

# ENTREPRENEURIAL MARKETING AND MOTIVATIONAL TECHNIQUES NEEDED BY TEACHERS OF ELECTRICAL INSTALLATION AND MAINTENANCE WORK TRADE IN NORTH EAST GEO-POLITICAL ZONE, NIGERIA

<sup>1</sup>Onuh, J., <sup>2</sup>Kareem, W. B. & <sup>3</sup>Dennis K. B.

<sup>1</sup>Faculty of Education, Department of Science Education, Taraba State University, Jalingo

<sup>2</sup>Department of Industrial Technology Education, Federal University of Technology, Minna

<sup>3</sup>Department of Science and Technology Education, University of Jos

## Abstract

*The study was designed to determine entrepreneurial marketing and motivational techniques needed by electrical installation and maintenance work trade teachers for teaching Entrepreneurship Education in science and technical colleges in North East Geo- Political Zone, Nigeria. Two research questions and two hypotheses guided the study. The population was made up of 83 teachers of Electrical installation and maintenance work trade in 24 Science and Technical colleges, 78 entrepreneurs in seventy eight industries in North East-Geo Political Zone, Nigeria. Mean, and z- test of difference between two means was used for the study. Findings revealed that teachers of Electrical installation and maintenance work trade needed training on shortage of goods, and to be able to determine what customers needed, to determine the extent and strength of competition and among others. The study recommended that the techniques be re-emphasized and retrained in school programmes for teachers that still needed formal education and also informal training through workshops, seminars and conferences.*

## Introduction

The National Policy on Education prescribed that Vocational Education in Science and Technical Colleges be run in two stages of three years each, that is pre-vocational at the Junior Secondary School (JSS) level, while the full vocational courses be run at the Senior Secondary Schools (SSS) level (Federal Republic of Nigeria (FGN), 2013). At the SSS level, the vocational trade courses include wider description of specific behaviours expressed in modules of discrete practical tasks, which the students should demonstrate so as to ascertain that the general objectives of the course be achieved. Among these courses is the Electrical installation and maintenance work trade.

Electrical Installation and Maintenance Work trade is one of the electrical engineering trade subjects offered in Science and Technical colleges (FGN, 2013). The curriculum is presented in modules of employable skills. These modules consist of; domestic installation, industrial installation, rewinding of electrical machines, Electric Motor System, Electrical Signal Maintenance and Industrial Installation. The National Policy on Education (FGN, 2013) pointed out that the main features of the curricula activities for Science and Technical Colleges is structured in foundation and trade modules, the curricular activities of each trade consists of general education, theory and related courses, workshop practice, industrial training and small business management and entrepreneurial training.

Entrepreneurial training is a programme that prepares individuals to undertake the function and operation of small business enterprise which also include franchise operation for the purpose of performing all business foundations relating to a product or services with emphasis given to the social responsibilities, legal requirements and risks for the sake of profit involved in the conduct of a private enterprise (Akintola, 2001). In view of this, Osuala (2001) pointed out that entrepreneurship education helps to develop a pool of potential entrepreneurs who are well equipped with techniques and technical know-how to market and motivate their customers after graduation.

Marketing is defined as when goods that are produced change hands as they are moved from one place to another to be bought. This is done through transporting them from one place to another which is facilitated through advertisement. These are activities involved in the flow of goods and services from production to consumption (Mitchell, 2000). This has to be done through people. According to Carrot (2006), marketing is not any particular place in which things are bought and sold, but the whole of any region in which the buyers and sellers are in such free interaction with one another. Managers who adopt a market orientation recognize that marketing is vital to the success of their organization. This realization according to Williams

(2001), is reflected in a fundamental approach to doing business that gives the customer the highest priority, called the marketing concept, which emphasizes customer orientation and coordination of marketing activities to achieve the organizations performance objectives. Walkers (2001), based the marketing concept on three beliefs which are planning, processes, and operations that are customer oriented. That is, every department and employees should focus on contributing to the satisfaction of customer need. Walkers (2001) went further to say that marketing activities in an organization should be coordinated. This means that marketing efforts (product, planning, pricing, distribution and promotion) should be designed and combined in a coherent, consistent way and that one executive should have over all authority and responsibility for the complete set of marketing activities.

