

Innovation and Transformation of Vocational Teacher Education: A Study of Inclusion of Entrepreneurship Education Specialization into NCE Programme in North Central Geo-Political Zone, Nigerian

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Abstract: The study assesses the perception of vocational lecturers on Inclusion of entrepreneurship education specialization (EES) into NCE Programme in North Central Geo-Political Zone, Nigerian. Four specific objectives were outlined; four research questions were raised for the study. Descriptive survey research was used as the research design; the population of the study consists of Lecturers in School of Vocational and Technical Education, Colleges of Education in with population size of three hundred and ninety-six (396). A simple random sampling technique was used to draw the sample size of two hundred and sixty-four (264) at 5% for the study. Self Structure questionnaire on a modify four-point rating scale was developed for data collection. The questionnaire was validated by experts in school of vocation and technical education in COE Minna and FCT Zuba. Reliability and validity of the instrument was established through pilot study. The researchers with the help of four trained research assistants administered the instrument. 396 questionnaires were administered but 220 were returned. Data collected was presented in table and analyzed using statistical package IBM version 20. It was used to determine the frequencies and percentages of demographic variable and answer four research questions. Findings of the study revealed that catering craft practice, garment making, textile trade, tie and dye, cosmetology, keyboarding, shorthand, data processing, marketing, salesmanship, animal husbandry, fisheries, photography, printing craft practice, pottery, auto body repair and spraying, auto electrical work, auto mechanical work, furniture making, plumbing and pipe fitting, welding and fabrication, block and concrete work, were identify as professional specialized courses for teachers training programme in Nigeria which can bring innovation into process of producing entrepreneurship educators in different areas of vocational and technical education. . Base on the findings of the study it was recommended that policy makers should enact laws for inclusion and implementation of EES in colleges of education in Nigeria; TETFund should make fund available for structural facilities such as classroom, laboratory and incubation Centre for take off of EES in the colleges of education; and TETFund should provide fund for entrepreneurship education capacity building training of the staff at both national and international level.

1. INTRODUCTION

Entrepreneurship education remains the precursor to acquiring economic and industrial breakthrough of a nation. According to Sunday (2012), Entrepreneurship education in Nigeria amongst other things seeks to provide students in tertiary institutions with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. Variations of entrepreneurship education are offered at all levels of schooling in Nigeria, from primary to secondary schools through the graduate university programs. It is a life long learning process. The concept of lifelong

learning is essential to the competitiveness of the knowledge economy. It applies to all levels of education and training and concerns all stages of life as well as the different forms of apprenticeship. Similarly Ndibe (2012) described entrepreneurship education as a paradigm shift from the conventional general business and economic studies with the main goal of stimulating the entrepreneurship mind-set of young people encourage business start up and sustain a culture that will create an enabling environment for growth of small medium scale enterprises. In the same vein, Ibrahim and Ma'aji (2012) pointed out that entrepreneurship skills acquisition could enable the student bridge the gap between unemployment and employment when the skills are properly impacted to them by the teacher.

A close examination of what is happening around the world would justify the need for inclusion of entrepreneurship education specialization into NCE programme in Nigeria. The trend in the world now is to globalize the business trade and commerce. Thus, many nations of the world are beginning to encourage trade and commerce as a means of strengthening their economy, hence, the emergence of countries like China known for their enterprises and economy been rated as one of the best in the world (Yusuf, 2007). To encourage trade and commerce among the graduate in Nigeria, there is need for progressive academic experiences in both technical and business entrepreneurial skills from secondary school to tertiary institution.

Expanding teachers educational opportunity by promoting entrepreneurship educations with broad horizon and specific field of knowledge are necessary for today's global world which characterized by a knowledge society and a knowledge economy. Obanya (2014) suggested that the teachers have to possess both the content (knowledge of specific areas) and methods (education principles and their practical applications). This paradigm has guided the development of teacher education programmes for years. However, with the demands made on education by contemporary global developments, teacher education will have to shift its gear and bring its skills package to embrace the areas of lifelong learning skills, broad general knowledge, broad field knowledge, specialization knowledge, education principles knowledge, and pedagogic application skills.

