

**A SURVEY OF ENTREPRENEURSHIP EDUCATION IN THREE COLLEGES OF
EDUCATION IN NIGERIA.**

BY

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M.A./ENV-DESIGN/15265/2011-2012**

**DISSERTATION SUBMITTED TO THE
SCHOOL OF POSTGRADUATE STUDIES,
AHMADU BELLO UNIVERSITY, ZARIA,
NIGERIA**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF MASTER OF ARTS DEGREE IN
ART EDUCATION**

**DEPARTMENT OF FINE ARTS
AHMADU BELLO UNIVERSITY, ZARIA,
NIGERIA**

OCTOBER, 2015

DECLARATION

I declare that this dissertation titled A Survey of Entrepreneurship Education in Three Colleges of Education in Nigeria was carried out by me in the Department of Fine Arts under the supervision of Dr. R. A. Nkom, Prof. M. P. Mamza and Prof. A. A. Mbahi.

The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for the award of a degree or diploma at any University.

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CERTIFICATION

This dissertation titled A SURVEY OF ENTREPRENURSHIP EDUCATION IN THREE COLLEGES OF EDUCATION IN NIGERIA by Ibrahim Eginana Ado meets the regulations governing the award of Master of Arts degree in Art Education of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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ACKNOWLEDGEMENTS

I give thanks to Almighty Allah for his grace, power and guidance throughout this academic hurdle. I remain indebted to my supervisors, Dr. (Mrs) R. A. Nkom, Prof. M. P. Mamza, and Prof. A. A. Mbahi for taking their time in going through my work and their guiding hands which led to its success. I gratefully acknowledge the Provost, College of Education Minna, Prof. Farouq Haruna Rashid for releasing me for the study and for his financial support. I also acknowledge the contributions of all Professors, Doctors, and Lecturers, Ph.D. and Masters students, library and administrative staff Department of Fine Arts, Ahmadu Bello University, Zaria. I remain grateful to Dr. Joshua J. Ndakotsu, Mr. Mathias Jiya, Mallam. Yusuf Sarki, Mallam Kolo Mohammed, Malam. Isah Gbodo Moh'd. (Dean. School of Vocational Education) and other senior colleagues, Fine Arts lecturers and Students in College of Education Minna, Federal College of Education Kontagora and College of Education -Federal Capital Territory Zuba, Abuja for their contributions. I appreciate the support, patience, love and understanding exhibited by my family, friends, relatives and well-wishers. I also appreciate Maman Anas (mother of Dr. Muh'd. Aliyu, of Fine Arts Dept, ABU, Zaria) for the free accommodation, feeding and other motherly care given to me throughout my study in Zaria. May Allah reward you all? Thank you. God bless.

ABSTRACT

This study surveyed Entrepreneurship Education in three Colleges of Education in Nigeria. Descriptive Survey was used and the objectives of the study were; to examine the content quality of vocational training given to the students; find out whether the NCE students can become self-reliant and freelance after school and if the students are familiar with the concept of freelance, self-reliance and entrepreneurship. A sample of 294 students and 24 lecturers from three colleges of education (College of Education Minna, Federal College of Education, Kontagora and College of Education – Federal Capital Territory Zuba, Abuja) were used. The instruments used for the study were interview, observation and questionnaire. The Data collected were analysed and results presented in frequency distribution and percentage, table of mean score and standard deviation. While chi-square was used to test the hypotheses. The findings of the study showed that the students were exposed to vocational skills in the relevant areas of Fine and Applied Arts. Some of the students may become self-reliant and freelance after school, some may not. Seventy five percent of the students are familiar with vocational concept of freelance, self-reliance and entrepreneurship. The study concludes that the importance and relevance of Fine and Applied Arts at the National Certificate of Education (NCE) level cannot be underestimated if the goals of a self-reliant nation must be attained as specified in the National Commission for Colleges of Education (NCCE) Minimum Standard. Also there cannot be effective vocational skills training where there are inadequate lecturers, art studios, materials, facilities and infrastructure; poor funding and negative attitude of parents, the students and college management towards skills training courses. As a result of the findings, it was suggested that government should re-structure the NCE Fine and Applied Arts curriculum so that the NCE will be tailored toward entrepreneurship to enhance vocational skills in the students. Finally it was suggested that students should be encouraged to be job creators instead of being job seekers which can be achieved by engaging them in an extensive industrial training programme in relevant industries, organisations and professional bodies.

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ABBREVIATIONS AND DEFINITIONS OF TERMS

- | | |
|------------|--|
| 1. ABU | - Ahmadu Bello University |
| 2. B. A. | - Bachelor of Arts |
| 3. B. Ed. | - Bachelor of Education |
| 4. C.O.E. | - College of Education |
| 5. C.M.S. | - Christian Missionary Society |
| 6. CGPA | - Cumulative Grade Point Assessment |
| 7. FCE | - Federal College of Education |
| 8. FME | - Federal Ministry of Education |
| 9. FATC | - Federal Advanced Teachers College |
| 10. GCE | - General Certificate Examination |
| 11. LVSP | - Long Vacation Special Programme |
| 12. M.A. | - Master of Arts |
| 13. NCE | - National Certificate of Education |
| 14. NCCE | - National Commission for Colleges of Education |
| 15. NCCEM | - National Commission for Colleges of Education Minimum Standard |
| 16. NCAST | - Nigerian College of Arts, Science and Technology |
| 17. NSLN | - Niger State Law Number |
| 18. NSCOEM | - Niger State College of Education Minna |
| 19. NEPA | - National Electrical Power Authority |
| 20. NRC | - Nigeria Railway Cooperation |
| 21. NECO | - National Examination Council |
| 22. NABTEB | - National Board for Technical Education Board |

- 23. P & T - Post and Telecommunication
- 24. PHCN - Power Holding Company of Nigeria
- 25. PhD - Doctor of Philosophy
- 26. SOVE - School of Vocational Education
- 27. SSCE - Secondary School Certificate Examination
- 28. TC II - Teachers' Certificate Grade Two
- 29. UNESCO - United Nation Educational Scientific and Cultural organisation
- 30. UNDP - United Nation Development Partners
- 31. UPE - Universal Primary Education
- 32. VTE - Vocational and Technical Education
- 33. WAEC - West African Examination Council
- 34. Self – Reliance - Being oneself, being able to do things and make decision by oneself
without needing other people to help (to be independent)
- 35. Freelance – Independent professional work on a flexible basis in a range of
creative, managerial, scientific and technical occupations. Such as
Music, Graphic Design, Filmmaking, Photography Screenwriting,
and Photojournalism.
- 36. Entrepreneurship – The process of creating something new with value by devoting
necessary time and effort. It is ability to explore resources available
in an environment, harness and create a new business or modify an
old existing one.
- 37. Entrepreneur – A person who set up business and business deals.

38. Tie and Dye – A method of decorating fabric (cloth) by tying the fabric and dipping the fabric into a mixed dye solution so as to create patterns on the fabric.
39. Bedrock - Foundation on which something is based or built

INTRODUCTION

1.1 Background of the Study

The growing rate of unemployment and economic recession brought about the need for vocational skills among school graduates. Olatunji in Adetayo (2009) describes unemployment as a situation in which qualified and willing people cannot find any job and comments further that the educational system adopted in Nigeria is one of the causes of unemployment. This system, according to Iwere in Adetayo (2009), produces graduates who are white collar job seekers and does not prepare students for entrepreneurship skills and equip them for self - employment after school. The increase in the number of schools established and students' enrolment have, however made unemployment inevitable. The ever increasing number of unemployed graduates led to the inclusion of entrepreneurship programmes in the school curriculum by the government to stimulate self – employment among the graduates (Jongur, Kabutu and Abba, 2009).

The introduction of Vocational and Technical Education (VTE) in the Nigeria Certificate in Education (NCE), was to expose students to entrepreneurship education that will facilitate self – reliance after graduation (National Commission for Colleges of Education, 2008). Fine and Applied Arts Education, as one of the Vocational and Technical Education courses, is a discipline in Nigeria Certificate in Education programme which gives trainees the opportunity to acquire appropriate skills, abilities, and competences to live and contribute positively to the development of the society. (Mamza, 2008). He further maintained that, it is a type of education referred to as functional education; that leads to acquisition of practical and applied skills towards job creation and self- reliance. Thus, using that parameter, the goals of Teacher Education at NCE level are to:

- (i) produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- (ii) encourage the spirit of enquiry and creativity in teachers;
- (iii) help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
- (iv) provide teachers with the intellectual and professional backgrounds adequate for their assignment and make them adaptable to changing situations;
- (v) enhance teachers' commitment to the teaching profession and that, teacher education programme shall be structured to equip teachers for the effective performance of their duties. (National Commission for Colleges of Education Minimum Standard, 2012).

Ademola (2009) observed that, "Departments of Fine and Applied arts in the Colleges of Education should serve as the bedrock for the training of teachers who are to teach art at primary and secondary schools. This shall create in them conscious awareness, and shape their orientations for future endeavour". A survey into the situation regarding the state of art at primary, secondary and particularly Colleges of Education leaves much to be desired. Idowu (2008), acknowledges that, despite the improvement so far recorded on Fine and Applied Art programmes, increase in number of Schools, Colleges of Education, Polytechnics and Universities offering art courses, students' enrolment still experiences a lot of problems that are yet to receive attention. Similarly, Mamza (2008) affirms that the image of art, artists and art educators has not been good in Nigeria, when compared to other subject areas like Medicine, Engineering, Law and many others. There is however, the urgent need to change this historical antecedent through the understanding of those factors affecting teaching, professional development and practices. It is on this basis that this study

examines the vocational output and coaching towards self-reliance in the Colleges of Education in Niger State and Federal Capital Territory (FCT) Abuja. It is hoped that, the findings of this study will provide an insight into current prevailing situations of entrepreneurship in the 21 Century.

1.2 Statement of Problem

The relevance of Vocational and Technical Education training to the success and gainful employment of youths in Nigeria as well as its development is faulty because it is not certain whether Colleges of Education in Niger State and Federal Capital Territory (FCT) Abuja give their students skill acquisition through vocational training so as to become self – reliant and becoming entrepreneurs. From observation, graduates of vocational schools are more theoretically than practically oriented which is contrary to the underlying principles of vocational education programme. Going by the philosophy of Nigeria educational system (FME, 2004) on vocational education, it could be readily established that students herrings of being self – reliant and future entrepreneurs is not fulfilled.

