

PROSPECTS AND STRATEGIES OF EMPOWERING STUDENTS THROUGH ENTREPRENEURSHIP EDUCATION FOR SELF-EMPLOYMENT IN POST CORONA VIRUS DISEASE-2019 (COVID-19) PANDEMIC ERA IN NIGERIA

By

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Abstract

The study examined the prospects and strategies of empowering students of technical colleges through entrepreneurship education for self-employment in post Corona Virus Disease-2019 (COVID-19) pandemic era in Nigeria. This study adopted descriptive survey research design. Three research questions and three null hypotheses guided the study. The population of the study consisted of all the technical teachers and principals from all the six government technical colleges in Lagos State, Nigeria. 165 respondents, made up of 162 technical teachers and three principals from three government technical colleges were selected through stratified random sampling technique. Empowering Students through Entrepreneurship Education for Self-employment Questionnaire (ESEESQ) developed by the researchers was used as instrument for data collection. The ESEESQ was face validation by three experts. Cranach alpha was used to test the reliability of the instrument, which yielded 0.91. T-test was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed 13 prospects, 12 challenges and 12 strategies of empowering students of technical colleges through entrepreneurship education. The findings of the study indicated that there was no significant difference between the mean scores of technical teachers and principals on the prospects, challenges and strategies of empowering students of technical colleges through entrepreneurship education. It was recommended that there should be adequate funding of technical colleges through public and private sectors partnership to provide training facilities for entrepreneurship education and adequate arrangement with entrepreneurs as mentors to boost the students interest in becoming successful self-employed on graduation in post COVID-19 pandemic era.

Keywords: *Corona Virus Disease-2019, Empowerment, Entrepreneurship education, Self-employment, Students, Technical colleges*

Introduction

Technical colleges are regarded as the principal technical and vocational institutions in Nigeria that equip students for entry into the various occupations (Shobowale, Oladipo, & Ayeoribe, 2020). Technical colleges remain the most technical and vocational trades institutions for individual growth and economic transformation, especially now for the future world of work in post COVID-19 pandemic era, where students need to be empowered adequately with the much needed economic and productive skills for self-employment. Technical college provides training in a number of technical and vocational trades, which according to the Federal Government of Nigeria (FGN, 2014) include: General education, Automobile trade, Building and Woodwork trade, Business trade, Computer trade, Hospitality trade, Mechanical trade, Printing trade, Textile trade and Electrical/Electronic trade. Electrical/Electronic trades. The trade is

subdivided into Appliance Maintenance and Repairs; Electrical Installations and Maintenance Works; Instrument Mechanics; and Radio, Television and Electronics Work; building and woodwork; among others. Okwori, Adamu and Odo, (2013) argued that technical colleges training should be geared towards securing employment for students at the end of the programme as craftsmen; set up their own businesses; and pursue further education in advanced craft technical programme or in tertiary technical institutions.

The responsibilities of technical colleges according to Abdulkadir (2011) include: provision of full time or part-time courses of instruction and training in technology, applied science and commerce, and other field of applied learning relevant to the needs of the development in the areas of industrial, commercial and vocational agriculture, professional studies in woodwork trades, among others, and pursue further education in advanced craft/technical programme and in post-secondary institutions such as polytechnics, colleges of education (technical) and universities. FGN stated that the quality of instruction at technical colleges, must be in addition to the development of the psycho-motor or practical abilities of the students, be oriented towards the acquisition of appropriate work skills for the individual to live and contribute to the development of the society.

Attainment of the goals and objectives of technical colleges is largely dependent on the effective management of resources allocated to the technical colleges by the administrators or principals as well as the technical and vocational trades knowledge and skills possessed by technical teachers. Bredeson and Johansson (2000) asserted that the administrator or principal create and maintain positive and healthy teaching and learning environments for everyone in the technical college, including the professional staff. The authors argued that the principal is in a unique position to oversee student services, influence the implementation of the guiding principles, manage the available resources allocated to the technical college. In this study, a principal is the chief administrative officer that oversee student services, academics, admissions, the registrar's office and effective management of the available resources allocated to the technical college, including the technical teachers.