To actualize this ideas teacher's education need productivity and growth in Nigeria, it is essential to invest in teachers' education. Nigerians needs creative and innovative entrepreneurs and a flexible and resilient work force well equipped with the necessary entrepreneurial skills and competences. It is of opinion that entrepreneurship specialization in teachers' education is a tool that can support young people to be more entrepreneurial; develop a general set of competences applicable in all walks of life; and contribute to entrepreneurial spirit.

2. STATEMENT OF THE PROBLEM / JUSTIFICATION

Unemployment have be-devil various community as the youth and able hands have no valuable skills necessary in the present world of business and commerce. Poverty becomes the bedrock of the society living. Entrepreneurial skill development becomes a matter of necessity to lift the individual and society out of social hills of poverty. The researchers observed that Nigeria needs quality teachers' education graduate in the areas of technology and vocation to teach trade subjects at secondary schools level. In addition, training of young mind for establishment of small scale enterprise become imperative. Ndibe (2012) described entrepreneurship education as a paradigm shift from the conventional general business and economic studies with the main goal of stimulating the entrepreneurship mind-set of young people encourage business start up and sustain a culture that will create an enabling environment for growth of small medium scale enterprises. Similarly, Opara (2017) observed that there must be effective concern about seeking for change or innovation in education system in Nigeria technical and vocational education programme.

The curriculum appears to be overloaded with inclusion/infusion of some core-cross cutting subjects and contents. There is need to revisit the issue of TVE curriculum overload. A major defect in teacher educational, is its theoretical inclination. For one instance, most Nigerian universities produce graduates who are at best only suited for white collar jobs and have little or no basic skills of any other vocational relevance. Naturally, such a situation will lead to high unemployment rate especially among university graduates noted by Adekunle and David (2014). Similarly, Sunday (2012) explained that apart from the book knowledge the graduates gained from tertiary institution there are no requisite skills to make them self dependent. Therefore the need to engage the youth who constitute over 60 percent of the population in meaningful engagement to avoid unhealthy alternatives for this group of people.

It is against this background that this research study tried to investigate the accepted of inclusion of entrepreneurship education specialization in NCE programme.

3. PURPOSE OF THE STUDY

The main purpose of this study is to establish acceptability of the inclusion of entrepreneurship education specialization to NCE programme in Colleges of Education, Nigeria. Objectives of the study are to:

- I. identify areas of entrepreneurship education specialization to be included in NCE programme.
- II. determine level of acceptability of each specialized area of entrepreneurship education program.
- III. examine the benefits of entrepreneurship education specialization in NCE Programme
- IV. examine the extent lecturers agree with suggested strategies for inclusion of entrepreneurship education specialization into NCE programme.

4. RESEARCH QUESTIONS

The study was guided by the following research questions:

- I. What are the areas of entrepreneurship education specialization to be included in NCE programme?
- II. What is the extent of the investigation for acceptability of each specialized area?
- III. What are the benefits of Entrepreneurship Education Specialization in NCE Programme?
- IV. To what extent do lecturers agreed with suggested strategies for inclusion of entrepreneurship education specialization into NCE programme?

5. SIGNIFICANCE OF THE RESEARCH

It is hoped that the outcome of this research shall be of tremendous benefit to curriculum developers, education administrators, lecturers of vocational and technical education, future researchers and prospective entrepreneurs in Nigeria. The benefits expected lies on proper development of a good curriculum, devoted administrators and subsequence feedback on the perception of lecturers and the beneficiaries. This will enhance more innovative ways through which entrepreneurship education could be included into the NCE programme. It is expected that this innovation will lead to the production of graduates who not only seek employed in teaching profession and industries but also become self-reliant, contributing to the educational development of the society and nation at large. The findings of the study is equally going to be of tremendous benefit for the students as it provide opportunity to access different entrepreneurship specialization training relevant to modern industries and world of work, thereby increasing their employability and self-reliant skills. The institutions are also expected to have empirical and reliable data to design meaningful training programmes and collaborative linkages with industries. Finally, the study will be useful for other researchers who may wish to conduct researches on similar or other related fields.