With reference to Fine and Applied Arts Education which eventually serves as the main body of this research, inadequate technical skills in the areas of painting, graphics, sculpture and textile design makes the programme a wasteful venture as the idea of being self – reliant, self - sufficient, and independent aspects of Vocational and Technical Education becomes a mirage. Consequently, Mustapha (2013) opined that Nigeria’s aspiration to use education to achieve high level of socio- economic, technological and industrial development and making an individual and the nation self- reliant becomes difficult to attain. This statement thus, calls for an in-depth study of the cause and effect of the factors necessary to

bring about appropriate acquisition of entrepreneurship skills in the areas of Vocational and technical Education programme with particular reference to Fine and Applied Arts Education programmes.

1.3 Hypotheses

The following null hypotheses are formulated for this study:-

- HO₁ There is no significant effect of input of vocational training on skills acquisition of students.
- HO₂ There is no significant effect of the input of students' vocational training and output of skills acquisition.
- HO₃ There is no significant effect of students' knowledge with the concept of self-reliance, freelance and entrepreneurship.

1.4 Aim and Objectives of the Study

The aim of this study was to conduct a survey of entrepreneurship education in Colleges of Education Minna, Kontagora and Zuba. The objectives of the study were to:-

1. Examine the content quality of vocational training given to the students.
2. Find out whether the NCE students can become self-reliant or freelance after school.
3. Find out if students are familiar with vocational concept of freelance, self-reliance and entrepreneurship.

1.5 Research Questions

The following questions were developed for the study:

1. What is the content quality of vocational training given to NCE students at Minna, Kontagora and Zuba?

2. Can the students become self-reliant after graduation?
3. Do students understand the concepts of entrepreneurship, freelance and self-reliance in Fine and Applied Arts?

1.6 Justification of the Study

The rate of unemployment in the Nigeria society is on the increase yearly, with few office jobs available to absorb the teeming graduates from different institutions of higher learning. Also, the long time neglect and challenges facing Fine and Applied Arts Education in Colleges of Education hindered effective vocational training. An effective Art Education is an integral part of productive activities which afford students the opportunity to explore the resources in their immediate environment (Nkom, 2006). There is the need to reduce the problem of graduates' unemployment through vocational skills training in areas of Fine and Applied Arts for entrepreneurship development and self-reliance of the students after graduation.

1.7 Significance of the Study

Government jobs or white collar jobs are no longer available, so training of students to become self-reliant and entrepreneurs is justified. Thus, the research will bring to the attention of experts in curriculum planning in Fine and Applied Arts for National Commission for Colleges of Education, Federal and State Ministry of Education on the need for a review of the existing curriculum to be more practically oriented. The research will also help in changing the lukewarm attitude given to Fine and Applied Arts by some Provosts of Colleges of Education to a proactive one in terms of making adequate provision for qualified art teachers, art materials and infrastructure for effective teaching and learning to take place.

1.8 Scope of the Study

This study is on vocational skills acquisition and self-reliance. It covers three Colleges of Education in Nigeria. These were:

1. State College of Education, Minna.
2. Federal College of Education, Kontagora.
3. College of Education, Zuba, FCT Abuja.

These Colleges were purposively selected based on the fact that the students are from different states of Nigeria and they usually seek for employment in schools in Niger State and FCT Abuja, after graduation.

1.9 Theoretical Framework

The study used Context, Input, Process and Product (C.I.P.P.) model of Stufflebeam (2003) in Yusuf (2012). C. I. P. P. Model of curriculum evaluation stresses context, input, process and product evaluation. The model serves as a frame work that guides the conception, design, service – learning projects, provides feedback and judgment of the projects effectiveness for continuous improvement. This study used the model to understand the Vocational and Technical Education for entrepreneurship development in Colleges of Education as promulgated by the National Policy on Education (FME, 2004, 7, 40). The policy states that Vocational and Technical Education should include the study of technologies and sciences along with the acquisition of practical skills, attitudes and knowledge relating to occupations in various sectors of our economic and social lives. And again the policy expects the programme to be a means of preparing students for occupational fields and for effective participation in the world of business. For this reason this study posits

any Vocational and Technical Education programme that provides anything short of optimum training and impact of necessary skills to individuals to become self-reliant economically stands deviant to the principles of the establishment of Vocational and Technical Education programmes. Thus the study focuses on context, input, process and product evaluation of three Colleges of Education (COE Minna, FCE Kontagora and COE Zuba) so as to examine the content quality of vocational training given to the students, find out whether the NCE students can become self-reliant and freelance after school, and find out if the students are familiar with vocational concept of freelance, self-reliance and entrepreneurship. The C. I. P. P. Model was used for a survey by American Society for Training and Development Members. Felix in 1979 adopted the model to evaluate and improved instruction in Cininnati, Ohio, School System. And Taiwan used the model to construct national educational indicator systems and their results were successful. (Zhang, Zeller, Giffith, Metcaff, Williams, Shea and Misulis, 2011). The evaluation model (C. I. P.P) emphasised “learning by doing” to identify corrections for problematic areas of a programme. The model helps to improved and not to prove a programme or project.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Literature review is an important aspect of a research process. Olagbewo (2006) defines literature review as a reassessment of previous studies, observations, opinions and comments related to an intended research work. Furthermore, Ekeh in Olagbewo (2006) stressed that; literature should be reviewed under appropriate subheadings to make reading and comprehension easy. In this study, the review centres on the following subheadings:

- 2.1 Historical developments of Fine and Applied Arts Education at Tertiary Education level in Nigeria.
- 2.2 Historical Background of Colleges of Education Minna, Kontagora and Zuba.
- 2.3 Brief historical Background of Vocational and Technical Education in Nigeria,
- 2.4 Concept of Vocational and Technical Education, and Goals in Nigeria.
- 2.5 Roles of Vocational and Technical Education in National Development.
- 2.6 Challenges of Vocational and Technical Education (VTE) Programme in Nigeria.
- 2.7 Fine and Applied Arts Education as a Vocational and Technical Education Programme
- 2.8 Role of Fine and Applied Arts Education as a source for self- reliance.
- 2.9 NCE Fine and Applied Arts programme and the NCCE Minimum Standard.
- 2.10 Summary of literature Review and Uniqueness of the study.

2.1 Historical Development of Fine and Applied Arts Education at Tertiary Education Level in Nigeria

Fine and Applied Arts Education was introduced into the formal school curriculum which was run by the United Free Church Mission of England in Hope Waddle Training Institute Calabar in 1895. Courses like Carpentry, Tailoring, Printing, and Metal Work were taught. In 1923, another concerted effort was made by a Nigerian artist named; Chief Aina Onabolu and was later supported by Kenneth C. Murray. Their efforts laid the foundation for contemporary art education in Nigeria. Fine and Applied Arts Education with particular emphasis on Colleges of Education at tertiary institution level started in 1945. (Mbahi, 1999).

According to Mamza (2008), the Elliot Commission on higher education in West Africa recommended the establishment of handcraft centres for training manual art, trade and technical institutes for training skilled craftsmen and technicians to address the issues of manpower needs of the country. Also, the Yaba College of Technology was established and Department of Fine and Applied Arts was set up as a unit in the College, where courses like Painting, Ceramics, Commercial Arts and Sculpture were taught. This Department grew from a single Department to School of Arts, Design and Painting with four (4) departments (Fine Arts, Industrial Design, Graphic Arts and Painting Technology). In 1953, Fine and Applied Arts was established in Ibadan Branch of the Nigerian College of Arts, Science and Technology (NCAST). This Department was later transferred to the Zaria branch of the College in 1955, which metamorphosed to Ahmadu Bello University Zaria. Since 1960, after independence, formal Art Education has recorded tremendous growth, particularly in the number of tertiary institutions offering art courses. Affirming this, Mamza (2008) recorded about forty (40) tertiary institutions that offer arts courses and award degrees, certificates and

diploma in art. These include Universities, Colleges of Education and Polytechnics: the researcher further reiterates that, some of the institutions are well recognized as the fulcrum and front liners in manpower development in art education which include:-

Universities:

1. Ahmadu Bello University, Zaria.
2. University of Nigeria, Nsukka.
3. Obafemi Awolowo University, Ile – Ife.
4. University of Benin, Benin City.
5. University of Ibadan, Ibadan.
6. University of Maiduguri, Maiduguri.
7. University of Lagos, Lagos.
8. University of Ilorin, Ilorin.
9. University of Port- Harcourt, Port- Harcourt.
10. University of Uyo, Uyo.
11. Nnamdi Azikwe University, Awka,
12. University of Uyo, Uyo
13. Ambrose Alli University Ekpoma..
14. Delta State University, Abraka.
15. Imo State University
16. Abia State University
17. Ladoke Akintola University of Technology Ogbomosho.
18. Tai Solarin University of Education Ikere, Ogun State.

Colleges of Education

1. Federal College of Education, Kontagora.
2. Federal College of Education, Zaria.
3. Federal College of Education, Kano.
4. Federal College of Education, Katsina.
5. Federal College of Education, Pankshin
6. Federal College of Education, Okene.
7. Federal College of Education (Technical) Bichi, Kano.
8. Niger State College of Education, Minna.
9. Alvan Ikoku College of Education, Owerri.
10. Federal College of Education (Technical), Akoka Lagos.
11. College of Education, Port- Harcourt.
12. College of Education, Zuba, FCT Abuja.
13. College of Education Gumel Jigawa State.
14. College of Education (Technical) Gusau, Zamfara State.
15. Sa'adatu Rimi College of Education Kumbosto, Kano .State
16. College of Education Akwanga, Nasarawa State.
17. College of Education Gindiri, Plateau State.
18. College of Education Gidan Waya Kafanchan, Kaduna, State.

Polytechnics:

1. Auchi Polytechnic, Auchi.
2. Yaba College of Technology, Yaba Lagos.
3. Institute of Management and Technology, Enugu.

4. Kano State Polytechnic, Kano.

There are also some informal workshop training centres in Oshogbo, Ife, Uli and others contributing to the training of artists who are not privileged to receive formal education. In 1976, Universal Primary Education (UPE) was introduced with emphasis that every Nigerian child must attend school. It is a policy which Mamza (2012) reviewed fourteen (14) million children enrol in primary education schools nationwide. This policy was a successful one in the history of education in Nigeria. The success brought about the review of National Policy on Education in 1981. Art was not left out of this policy. It was made a core subject in the school curriculum, particularly in all Junior Secondary Schools throughout Nigeria (FME, 1981). This is another remarkable achievement in the development of Art Education in Nigeria. It was a giant stride that contributed in creating opportunity for some students to study art, which as well provided manpower in the area of art teaching in schools.

