THE ROLE OF ENTREPRENEURSHIP EDUCATION IN IMPROVING THE EMPLOYABILITY SKILLS AMONG VOCATIONAL AND TECHNICAL EDUCATION STUDENTS IN NIGERIAN COLLEGES OF EDUCATION

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Abstract
The study examined the role of entrepreneurship education in improving employability skills among vocational and technical education students in Nigerian Colleges of Education. Four research questions and two null hypotheses guided the study. The study employed a survey research method. The instrument used to generate data was titled Entrepreneurship Education and Improvement of Employability Skills (EIES). The sample size was 118 students comprised of 85 males and 33 females determined through a stratified sampling technique. Mean and Standard Deviation were employed to answer the research questions while t-test statistics were used to analyze the null hypotheses at 0.05 level of significance. The findings of this study revealed that entrepreneurship education curriculum inculcates employability skills among vocational and technical education students in Nigerian colleges of education. Additionally, the findings also showed that there is poor utilization of entrepreneurship education andragogy in the teaching of entrepreneurship education in all colleges of education. It is recommended from the findings that appropriate andragogy should be used in delivering entrepreneurship education; and that the course contents of entrepreneurship education should be tailored towards industrial and market requirements since vocational and technical education produce students for the world of work.

Key words: Entrepreneurship, Employability, Vocational, Technical, Education

Introduction
Nigeria is focusing on improving employability skills in higher education institutions to drive a knowledge economy and combat unemployment. Employability skills, including digital technologies, are essential for utilizing data, information, intelligence, and knowledge in the 21st century, particularly in developing countries where unemployment rates are increasing globally. Fajaryati & khyar (2020) highlight the negative impact of unemployment among graduates from higher institutions, explaining the gap between employment demands and the quality of youth. This unemployment among higher institutions has adverse psychological, social, occupational and financial effects on them (Hossein et al., 2018). Abdullah et al. (2022) argued that the gap between the demands of employment and the quality of youth is one of the major factors that lead to unemployment. The possible causes of unemployment among graduates appear to be mismanagement of funds, lack of employability skills and over-emphasis on certifications among others.

In Nigeria, every year, thousands of graduates leave numerous higher institutions into the labour market, where there are limited available jobs. Oni (2007) stated that the products of tertiary education in this 21st century appear to be skill deficient. Thus, these graduates lack what it takes to employ themselves and others in society**.** To solve the problem of unemployment in Nigeria, the Federal Government of Nigeria, through the National Commission for Colleges of Education NCCE, (2012) introduced entrepreneurship education (EE) into Nigeria certificate in education minimum standard for technical education which is aimed at equipping colleges of education students with employability skills, attitudes and competencies to be job creators and not just job hunters.

There are some colleges of education in Nigeria that offer all courses in education including technical courses. They are referred to as colleges of education (Technical) while some offer general education courses. This article will cover only those colleges of education that offers technical courses in education. Colleges of education (technical) aim to provide technical teachers with intellectual and professional backgrounds adequate for teaching technical subjects and make them adaptable to any changing situation in technological development (NCCE, 2012). Five disciplines/departments are taught in these colleges. They are Automobile, Building, Electrical/Electronics, Metalwork and Woodwork Technology (NCCE, 2012). The technical students produced from this programme are expected to offer all the courses listed in the first and second years of the programme to enable the students to acquire a basic knowledge of all the courses in the various disciplines. However, in the third year of the NCE colleges of education (technical) programme, the students specialized in the disciplines of occupational areas of their choice or transfer to any other discipline/department based on the performance of the students at the industrial experience as well as students' scores at the end of the second year in the colleges. These students needed employability skills to adapt to teaching subjects to make them perform the role of technical teachers and useful in industries (Oranu & Ogwu, 2006).

These employability skills are obtained from entrepreneurship education. Entrepreneurship is no doubt a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Recognising opportunities where others see chaos, contradiction, and confusion is also an important priority for entrepreneurship-driven policies (Hashim, 2015). These are expected in the long run to help create business and thus enhance economic development. Other characteristics such as seeking opportunities, taking risks beyond security, and having the tenacity to push an innate idea through to reality generally permeate entrepreneurs (Kuratko, 2009). Effective learning of entrepreneurship education requires a commitment on all sides to implement the nation's vision and mission in education (Yusof & Ibrahim, 2012). Agu & Chiaha (2013) further explained that such entrepreneurial individuals create jobs for themselves and others thereby reducing unemployment. When such individuals are employed by other enterprises, they become agents of business expansion and growth leading to the creation of more business opportunities and more jobs. The authors also see entrepreneurship education as a carefully planned process that eventuates into the acquisition of employability skills through appropriate curriculum content.