6. CONCEPTUAL CONSIDERATION OF THE STUDY

Innovation

Innovation may be defined as a purposeful change. It is change from the established order. It is change which is progressive and beneficial to the individual learner and the society (Ben-Yunusa, 2008). In relation to business environment, Innovation in education can be area of policy, new education programme, new curriculum content, specific instructional strategies and material. This change becomes necessary because of the changes in time and the society. In Nigeria, there is need for innovation in vocational and technical education. This changes become necessary to reduce the rate of unemployment, develop entrepreneurial mind set of youth for establishment of small scale enterprise in different areas of specialization.

Innovation in Technical and Vocation Teacher Education (TVTE) Program

Nigeria needs educators that will specialize in different areas of enterprise and programme that will encourage the full training and preparation of students' teachers for professional entrepreneurship education. It is of assumption that innovation in vocational and technical education program with inclusion of EES and by develop a curriculum that is rich with practical activities in technical skills, managerial skills, learning content in business ethic and knowledge economy. Opara (2017) argued that due to change in time and change in society and to respond very well to any nation educational

needs, there must be effective concern about seeking for change or innovation in education system particularly vocational and technical education programmes in Nigeria. TVTE needs a lot of changes that will make the country self reliance and economic independent.. There must be effective concern about seeking for change or innovation in educational system and entrepreneurship education program in Nigeria.

Look at contemporary issue of poverty and unemployment in Nigeria with advocate for knowledge economy there is still need to repackage entrepreneurship education. One way of doing this is to have a paradigm shift from general entrepreneurship course to specific entrepreneurship education program. Also to have a curriculum with learning content on skills acquisition, and pedagogical skills. Creation of entrepreneurship education as a specialize program is an issue of concern.

Skills Acquisition: With a world of work that promotes the knowledge worker, with a set of employability skills that values personal qualities much more than qualifications, skills are no longer seen as simply handing the hammer and fixing nuts and bolts. It stead, is now greater emphasis on a tripartite set of skills (cognitive intelligence, emotional intelligence and imaginative intelligence) (Obanya. (2014). The suggested tripartite skills for guiding curriculum by Obanya aim at transform the total person. Students would stand the chance of getting transformed through exposure to a curriculum that assures the full development of all their intelligences: cognitive, emotional and imaginative. The element of a tripartite curriculum were presented in table 1.

Table 1: Element of a tripartite curriculum

Hard Skills	Soft Skills	Go-Getting Skills
Cognitive Intelligence	Emotional Intelligence	Imaginative intelligence
Self expression skills (oral, written, etc.)	Character formation skills (for strengthening the total person)	Creative thinking skills (thinking out of the box)
Logical reasoning skills (for analysis and problem solving)	Intra-personal skills (for the individual to understand his/her personal strengths and weaknesses, as well as possibilities/potentialities)	Ideational fluency skills (productivity in generating novel ideas)
Computational skills (for quantitative reasoning)	Inter-personal skills (for understanding and 'teaching' with others)	Opportunity-grabbing skills (perceptivity in making the best of opportunities)
Design/manipulative skills (for purely technical reasoning and action)	Lifelong learning skills (knowledge-seeking skills)	Experimentally learning skills (making the best use of the lessons of experience; ever working on new ideas)
Conceptual skills (for generating ideas and translating them into 'action maps')	Perseverance skills (for seeing ideas and projects through to fruition)	Idea –to-product skills (ease and passion for turning ideas into product and services skills, ability to apply head--hands--hearts

Sources: Obanya (2014)

The content of the table does not mean an abandonment of school subject as we know them today. Instead draws attention to the real meaning of curriculum as 'educational-down-to-earthiness'-practical activities intended to transform learners through education. Thus, school subjects will not be studied as mere content, but as methodologies for developing the 'three intelligence' (cognitive, emotional, imaginative), and in the process inculcating three broad types of skill sets –hard skills, soft skills, go-getting skills.