2.2 Historical Background of Colleges of Education in Minna, Kontagora and Zuba

College of Education Minna

The College of Education Minna is a state owned institution that was established in 1975 as an Advanced Teachers' College by the defunct North Western State Government in order to meet the desired needs for teachers in the state. The first batch of students admitted into the college who were 100 reported in November, 1975, along with 9 academic staff, 16 administrative staff and 8 academic departments (English, Education, Geography, Hausa, History, Islamic Religious Knowledge, Mathematics, Physical and Health Education).

In 1976, the college was affiliated to Ahmadu Bello University (ABU) Zaria. After the affiliation in 1978 more academic departments were established; they include: - Biology,

Chemistry and Physics. Also in 1979/80 the administration of the College was decentralised bringing about 4 divisions (schools) which are:-

- Sciences Division - having Department of Mathematics, Biology, Chemistry and Physics.
- Languages Division - having Department of English, Hausa, French and Arabic.
- Arts and Social Sciences Division – having Department of History, Geography, Social Studies, Fine Arts, Islamic Studies and Christian Religious Studies.
- Education Division – having Department of Primary Education, and Business Education.
- Vocational and Technical Education which is the 5th division was established in 1982/83.

In 1983, the College was upgraded to the status of College of Education by the same government under the state edict N.S.L.N. No. 3 of 1983. The 4 divisions also became schools with respective Departments. In addition, there were Directorate of pre- NCE programmes, Directorate of Continuing Education (LVSP) and Directorate of Undergraduate Studies. Presently the college has 6 schools (School of Education, School of Sciences, School of Languages, School of Vocational Education, School of Technical Education, School of Arts and Social Sciences. each with several departments.

The first Principal and Provost respectively was late Dr. Umaru Sanda Ahamadu, followed by Dr Gambo T Yusuf in 1988, Dr. Bukar Emmanuel Naroka in 1993, Professor Ibrahim Adamu Kolo in 2001 and now Professor Farouq Haruna Rashid in 2009.

The Department of Fine and Applied Arts started in 1979 with 8 pioneer students, 3 academic staff and a store officer. Presently the Department has 4 academic staff, 179 students and no supporting staff. (NSCOEM, 1985).

Federal College of Education Kontagora

Federal College of Education Kontagora, located in Niger State of Nigeria was established in September 1978, as Federal Advanced Teachers College (FATC). In 1985, a Presidential Task Force recommended to the Federal Government that Federal Advanced Teachers' Colleges should be renamed Federal Colleges of Education and that heads of such institutions be conferred with a new designation of Provost. To this effect, the College was renamed Federal College of Education, Kontagora in 1985. The College became autonomous in 1993 with the establishment of National Commission for Colleges of Education (NCCE). The College had the following as Provosts since inception, Dr. E. I. Mokoju 1998 - 2006, Alhaji Shehu Usman Dalhatu 2006 - 2008, Dr. Elisha G. Kutara 2008 - 2010, Alhaji Sheshi Sidi 2010- 2011, Dr. M. A. Tura (sole Administrator) and Dr. Nathaniel Oladiran as the current head of the institution. This College has contributed greatly to the man power development of Nigeria, especially in the area of Teacher Education. The College runs programmes ranging from Certificate, Pre-NCE, NCE (regular), NCE (Sandwich) to degree courses. (FCE, Kontagora, 2004)

College of Education Zuba

College of Education Zuba was established in 1996 on the temporary site of the defunct Teachers College Zuba. The College was established to provide qualitative teachers education geared towards meeting the present challenges facing Nigerian Educational

system, especially in the areas of training teachers in sciences and languages to teach at the primary schools. Mr. B. I. Banda, a Deputy Director from the Education Department in Federal Capital Development Authority, was appointed the 1st Provost of the College. Also the Principal of the defunct Teachers College was appointed the registrar of the College, while the academic and administrative staffs were drawn from secondary schools within Federal Capital Territory (FCT) to constitute the pioneer Lecturers and administrative staff of the College. A total of 120 students were admitted into the programme for the 1998/1999 academic session. The College was however, closed down in May, 2000 due to the need for reorganization and restructuring in order to ensure effectiveness in both academics and administration. Consequently, in April 2001, it was reopened with more high level manpower and material resources put in place. Dr. Umma Abdulwahid who was a Deputy Director with Ministry for Federal Capital Territory was appointed the Provost of the College and Alhaji Kabir Isah was appointed the Registrar.

2.3 Historical Background of Vocational and Technical Education in Nigeria

According to Amoor (2011), the history of Vocational and Technical Education in Nigeria can be traced to our traditional society where youths were brought up vocationally through the apprenticeship system. This is a system where, the cultural heritage, crafts and skills are transferred from parents to their children through the process of practical learning on the job. It may also be learning from family relations who must have also mastered crafts and skills such as in pottery, basketry, weaving, gold smiting, blacksmithing, tie and dye, hat, mat, cloth and fan weaving. The coming of the white man into Nigeria brought about more support for apprenticeship system. Fafunwa in Sheshi (2008) affirms that, they introduced farming, bricklaying, carpentry, tailoring, as part of the school curriculum and established

earliest Vocational and Technical Education schools- Blaize Memorial Industrial School in Abeokuta in 1882, Hope Waddel Training Institute in Calabar in 1885, Nassarawa School in 1908 and Yaba College of Technology in 1932. This marked the beginning of formalized higher Vocational and Technical Institutions in Nigeria.

Alongside this development, there were private organisations and agencies like National Electrical Power Authority (NEPA, now PHCN), Nigeria Railway Cooperation (NRC), Post and Telecommunication (P&T), Christian Missionary of Scotland Church (CMS), United Nation Educational Scientific and Cultural Organisation (UNESCO) and United Nation Development Partners (UNDP) to mention just a few, that contributed in the development of Vocational Technical Education in Nigeria. These organisations offered training on the job to their newly recruited workers.

In 1954 to 1955, Colleges of Arts Science and Technology Ibadan, Zaria and Enugu were established at the same time. These Colleges produced middle level manpower in various fields and later closed down shortly after and were later transformed by government in 1962 to Secondary Schools, Commercial Schools and Comprehensive Schools. There were also at tertiary level Technical Colleges of Education, Polytechnics, Monotechnics and Universities of Technology that offered degree and diploma courses in various fields (Sheshi, 2008).

2.4 Concept of Vocational and Technical Education in Nigeria.

According to FME (2004) and Ugwuja (2010) Vocational and Technical Education (VTE), , is an aspect of general education designed to prepare students for the acquisition of practical and applied skills as well as basic scientific knowledge which will lead to gainful

employments as semi- skilled, skilled workers or technicians like welders, tailors, blacksmith, electricians and carpenters in recognized occupations of their choices. It is a training directed towards preparation for occupational life with the recipients well equipped and enriched with knowledge and skills. Ezekiel and Usoroh (2009) see Vocational and Technical Education as a kind of education which is philosophically based on education for self employment and self- reliance of the individual (s) who benefits from it. Otuaga (2012) outlined that Vocational and Technical Education courses in the tertiary institutions with particular reference to Colleges of Education and Polytechnics include:- Vocational Agricultural Education, Vocational Business Education, Vocational Fine and Applied Arts Education, Vocational Home Economics Education, Vocational Automobile Engineering Education, Vocational Metal Education, Vocational Building Education, Vocational Electrical and Electronic Education and Computer Science Education . These courses are to provide knowledge and skills to youths for sustainable development and serve as a measure to guarantee elimination of wastage in education thus eliminating unemployment syndrome in Nigeria.

Bosso (2005) acknowledged general education as the bedrock of any nation's progress and development. It is an important weapon that man uses to fight poverty, idleness, joblessness and many other evil happenings in the society. Any nation that intends to develop must invest in education for the training of its citizenry who are the prime movers of development. Sheshi (2008) observed that the National Certificate in Education (NCE) introduced Vocational and Technical Education to achieve the following goals:-

1. Provide trained manpower in applied science, technology and business, particularly art, crafts and technical levels.

2. Provide technical knowledge and vocational skills necessary for agricultural, commercial and economic development.
3. Enable young men and women have intelligent understanding of the complexity of technology.
4. Provide people who can apply scientific knowledge for the improvement and solution of environmental problems for the convenience of man.
5. Give introduction to professional skills in engineering and other technological fields

In order to achieve the stated goals the Federal Ministry of Education (FME, 2004) explained that, the curriculum of each trade shall consist of four components, which are; general education, theory and related courses, workshop practice, industrial training and production work, small business management and entrepreneurial training. Unfortunately VTE is not given the expected attention it deserves to achieve its objectives. Usioboh (2007) said that the emphasis accorded VTE is merely on the pages of the news papers and television. The researcher further stressed that, successive Nigeria governments have not adequately promoted and financed both the planning and implementation of Vocational and Technical Education programme in Nigerian Tertiary Institutions such that the programme could produce the desired results.

2.5 Role of Vocational and Technical Education in National Development

Bosso (2005) enumerated the role of Vocational and Technical Education in national development as follows:

1. Provide manpower needs of a nation in various sectors of the economy;

2. Serve as motivating force by creating a challenging environment which enables students and workers to put interest in a particular study or work;
3. Increase options available to students by enabling them have variation of choice of subject areas of specialization (Business Education, Fine and Applied Arts Education, Agricultural Education, Home Economic Education, Metal and Auto-mechanical Education to mention just a few); to create room for technological advancement and improvement of the economy of the society;
4. Create room for employment opportunity, by providing school leavers with the much desired vocational and technical skills and knowledge. This will enable them create small scale business to be self employed and to some extent serve as employers of labour, thereby becoming self-reliant and not dependent on government white collar-jobs;
5. Correct social ills of the society that might be existing as a result of able unemployed graduates floating around in the society. “An idle mind”, they said “is devil’s workshop”. VTE disallowed the existence of workshop for a devil, where the youths can be utilized for any criminal act that will destabilize lives and property of people and the nation. Consequently, Nevin in Abubakar (2012) pointed out that when land or capital is left unused, it is merely a waste but when able men and women are unemployed a more serious condition than a waste exists.

