

## **Strategies for Entrepreneurship Skills Acquisition for Wealth Creation through Technical Vocational Education and Training Programmes in a Recessed Economy**

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### **Abstract**

*The study was undertaken to determine the strategies for entrepreneurship skills acquisition for wealth creation through TVET programmes in a recessed economy. Descriptive survey design was adopted for the study. Three research questions and three hypotheses were posed and formulated to guide the study. A 28-item questionnaire structured in a four point rating scale was used to collect data for the study. The instrument was face validated by five experts and the reliability coefficient of 0.80 was obtained with Cronbach Alpha coefficient method. The population consists of 1,080 students' and 240 lecturers' in all the universities in South-South States in Nigeria that offer programmes in technical education. The sample comprised 340 students' and 102 lecturers' through simple random sampling technique. Data were analysed using mean and standard deviation to answer the research questions, while t-test statistics was used to test the hypotheses at 0.05 level of significance. The study revealed among other things, that the following strategies among others were identified for effective entrepreneurship skill acquisition for wealth creation through TVET programmes in a recessed economy, recruitment of more qualified personnel to teach TVET courses, adequate funding of TVET programmes, establishment of more TVET institutions and automatic scholarship for all TVET students'. Consequently, it was recommended among others that more TVET institutions should be established in Nigeria, entrepreneurship education should be included in school curriculum, and recruitment of more TVET personnel should be given urgent attention in all TVET institutions in Nigeria.*

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**Keywords:** *strategies, entrepreneurship, skill acquisition, wealth creation, technology*

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### **Introduction**

Technical Vocational Education and Training (TVET) has been recognised as a major vehicle for national development and growth. The economic competitiveness of a country depends on the skills of its workforce, and the skills and competencies of the workforce, in turn, are dependent upon the quality of the country's education and training.

system(Okonkwo,2017). Amadi (2016) asserted that education is indisputably recognized as the bedrock of any meaningful development, while technical vocational education and training (TVET) is the cornerstone for any sustainable technological development programme Thus, TVET is regarded globally as a spring board to socio –economic growth and technological development.

Technical vocational education and training (TVET) in Nigeria is perceived to be the greatest weapon that can be used to achieve desirable changes and development of the nation in times of wealth creation to individuals and the nation. It is in line with this fact that Nigeria’s current educational system otherwise referred as 6 – 3 – 3 – 4 educational system emphasized TVET as launching pad of the country into technology age. TVET as defined by UNESCO (2002) and adopted by Federal Republic of Nigeria in her National Policy on Education (2013) is a comprehensive term referring to those aspect of the educational process involving in addition, to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economic and social life. TVET as a form of education which is workshop base form of education is deliberately designed to help man improve his skills. It places emphasis on skill development of individuals in chosen occupations (Adamu, 2015) According to the National Policy on Education (FGN, 2013) the goals of technology education which is the aspect of .TVET as offered at the tertiary level include to:

- a. Provide course of instruction and training in engineering, other technologies, applied science, business and management, leading to the production of training manpower
- b. Provide the technical knowledge and skills necessary for agricultural. Industrial. Commercial, and economic development of Nigeria, and
- c. Give training and impart the necessary skills for the production of technicians, technologies and other skilled personnel. Who shall be enterprising and self – reliant.

The above goals are intended to make technical vocational education and training (TVET) more practical, functional and job – oriented. This implies that if all these goals are to be implemented, they would bring about the desired economic and technological development that will improve the standard of living of people in the country. Technical vocational education and training (TVET) according to Obunadikr (2015) as veritable tool for social, economic, technological and national development has been a subject of discussion in Nigeria and other developing nations. In all the discussions, there is a consensus among scholars and professionals that TVET is the secret behind the technological and economic fortune of several developing nations across the globe (Besmat – Digbori, 2011). Okeye and Arimonu (2016) asserted that TVET programmes ensures oriented personnel who are to be the initiators, facilitators and implementers of technological development of a nation.

Past researches have highlighted the benefits of TVET to both human and national development to include among others; it provides skill necessary for wealth creation, it provides various opportunities for the establishment of small scale business, it provides the opportunities for the production of raw materials for manufacturing goods. TVET programmes will stimulate technological and industrial growth and development as it will produce more professional and competent workers that will be capable of harnessing available resources through modern technological skills to increase the gross domestic product (GDP) (Amashia, 2015 ; Ogademma, 2016).