Work Specialization

Work specialization is to split up the process of work that cannot be handled by one person into individual tasks necessary for the organization or business. In other words, it is actually a division of labour, that gives more emphasis on the scope of activities, and productivity increases. Hence, once the recruitment process is initiated everyone would be looking out for the positions advertised which indicates the specialization of their expertise. The act of Job specialization is particularly necessary in larger organization where the manufacturing sector demand specific entrepreneurial skill as require by different category of work in individual production unit to be done by the workers. Besides, if the job gets

complicated then it needs to be broken down to simpler process so that each task can be handled by expert with necessary skills in that work.

Benefit of Specialization

A key component to the success of teachers education programme is that students can find connections between their academic coursework and their career goals. Making teacher's training school more relevant and engaging students on specialized experience is a key element for quality vocational and technical education. Like other economic developed countries, if Nigeria and Nigerians should key in for inspiration on how to craft career training programs that contribute to low unemployment rates among young people and economic development of the nation.

Benefits of Entrepreneurship Education

Ijaiya (2007) highlighted the benefits of entrepreneurship education into about seven distinct areas stating that:

- (i) the present trend among the Nigerian students to engage in one economic activity (barbing, tailoring, GSM repairs, etc.) would receive a boost and bring about healthy competition among students.
- (ii) entrepreneurship education will provide the student with theoretical background necessary for meaningful economic engagement. Such studies shall enable the students to make informed choices in terms of decisions on what, how and when to do any economic activity.
- (iii) entrepreneurship education would stimulate the human tendency for freedom by encouraging students to strive to be their own boss after graduation.
- (iv) entrepreneurship education would enable the students to be acquainted with the business atmosphere before graduation thereby helping them to fit into the world of work after graduation.
- (v) entrepreneurship education would position the students to appreciate wealth creation rather than searching for non existing white collar jobs.
- (vi) entrepreneurship skills would accelerate the nation's economic growth, because youths are known to be full of innovative ideas if given opportunity.
- (vii) entrepreneurship education could help Nigeria to rechanneling the boisterous energies of youths to a more productive business adventures rather than crimes and cultism as at present being witnessed on our campuses and schools.

In the same vein, Ibrahim & Ma'ji, (2010) further Observed the benefits of entrepreneurship education:

- i. as one tool that can help educators reach out to kids who lack interest in traditional learning model approaches. In fact, students of all kinds, from the disaffected to the gifted and talented, can be motivated to dream big dreams and work to make them happen.
- ii. To provide activities that build relationships, provides relevance for learning, and encourages rigor in the effort to develop academic skills to be competitive.
- iii. Students in entrepreneurship education programs show improved school performance and more ambitious goals for life after school.
- iv. Contributes in improving the overall of vocational school performance. At the most basic level, students enrolled in these programs are less likely to be truant or drop out of school.

Furtherance to above stated merits of entrepreneurship education Akamu, (2010) also advocated the following merits;

- It will help students to form a base of knowledge about the formation and operation of business and develop some level of familiarity and comfort with business environment in a technology change and the enterprises.
- It plays a complementary role in developing the occupational skill, knowledge and work experience.
- It offers opportunities to student for job experience and earning, saving and investing money at an early stage of living.

- There will be great reduction in the rate of unemployment in our society, boasting Self employment and business ownership becoming more viable.

The benefits of entrepreneurship education to an individual and society at large has been established to what a common sense can accommodate or imaging by various authors. Therefore, the needs for inclusion of entrepreneurship education specialization at post secondary school could be a way to help an individual student exploit the benefits of entrepreneurship education and stay oblige of any negative situation as related to skill acquisition and employment

7. METHODOLOGY

Descriptive survey research was used to carry out the research work. Bello and Ajayi (2004) defined survey as a method usually adopted when handling a large population especially on issues of the moment that involve systematic collection of data from samples assumed to be true representative of the entire population. Survey design is considered appropriate for this study because it enables the researchers to sampling the opinions of the lecturers on the inclusion of entrepreneurship education specialization into vocational and technical education The research was conducted in Colleges of Education in North Central geo-political zone of Nigeria, which comprises Benue, Kogi, Kwara, Nassarawa, Niger, and Plateau state. The target population for this study comprised vocational education lecturers in colleges of education in the north- central geo-political zone of the country. A simple random sampling was used to draw the sample size of 264 from 396 population size among the three sample state in the north central zone.

