

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING FOR ENTREPRENEURIAL SKILL ACQUISITION ON STUDENTS' ATTAINING BUSINESS DEVELOPMENT IN OYO STATE, NIGERIA

BY

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Abstract

This study investigates technical and vocational education and training for entrepreneurial skill acquisition on students' attaining business development in Oyo state, Nigeria. Technical and Vocational Education and Training (TVET) and entrepreneurship education have always been used as a vehicle towards economic and social transportation within the society. An evaluation design was adopted for the study which covered three higher education institutions in Oyo state. Two research questions raised and two null hypotheses were formulated at 0.05 level of significance to guide the study. A purposive sample technique was used to select 135 students for the study. Four hundred and fifty (450) students were used for the study and the instrument used for the study was structured which was subjected to face and content index. Weighted mean and standard deviation were used in the analysis data. K – R 21 approach was used to determine a reliability coefficient of 0.80 which was made the instrument to be reliable and used for the study. The result among others revealed that technical and vocational education and training and skill acquisition for entrepreneurship have been attained by business education students higher in a theoretical manner and lower in exposing to practical skills. Based on the findings of the study, recommendations were made among others that effective education should go far beyond mere – literacy ability to read and write. It should incorporate ability to “do” and “apply” that is, it should equip the learners with some form of technical – know – how and become entrepreneur.

Keywords: Education, Entrepreneurship, Technical, Training, Vocational

Introduction

Technical and Vocational Education and Training (TVET) and Entrepreneurial skill acquisition have always been used as a basis towards attaining business development and social transformation of any nation such as Nigeria (Abede, Daniel & Osiris 2019). It is no news that the world has become private sector driven and economic prosperity in the 21st century requires the possession of entrepreneurship skills to perform in this global village as it could reduce unemployment menace in the society (Maigida, Saba & Namkere, 2013). Unemployment is the stock of all those individuals who are not engaged in any productive activity and who are either unable to find work on the prevailing real wage rate or who in the process of switching to a new job. Most of the graduates been produced are for export purpose since Nigeria labour market is shrinking and not expanding to the extent that smaller organization who cannot afford to pay more downsizing, right sizing or even outsourcing their employment agencies. Thus, Nigeria continues to lose good size of our human capital to other nations, where they contribute in no small measure to the business development of the host economies, while those who cannot go abroad remain frustrated, unemployed and under – employed (Brimah, Olanipekun & Ibikunle, 2014).

The importance of Technical and Vocational Education and Training (TVET) in nation building cannot be over-emphasized. TVET has been recognized as constituting a vital segment of Nigeria educational system and human resources development initiative for producing the requisite skilled manpower needs for Nigeria's overall development (Agbeyewornu & Johnson, 2015). Indeed, technical vocational education is major avenue for industrial development as well as for economic and social progress of any country. It is TVET that produces the critical mass of the requisite skilled technical and professional manpower needed for attaining business development of vocational and technical institutes, technical and vocational would virtually grind to standstill. Technical and Vocational Education Training (TVET) plays role to produce workers with reflexes that allow them to interact with job duties in the organization of worker place. Consequently, work place organization leads proponent of TVET program as a result to provide readiness semi – professional workers. Technical and vocational and training is established for the purpose of geared up work force to accomplished job duty. Job duties were array by job organization to consolidate the finding of a number of organization targets which contend are incomplete. Kuala Lumpur industrial training (2015) stated that generally program offer in TVET are for the purpose to produce competence and skillful semi – professional workforce. The programs were aim at enabling students to attain business development and to obtain semi – professional knowledge and grasp entrepreneurial skill for self reliant in the society (Mohd, Razali, Abdul Rasheed & Mohammad, 2015).

For the above reasons, some scholars such as Umunadi, (2010) and Obschonka, Silbereisen & Schmitt – Rodermund, (2010) noted that industrial technology education is a formal education designed to provide

knowledge and skills underlying production processes with wider connotation at secondary or higher level. Thus, industrial technology education enables acquisition of skills and development of attitudes and knowledge which will aid young people to play their part in the business community and help them to be self-reliant. In assertion of the above, Bappah (2014) noted that individual can acquire education through the process of teaching, training and learning especially in higher institution to improve knowledge and develop skills. In the words of Anike (2014), industrial technology education aim at supplying manpower for employment and provide continuing training for those already qualified. In view of the above therefore, under- entrepreneurial cadre because he or she is self-employed and a manager of own organization. This indicates that Technical and Vocational Education and Training are result oriented which can bring about attaining business development in Nigeria.