Curriculum content also comprises all disciplines in life which school or any educational institution requires giving the student or learner for a given period. According to Agu & Chiaha (2013), teaching entrepreneurship education with the right curriculum content is very essential as it facilitates the development of core entrepreneurship traits and skills using the appropriate entrepreneurship education pedagogies. Education pedagogy is the art and science of teaching

children (Oranu & Ogwu, 2006). It relates to how teachers teach and what strategies they use in their work. Based on this, since entrepreneurship education is for adults, andragogy was used throughout this paper although the two concepts pedagogy and andragogy are used interchangeably, andragogy is most appropriate for adult learning (Knowles, 2000). The use of education andragogy in colleges of education exposes students to the possibility of acquiring a very high level of employability skills as a result of using a variety of andragogy, especially those that are centred highly on the psychomotor and affective domains (Agu, Chiaha & Ikeme, 2013). They further listed the best practices in entrepreneurship education pedagogies used in colleges of education such as business plan competition; students work industrial experience (SIWES); use of model teachers (use of lecturers with real-life entrepreneurship experience); mentor-mentee interaction and relationship; field trips; business games; industry spin-offs; business incubation; experimental workshops; lecture method; case studies; practical business projects; and students entrepreneurship conference.

In teaching entrepreneurship education, resource persons and facilities are usually very important. A resource person has knowledge, relevant skills, competence and expertise to give a talk, guidance or first-hand information in a given subject area. They could also be seen as persons who are well-versed in the subject matter (Okala, 2004). On the other hand, facilities can be defined as something that permits the easier performance of an action, course of conduct, etc. It can also be defined as something designed, built, installed etc. to serve a specific function affording a convenience or service. Education curriculum content is said to be achieved when the appropriate resource persons, facilities and the right andragogy's are well utilized in any institution of higher learning. This, in other words, will go a long way in enhancing employability skills in students in colleges of education. Employability skills are regarded as transferrable skills that are useful in nearly every job. They involve the development of an expertise, knowledge base or mindset that makes an individual more attractive to employers. Employability skills are the skills that have been developed inside and outside the colleges that are transferred to the workplace. Orji & Ogbuanya (2020) described employability skills as the professional competency sought after by employers which their students are helped to develop alongside subject/discipline. Many students already have employability skills but they don't realize that it is highly needed for their careers.

Employability skills can be defined as the knowledge, skills, abilities, behaviour and other characteristics not only to get employment but to fulfill its potential and contribute to the organization's strategic directions with the success that an individual needs to perform roles or succeed in their professional duties (Aliyu et al., 2016). Employability skills are also often referred to as employment skills, soft skills, work-readiness skills or foundational skills. They often improve students' performance, minimize errors and promote collaboration with co-workers, enabling workers to perform their roles more effectively. Salleh (2012) identified employability skills to include communication, self-reliance, organization, initiative and enterprise, commercial awareness, problem-solving, teamwork and leadership, time management, and customer service. The main benefit of having these skills is that they can help vocational and technical education graduates stand out among other job candidates who are vying for the same position. While other candidates may have the same qualifications and experience, the students may have a better chance of getting hired if the students have employability skills that are particularly useful for the advertised role (Aliyu et al., 2016). The college of education which is the institution of training the trainer in terms of teaching in Nigeria is programmed to ensure that graduates from the institutions especially those that studied

vocational and technical education would enable them to live meaningfully in the society through their knowledge of employability skills. Vocational and technical education training is therefore needed to provide skills for the students in colleges of education in Nigeria because the role of vocational education in any country is to prepare people for skilled work. It is a form of education that involves specialized training or retraining that enables the beneficiary to be properly equipped with skills, attitudes, values, and knowledge to become more productive and efficient (Oranu & Ogwu, 2006).