A Self developed questionnaire title Innovation and Transformation of Vocational Teacher Education: A Study of Inclusion of Entrepreneurship Education Specialization into teacher education Programme in North Central Geo-Political Zone, Nigerian was used as instrument for data collection. The Instrument was validated by experts from College of Education Minna and FCT Zuba. The comments and suggestions were incorporated into final draft of the instrument. The corrected questionnaire was tested for reliability using Cronbachs Alpha reliability estimate and the result yielded a reliability coefficient of 0.869. The questionnaire was administered to the respondents by the researchers with the help of four trained research assistants who covered the area of the study. A total of 264 questionnaires were administered, however, 220 filled questionnaires were retrieved. Data collected on the basis of the research questions were analyzed using descriptive statistics (i.e frequencies, percentage, & mean). For decision rule: an average mean of 2.50 and above was considered as agreed, while an average mean of 2.49 and below was considered disagreed with respect to research questions. The mean criterion of 2.5 was calculated from the sum of 4+3+2+1 divided by 4. A theoretical mean of 2.5 according to David (2005) should be used as a criterion to judged mean scores for four items likert questions format.

8. RESULTS

The findings of the study were presented in table 1- 5.

Analysis of Demographic Data

Table 1: Distribution of Respondents by Gender

Gender	frequency	Percentage
Male	142	64.5
Female	78	35.5
Total	220	100.0

Table 1. showed that 64.5% were male while 35.5% were female. This imply that majority of the respondents are male.

Table 2: Distribution of Respondents by Qualification

Qualification	Frequency	Percentage
Ph.D.	09	4.09
M.Ed.	90	40.91
B.Ed. / B.Sc.	121	55
Total	220	100.0

Table 2. showed that 55.0% respondents have qualification in first degree, 40.91% have qualification in second degree, while 4.09% of respondents were Ph.D. owners. This imply that majority of the respondents have first degree in education.

Table 3: Distribution of Respondents by Year of Experience

Qualification	Frequency	Percentage
1-10 yrs	40	18.18
11-20yrs	57	25.91
21-30 yrs	96	43.65
31-35yrs	27	12.27
Total	220	100

Table 3. showed that 43.65% has year of experience between 21 and 30 years, 25.91% has year of experience between 11 and 20 years, 18.18% has years of experience between 1 and 10 years while 12.27% has high experience between 31 and 35 years were female. This imply that majority of the respondents were professional in lecturing career.

Research Question 1: What are the areas of entrepreneurship education specialization to be included in NCE programme?

Table 4: Responses of the Lecturers on Areas of Entrepreneurship Education Specialization to be Included in NCE Programme?

S/N	ITEMS	RESPONSES				MEAN	DECISION
		SA	A	D	SD		
1	.Catering craft practice	101	70	40	09	3.19	Agreed
2	Garment Making	99	80	35	06	3.24	Agreed
3	Textile trade	70	98	33	28	3.04	Agreed
4	Tie and Dye	97	100	9	14	3.27	Agreed
5	Cosmetology	87	90	40	03	3.18	Agreed
6	Keyboarding	89	78	40	13	3.10	Agreed
7	Shorthand	60	50	86	24	2.66	Agreed
8	Data processing	65	72	56	27	2.80	Agreed
9	Marketing	55	82	16	67	2.57	Agreed
10	Salesmanship	94	44	55	27	2.93	Agreed
11	Animal Husbandry	76	102	22	20	3.06	Agreed
12	Fisheries	110	100	10	00	3.45	Agreed
13	Photography	77	87	36	20	3.00	Agreed
14	Printing craft practice	67	98	30	25	2.94	Agreed
15	Pottery	66	89	13	52	2.77	Agreed
16	Auto body repair and spraying	85	45	50	40	2.80	Agreed
17	Auto electrical work	50	90	85	05	2.93	Agreed
18	Auto mechanical work	88	65	37	30	2.96	Agreed
19	Furniture making	120	71	19	10	3.37	Agreed
20	Plumbing and pipe fitting	132	84	03	01	3.58	Agreed
21	Welding and fabrication	99	65	30	26	3.08	Agreed
22	Block and concrete work	81	91	30	18	2.85	Agreed