Entrepreneurship and entrepreneur are being used interchangeable to mean the same, though they may be closely related, the terms are not in any way the same. A sharp distinction exists between the concepts. For example, entrepreneur refers to a person. That is who is he or she and what do he or she does that differentiate him or her from a non-entrepreneur? While, entrepreneurship refers to a process which seeks answers to what he or she does, how he or she does (an entrepreneur) do what he or she does? (Maigida & Saba, 2013). Entrepreneur can be defined as one who brings resources, labour, material among other into combination that make their value greater than in the past as well as been able to introduce changes, innovation and new ideas for the growth of a business. Similarly, Kitner (2007 cited in Maigida & Namkere (2013) viewed an entrepreneur as a special type of labour that requires the assembling of all factors of production namely: capital, land and labour, and tries to ensure optimum utilization of them to maximize profit. They organize resources to create wealth but manage such resources effectively and efficiently in order to sustain him or her innovation and minimize possible risks that might arise ahead. The success of an entrepreneur greatly depends on the willingness to accept responsibility for one's own work. Akinola (2012) opined that the need for entrepreneurship education cannot be over-emphasized in Nigeria because unemployment, poverty and the corresponding social problems are on the increase.

Since that higher institution curriculum is structured in a way that makes the Nigerian students unemployable. Effective entrepreneurship training programme in Nigerian higher education institutions will present many graduates lots of opportunities of starting small scale business while waiting to be employed in one's field of study. The entrepreneurship training must be focused on trainings students to gain skills even in areas outside their school curriculum for graduation in their respective departments. Akinola (2012) argued that entrepreneurial skills students can acquire during training to enable them be self – reliant include marketing skills, financial resources skills, self motivation skills, time management skills, administrative skills, innovation skills, professional skills, practical skills among others. Despite the crucial role accorded Technical and Vocational and Training for entrepreneurial skill acquisition on students' attaining business development in recent years, the government, the parents as well as general public have expressed considerably anxiety over graduates' unemployment situation in Nigeria, though some blame it on the low performance of graduates of higher education institutions in the labour market. Other stressed that many Nigerian graduates are not employable in the outside word (Okoli, 2014). In spite the fact that entrepreneurship training is supposed to promote the business development of personal qualities such as creativity, risk taking and responsibility and provide the technical and business skills that are needed in order to start a new business venture (Schaltegger & Wagner, 2011 cited in Wordu, Igrubia & Okotubu, 2018). If Nigerian government wants to be a major player in the global market place of ideas and prepare her citizen for the new environment of today and the future, the country should embrace Technical and Vocational Education Training for entrepreneurial skill acquisition in order to attain business developments and advance in technology. This will help her citizenry to be creative, innovative develop feasible business plans and set up new business ventures (Uzoka Bayode 2010). It is therefore, the concern of this study to determine whether Technical and Vocational Education and Training (TVET) for entrepreneurial skill acquisition will capable of attaining business development of students in higher education institutions in Oyo State, Nigeria.

Hence, industrial technology education and entrepreneurship development could be of great help as it enhances skill acquisition, productivity and attain business development in the global economy. It is therefore imperative for the study to establish whether Technical and Vocational Education and Training for entrepreneurial skill acquisition on students attaining business development in Oyo state, Nigeria necessitated.

Purpose of the Study

The main purpose of this study is to examine the Technical and Vocational Education Training for entrepreneurial skill acquisition on students' attaining business development in Oyo State, Nigeria. Specifically, the study is to:

- i. Assess the level of Technical and Vocational Education for entrepreneurial skill acquisition on students' attaining business development.
- ii. Determine the extent of higher education institution students' skill acquisition through entrepreneurship education.

Research Questions

The following research questions guided the study:

- i. To what extent do Technical and Vocational Education and Training for entrepreneurial skill acquisition on students' attaining business development in Oyo State, Nigeria?
- ii. To what extent do the teaching of entrepreneurship education enhances skill acquisition by the higher education institution students in Oyo State?

Hypotheses

The following null hypotheses tested at 0.05 level of significance.

- i. There is no significant difference in the mean rating of Technical and Vocational Education and Training for entrepreneurial skill acquisition on student attaining business development in Oyo State, Nigeria.
- ii. There is no significant difference in the mean rating of male and female students on the extent of skill acquisition in entrepreneurship education.

Methodology

The study adopted descriptive design which made use of questionnaire to obtain data from the respondents. The study is carried out in higher education institutions offering (TVET) programmes in Oyo State. A total population of four hundred and fifty (450) students was used. A purposive sampling technique was used in areas of study to select the school and a simple random sampling technique was used to draw 45 students from each of the three selected schools. 150 respondents were drawn because an objective test was used for the study and had to be marked to determine the level. A sample size for the study was 135 respondents. The instrument used for data collection was a multiple choice test question designed by the researcher. The instrument was validated by three experts in the field of TVET and entrepreneurship studies used for the study. After the item analysis, the instruments were subjected to test of reliability co efficiency 0.82 was obtained. Therefore, the instruments deemed reliable. This was believed to be higher enough for the instrument to be used for the study. Mean and standard deviation were used to answer the two research questions. Answering the research questions, an item with a calculator mean value equal or greater than 3.00 (3.00 -5.00) was regarded as accepted while the calculated of an item less than or equal to 3.99 (3.99) was regarded as not accepted. The decision to determine the extent of attainment was based on a criterion measure as indicated under determination of criterion of attainment. Mean for each section was calculated and compound with the cut –off scores for each section to determine the extent of attainment. An inferential statistic of test was used to test null hypothesis at 0.05 level of significance.