Olaitan, Alaribe, and Eze (2010) stated that a teacher is a person trained pedagogically in occupational trades instruction and has the responsibility of equipping students with entrepreneurship education to contribute to the economic development of a nation. However, a technical teacher is an individual in technical college that has been trained pedagogically in specific technical and vocational trades instructions and has the responsibility of empowering students to create viable economic and productive goods and service for the society. Nwokike (2011) stated that a technical teacher is a person that impacts technical and vocational skills to the students.

A student is a person who is studying in a school, college or university (Olaitan, Alawa, & Uzuegbunam, 2011). Training for creative economic and productive skills in the technical colleges equip students to establish their own enterprise, thereby becoming self-employed on graduation. In view of this study, a student is an individual who is studying vocational trade in technical college to enable him or her set-up and run his or her own economic and productive enterprises on graduation. For a student to set-up and run his or her own economic and productive enterprises on graduation, he or she requires entrepreneurship education knowledge to succeed.

Entrepreneurship is as a dynamic process of vision. It involves creating new product and a new way to develop a new enterprise. Empowerment is the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired innovative actions and productive outcomes (World Bank Group, 2011). A vibrant entrepreneurship education climate provides new jobs, increases competitiveness, produces new goods and services. Zhang (2007) stated that entrepreneurship education aims at cultivating the comprehensive qualities of innovative spirit abilities. European commission (2009) posited that the goals of entrepreneurship education create innovation and employment opportunities. The objectives of entrepreneurship education according to Arogundade (2011) offer functional education for the youths that will enable them to be self-reliance; provide the youths with adequate training that will enable them to be creative, innovative and smooth transition from convectional business approaches to modern industrial economy. Blinks (2005) argued that entrepreneurship education enables students to apply their new knowledge and skills acquired into establishment of their own enterprises. However, entrepreneurship education is the process of equipping students of technical colleges with the abilities to establish and create smooth running of their own technical and vocational trades on business opportunities for self-employment.

Self-employment is a situation where an individual design, creates and takes control of the business opportunity decisions rather than working for an employer. Citizens information (2014) asserted that self-employment is the act of generating one income directly from customers, clients or other organizations as opposed to being an employee of a business or person. However, self-employment is a situation in which a students of technical colleges working for him or herself instead of working for an employer that pays salary or wages as employees. From the above propositions, it explains that self-employment is possible through entrepreneurship education to equip the students with saleable skills to be responsible citizens and this has led many developing countries of the world including Nigeria to consider entrepreneurship education as veritable tool

needed in equipping students of technical colleges with creative and innovative skills for productive lively hoods in post Corona virus Disease-2019 (COVID-19) pandemic era.

COVID-19 was first experienced in Wuhan, China in late December 2019. Cahapay (2020) noted that February 02, 2020, the first corona virus mortality outside China was recorded; April 10, 2020, the global death toll surpassed a hundred thousand; March 11, 2020, the World Health Organization (WHO) announced the outbreak of a pandemic spreading to different continents; and countries like Spain, New Zealand, Thailand, and Iran began to ease their quarantine restrictions after a decrease. Cennimo (2020) observed that COVID-19 is an illness caused by a novel corona virus now called severe acute respiratory syndrome corona virus 2 (SARS-CoV-2; formerly called 2019-nCoV), which was first identified amid an outbreak of respiratory illness cases in Wuhan City, Hubei Province, China and spread around the world. The author stated further that the COVID-19 pandemic and global lockdown represent some unprecedented constraints for skills development systems. A pandemic is an epidemic occurring worldwide or over a very wide area, crossing international boundaries and usually affecting a large number of people. WHO (2010) stated that a pandemic is the worldwide spread of a new disease. An influenza pandemic occurs when a new influenza virus emerges and spreads around the world, and most people do not have immunity. Viruses that have caused past pandemics typically originated from animal influenza viruses, which has led to lockdown all over the world. The COVID-19 pandemic lockdown is having an immediate negative impact on the world economy including Nigeria, which varies dramatically across sectors, across regions and across educational systems.