In the same vain, motivational techniques are measures that are used in any set up or organizations to boost the behaviours of subordinates under the employers or entrepreneurs which; stimulate them to work hard. These can either be positive reinforcement or negative (Suleiman, 2006). If effectively used, these will bring about desirable behaviours towards high productivity in the classroom. Praise, approval, encouragement and attention are examples of social re-enforcers, students can receive from teachers. Adesina (2001), asserted that the life of those with whom the students associate in school setting has great influence on their learning outcomes, pointing out that one of the most important personalities the child comes in contact with is the teacher.

For the small business and entrepreneurial training aspect of the curriculum to be achieved in electrical installation and maintenance work trade, the students have to be educated along this direction, as well as their teachers being re-trained. The curriculum would not only expose students to the knowledge and techniques necessary in identifying and starting a business, but would provide training in marketing and motivational knowledge and techniques necessary to operate the business after start up (National Business and Technical Examination Board, 2006). It is along this direction, that the National policy on Education (FGN, 2008), puts it that teacher education shall continue to take cognizance of changes in methodology and in the curriculum. Teachers shall be regularly exposed to innovations in their profession; but this cannot be properly done without marketing and motivation. Now that curriculum has been broadened, it is mandatory that such training in this area be widened in scope to meet up with the current demands, so that students they teach would not feel much challenged (Ambasht, 2002).

In modern day realities, individuals educated in the pure and applied sciences lack adequate entrepreneurial marketing and motivational techniques to manage public and private business enterprise. Those individuals may routinely find themselves with Business management responsibilities either by accident or by design. Even though one can rise to the occasion, the truth is that it is easier, less time consuming, less waste-generating and therefore more beneficial to the enterprise or organization if the manager or the teacher is equipped with basic principles of marketing and motivation (Brozen, 2006). While some business can be and are currently being profitably handled by illiterates or semi - literate persons, the realities of the 20th and 21st century is that big businesses in particular can best be run by persons with the adequate training in management principles coupled with cognate experiences (Anaemena, 1999). This is the philosophy behind sustained workshops, short-courses and conferences designed for managers in industries towards competency, on the job.

Also Ubale (2010) pointed out that the choice of teaching entrepreneurship education in tertiary institutions rested with educators who have little or no training to teach the subject. Based on some of the recommendations, the researchers deem it fit to extend the scope of the work to cover the entire six states of North East Geo-Political Zone, Nigeria to determine the entrepreneurial marketing and motivational techniques needed by teachers of Electrical installation and maintenance work trade in teaching entrepreneurship education in science and Technical colleges of North East Geo- Political Zone, Nigeria.

### **Statement of Problem**

It has become obvious that most teachers of electrical installation and maintenance work are not performing up to expectation of their employers especially in marketing techniques that could make their students employable after graduation (Onuh, 2014). Most graduate of electrical installation and maintenance work are not employable not only because they lack adequate skill but also lack and motivational techniques, the teachers have to be re-trained along this direction in order for the teachers to effectively impart these techniques on the students. That is why Okoro (2002) explained that teachers

make more impact on the performance of students than any other school personnel. This implies that the teacher has to attain all the standards required to teach effectively.

### **Purpose of the Study**

The purpose of the study was to determine the entrepreneurial marketing and motivational techniques needed by teachers of Electrical Installation and Maintenance Work trade in teaching entrepreneurship education in science and technical colleges in North East Geo- Political Zone, Nigeria. Specifically, the study sought to:

1. Determine the entrepreneurial marketing techniques needed by teachers of electrical installation and maintenance work trade in science and technical colleges for teaching entrepreneurship education.
2. Determine the entrepreneurial motivational techniques needed by teachers of electrical installation and maintenance work trade in science and technical colleges for teaching entrepreneurship education.

