Impediments to Entrepreneurship Training in Technical Education Departments of Colleges of Education: The Case of Woodwork Technology Education of Federal College of Education, Pankshin, Nigeria.

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Abstract
The study was designed to identify impediments to entrepreneurship training in woodwork technology education of Federal College of Education, Pankshin. Two research questions were answered. The data were analyzed using mean and standard deviation. The hypothesis was tested using t-test statistics at 0.05 level of significance. The research design adopted for the work was case study. A structured questionnaire was used to gather data from seventeen respondents. The findings of the study include lack of woodwork consumable materials for students' practical and insufficient time for woodwork practical lessons. It was recommended that college management should take punitive measure against any lecturer that is not serious with supervision of woodwork students on industrial training and the management of the college should always provide consumable materials to enable woodwork students acquire the needed practical skill.

Key words: Consumable material, Entrepreneurship, Impediment, Training, Technical education

Introduction
Entrepreneurship education is a course offered by woodwork students in Nigerian Colleges of Education. The purpose of the course is to enable graduates of woodwork technology education establish and run enterprise successfully instead of staying idle or waiting for industry/ government job. Dajot (2013) explained entrepreneurship as the acquisition of basic skills on how to run a business to enable an individual to be a job creator rather than a job seeker. Garba (2010) maintained that entrepreneurship education prepares students for self employment without reliance on white collar job. Obanya (2003) disclosed that the principles of entrepreneurship education states that, it is to develop the intellectual and abilities of a child than to force feed the child with the ready made facts that are easily forgotten because they are like foreign elements without any connection to the world of work.

Paul (2005) identified the following objectives of entrepreneurship education.

a. To offer functional education for youth that will enable them to be self employed and self reliant.
b. Provide the youths with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
c. To serve as a catalyst for economic growth and development.
d. Offer tertiary institution graduates with adequate training in risk management to make certain bearings feasible.
e. To reduce high rate of poverty.
f. Create employment opportunities.
g. Reduction in rural – urban migration
h. Provide the young graduates with enough training and support that will enable them establish carrier in small and medium scale business.
i. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
j. Create smooth transition from school to world of work and from traditional to a modern industrial economy.

Woodwork technology education is concerned with the acquisition of scientific knowledge and practical skills which enable learners to repair and construct articles using wood. One can claim to be a graduate of woodwork technology education when he/she can exhibit dexterity in the use of woodwork machines, tools and materials.

The objectives of technical education programme at Nigerian Certificate in Education (NCE) level are stated as follows:

1. Produce qualified technical teachers and practitioners of technology capable of teaching introductory technology in Junior Secondary Schools;
2. Produce NCE technical teachers who will be able to inculcate scientific and technological attitudes and values into the society;
3. Produce qualified teachers motivated to start the so much desired revolution of technological development right from the Nigerian schools and
4. Produce technical teachers so as to qualify them for a post NCE degree programme in technical education (NCCE, 2002).

The objectives of the above programme will be difficult to meet if facilities are sparsely provided. A graduate of woodwork technology education that is only proficient in the theoretical aspect of the course stands the chance of being ridiculed by his customers and students. There are many factors that hinder woodwork students in Colleges of Education from acquiring entrepreneurial skills. Ndubuisi (2004) opined that the challenging problems to entrepreneurship training in Colleges of Education are lack of infrastructure and high cost of new machines. While Obeleagu (2002) attributed the problem to incompetent management, lack of organizational skills and expertise in the area of entrepreneurship education.

Akpa (2007) outlined the problem of entrepreneurship training in technical education departments of Colleges of Education to include lack of textbooks for technical courses, inadequate funding, shortage of qualified technical education teachers and over dependence on foreign equipment. It is detrimental to woodwork technology students to graduate without practical skills.

