

IMPROVING ENTREPRENEURSHIP SKILL ACQUISITION AMONG TERTIARY INSTITUTION STUDENTS FOR SUSTAINABLE NATIONAL SECURITY IN ENUGU STATE

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ABSTRACT: *This study was conducted to identify the strategies for improving entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State. Three research questions guided the study in line with the three purposes of the study and three corresponding null hypotheses. The study adopted descriptive survey research design and was carried out in Enugu State while a population of 32 respondents sampled purposively from six tertiary institutions in Enugu State (UNN, ESUT, IMT, ESCET, GoUniversity and Renaissance University) was used for the study. The instrument used for data collection was a structured four point scale questionnaire titled SIESAATISSNSQ developed by the researchers and validated by research experts with the reliability index of 0.83 established using Cronbach's Alpha because the instrument has multiple options. Mean and standard deviation were used to answer the research questions while the null hypotheses were tested at .05 level of significance and appropriate degree of freedom using t-test. The findings of the study among others include that in-service training of teachers equips teachers on the job for effective teaching and learning and thus can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State. The study therefore recommends among others that capacity development programme for potential teachers should be encouraged to ensure teachers knowledge up date for effective teaching geared towards improving entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.*

KEYWORDS: entrepreneurship skill, tertiary institution students, sustainable national security.

INTRODUCTION

The concept of security has got serious concern in recent time. Security may be seen as a measure of guard against unsafe situation that may set in as an individual interacts with his environment. These may involve protection against injury, hunger, unemployment and others. In this regards, Otto and Ukpere (2012) opine that security means protection from hidden and hurtful disruptions in the patterns of daily life in homes, offices or communities. Security must be related to the

presence of peace, safety, happiness and the protection of human and physical resources or the absence of crisis, threats to human injury among others. Security when considered for the interest of the masses becomes national security.

Agha (2012) stated that national security covers critical dimensions, viz: Economic security, food security, health security, environmental security, personal security, community security, political security. Agha explains the dimensions of human security are provided, where: Economic Security refers to a security that requires an assured basic income for individuals, which manifests as provision of productive employment opportunities and adequate remuneration. Unemployment, economic hopelessness and chronic poverty are threats to economic security; Food security requires that all members of the community, at all times, have access to basic food and nutrition that ensures stable well being and protection from hunger, starvation and malnutrition. In the development circle, poor yield from farmlands; endemic famine/drought and sudden pest attack on agricultural produce are threats to food security; Health security requires an assurance of a minimum protection from all forms of diseases and unhealthy lifestyles that cut short human lives. Threats to health security are absence of clean water, dirty environment and poor hygiene/health education; Environmental security: This requires a planned protection of people from the short and long-term ravages of nature, spill-over negative effect of environmental degradation and abuse of the ecosystem/natural environment in the forms of desertification, gas flaring/emission, pollution of fresh water, careless use of industrial chemicals et cetera; Personal security: This type of security concentrates on the protection of people's lives and their properties from physical violence created by the state, external states, violent individuals and sub-state actors; Community security: Communal security assures protection of people from their loss of traditional homeland, customs and values from all types of sectarian and ethnic-related conflicts and political security concerned with the protection of fundamental human rights of electorates as well as freedom from systematic torture, ill treatment and coercion (Agha, 2012). When these securities are met over time, they are said to be sustainable. Oluka and Onyebuenyi (2017) indicated that sustainability is critically an important goal for human activity and development. However, sustainable national security may be seen in the context of this study as a security which meets the needs of the present without compromising the ability of the future generations to meet their own needs. Sustainable national security is attainable through education.

Education at all levels has been seen as an instrument for total transformation. This transformation may be said to take place in an individual's mind first and witnessed when the individual's level of reasoning has been improved on and relevant to the society when the individual apply the acquired knowledge in solving the problems of the nation. Thus, education is an effective instrument of positive change in the society and a fundamental social institution for transmitting basic knowledge including values, norms, skills and culture to the younger ones in the society (Macious and Garber, 2005). Igwe (2012) also saw education as the vital instrument for social and economic mobility at the personal level and an instrument for the transformation of the society at the national level.

Similarly, Amaele, Wosu and Ejire (2011) perceived education as a total development of the individual child through acceptable methods and techniques according to his ability and interest to meet up the needs of the society and for the individual to take his rightful place and contribute

equally to the enhancement of the society. Ololube and Egbezor (2012) stated that education is the process by which children, youths and adult learn abilities, attitudes and other forms of behaviour which are positive values to the society in which they live. Education is, therefore, a valuable investment towards the production of human capital resources in a nation. Education generally is acquired at different levels including but not limited to tertiary institution.