### **Research Questions**

The following research questions guided the researchers in this study:

1. What are the entrepreneurial marketing techniques needed by teachers of electrical installation and maintenance work trade for teaching entrepreneurship education?
2. What are the entrepreneurial motivational techniques needed by teachers of electrical installation and maintenance work trade for teaching entrepreneurship education?

### **Research Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance to guide the study.

- $H_{01}$  There is no significant difference between the mean responses of teachers and entrepreneurs on the entrepreneurial marketing techniques needed by electrical installation and maintenance work trade teachers.
- $H_{02}$  There is no significant difference between the mean responses of teachers and entrepreneurs on the motivational techniques needed by electrical installation and maintenance work trade teachers.

### **Methodology**

#### **Research Design**

The study was carried out using a Survey Research Design. Survey research design, according to Tolubi (2001), is a type of research design that studies both large and small populations by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelations of sociological and psychological variables. This method is most appropriate for this study as the researchers would collect and analyze data from teachers and industry training officers of electrical installation and maintenance work trade on entrepreneurial marketing and motivational techniques needed by teachers for the teaching of entrepreneurship education in Science and Technical Colleges.

#### **Area of Study**

This study was carried out in the North East Geo-Political Zone of Nigeria which consists of Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe states.

#### **Population**

The population for the study was made up of 83 teachers of Electrical installation and maintenance work trade from the 24 Science and Technical Colleges and 78 entrepreneurs from 78 industries in North East Geo-Political Zone, Nigeria. The total population of respondents used for the study was 161. According to Olaitan and Nwoke (1991), when a study involves a population of relatively few individuals, institutions and things it becomes necessary to study the entire population. Therefore, there was no sampling for this study.

#### **Instrument for Data Collection and Administration**

The instrument for data collection was a researcher-designed structured questionnaire. The questionnaire was administered directly to the respondents by the researchers and 4 research assistants. These research assistants were briefed on how to present the questionnaire and ensure that the completed copies of the questionnaire are collected same day, where possible. Out of 83 questionnaires administered to teachers,

only 80 which represent 96.35% were retrieved. Also from the 78 questionnaires administered to entrepreneurs, 75 representing 95.50% were returned.

**Data Analysis**

Data obtained from the respondents were analyzed using mean and z-test of difference. Mean was used to answer the research questions, while the z-test of the difference between two means was used to test the null hypotheses at 0.05 level of significance. The analysis was carried out using SPSS (Statistical Package for Social Sciences). To be able to take decisions on each item, the five point rating scale was used as follows.

- Highly needed 5
- Needed 4
- Moderately needed 3
- Not needed 2
- Highly Not Needed 1

Therefore, item with a response of 3.00 and above was considered as needed while a response below 3.00 was considered as not needed.

**Results**

**Research question 1:** What are the entrepreneurial marketing techniques needed by teachers of electrical installation and maintenance work trade for teaching entrepreneurship education?

Table 1:

**Mean responses of Electrical installation and Maintenance Work Trade teachers and entrepreneurs on entrepreneurial marketing techniques needed.**

S/no	Ability	$\bar{x}_1$	$\bar{x}_2$	$\bar{x}_t$	Remarks
1.	Determine the seasonal fluctuation of goods	3.54	4.31	3.93	Needed
2.	Determine the extent to which products will sell	2.22	2.09	2.15	Not needed
3.	Be familiar with various aspects of sales	3.50	3.55	3.53	Needed
4.	Budget for future sales	2.18	1.68	1.93	Not needed
5.	Forecast future changes in the market	3.80	4.31	4.06	Needed
6.	Determine current trends in sales of products	3.60	4.16	3.88	Needed
7.	Determine what customers need	3.59	4.24	3.92	Needed
8.	Determine shortage of goods	3.60	4.43	4.02	Needed
9.	Have the knowledge of advertising	3.60	4.08	3.84	Needed
10.	Determine the extent and strength of competition	3.54	4.17	3.86	Needed
		<b>3.32</b>	<b>3.7</b>	<b>3.51</b>	<b>Needed</b>