Educational systems are likewise preparing for the post-COVID-19 pandemic era characterized by considering a rethinking of education system within the technical colleges perspectives, which presents glimpses of prospects and challenges in the future of education as far as technical colleges are concerned. The aftermaths of the COVID-19 pandemic era revealed the need to proffer appropriate strategies of empowering students of technical colleges through entrepreneurship education for self-employment on graduation. By discussing the technical college possibilities in terms of goal, content, approach, and evaluation, technical teachers in the field will be better informed of the key problems, decisions, and solutions that must be cogently considered in post-COVID-19 pandemic era. In other words, the new world of work economy including Nigeria requires creativity, innovation and enterprising skills through entrepreneurship education that will equip students on reducing the economic adverse impact of COVID-19 locked down for self-employment in post COVID-19 pandemic era. This explains that to increasing the capacity of student for self-employment on graduation in the post covid-19 pandemic era, such student needs to be creative and innovatively empowered.

According to Anaele, Adedokun, Olumoko and Kanu (2014), empowerment is the process of increasing the economic, political, social, educational, and spiritual prosperity of individuals and communities. World Bank Group asserted that empowerment is the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. In this study, empowerment is the process of increasing the capacity of technical college students through entrepreneurship education to develop their creative and innovative skills for prospective self-employment opportunities.

Prospects is an advance realization of success, benefits to increased self-reliance of an individual to discover and create needed goods and services in the society. Oviawe (2010) argued that the prospects of empowering students of technical colleges through entrepreneurship education increased self-esteem of the graduate; improving the economy of the society; reduction of poverty in the society; and provision of specific skills needed for the development of human capital by entrepreneurs as mentors. Within the context of this study, prospects of empowering students of technical colleges through entrepreneurship education is an advance realization of success and benefits to provide potential entrepreneurs with knowledge and skills regarding discovering, creating and exploiting business opportunities to reduce poverty and hoodlums in the society. In spite the numerous prospects of empowering students of technical colleges through entrepreneurship education, it is still faced with a lot of challenges.

A challenge is a situation of being faced with difficult tasks that needs great mental or physical efforts in order to be done successfully. Daramola (2005) noted that a challenge is a mismatch between acquired skills and market needs, widespread concern about poor quality training environments and negative public perceptions regarding technical college education. Challenges of empowering students of technical colleges according to the Okoye and Okwelle (2013) include: inadequate funding of technical college education; inadequate infrastructures; poor power supply; shortage of qualified technical teachers and instructors; poor supervision of technical college education programmes; lack of modern facilities: lack of staff training; low level of technical college education and industrial development; poor learning conditions; and lack of teachers' motivation; inadequate curriculum planning and implementation. The challenges of empowerment technical college graduates through entrepreneurship education in the view of Oviawe include: corruption on the part of administrators or principals at the technical college level, leadership problem as a result of lack of interest in technical college education on the part of the political leaders, mismanagement of resources allocated to technical colleges and so on. In view of the fact that it is not possible for the government to provide employment for all, there is need to device strategies to empower students to be self-employed on graduation.

Strategy is the direction and scope of an organization over the long-term, which achieves advantage for the organization through its configuration of resources within a challenging environment to meet the needs of markets and to fulfill stakeholder expectations. Shobowale (2015) observed that strategy is a pattern in a stream of decisions that guides an organization's ongoing alignment with its environment and shapes internal policies and procedures. Ayomike (2011) posited that strategies to alliterative the challenges of entrepreneurship education will help to providing small business opportunities, where interested students on school based enterprise can participate to plans, create and operate small and medium scale enterprise. However, strategies are methods, road maps, blue print worked out in advance for empowering students of technical colleges through entrepreneurship education for employment generation.