Also, UNESCO (2014) defines vocational and technical education as those aspects of educational processes involving in addition to general education, the study of technologies and related sciences and the acquisition of excellent economic and social life. Vocational and technical education is a type of learning directed towards developing young people those skills, competencies, attributes and understanding which equip them to be successful. Eke & Egbenu (2011) defined vocational and technical education as education designed to prepare skilled personnel at lower levels of qualifications. The authors maintained that when offered at the higher educational level, it includes career education and practical training for the development of skills and related competencies. This implies there are unidentified issues with the students' acquisition and application of skills after passing through colleges of education and other higher institutions of learning. Available literature suggests that employability skills are in entrepreneurship education and since the policy intention is to reduce unemployment, interest naturally increased to inculcate in youths employability skills which are believed to automatically affect unemployment. Agu et al., (2008), Hashim (2015), Agu & Chiaha (2013) agreed that entrepreneurship education can inculcate employability skills in all aspects of learning in higher institutions, hence the mandate given to every college of education in Nigeria to offer entrepreneurship education. Most colleges of education in Nigeria, as a result, now offer entrepreneurship education, mainly guided in their operations by a curriculum developed by the National Commission for Colleges of Education (NCCE). Some experts have questioned whether the NCCE-tailored entrepreneurship education curriculum has the appropriate contents to impart effectively the desired employability skills to the students of colleges of education. This study therefore critically examines the role of entrepreneurship education in the improvement of employability skills among vocational and technical education students through their curriculum in colleges of education in Nigeria.

Statement of the Problem

The World Bank reports a steady increase in Nigeria's population, resulting in a rise in job opportunities for graduates. However, unemployable graduates face significant unemployment due to skills mismatches between education institutions and industry needs, highlighting the need for improved education and skills development. Hossain (2018) highlights the great concern of unemployment among graduates, affecting psychological, social, and moral aspects. Employers argue that graduates lack employability skills, leading to feelings of inferiority and worthlessness. This issue affects people and society as a whole. Therefore, the problem of this study is to investigate the role of entrepreneurship education in the improving the employability skills among vocational and technical education students in colleges of education in Nigeria.

Purpose of Study

The major purpose of the study is to examine the role of entrepreneurship education in improving the employability skills among Vocational and Technical Education Students in Nigerian Colleges of Education. Specifically, the study seeks to:

- Determine the extent to which entrepreneurship education curriculum content inculcates employability skills in students.
- Find out the extent to which entrepreneurship education andragogy are being utilized for the improvement of employability skills in students.
- Find out the extent to which resource persons are involved in improving the employability skills among students of college of education.
- Find out the extent to which facilities are provided for the acquisition of employability skills among students of college of education.

Research Questions

The following research questions have been formulated to guide the study:

1. To what extent does an entrepreneurship education curriculum inculcate employability skills in students of colleges of education?
2. To what extent are entrepreneurship education andragogy utilized for the improvement of employability skills in students of colleges of education?
3. To what extent are the resource persons involved in improving the employability skills among students of college of education?
4. To what extent are facilities provided for the acquisition of employability skills among students of college of education?

Hypotheses

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

$H0_1$: There is no significant difference between the mean ratings of male and female students on the extent to which entrepreneurship education curriculum inculcates employability skills in students of colleges of education.

$H0_2$: There is no significant difference between the mean ratings of male and female students of colleges of education regarding the extent to which entrepreneurship education andragogy is utilized in improving employability skills.

Methodology

The study adopted a descriptive survey design. Descriptive survey research design as pointed out by Osuala (2005), focuses on people, their vital facts, beliefs, opinions, attitudes, motivation, behaviour and situations currently obtained, where no variables will be manipulated as done within the experimental design. The study was carried out in all Nigerian colleges of education. The population of this study consists of 178 electrical/electronic technology students in their penultimate and final year classes (NCE II and III) within the 2023/2024 academic year.

The sample size was 118 students comprised 85 males and 33 females obtained through a stratified random sampling technique. In stratified sampling, Nigeria was divided into six geographical zones, each zone, colleges were considered based on the status of students offering electrical/electronic education at NCE III and those interested in NCE II electrical/electronic education in the Department of Technical Education. The colleges include; Federal College of Education (FCE (Special) Oyo, Oyo State- 05, FCE (Technical) Umunze, Anambra State-19, FCE (Technical), Omoku, Rivers State-16, FCE (Technical) Gombe, Gombe State-23, FCE

(Technical), Asaba, Delta State - 09, FCE (Technical), Akoka, Lagos State-21 and Adeyemi College of Education, Ondo, Ondo State-25.

