

- ✓ Are the graduating students willing to start business after graduation?

RESEARCH HYPOTHESES

Based on the objective and the research question formulated, the researcher will test this null hypothesis:

- Ho₁: Entrepreneurship education does not significantly motivate the graduating students' interest to start business.

II. LITERATURE AND THEORETICAL REVIEW

ECONOMIC THEORY OF ENTREPRENEURSHIP

G.F. Papanek (1962) and J.R. Harris (1970) were of the view that economic incentive is the main factor that influences entrepreneurial activities. Economic gains spontaneously develop the willingness among the entrepreneurs to undertake diverse entrepreneurial initiatives. The relationship between an individual's inner urge and the desired economic gains has a profound influence in the development of entrepreneurial competencies. Entrepreneurship development and economic growth takes place whenever certain economic conditions are favourable.

HUMAN CAPITAL THEORY

Human capital theory is one the theory which the study utilized to examines the impact of acquires variable such education, learning and experience on career outcome and it rose further developed on the assumption that education can serve as a key determination of decision choice and practicing benefit to specific ventures

By combining the above disparate theories, a generalized set of entrepreneurship qualities can be developed. In general, entrepreneurs are risk-bearers, coordinators and organizers, gap-fillers, leaders, and innovators or creative imitators, (BULA, 2012).

CONCEPT OF ENTREPRENEURSHIP

Entrepreneurship is the ability to perceive and undertake business opportunities, taking advantage of scares resources utilization. Entrepreneurship is the process of creating

something new with value by devoting the necessary time and effect assuming the accompanying finance psychic and social risk and reserving the resulting rewards of monetary and personal satisfaction and independence (Hisrich and Peters, 2002 cited in Evans-Obinna, 2016).

The theoretical history of entrepreneurship, scholars from multiple disciplines in the social sciences have grappled with diverse set of interpretations and definitions to conceptualize this abstract idea. Entrepreneurship is defined by (NCA, study pack, 2014) as the process of creating something different with value, assuming the accompanying financial, psychological and social risks and receiving the resulting social risks and the resulting rewards of monetary and personal satisfaction.

Entrepreneurship is about starting a new business based on a recognized business opportunity as well as operating and maintaining that business. The belief of some people is that entrepreneurship does not need to be taught and therefore, an entrepreneur is born to be so. It should however be noted that for one to be a successful entrepreneur, he/she needs to learn the skills (Griffin and Hammis, 2001 as cited by Odunaike & Amoda, 2009).

Zimmerer and Scarborough (2006), pointed out that entrepreneurship is a vital tool in improving the standard of living by contributing to, economic development; employment opportunities; reduction in rural-urban drifts; development of local technological base; conservation of foreign exchanges among others.

ENTREPRENEURSHIP EDUCATION

Entrepreneurship education is a form of education that seeks to provide knowledge, skills, attitude and motivation to students for entrepreneurial success in any setting. Entrepreneurship education is that education which assists students to develop positive attitudes, innovation and skills for self-reliance, rather than depending on the government for employment. This will produce graduates with self-confidence and capacities for independent thought to discover new information leading to economic development (Emetaron and Obunadike 2008, Oduwaiye,). Entrepreneurship education curriculum in some countries allows students to start real ventures as a formal part of the curriculum (European Commission, 2012). It is believed within the policy circles that from 2006 to 2010 (the first three years of establishing entrepreneurship programme in Nigeria) that at least 50,000 graduates would have gone through entrepreneurship education with sufficient entrepreneurial skills. Out of the projected 50,000 trainees, it is presumed that at least 10,000 graduates would be self-employed and self-reliant by establishing their own business ventures, (Akhuemonkhan, Raimi & Sofoluwe 2013). Entrepreneurship education has been described as an aspect of both responsive and functional curriculum, (Bette, 2012).