2.6 Challenges of Vocational and Technical Education Programme in Nigeria

The challenges of Vocational and Technical Education are numerous and affect both secondary and tertiary education in Nigeria. These challenges hinder Vocational and

Technical Education development from attaining the height it desires as compared to its counterparts in other countries of the world. Some of these challenges are:-

1. Lukewarm attitude accorded Vocational and Technical Education programmes at both Secondary and Tertiary Institutions in Nigeria.
2. Inadequate funding of Vocational and Technical Education programmes.
3. Negative perception of the society towards Vocational and Technical Education.
4. Lack of candidate's interest in the course either at Senior Secondary School, College of Education or University level.

Many believed that the course is meant for non intelligent students and that, offering the courses make them become classroom teachers, against their interest (Amoor 2011). Contrary to this assertion, the researcher believes that Fine and applied Arts is about being creative and a creative person possesses certain level of intelligence. Also, acquiring knowledge and skills in Fine and Applied Arts creates options for students to either remain as full time teachers or establish a small scale business in Tie and Dye, ceramic production, and graphic designs, which makes the student an independent person after graduation.

2.7 Fine and Applied Arts Education as a Vocational and Technical Education Programme

Fine and Applied Arts Education is an integral part of Vocational and Technical Education built on the foundation of general education. Similarly, Okoro (1993) opined that, general education provides the society with values, the communicative, manipulative skills and knowledge every Nigerian citizen should have in order to understand the society. Effective Vocational and Technical Education is based on general education simply because

without effective knowledge of reading, writing and arithmetic, good Vocational and Technical Education cannot be impacted.

Contributing also, Palma (2004) views Fine and Applied Arts as the acquisition of skill trade, craft or expertise which makes it an integral part of VTE that enhance the quality of man's experience through the things he creates or makes. Idowu, (2008) asserts that, Fine and Applied Arts is incomplete without General Education. Fine and Applied Arts denotes the names of a discipline such as; painting, sculpture, art history, art education, life and general drawing. It can also be used to describe the quality of the aesthetic attitude of an object or things where the maker's judgement and ability of conception, perception and expression are crucial to the end product. Furthermore, Fine Arts gives pleasure to the mind, as they are arts for aesthetic value. Applied Arts on the other hand refers to a discipline such as; graphics, ceramics and textile art. Applied Arts are also for utilitarian material values. example cloth, ceramic pots, cups and many others that are mass produced for commercial purposes to satisfy man's desire for utilitarian goods.

Ogumor (2005) sees Fine and Applied Arts as the study and creation of things in forms, texture, lines and colour which gives pleasure to the mind and satisfies one's sense of beauty as exhibited in painting, sculpture, architecture, graphics, textiles, ceramics, metal work, art history and art education. Acknowledging the position of Fine and Applied Arts Education as a Vocational and Technical Education, Muhammad and Saliu (2008) ascertained that the services of Fine and Applied Arts Education to man and the society are enormous. No society can afford to do without it, since it teaches vocational skills and knowledge in graphical art, ceramics, textile, sculpture, cartooning, stage designing, museum curation, advertising, to name just a few. All these create abundant job opportunities that are

expected to make the youths self reliant. This explains why this researcher calls on the government and other education stakeholders to give Fine and Applied Arts Education the desired attention in terms of reviewing the curriculum to emphasise more practical activities than the theoretical ones. This also should be backed up with adequate working tools, art materials, conducive teaching and learning environment, manpower and infrastructural facilities.

2.8 Role of Fine and Applied Arts Education as a Source for Self Reliance

Fine and Applied Arts Education has contributed immensely to Nigeria as a nation educationally, socially, politically, religiously, historically, economically and technologically alongside other aspects of man and societal life. Such roles as amplified by Mamza (2008) include:-

- Supports educational aspirations of the country through its products like instructional materials, provision of qualified art teachers to teach art to the younger ones in primary and secondary schools. The opportunity to use the vocational skills acquired through Fine and Applied Arts to set up small scale businesses to earn a living is a major role as it helps reduce unemployment among the youths.
- Nurtures, sustains and supports the growth and development of socio-cultural life of the nation. This is done through the education of young ones at school level, about their culture and its importance; preservation of the Nigeria culture and the rich artefacts.
- Provides political education, sensitisation and publicity to government private organizations and individual political party programmes within the society. This is

exhibited through party logo, flag, poster, banner, emblems design and other electoral materials like ballot papers design to name just a few.

- Provides graduates of Fine and Applied Art Education with knowledge and skills they can use to become self employed instead of job seekers. This helps to reduce the number of unemployed graduates on the street.
- Enhances religious and spiritual life of the people of Nigeria. This is achieved through beautiful calligraphic inscriptions and pictures that are used in teaching the religion to the people.
- Uplifts the name of Nigeria among other countries in Africa as well as nations of the world, through its highly respected cultural values and ancient artefacts of Nok, Ife, Benin, Igbo Ukwu, Tsoede bronze, Benin, Owo, Esie and Aguanta monoliths to name just a few.

Finally Bakare (2009) concluded by saying that the art of a nation reveals to an extent its wealth, heritage, achievements and postulates its future. This in the researcher's opinion gives Nigeria and Nigerians respect and prestige among other nations of the world.

2.9 The NCCE Minimum Standard and NCE Fine and Applied Arts Programme

The National Commission for Colleges of Education (NCCE) was established by Acct. 13 of 17th January, 1989; amended Acct.12 in 1993, as a body responsible for the supervision of education in Colleges of Education in Nigeria. The commission strives to assure quality control in teachers' education, maintain standard and continuously review the NCE curriculum, strengthen the capacity of the certificate in education, produce minimum requirement documents which it circulates to all Colleges of Education in the country as well

as accredit courses run in NCE programmes of Colleges of Education once in every 5 years. (NCCE, 2008). Thus, the Nigeria Certificate in Education (NCE) was established in 1962 by the Federal Government of Nigeria to produce qualified manpower needed to teach the various courses in primary and secondary schools. Fine and Applied Art Education is not an exception. The commission in 1990 produced a document known as National Commission for Colleges of Education Minimum Standard (NCCEMS). This document contains all the basic requirements for effective running of NCE programmes in terms of the philosophy, objective, admission requirements, personnel, facilities, materials and equipment, mode of teaching, graduation requirements, teaching practice, project requirements and courses to be offered. It was therefore mandatory on every College of Education to use this document as a guide in running NCE programmes in Nigeria. Bako (2010) acknowledged that the NCCE minimum standard is unique for the fact that:

- (i) It unites all Colleges of Education under one umbrella;
- (ii) It makes all Colleges of Education in Nigeria to train and produce the same category of teachers;
- (iii) Provides for the students to write the examination based on the topic taught from the NCCEMS, though set by respective colleges;
- (iv) Offers the same Certificate to graduates of the programme by NCCE through respective Colleges;
- (v) Enables the running of the same courses and duration.

This study therefore, examined whether or not Colleges of Education Minna, Kontagora and Zuba are in compliance with the document and also whether or not the vocational skills acquired by the students are adequate enough to make them become self reliant, survive and be relevant in the 21st century Nigeria.

2.10 Summary of Literature Review

The concept of Vocational and Technical Education (VTE) as a discourse; its objectives, roles in national development, brief historical development and challenges were clearly spelt out. The chapter also looked at Fine and Applied Arts as a Vocational and Technical Education programme. It establishes the facts that:

- (i) Fine and Applied Art Education teaches vocational skills and knowledge that can lead to self- reliant through the creation of small scale businesses.
- (ii) the historical development of Fine and Applied Arts Education at Colleges of Education level was reviewed to enable readers understand the efforts made by individuals or groups of individuals, government, artists and institutions of learning (formal and informal).
- (iii) the role of Fine and Applied Art Education as a source for self – reliant.
- (iv) the challenges of Vocational and Technical Education in Nigeria.

This will enable readers appreciate the efforts made so far and also acknowledge that, a lot still remains to be done to up-lift the standard of teaching art in Colleges of Education in Nigeria. Finally, it is hoped that the related literature and the expected

results of this study shall create room for further research to be carried out, calling the attention of the College authorities and government towards making available the necessary materials, personnel and infrastructural facilities that are lacking or inadequate in the colleges of education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology and procedures adopted in the conduct of the study. They include the research design, population of the study, sample and sampling procedure, instruments for collecting data, validation and reliability of instrument, the administration of the instruments and statistical analysis used.

3.2 Research Design

This study adopted the descriptive survey research design because it was found to be most suitable for the study. It takes fewer time frames and as well ensures efficient result. Dare (2012) and Mbahi (2015) stated that, descriptive survey is adequate for the study of a large or small population because it accommodates the selecting and studying of samples chosen from the population to discover the relative incidence, distribution and interaction of variables.

3.3 Population for the Study

The population for the study were all the students and lecturers in the Department of Fine and Applied Arts of Colleges of Education in Niger State and Federal Capital Territory (FCT). The sampled Colleges were:

1. Niger State College of Education, Minna.
2. Federal College of Education, Kontagora.
3. FCT College of Education, Zuba, Abuja.

Table 1: Enrolment of Students in Colleges Education Minna, Kontagora and Zuba, FCT Abuja.

Institutions	S/N.	Level	COE Minna	FCE Kontagora	FCT-COE Zuba	Total
Students	1.	100	39	8	68	
	2.	200	48	11	27	
	3.	300	63	5	25	
	Total =		150 (51%)	24 (8.2%)	120 (40.8%)	294 (100%)

Table 2 : Number Lecturers in Colleges Minna, Kontagora and Zuba –FCT, Abuja

Institutions	COE Minna	FCE Kontagora	COE- FCT Zuba	Total
Lecturers	4	10	10	24

3.3.1 Sample and Sampling Techniques

A total population of 294 students and 24 lecturers were considered for the study since it was not too large or difficult to handle for this study. Purposive sampling technique was used. Table 1 shows that 51% of the population were from COE Minna, 8.2% from FCE Kontagora and 40.8% from FCT COE Zuba. The respondents cut across all three levels of each of the Colleges of Education. (100, 200 and 300 levels or NCE 1, 2, and 3), see table 2.

3.4 Research Instruments

The research instruments used in this study were:

- (i). Interview
- (ii). Observation

(iii). Questionnaire

Interview: – It was a face to face discussion between the interviewer (researcher) and interviewee (respondent). The interviewer prepared structured questions based on the research and the respondent was expected to respond to the questions verbally without being biased.