Results and Discussions

The results of the study are presented in the tables below according to the research questions and hypotheses.

Research question 1: To what extent do technical and vocational education and training for entrepreneurial skill acquisition on students attaining business development in Oyo State, Nigeria.

Table 1: Mean and standard deviation on students' level of skill acquisition from (TVET) Technical and Vocational Education and Training.

Section A	N	Mean	SD	Decision
Attainment of business development entrepreneurial skill acquisition		(\bar{x})		
Male	120	40.20	16.65	Low extent
Female	130	46.60	14.40	Low extent
Total Population	250	86.80	31.05	Low extent

The mean achievement of the students on section a in the table 1 above is 86.80 and this falls within the range of 30 – 45 indicating little extent of attainment in business development. This is in line with the support of Okolie (2014) that what is experiencing today is that skills training in our higher education institutions with goal on training people to be employed in commerce and industry or any enterprise using tools and machinery for operation, and distribution of goods and services has been too theoretical and has not give priority attention on the students' practical orientation. Okolie opined that appropriate delivery methods should be emphasized in skill training. Such methods include: job related skills, concept formation, real life applications, demonstration, diagrams or illustrations or drawings. More so, students should expose to entrepreneurship education to acquire

skill and become business conscious through theoretical aspects where there is no materials and equipments or where the equipments are inadequate and out-dated.

Research question 2: To what extent does the teaching of entrepreneurship education enhances skill acquisition by the higher education institution students in Oyo State, Nigeria?

Table 2: Mean and standard deviation of the students’ level of skill acquisition from teaching of entrepreneurship education

Item Statements	N	Mean (\bar{x})	SD	Decision
Male	120	35.30	14.60	Low extent
Female	130	39.40	12.55	Low extent
Total population	250	74.60	27.15	Low extent

The findings of the study on table 2 above indicated that the performance of the students on the extent of skill acquisitions from the teaching of entrepreneurship education is 74.60 and this showing low extent of attainment of skills in entrepreneurship acquisition. Mawoli and Aliyu (2010) defined “entrepreneurs as a process of creating something new with value by devoting the necessary time and effort assuming the accompanying financial, physical and social risk, and receiving the resulting rewards of monetary and personal satisfaction and independence”. Through this, students would be able to see opportunities where other sees chaos. It would also equip them with skills that would make it possible for them to use the SWOT (Strengths, weaknesses, opportunity and threats) analysis to function well as entrepreneurs. It could be observed that Business Education could promote entrepreneurship by prompting individual to strive towards the acquisition of the identified opportunities in the business clusters. This would allowed every individual to be involved in producing locally made goods and services to enable them make money and exchange as this would increase in foreign exchange and increase in standard of living of the society.

Table3: T – test Analysis Mean Rating of Male and Female Students on the extent acquisition from technical and vocational education training

Variable	N	Mean (\bar{x})	SD	t-cal	t-value	Decision
Male	120	40.20	16.65			
Female	130	46.60	14.40	1.30	1.58	accepted

The findings of the study in table 3 above shows that the figure 1.30 of t-calculation is less than the figure 1.58 of t-value at the 0.05 level of significance. The results indicates that there is no significant difference between the mean rating of male and female students on the level of skill acquisition from technical and vocational education and training, which hypothesis to be accepted.

Table 4: T- test Analysis Mean Ratings of Male and Female students on extent of skill acquisition from teaching Entrepreneurship Education

Variable	N	Mean(\bar{x})	SD	t-cal	t-value	Decision
Male	120	35.20	14.60			
Female	130	39.40	12.55	1.30	1.58	accepted

The findings of the study in table 4 above shows that the figure 1.30 of t-calculation is not up to the figure 1.58 of t-value at the 0.05 level of significance. This result also indicates that there is no significant difference between the mean rating of male and female students on the level of skill acquisition from teaching of entrepreneurship education which makes the null hypothesis to be accepted.

Conclusion

From the sources cited in this study, it can be concluded that the success of the TVET greatly depends on how educational stakeholders lay emphasis on TVET in higher education institutions in Oyo State, Nigeria. Therefore, a resourceful and productive personnel quality in Technical and Vocational Training could be seen as a meeting point of entrepreneurship development and vocational skill acquisition in the era of joblessness, unemployment, social maladjustment and eradication of poverty in our society and bringing about technological advancement and entrepreneurial skills development in Nigeria.

Recommendations

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

1. Government should set up a joint curricular of entrepreneurial technical and vocational education training to x-ray the possibilities of mismatch skills knowledge and initiatives or the acquisition of skills for self-reliant and job creation.
2. Entrepreneurial skills and workshop on how to find business ideas should be integrated in the school curriculum to encourage young graduates to start their own business.

3. Government should encourage private sector's participation in the delivering of technical vocational education and training.
4. Effective education should go far beyond mere-literacy ability to read and write. It should incorporate ability to "do" and "apply" that is should equip the learners with some form of technical-know-how.
5. Appropriate teaching strategies for proper skill acquisition among others will create workable options and facilitate graduates acquire skills to become entrepreneurs, capable of contributing to the growth and development of economy of the nation.

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