Journal of Research in Education

Vol. 1, No 2, 2012

An Official Journal of the Collaboration of Education Faculties in West Africa (CEFWA)
Journal of Research in Education

An Official Journal of the Collaboration of Education Faculties in West Africa (CEFWA)

Networking for World-Class Education
Editorial Board

Editor-in-Chief
Professor Alfred A. Adegoke, University of Ilorin

Editorial Board Members
Prof. A. S. Olorundare, University of Ilorin
Prof. M. A. Bidmus, University of Lagos
Prof. Garvin Williams, Oxford University
Prof. M. Opare, University of Cape Coast, Ghana
Prof. D. O. Durosaro, University of Ilorin
Prof. Joseph A. Ghartey, University of Cape Coast Ghana
Prof. J. O. Fawole, Osun State University
Prof. I. A. Kolo, IBB University Lapai
Prof. P. B. Ikulayo, University of Lagos
Editorial

The vision of the Collaboration of Education Faculties in West Africa (CEFWA) is to network for world class education and its mission is to nurture and facilitate collaboration in all areas among Faculties of Education in the West Africa Sub-region. The Journal of Research in Education, which is the official Journal of CEFWA is a major tool for the actualisation of this vision.

The Journal though new is positioned to be a leading repository of knowledge. It is our hope that given the commitment of our editorial board and response from Education Faculty members across the sub-region the Journal will continue to gain visibility and wider spread in terms of contributors. We encourage colleagues to send their manuscripts to us for review. The Journal for Research in Education is committed to providing our readers with outstanding research and thinking in Education.

This edition of the Journal Vol. 1 No 2, which is the second edition of the Journal is featuring a total of 15 well written articles covering different areas of Education. We continue to solicit for more articles from our colleagues in other parts of the sub-region. All manuscripts sent to us are processed through our rigorous peer review system. Our contributors and readers are assured of the fact that our review process continues to be thorough and efficient.

We are pleased to present to you Vol. 1 No 2 of the Journal of Research in Education for your reading pleasure.

Thank You.

Professor Alfred A. Adegoke
(Editor-in-Chief)
Abstract

The major purpose of the study is to determine the entrepreneurial qualities through technical vocational education. A survey research design was adopted. Three research questions were used to guide the study. The population for the study consisted of 210 technical college students. Mean and standard deviation were used to answer the three research questions. A structured questionnaire containing 34 items was used for data collection. The instrument was subjected to face and content validation by three lecturers from the Department of Science and Technology Education, University of Lagos. The reliability coefficient obtained was 0.89 using Spearman reliability coefficient. The findings of the study among others include: that most students can draft a business plan, have good administrative procedure for starting a business and are conscious of business ethics and social responsibilities. However, students are not acquainted with market setting techniques and have poor financial management qualities. It was recommended that the curriculum used in teaching technical vocational subjects should include how to market goods and financial management strategies. Also, students should be exposed to plans to forestall failures.

Keywords: entrepreneurship, qualities, technical college, technical vocational education
Introduction

The term ‘entrepreneur’ as was used in the 18th century by an Irishman, Richard Cantillon, is he who bears risk (Chibundu, 2011). Chibnudu further observed that an entrepreneur bears ‘non-insurable’ risk bringing together the factors of production and provides continuing management. Schumpeter (2012) opined that an entrepreneur is basically an innovator and he introduces something new in the economy. He sees profitable opportunities and exploits them. According to Schumpeter, the entrepreneur is one who carries out new combinations of means of production. An entrepreneur is that individual who takes risks to start and manages an enterprise for the principal purpose of making profit, while allowing the business to thrive.

Entrepreneurship is the willingness and ability of an individual to develop and introduce a new product and also the marketing strategy. According to Brouwer (2002), entrepreneurship is an event that introduces a new product, a new product method, new markets or a new form of organisation. Gana (2001) explained entrepreneurship as the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities. Buttressing the opinion of Gana, Opara (2007) defined entrepreneurship as the willingness and ability of a person to find out investment opportunities, establish and run enterprise successfully. He further explained that entrepreneur is an individual who has the zeal and ability to find and evaluate opportunities, gather necessary resources and take sequential and systematic step towards utilising the advantages of such opportunities. Therefore, it is the process of exploring new opportunity, assembling the resources and putting them into operation.