Observation: - This instrument requires a researcher to be present on the field of study to meet and interact with both the students and lecturers, see the students at work, ask questions and record information. During observation the researcher gets involved in activities going on then, while in some cases he remains as an observer. (Participatory and non-participatory observation respectively)

Questionnaire: - This instrument involves the use of structured (questions in written form to be distributed to the members of the population to respond in written form). Okoli (2004) states that, it is a set of questions relating to the aim and objectives of the study to which the respondents are required to respond in written form. Such questions could be structured or fixed answer questions, open – ended or indefinite answers to questions. Olagbenwo (2006) affirms that, questionnaire type of instrument is very effective only if the questions are made relevant, consistent, useable, quantifiably clear and legible. The study used structured type of questionnaire which was written in table form. The questionnaire contained eight personal information about the students and thirty five items in table form, while the Lecturers' questionnaire contained four personal information and thirty items in table form. There are also questions that were asked verbally by the researcher during the cause of interaction with the students and the lecturers. Such questions were unstructured type, but they provide relevant in formations that relates to the study.

3.4.1 Choice of Instrument and Reasons

This study used questionnaire, interview and observation as instruments to facilitate collection of data. There were two sets of questionnaire, one for lecturers and the other for students. The two questionnaires had two sections (A and B). Section ‘A’ comprised personal data about the lecturers and the students, respectively. Section ‘B’ was on their attitude to work and the running of the NCE programme. Likert type of response variables that is, strongly agreed (SA), Agreed (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) were used for easy response and data analysis. Also, observation and documentation as well as discussion of students’ works were conducted to support the questionnaire. For effective distribution, administration and collection of the instrument, the researcher adopted field work method and used the Art teachers of the Colleges, who were professionally trained.

3.4.2 Validity of Research Instrument

The instruments were forwarded to the supervisors, trained and experienced lecturers from Vocational and Technical Education, Business Education, and Fine and Applied Art Education for thorough content validation before administering them.

3.4.3 Pilot Study

A pilot study was conducted on 100, 200 and 300 level students of Fine and Applied Arts Department of Sa’adatu Rimi College of Education, Kumbotso Kano. The respondents from this College have similar characteristics with those of the main study areas. A total of twenty students and five students were used for the pilot study.

3.4.4 Reliability of the instrument

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent. There will generally be a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability (Carmines & Zeller, 1979). The data obtained from the pilot study were statistically analyzed for the purpose of reliability. The Cronbach alpha reliability coefficient was used to test the questionnaire. The Cronbach reliability statistics were used because the study was a survey research. Consequently, reliability coefficient of Cronbach alpha level of 0.881 and 0.815 was obtained on student's questionnaire and lecturer questionnaire respectively. This reliability coefficient was considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability which according to Spiegel (1992); an instrument is considered reliable if it's reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability coefficient is to 1, the more reliable is the instrument. This therefore confirmed the instruments were highly reliable.

3.5 Data Collection Procedures

Field approach was adopted for data collection. This approach gave the researcher the opportunity to meet the respondents physically to administer the questionnaire and was assisted by the lecturers of the Colleges of Education who helped to reduce errors in filling the questionnaire, and made retrieval easy and timely.

3.6 Data Analysis

This study used frequency distribution and percentage tables in organizing and presenting the data collected for part 'A' while for part 'B' percentage means score and standard deviation were used to determine the highest and the lowest score. The chi – square statistic was used to test the stated hypotheses.

CHAPTER FOUR

DATA PRESENTATION, RESULTS AND DISCUSSION

4.0 Introduction

This chapter deals with presentation, interpretation and analysis of data collected from the field. The chapter is also structured into two that is personal or general information about the lecturers and the students. These are shown in frequency tables and percentages, while the second part consists of some numbers of items in table forms. The analyses of the items were done such that the opinion of both lecturers and students were clearly spelt out. This was to make the analysis of the items easy and in line with the research questions.

4.1 General Information

A total of 24 lecturers and 294 students were used in this study. The students' variables included, age, level, gender, result of SSCE, while those of the lecturers were gender, their highest academic qualification, areas of specialization and years of teaching experience at tertiary institution level. This general or personal information were selected based on their relevance to the study.

Table 3: Gender Distribution of Students and Lecturers

	Students		Lecturers	
Variables	Frequency	Percentages	Frequency	Percentages
Male	153	52	20	83.3
Female	141	48	4	16.7
Total	294	100	24	100

Table 3 shows that 52 % of the students are males, while the females are 48 % of the sampled population. The difference between the males and females enrolment was 4 % which was insignificant. Thus, indicating that there is equity in gender representation. On the part of the lecturers, the table shows that 83.3% of them are males while 16.7% are females. This indicates that there are more male lecturers in the Department of Fine and Applied Arts of the study population. The FCE Kontagora and COE FCT Zuba were gender compliant. While COE Minna was not, because all the lecturers were male. The researcher observed that there is the need to employ more female lecturers to boost the morale of the female students in studying Fine and Applied Arts.

Table 4: Distribution of Students

Variable	Frequency	Percentage (%)
NCE I	115	39.1
NCE II	86	29.3
NCE III	93	31.6
Total	294	100

Table 4 shows that 39.1% of the sampled population were in 100 level, 29.3% in 200 level and 31.6% in 300 level. The table reveals that there are more students in 100 level than in 200 and 300 levels (Table 5). This is normal and a sign of adherence to NCCE Minimum guide line which demands that a student should meet up with 1.00 cumulative CGPA before proceeding to the next class. This also shows that, the study colleges are on course.

Table 5: Distribution of Lecturers

Variable	Frequency	Percentages
COE, Minna	4	16.7%
FCE, Kontagora	10	41.6%
FCT COE, Zuba	10	41.6%
Total =	24	100%

Table 5 shows that 16.7%, 41.6% and 41.6% were from COE, Minna, FCE Kontagora, and FCT- COE Zuba respectively This shows that there are more lecturers in Kontagora and Zuba than in COE Minna which recorded 16.7 %. It was observed that FCE Kontagora and FCT COE Zuba have satisfied academic staff requirements recommended by NCCE in the Minimum Standard. While Minna has not, 3 more academic lecturers are needed. (SOVE, 2014)

Table 6: Distribution of Lecturers Qualification.

Variables	Frequency	Percentage (%)
B. Ed. Creative Arts	3	12.5
B. A. Fine Arts	9	37.5
M. A. Fine Arts	12	50.0
PhD. Fine Arts	-	-
Others	-	-
Total	24	100

Table 6 shows that 12.5% of the respondents had B. Ed, Creative Arts degree, 37.51% had a B.A. Fine Arts degree and 50.0% had masters' degree. None with Doctoral degree. This indicates that there were more masters degree holders in the study population, which was also an indication of compliance with the NCCE Minimum Standard which states that "Apart from the photographer, traditional artists or local craftsmen, all lecturers must possess a minimum of first degree (B. A.) Hons. in respective areas of specialization". (Art History, Art Education, Painting, Ceramics, Sculpture, Textile and Graphics). Having at least one professional in these areas of specialization was an advantage to any of the colleges.

Table 7: Distribution of Lecturers' Areas of Specialization.

Variables	Frequency	Percentage
Art Education	4	16.7
Art History	4	16.7
Graphics	4	16.7
Textiles	3	12.5
Sculpture	3	12.5
Ceramics	3	12.5
Painting	3	12.5
Drama	-	-
Music	-	-
Others	-	-
Total	24	100

Table 7 shows that 16.7 % of the Lecturers specialized in Art Education, Art History, and Graphic Art, 12.5 % specialised in Textile, Ceramic, Painting and Sculpture respectively. While no body specialised in Drama Dance and Music Recording 00.0 %. This indicates that the study population had no lecturers in these two areas of performing art. On the whole the

respondents' show that graduates of Fine and Applied Arts programme from colleges of education could only teach the visual aspect of the art and cannot teach the performing aspect (drama and music) at the primary and junior secondary school levels.

Table 8: Age Distribution of Students

Age	No of Response	Percentage (%)
10-20	131	44.6
21-40	162	55.1
41-60	1	0.3
Total	294	100

Table 8 shows that 44.6 % of the students' enrolments into NCE Fine and Applied Arts programme were within 10 – 20 years of age range. While 55.1 % were within the ages of 21- 40. At this age, the students had attained high level of maturity and readiness to learn effectively, which also is an advantage for acquiring effective vocational skills.

Table 9: Distribution of Students SSCE Result

Variables	Frequency	Percentage
WAEC	80	27.2
NECO	61	20.7
TC. II	3	1.0
WAEC and NECO	54	18.4
WAEC/NECO-GCE (combined.)	27	9.2
NABTEB	40	13.6
Total	294	100

Table 9 shows that 27.2 % of the students used WAEC result to gain admission into the programme while 20.7 % used NECO, 18.4% WAEC/NECO, 9.2 % WAEC/NECO – GCE, 13.6 % used NABTEB and (1.0%) used Grade 11. Table 4.7 also revealed that majority of the students admitted into Fine and Applied Art programme in the study colleges were admitted with either WAEC or NECO or both. While others were admitted with either NABTEB or TC II. It was observed that NABTEB examination had no provision for students to write visual art examination.

Table 10: Distribution of Admitted Students’ O level Results.

Maths	294	32.4
English	294	32.4
Visual Arts	25	2.8
2 Others subjects	294	32.4
Total	907	100

Table 10 shows that 32.4 % of the students had English Language, Mathematics and 2 other subjects respectively. While 2.8 % had Visual Arts. The table reveals that, majority of the students admitted into Fine and Applied Arts programme did not have visual art at their SSCE level and as such were placed on conditional admission. This means that such students would be required to make up for the visual art before graduation.