Statement of the Problem

Unemployment is the greatest problem facing the technical colleges students on graduation in Nigeria. Unemployment situation are pertinent because the students of technical colleges on graduation appear to lack entrepreneurship education knowledge and skills needed by the employers of labour and for self-employment. Observation also revealed that unemployment rate among technical college graduates can be attributed to absence of entrepreneurship education in technical college curriculum. Studies also indicated that entrepreneurship education in technical colleges will help in reducing high rate of unemployment in the society. This is because the students of technical colleges on graduation will be able to set-up and flourish in their various technical and vocational enterprise such as wood machining, carpentry, upholstery, furniture-making metalwork, house wiring, automobile repairs, electronic repairs, plumbing, brickwork and concreting, food and nutrition, graphic arts, among others, which also requires re-training of technical teachers to acquaint with the emergent trends in the world of work; engaging students with creative and productive activities on the need of market, thereby, reducing the rate of unemployment in the society. Despite the numerous prospects of empowering students of technical colleges through entrepreneurship education on graduation, the rate of unemployment is increasing in the society, graduates find it difficult to establish and run their own enterprise successfully. Consequently, many students of technical colleges on graduation seem drooping their enterprise and resort to motorcycle riding, commercial bus conducting, internet fraudster, hoodlums, stealing COVID-19 pandemic palliatives during #End SARS protest, among others, to meet their daily needs. This implies that there is need to establish appropriate strategies to overcome inherent challenges of effective management of making technical colleges training attractive, where interested students can be equipped with viable business ideas for self-employment. It is against this backdrop that this study examined the prospects and proffered

appropriate strategies of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era in Nigeria.

Purpose of the Study

The main purpose of the study was to determine prospects and strategies of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era in Nigeria. Specifically, the study sought to determine:

1. The prospects of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.
2. The challenges of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.
3. The strategies of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

Research Questions

The following three research questions guided the study:

1. What are the prospects of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era?
2. What are the challenges of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era?
3. What are the strategies of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era?

Hypotheses

The following hypotheses guided the study, and were tested at 0.05 levels of significant:

H₀₁ There is no significant difference between the mean responses of technical college teachers and principals on the prospects of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

H₀₂ There is no significant difference between the mean response of technical c teachers and principals on the challenges of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

H₀₃ There is no significant difference between the mean response of technical teachers and principals on the strategies of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

Methodology

The study adopted descriptive survey research design by seeking the opinion of representatives of technical college teachers and principals. The study was carried out in three states namely: Lagos, Rivers, and Enugu of Nigeria. The population of the study consisted of all the technical teachers and principals from all the government technical colleges in the three geopolitical zone of Nigeria. The sample size of the study was 165, made up of 165 technical

teachers and three (3) principals from three out of all the technical colleges in the study areas, namely: 55 technical teachers from Federal Science and Technical College, Yaba, Lagos State; 54 technical teachers from Government Technical College, Port-Harcourt, Rivers State; 56 technical teachers from Government Technical College, Enugu, Enugu State, Nigeria.

Self-structured questionnaire Titled: Empowering Students through Entrepreneurship Education for Self-employment Questionnaire (ESEESQ) that addressed the research questions was used as instrument for data collection with a 5-point Liker scale of Strongly Agree (SA) Agree (A) Undecided (UD) Disagree (D) and Strongly Disagree (SD) with the assigned scores of 5, 4, 3, 2, and 1 respectively.

The questionnaire was face validated by three experts; one lecturer from the Department of Science and Technology, University of Lagos, Nigeria; one technical teacher from the Federal Science and Technical College, Yaba, Lagos, Nigeria; and one principal from the Government Technical College, Port-Harcourt, Nigeria. Cronbach Alpha analysis was used to determine the internal constituency of the ESEESQ items through administration of the instrument to 20 respondents outside the sample size, but possesses similar characteristics with the sample and a reliability co-efficient of 0.91 was obtained. All the 165 copies of the instrument were administered to the respondents with the help of three research assistants. All the instrument retrieved were fully filled and returned by the respondents, and the returned rate was a 100%. The data collected was statically analyzed using *Mean* and *Standard Deviation*. Any item with *Mean* score of 3.50 and above was regarded as *Agreed*, while any item with *Mean* score below 3.50 was regarded as *Disagreed*. The t-test was used to test the hypotheses at 0.05 level of significance, the null hypotheses was *Rejected*, when the t-calculated value was more than the t-critical value, hence, the null hypothesis was *Accepted*.