The instrument used to obtain information required from the respondents was a structured questionnaire developed by the researcher titled 'Entrepreneurship Education and the Improvement of Employability Skills (EIES)'. It was organized into two sections, A and B Sections. Section A deals with the respondents' bio-data, while section B contains items built-in 4 clusters. Cluster A seeks information on the extent employability skills have been imparted to college students, Cluster B is on the various andragogy used in teaching entrepreneurship education, cluster C is on the resource persons used in teaching entrepreneurship, while Cluster D is on facilities put in place for the improvement of employability skills. A four-point rating scale is provided which indicates the weight of each response mode as follows: Very High Extent (VHE) - 4 points, High Extent (HE) - 3 points, Low Extent (LE) - 2 points, and Very Low Extent (VLE) - 1 point.

The instrument was face validated by three (3) experts from the Department of Industrial Technical Education, University of Nigeria, Nsukka. The instrument's reliability was established using the Cronbach Alpha statistical analysis method to determine the internal consistency of the validated instruments. The result showed the reliability co-efficient of 0.82, 0.81, 0.85 and 0.83, respectively clusters A, B, C and D and an overall reliability index of 0.8275 obtained to define the instrument as reliable enough for the study. The researcher employed the services of three research assistants to administer the instrument. The research assistants were able to help deliver the instrument and retrieved the questionnaire on the spot after the exercise resulting in the high return of the instruments. Mean and Standard Deviation were utilised to answer the research questions while the null hypotheses were tested using the T-test statistics at a 0.05 level of significance. To determine the extent of improvement of employability skills, the limit of real numbers was applied as follows 3.50 above for Very High Extent (VHE), 2.50-3.49 for High Extent (HE), 1.50-2.49 for Low Extent (LE), and 1.00-1.49 for Very Low Extent (VLE) respectively.

Re**search Question 1:** To what extent does entrepreneurship education curriculum inculcate employability skills in students of colleges of education?

The data collected with items 1-17 of the instrument elucidated the responses of male and female college of education students in Nigeria offering technical education on the extent to which entrepreneurship education curriculum inculcates employability skills in students. Data were also analyzed using mean and standard deviation. A summary of the result is presented in Table 1.

Table 1: Mean Ratings of Male and Female College of education students on the extent to which entrepreneurial education curriculum inculcates employability skills in students of colleges of education

S/No.	Items	Female (n=33)						
		X1	SD1	X2	SD2	X3	SD3	Decision
1	Communication skills	3.56	0.56	3.66	0.56	3.56	0.57	VHE
2	Problem solving skills	3.82	0.51	3.71	0.49	3.61	0.60	VHE
	Planning skills	3.81	0.55	3.74	0.50	3.75	0.51	VHE
4	Creative skills	3.66	0.63	3.59	0.62	3.58	0.72	VHE
5	Technological skills	3.49	0.32	3.30	0.51	3.25	0.51	HE

6	Self-management skills	3.62	0.69	3.55	0.77	3.68	0.74	VHE
7	Team working skills	3.65	0.67	3.75	0.47	3.75	0.47	VHE
8	Innovative skills	3.77	0.69	3.66	0.71	3.57	0.69	VHE
9	Practical skills	3.24	0.49	3.20	0.57	3.18	0.58	HE
10	Decision making skills	3.72	0.59	3.63	0.58	3.53	0.59	VHE
11	Initiative skills	3.69	0.48	3.77	0.47	3.77	0.48	VHE
12	Managerial skills	3.41	0.42	3.16	0.64	3.21	0.64	HE
13	Marketing skills	3.46	0.40	3.56	0.73	3.47	0.72	HE
14	Interpersonal skills	3.76	0.68	3.66	0.56	3.65	0.56	VHE
15	Organizing skills	3.77	0.76	3.59	0.75	3.61	0.72	VHE
16	Ethical skills	3.72	0.77	3.71	0.58	3.71	0.57	VHE
17	Enterprise skill	3.43	0.63	3.65	0.56	3.56	0.67	HE
18	Cluster Response	3.62	0.57	3.58	0.59	3.55	0.61	VHE

Key:X1- Mean for male students of colleges of education, SD1- Standard deviation for male students of colleges of education, X2- Mean for female students of colleges of education, SD2- Standard deviation for female students of colleges of education, n- Sample of students of colleges of education, X3- Average mean for male and female students of colleges of education, SD3- Average standard deviation for male and female students of colleges of education

Based on the data in Table 1, male students of colleges of education rated items 1, 2, 3, 4, 6, 7, 8, 10, 11, 14, 15 and 16 are Very High Extent (VHE) respondents, and items 5, 9, 12, 13 and 17 are High Extent (HE) respondents. On the other hand, female students of colleges of education rated items 1, 2, 3, 4, 6, 7, 8, 10, 11, 13, 14, 15, 16, and 17 are Very High Extent, and items 5, 9, and 12 are High Extent (HE) respondents.