Tertiary institution may be seen as post secondary education prepared for the training of recipients for better economic and social values. Tertiary institution according to Jowi (2009) is part of globalization process which can no longer be regarded from the national perspective. Federal Republic of Nigeria (FRN: 2014) described higher (tertiary) education as the education given after secondary schooling years in colleges of education, polytechnics, monotechnics or even in universities, including those institutions offering correspondence courses. Tertiary institutions prepare individual for life long career. In support of the ongoing, Ajumogobia (2011) is of the view that the highest form of manpower or capacity building is best handed at the tertiary educational level, where there are specialized fields in accordance with the needs of the nation as well as the vocational expectation and inspirational needs – disposition of the individual concerned.

The general goals of higher (tertiary) education according to Anya (2013) should include: Instruction in skills; promotion of the general power of the mind; maintaining research in balance with teaching should not be divorced from the advancement of learning and the search for truth; and transmitting a common culture and common standards of citizenship. Federal Republic of Nigeria in its National Policy on Education (2014) states that university education provides the recipients the opportunity and potentials to contribute optimally to national development by:

- a. Intensifying and diversifying its programme for the development of high level manpower within the context of the needs of nations;
- b. Making professional course content reflect on national requirement;
- c. Making all students part of general programme at all-round improvement in university education, to offer general study courses such as history of ideas, philosophy of knowledge, nationalism and information technology (IT) and
- d. Making entrepreneurship skills acquisition a requirement for all Nigerian universities.

In view of the above, entrepreneurship was introduced into the curriculum of tertiary institutions for preparing its recipients for relevancy on graduation. Many studies have been conducted with corporate concepts and approaches to defining entrepreneurship. Entrepreneurship according to Aliyu (2008) is the ability of some people to take risks and combine factors of production in order to produce goods and services. Entrepreneurship facilitates prosperity of individuals, states, regions and nations. Entrepreneurship has instated a non negotiable impact on the socio-economic development of the society. Economically, entrepreneurship invigorates resources and promotes jobs creation through the formation of new businesses. Thus, transforming competencies into opportunities is the crux of entrepreneurship which invariably raises productivity and increases wealth of nations as entrepreneurship concerns itself with skill acquisition.

Similarly, Samlarts and Zerbinati (2006), opines that entrepreneurship education raises some attitudes and behaviours in the overall economic activities of individuals who have interest in the infrastructural development, wealth and job creation in their nations. The objective of every entrepreneurship centre in tertiary institution is for the students to acquire both theoretical knowledge and practical skills for self-employment on graduation. Oluka and Onyebuenyi (2017) indicated that the place of skill acquisition cannot be over emphasized in the rapid development of education, technology and other sectors of the economy. Skill may be seen as an excellent product of training combined with relevant ideas in carrying out specific tastes. Onoh and Onyebuenyi (2017) perceived skill as the ability to do something well, usually gained through training or experience. Entrepreneurial skills are best appreciated when acquired through formal education as it matches theoretical knowledge with practical skills.

Nevertheless, it is discouraging that entrepreneurship irrespective of its place in preparing recipients for life long career, active and contributing member of his society has appeared to be non-functional in meeting with the stated objectives. This evident as most graduates of entrepreneurship education display poor skill acquisition in their places of assignment/duties. This may be as a result of lack of capacity development programmes for teachers, availability of inadequate materials/facilities, poor supervision of students during practical classes or others. Therefore, the study sought to determine the strategies for improving entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

Statement of the Problem

Entrepreneurship has in recent time been seen as a veritable instrument for the preparation of individuals for relevance in different socio-economic strata. The integration of entrepreneurship into the curriculum of tertiary institutions as stated by FRN is to ensure that appropriate theoretical and practical skills which would make the recipient distinguished, active and contributing reasonably to the affairs of his society are been inculcated. Entrepreneurship education as seen in tertiary institutions in Enugu State today has been marginalized and seen ineffective in preparing its recipients for relevance through the inculcation of desirable norms. Thus, both parents and guidance have resorted to enlisting their children in other educational programmes than entrepreneurship education. However, this have added to the increased number of unemployed youths wandering about the cities of Enugu State and also have made entrepreneurship education to lose its place in preparing individuals for employment. On this ground, the need arose by the study to determine the strategies for improving entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

Purpose of the Study

This study was set to identify the strategies for improving entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State. Specifically, the study sought to determine how;

1. in-service training of teachers can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.
2. appropriate supervision of students' during practicum can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

3. availability of adequate facilities can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

Research questions

The following research questions guided the study:-

1. How can in-service training of teachers improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State?
2. How can appropriate supervision of students' during practicum improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State?
3. How availability of adequate facilities improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State?