Results

Research Question1: What are the prospects of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era?

Table 1: Prospects of Empowering Students of Technical Colleges through Entrepreneurship Education for Self-employment in Post COVID-19 pandemic era. N=165

S/N	Prospects of Empowering Students through Entrepreneurship Education	\bar{x}	SD	Remarks
1.	Forming the foundation of manufacturing and industrial activities of a nation.	4.06	0.85	Agreed
2.	Translating knowledge, skills and innovations into goods and services locally.	4.04	0.98	Agreed
3.	Motivating self-esteem with incentives for ingenuity and creativity.	4.21	0.83	Agreed
4.	Engaging students in participatory efforts in anticipation of societal changes.	4.23	0.85	Agreed
5.	Encouraging students to secure financial assistance from sponsors.	4.26	0.75	Agreed
6.	Alleviation of poverty and prostitution as a result of unemployment.	4.17	0.75	Agreed
7.	Graduates will create jobs, become self-employed and employ others.	4.13	0.79	Agreed
8.	Promoting national economic growth and foreign export.	4.10	0.88	Agreed
9.	Reducing influx of foreign professionals and promote foreign reserve.	4.11	0.77	Agreed
10.	Creating employment and raise the standard of living in a nation.	4.06	0.85	Agreed
11.	Reduction of unemployment and hoodlums among graduates in the society.	4.04	0.98	Agreed
12.	Promoting economic productivity and sustainable development of a country.	4.21	0.83	Agreed
13.	Reduction of capital flight, in that goods and services shall be produced locally.	4.08	0.09	Agreed

The data analysis presented in Table 1 showed that all 13 items had their *Mean* values above 3.50. The *Mean* values of the items ranged from 4.04 to 4.26, while the *Standard Deviation* ranged from 0.83 and 0.75 showing closeness in opinions of the respondents. This implies that the respondents agreed to all the items as prospects of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

H₀₁: There is no significant difference between the *Mean* responses of technical teachers and principals on the prospects of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

Table 2: t-test analysis of technical teachers and college principals on prospect of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

Groups	\bar{X}	SD	N	df	t-cal	t-crit.	Remark
Technical teachers	3.36	0.60	165	374	1.29	1.96	Accepted *
Principals	3.31	0.61					

Significant at alpha 0.05 level

Table 2 revealed that items on prospects of empowering students of technical colleges through entrepreneurship education for self-employment have t-calculated value of 1.29 at 374 degree of freedom, which is less than the t-critical value of 1.96 at 0.05 level of significance. This revealed that there is no significant difference in the *Mean* responses of technical teachers and principals on the prospects of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 era. Therefore, null hypothesis of no significant difference was not rejected.

Research Question 2: What are the challenges of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

Table 3: Challenges of Empowering Students of Technical Colleges through Entrepreneurship Education for Self-employment in Post COVID-19 pandemic era.

S/N	Challenges of Empowering Students through Entrepreneurship Education	\bar{X}	SD	Remark
1.	Inadequate funding of technical college education for entrepreneurship education.	4.06	0.83	Agreed
2.	Corruption on the part of administrators at the technical colleges levels.	4.22	0.85	Agreed
3.	Misconception values placed on technical colleges education by the society.	4.15	0.88	Agreed
4.	Inadequate technical teachers to teach entrepreneurship education.	4.03	0.91	Agreed
5.	Lack of modern infrastructural facilities for entrepreneurship education.	4.13	0.87	Agreed
6.	Mismanagement of training resources allocated to technical colleges.	4.05	0.94	Agreed
7.	Poor supervision of technical college training programmes.	4.13	0.90	Agreed
8.	Lack of training and retraining of technical colleges teachers.	4.05	1.02	Agreed
9.	Lack of electricity and ICT facilities supply as welfare packages for technical teachers.	4.15	0.76	Agreed
10.	Lack of funding of students to go on entrepreneurship field-trips and excursions.	4.06	0.83	Agreed
11.	Lack of quality economic and productive activities to the needs of students.	4.22	0.85	Agreed
12.	Lack of business project production consultancy services to the needs of students.	4.15	0.88	Agreed

