

## ENTREPRENEURSHIP SKILLS NEEDED BY BLOCK, BRICKLAYING AND CONCRETING TECHNICAL COLLEGE GRADUATES IN NIGER STATE

**Umar B. Kudu, Aihassan Ndagi Usman & Nathaiel Jibrin Usman**

School of Technical Education, Niger State College of Education, Minna.

**Email:** baballanhi@gmail.com **Phone:** 07066818453.

### Abstract

*The study sought to determine entrepreneurship skills needed by block, bricklaying and concreting technical college graduates in Niger State. The study adopted descriptive survey research design and was carried out in Niger State. The population for the study comprised 177 respondents out of which 143 were registered supervisors and 34 block, bricklaying and concreting teachers. There was no sampling for the study because the population was manageable. A structured questionnaire consists of 20 items was used for data collection. Mean and standard deviation were the statistical tools used to answer the two research questions that guided the study while t-test was employed to test the hypotheses at 0.05 level of significance. The finding among others revealed that managerial skills such as evaluation skill, time management skill and marketing skills as well as technical skills such as site clearance skill, correct plumping and levelling skill and ability to read and understand the working drawings are needed by block, bricklaying and concreting technical college graduates. Some of the recommendations made in line with the findings are that block, bricklaying and concreting technical college graduates should engage themselves in entrepreneurship skills after graduation, bank of industry should give soft loans to technical college graduates to purchase block, bricklaying and concreting tools and equipment for entrepreneurship, the entrepreneurship skills identified should be package and infused into technical college curriculum to enable students acquire these skills before graduation among others*

**Keywords:** Entrepreneurship Skills, Block, Bricklaying and concreting, Technical College Graduates.

### Introduction

One of the aim of education is to change individual morally, socially, economically and technological. Ughamadu (2006) observed that education is a process by which individual are developed physically, emotionally, socially and mentally for their well-beings and that of their society. According to Federal Republic of Nigeria (FRN, 2013) education is the instrument for national development and social change as well as vital tool for the promotion and improvement of the individual and the society. Education also provide a means of lively hood through technical education. Technical education is that aspect of education that trained individual to become self-reliant economically and to contribute to the social economic of a nation. Kudu, Ewugi and James (2018) noted that in the developing world, skills and entrepreneurs are the primary engines of job creations wealth generation and poverty reduction through entrepreneurship.

Entrepreneurship is a mechanism for creating wealth and employment to reduce poverty and unemployment in the society. According to Hyness (2003) entrepreneurship education is the process of teaching and learning with risk involved to create job, employment and wealth for personal satisfaction. The aim of entrepreneurship education is to impart knowledge, skills and attitude to individual to be able to create, innovate and to implement ideas in to action which also involve risk taking for profit in business. Paul (2005) explained that entrepreneurship education is structure to achieve the following objectives: To offer functional education for the youth that will enable them to be self- employed and self- reliant; provide the graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities; to serve as a catalyst for economic growth and development; offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible; to reduce high rule of poverty; create employment generation; reduction in rural-urban migration; to inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on and create smooth transition from traditional to a modern industrial economy. Entrepreneurship education seeks to provide students with adequate knowledge, skills and motivation to succeed in any occupation of technical education courses such as Block, Bricklaying and Concreting (BBC).

BBC is one of the trades offered in Technical Colleges in Nigeria. The National Board for Technical Education (NBTE, 2007) specified and arranged the components of BBC in modules to include: basic construction management; introduction to building construction; building drawing and design; walls, floor and ceiling finishing. BBC is a unit in a building construction that expose students of building technology to practical skills. The students are, therefore expected to be exposed to various skills, knowledge and attitude in order to enable them construct different types of Block, Brick walls and Concreting work. BBC provides the needed employment skills and employment opportunity for Technical College graduates to be become self-reliant economically and enterprising. According NBTE (2013), the aim of BBC is to give training and impact the necessary skills leading to the production of craftsmen, technician and other skilled personnel to become enterprising and self-reliant. However, it has been noticed that Technical College graduate especially BBC graduates are unemployed because they do not possess entrepreneurship skills that will enable them establish and manage their own business efficiently. Rather, they are seen roaming about the street doing a menial for jobs. Some hawking petroleum products, commercial drivers and some are doing the job that is not in line with their occupation or training, because they do not possess entrepreneurship skills do be self-reliant and manage. Thomas (2012) noted that lack of entrepreneurship skills has been a major challenge of entrepreneurs, he added that entrepreneurship skills can provide long lasting solution to the survival of battle of the Small and Medium Scale Enterprise (SMEs), and this will also go a long way to reduce the problem of unemployment of the youths to be job creators rather than job seekers in the country, this bring about need for entrepreneurship skills growth and development of our technical college graduates to foster their skills acquisition which will enable them to be job creators. Hence, the study aimed at identifying skills needed by BBC Technical College graduates in Niger State.