Hypotheses

The following null hypotheses tested at .05 level of significance guided the study;

H0₁: There is no significant difference in the mean ratings between male and female lecturers regarding how in-service training of teachers can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

H0₂: There is no significant difference in the mean ratings between male and female lecturers regarding how appropriate supervision of students' during practicum can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

H0₃: There is no significant difference in the mean ratings between male and female lecturers regarding how availability of adequate facilities can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

RESEARCH METHOD

The study adopted a survey research design. Three research questions and three corresponding null hypotheses guided the study. The study was carried out in Enugu State while a population of 32 respondents sampled purposively from six tertiary institutions in Enugu State was used for the study. These institutions are; UNN, ESUT, IMT, ESCET, GoUniversity and Renaissance university. The instrument used for data collection was a structured four point scale questionnaire titled SIESAATISSNSQ with a 27-items statement sectioned; A, B and C with response categories of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) assigned the numerical values of 4, 3, 2 & 1 developed by the researcher and validated by research experts with the reliability index of 0.83 established using Cronbach's Alpha because the instrument has multiple options. Mean and standard deviation were used to answer the research questions. Upper and lower limits of the mean were used as basis for decision, thus; Strongly Agree (SA): 3.50 - 4.00, Agree (A): 2.50 - 3.49, Disagree (D): 1.50 - 2.49, Strongly Disagree (SD): 1.00 - 1.49. The null hypotheses were tested at .05 level of significance and appropriate degree of freedom using t-test. The null hypotheses were not accepted when t-calculated was greater than t-table value and otherwise not rejected when t-calculated value was less than t-table value.

RESULTS

The results are presented in Table 1 to 6 in line with the research questions and null hypotheses that guided the study below.

Research Question 1

How can in-service training of teachers improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State?

Table 1: Mean and standard deviation of respondents on how in-service training of teachers can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

S/N	In-service training of teachers can improve entrepreneurship skill acquisition by;	Male N= 21		Female N= 11		Overall N=32		Decision
		X ₁	SD ₁	X ₂	SD ₂	X	SD	
1	Keep teachers updated for effective lesson delivery	3.11	0.89	3.50	0.73	3.31	0.81	Agree
2	Enriches teachers subject content	3.01	0.89	3.13	0.84	3.07	0.87	Agree
3	Enhances teachers capacity development	3.42	0.60	3.61	0.70	3.52	0.65	Strongly Agree
4	Allowing teachers to learn new approach to solving problems	3.00	0.89	3.15	0.80	3.08	0.85	Agree
5	Providing attention to teachers professional development needs	3.05	0.94	3.18	0.91	3.12	0.93	Agree
6	Equipping teachers with culture of shared learning	3.38	0.68	3.29	0.60	3.34	0.64	Agree
7	Build strength in pedagogy	3.17	0.80	3.21	0.76	3.19	0.78	Agree
Grand Mean/SD.		3.16	0.81	3.30	0.76	3.23	0.79	Agree

NB: Standard Deviation (SD).

Data as presented in Table 1 shows that the mean rating of 3.52 was obtained for item number 3 indicating strongly agree response while items number 1, 2, 4, 5, 6 and 7 were perceived as agree responses respectively. The Table shows that in-service training of entrepreneurship teachers can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State with aggregate scores range of 3.07 to 3.52. The grand mean value of 3.23 affirms to that with the relatively low pull standard deviation of 0.79 signifying respondents did not differ remarkably in their opinions.

Hypothesis One

There is no significant difference in the mean ratings between male and female lecturers regarding how in-service training of teachers can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

Table 2: t-test analysis between male and female lecturers regarding how in-service training of teachers can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

Respondents	N	\bar{x}	SD	Df	P.	t-tab.	t.cal.	Decision
Male	21	3.16	0.81	30	.05	2.042	-0.042	NS
Female	11	3.30	0.76					

NS: Not Significant. SD: standard deviation. Df: Degree of freedom

Table 2 shows that t-calculated value of -0.042 was obtained at 30 degree of freedom and .05 significance level with the t-table value of 2.042 for the 7 items statement on research question 1. Hence, the null hypothesis is not rejected for these items. This therefore implies that there is no significant difference in the mean ratings between male and female lecturers regarding how in-service training of teachers can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

Research Question 2

How can appropriate supervision of students' during practicum improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State?