Entrepreneurship education is the process of acquiring the knowledge, attitudes and skills of entrepreneurship (Anyakaoha, 2009). She further said that such education should be able to produce self reliant job-creators and not job-seekers. It should be able to equip individuals for creative problem solving and innovation.

The explanations offered here by Anyakaoha (2009) are in agreement with the objectives of technical and vocational education as documented in National Policy on Education (2004), as to:

a. provide trained manpower in applied sciences, technology and business, particularly at craft advanced levels and technical levels;
b. provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and
c. give training and impart necessary skills to individual who shall be self reliant economically.
Technical vocational education is the process of teaching individuals the systematic skills, knowledge and attitude involved in the production of specific products or services. It incorporates the total learning experiences offered to individuals to enable them make mature judgment and be in positions to create goods and services in the area of business education, industrial technical education, home economics education, agricultural education and fine and applied arts education (Olaitain, S.O.; Igbo, C.A.; Ekong, A.O., Nwachukwu, C.E.; & Onyemachi, G.A. 1999). Preparation of students for successful and productive participation in the world of work is increasingly being recognised as major responsibilities of education system.

At the completion of technical college programme, it is expected that the products shall be able to set up their own businesses and become self-employed and be able to employ others. Therefore, it is necessary for technical and vocational education teachers to develop entrepreneurial qualities in their students. Quality can be described as the level of excellence in performance, which can be measured by establishing an acceptable criteria and standard of performance. Quality is measured by the performance of the products of apprenticeship training, that is, by extent to which the training received enables the recipient to think clearly, independently and to solve relevant societal problems in any given environment. It can also be measured by determining how products of apprenticeship training benefit the society and how the products can be self-employed and useful to the society (Olaitain, S.O.; Igbo, C.A.; Ekong, A.O.; Nwachukwu, C.E.; & Onyemachi, G.A. 1999). Creating the awareness will eliminate fears of failures, risks and defeats associated with business.

Consequently, the students must possess some abilities which include: developing and using business plan; administrative procedure; principles of accounting; business ethics and social responsibilities; knowledge of market mechanism and selling techniques (Chibundu, 2011). An intending entrepreneur ought to possess the knowledge of developing and using business plan. Business plan is a detailed written document showing relevant resources, elements or ingredients that could be involved in the new business. It is a road map or design showing what business to start, how to start and where to start or locate it. Business plan is an important element of entrepreneurship that provides an integrated view of his or her business.

An entrepreneur needs to develop administrative skills in order to know how to co-ordinate both human and material resources under his care. Gana (2001) pointed out that an entrepreneur motivates, directs and guides people to accomplish goals. He must exercise good leadership qualities in transparency, accountability, integrity and team spirit.
The entrepreneur must understand business ethics and social responsibilities. These are important characteristics which consist of the elements of ascendancy, emotional stability, sociability, cautiousness, personal relations, consideration, cheerfulness, co-operation and tactfulness. The entrepreneur’s success sometimes depends on how he or she is rated by customers on human relation.

Market mechanism and selling techniques are other vital elements of entrepreneurship; these ensure the long-term success of any entrepreneurship effort. They are very important instruments that require meaningful effort in developing. The entrepreneur has to develop a selling technique that can make a buyer part with his or her money in exchange for goods. Marketing mechanism or plan covers sales plan. Ihekwoaba (2006) pointed out that marketing mechanism would assist the entrepreneur to choose the type of product that consumers want, fix attractive and competitive prices and make plans against competition. All marketing mechanisms are centered on what can be done to satisfy the needs of the consumers. Therefore, the entrepreneur must consider the product, price, promotion and place (4Ps) in his plan.

Another vital quality of the entrepreneur is the ability to keep financial books of his business. This record keeps him informed of the profits and losses incurred. All purchase/sales receipts must be kept. At the end of every day’s business transaction, the account should balance before closing it. The entrepreneur must be prudent in his spending. Good financial management will enhance proper accounting and recording.