### **Purpose of the Study**

The general purpose of the study was to determine entrepreneurship skills needed by block/bricklaying and concreting technical college graduates in Niger State. Specifically, the study sought to determine:

1. The managerial skills needed by block, bricklaying and concreting technical college graduates in Niger State.
2. The technical skills needed by block, bricklaying and concreting technical college graduates in Niger State.

### **Research Questions**

The following research questions were formulated to guide the study:

1. What are the managerial skills needed by block, bricklaying and concreting technical college graduates in Niger State?
2. What are the technical skills needed by block, bricklaying and concreting technical college graduates in Niger State.?

### **Hypotheses**

The following null hypotheses guided the study were tested at 0.05 level of significance.

- Ho<sub>1</sub>: There is no significant difference in the mean responses of the supervisors and teachers on the managerial skills needed by block, bricklaying and concreting technical college graduates in Niger State.
- Ho<sub>2</sub>: There is no significant difference in the mean responses of the supervisors and teachers on the technical skills needed by block, bricklaying and concreting technical college graduates in Niger State.

### **Methodology**

A survey design was adopted for the study. The study was conducted in Niger State. The population for the study was 177 comprising 143 registered supervisors in Ministry of Land and Housing and 34 block, bricklaying and concreting teachers in all Technical Colleges in Niger State. There was no sampling for the study because the population was manageable. The instrument for data collection was titled: Entrepreneurship Skills Needed by Block, Bricklaying and Concreting Questionnaire (ESNBBCQ). The ESNBBCQ was subjected to face validation by three experts. One from Federal University of Technology Minna, one from Niger State Polytechnic, Zungeru and one experts from Ministry of Works and Infrastructure Niger State, Minna. Cronbach Alpha method was used to determine the reliability coefficient of the instrument was 0.81. The questionnaire was administered directly to the respondents by the researchers and all the one hundred and seventy-seven (177) copies of questionnaire administered to the respondents were retrieved given return rate of 100%.

Data collected were analyzed using mean and standard deviation to answer the research questions. Any items with a mean value of 2.50 or above was regarded as agree, but disagree, if less than the cutoff point of 2.50. While t-test statistical tool was used to test the hypotheses at the probability of 0.05 level of significance.

## RESULTS

### Research Question 1

1. What are the managerial skills needed by block, bricklaying and concreting technical college graduates in Niger State?

**Table 1: Mean and Standard Deviation of the Respondents on the Managerial Skills Needed by Block, Bricklaying and Concreting Technical College Graduates in Niger State**

N=177				
S/N	ITEM	Mean	SD	Remarks
1.	Communication Skill	3.30	0.88	Agree
2.	Marketing Skill	3.57	0.41	Agree
3.	Self-Motivation Skill	3.30	0.67	Agree
4.	Financial Skill	3.10	0.33	Agree
5.	Time Management Skill	3.20	0.71	Agree
6.	Business Planning Skill	3.31	0.22	Agree
7.	Evaluation Skill	3.11	0.80	Agree
8.	Interpersonal Skills	3.34	0.23	Agree

The mean responses of supervisors and teachers shown in Table 1 indicated that all the 8 items were identified as agreed on the managerial skills needed by block, bricklaying and concreting technical college graduates. Item 2 showed the highest mean score of 3.57 which stated that marketing skill is needed by Block, Bricklaying and Concreting technical college graduates. The results also showed the standard deviation range from 0.22 to 0.88 indicating that the respondents were not too far from one another in their responses.