$\bar{x}_1$  = Mean responses of teachers  $\bar{x}_2$  = mean responses of industrial training officer  
 $\bar{x}_t$  = Average of two mean values

Table 1 indicates that teachers of electrical installation and maintenance work trade needed entrepreneurial marketing techniques in eight out of ten of marketing techniques to teach entrepreneurship education. These items have values above 3.00, while the other two items have the mean values of 2.15 and 1.93.

**Research Question 2:** What are the entrepreneurial motivational techniques needed by teachers of electrical installation and maintenance work trade for teaching entrepreneurship education?

Table 2:

**Mean responses of Electrical installation and maintenance work trade teachers and entrepreneurs on entrepreneurial motivational techniques**

S/no	Ability	$\bar{x}_1$	$\bar{x}_2$	$\bar{x}_t$	Remarks
1.	Organize entrepreneurial week	3.51	4.31	3.91	Needed
2.	Competitive learning Techniques	4.03	4.31	4.17	Needed
3.	Use of personal Instruction	3.60	3.94	3.77	Needed
4.	Group techniques to create new ideas	3.96	4.02	3.99	Needed
5.	Expose staff to Innovations	4.02	3.96	3.99	Needed
6.	Organize field trips to interesting places	3.53	3.89	3.71	Needed
7.	Give challenging tasks, not discouraging ones	3.54	4.01	3.78	Needed
8.	Properly understand goals	3.96	4.02	3.99	Needed
9.	Fulfill desires of another	1.24	2.48	1.88	Not needed
10	Establish goals that are useful to the society	2.02	2.40	2.21	Not Needed
		<b>3.34</b>	<b>3.73</b>	<b>3.54</b>	<b>Not Needed</b>

$x_1$  = Mean responses of teachers

$x_2$  = mean responses of industrial training officer

$\bar{x}_t$  = Average of two mean values

Table 2 reveals that teachers of Electrical installation and maintenance work trade needed entrepreneurial motivational techniques in eight items of motivational techniques out of ten as all the items have mean responses that range from 3.00 and above indicating being needed for entrepreneurship development education, while the two items: fulfill desires of another and establishing of goals that are useful to the society. As shown in the table, items 1-8 are indicated as needed items while items 9 and 10 are regarded as not needed.

**Hypothesis 1:** There is no significant difference between the mean responses of teachers and entrepreneurs on the entrepreneurial marketing techniques needed by electrical installation and maintenance work trade teachers.

Table 3:

**Summary of z-test analysis of the difference between responses of Electrical installation and maintenance work teachers and entrepreneurs on the entrepreneurial marketing techniques needed by teachers.**

Group	Mean	N	$\alpha$	z-cal	z-crit	Decision
Teachers	3.32	80	0.05	1.56	1.96	Ns
Entrepreneurs	3.70	75				

The z-calculated value is less value than the critical value of 1.96 which shows that there is no significant mean difference between responses of teachers and entrepreneurs. This therefore shows that the null hypothesis which says there is no significant difference was not rejected.

**Hypothesis 2:** There is no significant difference between the mean responses of teachers and entrepreneurs on the motivational techniques needed by electrical installation and maintenance work trade teachers.

Table 4:

**Summary of z-test analysis of difference between the mean scores of electrical installation and maintenance work teachers and entrepreneurs on the motivational techniques needed by teachers.**

Group	mean	N	$\alpha$	z-cal	z-critical	Decision
Teachers	3.34	80	0.05	1.75	1.96	Ns
Entrepreneurs	3.73	75				

The z-calculated is lower than the critical value of 1.96. Therefore, the null hypothesis was accepted. This shows that there is no significant difference between responses of teachers and entrepreneurs.

