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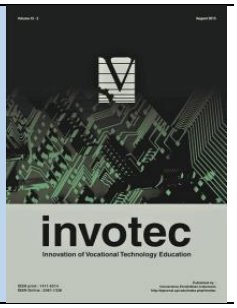

Techniques and Assessment of Entrepreneurial Skill Training Module for Building Technology Graduates of Colleges of Education

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ABSTRACT

The study was carried out to investigate the techniques and assessment of entrepreneurial skill training module for building technology graduates of colleges of education. Three research questions were answered while three null hypotheses formulated were tested at 0.05 level of significance. The study adopted research and development design and was carried out in South-west Nigeria. The population for the study was 373 subjects. There was no sampling because of the manageable size of the population. The instrument for data collection was structured questionnaire. Five experts face- validated the instrument. The internal consistency of the questionnaire items was determined using Cronbach alpha reliability method and the reliability coefficients of 0.81 was obtained for instructional strategies required for the implementation of entrepreneurial skill training module, and 0.79 for evaluation techniques for assessing activities of graduates of building technology while 0.88 was obtained as the overall reliability coefficient value for the entire questionnaire items. Kuder Richardson 20 (KR20) was used to determine the internal consistency of the BTET and coefficient value of 0.78 was obtained. Out of 373 copies of structured questionnaire administered, only 223 copies were completed representing 59.78 percent return rate. Mean was used for answering the research questions while analysis of variance and covariance were employed for testing the null hypotheses. The findings of the study also revealed that the following number of instructional strategies and evaluation techniques were considered for implementing the entrepreneurial skill training module: instructional strategies 20 and evaluation techniques 15. The hypotheses tested revealed that there was a significant difference in the mean scores of building technology graduates trained with the developed modules and those taught without training module. The study also recommended that instructional strategies and evaluation techniques identified should be used for implementing the entrepreneurial skill training modules.

1. Introduction

College of education is tertiary institution where individuals are trained to acquire teaching and practical skills for appointment in secondary schools as teachers and to also work in the industries. According to Federal Republic of Nigeria (2008), a college of education is a tertiary institution that offers three years minimum and five years maximum training to students in many programme of interest for entry into the teaching profession. College of Education (COE) is an educational institution established to prepare individuals to be leaders and practitioners in education and related human service fields by expanding and deepening understanding of education as a fundamental human endeavour in helping society define and respond to its educational responsibilities and challenges. Ogbuanya and Bakare (2017) described colleges of education as special tertiary institutions established in order to provide teacher education programmes to interested individuals in Nigerian society. COE offers combined courses to students. For example, students of the school of technical education in colleges of education offer combined courses in their year one and two and specialize in anyone of these areas: automobile, building, wood work, electrical/electronic, and metalwork technology after having all-round knowledge of all the components of the programme. College of Education prepares the individual for a career in teaching, employment in industries, civil service and business establishment as well as self-employment (Ubong & Wokocha, 2009). COE therefore is a tertiary institution where the students are expected to acquire skills for teaching in secondary schools and to practice what they have learnt in form of paid or self employment after graduation. Colleges of education offer different programmes among which building technology is one.

Building technology in college of education is one of the programmes designed for equipping individuals with knowledge, skills and attitudes for employment. In building technology, individuals are trained with relevant materials such as curriculum, tools, equipment and machines to enhance their skill acquisition for employment. It targets producing teachers for secondary schools and skilled men for self employment or construction industries. Building technology is directly related to preparation of individuals for paid or self employment or for additional preparation for a career. Onuh (2005) explained that the essence of building technology in the curriculum of colleges of education and as parts of technical education is to equip students with knowledge and psychomotor skills. The individuals who graduated in building technology after meeting the requirements for graduation in colleges of education are called building technology graduates. These graduates are expected to be skilled and knowledgeable in building technology in order to become creators of employments in the society. They are expected to work as employees in relevant industries or owners of their enterprises or ventures and employ others. They are individuals who were trained to specialize in building technology. Sunday (2016) observed that the curriculum of building technology in colleges of education lacks entrepreneurship component or skills. Uwaifo (2009) posited that building technology education is the training of technically oriented personnel who are to be the initiators, facilitators and implementers of technological development of a nation. Both colleges of education

and building technology programme are set up to train students in various areas including entrepreneurial education.

