

STRATEGIES IN IMPLEMENTING INCLUSIVE EDUCATION FOR ENTREPRENEURSHIP SKILL DEVELOPMENT AMONG EDUCATIONAL MANAGEMENT STUDENTS IN RIVERS STATE UNIVERSITY, NIGERIA

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Abstract

The study examined strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rivers State University. Three research questions were answered while corresponding null hypotheses were formulated and tested at 0.05 level of significant. The study employs descriptive research survey design. Stratified random sampling technique was used to select only final year students who have offered some entrepreneurship trade courses while purposive sampling technique was to select 90 students consisting of 34 male and 56 female final students who offered the same entrepreneurship trade courses which was used for the study. The instrument for data collection was a self-structured questionnaire tagged "Entrepreneurship Strategies for Inclusive Skill Development Questionnaire" and designed in a four-point modified rating scale of agreement. The instrument was validated and tested for reliability using test-retest method. A reliability coefficient of 0.86 was established for the study through Pearson Product Moment Correlation. Data collected were analysed using mean with standard deviation for research questions and the null hypotheses were tested with z-test. The study found that practical strategies, school-industry collaboration and supervisory strategies were strategies found effective in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rivers State University, Nigeria. Based on the findings of the study, it was recommended among others that university should ensure that inclusive system of education is prioritize when creating a linkage between the school and the industry. This will allow full integration of the disabled students to actively participate in the training period. The university should form a supervisory team whose members must have a disabled person(s) as this will serve as a model for the disabled students and also for inclusive education.

Keywords: Entrepreneurship, Development, Inclusive, Skills and Strategies

Introduction

Nigerian educational system has suffered greatly due to lack of political will by leaders to make an overhaul re-structuring and repositioning of the system backed by enough funding, qualified teachers and structures. Inclusive education has faced many challenges in the country due to many factors related to the governments, parents, students/lecturers and the community. The world conference on Education for All (EFA) and the United Nation Convention on the Right of the child emphasized urgent priority to ensure access to and improve the quality of Education for all children (Madeuwesi in Suleiman & Isah, 2022) which is inclusive education.

Implementation of inclusive education in Nigerian has faced many hindrances and obstacles which consequently led to the dysfunctioning of the system of education in the country. Full inclusive is the integration

of all students, even those that require substantial educational behavioral support and services to be successful in regular classes and the elimination of segregated special classes (Olufunke & Oluremi, 2014). Inclusive education is a system of education that cater for the special needs of all categories of learners (students) including those with visual, auditory and hearing impairment, mental retardation, emotional disorder, physical and health impairment and learning disabilities. Ajuwo (2008) describe inclusion or inclusive education as the philosophy and practice for educating children with special needs in general education settings.

Nigeria as a nation supports the operation of inclusive education in its national policy. National Policy of Education (2013) stated that: access to education shall be provided and inclusive education or integration

of special classes and unit into ordinary/public schools under the Universal Basic Education (UBE) scheme. The UBE scheme also states that persons with special needs and learning disabled shall be provided with inclusive education service in school which normal persons attend, in age-appropriate general education classes directly supervised by general teachers. Hence, teaching in schools today should be able to incorporate all learners including those of the disabled type. The lecturer should be able to employ strategies that could involve all members of the class to participate in the learning process irrespective of difference in ability, backgrounds and environment. Inclusive teaching strategies referred to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning modalities, and abilities. These strategies contribute to an overall inclusive learning environment in which all students perceive to be valued and able to succeed.

Inclusive education involves bringing together persons with disabilities and the non-disabled to study in the same classroom with adaptable facilities and equipment. With this arrangement in place the assistive technology becomes an unconditional requirement for children with special needs. In order for the lecturer to achieve inclusiveness in instructional process in the classroom, it is important that these factors should be considered such as providing a sensitive environment, provide encouragement and guide learning, provide a quiet area, express positive regard and support, facilitate student voice, autonomy and independence and set clear classroom expectations. Administratively, other strategies which could be adopted are intensification of plans for inclusive. Establishing of inclusive educational, adequate funding strategies, provision of adequate facilities to, promotion of facilities maintenance policies, modification of teachers' training curriculum, intensification of teachers' training and formulation of policies implementation.