### Research Question 2

1. What are the technical skills needed by block, bricklaying and concreting technical college graduates in Niger State?

**Table 2: Mean and Standard Deviation of the Respondents on the Technical Skills Needed by Block, Bricklaying and Concreting Technical College Graduates in Niger State**

N=177				
S/N	ITEM	Mean	SD	Remarks
1.	Site clearance	3.20	0.70	Agree
2.	Ability to read and understand the working drawings	3.10	0.60	Agree
3.	Setting out	3.52	0.24	Agree
4.	Excavation of foundation	3.71	0.32	Agree
5.	Placement of oversite concrete	3.12	0.73	Agree
6.	Wall construction	3.78	0.57	Agree
7.	Correct plumbing and levelling	3.99	0.62	Agree
8.	Opening in walls	3.90	0.45	Agree
9.	Construction of formwork for doors and	3.32	0.34	Agree

	windows opening			
10	Placement of reinforce concrete	3.20	0.83	Agree
11.	Use appropriate tools and equipment	3.10	0.69	Agree
12.	Use correct ratio for mixing	3.59	0.37	Agree

The mean responses of supervisors and teachers shown in table 2 indicated that all the 12 items were identified as agreed on the technical skills needed by block, bricklaying and concreting technical college graduates. Item 7 showed the highest mean score of 3.99 which stated that correct plumbing and levelling skill is needed by Block, Bricklaying and Concreting technical college graduates. The results also showed the standard deviation range from 0.24 to 0.83 indicating that the response were not too far from one another in their responses.

#### Hypotheses

There is no significant difference in the mean responses of the supervisors and teachers on the managerial skills needed by block, bricklaying and concreting technical college graduates in Niger State.

**Table 3: t-test Analysis of the Mean Response of Supervisors and Teachers on the Managerial Skills Needed by Block, Bricklaying and Concreting Technical College Graduates**

S/N	Respondents	N	$\bar{X}$	SD	P	Df	t-cal	t-tab	Decision
1.	Supervisors	143	3.22	0.10					
			3..09	0.09	0.05	175	0.15	1.96	NS
2.	Teachers	34							

Data presented in Table 3 revealed that the t-test calculated value 0.15 at 175 degree of freedom and 0.05 probability level of significance, is less than the critical table value 1.96 indicating that no significant difference exist in the mean responses of supervisor and teachers on the managerial skills needed by BBC technical college graduates. Hence the null hypothesis was therefore accepted.

**Table 4: t-test Analysis of the Mean Response of Supervisors and Teachers on the Technical Skills Needed by Block, Bricklaying and Concreting Technical College Graduates**

S/N	Respondents	N	$\bar{X}$	SD	P	Df	t-cal	t-tab	Decision
1.	Supervisors	143	3.22	0.10					
			3..09	0.09	0.05	175	1.12	1.96	NS
2.	Teachers	34							

Data presented in Table 4 revealed that the t-test calculated value 1.12 at 175 degree of freedom and 0.05 probability level of significance, is less than the critical table value 1.96 indicating that no significant difference exist in the mean responses of supervisor and teachers on the technical skills needed by BBC technical college graduates. Hence the null hypothesis was therefore accepted.

#### Discussion of Findings

Data presented provided answers to the research question one on managerial skills needed by BBC technical college graduates. The findings revealed that respondents agreed with all the items on the managerial skills needed by BBC technical college graduates. The findings are in agreement with the finding of Bonnstetter (2013), who carried out a study on the skills most entrepreneurs lack which includes: leadership skill, personal accountability skill, interpersonal skill, communication skill, planning and organization skill and problem solving skills. The findings of this study is supported by Olukayode (2014) in a study on the developed entrepreneurship skills training modules in upholstery and furniture marking for improvement of craftsmen in Lagos State. Where it was found that entrepreneurship require adequate provision of time management skill, communication skill, team work skill, self-awareness skills, and conflict resolution skills. The findings are also in agreement with the study of Perry (2017) on the impact of training, who observed that evaluation marketing financial

management and communication are essentials managerial skills of entrepreneurship and development.