Sources: Field Study

Sequence to the areas of entrepreneurship education specialization to be included in NCE programme, table 4 shows the lowest mean of 2.53 and the highest mean of 3.58. These were higher than the decision average mean of 2.50. This implies that the respondents were agreed with all identify areas of specialization to be include into NCE entrepreneurship education programme.

Research Question 2: What is the extent of the investigation for acceptability of each specialized areas?

Table 5: Responses of the Lecturers on the Extent of Acceptability of each EES for NCE Programme.

S/N	ITEMS	RESPONSES				MEAN	DECISION
		HAC	AC	NAC	ANAC		
1	.Catering craft practice	101	76	14	09	3.22	Highly Accepted
2	Garment Making	115	90	15	00	3.45	Highly Accepted
3	Textile trade	95	55	45	45	3.05	Highly Accepted
4	Tie and Dye	88	94	32	06	3.20	Highly Accepted
5	Cosmetology	99	89	11	21	3.21	Highly Accepted
6	Keyboarding	59	105	45	11	2.96	Accepted
7	Shorthand	50	60	91	19	2.64	Accepted
8	Data processing	155	45	95	25	2.59	Accepted
9	Marketing	77	97	30	16	3.07	Highly Accepted
10	Salesmanship	110	70	20	20	3.23	Highly Accepted
11	Animal Husbandry	91	115	06	08	3.31	Highly Accepted
12	Fisheries	81	85	15	39	2.95	Accepted
13	Photography	70	90	45	15	2.98	Accepted
14	Printing craft practice	95	105	25	15	3.09	Highly Accepted
15	Pottery	102	101	17	00	3.39	Highly Accepted
16	Auto body repair and spraying	120	50	20	30	3.18	Highly Accepted
17	Auto electrical work	120	60	30	10	3.32	Highly Accepted
18	Auto mechanical work	95	94	11	20	3.20	Highly Accepted
19	Furniture making	110	70	30	10	3.27	Highly Accepted
20	Plumbing and pipe fitting	95	99	20	06	3.27	Highly Accepted
21	Welding and fabrication	74	85	25	36	2.90	Accepted
22	Block and concrete work	66	90	44	20	2.92	Accepted

Sources: Field Study

Table 5 showed that all the items on the table were rated above the mean of 2.5 which means that most respondents highly accept inclusion of each entrepreneurship education specialization for NCE programme.

Research Question 3: What are the benefits of Entrepreneurship Education Specialization for NCE Programme?

Table 6: Responses of the Lecturers on the Benefits of Entrepreneurship Education Specialization for NCE Programme?

S/N	ITEMS	RESPONSES				MEAN	DECISION
		SA	A	D	SD		
1	Production of quality and quantity teachers to teach senior secondary trade curriculum	150	60	10	00	3.64	Agree
2	Provide students' accessibility to different areas of entrepreneurship education specialization	90	100	15	15	3.20	Agree
3	It will solve the problem of curriculum over loading of vocational and technical education.	50	70	60	40	2.59	Agree
4	Prepare students to be properly equipped and acquire saleable skills which could be used to manage his own business or that of other persons	90	80	30	20	3.09	Agree
5	A means of reducing unemployment rate among the youth.	70	90	30	30	2.91	Agree
6	Give a room for appropriate skill acquisition and demonstrable competency in a particular field of endeavor.	88	102	12	18	3.18	Agree
7	Equip the students with skills and attitude of Creativity, innovativeness, courageousness and self-confidence.	145	60	10	5	3.57	Agree
8	People in entrepreneurship have more opportunity to exercise freedom, higher self esteem and overall sense of control over their own lives.	50	70	65	35	3.57	Agree