Nevertheless, despite encouraging developments such as the school and industry collaboration with organizations, the implementation of inclusive education for entrepreneurship development in Educational Management programmes at tertiary institution level is still faced with daunting challenges which is yet to be tackled and found solutions. One of such challenges is that strategies adopted for the implementation of inclusivity in Educational Management have been recognised to be largely insufficient or inappropriate with regards to the needs of individuals who are vulnerable to marginalization and exclusion (FRN, 2013). Where such strategies

targeting various marginalized and excluded groups do exist, they have functioned outside the mainstream of education among which is inclusive education programmes in specialized institutions, and specialist educators.

Despite these laudable strategies, the implementation is still marred with challenges therefore, it becomes essential that suitable strategies which encompass all learners in the learning environment need to be adopted to foster the implementation of inclusive education for entrepreneurship skill development particularly in Educational Management and tertiary institutions in Nigeria at large. Sambo and Gambo (2015) identified such strategies as identifying learner's needs, engaging parents, engaging the community, making schools and other facilities accessible. The provision of necessary facilities was also listed by FRN (2013). Identifying learner's needs and right as a strategy entails a process which begins with a baseline study to identify learners with disabilities who do and do not attend school, support services, education and social policies, and barriers to inclusion in an area.

However, education which takes into cognizance learners with and without disabilities is crucial in fostering tolerance between people and contributed to a more peaceful society. Hence, the attainment gap between individuals with disability and those without disability is growing and as such individuals with disabilities tend to be left behind in the learning process (Ibok, 2015). Inclusive education is the total integration of learners with and without special needs into the same classrooms and schools, thereby exposing them to the same learning opportunities. Andrew and Danladi (2016) defined inclusive education as the education of all children and young people with and without disabilities or difficulties in learning together in ordinary pre-primary schools, colleges and universities with appropriate network support.

Similarly, Okwudire and Okechukwu (2018) viewed inclusive education as the progressive increase in the participation of students, in reduction of their exclusion from the cultures, curricula, and communities of local schools. The authors further explained that with inclusive education, all students in the school regardless of their strengths or weaknesses in any area become part of the school community. In an inclusive education setting, individuals are seen as equal members of the classroom without being marginalized. It is an environment that accommodates those who can and allowing those who cannot learn to cope from those

who can. Inclusive education takes cognizance of fast and slow learners.

Consequently, inclusive education will, thus remove barriers to friendship among students with and without special needs and help them imbibe the spirit of cooperation and teamwork which according to Strully (2016) is the essential ingredient germane to national development. National development is achieved through meaningful individual social, economic, and political contribution. Economic contribution to national development by individual is enhance if the person (disable) is economically viable and self-reliance that is acquire through entrepreneurship education.

Entrepreneurship education is the training given to individuals or groups to develop their innate entrepreneurial tendencies to acquire self-reliant skills in order to be inspired to look inwards in their immediate environment and make a sustainable living. Some of the entrepreneurial skills that could be acquired through the training include insightful skill, risk-taking skill, inventive skill, creative skill, saleable skill, communicative skill, interpersonal relationship skill among others. Entrepreneurship education aim at preparing graduates to be self-reliant or gainful employment. Entrepreneurship education prepares young people to be responsible and enterprising individuals who become entrepreneurs' thinkers and contribute to development and sustainable communities. It provides opportunities for youths to master the competences related to core entrepreneurial knowledge, skills, and attitudes including opportunity recognition, idea generation and marshalling resources in face of risk to pursue opportunities, venture creation and operation, creativity and critical thinking (Nwobasi, 2006). To achieve this quality, entrepreneurs must possess entrepreneurial competencies to fall back on in order to succeed in the business. This is in line with Deebom and Baridoma (2017) who asserted that an entrepreneur is an individual with skills and competence to promotes employment rather than seeking for an employment while Deebom, Deebom and Raji (2020) buttressed that an entrepreneur through entrepreneurial education enhances job creation to reduce unemployment among graduates upon graduation.