Data on the technical skills needed by BBC technical college graduates. The findings revealed that respondents agreed with all the items on the technical skills needed by BBC technical college graduates. This finding is in conformity with the findings of Adekoya (2010), in a study which is aimed to determine information and training need of fish farmers in Ogun State and specifically stated that there is need for acquisition of technical skills to enhance optimum performance by the fish farming entrepreneurs. This in line with the findings of Magnus and Faruk (2018), in their study on sustainable development of the Nigerian economy through social entrepreneurship skill acquisition by business education graduates. Maintained that the Nation's educational activity should be centred on the students in order for them to acquire the highest practical skills for self-sufficiency, self-development and personal fulfilment as white-collar job employees or entrepreneurs. Corroborating this findings Nigerian Institute of Building (NIOB, 2014), pointed out that acquiring a requisite workmanship and technical skills mitigate the challenges of unemployment in the society and promote and stimulate the improvement of artisan and craftsmen in the construction industry.

### **Conclusion**

The study concluded that both managerial and technical entrepreneurship skills are needed by block, bricklaying and concreting technical college graduates. The identified skills if practice will go a long way to create employment and reduce poverty in the society among the youths.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

1. Block, bricklaying and concreting technical college graduates should engage themselves in managerial skills needed in entrepreneurship
2. The entrepreneurship skills identified should be package and infused into technical college curriculum to enable students acquire these skills before graduation.
3. The technical college teachers should also update their knowledge and skills on the current trends of entrepreneurship in the society
4. Block, bricklaying and concreting technical college graduates should also adopt the procedures involved in technical skills.

### **References**

- Adekoya, E. O. (2010). Information and Training Needs of Small Holder Fish Farmers in Ogun State. *African Journal of Agricultural Extension*. P<sup>P</sup> 71-74
- Bonnstetter, B. J. (2013). *The Skills Most Entrepreneurs Lack*. A paper presented for Target Training International. Ltd. USA
- Federal Republic of Nigeria (2013). *National Policy on Education*. Abuja: NERDC.
- Hyness, B. (2003). Entrepreneurship education and training introducing entrepreneurship into non-business discipline. *Journal of European Industrial Training*, 20(8), 10-17.
- Kudu, B. U., Ewugi, A. M., & James, C. S. (2018). Entrepreneurship as a Mechanism for Employment Through Technical Vocational Education and Training (TVET). *Journal of Information, Education, Science and Technology (Jiest)*, (5) 1. 45-52
- Magnus, U. & Faruk, S. (2018). Sustainable Development of the Nigerian Economy Through Social Entrepreneurship Skill Acquisition by Business Education Graduates. *Journal of Information, Education, Science and Technology (Jiest)*, (5) 1. 13-20
- National Board for Technical Education, (NBTE, 2013). *National Technical Certificate and Advanced Technical Certificate Programmes: Curriculum and Modules Specifications in Blocklaying, Bricklaying and Concreting*. Kaduna: NBTE Press.

- National Board for Technical Education, (NBTE, 2007). *National Technical Certificate and Advanced Technical Certificate Programmes: Curriculum and Modules Specifications in Blocklaying, Bricklaying and Concreting*. Kaduna: NBTE Press.
- Nigerian Institutes of Building (NIOB, 2014). *Basic Construction and Entrepreneurship Skills Workshop*. Abuja: SURE-P
- Olukayode, I.S. (2014). *Development of entrepreneurship skills training modules in upholstery and furniture marking for improvement of craftsmen in Lagos State, Nigeria*. (Unpublished, PhD Thesis). Department of Industrial Technical Education. University of Nsukka Nigeria.
- Paul, E. O. (2005). *Entrepreneurship Education in Vocational Education*. Enugu: Ozybel Publication.
- Thomas, M. C. (2012). *Entrepreneurship Skills for Growth- Oriented Business*. Duplin Institute of Technology. Report for the Workshop on Skills Development for SME and Entrepreneurship. Copenhagen.
- Perry, S.S. (2017). *Evaluating the impact of training: A collection of tools and techniques*. American Society for Training and Development.
- Ughamadu, H. A. (2006). *Curriculum concept, development and implementation*. Onitsha: Lincel.