The current reforms of TVET systems in Nigeria seem to have not fully integrated teaching entrepreneurship and management competencies in TVET education programmes. There is therefore the need to further intensify efforts geared towards integrating

entrepreneurship education into TVET programmes in Nigeria. In the context of this study, entrepreneurship education according to Arogundeade (2016) is the act of starting a company, arranging business and taking risks in order to make a profit through the educational skills acquired. Similarly, Nwachukwu (2015) asserted that entrepreneurship can be described as the process of bringing together creative and innovative ideas and compelling these with management and organizational skills in order to combine people, money and resources to meet an identified need and create wealth.

In order to understand the role entrepreneurship skills can play for wealth creation through TVET in a recessed economy, it is important to understand the concept of recessed economy. Recessed economy is when the economy declines significantly for at least six months. That means there's a drop in the following five economic indicators: real GDP income, employment, manufacturing and retail sales (Amadeo, 2017). Nigeria in the past two to three years have been facing this problem of economic recession which has seriously affected many sectors of the economy including educational sector. The manufacturing sector was one of those sectors that was seriously affected by economic recession in the country (Onyезugbe, Orogbu & Chinwaku, 2017) The inflation rate shrank at 17.1 %, the GDP had contracted by 2,06%, the economy by 0.36%. One of the main reasons for the introduction of strategic orientation was to reduce the high dependence of the economy on crude oil as the major foreign earner, by promoting non – oil exports, particularly manufactured goods. The only possible way to achieve this goals is through TVET. The aim in teaching entrepreneurship is to integrate science (such as business and management competence) and arts. This suggests a shift from teaching – learning environment as to be close as much as possible to real life.

Strategies for entrepreneurship skills acquisition for wealth creation through TVET programmes in a recessed economy are steps needed to be taken to help and achieve the goals of tackling economic challenges in the country .In the same vain, Uzougwu (2016) maintained that strategies for entrepreneurship skill acquisition for wealth creation through TVET programmes are necessary steps and efforts that must be taken by government, non - governmental organisations educational policy makers and individuals to solve the problems of prolonged economic recession occasioned by the collapse of the word oil market. Akpan (2016) observed that TVET institutions have vital roles to play as to achieve the objectives of training that will help to produce middle and high manpower that will be capable to function very well in all sectors of the economy. Ayo (2016) maintained that the skill training needs of graduates of TVET programmes for entrepreneurship skill acquisition must be identified for effective implementation of the programme. Some of these skills according to the author are; technical vocational skills, business skills, and home management skills, each of these skills according to him will help the recipients not to wait for the government for job offer. Eze (2016) averred that for a remarkable progress on strategies for entrepreneurship skills acquisition for wealth creation through TVET programmes, that there are some sustainable strategies that needed to be adopted, some of these strategies according to him are; proper funding of TVET programmes, establishment of more TVET institutions in all the geo – political zones of Nigeria recruitment of qualified personnel to teach in TVET institutions and automatic scholarship for TVET students in Nigeria.

Based on the forgoing, it is glaring that the role of government, non – governmental organization, educational policy makers and individuals are important strategies for entrepreneurship skill acquisition for wealth creation through TVET programmes. Musa (2016) underscored this when he asserted that sustainable strategies if properly implemented are the most significant and important force to make TVET programmes effective for the benefit of

human and national development To This end, the concern of this study is to determine the strategies for entrepreneurship skills acquisition for wealth creation through TVET in a recesses economy.

### **Statement of the Problem**

The goal of TVET at all levels of educational system in Nigeria is for the purpose of producing middle level skilled manpower required for the nation's economic and technological development (FRN, 2013). Training aimed at producing middle level skilled manpower needed for the nation's economic and technological development have yielded counter productive result (Okwelle and Agwi, 2018). This is evidence in the number of youths roaming the streets in towns and villages in search for job. The student poor performance in the industries when they are employed to work and their inability to start up their own business when then have graduated from the school has generated mixed reaction both from parents, government and state holders in education. Given the present situation about TVET students. There is need for empirical evidence on the strategies for entrepreneurship skill acquisition for wealth creation for TVET students.