Entrepreneurship makes someone self-reliant having acquired ideas and skills. Skill is the ability to do a given task expertly. Bolt-Lee and Foster (2003) posited that skill is the art of possessing the ability, power, authority, or competency to do the task required of an individual on the job. Michael (2004) defined skill as individual's capability to control elements of behaviour, thinking and feeling within specified contexts and within particular domain. Skills are divided into domain-general and domain-specific. In the domain of work, some general skills include: time management, self motivation, teamwork and leadership whereas domain-specific skills are useful for training in certain jobs. Two fundamental issues are involved when a skill is to be acquired .According to Okoro and Ursula (2012), the first is the conditions which promote acquisition and the second is the change that will occur when the skill is acquired. Lemo and Olakotan (2016) posited that skill acquisition is preeminently the cultivation of overt employable skills which tend towards self-reliance in different kinds of occupation. Ogbuanya and Ohanu (2010) stated that when one possesses adequate skills in carrying out a task, he/she does the work accurately within the minimum possible time and the work will always attract the attention of people. Similarly, Igweh (2010) asserted that when somebody acquires skills in any occupation, such a person can establish or own business and even employ others. The person becomes self-reliant, self-sufficient and self employed. Such person can be called an entrepreneur. Bakare (2018) stated that entrepreneurs are expected to acquire entrepreneurial skills like technical, planning, organizing, interpersonal, marketing and other management skills and attitudes in order to make profits and reign in their businesses for long. All these skills have been used to develop various entrepreneurial training programmes but little attention is yet to be given to instructional strategies and evaluation techniques for implementing these programmes.

Entrepreneurial skills training module therefore is a package containing information arranged and organized to include: training objectives, planning, organizing, technical, marketing, managerial, personal skill, communication skills and training facilities, teaching strategies and evaluation techniques suitable for assessing the activities of the building technology graduates of Colleges of Education. Oristian (2007) stated that a training module is an organized package of information that includes elements such as objectives, contents, assignment or activities and assessment. Onuka (2008) explained that in a module, the training objective, content and methodology are presented at a glance in a concise form for the use of trainers and trainees to ensure that they participated effectively in training programme. Content is a list of relevant topics to be taught and learnt by the teacher and students. Bakare (2014) defined content as what the teacher and the students pay attention to in the teaching and learning processes. Content simply means the body of knowledge which the teacher exposes the students to. Content according to Kapoma and Namusokwe (2011) refers to a list of topics, skills, themes, concepts or works to be covered by teacher and his students. Well prepared contents in technical education for example can improve the competence of individual

building technology graduates. The possible contents of the entrepreneurial skill training module therefore include: planning, organizing, technical, marketing, managerial, personality, communication and financial skills. Training facilities and instructional strategies are used to implement lesson.

Instructional strategies are ways in which teachers used to deliver planned instructions/lessons to students. Instructional strategies according to United Nations Educational Scientific and Cultural Organization (UNESCO) (1987) are essential ways of instructing individuals or trainees in information new to them and its application. Bannon (2008) described instructional strategies as ways that information is presented to students. Some strategies are more suitable for learning certain contents, that is, skill, knowledge, values, and attitudes, still others yield better results for large group or individualized instructions. However, McNamara (2007) described training methods as approaches or strategies in delivery of the training subject-matters or contents. Instructional strategies involve: all the approaches, strategies and techniques employed by a teacher or trainer to achieve the learning objectives. Further, some strategies yield better performance for students with other traits. Barnstein (2006) stated that use of appropriate instructional strategies with relevant facilities to teach results to better performance of learners. Bakare (2014) stated that instructional strategies enable the students to acquire relevant skills and knowledge. After implementation of entrepreneurial skill training module using appropriate strategies and facilities, evaluation must follow.