Statement of the Problem

Individuals and government should strive to improve on the level of skill acquisition by woodwork technology education students in a quest for economic and industrial transformation of this country. Many graduates of woodwork technology education can't function effectively after completion of their programme due to lack of practical and entrepreneurial skills. The inclusion of entrepreneurship education into technical education curriculum is very important since it helps woodwork technology education students to acquire skills relating to perseverance, risk taken and to be self employed. Entrepreneurship training in woodwork technology education can be successful when all aspects of the curriculum are effectively taught. This includes entrepreneurship courses, technical subjects and woodwork courses but unfortunately, some of these aspects of the curriculum are yet to be effectively taught. Fapohunda (2006) disclosed that a graduate of technical education with entrepreneurial skills who wants to face competitive labour market should be able to introduce new commodities and new techniques of doing things in order to run the enterprise effectively.

Purpose of the Study

The purpose of the study is to ascertain impediments to entrepreneurship training in woodwork technology education of Federal College of Education, Pankshin, Plateau State. The specific objectives of the study are to:

1. Determine the adequacy of facilities used for teaching and learning woodwork technology education.
2. Find out the constraints to acquisition of entrepreneurial skills by woodwork technology education students.

Research Questions

The following research questions were posed for this study.

1. How adequate are the facilities used for teaching and learning woodwork technology education?
2. What are the constraints to acquisition of entrepreneurial skill by woodwork technology education students?

Methodology

The research design adopted for the work was case study. This is because woodwork technology section as an entity was used for the study. Lecturers that are involved in teaching and supervision of woodwork technology education students during industrial work experience scheme (SIWES) and wood workshop personnel (woodwork craftsmen and instructors) were used for the study. Fourteen lecturers in the department of technical education involved in the teaching and supervision of woodwork students during SIWES and five wood workshop personnel were used, therefore, no sampling was carried out.

Questionnaire was used for data collection. The instrument was administered by a research assistant. Out of the nineteen copies of the questionnaire given out, seventeen copies were returned. The questionnaire was in two sections. Section A was answered by only wood workshop personnel and it sought information from the respondents on the adequacy of facilities used for teaching and learning woodwork technology education while section B sought information from respondents on constraints to

acquisition of entrepreneurial skills by woodwork technology education students.

The experts in vocational and technology education programme of Abubakar Tafawa Balewa University, Bauchi were used for face and content validation. Their suggestions were used for drafting the final copy of the instrument. Cronbach Alpha formula was used to determine the reliability coefficient of the instrument. The reliability coefficient of the instrument was found to be 0.83.

The data collected were analyzed in line with the research questions using mean and standard deviation. A five point likert scale was used and the items with mean scores of 3.00 and above was regarded as agreed while the items with mean scores below 3.00 was rejected. Hypothesis was accepted when t-test calculated was less than the t-table value of 1.80 while hypothesis was rejected when t-test calculated was more than the T-table value of 1.80.

Table I: Mean and standard deviation of the responses of respondents on the adequacy of facilities used for teaching and learning woodwork technology education.

N = 4

S/NO	STATEMENT	$\bar{X}$	SD	REMARK
1.	Generating plants are always operated for woodwork practical lessons	2.09	0.17	Disagree
2.	Woodwork machines are adequate for practical lessons	3.82	2.31	Agreed
3.	Woodwork hand tools for teaching and Learning woodwork trades are adequate.	3.80	2.71	Agree
4.	Consumables are always available and adequate for woodwork practical lessons.	2.05	1.52	Disagree
5.	Wood workshops are adequate for practical	4.33	0.83	Agree

Table 1: revealed that respondents agreed with item number 2, 3, 5 and disagree with item number 1 and 4.

Table 2: Mean and standard deviation of responses of respondents on the constraints to acquisition of entrepreneurial skill by woodwork technology education students

N = 13 S/NO	STATEMEN T	$\bar{X}$	SD	REMARK
1.	Industries rejected woodwork students for industrial training	3.68	2.34	Agreed
2.	Insufficient time for woodwork practical	4.32	0.56	Agree
3.	Lack of interest in practical woodwork by students	2.54	1.12	Disagreed
4.	Non- chalant attitude of lecturers towards SIWES supervision	3.52	2.24	Agreed
5.	Poor attendance of woodwork technology education Students during Industrial work experience scheme	4.27	1.66	Agreed

Table 2 disclosed that respondents agreed with item number 1, 2, 4,5 and disagreed with item 3. The standard deviation was used to determine the closeness or otherwise of the opinion of respondents.