Entrepreneurial education is the purposeful intervention by an adult (the teacher) in the life of a learner to impact entrepreneurial qualities and skills to enable the learner to survive in the world of business (Gouws, 2002). It aims at equipping learners with skills, knowledge and dispositions that can help them develop or implement innovative social or

business plans, it said to be education that creates the require manpower and skills necessary for accelerated growth, reduce unemployment and poverty and leverages the human capital that Nigeria is endowed with and empowers more people to participate in unleashing Nigerians potentials. (Oghojafor, Kuye, Sulaiman & Okonji 2009, Abdulrafiu & Nura 2017).

It is of great value to state that entrepreneurs were the people whose decisions primarily determined the rate of economic advance. The task of determining how much importance to be attributed to entrepreneurs and how much to the economy in which he works, to the nature of market he supplies to the character of labor supplies and the extent of the natural resources is always difficult (NCA, study pack, 2014). Lack of practical skills by graduates of education system has contributed to the failure of many governments to combat poverty through various poverty reduction programmes initiated (Tope. Otaki & Margret, 2014, & Nwabufo & Joshua, 2015).

Okolie, & Ogbaekirigwe (2014) defines Entrepreneurship education as that training, which prepare learners to be accountable and innovative persons who become entrepreneurs' thinkers and contribute to development and sustainable communities; it provides opportunities for youths to be experienced, acquire entrepreneurial knowledge, skills, and attitudes including opportunity recognition, idea creation and marshaling resources in face of risk to chase opportunities, venture creation and operation, creativity and critical thinking. It can be deduced from the forgoing definition that, to become self-employed an individual must have acquired saleable entrepreneurship skills and experience.

The fast pace of development recorded in such nations like Malaysia, Indonesia, Brazil and India among others have clearly shown that development is driven by the innovativeness, creativity and enterprise of the people. Unfortunately, Nigeria has not been able to enact similar feats owing to poor linkage between knowledge and development and between the private and public sector of the economy. This may be attributed to late inclusion of entrepreneurial skills in the Nigerian educational system Entrepreneurship education builds the spirit of being entrepreneurs in the minds of the students. Thus, Entrepreneurship education has a way of discouraging laziness and idleness among our teeming population. Most people that are idle today or probably lazy are those that seem to know little or nothing about entrepreneurship. That is, what it takes to develop business plans, start and manage businesses. (Ediagbonya, 2013).

Ojeifo (2012) pointed out that despite numbers of benefits entrepreneurship education offers to the economy, there are still important obstacles that need to be addressed. He observed the following as the major setback to the attainment of education for self-employment:

- ✓ Rampant political and bureaucratic corruption together with the absence of social consensus on important macroeconomic policy issues.
- ✓ Poor access to vocational and skills – development training for rural and urban youths involved in the informal economy.
- ✓ Absence of regulatory mechanisms for effective oversight of enterprise development initiatives, especially those in the MSME space.

- ✓ The presence of administrative and trade barriers that curtail capacity building and inhibit access to technical support.
- ✓ Significant infrastructural deficits (especially with regards to roads and electricity) and systematic irregularities inimical to small businesses.
- ✓ Absence of a pro-active regulatory environment that encourages innovative enterprise development at the grassroots level.
- ✓ No doubt, one of the biggest challenges of any entrepreneur is access to capital.

IMPACT OF ENTREPRENEURSHIP EDUCATION ON GRADUATES OF HIGHER INSTITUTION IN NIGERIA

Entrepreneurship education is vital element to development of any society. Scholars such as (Olorunmolu 2005, Tope, Otaki & Margret, 2014, Akhemonkhan, Raimi & Sofoluwe 2013 & Ukoha, 2017) agreed that entrepreneurship education/skills is essential in shaping attitude, innovations, willingness to apply necessary capital into the production process, gaining expertise to successfully recognize, start and manage their own business to take advantage of existing opportunities. Entrepreneurship knowledge and skills make vital contributions to economic growth. They also stressed that entrepreneurship education is an inevitable strategy for inculcating entrepreneurial culture and orientation in a nation; creating employment; raising individual incomes; and transforming communities to enhance national economic development

Scholars of entrepreneurship in recent years such as (Awan & Ahmad, 2017) devoted most of their works on assessing the role of entrepreneurship education on the recipients with particular attention on the practicability of the skills acquired for self-reliance, personal attitude, and perceived behavioral control as contributory factors for self-employment. It's on this premise that we also set out to assess the impact of entrepreneurship education on the NCE graduating students of school vocational and technical education. The method and structure of presentation of entrepreneurship education differs from one country to another depending on the level of industrialization and economic advancement.