As noted by Mankinen and Turpeinen (2009), the purpose of entrepreneurship education is to support learners' knowledge, skills, and attitude, of a kind he/she will need in his/her studies and later in the working life regardless of whether been employed as private entrepreneur or hired by another person. Entrepreneurship education is therefore needed to help

Educational Management graduates especially the disable persons and school leavers to really become self-reliant when they leave school instead of depending on government or private sector jobs. Training in the university to achieve desired outcomes of entrepreneurship education as enshrined in the National Policy of Education (FRN, 2013) must be organized and coordinated through an effective management process.

Effective Management according to Audu, Umar and Idris (2006), can be defined as an act that involves the control, supervision and leading of other persons. It also involves overseeing projects, resources and business enterprises. Management is the process of setting goals or objectives and achieving them by employing men and material resources in a compatible environment. According to Abdullahi (2005), every activity involving human effort possessed to some degree these four facets which include A goal, the means by which the goals can be attained, the use of human effort and the creation of an environment that will induce men to participate.

Abdullahi further stated that management is the process of setting and achieving objectives by influencing human behaviours towards the realization of the goals or set objectives. Management includes four primary functions and one overall integrative function; the process of planning, organizing, directing and controlling are all the activities of the system; the integrative function being that of coordination. From the foregoing, management of entrepreneurship education programmes in Nigeria is the process of making decisions on how resources can be procured, managed, used and maintained for the attainment of a given objective or goals.

It also involves the coordination and control of human, infrastructure, materials, equipment, facilities, and finance used for the running, sustenance and improvement of a given set-up efficiently and effectively. The aim of management of entrepreneurship education in tertiary institutions therefore is to coordinate the human, physical, materials and financial resources so that they can be utilized economically, efficiently, and effectively to benefit the students (Osuji & Amie-Ogan, 2018). This will assist the students become self-reliant capable of creating jobs through acquisition of entrepreneurial skills.

According to Atsumbe in Igbojonu (2018), skill is described as knowledge and proficiency required in the accomplishment of engineering, scientific or any specific task. Skill according to Deebom and Taylor

(2020) is described as the ability of an individual to be able to carry out a specialized area in entrepreneurial trade expertly for self-reliance. To this end, it will not be an over statement to say skills acquisition is a programme made up of various kinds of skills to provide basic and special training/skills and capacity building/empowerment or the upliftment and well-being of an individual or a people (Adofu,2013). Therefore, entrepreneurial skills required by Educational Management students include managerial, technical and interpersonal skills.

Obasi and Ohio (2014) stated that entrepreneurship was practically oriented, designed, and packaged to equip the students (beneficiaries) with practical skills, knowledge, and orientation for entrepreneurial life, which was geared toward job creation. It was, therefore, a special training given for the acquisition of vocational, technical skills, management skills, and capacity for self-reliance and employment. Okoh and Emehi (2011) identified major entrepreneurial skills which are maintained to be necessary for the performance of entrepreneurial assignments to include: conceptual, problem-solving, influence/power, marketing, enterprising, financial management, time management, technical skills, business skills and so forth. According to Essay (2018) entrepreneurial skills help in making the students especially the disabled one to become job creators but wealth creators. Entrepreneurial skills are required by tertiary institution students for self-reliance including Educational Management students.