On the average response of both male and female students of colleges of education, items 1, 2, 3, 4, 6, 7, 8, 10, 11, 14, 15, 16, and 17 were rated Very Large Extent (VHE), while items 5, 9, 12, and 13 were rated High Extent (HE). In summary, the extent to which entrepreneurship education curriculum inculcates employability skills in students of colleges of education is at Very High Extent (VHE) as indicated by the average mean response (3.58) of both male and female students of colleges of education and average standard deviation of 0.59 was obtained for the items.

Research question 2: To what extent are entrepreneurship education andragogy utilized in improving employability skills among students of colleges of education?

Table 2: Mean Ratings of Male and Female Students of Colleges of Education on the Extent to which Entrepreneurship Education Andragogy are Utilized for the Improvement of Employability Skills.

S/No.	**Items**	**Female (n=33)**						
		X1	**SD1**	**X2**	**SD2**	**X3**	**SD3**	**Dec3**
18	Case study method was used by my lecturers in teaching entrepreneurship	1.75	0.63	1.79	0.64	1.77	0.64	LE

	education							
19	Field trip method was used by my lecturers during entrepreneurship practical	1.22	0.64	1.21	0.66	1.22	0.65	VHE
20	Practical business plan method was used by my lecturers in teaching entrepreneurship education	3.74	0.77	3.74	0.81	3.74	0.79	VLE
21	Internship method was used by my lectures during entrepreneurship practical	1.41	0.51	1.48	0.54	1.45	0.53	VLE
22	Lecture method was used by my lecturers in teaching entrepreneurship education	3.52	0.64	3.81	0.46	3.67	0.55	VHE
23	Experimental laboratory method was used by my lecturers during entrepreneurship practical	1.31	0.47	1.33	0.48	1.32	0.48	VLE
24	Student's entrepreneurship conference method was used by my lecturers in teaching entrepreneurship education	1.58	0.58	1.57	0.57	1.58	0.58	LE
25	Business plan competition method was used by my lecturers during entrepreneurship practical	2.69	0.84	2.55	0.82	2.62	0.83	LE
26	Demonstration method was used by my lecturers in teaching entrepreneurship education	1.41	0.61	1.47	0.58	1.45	0.60	VLE
27	Mentor-mentee interaction was used to motivate students aspiring to be entrepreneurs	1.36	0.50	1.39	0.50	1.38	0.50	VLE
28	Business games method was used during entrepreneurship practical	1.30.	0.50	1.31	0.51	1.31	0.51	VLE
29	Business incubation method was used during entrepreneurship practical	1.40	0.49	1.39	0.49	1.40	0.49	VLE
30	Industry spin-offs method was used by my lecturers	1.17	0.38	1.18	0.38	1.18	0.38	VLE
	Cluster Response	1.88	0.58	1.86	0.57	1.86	0.58	LE

Table 2 reveals that male students in the college of education with items 19, 21, 23, 26, 27, 28, 29 and 30 were rated very low extent (VLE) indicating that entrepreneurship education andragogy is not utilized. Items 18, 20, 24 and 25 were rated low extent and item 22 was rated very high extent (VHE). On the other hand, female students in colleges of education with items 19, 21, 23, 27, 28, 29 and 30 were rated as very low extent (VLE), and items 18, 24 and 25 were rated as low extent (LE), while items 20 and 22 were also rated very low extent (VLE). This shows that both male and female students in colleges of education agree that entrepreneurship education andragogy is not utilized in teaching entrepreneurship education.

On the average response of male and female students in colleges of education, the overall mean response was 1.86 indicating the low extent of the utilization of entrepreneurship education andragogy in improving employment skills for colleges of education students.