In USA, entrepreneurship teaching includes "small business management" "new venture creation" and "entrepreneurship" as the commonest name given to courses geared towards inculcating entrepreneurial mindsets in American students. (Solomon, 2008 as cited in Musa & Adewale 2015). They further stated that, the commonest methods of teaching these courses includes discussions, case studies, guest speakers, business plans and lectures by business owners. Structures for entrepreneurship that would make teaching learning more concrete are put in place, with approximately one-third of colleges and universities having an entrepreneurship centre, and one-third having an entrepreneurship professor.

THE ROLE OF VOCATIONAL AND TECHNICAL EDUCATION IN SELF-EMPLOYMENT IN NIGERIA

Vocational and Technical Education (VTE) is fundamental to the development and industrialization of nations. Thus the skills, abilities and competencies that are needed by the nation are embedded in vocational and technical education, which are central to a nation's social and economic emancipation, (Kehinde & Adewuyi, 2015 & Olaitan, 1996) highlighted this fact where they observed that apart from individual being the primary beneficiaries of vocational and technical education, the nation stands as fundamental beneficiary to such kind of education.

Adeniyi (2012) described a model of infusing entrepreneurship into vocational and technical education. According to him, this model suggests infusion of entrepreneurial education into vocational and technical education as part of solution to the persistent socio-economic problems, especially unemployment among youths and high incidence of poverty in the country. The need for entrepreneurship education has to be upheld by the society and it calls for reorientation among students and their teachers. This will ensure debunking and unlearning the earlier belief of been employed rather than self-employment after schooling. The government is expected to play a greater role in providing the necessary atmosphere and policy framework for the success of this transformation process. Students while in school will acquire the necessary skills and training, identify an opportunity to exploit and eventual creation of their venture.

The aggregation of individual efforts and emergent of large number of business will promote the economic growth and development in the country and consequently led to reduction in socio-economic challenges. Vincett and Farlow (2008 as cited in Adeniyi, 2012) in their research work identified and suggested some task for educators that are involve in entrepreneurship training and this will go a long way in explaining and clarifying the above mentioned model, viz;

- ✓ Student must have a serious business idea: They are of the opinion that good ideas cannot be invented to order. Normally students were asked to produce a business plan and their assessment is basically rest on that. Therefore, they are urging to provide a realistic guided experience of the entrepreneurial life, which can be done if students are truly committed to their own real ideas and can actually be entrepreneurs not pretending to be so during their course.
- ✓ A formal business plan is not required, but planning itself is important: many studies have argued on the position of business plan. They raised a question on whether formal business plan correlate with business success. According to them "it may even be counterproductive, time consuming and perhaps psychologically diminishing flexibility in the early state of the actual operations". However, several authors described business plan as foundation for business success, and road map or blue print for action and a strategy for avoiding waste of resources, (Fasua, 2006 & ANAN, study pack, 2014).

- ✓ Insist on extensive, direct student contact with outside community, to validate and optimize the ideas: This explains the need for students to learn in an uncontrolled environment which is far from institutional context through relationship with stakeholders (customer, suppliers and competitors). The students can modify their ideas based on their direct experience outside the university or institution. It is the duty of the educator to make sure that students established contact with outsiders.
- ✓ The number of businesses is limited so as to allow a highly interactive environment: Classroom environment is identified as a key complement of student entrepreneurial workshop. The bulk of classroom time is devoted to students discussing their experiences. It allows free flow of business ideas with diverse concept and experience. It also provides an opportunity for the student to experience the creative intuitive and lateral thinking from various people. There was limited research in this aspect of selection of entrepreneurship, but since 1985, there has been an increased interest in entrepreneurial careers in education.