4.2 Vocational Training Given to the Students

Table 11: Content Coverage of Vocational Training Given to the Students

S/N	Items	SA	%	A	%	U	%	D	%	SD	%
1.	Develop ways Of expressing feeling and emotions through different aspect of Fine and Applied Arts.	124	42.2	95	32.2	24	8.2	22	7.5	29	9.9
2.	Taught the structure of art (branches and forms of art).	127	43.2	106	36.0	10	3.4	22.	7.5	29	9.9
3.	Learnt nothing about design Principles and Elements in man and natural made objects.	30	10.2	26	8.8	30	10.2	117	39.8	91	31.0
4.	Learnt much about the history of Nigerian Art, African and some other part of the world.	127	43.2	88	29.9	29	9.9	26	8.8	24	8.2
5.	Learnt about great Artists of Nigeria and other part of the world and their contributions to national development.	120	40.8	90	30.6	36	12.3	27	9.2	21	7.1
6.	Acquired skill in graphic, painting, ceramics, sculpture, textile, drawing, and crafts.	151	51.4	104	35.4	11	3.7	24	8.2	4	1.3
7.	Appreciate works of Arts using Appropriate Art Terminologies	138	46.9	101	34.4	2	0.7	33	11.2	20	6.8
8.	Identify the position of Nigerian Art in World Art history	156	53.1	93	31.6	37	12.6	6	2.0	2	0.7
9.	See the usefulness of Art in other subjects.	116	39.5	103	35.0	29	9.9	24	8.2	22	7.4
10.	Acquired skills for teaching visual art at primary and secondary school level.	110	37.4	107	36.4	19	6.4	24	8.2	34	11.6
11.	Cannot distinguish the quality, function and characteristics of Local Crafts	45	15.3	20	6.8	4	1.4	131	44.5	94	32.0
12.	Identify the relationship between art and culture	175	59.5	71	24.2	2	0.7	37	12.5	9	3.1
13.	No skill is Acquired in music, drama and dance.	114	38.8	167	56.8	8	2.7	3	1.0	2	0.7
14.	Lecture period for art is not adequate	148	50.4	97	32.9	0	00.0	20	6.8	29	9.9
15.	Art materials available are inadequate	144	49.0	113	38.4	10	3.4	14	4.8	13	4.4
16.	Art studios available are inadequate	160	54.4	104	35.4	4	1.4	14	4.8	12	4.0
17.	There are no lecturers for some courses	130	44.2	110	37.4	1	0.3	25	8.5	28	9.5

Thus, items 1, 2, 4, 5, 6, 7, 8, 9, 10, 12 through to 17 in Table 11 had satisfied average percentage mean scores of 38.2 % and agreed to the following statements, that, the students can express their feelings and emotion through Art; they were taught the structure of art (branches and forms), they had learnt much about the history of Nigerian Art, African and some part of the world; they had learnt about great Artists of Nigeria and other parts of the world and their contributions to national development; they had as well acquired skills in graphic art, painting, ceramics, sculpture, textile, drawing and crafts; they had also learnt to appreciate art works, using appropriate art terminologies; they can identify the position of Nigerian art in the world art history; they had learnt to see the usefulness of art in other subjects; they had acquired skills for teaching visual art at primary and secondary school levels and they can identify the relationship between art and culture. 61.8% Agreed that they were not taught skills in drama, dance and music. Also, agreed that the lecture periods for art were not adequate, art materials available were not adequate, art studios available are also inadequate and there were no lecturers in some course areas. The lecturers also affirmed the truth of the statements in their responses with an average mean percentage score of 56.9 %. On the contrary, the students disagreed that they had not learnt about principles and elements of design in man and natural made objects. They also disagreed that they were not able to distinguish amongst the qualities, functions and characteristics of local crafts.

4.3 Students' Confidence Level in Freelance and Self-Reliance

Table 12: Self – Reliant and Freelance of NCE Students after School

S/N	Items	SA	%	A	%	U	%	D	%	SD	%
1.	I can effectively use art tools and materials	125	42.5	105	35.7	6	2.0	24	8.2	34	11.6
2.	I can produce some art works with cane raffia, palm, front, or glass perfectly.	132	44.9	116	39.5	8	2.7	30	10.2	8	2.7
3.	Perform the following skills in graphics in arts-prepare screen for printing, design and print badges logos banners and letter headed papers: design and produce sign Boards/bill board and packages for products successfully.	144	49.0	100	34.0	9	3.0	33	11.2	8	2.7
4.	Perform the following skills in ceramics arts-identify good clay and prepare it for use: use hand and kick wheel to produce pots, plates, cups, kettles, ash-trays, bowls, abstract ceramics wares and many other things with clay. and kick wheel to produce pots, plates, cups ,kettles, ash-trays, bowls, abstract ceramics wares and many other things with clay perfectly.	147	50.0	90	30.6	7	2.3	12	4.1	38	12.9
5.	Perform the following skills in sculptural arts-prepare clay for moulding, mould figures and objects in clay and cement, carve images and objects in wood and other mediums perfectly.	146	49.7	96	32.7	7	2.3	15	5.1	30	10.2
6	Perform the following skills in painting-identify different colours and painting materials. Identify the colour wheel and mixing of colours , paint portrait pictures, landscape and others using different colours perfectly.	148	50.3	97	33.0	10	3.4	29	9.9	10	3.4
7.	Perform the following skills in textile arts-tie and dye fabric, identify the tie and materials and chemicals, make beautiful designs for fabric production batik cloth, prepare dye solution, tie fabrics and carry out dyeing successfully.	147	50.0	84	28.6	9	3.0	24	8.2	30	10.2
8.	Perform the following skills in drawing-identify the various qualities of lines, identify drawing materials use the materials to carry out still-life, life, nature, imaginative and abstract drawing in pencil. Pen and charcoal.	156	53.1	81	27.5	12	4.1	15	5.10	30	10.2
9..	Perform the following skills in drama and music education-write simple song, teach drama and dance in primary and secondary schools, select actors and actress for play production.	38	12.9	77	26.2	10	3.4	115	39.1	54	18.4

Table 12, items 1- 9 recorded 3.00 significance means score and average percentage score of 77.2 % students agreed to the following statement. That they had learnt effective use of art tools and materials; learnt how to weave with cane raffia and palm fronts; they had also learnt to perform skills in graphical art, ceramics, textiles, sculpture, painting and drawing skills but; 45.9 % disagreed that they can perform any skill in drama, music and dance neither can they teach the skills in the primary and secondary schools after graduation. On the whole it was established that 77.2 % agreed while 22.8 % disagreed. This indicate that majority of the students can perform some of the art skills stated above.

4.4 Students' familiarity with the concept of freelance and self-reliance

Table 13: Students' Knowledge of Vocational Concept of Freelance, Self-Reliance and Entrepreneurship

S/N	Items	SA	%	A	%	U	%	D	%	SD	%
1.	To choose graphics, textile of painting and set up a small scale business after my programme.	139	47.3	89	30.3	11	3.7	22	7.5	33	11.2
2..	Identify possible job opportunities in Fine and Applied Arts.	147	50.0	94	32.0	28	9.5	12	4.1	13	4.4
3.	Understand that my choice of art as a course is not a waste of time.	156	53.1	103	35.0	11	3.7	14	4.8	10	3.4
4.	List and describe traditional Nigerian Art works.	158	53.7	107	36.4	11	3.7	13	4.4	5	1.7
5.	Understand value of Art in the society.	157	53.4	103	35.0	26	8.8	7	2.4	1	0.3
6.	Learnt about VTE	172	58.5	81	27.6	23	7.8	14	4.8	4	1.4
7.	Learnt how to set - up small scale business in art.	126	42.9	86	29.3	26	8.8	33	11.2	23	7.8
8.	Acquired entrepreneurship skills in Fine and Applied Arts.	140	47.6	105	35.7	9	3.1	34	11.6	6	2.0
9.	Learnt how to source for fund to start a small scale business in art.	132	44.9	116	39.5	8	2.7	30	10.2	8	2.7

Table 13 shows that items 1 to 9 have recorded a means score of 3.00 and above significance. Thus, the items had been accepted as significant. Also, an average percentage score of 85.0 % of the students agreed that they had learnt about VTE; they had identified job opportunities in art and had developed interest in some of them.; they had also realised that their choice of art as a course is not a waste of time and effort; they had as well learnt how they can set – up a small scale business in art; they had acquired entrepreneurship skills in Fine and Applied Arts and learnt how to source for fund to start off a small scale business; they have made up their minds to set-up a small scale business in art after their NCE programme; Though an average percentage score of 1.5 % disagreed to the above statements, which is negligible number.

4.5 Hypotheses Testing

Hypothesis I

Table 14: There is no significant effect of the input of vocational training on skill acquisition of students.

RESP.	O_i	e_i	$O_i - e_i$	$(O_i - e_i)^2$	$\frac{(O_i - e_i)^2}{e_i}$
SA	125.6	58.8	66.8	4462.24	75.8884
A	88.4	58.8	29.6	876.16	14.9007
U	21.5	58.8	-37.3	1391.29	23.6614
D	32.9	58.8	-25.9	670.81	11.4083
SD	25.6	58.8	-33.2	1102.24	18.7456
				X^2	144.6044
$X^2 = \frac{\sum(O_i - e_i)^2}{e_i}$ d f = (r - 1) (c - 1) = (5 - 1) (2 - 1) = 4 - 1 = d f=4					

Table 14 shows that X^2 calculated was 144.6044 and X^2 tabulated under 0.05 critical value was 14.860. Thus, indicating that calculated X^2 was greater than tabulated X^2 , and then the hypothesis was hereby rejected. Since the hypothesis was rejected, it then means that there was significant effect of the input of vocational training on skill acquisition of students.

Hypothesis II

Table 15: There is no significant effect of the input of students' Vocational Training and output of skill acquisition.

RESP.	O_i	e_i	$O_i - e_i$	$(O_i - e_i)^2$	$\frac{(O_i - e_i)^2}{e_i}$
SA	133.11	58.8	74.31	5521.98	93.9112
A	94.00	58.8	35.2	1239.04	21.0721
U	33.11	58.8	-25.69	659.98	11.2241
D	24.11	58.8	-34.69	1203.39	20.4659
SD	9.67	58.8	-49.13	2413.76	41.0503
				X^2	187.7236
$X^2 = \sum \frac{(O_i - O_e)^2}{e_i} = d f = (r-1)(c-1) = (5-1)(2-1) = 4 \times 1 = 4 \text{ d f} = 4$					

Table 15 shows that X^2 calculated was 187.7236 and X^2 tabulated under 0.05 critical values was 14.860. Thus, indicating that calculated X^2 was greater than tabulated X^2 , and then the hypothesis was hereby rejected. Since the hypothesis was rejected, it then means that there was significant effect of the input of students' vocational training and output of skill acquisition.

Hypothesis III

Table 16: There is no significant effect of students' knowledge with the concept of self-reliance, freelance and entrepreneurship.