Educational Management is a programme designed to enable students acquire appropriate managerial skills, abilities and competencies such that the prospective educational manager would better understand human behaviour and interrelationship (NUC & BMAS, 2007; p.115 as in Educational Management Handbook, 2018). The philosophy of Educational Management is the acquisition of appropriate managerial skills, abilities and competencies such that the prospective educational manager would better understand human behaviour and interrelationships. Such managerial skills will in addition equip education teachers with good leadership qualities needed to create favourable environments for innovations especially in this era of ICT integration in teaching and learning.

i. The objectives of Educational Management programmes as stated in Departmental Handbook of the Department of Educational Management (2018), Rivers State University include to:

- ii. Produce educational management, and research-oriented teachers who can use Information and Communication Technology (ICT) integration to contextualize instruction.
- iii. Create/assemble a depository of resources materials for management and administration of education subjects.
- iv. Plan for and provide facilities for the effective use of resource materials for instruction.
- v. Introduce students to professional studies in educational planning and administration and management of education.
- vi. Enable students to have an intelligent understanding of the increasing complexities of educational management.
- vii. Produce strong advocates for the application of scientific methods for the solution of national and state problems.

The Department of Educational Management of Rivers State University, Port Harcourt is a programme that allows for both able and disable students to learn and interact together. For both students to be academically balance in terms of instructional process without been bias and unfair to the disabled students, there should be equal treatment and access to instructional facilities both in classroom activities, recreational activities, laboratory or practical activities and entrepreneurial skill development programmes or been inclusive in provision. Hence, it is imperative to examine strategies that could be adopted in in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rives State University, Port Harcourt.

Statement of the Problem

There is a neglect of inclusive education in public schools (primary, secondary, and tertiary). Effort to support inclusive education is not made on the part of school's administrators and community members. As at the time of this study, it was very glaring and noticeable that Rivers State University did not implement inclusive education. This is seen in the nature of physical infrastructure erected as classrooms, hostels, laboratories, workshops, admission offices, internal road in the university among others. The researchers' have observed that disable persons such as lame, cripple, virtually impaired and so on finds it difficult to attend lectures, practical classes and other places in the university. Most of them are seen waiting for who we assist them through the staircases to the lecture and examination halls while other students (course mates) have gone far with classes and possibly examinations.

This is because the structures within the university are built only for the able students (non-disable) without given any consideration to those with disabilities irrespective of the facts that the university is a place for everyone to attend. This makes them feel difficult in participating in academic activities effectively which in turn affects performance in entrepreneurship course that enhance skills for self-reliance.

One begins to wonder if school administrators feel that, if inclusive education is implemented, parents with disabled children will feel shame to send their children to learn together in a regular classroom with their counterparts who are not disabled while on the other hand, does it mean that parents of the regular students will think their children/wards will be disturbed if they learn under inclusion (Aniefiok, Okon & Asuquo, 2020). Generally, from the researchers' observation, there is lack of commitment by the stakeholders in providing educational services that cater for and promote the needs of children under inclusive education. These are manifested in inadequate and lack of human and material resources as well as other devices that could help in promoting inclusive education in Rivers State University. It is based on these scenarios as observed by the researchers that prompted the study to examine the strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rivers State University.

Purpose of the Study

The purpose of the study is to examine strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rivers State University, Nigeria. Specifically, the study seeks to determine:

1. Practical strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rivers State University, Nigeria.
2. School-industrial collaboration strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rivers State University, Nigeria.
3. Supervisory strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rivers State University, Nigeria.

Research Questions

The following questions were answered to guide the study.

1. What are the practical strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rivers State University, Nigeria?
2. What are the school-industrial collaboration strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rivers State University, Nigeria?
3. What are the supervisory strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rivers State University, Nigeria?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean response of male and female final year undergraduate students on the practical strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rivers State University, Nigeria.
2. There is no significant difference in the mean response of male and female final year undergraduate students on the school-industrial collaboration strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rivers State University, Nigeria.
3. There is no significant difference in the mean response of male and female final year undergraduate students on the supervisory strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rivers State University, Nigeria.

Methodology

The study adopted a descriptive survey research design. This is because the study collected and analyzed data from students of undergraduate Educational Management. Nwankwo (2013) defined descriptive survey research design as that in which the researcher collects data from a large sample drawn from a given population and describes certain features of the sample as they are at the time of the study, and which are of interest to the researcher without manipulating any independent variables of the study.

The study was carried out in Rivers State University (RSU), Nigeria.