Evaluation is a means of assessing the worth/importance, merit, quality or effectiveness of a training programme, in terms of the values or benefits to the trainees or the sponsoring organization. Training evaluation can occur prior to the event, during the training, or following the activity but often a combination is used (Johnson, 2008). Evaluation techniques are tools for assessing ideas; skills or knowledge acquired by individual learners after instruction has been taken place. There are many different evaluation techniques used today, but few of them are more effective than the others (Sue, 2012). Common evaluation techniques include: objective and essay tests, quizzes, assignment, homework, rating scale, evaluation questionnaire, process skill test among others. It is the expectation of a trainer or teacher to identify suitable evaluation techniques and activities for a particular content in the entrepreneurial skill training modules. Application of relevant evaluation techniques enables one to have right judgment. Evaluation lets the teacher know if the lesson was a success. It is time to empirically develop entrepreneurial skills training module for building technology graduates. It is expected that building technology graduates of colleges of education should be able to secure paid employment and also set up their own businesses as entrepreneurs. Rouda and Kusy (2016) stated that building technology graduates at various levels of education can only display little technical skills but lack adequate entrepreneurial skills to set up their own businesses and employ others. This could be attributed to type of training they received while in schools. Abdulkarim (2016) stated that lack of entrepreneurial skills in the curriculum of building technology deprived graduates of setting up their businesses. In making improving graduates of

building technology business skills, there is need to develop entrepreneurial skill training modules for building technology graduates of colleges of education in south west Nigeria.

All the technical skills and knowledge in building technology and other entrepreneurial skills in planning, managerial, marketing, personal and communication skills developed therefore calls for rightful instructional strategies and evaluation techniques for justification of graduation of the building technology graduates. Little or no attentions have been given to the areas of suitable instructional strategies and evaluation techniques for teaching a created module and evaluation of the objectives of the entrepreneurial training modules. The general purpose of this study was to investigate instructional strategies and evaluation techniques for implementing entrepreneurial skill modules for retraining building technology graduates of colleges of education in Southwest Nigeria. To achieve the general purpose, the following research questions were answered:

- What are the instructional strategies for implementing the entrepreneurship skill training modules for building technology graduates of colleges of education?
- What are the evaluation techniques for assessing the objectives of entrepreneurship skill training modules for building technology graduates?
- How effective is the entrepreneurship skills training module for building technology graduates of colleges of education?

1.1 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- There is no significant difference in the mean responses of building technology lecturers, quantity surveyors and supervisors in the registered industries on the instructional strategies for implementing the entrepreneurship skill training modules for building technology graduates of colleges of education.
- There is no significant difference in the mean responses of building technology lecturers, quantity surveyors and supervisors in the registered industries on the evaluation techniques for assessing the objectives of entrepreneurship skill training modules for building technology graduates.
- There is no significant difference in the mean responses of graduates trained with entrepreneurial skills module and those trained without the entrepreneurial skills module.

2. Methods

The study adopted Research and Development design (R and D). Gall, Gall, and Borg (2007) described research and development as an industry based development approach involving the use of research findings to design and develop new programmes and materials which assist in improving knowledge and skills. Therefore, R&D Design was found suitable for this study because it gave

opportunity for researchers to research about teaching strategies and evaluation techniques that could be used for the implementation of the entrepreneurial modules for training graduates of Colleges of Education.

The area of the study was South-west Nigeria; which included Lagos, Ogun, Oyo, Osun, Ondo and Ekiti. South west Nigeria was chosen for the study because it was observed that graduates of Building Technology lack enough entrepreneurial skills which are useful for self-reliance in Building Technology. The population for this study was 373 subjects which consisted of 33 Building Technology Lecturers in six Colleges of Education that offer Building Technology in the area of the study (College of Education Ikere-Ekiti, Ekiti State, Adeniran Ogunsanya College of Education, Ijanikin, Lagos State, Federal College of Education, Akoka, Lagos, Tai Solarin College of Education, Omu-Ijebu, Ogun State, Osun State College of Education, Ila-Orangun, Osun State, Emmanuel Alayande College of Education, Oyo State), 89 quantity surveyors, 251 Supervisors in Building Construction Industries and 58 building technology graduates in the study area. There was no sampling because of the manageable size of the population.