RESP.	O_i	e_i	$O_i - e_i$	$(O_i - e_i)^2$	$\frac{(O_i - e_i)^2}{e_i}$
SA	147.44	58.8	88.64	7857.05	133.6233
A	98.22	58.8	39.42	1553.94	26.4275
U	20.22	58.8	-38.58	1488.42	25.3132
D	19.11	58.8	-39.69	1575.30	26.7908
SD	9.0	58.8	-49.8	2480.04	42.1776
				$X^2 =$	254.3324
$X^2 = \sum \frac{(O_i - O_e)^2}{e_i} \text{ d f } = (r-1) (i-1) (5-1) (2-1) 4 \times 1 = 4 \text{ d f } = 4$					

Table 16. Shows that X^2 calculated was 254.3324 and X^2 (tabulated) under 0.05 critical value was 14.860. Thus, indicating that calculated X^2 was greater than tabulated X^2 , and then the hypothesis was hereby rejected. Since the hypothesis was rejected, it then means that there was significant effect of students' knowledge with the concept of self-reliance, freelance and entrepreneurship.

4.6 Findings of the Study

The findings of the study were:

1. The students were exposed to vocational skills in all the aspects of Fine and Applied Arts. (Ceramics, Drawing, Graphics, Painting, Photography, Sculpture, Textile).
2. Some of the students may become self-reliant or freelance after school while some may not.

3. The students are familiar with vocational concepts of freelance, self – reliance and entrepreneurship

4.7 Discussion

The content coverage of vocational training given to students. It was established that vocational training was given to students in all aspects of Fine and Applied Arts except in the areas of performing arts (Drama, Dance and Music). The reason advanced by the respondents was that, there was no manpower in these areas. The implication observed by the researcher on this issue was that, the NCE graduates can only teach the visual aspect of art in the existing Universal Basic Education Cultural and Creative Arts Curriculum for primary and junior secondary schools.

It was also evident from the responses that, there were art materials, infrastructural facilities, lecturers, studios and working tools available but not adequate for use. This situation, the researcher, observed hinders effective teaching of practical vocational training. On the issue of self - reliance or freelance of NCE students after school, both students and lecturers have the same opinions. The response of the students and the lecturers had shown that, students can practise the skills they had acquired to produce art works. However, the quality was not of the standard that can attract the market and reasonable amount of money that will make them to be self reliant. Also, science and technology had made available machines that can mass produce within a short period of time large quantity of some of the items an artist might want to produce especially in this 21st century technology, where quality products are the watch word for survival in the market. For instance, in the graphic art, the old method of producing banner using cloth and paint has given way to flex which is of higher standard, attractive and cost effective. The inadequate studios, lecturers, arts

material and infrastructural facilities , inadequate funding of VTE programmes, inadequate working tools and a host of other challenges reported in this study are enough evidence to show that the NCE students of the study Colleges of Education are not practically groomed enough to enable them establish a sustainable self-reliant small scale business after school.

On the issue of students' familiarity with vocational concept of freelance, self-reliance and entrepreneurship, the respondents indicated that they were taught VTE; they were able to identify job opportunities in Fine and Applied Arts; they were also able to identify how they can source for fund to set- up small scale enterprise and become entrepreneurs. The lecture notes of some of the respondents checked by the researcher also revealed that the students were familiar with the concept of freelance, self-reliance and entrepreneurship. These concepts were as well stated clearly in the National Council for Colleges of Education Minimum Standard 2008 and 2012. In these documents, there are courses like VTE-110 which is; An Introduction to VTE; VTE-210, 220, and 320. These courses are tagged entrepreneurship in Fine and Applied Arts I, II and III respectively. (NCCE, 2008 and 2012). The courses teach basic knowledge about how to identify business opportunities in FAA, how to start and nurture the business to grow. There is one thing that this study could not prove which is number of graduates of Fine and Applied Arts that have successfully become self-reliant or freelance after school. Suggestion: The scope of this study does not include this; it could form another research of its own.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study Surveyed Entrepreneurship Education in three Colleges of Education in Nigeria (Minna, Kontagora and Zuba). Descriptive Survey was used and the objectives of the study were to examine the content quality of vocational training given to the students, find out whether or not the NCE students can become self – reliant and freelance after school, and find out if the students have the knowledge of vocational concept of freelance, self – reliance and entrepreneurship. Three hypotheses and research questions were developed respectively. Justification, significance and scope of the study were stated clearly. Relevant and related literatures were reviewed in the study. The population for the study were students and Lecturers in the Department of Fine and Applied Art of the three Colleges of Education. Purposive sampling was used and sample size of Two hundred and ninety four (294) students and twenty four (24) Lecturers were used for the study. Questionnaire, observation and interview were used as research instruments. Two structured questionnaires were developed and designed by the researcher and used for the study. The questionnaire were administered to both the students and lecturers by the researcher and was assisted by the lecturers of the study colleges. A pilot study was also conducted at Sa'adatu Rimi College of Education in Kumbotso Kano. The data collected were analysed using both descriptive and inferential statistics at 0.05 level of significance. The collected and analysed data were presented and interpreted using tables of frequency and percentage as well as percentage means score,

standard deviation and chi - square were used to test the hypotheses. Findings of the study were discussed.

5.2 Conclusion

Based on the findings of this study, it was concluded that the importance and relevance of Fine and Applied Arts at NCE level cannot be underestimated if the goal of self – reliant nation must be attained as specified in the NCCE Minimum Standard. This study concludes that there cannot be effective vocational skill training where there are inadequate lecturers, studios, arts materials and infrastructural facilities, poor funding and negative attitude of parents, the students and College management towards vocational skill training courses. Thus, there is still much to be learnt practically by students of the studied Colleges of education. Also the vocational knowledge and skills acquired by these students are not adequate enough to make them self – reliant after school. The fact remains that, there are many alternatives; examples; plastic, metal, aluminium and paper products that the art graduates might want to produce using the old, less quality materials and very low method of production. Again, acquiring knowledge and skills is one thing and applying them is another. Youths today prefer “sharp- sharp” thing that would not take much of their time and efforts to accomplish and get income, they need quick money making ventures.

5.3 Recommendations

Based on the findings and conclusion of this study, the following recommendations are outlined:

- Government should restructure a practical based curriculum for NCE Fine and Applied Arts so as to enhance the vocational skills of the students.

- .Government should employ more lecturers for the courses that have none, provide enough funding, relevant art materials, art studios that are well furnished and equipped with necessary and relevant furniture that will create conducive teaching and learning environment.
- The students should be encouraged to be job creators instead of being job- seekers. This could be achieved through an extensive industrial training programme in relevant industries, organizations and professional bodies.
- School Administrators should encourage effective teaching and learning of Fine and Applied Arts in their Colleges. By providing enough funding, relevant art materials, art studios that are well furnished and equipped with necessary and relevant furniture.

5.4 Contribution of the Research to Knowledge

1. The study identified the need for the review of Fine and Applied Arts curriculum by N. C. C. E. to meet up deficiencies in practical areas.
2. Identified lack of adequate funding and infrastructural facilities (Studios, Kick – Wheels, Easel, Welding and Carpentry tools, e.t.c.) for effective Vocational Training.

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APPENDIX A



Ahmadu Bello University - Zaria, Nigeria

Vice Chancellor: Professor. Abdullahi Mustapha B.Sc. (Hons) Pharm(ABU), Ph.D (London) FPSN
Head of Department: Dr. Kefas Nenpunnun Danjuma: Cert in Art and Design (ABU), NCE (Akwanga) B.A; MEA; Ph.D. (ABU)
MSNA, MNSEA, Member Nogh Nogh Art.



Department of Fine Arts

Our Ref: FA/G1.6

Date: 12th August, 2014

TO WHOM IT MAY CONCERN.

Dear Sir,

INTRODUCTION LETTER

MR ADO Ibrahim Eginana - M.A/ENV.DES/15265/2011-2012

The above student with registration No.M.A/Env.Des/15265/2011-2012 is a bonifide Post-Graduate student in this department.

He is undertaking research in Art Education and will require materials related to that subject. Kindly give him the necessary information and assistance as regards to his research work in your organization

Thank you for your maximum cooperation.

Thank you.

Your faithfully,

Dr. Kefas N. Danjuma
Head of Department

APPENDIX B

Department of Fine Arts
Arts Education Section,
Faculty of Environmental Design.
Ahmadu Bello University
Zaria.

Dear Respondents

REQUEST TO FILL QUESTIONNAIRE

I am a Master of Arts student of the above institution carrying out a research on this topic, **“A SURVEY OF ENTREPRENEURSHIP EDUCATION IN THREE COLLEGES OF EDUCATION IN NIGERIA”**. The aim of the research is to find out whether or not the vocational skills in Fine and Applied Arts Education acquired by beneficiaries of the programme are adequate enough to enable them become self – reliant. Please respond to every item in this questionnaire. Your cooperation is needed and your responses would be treated with utmost confidentiality and for research purpose only.

Yours faithfully,

Ado, Ibrahim Eginana
M.A/ENV/15265/2011-2012.

SECTION 'B'

KEY

1. SA - Strongly Agreed
2. A - Agreed
3. U - Uncertain
4. D - Disagree
5. SD - Strongly Disagree

S/NO	ITEM	SA	A	U	D	SD
1.	The period allocated to lecture students on the departmental time table is inadequate.					
2.	The students are not interested in studying Art					
3.	The college management provides enough funds for the development of the department.					
4.	The students work on their own outside classroom work.					
5.	Other subject lectures show interest in Fine and Applied Art programmes.					
6.	The community have interest in the Fine Art programme					
7.	The community feel that money spent on art education is a waste of resources.					
8.	The local craftsmen and studio artists in the community are ready to share their experiences with the students of Fine and Applied Arts.					
9.	There are no adequate materials for Art Education and art History.					
10.	There are no adequate materials for sculpture and ceramics practical.					
11.	There are no adequate materials for drawing and painting practical.					
12.	There are adequate materials for Graphic and textiles Arts practical.					

