

AVAILABILITY AND USABILITY OF WORKSHOP FACILITIES FOR EFFECTIVE TEACHING AND LEARNING OF ENTREPRENEURSHIP EDUCATION FOR SELF-RELIANCE

By

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ABSTRACT

The purpose of this study examines availability and usability of workshop facilities for effective teaching and learning of entrepreneurship education for self-reliance. The population of the study consisted of four thousand seven hundred and forty five (4745) students. The study adopted Ex-facto design, while random sampling technique was used in selecting 344 respondents. The structured questionnaire was used to elicit information from the respondents. Data collected were analyzed using Pearson analysis. Based on the findings of the study, it was concluded that there is significant relationship between availability and usability of workshop equipment and non teaching materials and effective teaching and learning of entrepreneurship education for self-reliance. The study recommended that, utilization of non-teaching materials should be seen by all as a panacea for high student performance in not only the entrepreneurship education but also in other courses of disciplines for self-reliance and lecturers utilization of workshop equipment and facilities should be such that can cause motivation of student with the resultants effect on their Academic Performance

Keywords: Workshop Equipment, Entrepreneurship Education, Self-Reliance, Non-Textual Materials, Effective Teaching and Learning

Introduction

The entrepreneurship education refers to many things to variation of people as applicable to their values and observations of what it means to them. Nwabuama (2004) sees entrepreneurship education as the identification of the general characteristics of entrepreneurs and how potential entrepreneurs can be trained in management techniques needed for effective performance of persons for long time service of an organization after the acquisition of occupational skills. For Ebele (2008), entrepreneurship education is the teaching of knowledge and a skill that enables the students to plan, start and run their own business. In the view of Olawolu and Kaegon (2012), entrepreneurship education prepares youths to be responsible and

entering individuals who become entrepreneurial thinkers by exposing them to real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome.

Okereke and Okorafor (2011) assert that entrepreneurship education is a potent and viable tool for self-empowerment, job and wealth creation. Entrepreneurship education entails teaching students, learners and would-be business men, equipping the trainees with skills needed for teaching responsibility and developing initiatives of prospective trainees (Ezeani, 2012). Entrepreneurship education entails philosophy of self reliance such as creating a new cultural and productive environment promoting new sets of attitudes and culture for the attainment of future challenges (Ogundele, Akingbade and Akinlabi, 2012).

Entrepreneurship education which has recently gained wide popularity means different things to different educators. Kourilsky, (1995) defines entrepreneurship education as opportunity, recognition, marshalling of resources in the presence of risk and building a business venture. Bechard and Toulouse, (1998) defines it as a collection of formalized teachings that informs, trains, and educates anyone interested in business creation or small business development. It also means different things at different levels of education. At the primary and secondary school level the aim is mainly to create awareness for a career option and thus it serves as a vehicle for the development of academic skills and emphasis on the importance of school subjects. This thus leads to mastery of school subjects especially English and Mathematics by the school children.

At the tertiary level of education, entrepreneurship education is perceived not only as a career opportunity but as a way of upgrading a young person's abilities to succeed as an employee as well as an entrepreneur. The implication therefore is that the overall purpose of entrepreneurship education is the development of expertise as an entrepreneur. It is the process of providing individuals with the ability to recognize business opportunities, the insight, the zeal, the knowledge, the courage and skills to act on them.

Literature Review

Entrepreneurship Education

Entrepreneurship education which has recently gained wide popularity means different things to different educators. But most importantly, the implication here is that the overall purpose of entrepreneurship education is the development of expertise as an entrepreneur. It is the process of providing individuals with the ability to recognize business opportunities, the insight, the zeal, the knowledge, the courage and skills to act on them.

Entrepreneurship therefore seeks to prepare people especially youths to be responsible and enterprising individuals; to develop deep thoughts on entrepreneurship and consequently contribute to economic and sustainable development of their communities. It encourages creative thinking and promotes a strong sense of self worth and accountability. Through entrepreneurial education graduates especially those of tertiary education are equipped to find new methods of doing things and enabled to be own bosses and job "creators" rather than job "seekers".

Availability and Usability of Non-Textual Materials and Effective Teaching and Learning of Entrepreneurship Education

Richard and Wills (2001) claimed that adequate preparation and selection of teaching facilities and media is a professional instinct that would put the teacher in an advantaged position towards effective delivery of the lesson. In teaching Biology to the students in secondary school, it is only proper if the teacher comes to the class with a range of non-textual material for motivational illustration. Of course, students get motivated and excited with what they see than

with what they hear. What they see makes more understanding than what they hear (Witting and Williams 2003).

For understanding of certain entrepreneurship concept and problems, real life objects and tools are necessary to present or demonstrate in the course of teaching. But when those tools are not available, it makes teaching or lesson boring and less-interesting. There is evidence that when instructional facilities are frequently utilized by the teacher and the students there will be good performance by both the lecturers and the students (Onyehalu, 2002). Availability of relevant non-textual instructional aids and usage are inevitable in the teaching process as this would help the teacher to limit much talk and abstract discussion. However, effectiveness of teacher/learning lies in the availability and teacher's capacity to effectively select or prepare a non-textual material that has special abilities to appeal to the senses of seeing of the learner and also attract and improve attention (Onyehalu, 2002).