The instrument for data collection was structured questionnaire. The questionnaire was divided into Part 1 and 2. Part 1 solicited information on personal data of the respondents while part 2 with two sections A & B solicited for information on the: instructional strategies for implementing the entrepreneurship skill training modules and evaluation techniques for assessing the objectives of entrepreneurship skill training modules in Building Technology respectively. The researchers also listed types of facilities and reviewed literature on possible instructional strategies and evaluation techniques for assessing the training modules. The instrument was based on a five point Likert scale with response options as follows: Strongly Agreed (SA) - 5; Agreed (A) - 4; Undecided (U) - 3; Disagree (D) - 2; Strongly Disagree (SD) - 1. Numerical values 5, 4, 3, 2 and 1 are assigned to the items. The respondents were asked to respond to options on each item based on the development of entrepreneurial skill training modules for Building Technology graduates.

The structured questionnaire was subjected to face validation by three experts. The experts included: one in the Department of quantity surveyors, two in the Department of Industrial Technical Education, Faculty of Vocational and Technical Education, University of Nigeria, Nsukka and one in Building Construction Industry in Enugu State. The questionnaire was subjected to content validation through try out to determine the appropriateness and structure of the skill items identified through the respondents. The title, the purpose of the study, the statement of the problem, research questions and hypotheses were attached to the instrument to guide the experts. They were requested to reword the items as they consider appropriate, correct any mistakes such as ambiguous or unclear statements, wrongly conceived ideas, missing information, irrelevant items and ascertain the adequacy of the items in the questionnaire. The final version of the instrument was structured based on their corrections.

Cronbach alpha reliability method was employed to determine the internal consistency of the questionnaire items. To determine this, 20 respondents; 5 Building Technology Lecturers in Colleges

of Education, 10 Supervisors in Building Construction Industry and five quantity surveyors in Enugu State were involved. The reliability coefficient value of 0.81 for instructional strategies required for the implementation of entrepreneurial skill training modules, 0.79 for evaluation techniques for assessing activities of graduates of building technology graduates while 0.88 was obtained as the overall reliability coefficient value for the entire questionnaire items. Kuder rechardson 20 (KR20) was used to determine the internal consistency of the BTET and coefficient value of 0.78 was obtained.

Three hundred and seven three copies of the questionnaire were administered on Lecturers of Building Technology, quantity surveyors and supervisors in Building Construction industry in South-West Nigeria with the help of five research assistants. The Research Assistants (RAs) were instructed by the researcher on procedures for administering copies of the questionnaire so as to ensure safe handling and returning of the instrument. Each of the research assistants was deployed to administer copies of the questionnaire on the respondents in their various locations while the researcher administered copies of the questionnaire on respondents in Ekiti State and also closely supervised the research assistants while administering the questionnaire. After one week the researcher and the research assistants went round to collect the administered copies of the instrument for analysis. Out of 373 copies of the questionnaire administered, 226 copies were retrieved back which represented 60.59 percent return rate.

The data collected for the study were analyzed using Mean to answer the three research questions while the Analysis of Variance (ANOVA) and Analysis of Covariance (ANCOVA) were employed for testing the null hypotheses at 0.05 levels of significance. In taking decision on research questions, any item with a Mean value of 3.50 or above was regarded as agree while any item with a Mean value of less than 3.50 was regarded as Disagree. In taking decision on the hypotheses tested, the hypothesis of no significant difference was accepted for any item where the P-value is greater than 0.05 and rejected where the p-value is less than 0.05. All computations were done using the Statistical Package for Social Sciences (SPSS) Version 22.