Table 3: Mean and standard deviation of respondents on how appropriate supervision of students' during practicum can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

S/N	Appropriate supervision of students' during practicum can improve entrepreneurship skill acquisition as the supervisor;	Male N= 21 \bar{X}_1	SD ₁	Female N= 11 \bar{X}_2	SD ₂	Overall N=32 \bar{X}	SD	Decision
8	ensures all students are checked in	3.50	0.50	3.31	0.75	3.41	0.63	Agree
9	offers guide on material usage	3.12	0.82	3.09	0.92	3.11	0.87	Agree
10	guide on machine use	3.20	0.79	3.18	0.79	3.19	0.79	Agree
11	identifies students problem areas	3.16	0.92	2.99	1.01	3.08	0.97	Agree
12	ensures general safety	3.22	0.86	3.31	0.73	3.27	0.79	Agree
13	ensures effective time management	3.14	0.80	3.08	1.00	3.11	0.90	Agree
14	check for adequacy of materials	3.43	0.66	3.13	0.83	3.28	0.75	Agree
15	guide on workshop/laboratory ethics	3.37	0.82	3.21	0.86	3.29	0.84	Agree
16	checks for appropriateness of solutions	3.08	1.02	3.30	0.66	3.19	0.84	Agree
17	implements measures to control hazards	3.45	0.61	3.56	0.48	3.51	0.55	Strongly Agree
18	evaluates formatively.	3.50	0.73	3.11	0.89	3.31	0.81	Agree
Grand Mean/SD.		3.29	0.78	3.21	0.81	3.25	0.72	Agree

NB: Standard Deviation (SD).

Table 3 denotes that the mean rating of 3.51 was obtained on item number 17 indicating strongly agree response while items number 8, 9, 10, 11, 12, 13, 14, 15, 16 and 18 were perceived as agree responses respectively. The Table shows that appropriate supervision of students' during practicum can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State. The aggregate scores ranged from 3.08 to 3.51. The

grand mean value of 3.25 attests to that while the relatively low grand standard deviation of 0.72 indicates that the disparity in opinions respondents is slim.

Hypothesis Two

There is no significant difference in the mean ratings between male and female lecturers regarding how appropriate supervision of students' during practicum can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

Table 4: t-test analysis between male and female lecturers regarding how appropriate supervision of students' during practicum can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

Respondents	N	\bar{x}	SD	Df	P.	t-tab.	t.cal.	Decision
Male	21	3.29	0.78	30	.05	2.042	0.269	NS
Female	11	3.21	0.81					

NS: Not Significant. SD: standard deviation. Df: Degree of freedom

The t-test result above shows that t-calculated value of 0.269 obtained is less than t-tabulated value of 2.042 at 30 degree of freedom and .05 level of significance. The null hypothesis is therefore not rejected. This implies that there is no significant difference in the mean ratings between male and female lecturers regarding how appropriate supervision of students' during practicum can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

Research Question 3

How can availability of adequate facilities improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State?

Table 5: Mean and standard deviation of respondents on how availability of adequate facilities can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

S/N	Availability and adequacy of the following facilities can improve entrepreneurship skill acquisition;	Male N= 21		Female N= 11		Overall N=32		Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}	SD	
19	text books	3.23	0.94	3.18	0.70	3.21	0.82	Agree
20	tool	3.20	0.88	3.17	0.91	3.19	0.89	Agree
21	raw materials	3.15	0.85	2.96	1.02	3.06	0.94	Agree
22	workshop	3.52	0.50	3.49	0.70	3.51	0.60	Strongly Agree
23	equipment	3.10	0.84	3.00	0.88	3.05	0.86	Agree
24	production manuals/guide	3.05	0.90	3.11	0.85	3.08	0.89	Agree
25	electricity	3.48	0.52	3.52	0.72	3.50	0.62	Strongly Agree
26	work books	3.00	0.89	3.12	0.82	3.06	0.86	Agree
27	laboratory	3.29	0.66	3.07	1.08	2.68	0.87	Agree
Grand Mean/SD.		3.22	0.78	3.18	0.85	3.15	0.82	Agree

NB: Standard Deviation (SD).