### Findings

1. Teachers of electrical installation and maintenance work trade needed entrepreneurship marketing skills in items 1, 3, 5, 6, 7, 8, 9 and 10 out of the 10-itemed entrepreneurship marketing skills as presented in Table 1.
2. Electrical installation and maintenance work trade teachers needed entrepreneurial motivational techniques in 80% of the items, which include items 1,2,3,4,5,6,7 and 8. While items 9 and 10 with mean rating of 1.83 and 2.21 are considered as not needed.
3. There is no significant difference between the mean responses of electrical installation and maintenance work trade teachers and entrepreneurs on the entrepreneurial marketing techniques needed by teachers.
4. There is no significant difference between the mean responses of electrical installation and maintenance work trade teachers and entrepreneurs on the motivational techniques needed by teachers.

### Discussion

As regards to teachers' entrepreneurial marketing techniques, the study revealed that Electrical installation and maintenance work trade teachers in the North East Geo- Political Zone of Nigeria needed further training in their pursuit of entrepreneurial training. Eight items out of ten were rated needed, which indicate further training. These items include : determine the seasonal fluctuation of goods, be familiar with various aspects of sales, forecast future changes in the market, determine what customers need, determine shortage of goods, have the knowledge of advertising, and determining the extent and strength of competition. These findings agreed with the findings of Walkers (2001) and Walton (2002) that all marketing activities in an organization should be coordinated. This means that marketing efforts should be designed and combined in a coherent, consistent way and that one should have over all authority and responsibility for the complete set of marketing activities. Furthermore, skills on determining the extent to which products will sell and skills to budget for future sales were regarded as already possessed skills by the respondents and subsequently not needed.

As regards table 2, it was found out that out of 10 items presented, 8 items representing 80% was considered to be needed while the remaining 2 were not needed. The findings on the entrepreneurial motivational techniques indicated more training for teachers in the area of organizing entrepreneurial week, interesting places for teachers and students, giving challenging tasks, not discouraging ones, and properly teachers are needed to place much emphasis on motivational techniques to boost the positive behaviours of the students in teaching and learning.

The findings in hypothesis 1, Table 3 reveals that the null hypothesis was accepted, as the calculated value of  $z(1.56)$  is less than the critical value of  $(1.96)$  at  $0.05$  level of significance. By this, it shows that there was no significant difference between the mean opinions of teachers and entrepreneurs. These findings, validates the findings of research question 1, that there is a unanimous agreement that the group of respondents needed entrepreneurial marketing techniques in all the eight items. On the hypothesis 2 table 4, the null hypothesis was accepted as the calculated value of  $z(1.75)$  is lower than the critical value of  $(1.96)$ , at  $0.05$  level of significance. It therefore indicates that there was no significant difference between the mean and responses of teachers and entrepreneurs on the entrepreneurial motivational techniques needed by teachers. This findings validates the findings of research question2, that the Electrical installation and maintenance work trade teachers needed entrepreneurial motivational techniques in items 1,2,3,4,5,6,7, and 8 as presented.

### Conclusion

Based on the findings of the study on entrepreneurial marketing and motivational techniques needed by teachers of Electrical installation and maintenance work trade in science and technical colleges of North East Geo- Political Zone, Nigeria, it was concluded that the teachers of Electrical installation and maintenance work trade in science and technical colleges and entrepreneurs perceived that, if each stakeholder observed the entrepreneurial marketing and motivational techniques as highlighted, there is going to be a proper coordination and solidified entrepreneurial techniques to manage an enterprise and the students trained would graduate with entrepreneurial marketing and motivational techniques for establishing small and medium scale enterprises in the present world of work.

### Recommendations

Based on the findings of the study, the following recommendations have been made:

1. The educational stakeholders in North-East Geo-Political zone should use the identified entrepreneurial marketing and motivational skills to organize a capacity building workshop for teachers of Electrical installation and maintenance work trade in the zone.
2. The teachers should be encouraged and motivated so as to enable them establish small scale enterprises in the school workshops as entrepreneurship which will help both students and teachers to be self-reliant.

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