3. Results and Discussion

3.1 Results

Table 1. Mean responses of the respondents on the instructional strategies required for the implementation of entrepreneurial skill training module (N=226)

S/N	Item statements	$\bar{x}$	S.D.	Remarks
1	Use appropriate instructional methods	3.76	0.88	Agree
2	Present a concept or skill demonstration	3.82	0.86	Agree
3	Adopt group discussion for instruction	3.98	0.81	Agree
4	Involve the trainees in learning process by asking questions which provoke critical thinking	3.94	1.06	Agree
5	Praise a student for being a good listener when calls attention to a mistake	3.98	1.04	Agree
6	Demonstrate problem solving solution which allows students to develop creative activities	4.04	0.70	Agree
7	Present information with overhead projector	4.00	0.87	Agree
8	Employ team teaching techniques	3.85	1.03	Agree
9	Make connections logical, accurate and meaningful to learners	3.90	0.85	Agree
10	Use project method for teaching skills	3.89	1.02	Agree
11	Direct individual trainee progress and his performance more consistently	4.08	0.98	Agree
12	Illustrate with bulletin boards	4.02	0.91	Agree
13	Provide special instruction for slow learners	3.79	1.00	Agree
14	Use cognitive apprenticeship approach	3.83	0.84	Agree
15	Apply reciprocal peer tutoring during instruction	3.99	0.93	Agree
16	Use experiential approaches	3.75	1.02	Agree
17	Use lecture method where appropriate	3.82	0.97	Agree
18	Adopt meta learning during instruction	3.72	0.90	Agree
19	Invite successful entrepreneurs to model trainees	3.62	0.91	Agree
20	Adopt problem-based tutorials for teaching	3.81	0.80	Agree
	Cluster Mean	3.79	0.81	Agree

Data in Table 1 revealed that all the 20 items have their mean value ranged from 3.62 to 4.04. This shows that the mean value of each item was above the cut-off point of 3.50, indicating that strategies are required for implementing the entrepreneurial skill training modules. The Table 4 also shows that the standard deviations of the items are within the range of 0.70 to 1.04, this indicated that the mean values of the respondents were not far from one another in their responses.

Table 2. Mean responses of the respondents on the evaluation techniques for assessing the objectives of entrepreneurship skill training modules for building technology graduates (N=226)

S/N	Item statements	$\bar{x}$	S.D.	Remarks
1	Give test that relate to what the trainees have learned from the modules	3.71	1.02	Agree
2	Evaluate trainees' effective performance	3.98	0.82	Agree
3	Assess trainees' psychomotor performance using rating scale	3.85	1.06	Agree
4	Construct reliable test based on simple psychomotor domain to evaluate trainees in building technology progress	4.04	1.00	Agree
5	Assess the effectiveness of the teaching strategy	3.71	0.84	Agree
6	Make use of information procedure like interview and observations for collecting information about trainees	4.06	0.98	Agree
7	Use variety of evaluation devices and procedures e.g. test, assessment and project	3.90	0.98	Agree
8	Give test periodically to monitor learning process during instruction	3.80	1.04	Agree
9	Evaluate the trainees' learning difficulties during instruction	3.72	0.84	Agree
10	Assess student's performance on practical aspect of the module	3.98	1.06	Agree
11	Determining areas of students' weaknesses using appropriate tools	3.82	0.82	Agree
12	Ascertaining the extent to which the students have attained the stated objectives	4.03	0.79	Agree
13	Determining the quality of performance of the students who completed the programme	4.02	0.84	Agree
14	Assess practical project of the trainees	3.99	0.82	Agree
15	Give test that are related to what the trainees have learnt from the modules	4.00	0.79	Agree
	Cluster Mean	3.89	0.81	Agree

Data in Table 2 revealed that all the 15 items have their mean value ranged from 3.72 to 4.06. This shows that the mean value of each item was above the cut-off point of 3.50, indicating that all the evaluation techniques could be used to assess the of entrepreneurship skill training modules. The Table 5 also shows that the standard deviations of the items are within the range of 0.79 to 1.06, this indicated that the mean values of the respondents were not far from one another in their responses.