According to Nacino (2003), the teacher who always utilizes the available non textual material is bound to be proficient in the lesson delivery and hence improve student's achievement in that subject. During new lesson planning, the teacher develops innovation ideas about the type of instructional materials available that could be used or improvised which would positively impact the learners.

Availability and Usability of Workshop Equipment and Effective Teaching and Learning of Entrepreneurship Education

Workshop facilities have been conceptualized as a room or a building specially built for teaching by demonstration of theoretical phenomenon into practical terms. Farombi (1998) argued the saying that "seeing is believing" as the effect of using workshop or workshops in teaching and learning of entrepreneurship courses and other science related disciplines as students tend to understand and recall what they see than what they hear or were told. Workshop is essential to the teaching of entrepreneurship and the success of any science course is much dependent on the workshop provision made for it. Affirming this, Ogunniyi (1983) said there is a general consensus among entrepreneurship educators that the workshop occupies a central position in teaching. It could be described as a place where theoretical work is practicalized whereas practical in any learning experience involves students in activities such as observing, counting, measuring, experimenting, recording, observation and carrying out field work. These activities are totally different from the theoretical work which involves listening to talks and taking down notes from such talks.

Workshop helps to provide a forum wherein the learner is given the exercise to subjects, his beliefs, ideas, statements, theoretical propositions etc. to some forms of experimental test (Soyibo, 2000). To maintain and arouse the interests of students in subjects involving workshop work, the teacher should be effectively involved in order to transfer knowledge and facts to learners for a good performance in any examinations. In line with this, one then pauses to ask, to what extent has workshop been able to achieve its objectives. Odulaja and Ogunwemimo (2009) highlighted that the teacher assumes a position of dispenser of knowledge with the workshop serving the function of drill or verification. They further explained that at the other extreme, the teacher assumes the position of guide to learning and workshop as a place where knowledge is discovered.

However, there are growing evidences that lecturers do not exhibit behaviours which are complementary to achieving the stated objectives. They include methods of teaching practical work; inadequacy or absence of well-equipped workshop; high enrollment of students; inadequacy of resources for teaching and learning practical work; quantity and quality of lecturers. Nwachukwu (2004) discovered in her survey of the resources for the teaching and learning of entrepreneurship in some of the new secondary schools in Lagos that there was a general inadequacy of resources. She also found out among other things that (a) out of 80 per cent of the old schools that accepted as having workshops, none had a well-equipped workshop and (b) 40 per cent of the schools had no workshop at all, while the remaining 60 per cent had rooms labeled “workshop” without adequate apparatus, she concluded that teaching of entrepreneurship practical by lecturers would be difficult and that students learning experiences would be limited. In his contribution, Balogun (2002) submitted that no effective entrepreneurship education program can exist without equipment for teaching. Writing on the situation of our secondary schools today, Okoli (1995) reported that workshops have become shelves of empty bottles of chemicals. In terms of academic achievement, Soyibo and Nyong (1984) have shown that schools with well-equipped workshops have better results in the school certificate science examinations than those that are ill-equipped. Corroborating this, Gana (1997) reiterated that students instructed entirely by the workshop methods had higher attitude’s scores but lower achievement scores than students instructed entirely by the traditional lecture or textbook mode. Yadar (2007) opines that no course in science and mathematics can be considered as complete without including some practical work. The practical work ought to be carried out by individuals either in science workshops or in classes. At school level, practical work is even more important because of the fact that we learn by doing. Scientific practices and applications are thus rendered more meaningful. It is an established truth that an object handled impresses itself more firmly on the mind than the object merely seen from a distance or in an illustration. Thus practical work forms an important feature in any science and mathematics course (UNESCO, 2008). In view of these different and conflicting findings, the study found the relationship between lecturers’ quality and students’ academic achievement.

Purpose of the study

1. To examine the relationship between availability and usability of workshop equipment and effective teaching and learning of entrepreneurship education for self-reliance.
2. To examine the relationship between availability and usability of non-textual materials and effective teaching and learning of entrepreneurship education for self-reliance.

Hypothesis

1. There is no significant relationship between availability and usability of workshop equipment and effective teaching and learning of entrepreneurship education for self-reliance.
2. There is no significant relationship between availability and usability of non-textual materials and effective teaching and learning of entrepreneurship education for self-reliance.