The population for the study was all the 158 final year undergraduate students of Educational Management of 2022/2023 academic session (Source: Exam Officer Record, 2023). Stratified random sampling technique was used to select only final year students who have offered some entrepreneurship trade courses while purposive sampling technique was used to select 90 students consisting of 34 male and 56 female final students who offered the same entrepreneurship trade courses which was used for the study. The instrument for data collection was a self-structured questionnaire tagged "Entrepreneurship Strategies for Inclusive Skill Development Questionnaire (ESISDQ)" designed in a four-point modified rating scale of agreement. The instrument was a 24 items questionnaire design on a 4-point rating scale with response categories of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument was validated and tested for reliability through test-retest method and a reliability coefficient of 0.86 was established for the instrument using Pearson Product Moment Correlation (PPMC). A total of 34 and 56 copies of the instrument was administered

and completely return for male and female students respectively. This indicates for a 100 percent rate of return (RoR). Data collected were analysed using mean with standard deviation to answer research questions while the null hypotheses were tested with z-test. The decision for research questions, any item with mean score of 2.50 and above was considered and "Agree" as a strategy for entrepreneurship skill development inclusiveness among Educational Management students in Rives State universities while item with mean scores below 2.50 was disagree. Also, for hypothesis testing, if the calculated value of z (zcal) is equal or less than the critical value of z (zcrit) at a degree of freedom, the null hypothesis was accepted while if the calculated value of z (zcal) is greater than the critical value of z (zcrit), the null hypothesis was rejected.

Results

The result of the study is presented in Table 1 – 6 below.

Research Question 1: What are the practical strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rives State University?

Table 1: Mean Response on Practical Strategies in Implementing Inclusive Education

S/N	Item Statements	Male (N ₁ = 34)			Female (N ₂ = 56)		
		\bar{X}	SD	RMK	\bar{X}	SD	RMK
1	Assigning problem solving work to students in the workshop.	3.10	0.74	Agree	3.08	0.67	Agree
2	Regular laboratory teaching.	3.22	0.66	Agree	3.14	1.10	Agree
3	Acquainting students with equipment in the workshop	2.94	0.58	Agree	2.77	0.60	Agree
4	Regular visitation to skill-based related industries	3.05	0.69	Agree	3.02	0.58	Agree
5	Grouping students for purpose of achieving a practical-based task	3.33	0.84	Agree	3.03	0.92	Agree
6	Checking students' competences in identifying laboratory tools	3.03	1.01	Agree	3.63	0.66	Agree
7	Implementing a must-to-do rule to enhance competence	2.71	0.80	Agree	3.50	1.01	Agree
8	Giving practical task for individual students.	3.20	0.77	Agree	2.85	0.74	Agree
	Average Mean	3.07	0.76	Agree	3.13	0.79	Agree

Results in Table 1 revealed that the respondents (Educational Management students) agree that all the 8 items listed are practical strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rives State University. This was shown in the mean response of the students that ranges between 2.71 to 3.33 for male students and between

2.77 to 3.63 for female students which are greater than the cut-off points of 2.50 for decision on a four-point scale. The result also revealed that male students have an average mean of 3.07 while female students had an average mean of 3.13. Standard deviation value less than 1.00 indicate that the respondents (students) were close (homogenous) in responses while standard deviation value greater than 1.00 shows that the

respondents (students) were far apart (heterogenous) in responses.

Research Question 2: What are the school-industrial collaboration strategies in implementing inclusive

education for entrepreneurship skill development among Educational Management students in Rives State University?