Testing Null Hypotheses

H0: There is no significant difference in the mean responses between wood workshop personnel and lecturers with reference to constraints to entrepreneurial skill acquisition by woodwork technology education students. Data verifying the hypothesis is contained in table 3.

Table 3: Summary of t – test on the constraints to acquisition of entrepreneurial skill by woodwork technology education students

Item No.	$\bar{X}_1$	$\bar{X}_2$	SD_1	SD_2	t-cal	Remarks
1.	4.83	4.5	0.38	0.50	1.27	NS
2.	4.5	4.07	0.55	0.69	1.34	NS
3.	4.83	4.17	1.01	0.38	2.36	S
4.	4.67	4.09	0.52	0.96	1.76	NS
5.	4.5	3.66	0.55	0.97	2.55	S

Key: T-table value -= 1.83,

$\overline{X}_1$ = Wood workshop personnel

$\overline{X}_2$= Lecturers involved in teaching and supervision of woodwork students in SIWES,

N_1= Wood workshop personnel = 4

$N_{2=}$ Number of lecturers involved in teaching and supervision of woodwork students in SIWES = 13,

(S) = significant,
df = 15,
level of significant = P< 0.05

The data in table 3 disclosed that the t – calculated for item number 1, 2, and 5 is less than the t – table valve (P<0.05) which means there is no significant difference. The null hypothesis was accepted. The t- calculated for item number 3 and 5 were more than the table value (P<0.05). This means there is statistically significant difference. The null hypothesis was rejected.

Discussion

Based on the findings of this study. It was discovered that lack of woodwork consumable materials contributed to impediments to entrepreneurship training in woodwork technology education. Agreeing to that, Akpa (2007) revealed that implementation of technology education is deviled by numerous problems. Among them is shortage of technical equipment and power supply.

The study also revealed that some industries rejected students posted to them for industrial training. Industrial training fund should write to industries to stop rejecting students posted to them for SIWES since it is a programme introduced and sponsored by federal Government. Tsado (2013) explained that students industrial work experience scheme (SIWES) is very essential for practical skill acquisition, therefore, students should be placed in functional industries. It was revealed that students played truancy during industrial work experience scheme. Consequently, Uthman (2013) disclosed that there has been death of wage employment for technically and vocationally trained graduates .The graduates are unable to set up their enterprises due to lack of practical skill. This could be attributed to lack of seriousness on the part of the students during the industrial training exercise and while in school.

Conclusion

The importance of entrepreneurship training cannot be over stressed. Woodwork technology education graduates can contribute positively to the technological development of the nation when they are exposed to practical skills. The time allotted for practical lesson is inadequate and some industries rejected students posted to them for industrial training. Acceptance of students for industrial training is essential for acquisition of practical skills and also there is a need for adequate time for practical because without it the country can't develop technologically and they will not be self employed. They are expected to acquire dexterity in the use of woodwork tools, machines and materials before graduation in order to function effectively in the labour market. When woodwork technology education graduates acquire entrepreneurial skills, it solves the problem of unemployment after graduation.

Recommendations

The following are recommended based on the findings of the study.

1. The woodwork technology education section lacks consumable materials. Therefore, the management of the college should always provide consumable materials from the practical levy paid by students.
2. The college should punish lecturers that are not serious with SIWES supervision.
3. Adequate time should be created for woodwork practical. Even, if it means using weekend .i.e. Saturday.
4. Industries should accept woodwork students posted to them for industrial training . This will pave way for effective transmission of skills acquired to the young ones after graduation.

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