The data in Table 3 above indicated that all the 12 items had their *Mean* values above 3.50. The *Mean* values of the items ranged from 4.03 to 4.22, while the *Standard Deviation* ranged from 0.91 and 0.85 showing closeness in the opinions of the respondents. This indicated that all the items

were agreed upon as challenges of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

H₀₂ There is no significant difference between the *Mean* responses of technical teachers and principals on the challenges of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

Table 4: t-test analysis of technical teachers and principals on the challenges of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

Groups	\bar{X}	SD	N	df	t-cal	t-crit.	Remark
Technical teachers	3.38	0.64					Accepted
Principals	3.33	0.65	165	374	1.49	1.96	*

Significant at alpha 0.05 level

Table 4 showed that items on challenges of empowering students of technical colleges through entrepreneurship education for self-employment have t-calculated value of 1.49 at 374 degree of freedom, which is less than the t-critical value of 1.96 at 0.05 level of significance. This showed that there is no significant difference in the mean responses of technical teachers and principals on challenges of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era. Therefore, null hypothesis of no significant difference was not rejected.

Research Question 3: What are the strategies of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

Table 5: Strategies of Empowering Students of Technical Colleges through Entrepreneurship Education for Self-employment in Post COVID-19 pandemic era.

S/N	Strategies of Empowering Students through Entrepreneurship Education	\bar{X}	SD	Remarks
1.	Effective implementation of entrepreneurship education into technical college curriculum.	4.15	0.91	Agreed
2.	Adequate financial support for students to set-up and run their own enterprises on graduation.	4.09	0.95	Agreed
3.	Motivating technical teachers to teach entrepreneurship education innovatively.	4.19	0.93	Agreed
4.	Re-training of technical teachers with current trend in the job market.	4.35	0.90	Agreed
5.	Effective management of technical colleges training to attract interested students.	4.39	0.79	Agreed
6.	Technical college should be given free of charges to boost students interest.	4.37	0.76	Agreed
7.	Engagement with entrepreneurs as mentors to boost the students interest in becoming self-employed.	4.37	0.76	Agreed
8.	Encouraging funding of technical colleges through public and private sector partnership.	4.22	0.87	Agreed
9.	Adequate provision of infrastructural facilities and instructional materials.	4.22	0.89	Agreed
10.	Teaching entrepreneurship courses from the early stages in technical colleges.	4.24	0.76	Agreed
11.	Engaging students in creative and productive activities on the need of market.	4.27	0.81	Agreed
12.	Adequate funding of students to go on entrepreneurship field-trips and excursions regularly.	4.18	0.91	Agreed

The data presented in Table 5 above revealed that all the 12 items had their *Mean* values above 3.50. The *Mean* values of the items ranged from 4.09 to 4.39, while the *Standard Deviation* ranged from 0.82 and 0.95 showing closeness in opinions of the respondents. The items were

therefore, found suitable as strategies of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

H03. There is no significant difference between the *Mean* response of technical teachers and principals on the strategies of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

Table 6: t-test Analysis of the mean responses of technical teachers and principals on the strategies of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

Groups	\bar{X}	SD	N	df	t-cal	t-crit.	Remark
Technical teachers	3.33	0.63					Accepted
Principals	3.27	0.66	165	374	1.60	1.96	*

Significant at alpha 0.05 level

Table 6 indicated that items on strategies of empowering students of technical colleges through entrepreneurship education for self-employment have t-calculated value of 1.60 at 374 degree of freedom, which is less than the t-critical value of 1.96 at 0.05 level of significance. This indicated that there is no significant difference in the *Mean* responses of technical teachers and college principals on the strategies of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era. Therefore, null hypothesis of no significant difference was accepted.