Research question 3: To what extent are the resource persons involved in improving the employability skills among students?

The data collected with items 31-36 of the instrument, which dwelt on the extent to which resource persons are used in improving employability skills, were used to answer research question 3. The data were analyzed using mean and standard deviation. A summary of the results is presented in Table 3.

Table 3: Mean Ratings for Female and Male students in colleges of education on the utilization of Resource Persons in improving Employability skills.

S/ No	Items	Female (n=33)						
		X1	SD1	X2	SD2	X3	SD3	Decision
31	There are enough lecturers for proper enhancement of entrepreneurial skills	2.97	0.89	2.81	0.92	2.89	0.91	HE
32	Most of the lectures possess the requisite knowledge to impart entrepreneurial skills	2.89	0.65	2.92	0.65	2.91	0.65	HE
33	Successful business experts are invited to teach us their business	1.42	0.60	1.43	0.63	1.42	0.62	VLE
34	The theoretical approach of entrepreneurship education was taught in my school	3.26	0.51	3.21	0.52	3.23	0.52	HE
35	There are professionally trained instructors to teach the course	3.42	0.52	3.12	0.53	3.27	0.53	HE
36	There is proper funding of the course	2.56	0.72	2.55	0.70	2.55	0.71	HE
	Cluster Response	2.75	0.65	2.67	0.66	2.71	0.66	HE

The data presented in Table 3 shows that male students in colleges of education with items 31, 32 and 34 were rated high extent (HE), item 33 rated very low extent (VLE) while item 36 rated high extent (HE). The female students of colleges of education rated items 31, 32 and 34 high extent (HE), item 33 very low extent (VLE), and item 36 high extent (HE). On the average response of male and female students in colleges of education, the overall mean was 2.63 explaining a high extent of resource persons used in improving employability skills and an average standard deviation of 0.66 as obtained in Table 3 for all the items.

Research Question 4: To what extent are facilities provided for the acquisition of employability skills among students in college of education?

Table 4: Mean Rating of Male and Female students of colleges of education on the Extent to which facilities are in place for the Improvement of Employability skills

S/No	Items	Female (n=33)						
		X1	SD1	X2	SD2	X3	SD3	Decision
37	There are adequate lecture halls for teaching and learning of entrepreneurship education	1.13	0.73	1.22	0.73	1.18	0.73	VLE
38	ICT services are rendered at the centre for entrepreneurship development	1.68	0.74	1.85	0.72	1.66	0.73	LE
39	There are adequate entrepreneurship textbooks and other employability materials for teaching the course	1.87	0.73	1.75	0.75	1.76	0.74	LE
40	We were exposed to the practical approach of entrepreneurship or business in my college.	1.28	0.60	1.39	0.59	1.29	0.60	VLE
41	There are adequate seats for students during lecturers	1.74	0.69	1.56	0.70	1.75	0.70	LE
42	There are adequate entrepreneurial laboratories and equipments for skills acquisition	1.42	0.71	1.18	0.70	1.23	0.71	VLE
	Cluster Response	1.52	0.70	1.49	0.70	1.47	0.70	LE

The data in Table 4 revealed that male students in colleges of education rated items 38, 39 and 41 indicated low extent (LE). Also, items 37, 40 and 42 indicated very low extent (VLE) explaining that facilities are inadequate to improve employability skills. On the other hand, female students in colleges of education also with items 38, 39 and 41 indicated low extent (LE) and items 37, 40 and 42 very low extent (VLE).

On the average response of both groups, items 38, 39 and 41 were rated low extent (LE), while items 37, 40 and 42 were rated very low extent (VLE). In summary, the facilities that were put in place indicated very low extent (VLE) and by the average mean response (1.49) and average standard deviation (0.70). This shows that views are not far from one another.

Hypothesis 1 (Ho1): There is no significant difference between the mean ratings of male and female students on the extent entrepreneurship education curriculum inculcates employability skills in students of colleges of education

Table 5: T-test analysis on Mean Responses of Male and Female students in colleges of education on the Extent to which Entrepreneurship Education Curriculum Inculcates Employability Skills in students of colleges of education

Population	N	X	SD	Df	LS	t-cal	t-tab	Dec.
Male	85	3.58	0.63					
				118	0.05	- 0.46	1.94	Not Sig.
Female	33	3.55	0.58					

Key: N – Sample, X – Mean, SD – Standard deviation, df – Degree of freedom, LS – Level of Significance, t-cal. – Calculated Value, t-tab. – Table Value, Dec. – Decision.