Statement of the Problem

It is expected that through entrepreneurship activity that goods and services are created for the satisfaction of the needs of the society. It is through the entrepreneur’s economic activity that jobs are created and employment provided. Employed people in turn earn income with which they meet their daily needs and enjoy a good standard of living. It is evident that the shortage of entrepreneurial individuals in a society explains to a considerable extent the poverty level. Most times, the technical vocational college products may acquire saleable skills only to depend on government for white-collar jobs. The inability to establish businesses of their own may be attributed to inadequate knowledge of entrepreneurship. Some may not be able to develop and use business plan, poor administrative procedure and principles of accounting. Because of the shallow knowledge of entrepreneurship, they will lack the qualities of business ethics and social responsibilities. Since the students may not acquire these qualities in school; it, therefore, becomes difficult for them to start businesses; instead, they join the already saturated labour market. Some, after years of applicantship, may take to robbery, drug trafficking and other societal vices.
Purpose of the Study

The purpose of the study is to assess how entrepreneurial qualities can be developed in students of technical colleges. Specifically, the study intends to:

1. determine the qualities possessed by students to draft a business plan and use it;
2. ascertain the extent of the qualities possessed by students for starting business;
3. determine the extent of the qualities of financial management and principles of accounting possessed by students; and
4. ascertain how entrepreneurial qualities can be developed in technical vocational students.

Research Questions

The following research questions were answered in this study:

1. What are the qualities needed by students to be able to draft business plans and use it?
2. What are the administrative qualities needed by students to be able to start business?
3. What are the financial management qualities possessed by students to be able to sustain a business?
4. What are the techniques possessed by students to be able to market their goods?

Methodology

Population of the Study

The population of the study comprised all the Senior Secondary School III students of the six technical colleges in Lagos State. These technical colleges are Government Technical College, Ikorodu; Government Technical College, Orile-Ikotun; Government Technical College, Adosoba; Government Technical College, Epe; Government Technical College, Agidingbi; and Federal Science and Technical College, Yaba.

Sample and Sampling Technique

A cluster random sampling technique was used to select twenty-five (25) students from each of the six technical colleges. These summed up to 150 students.
Instrument for Data Collection

The instrument used for this study was a questionnaire, which consisted of thirty-four (34) items shared into four sections, 1-4. Section 'A' sought for information on qualities possessed by students to be able to draft business plan and use it, while section 'B' elicited information from the students on administrative qualities possessed by them to be able to start business. Section 'C' was on qualities of financial management and section D dealt with selling technique for selling produced goods.

Validation of the Instrument

The instrument was validated by three experts in Science and Technology Education Department, Faculty of Education, University of Lagos. Their suggestions were used to produce the final copy of the instrument.

Reliability of the Instrument

A split-half reliability test was used to ascertain if the instrument was reliable. A correlation co-efficient of 0.86 was obtained using Spearman correlation coefficient.

Data Collection Procedure

A total of 150 copies of the questionnaire were distributed in all the six selected schools. They were all completed and returned.

Method of Data Analysis

The data collected were analysed in line with the research questions using mean and standard deviation. A four point scale of strongly agreed, agreed, disagreed and strongly disagreed was used and the items with mean scores of 2.50 and above were regarded as agreed while the items with mean scores below 2.50 were disagreed on.

Results

Research Question 1

What are the qualities needed by students to be able to draft business plan and use it?
Table 1: Responses of the respondents on the qualities possessed by students to be able to draft business plan and use it

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>(\bar{X})</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ability to draw a production plan</td>
<td>3.00</td>
<td>Agreed</td>
</tr>
<tr>
<td>2</td>
<td>Strategy to forestall failure</td>
<td>2.21</td>
<td>Disagreed</td>
</tr>
<tr>
<td>3</td>
<td>Developing marketing strategies for new business</td>
<td>2.78</td>
<td>Agreed</td>
</tr>
<tr>
<td>4.</td>
<td>Develop ability to respond to new business opportunities</td>
<td>1.89</td>
<td>Disagreed</td>
</tr>
<tr>
<td>5.</td>
<td>Time management</td>
<td>2.05</td>
<td>Disagreed</td>
</tr>
<tr>
<td>6.</td>
<td>Develop ability to evaluate business opportunity</td>
<td>2.65</td>
<td>Agreed</td>
</tr>
<tr>
<td>7.</td>
<td>Understand the process to source and employ human resources</td>
<td>2.70</td>
<td>Agreed</td>
</tr>
<tr>
<td>8.</td>
<td>Method of employment</td>
<td>2.85</td>
<td>Agreed</td>
</tr>
<tr>
<td>9.</td>
<td>Assigning responsibilities and communicate business plans to staff</td>
<td>2.90</td>
<td>Agreed</td>
</tr>
<tr>
<td>10.</td>
<td>Preparation of site for the business</td>
<td>3.00</td>
<td>Agreed</td>
</tr>
<tr>
<td>11.</td>
<td>Develop ability to locate and obtain resources for new business</td>
<td>3.00</td>
<td>Agreed</td>
</tr>
</tbody>
</table>