Table 2: Mean Response on School-Industrial Collaboration Strategies in Implementing Inclusive Education

S/N	Item Statements	Male (N ₁ = 34)			Female (N ₂ = 56)		
		\bar{X}	SD	RMK	\bar{X}	SD	RMK
9	Creating mutual relationship between schools and industries	3.07	1.01	Agree	3.11	0.70	Agree
10	Using industries as demo site increases students' familiarity with tools/equipment	3.36	0.60	Agree	3.05	1.11	Agree
11	Making use of outdoor resources enlarges the scope and quality of skills acquired	2.82	1.01	Agree	3.07	0.80	Agree
12	Collaboration with industrial personnel provide appropriate experience	2.65	0.58	Agree	2.89	0.71	Agree
13	School-industrial collaboration improves students' skills in carrying specific task	3.10	0.71	Agree	2.68	0.63	Agree
14	It helps in translating classroom theory to practice for hands-on experience	3.43	0.63	Agree	3.30	0.84	Agree
15	Crave opportunity for students to apply and experience real world of work	3.30	0.88	Agree	3.54	0.65	Agree
16	It builds in confidence and work independence in trainee	3.70	0.71	Agree	3.11	0.84	Agree
	Average Mean	3.18	0.77	Agree	3.10	0.79	Agree

Results in Table 2 revealed that the respondents (Educational Management students) agree that all the 8 items listed are school-industrial collaboration strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rives State University. This was shown in the mean response of the students that ranges between 2.65 to 3.70 for male students and between 2.68 to 3.54 for female students which are greater than the cut-off points of 2.50 for decision on a four-point scale. The result also revealed that male

students have an average mean of 3.18 while female students had an average mean of 3.10. Standard deviation value less than 1.00 indicate that the respondents (students) were close (homogenous) in responses while standard deviation value greater than 1.00 shows that the respondents (students) were far apart (heterogenous) in responses.

Research Question 3: What are the supervisory strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rives State University?

Table 3: Mean Response on School-Industrial Collaboration Strategies in Implementing Inclusive Education

S/N	Item Statements	Male (N ₁ = 34)			Female (N ₂ = 56)		
		\bar{X}	SD	RMK	\bar{X}	SD	RMK
17	Workshop visitation by school supervisor	2.84	1.01	Agree	3.10	0.66	Agree
18	Monitoring the duration of practical in workshop	3.04	0.63	Agree	3.03	1.01	Agree
19	Supervising team learning practices in the workshop	3.11	0.74	Agree	3.28	0.48	Agree
20	Ensuring full implementation of course curriculum	2.68	0.63	Agree	3.11	0.91	Agree
21	Monitoring the use of current instructional teaching materials	3.03	1.01	Agree	3.33	0.62	Agree
22	Effective monitoring of students' work	3.25	0.88	Agree	3.41	0.7	Agree

23	Ensuring a maximum utilization of practical resources in the workshop	3.17	0.6	Agree	3.60	0.58	Agree
24	Ensuring adequate completion of trade course content	3.86	0.72	Agree	2.72	1.11	Agree
Average Mean		3.12	0.78	Agree	3.20	0.75	Agree

Results in Table 3 revealed that the respondents (Educational Management students) agree that all the 8 items listed are supervisory strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rives State University. This was shown in the mean response of the students that ranges between 2.68 to 3.86 for male students and between 2.72 to 3.60 for female students which are greater than the cut-off points of 2.50 for decision on a four-point scale. The result also revealed that male students have an average mean of 3.12 while female students had an average mean of 3.20. Standard deviation value less than 1.00 indicate that the respondents (students) were

close (homogenous) in responses while standard deviation value greater than 1.00 shows that the respondents (students) were far apart (heterogenous) in responses.

Hypotheses Testing

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

1. There is no significant difference in the mean response of male and female final year undergraduate students on the practical strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rives State University.

Table 4: z-Test Analysis on Practical Strategies in Implementing Inclusive Education

Groups	\bar{X}	SD	N	df	α	Zcal	Zcrit	Decision
Male	3.07	0.76	34	88	0.05	-0.35	1.99	Accepted
Female	3.13	0.79	56					

Result from Table 4 reveals that the calculated value of z (zcal = -0.35) is less than the critical value of z (zcrit = 1.99) at 0.05 level of significance, hence, the null hypothesis was accepted. This implies that there is no significant difference in the mean response of male and female final year undergraduate students on the practical strategies in implementing inclusive education for entrepreneurship skill development among

Educational Management students in Rives State University.