THE TRAINING METHODS AND TRAINER ABILITY

The training methods adopted and the credibility and technical knowhow of the trainer play vital role in equipping trainees with major entrepreneurial skills as posited by (Oguntimihin and Nwosu, 2014). In their submission, they emphasized that for the trainer to merely know the subject is not enough. For the trainer to impact positively, academic qualifications should not be regarded as the best rather professionals in business community, experts from government departments, technical consultancy organizations should be involved in running programmes for start-up or existing small scale/medium businesses.

On the appropriate method to be used for training, they suggested applying case studies, role playing, simulation exercise, field-trips and market research. In addition, training manual be prepared each one providing information and exercises around a topic. The manuals use active, problem-centered learning approach to small business management.

Oguntimihin and Nwosu, (2014) observed that entrepreneurial training and development should be pragmatically handled in Nigeria and stated that some developing countries such as Ghana and India who suffer unemployment problem has accorded entrepreneurship status. Abaka (1995) identified the following six objectives to promote entrepreneurial activities:

- ✓ Develop students' personal qualities (creativity, risk-taking, self-confidence, initiative, networking, opportunity seeking) for future roles as entrepreneurs and employees;
- ✓ Develop in students an appreciation to the role of entrepreneurial activities in economic development;
- ✓ Help young to make better informed decisions about careers and further education;
- ✓ Provide experiential learning opportunities for young people in the operation of a business;
- ✓ Develop student's skills in planning, starting and managing a small business;

- ✓ Create a partnership between the business community and the education community for the training of young people.

EMPIRICAL REVIEW

Similar studies like Afolabi et al (2017) on the Effect of Entrepreneurship Education on Self-Employment Initiatives among Nigerian Science & Technology Students concluded with the use of regression analysis, the result revealed that entrepreneurship education is a good policy and it has positive effect on selfemployment initiatives.

Musa, & Adewale, (2015), investigate effects of entrepreneurship education on willingness to own personal business among Nigerian university graduates. The study found that the current structure of entrepreneurship courses in the Nigerian universities is meant to address the issue of graduate unemployment and poverty eradication.it also concluded that method of teaching entrepreneurship education is only restricted to classroom.

Izedonmi & Okafor (2010), assessed The Effect of Entrepreneurship Education on Students' Entrepreneurial Intentions and result revealed that the study makes it clear that entrepreneurial characteristics of youth are diverse and their exposure to entrepreneurship education for a period of four years is capable of provoking the intention of becoming entrepreneurs.

III. METHODOLOGY

RESEARCH DESIGN

The methodological approach employed in this study is survey design on NCE graduating students of Vocational and Technical Education, of selected Colleges of Educations in North East Nigeria, these include Aminu Saleh College of Education, Azare Bauchi State, Federal College of Education (Technical) Potiskum and Federal College of Education (Technical) Gombe. The purpose of this study is to assess the impact of entrepreneurship and vocational/technical education on graduating students of Vocational and Technical Education to be self-employed. The researchers attempt to find out the impact of entrepreneurship and vocational/technical education after the graduating students has been exposed to various skills acquisition programs of entrepreneurship and vocational/technical education.