Table 3. Mean responses of building technology graduates on the effectiveness of entrepreneurship skills training module

Groups	N	Pre – test	Post – test	Mean Gain
		$\overline{X}$	$\overline{X}$	
Experimental	31	10.31	46.15	35.84
Control	27	11.09	23.39	12.30

The data presented in Table 3 show that Building Technology graduates trained with entrepreneurial skill training module had a mean score of 10.31 in the pre - test and a mean performance score of 46.15 in the post - test making a pre-test, post-test mean gain of the experimental group to be 35.84. The Building Technology graduates retrained without entrepreneurial skill training modules had a mean performance score of 11.09 in the pre - test and a post - test mean performance score of 23.39 with a pre-test, post-test mean gain of 12.30. With this result, the building technology graduates trained with entrepreneurial skill training module performed better in the performance test than those trained without entrepreneurial skill training module. This also implies that entrepreneurial skill training modules developed is effective for training building technology graduates.

3.2 Hypotheses

Table 4. Analysis of variance of the mean responses of respondents on the instructional strategies for implementing the entrepreneurship skill training modules

Sources of Variance	Sum of Squares	DF	Mean Square	F-Cal	F-Tab	P-Value	Level of Sig.	Rmks
Between Groups	1.340	2	0.670	0.581	3.00	0.560	0.05	NS
Within Groups	257.125	223	1.153					
Total	258.465	225						

Data presented in Table 4 showed that strategies for implementing entrepreneurial skill training modules had P-value of 0.560 and was greater than 0.05 at degree of freedom 2 and 223. This indicated that there was no significant difference between the mean responses of building technology lecturers, quantity surveyors and supervisors in the registered Building Technology industry on the strategies for implementing the entrepreneurship skills training module.

The strategies had their P-values ranged from 0.087 to 0.976 and were greater than 0.05. This indicated that there was no significant difference between the mean responses of Building Technology lecturers quantity surveyors and supervisors in the registered building technology industries on the instructional strategies for implementing the entrepreneurship skills training module. Therefore, the null hypothesis of no significant difference was upheld for all the 20 instructional strategies.

Table 5. Analysis of variance of the mean responses of lecturers, instructors and supervisors on the evaluation techniques for assessing the objectives of entrepreneurship skill training modules

Sources of Variance	Sum of Squares	DF	Mean Square	F	F-Tab	P-Value	Level of Sig.	Rmks
Between Groups	.277	2	0.138	0.141	3.00	0.869	0.05	NS
Within Groups	218.772	223	0.981					
Total	219.049	225						

Data presented in Table 5 showed that all the evaluation techniques for assessing the entrepreneurial skill training modules had P-value of 0.869 and was greater than 0.05 at degree of freedom 2 and 223. This indicated that there was no significant difference between the mean responses of Building Technology lecturers, quantity surveyors and supervisors in the registered building technology industry on the evaluation techniques for assessing the objectives of the entrepreneurship skills training module.

The evaluation techniques had their P-values ranged from 0.667 to 0.999 and were greater than 0.05. This indicated that there was no significant difference between the mean responses of building technology lecturers quantity surveyors and supervisors in the registered Building Technology industry on the evaluation techniques for assessing the objectives of the entrepreneurship skills training module. Therefore, the null hypothesis of no significant difference was upheld for all the 15 evaluation techniques.

Table 6. Summary of analysis of covariance for test of significance of treatments on building technology graduates trained with entrepreneurial skill training module and those trained without the training module

Source	Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	4331.354[a]	4	1082.8385	17.137	.000
Intercept	2101.259	1	2101.259	266.043	.000
Group	287.776	1	287.776	37.436*	.000
Error	718.735	24	7.898		
Total	567463.000	56			
Corrected Total	5050.089	55			

***Significant at sig of F< .05**

The data in Table 6 show the F-calculated values for group on Building Technology graduates' performance. The f-calculated value for group is 37.436 with a significance of f at .000 which is less than .05. The null hypothesis is therefore rejected at .05 level of significance. With this result, there was a significant difference between the graduates trained with the developed training module and those trained without the module.