\(N = 150\)

Table 1 revealed that most students possessed the following abilities for drawing a production plan, market strategies, method of payment of staff salary, assigning responsibilities to staff, preparation of site for a business and ability to locate and obtain resources for new business. These have mean scores of 3.00, 2.78, 2.65, 2.70, 2.85, 2.90, 3.00 and 3.00 respectively. Items 2, 4 and 5 are qualities not possessed by students with mean scores of 2.21, 1.89 and 2.05.

**Research question 2**

What are the administrative qualities possessed by students to be able to start business?
### Table 2: Responses of the respondents on the administrative qualities possessed by students in order to establish business

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>( \bar{X} )</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Co-ordination of business activities</td>
<td>2.62</td>
<td>E</td>
</tr>
<tr>
<td>13</td>
<td>Sourcing for raw material required for production of goods/services</td>
<td>2.69</td>
<td>Agreed</td>
</tr>
<tr>
<td>14</td>
<td>Supervision of production process.</td>
<td>2.68</td>
<td>Agreed</td>
</tr>
<tr>
<td>15</td>
<td>Implement a business plan in line with business policy</td>
<td>2.58</td>
<td>Agreed</td>
</tr>
<tr>
<td>16</td>
<td>Monitor and respond to changes in business activities</td>
<td>2.70</td>
<td>Agreed</td>
</tr>
<tr>
<td>17</td>
<td>Plan to deal with business failure ahead of time</td>
<td>2.70</td>
<td>Agreed</td>
</tr>
<tr>
<td>18</td>
<td>Skills to conquer barriers to business success</td>
<td>2.80</td>
<td>Agreed</td>
</tr>
<tr>
<td>19</td>
<td>Ability to make decision independently</td>
<td>3.00</td>
<td>Agreed</td>
</tr>
</tbody>
</table>

\( N = 150 \)

The table above showed that most students possessed all the administrative qualities required to start business. Independent decision making has the highest mean score of 3.00 while implementation of business plan has the least mean score of 2.58.

**Research Question 3**

What are the financial management qualities possessed by students to be able to sustain a business?
Table 3: Responses of the respondents on financial management qualities possessed by students to be able to sustain a business

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>( \bar{X} )</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.</td>
<td>Knowledge of book keeping</td>
<td>2.07</td>
<td>Disagreed</td>
</tr>
<tr>
<td>21</td>
<td>Raising a payment voucher</td>
<td>2.05</td>
<td>Disagreed</td>
</tr>
<tr>
<td>22</td>
<td>Taking inventory of goods and raw materials</td>
<td>2.78</td>
<td>Agreed</td>
</tr>
<tr>
<td>23</td>
<td>Skilled in audit of an account</td>
<td>1.87</td>
<td>Disagreed</td>
</tr>
<tr>
<td>24</td>
<td>Ability to carry out bank transaction</td>
<td>2.00</td>
<td>Disagreed</td>
</tr>
<tr>
<td>25</td>
<td>Preparing monthly balance sheet</td>
<td>1.95</td>
<td>Disagreed</td>
</tr>
<tr>
<td>26</td>
<td>Preparing financial statement of account of business</td>
<td>2.52</td>
<td>Agreed</td>
</tr>
</tbody>
</table>

\( N = 150 \)

Table 3 showed that items 19, 20, 22, 23 and 24 are qualities not possessed by the students as regards financial management. There have their scores as 2.07, 2.05, 1.87, and 1.95 respectively. The other two items number 22 and 25 are possessed by the students.

Research Question 4

What are the techniques that could be applied by students to be able to market their goods/services?