POPULATION OF THE STUDY AND SAMPLING TECHNIQUE

The targeted population of this study is the NCE final year (graduating students) of School of Vocational and Technical Education, College of Education, Azare Bauchi State, Federal College of Education (Technical) Potiskum and Federal College of Education (Technical) Gombe comprising five Schools/Departments namely Agriculture Education, Business Education (Accounting and Secretarial options), Fine and Applied Art Education, Home Economic Education and

Technical Education with a total population shown in table 3.1 below

S/N	Department	No. of students ASCOE Azare	No. of Students FCE (T) Potiskum	No. of Students FCE (T) Gombe	Total
1	Agricultural Education	(210)	(134)	(162)	(506)
2	Business Education(Accounting and Secretarial option)	(136)	(44)	(660)	(840)
3	Fine and Applied Art Education (ECE)	(19)	(53)	(27)	(99)
4	Home Economics Education	(14)	(31)	(44)	(89)
5	Technical Education	(35)	(-)	(171)	(206)
	Total	(414)	(262)	(1064)	(1740)

Table: 3.1

SAMPLE AND SAMPLING TECHNIQUE

The sample size was determined with the use of Krejcie and Morgan (1970) sampling method table. The research study utilized both stratified and simple random techniques to select respondents. Structured questionnaires with five points Likard scale (Strongly Agree ‘SA’, Agree ‘A’, Neutral, ‘N’, Disagree, ‘D’, Strongly Disagree, ‘SD’) was distributed to elicit data to answer the research questions earlier raised.

VALIDITY OF THE INSTRUMENT

Validating the instrument, copies of the researcher developed research instruments was given to expert in field of Test and Measurement, School of Education, Aminu Saleh College of Education, Azare for face and content validity and their observations were incorporated.

RELIABILITY OF THE INSTRUMENT

To determine the reliability of the instrument, test retest method was conducted with administering of the questionnaires on a non-representative sample of the graduates twice within an interval of two weeks. The two sets of scores were correlated to establish the reliability at 0.72. This was deemed acceptable

DATA COLLECTION PROCEDURE

Data for the study was collected from three teacher training institutions in the north eastern part of the country with help of research assistants employed for the purpose, lead researcher and associate researchers all were involved in collecting data for the research work where structured questionnaires were distributed to the set of graduating students that is, final year (300 level) of vocational and technical oriented students of the said institution.

DATA ANALYSIS

Both the descriptive statistics: simple percentage, mean and standard deviation were utilized in answering research questions and testing all research hypotheses raised.

IV. DATA PRESENTATION AND ANALYSIS

Research Question Three: Are the graduating students willing to start business after graduation?

S/N	Item statement = 284	N	\bar{X}	SD	Remark
1.	I want to make a living through doing my business.		4.37	0.10	Agreed
2.	I constantly have ideas of business running through my head		4.03	1.09	Agreed
3.	Being an entrepreneur will give opportunity to be able to do the kind of work I wanted to do		4.27	1.00	Agreed
4.	I want to start business to avoid having to work for others		4.05	1.17	Agreed
5.	Starting up a business will me a successful entrepreneur		4.11	1.00	Agreed
6.	Being an entrepreneur will enable me to achieve a higher position for myself in the society		4.24	1.00	Agreed
7.	I want to start a business to have more control of my time		4.13	1.05	Agreed
8.	To follow the example of a person I admire		3.80	1.20	Agreed
9.	Starting up a business will make to be innovative		4.02	1.11	Agreed
10.	To be an entrepreneur will enable me to use my special talents effectively		4.11	1.10	Agreed
11.	I want to start a business and be successful to get recognition for my accomplishment		4.15	1.06	Agreed
12.	Demonstrate will power and self-discipline		3.96	1.18	Agreed
13.	Demonstrate resourcefulness in business		4.05	1.00	Agreed
14.	Maintain high level of integrity		4.08	1.14	Agreed
15.	Be able to work under pressure		3.79	1.28	Agreed
	Grand Mean		4.08		Agreed

KEY: N = Number of sampled nursing mothers, \bar{X} = Mean, SD = Standard Deviation

Source: Fieldwork, 2019

Table 4.1: Mean and Standard Deviation ratings on whether graduating students willing to start business after graduation

TESTING OF RESEARCH HYPOTHESES

Based on the objective and the research question formulated in the study, the null hypothesis was tested using chi-square statistics.