13.	There are no adequate infrastructural facilities (lecture classrooms, studios, and furniture etc.).					
14.	The students can express their feeling in any aspects of fine and Applied Arts.					
15.	The students do not understand the relationship between art and culture.					
16.	The students are not exposed to knowledge in vocational and technical education.(VTE).					
17.	The students Cannot verbalize art works using appropriate art terms.					
18.	The students cannot distinguish the qualities, functions and characteristics of local art and crafts?					
19.	The ceramic skill acquired by students is enough for them to start a small scale business.					
20.	The graphic skill acquired by students is not enough for them to start a small scale business.					
21.	The textile skill acquired by students is not enough for them to start a small scale business.					
22.	The sculpture skill acquired by students is not enough for them to start a small scale business.					
23.	The students are exposed to educational visits.(field trips).					
24.	The students do participate in school or external exhibition.					
25.	The students have no access to Art textbooks and e-Learning materials.					
26.	The students do not see the influence of art in other subject areas.					
27.	The students are not exposed to theoretical and practical skills in drama and music in education.					

28.	The department have no professionals in music and dramatic education.					
29	The skills acquired by the students is enough for them to open a small art studio business after graduation.					
30	The NCE Minimum standard for Fine and Applied Art produces the needed teachers to implement the universal basic education curriculum					

APPENDIX 'D'

ART STUDENTS' QUESTIONNAIR

SECTION A: PERSONAL INFORMATION

Please fill or tick () where applicable.

2. Age: - 10 -20 () 21 – 40 () 41 – 60 () 61- 80 () 81 – 100 ()

3. Level: - -----

5. Name of Institution: - -----

6. Gender: Male () Female ()

7. SSCE Result: - WAEC (), NECO (), G. II-TC (), WAEC/NECO ()
WAEC-GCE (), NECO- GCE (), WAEC/NECO- GCE (), NABTEB ()

8. Which of this subjects did you offer at SSCE level?-

Mathematics (), English Lang. (), Biology (), Chemistry (), Igbo (),
Lit. in English (), Physics (), Visual Arts (), Geography (), French ()
Commerce (), Economics (), Government (), Accounts (), Hausa (),
Financial Accounting (), Yoruba (), Agricultural Sciences (), Food
Nutrition (), Others (indicate) :-----

SECTION B

Please indicate the extent to which you agree or disagree with statements below by ticking ()

KEY: -SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly Disagree

Studying Fine and Applied Arts has enabled you to:-

S/NO	ITEM	SA	A	U	D	SD
1.	Develop ways of expressing feeling and emotions through the different aspect of Fine Arts.					
2.	Taught Art Structure - the branches and forms art.					
3.	Learnt nothing on Principles and Elements of design in man and natural made objects.					
4.	Learnt much about the Art history of Nigeria, Africa and other some part of the world.					
5.	Learnt about great Artists of Nigeria and other parts of the world and their contributions to national development.					
6.	Acquired skills in graphic arts, painting, sculpture, textile, ceramics drawing and crafts.					
7.	Appreciate works of arts, using appropriate art terminologies.					
8.	Identify the position of Nigerian Art in world art history.					
9.	See the usefulness of Art in other subjects.					
10.	Learnt how to teach visual art at the primary and secondary school level.					
11.	Cannot distinguish the quality functions and characteristics of local crafts.					

12.	Identify the relationship between Art and culture.					
13.	Skill is not acquired in drama, dance and music.					
14.	Lecture period for art not adequate.					
15.	Art materials available are not adequate.					
16.	Art studios available are not adequate.					
17.	There are no Lecturers in some courses.					
18.	Learnt to effectively use art tools and materials					
19.	List and describe traditional Nigerian Art works.					
20.	Weave with cane, raffia, palm front or grass.					
21.	Perform the following skills in graphic arts:- prepare screen for printing, design and print badges, design logos and letter heads papers, design packages for products, design and produce sign boards/bill-boards, design and produce banners.					
22.	Perform the following ceramics skills:- identifying clay and prepare it, use hand and kick wheel to produce pots, plates, cups, kettles, ash-tray, abstract ceramic wears and others, decorated and fire ceramic wares in biscuit and glaze forms.					
23.	Perform the following skills in sculpture:- prepare clay for moulding figures, and objects. Mould images and objects in clay and cement, carve images and objects in wood and other mediums					
24.	Performed the following skills in Painting:- identified different colours and paintings materials and tools, identified classes of colours and mixing of two or more colours to get others, paint figures and objects using different colours. produce colour chart and colour wheel,					
25.	34. Perform the following skills in Textiles:- Tie and Dye fabric, Produce batik decorated fabrics, Mix dye solution, Identify Designed patterns on fabrics, Produce Designs for fabrics, Design on fabrics.					

.26.	Perform the following skills in drawing:- Can carry out still- life drawing, nature drawing, imaginative drawing, landscape drawing, Life drawing and abstract drawing. learnt how to show light and shade reflections on objects (shading), learnt, identified and used some drawing materials.					
.27.	Perform the following skills in drama Education:- write simple play, Teach drama at Primary and Secondary school level, Select actors and actresses for a play production, Identify the materials for teaching drama.					
28.	Learnt about Vocational and Technical Education-VTE.					
29.	Develop interest in having in having a career in art					
30.	Identified possible job opportunities in Fine and Applied Art.					
31.	Learnt how to set – up a small scale business in Fine and Applied Art.					
32.	Learnt how to source of fund to start a small scale business.					
33.	Chose either graphics, Textiles, Ceramics, Painting or sculpture and set-up a small scale business after NCE programme..					
34.	Learnt that setting – up a small scale business will make me become independent..					
35.	Understand that my choice of Art as a course is not a waste of time.					

Thank you for responding to my Questionnaire

APPENDIX E

RESULT OF RELIABILITY TEST

Reliability test for Lecturer Questionnaire

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded	0	.0
	Total	5	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.815	.941	30

Item Statistics

	Mean	Std. Deviation	N
Question 1	3.5000	.60698	5
Question 2	3.9500	1.23438	5
Question 3	3.8500	.87509	5
Question 4	3.8000	1.00525	5
Question 5	3.6000	.94032	5
Question 6	3.8000	1.19649	5
Question 7	3.8000	1.15166	5
Question 8	3.5500	1.27630	5
Question 9	3.6000	.94032	5
Question 10	3.8000	1.28145	5
Question 11	3.8000	1.00525	5
Question 12	4.0000	.79472	5
Question 13	3.4000	1.04630	5
Question 14	3.9000	1.16529	5
Question 15	3.6000	.94032	5
Question 16	4.1000	.85224	5
Question 17	3.4000	.68056	5
Question 18	3.9000	1.25237	5
Question 19	3.8000	.89443	5
Question 20	3.8000	1.00525	5
Question 21	3.6000	.94032	5
Question 22	3.7000	1.30182	5
Question 23	3.6000	1.39170	5
Question 24	3.5000	1.23544	5
Question 25	3.4000	1.23117	5
Question 26	3.8000	1.28145	5
Question 27	3.7000	1.12858	5
Question 28	3.7000	1.21828	5
Question 29	3.3000	1.21828	5
Question 30	3.7000	1.03110	5

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.189	3.200	4.100	.800	1.142	.031	30
Item Variances	1.176	.368	1.717	1.557	4.217	.148	30
Inter-Item Correlations	.627	-.120	1.000	1.120	-5.445	.042	30

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
101.4301	420.171	21.81718	30

Reliability test for Art Students Questionnaire

Case Processing Summary

	N	%
Cases Valid	20	100.0
Excluded ^a	0	.0
Total	20	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.881	.953	35

Item Statistics

	Mean	Std. Deviation	N
Question 1	2.7000	1.15950	20
Question 2	2.2000	1.39841	20
Question 3	2.6000	1.26491	20
Question 4	2.5000	.97183	20
Question 5	3.0000	.66667	20
Question 6	3.7000	1.15950	20
Question 7	3.6000	.96609	20
Question 8	3.3000	.94868	20
Question 9	3.2000	1.03280	20
Question 10	3.1000	1.28668	20
Question 11	3.2000	.78881	20
Question 12	2.9000	.73786	20
Question 13	3.0000	.94281	20
Question 14	3.2000	1.03280	20
Question 15	3.6000	.96609	20
Question 16	3.2000	1.03280	20
Question 17	3.4000	.69921	20
Question 18	2.9000	.99443	20
Question 19	3.8000	.91894	20
Question 20	3.0000	.94281	20
Question 21	3.3000	.82327	20
Question 22	3.2000	1.22927	20
Question 23	2.6000	1.17379	20
Question 24	2.9000	1.10050	20
Question 25	2.9000	1.19722	20
Question 26	3.1000	1.10050	20
Question 27	3.2000	.91894	20
Question 28	3.2000	1.13529	20
Question 29	3.0000	1.05409	20
Question 30	3.4000	1.17379	20
Question 31	3.1000	.87560	20
Question 32	2.8000	.78881	20
Question 33	3.0000	1.15470	20
Question 34	3.8000	.91894	20
Question 35	2.5000	1.17851	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.080	2.140	3.405	1.800	1.700	.174	35
Item Variances	1.109	.301	1.746	1.536	4.789	.130	35
Inter-Item Correlations	.253	-.580	1.010	1.751	-1.280	.118	35

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
174.6000	1003.743	28.73718	35

APPENDIX F
HYPOTHESIS TABLES

Hypothesis 1

SA	A	U	D	SD
124	95	24	22	29
127	85	31	22	29
30	26	30	117	91
127	88	29	26	24
120	90	36	27	21
151	104	104	24	11
138	101	101	33	20
156	93	37	06	2
116	103	29	24	22
110	107	34	24	19
45	20	4	131	94
175	71	2	37	9
134	99	28	23	10
148	97	10	10	29
144	113	10	16	11
160	100	4	18	12
130	110	1	25	28
2135	1502	366	559	436
17	17	17	17	17
125.6	88.4	21.5	32.9	25.6

Hypothesis II

SA	A	U	D	SD
140	105	34	9	6
132	116	30	8	8
144	100	33	9	8
147	90	38	12	7
146	96	30	15	7
148	97	29	10	10
147	84	30	24	9
156	81	30	15	12
38	77	44	115	20
1198/9 = 133.11	846/9 = 94	298/9 = 33.11	217/9 =	87/9 =9.67

HYPOTHESIS III

SA	A	U	D	SD
139	89	33	22	11
147	94	28	12	13
156	103	11	14	10
158	107	11	13	5
157	103	26	7	1
172	81	23	14	4
126	86	33	26	23
140	105	9	34	6
132	116	8	30	8
1327/9 = 147.44	884/9 = 98.22	182/9 = 20.22	172/9 = 19.11	81/9 = 9