9	A robust entrepreneurship education will maximize individual, collective and social success on a local, national and global scale.	110	100	05	05	3.43	Agree
10	reinforces a compelling desire for identifying business opportunities	80	90	20	30	3.00	Agree
11	When and if properly included and implemented in Nigerian colleges of education, EES will contribute to the nation's economic growth and development.	50	70	75	25	2.66	Agree

Sources: Field Study

Table 6 revealed that items 1- 10 have mean values ranging from 2.59 to 3.64 which are above the cut-off point of 2.5. This means that the majority of respondents agreed on the benefits of entrepreneurship education specialization for NCE Programme.

Research Question 4: To what extent do lecturers agree with suggest strategies for inclusion of entrepreneurship education specialization into NCE programme?

Table 7: Responses of the Lecturers on Extent of Agree with Suggested Strategies for Inclusion of Entrepreneurship Education Specialization into NCE Programme?

S/N	ITEMS	RESPONSES				MEAN	DECISION
		SA	A	D	SD		
1	Policy makers should enact laws for inclusion and implementation of EES in Colleges of Education in Nigeria..	60	90	43	27	2.83	Agree
2	TETFund should make fund available for structural facilities such as classroom, laboratory and incubation centre for take off of EES in Colleges of Education	70	120	15	15	3.15	Agree
3	TETFund should provide fund for entrepreneurship education capacity building training of the staff at both national and international level.	50	132	38	00	3.05	Agree
4	TETFund should give a strong support to lecturers who wish to advance study in entrepreneurship education	80	90	35	15	3.11	Agree
5	Federal and state government should support the Colleges for innovative idea of inclusion of EES in Colleges of Education	73	100	27	10	3.12	Agree
6	College management should establish EES as a school.	150	50	10	10	3.54	Agree
7	School of Vocation and Technical Education departmental facilities can be used for practical activities to starting the programme. When and if approve implementation of 3years EES programme should cover:	91	95	24	10	3.10	Agree
8	1 st year all students should offer general courses on entrepreneurship and business	180	30	08	02	3.76	Agree
9	2 nd year students should offer theory , practical and SIWES courses on the areas of specialization	190	30	00	00	3.86	Agree
10	3 rd year teaching practice and business incubation experiences. NERDC and NCCE should	200	10	00	00	3.64	Agree
11	Engage on a more compressive research base on this report of the micro research work	50	70	60	40	2.59	Agree
12	Jointly set-up a curriculum development workshop to develop a viable curricular for the programme as may be approved	100	70	00	00	3.15	Agree
13	Jointly set-up a validating body to assess the develop curriculum	80	95	25	20	3.07	Agree

Sources: Field Study

Table 7 revealed that all the suggested strategies for inclusion of entrepreneurship education specialization were rated above the mean of 2.50 which indicated that most respondents' agreed with all the identified items on how to include and implement the entrepreneurship education specialization into NCE programme.

9. DISCUSSIONS

Research question 1 sought data on lecturers' perception on different areas of entrepreneurship education specialization to include in NCE programme. The results of the study revealed that catering craft practice, garment making, textile trade, tie and dye, cosmetology, keyboarding, shorthand, data processing, marketing, salesmanship, animal husbandry, fisheries, photography, printing craft practice, pottery, auto body repair and spraying, auto electrical work, auto mechanical work, furniture making, plumbing and pipe fitting, welding and fabrication, block and concrete work, were identify as professional specialized courses for teachers training programme in Nigeria which can bring innovation into process of producing entrepreneurship educators in different areas of vocational and technical education. This is in line with Ijaiya (2007) who noted that with entrepreneurship education, the present trend among the Nigerian students to engage in one economic activity (barbing, tailoring, GSM repairs, etc.) would receive a boost and bring about healthy competition among students. Similarly Adam, (2009) observed that the growth of entrepreneurship skills is central to the growing knowledge of the teachers. For improved entrepreneurship participation in any field, appropriate skills are required by the teachers to boost economic return.