METHOD

This work adopted the descriptive research design. The population comprised all four thousand seven hundred and forty five (4745) students of state Polytechnics in South South

geopolitical zone of Nigeria. Out of this population, a sample of 344 students was taken and selected through the stratified random sampling techniques. An instrument called “availability and usability of workshop facilities for effective teaching and learning of entrepreneurship education for self-reliance Questionnaire” was used to obtain data on the independent and dependent variables presented in both sections A and B of the questionnaire. While section A measured the demographic data of the respondents such as name, gender, age, educational qualification and marital status and section B measured the independent variables. The content validity of the instrument was determined by experts in test and measurement who marched the items of the instruments with the research questions in order to determine whether or not the instruments measured what they were supposed to measure. The reliability was determined through experts in test and measurement and statistics were given the instrument for rating in respect of the consistency with the research objectives. Items in which at least two experts agreed upon were regarded as suitable, the reliability coefficients was 0.85 and was considered substantially high enough to justify the use of the instrument. The exercise lasted for two weeks. The data collected were analyzed using Pearson correlation analysis while the hypotheses were tested at 0.05 alpha levels.

RESULT

Hypothesis One

There is no significant relationship between availability and usability of workshop equipment and effective teaching and learning of entrepreneurship education for self-reliance. Pearson Product Moment Correlation analysis was then used to analyze the data in order to determine the relationship between the two variables (see table 1)

TABLE 1

Pearson Product Moment Correlation Analysis of the Relationship between availability and usability of workshop equipment and effective teaching and learning of entrepreneurship education for self-reliance.

Variable	$\sum x$	$\sum x^2$	$\sum xy$	r
	$\sum y$	$\sum y^2$		
Effecting teaching of entrepreneurship (x)	6253	1016157	39988	0.83*
Workshop equipment(y)	2455	15871		

***Significant at 0.025 level; df =390; N =388; critical r-value = 0.138**

Table 1 presents the obtained r-value as (0.96). This value was tested for significance by comparing it with the critical r-value (0.083) at 0.025 levels with 390 degree of freedom. The obtained r-value (0.96) was greater than the critical r-value (0.083). Hence, the result was significant. The result therefore means that there is a significant relationship between availability

and usability of workshop equipment and effective teaching and learning of entrepreneurship education for self-reliance.

Hypothesis Two

There is no significant relationship between availability and usability of non-textual materials and effective teaching and learning of entrepreneurship education for self-reliance. Pearson Product Moment Correlation analysis was then used to analyze the data in order to determine the relationship between the two variables (see table.2)

TABLE 2

Pearson Product Moment Correlation Analysis of the Relationship between availability and usability of non-textual materials and effective teaching and learning of entrepreneurship education for self-reliance

Variable	$\sum x$	$\sum x^2$	$\sum y$	$\sum y^2$	$\sum xy$	r
Effecting teaching of Entrepreneurship(x)	6253	1016157			45877	0.88*
Non-textual materials(y)	2818	20820				

***Significant at 0.025 level; df =390; N =388; critical r-value = 0.138**

Table 2 presents the obtained r-value as (0.88). This value was tested for significance by comparing it with the critical r-value (0.138) at 0.025 levels with 390 degree of freedom. The obtained r-value (0.88) was greater than the critical r-value (0.138). Hence, the result was significant. The result therefore means that there is significant relationship between availability and usability of non-textual materials and effective teaching and learning of entrepreneurship education for self-reliance

Findings

The result of the data analysis in table 1 was significant due to the fact that the obtained r-value (0.83) was greater than the critical r-value (0.138) at 0.025 level with 390 degree of freedom. This implies that there is significant relationship between availability and usability of workshop equipment and effective teaching and learning of entrepreneurship education for self-reliance. The findings of this research agrees with the findings of Farombi (1998) who argued that “seeing is believing” as the effect of using workshop or workshops in teaching and learning of entrepreneurship courses and other science related disciplines as students tend to understand and recall what they see than what they hear or were told. Workshop is essential to the teaching of entrepreneurship and the success of any science course is much dependent on the workshop provision made for it. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

The result of the data analysis in table 2 was significant due to the fact that the obtained r-value (0.88) was greater than the critical r-value (0.138) at 0.025 levels with 390 degree of freedom. This implies that there is significant relationship between availability and usability of non-textual materials and effective teaching and learning of entrepreneurship education for self-reliance. The findings of this research agree with the findings of Onyehalu, (2002) who said that availability of relevant non-textual instructional aids and usage are inevitable in the teaching process as this would help the teacher to limit much talk and abstract discussion. However, effectiveness of teacher/learning lies in the availability and teacher’s capacity to effectively

select or prepare a non-textual material that has special abilities to appeal to the senses of seeing of the learner and also attract and improve attention. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

Conclusion

Based on the findings of the data analysis, it was concluded that there is significant relationship between availability and usability of workshop equipment and non teaching materials and effective teaching and learning of entrepreneurship education for self-reliance

Recommendations

Based on the strength of the findings of the study, the researcher wishes to recommend that utilization of non-textual materials should be seen by all as a panacea for high student performance in not only the entrepreneurship education but also in other courses of discipline for self-reliance and lecturers utilization of workshop equipment and facilities should be such that can cause motivation of student with the resultants effect on their Academic Performance

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