Table 4: Responses of the respondents on the techniques that could be applied by students to be able to market their goods

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>( \bar{X} )</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>Making advert through radio</td>
<td>2.05</td>
<td>Disagreed</td>
</tr>
<tr>
<td>28</td>
<td>Business promotion system</td>
<td>1.72</td>
<td>Disagreed</td>
</tr>
<tr>
<td>29</td>
<td>Hawking of the goods/services</td>
<td>3.00</td>
<td>Agreed</td>
</tr>
<tr>
<td>30</td>
<td>Using poster advert to sell the products</td>
<td>2.89</td>
<td>Agreed</td>
</tr>
<tr>
<td>31</td>
<td>Employing the services of marketers</td>
<td>1.30</td>
<td>Disagreed</td>
</tr>
<tr>
<td>32</td>
<td>Selling wholesale retailer</td>
<td>2.69</td>
<td>Agreed</td>
</tr>
<tr>
<td>33</td>
<td>Retailing the goods in a shop</td>
<td>3.00</td>
<td>Agreed</td>
</tr>
<tr>
<td>34</td>
<td>Through the use of business cards</td>
<td>2.69</td>
<td>Agreed</td>
</tr>
</tbody>
</table>
The above table showed that some of the respondents may not be able to apply radio advert, business promotion and marketers as techniques to market their goods. They can apply all other items to market their goods.

Findings of the Study

1. Students possessed some qualities that can enable them to draw a business plan and use them.
2. They can map out plan to deal with business failure ahead of time.
3. Students can coordinate, implement business plan and take decision on their own.
4. Financial management especially financial accounting and keeping of finance records will be difficult for them.
5. There are also some techniques identified as useful in marketing their goods. These techniques include hawking of the good, poster adverts wholesale and retail.

Discussion of Findings

The result of the analysis revealed that drafting a business plan is very important as it is a guide on how to start and run a business. From the findings, it can be inferred that the students can draw a production plan and map out strategy to market the goods. Marketing of the goods involves price and pricing strategy. What prices will the products sell at and the pricing strategy? This is what the entrepreneur has to do, considering the cost of production and distribution, competitors and the target buyers.

The need for support staff in a business is very important as the entrepreneur cannot achieve much without the efforts of others. However, as the sole owner of the business, he co-ordinates both human and material resources to achieve his or her goal. He explains the meaning of his plan to the employed staff.

There are two sides of the coin to a business, either success or failure. The finding indicated that the students do not possess the ability to map out strategy to fight failure. Business ventures are full of risks. Therefore, an entrepreneur must bear the risk involved in his business. Igbo (1995) defined entrepreneurship as involving risking financial, material and human resources in a new way in the course of creating a new business concept or opportunity within an existing firm.

The entrepreneur is a chief player in his business. Therefore, he coordinates, takes decisions and implements his business plan. According to Chibundu (2011), the entrepreneur takes charge of his own business, makes decision, creates employment for the family, capitalises on special skills, takes calculated risk on his business, etc.
Financial management is an issue identified as a critical factor in establishing a business. The finding showed that the students have poor financial management knowledge. It can be inferred from the finding that the students lack basic knowledge of financial accounting. They cannot keep accurate financial book of their businesses, raise payment vouchers, audit their accounts and prepare a monthly balance sheet of their transactions. Anyakaoha (2009) observed that it is very important for the entrepreneur to be well versed in the right means of sourcing of funds and also the proper management of his money. This will help in promoting growth of his business and also the expansion of his capital base.

Proper financial management gives impetus to marketing strategy. The finding revealed that the students have some techniques on how to market their products and services. These strategies are hawking the goods, showcasing the goods in a shop and on wholesale sales.

Therefore, there is the need for a conscious effort to develop entrepreneurial qualities through technical vocational education among technical college students. It is true that products of technical colleges are prepared to live a self-reliant lives and also employ others, then the goals of technical college education as stated in National Policy on Education shall be achieved.

Conclusion

Entrepreneurship is a catalyst for change in a society. Entrepreneurs create industries and other services that in turn create the wealth of nations and provide employment for millions of people. Thus, entrepreneurs are critical factors in economic development.

Recommendations

Based on the findings of this study, the researcher recommends the following:

1. The students should be well educated on how to draft business plan and strictly follow it;
2. More of practical leadership lecture should be given to the students regularly;
3. Though they have some ideas on marketing techniques, they should be exposed to other practical aspects of marketing techniques;
4. Also, how to determine society needs should be included in the curriculum; and
5. The students should also be exposed to basic financial accounting to be able to manage their business fund properly.
References