2. There is no significant difference in the mean response of male and female final year undergraduate students on school-industrial collaboration strategies for entrepreneurship skill development inclusiveness among Educational Management students in Rives State Universities.

Table 5: z-Test Analysis on School-Industrial Collaboration Strategies in Implementing Inclusive Education

Groups	\bar{X}	SD	N	df	α	Zcal	Zcrit	Decision
Male	3.18	0.77	34	88	0.05	0.29	1.99	Accepted
Female	3.10	0.79	56					

Result from Table 5 reveals that the calculated value of z (zcal = 0.29) is less than the critical value of z (zcrit = 1.99) at 0.05 level of significance, hence, the null hypothesis was accepted. This implies that there is no significant difference in the mean response of male and female final year undergraduate students on the school-industrial collaboration strategies in implementing inclusive education for entrepreneurship skill

development among Educational Management students in Rives State University.

3. There is no significant difference in the mean response of male and female final year undergraduate students on the supervisory strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rives State University.

Table 6: z-Test Analysis on Supervisory Strategies in Implementing Inclusive Education

Groups	\bar{X}	SD	N	df	α	Zcal	Zcrit	Decision
Male	3.12	0.78	34	88	0.05	-0.47	1.99	Accepted
Female	3.20	0.75	56					

Result from Table 6 reveals that the calculated value of z (zcal = -0.35) is less than the critical value of z (zcrit = 1.99) at 0.05 level of significance, hence, the null hypothesis was accepted. This implies that there is no significant difference in the mean response of male and female final year undergraduate students on the supervisory strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rives State University.

Discussion of the Findings

Results from Table 1 reveals that the respondents agree that all the items listed practical strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rives State University. These practical strategies include assigning problem-solving work to students in the workshop, regular laboratory teaching, acquainting students with equipment in the workshop, regular visitation to skill-based related industries, grouping students for purpose of achieving a practical-based task, checking students' competences in identifying laboratory tools, implementing a must-to-do rule to enhance competence and giving practical task for individual students. These findings are in line with that of Idoko (2014) who pointed out that if students are to be skillful in entrepreneurship trade, practical assignment is an essential method to achieve it. Similarly, the finding of the study agrees with that of Magbagbeola (2014) that entrepreneurship skill acquisition requires the accumulation of different skills that enhances fast performance through the integration of both theoretical and practical forms of knowledge.

Results from Table 2 reveals that the respondents agree that all the items listed school-industrial collaboration strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rives State University. These school-industrial strategies include making use of outdoor resources enlarges the scope and quality of skills acquired, collaboration with industrial personnel provide appropriate experience and school-industrial

collaboration improves students' skills in carrying specific task. This finding is in corroboration with Emmanuel, Joshua and Aniekan (2017) who opined that effective school-industrial collaboration would enable students of tertiary education to acquaint skills in specific field and to acquaint them with functional methods of new technologies, machines and equipment.

Results from Table 3 reveals that the respondents agree that all the items listed supervisory strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rives State University. These supervisory strategies include workshop visitation by school supervisor, monitoring the duration of practical in workshop and supervising team learning practices in the workshop among others. This finding is in corroboration with Ani (2007) who outlined supervisory strategies as follows; workshop visitation, micro-teaching, research-approach, workshop, demonstration techniques and tape recording.

Conclusion

The study examines strategies in implementing inclusive education for entrepreneurship skill development among Educational Management students in Rives State University. The study revealed that strategies found that practical strategies, school-industrial strategies, and supervisory strategies are effective in implementing inclusive education for entrepreneurship development among Educational Management students.

Recommendations

Based on the findings of the study, it was recommended that:

1. The university management should provide a means of making the practical session of entrepreneurship more inclusive in order to allow students with disability to actively participate without much stress.
2. University should ensure that inclusive system of education is prioritize when creating a linkage between the school and the industry. This will

allow full integration of the disabled students to actively participate in the training period.

3. The university should form a supervisory team whose members must have a disabled person(s)

as this will serve as a model for the disabled students and also for inclusive education.

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