In Table 5, the mean ratings of 3.51 and 3.50 were obtained on item number 22 and 25 indicating strongly agree response. Similarly, items number 18, 20, 21, 23, 24, 26 and 27 were perceived as agree responses respectively. The Table shows that availability of adequate entrepreneurship facilities can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State. The grand mean value of 3.15 is in affirmation to that while the grand standard deviation of 0.82 indicates that the opinions of respondents are homogeneous.

Hypothesis Three

There is no significant difference in the mean ratings between male and female lecturers regarding how availability of adequate facilities can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

Table 6: t-test analysis between male and female lecturers regarding how availability of adequate facilities can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

Respondents	N	\bar{x}	SD	Df	P.	t-tab.	t.cal.	Decision
Male	21	3.22	0.78	30	.05	2.042	0.130	NS
Female	11	3.18	0.85					

NS: Not Significant. SD: standard deviation. Df: Degree of freedom

Table 6 above shows that t-calculated value of 0.130 obtained for research question 3 items is less than t-tabulated value of 2.042 at 30 degree of freedom and .05 level of significance. Thus, the null hypothesis is therefore not rejected. This invariably implies that there is no significant difference in the mean ratings between male and female lecturers regarding how availability of adequate facilities can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

DISCUSSION OF FINDINGS

The study in research question 1 revealed that in-service training of teachers can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State. In-service training of teachers ensure capacity development of teachers for effective teaching and learning activities as it keep teachers knowledge updated, enriches teachers subject content, enhances teachers capacity development, allows teachers to learn new approach to solving problems, provides attention to teachers professional development needs and many more. It is therefore necessary to give attention to teachers' professional development programmes as it equips teachers with the needed knowledge for effective classroom activities. This is in concordance with the findings of Eduwen (2016) who stated that in-service training is the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning. In hypothesis 1, the t-test result showed that t – calculated value is less than t-tabulated value at appropriate level of significance and degree of freedom. Hence, the null hypothesis is therefore not rejected. This implies that the status of the respondents have no

significant difference in the mean ratings regarding how in-service training of teachers can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

Research question 2 revealed that appropriate supervision of students' during practicum can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State. This is evident as appropriate supervision ensure that students are all students are checked into the practical laboratory/workshop, guide students on material usage, enable the teacher/supervisor to identify students problem areas, ensures effective time management, ensures general safety, guide on students on machine use and others. On this note, it is necessary to employ stringent supervisory measures as to ensure all students participate in entrepreneurship practicum (practical class). This is in agreement with the findings of Baffour-Awuah (2011) who indicated that supervision of instruction potentially improves classroom practices, and contributes to student success through the professional growth and improvement of teachers. The corresponding t-test result showed that t – calculated value is less than t -tabulated value. Therefore, the null hypothesis is therefore not rejected. This implies that there is no significant difference in the mean ratings between male and female lecturers regarding how appropriate supervision of students' during practicum can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State.

Further, the study in research question 3 revealed that availability of adequate training facilities can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State. This is believed because availability and adequacy of facilities would ensure effectiveness in training of students. This is harmony with findings of the study by Hallak (2000) who identified facilities as the main factor contributing to academic achievement in the school system; they include the school buildings, classroom, libraries, laboratories and recreational equipment among others. Hallak claimed that the quality, appropriateness and adequacy of these items contribute to improved performance in the school system.

CONCLUSION

In view of the findings of this study, in-service training of teachers can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State. In-service training of teachers equips teachers on the job for effective teaching and learning activities. Thus, teachers' capacity development programm is necessary for productivity especially for improving entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State. Similarly, respondents irrespective of their status agree that appropriate supervision of students' during practicum can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State as it enable both teachers and school administrators to identify specifically students related problem and measures to solving them. Further, the respondents agree that availability of adequate training facilities can improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State. Adequacy of facilities would inspire and trigger students learning interests and invariably improve entrepreneurship skill acquisition among tertiary institution students for sustainable national security in Enugu State. It is therefore believed

that if these measures are considered by appropriate authorities, entrepreneurship skill acquisition among tertiary institution students would be improved for sustainable national security in Enugu State.

Recommendations

The following recommendations were made in view of the findings of the study:

- 1) Appropriate supervisory measures should be taken by appropriate authorities to ensure full and active participation students during practical classes
- 2) Capacity development programme for potential teachers should be encouraged to ensure teachers knowledge up date.
- 3) Teachers capacity development programme should follow a functional approach as to enable them effectively carry out other functions
- 4) Funding of entrepreneurship development centres should be done by government and private individuals to ensure adequacy of resources.

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