Research question 2 sought data on lectures' opinion on the extent to which identified areas in entrepreneurship education specialization were acceptable. Results of the study revealed that entrepreneurship education specialization were highly acceptable. This is a clear indication that lecturers were fully aware of significant of introducing entrepreneurship education specialization into teachers training programme.

Research question 3, responses of the lecturers on the benefits of entrepreneurship education specialization for NCE programme. The study revealed that entrepreneurship education specialization will produce qualify teachers to teach senior secondary trade curriculum; provide students' accessibility to different areas of entrepreneurship education specialization, it will solve the problem of curriculum over loading of vocational and technical education; prepare students to be properly equipped; acquire saleable skills which could be used to manage his own business or that of other persons and means of reducing unemployment rate among the youth; and a robust entrepreneurship education will maximize individual, collective and social success on a local, national and global scale. Ijaiya (2007) who explained that entrepreneurship education will provide the student with theoretical background necessary for meaningful economic engagement. Such studies shall enable the students to make informed choices in terms of decisions on what, how and when to do any economic activity. Entrepreneurship education would enable the students to be acquainted with the business atmosphere before graduation thereby helping them to fit in after graduation.

Research question 4, responses of the lecturers on extent of agree with suggested strategies for inclusion of entrepreneurship education specialization into NCE Programme. The study showed that the best suggested strategies for inclusion of entrepreneurship education specialization into NCE Programme were TETFund should make fund available for structural facilities such as classroom, laboratory and incubation center for take off of entrepreneurship education specialization (EES) in colleges of education, TETFund should provide fund for entrepreneurship education capacity building training of the staff at both national and international level, TETFund should give a strong support to lecturers who wish to advance study in entrepreneurship education, Federal and state government should support the colleges of education for innovative idea of inclusion of EES in colleges of education and College management should establish EES as a school. This is line with the national directorate of employment (NDE, 2003) observed that among the expectation of the federal government in the

National Policy on Education is the introduction of skills acquisition subjects in secondary school curriculum. Exposing students to the trades that will provide them with skills that can make them highly productive and therefore, become employable in either paid or self-employment.

10. CONCLUSION

Based on the findings of the study, the following conclusion was drawn; It can be concluded that inclusion of 22 identify entrepreneurship education specialization Into vocational and technical education program is highly acceptable for better implementation Trade subjects curriculum at senior secondary school. When implemented entrepreneurship education

cialization will produce qualify teachers to teach senior secondary trade curriculum; provide students' accessibility to different areas of entrepreneurship education specialization, it will solve the problem of curriculum over loading of vocational and technical education; acquire saleable skills which could be used to manage a business

11. RECOMMENDATIONS

1. Policy makers should enact laws for inclusion and implementation of EES in colleges of education in Nigeria.
2. TETFund should make fund available for structural facilities such as classroom, laboratory and incubation centre for take off of EES in colleges of education
3. TETFund should provide fund for entrepreneurship education capacity building training of the staff at both national and international level.
4. TETFund should give a strong support to lecturers who wish to advance study in entrepreneurship education
5. Federal and state government should support the colleges for innovative idea of inclusion of EES in colleges of education.
6. College management should establish EES as a school.
7. School of vocation and technical departmental facilities can be used for practical activities for the starting of the programme.
8. When and if approve implementation of 3years EES programme should cover:
 - i. 1st year all students should offer general courses on entrepreneurship and business
 - ii. 2nd year students should offer theory , practical and SIWES courses on the areas of specialization
 - iii. 3rd year teaching practice and business incubation experiences.
9. NERDC and NCCE should
 - i. Engage on a more compressive research base on this report of the micro research work
 - ii. Jointly set-up a curriculum development workshop to develop a viable curricular for the programme as may be approved.
 - iii. Jointly set-up a validating body to assess the develop curriculum.

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