Table 5 shows the independent t-test analysis of the mean responses of male and female students in colleges of education on the extent to which entrepreneurship education curriculum inculcates employability skills in students.

Table 5 indicates that the t-calculated (-0.46) is less than the t-table value (1.94), indicating no significant difference between the two groups. Thus, the null hypothesis (Ho1) of no significant difference is accepted.

Hypothesis 2 (Ho2): There is no significant difference between the mean ratings of male and female students in the college of education regarding the extent entrepreneurship education andragogy is utilized in improving employability skills

Table 6: T-test analysis on Mean Responses of Male and Female students in colleges of education on the extent to which Entrepreneurship Education andragogy are utilized in improving employability skills.

Population	N	X	SD	Df	LS	t-cal	t-tab	Dec.
Male	85	1.74	0.58					
				865	0.05	- 0.50	1.97	Not Sig.
Female	33	1.82	0.57					

Table 6 above shows the independent t-test analysis of the mean response of male and female students in colleges of education on the extent entrepreneurship education andragogy are utilized in improving employability skills in students.

The analysis in Table 6 above shows that the t-calculated (-0.50) is less than the t-table value (1.97), indicating that there is no significant difference in the extent to which entrepreneurship education andragogy is utilized in improving employability skills in students between the two groups. Therefore, the null hypothesis (Ho2) of no significant difference is accepted.

Discussion of Findings

Agu and Chiaha's (2013) research on employability skills in entrepreneurship education reveals that students in college education possess employability skills, enabling them to confront creative situations and expand businesses. This, in turn, leads to more job opportunities and growth, as revealed in the findings of this study. Hypothesis one was accepted as postulated in Table 5 as not significant. This means that the null hypothesis of no significant difference in the mean responses of male and female students in colleges of education on the extent of entrepreneurship education curriculum inculcates employability skills in the students of college of education is accepted. Research question 2 revealed that entrepreneurship education in the college of education is taught only with lecture methods, neglecting other methods of instruction. Agu, Chiaha & Ikeme (2013) opined that the best-practised andragogy in the college of education is by improving employability skills through internships, conferences, and practical business plans in the teaching of entrepreneurship education. Nigerian colleges of education students need entrepreneurship education for employability skills. The study also reveals that Nigerian colleges utilize resource persons to teach entrepreneurship education, with most lecturers possessing the necessary knowledge to impart employability skills. This is the view of Rasul, Abd Rauf & Mansor (2013) that employability skills should be appropriately inculcated in students with experienced resource persons to be put in place to achieve maximum goals.

Nigerian colleges of education have few facilities and inadequate lecture halls and seats for teaching entrepreneurship education. The students are not fully exposed to skill opportunities. Ogbunaya & Udoudo (2015) maintained that effective education depends to a large extent on how well the educational system is equipped and financed.

Conclusion

Entrepreneurship education in Nigeria focuses on imparting essential skills such as communication, problem-solving, decision-making, creativity, self-management, planning, teamwork, innovation, and enterprise. However, lecturers' methods are outdated and inadequate, limiting the development of employability skills for both practising and potential entrepreneurs. Modern teaching methods, such as live samples and simulations, are needed. Lastly, it was discovered that entrepreneurship education facilities such as adequate halls and seats, information and communication technology (ICT) services, and equipment for skills acquisition, are either inadequate or non-existent. Therefore, entrepreneurship education is taught using 21st-century skills and modern teaching methods to improve the employability skills among vocational and technical education students in Nigerian Colleges of Education.

Recommendations

Based on the findings of this study, the following were recommended:

1. The education sector in Nigeria, especially colleges of education, requires a collaborative relationship between entrepreneurs and college lecturers to equip students with the necessary employability skills for small-scale entrepreneurial ventures.
2. Entrepreneurship education students should be provided with employability skills and have access to necessary resources and equipment during their training in colleges and development centres.
3. Nigeria will improve in technology if her entrepreneurship education is prioritised and the government awards scholarships, grants and adequate facilities for teachers, students and instructors.

4. Entrepreneurship education should be taught in modern ways, incorporating industry and market requirements, ensuring that educators are receptive to new approaches while teaching entrepreneurship education in colleges of education.

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