3.3 Discussion of findings

The findings of the study reveals 20 instructional strategies for implementing entrepreneurial skill training module and these strategies include: present a concept or skill demonstration, adopt group discussion for instruction, involve the trainees in learning process by asking questions which provoke critical thinking, praise a student for being a good listener when calls attention to a mistake, demonstrate problem solving solution which allows students to develop creative activities, present information with overhead projector and employ team teaching techniques. The findings were in agreement with the finding of Bakare (2014) who carried out a study on development and validation

of cell phone maintenance training modules for national diploma students and found out that demonstration, cooperative learning, discussion and guided discovery are suitable as instructional methodologies for teaching technical competence to students. Also the findings were consonance with the findings of Ogbuanya, Bakare, and Igweh (2009) that teaching approaches such as reciprocal peer tutoring improves someone's competence in electrical/electronic subjects when effectively applied by teacher. Kizlik (2012) explained that instructional method applied by teachers determines understanding of students in a trade subject.

The study found 15 evaluation techniques relevant for assessing the objectives of entrepreneurial skill training module. Some of the prominent techniques are: give test that are related to what the trainees have learned from the building technology modules, assess trainees' psychomotor performance using rating scale, Evaluate trainees' effective performance, give test that relate to what the trainees have learned from the modules, assess trainees' psychomotor performance using rating scale, construct reliable test based on simple psychomotor domain to evaluate trainees in building technology progress, assess the effectiveness of the teaching strategy, make use of information procedure like interview and observations for collecting information about trainees and use variety of evaluation devices and procedures such as test, assessment and project. The findings agreed with the opinion Ogunmilade (2016) who found objective test, essay test, quiz home work and projects as effective evaluation techniques for assessing ideas, skills or knowledge acquired by individual learners after instruction has taken place. The findings were in agreement with the opinion of Osinem (2008) who stated that oral questions and procedure testing could be used to evaluate training outcome in trade related subjects. The author remarked that each of the techniques possesses distinct characteristics that make it especially useful for measurement of a particular kind of performance. The findings were also agreement with the opinion of Okoro (1999) that check list, rating scale and evaluation questionnaire are performance evaluation techniques used to assess performance of individuals. The findings of this study were agreement with Bakare (2014) who developed and validated cell phone maintenance training modules for national diploma students and found out that evaluation technique such as multiple choice tests, short answer tests, matching tests, oral questions and answers, written questions and answers are suitable for assessing students learning outcomes.

The findings of the study showed that the building technology graduates trained with entrepreneurial skill training modules performed better than those trained without entrepreneurial skill training modules. This also implies that entrepreneurial skill training module developed is effective for training building technology graduate of colleges of education. The finding agreed with the finding of Igweh (2010) who found that students taught basic electronics with tutorial, drill and practice methods of computer assisted instruction had a higher mean achievement scores than those students taught using the conventional teaching method in the achievement test. Also the finding agreed with the finding of Uzoka (2010) who carried out a study on development of family law awareness programme for families in Anambra State and found that family law awareness

programme was effective in training family members in Anambra State. There was a significant difference between the building technology graduates trained with the developed modules and those trained without training module. The findings also agreed with the findings of Egbita (2006) who developed a training module for capacity building of craftsmen in Liquid Crystal Display in North Central Nigeria and found that craftsmen trained with liquid crystal display maintenance modules performed better than those trained without liquid crystal display maintenance modules.

4. Conclusion and Recommendations

4.1 Conclusion

Various programmes have been developed for retraining of Building Technology graduates in entrepreneurial education, but most of them lack verified instructional strategies and evaluation techniques and the effectiveness of these entrepreneurial programmes are not investigated before use and this to researchers creates a wide gap. The researchers therefore set up this study to narrow or close the gap. Verified and relevant instructional strategies and evaluation techniques were found for assessing the entrepreneurial skills training module.

4.2 Recommendations

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

- Trainers should make use of the identified instructional strategies and facilities for implementing the entrepreneurial skills module.
- The trainers should also make use of the identified evaluation techniques for assessing the building technology graduates during and after the retraining.

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