Students' Present Employment Status	Respondents' Responses			Total	df	χ^2_{crit}	χ^2_{cal}	α	Decision
	D	U	A						
Self-employed	1	16	62	79					
	0.4%	5.6%	21.8%						
Private employed	3	15	70	88					
	1.1%	5.3%	24.6%						
Public employed	0	4	45	49					
	0.0%	1.4%	15.8%		6	2.45	10.79	0.05	Dependent
Not employed	2	4	62	68					
	0.7%	1.4%	21.8%						
Total	6	39	239	284					
	2.1%	13.7%	84.2%						

KEY: A =Agreed, U = Undecided, D = Disagreed, df = degree of freedom, χ^2_{crit} = critical chi-square value, χ^2_{cal} = calculated chi-square value, α = level of significance,

Source: Fieldwork, 2019

Table 4.2: Chi-Square analysis of Students' interest to start business on graduating student's employment status

Information in the Table 4.2 showed chi-square analysis of Students' interest to start business on graduating student's present employment status. It is clear that computed chi-square value (10.79) is greater than critical chi-square value (2.45). Therefore, the null hypothesis three which states that students' interest to start business is independent on the graduating student's employment status was not upheld. This implies students' interest to start business has an association on present employment status of graduating students. In essence, students' interest to start a business is dependent on present student's employment status.

V. DISCUSSION OF RESULTS

Information in Table 4.1 depicted mean and standard deviation ratings on whether graduating students willing to start business after graduation. It was uncover in the Table 4.1 that all fifteen item statements used to illicit information on this were unanimously agreed upon by the respondents. This is because the minimum calculated mean value from all the nine items yielded 3.79, and the maximum calculated mean value was 4.37. These computed mean values are greater than cut-off (3.00) point of five-point scale used in this study. Besides, the overall grand mean value for all the 15 item statements yielded 4.08 (greater than cut-off of 3.00), indicating that NCE graduating are willing to start business after graduation. A glance at each of the item statement calculated standard deviation, it can be seen that they are all lower than cut-off point (3.00) explaining that there was

closeness in the ratings of respondents (NCE final year students) while responding to the questionnaire.

VI. SUMMARY, CONCLUSION AND RECOMMENDATION

SUMMARY OF FINDINGS

Based on the data collected and analyzed from the graduating students across some selected Colleges of Education in the North-East zone, Nigeria, the following findings were uncovered from the study that:

- ✓ NCE graduates believes that entrepreneurship education and VTE courses equipped the graduated students of School of VTE with needed business skills that would make them self-employed
- ✓ NCE graduating students are willing to start business after graduation.
- ✓ NCE graduating students possess personality traits that would enable them sustain their business after being self-employed
- ✓ Entrepreneurship education and VTE courses taught by the lecturers to the students have association graduating students' present employment status

CONCLUSION

The study has revealed that entrepreneurship and VTE in the selected NCE awarding institutions have a strong influence in NCE students to be self-employed. The students' develop interest in creation of wealth through entrepreneurial activities, new idea on how to recognize and exploit opportunities, enable them to use their special talents effectively.

Literature reviewed shown that entrepreneurship education has been the effective tools employed globally to minimize unemployment rate. Both developed and developing nations have over the years adopted policies that encourage impacting entrepreneurial skills to younger generation at post primary and higher institutions. The north-east zone has suffered vigorously with activities of insurgency and with entrepreneurship education youth will realized their potentialities rather than engaging in crime that is capable of derailing the zone backward in effect reducing youth unemployment.

RECOMMENDATIONS

Based on the findings we recommended that Government at State and Federal level should come up with programs that would provide practical training to graduating students to argument the theory leant in the class and provide them with resources (financial and/or otherwise) to enhance their skills in planning, starting and managing a small business under a close supervision. In addition federal government should introduce youth empowerment packages for North-East zone to revive socio-economic activities in the zone. This would help in diverting the youth mind-set in this zone from insurgency to industrialization.

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