Discussions of Findings

The results in Table 1 indicated 13 prospects of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era. The prospects include: Forming the foundation of manufacturing and industrial activities of a nation; translating knowledge, skills, and innovations into goods and services locally; motivating self-esteem with incentives for ingenuity and creativity; engaging students in participatory efforts in anticipation of societal changes; encouraging students to secure financial assistance from sponsors; among others, were in agreement with view of Oviawe (2010) who argued that the prospects of empowering students of technical colleges through entrepreneurship education increased self-esteem of the graduate; improving the economy of the society; reduction of poverty in the society; and provision of specific skills needed for the development of human capital by entrepreneurs as mentors. This finding also in line with the work of Shane and Venkataraman (2000) who stated that entrepreneurship education provide potential and future entrepreneurs with knowledge and skills regarding the processes of discovering, creating, evaluating, and exploiting opportunities to create future goods and services. The findings and the opinions of authors above helped to justify the findings of this study on the prospects of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

The results of the findings in Table 3 disclosed that all the 14 challenges of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era. The challenges include: Inadequate funding of technical college education for entrepreneurship education; corruption on the part of administrators at the technical colleges; inadequate value placed on technical colleges by members of the society; inadequate technical teachers to teach entrepreneurship education; lack of modern facilities for teaching and learning entrepreneurship education; among others. The findings were in agreement with the view of Daramola (2005) who stated that challenges are mismatch between acquired skills and market needs; widespread concern about poor quality training environments; and negative public perceptions regarding technical college education. The findings were also in consonance with the opinion of Okoye and Okwelle (2013) that challenges of empowering students of technical college through entrepreneurship education including inadequate funding of technical college education; inadequate infrastructures; poor power supply; shortage of qualified technical teachers and instructors; poor supervision of technical college education programmes; lack of modern facilities: lack of staff training; low level of technical college education and industrial development; poor learning conditions; and lack of teachers' motivation; inadequate curriculum planning and implementation. The findings and the views of authors above helped to add value to the findings of this study on the challenges of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

The findings of the study in Table 5 revealed that 12 strategies of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era. The strategies include: Effective implementation of entrepreneurship education into technical college curriculum; adequate financial support of students to establish their own enterprises on graduation; motivating technical teachers to teach students entrepreneurship education; re-training of technical college teachers to acquaint the with current trend in the job market; effective management of technical colleges training to attract interested students; among others, were in agreement with the opinion of Ayomike (2011) who contended that strategies will help to alliterative the problem of entrepreneurship education by providing small business schools where interested students and community members can participate, school based enterprise where students identify potential business plans, create and operate small business using the school as mini incubators. The findings were also in consonance with the view of Shobowale (2015) who asserted that strategy is a pattern in a stream of decisions that guides an organization's ongoing alignment with its environment and shapes internal policies and procedures. The findings of the authors on strategies of empowering students gave credence to

the result of the present study on strategies of empowering students of technical colleges through entrepreneurship education for self-employment in post COVID-19 pandemic era.

Conclusion

Based on the findings of the study, it was established that empowering students of technical colleges through entrepreneurship education will form the foundation of manufacturing and industrial activities of a country, adequate arrangement with entrepreneurs and mentors to boost the students interest in becoming self-employed and adequate financial support for students to set-up and run their own enterprises on graduation for self-employment in post COVID-19 pandemic era in Nigeria.

Recommendations

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

1. There should be effective implementation of entrepreneurship education into technical college curriculum to make student become self-employment on graduation in post COVID-19 pandemic era.
2. There should be adequate funding of technical colleges through public and private sectors partnership to provide training facilities for entrepreneurship education in post COVID-19 pandemic era.
3. There should be adequate arrangement with entrepreneurs as mentors to boost the students interest in becoming successful entrepreneurs on graduation in post COVID-19 pandemic era.

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