### **Purpose of the Study**

The purpose of the study was to investigate the strategies for entrepreneurship skills acquisition for wealth creation through TVET programmes in a recessed economy. The specific objectives of the study were to:

1. Determine the roles expected of TVET institutions for entrepreneurship skills acquisition through TVET programmes for wealth creation in a recessed economy.
2. Find out skill training needs of TVET graduates for entrepreneurship skills acquisition for wealth creation through TVET programmes in a recessed economy.
3. Determine the strategies to be adopted for effective entrepreneurship skills acquisition through TVET for wealth creation in a recessed economy.

### **Research Questions**

The following research questions were posed in the study:

1. What are the roles expected of TVET institutions for entrepreneurship skill acquisition through TVET programmes for wealth creation in a recessed economy?
2. What are the skill training needs of TVET graduates for entrepreneurship skills acquisition for wealth creation in a recessed economy?
3. What strategies are to be adopted for effective entrepreneurship skill acquisition through TVET programmes for wealth creation in a recessed economy?

### **Hypotheses**

The following null hypotheses were formulated to guide the study at 0.05 level of significant:

- H0<sub>1</sub>:** There is no significant difference between the mean responses of TVET lecturers' and Students on those roles expected of TVET institutions for entrepreneurship skills Acquisition through TVET programmes.
- H0<sub>2</sub>:** There is no significant difference between the mean responses of TVET lecturers' and Students on those training needs of TVET graduates for entrepreneurship skills acquisition for wealth creation in a recessed economy.
- H0<sub>3</sub>:** There is no significant difference between the mean responses of TVET lecturers' and students on strategies to be adopted for effective entrepreneurship skills acquisition for wealth creation in a recessed economy.

## Materials and Methods

The research design adopted in this study is descriptive survey. This design was considered suitable as recommended by Nworgu (2015) for those studies which aim at collecting data on, and describing in a systematic manner the characteristics, features or facts about a given population or its representative sample on existing phenomena. The study was carried out in all the universities that offer technical education programmes in South-South States of Nigeria. These states includes; Rivers, Edo, Delta, Bayelsa, Akwa-Ibom and Cross River States. The population of the study comprises 1,080 final year education students and 240 technology education lecturers from the seven (7) universities in South-South that offer programmes in technical education. These figure were obtained from the Technical Education Department/Unit of the various universities in 2018. Simple random sampling technique was used to select 340 students and 102 lectures.

A – 28 items structured questionnaire titled “Strategies for Entrepreneurship Skills Acquisition for Wealth Creation through TVET in a Recessed Economy Questionnaire (SESAWCREQ) was the instrument used to collect data for the study. The SESAWCREQ instrument had four sections. Section A sought information on the personal data of the respondents. Section B to D consisted of 28 – items relevant for answering research questions posed in the study. The response format of SESAWCREQ was a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with corresponding values of 4, 3, 2 and 1 respectively.

The SESAWCREQ instrument was face validated by three experts in Vocational/Technology Education Department and two experts in Measurement and Evaluation Department from Rivers State University Port Harcourt. In order to establish reliability of the instrument it was administered to fifteen (15) students and fifteen lectures who were draw from the area of the study but were not included in the main study. The scores obtained were subjected to internal consistency reliability technique using Cronbach Alpha method. The reliability yielded 0.80 which was considered adequate and were used for the analysis of the study.

A total of 442 copies of the instrument were administered to the respondents directed by the researchers with the help of five research assistants. The total number of copies retrieved were 435 (100 lecturers and 335 students) representing 98 percent return. The number was considered adequate and was used for the study. Mean and standard deviation were used to answer the research questions. While t-test was used to test the hypothesis at 0.05 level of significance. The t-test even though it is called a small- sample test can be applied for all practical purpose (Nworgu, 2015), hence the t-test was considered in testing the hypotheses in the study. For research questions, real limit of number of 3.50 – 4.00 (Strongly Agree), 2.50 – 3.49 (Agree), 1.50 – 2.49 (Disagree), 0.50 – 1.49 (Strongly Disagree) were used. Standard deviation values were used to determine the level of homogeneity among the respondents. In testing the hypotheses, the null hypotheses were accepted if the calculated t-value is less than and equal to the critical t-value. On the other hand, where the calculated t-value is greater than the critical t-value the null hypotheses were rejected.

## Results

The analysis of data in relation to each of the research questions are presented in Tables 1 -6.

### Research Question 1

What are the roles expected of TVET institutions for entrepreneurship skills acquisition through TVET programmes for wealth creation in a recessed economy?

**Table 1: Mean and Standard Deviation on roles expected of TVET institutions for entrepreneurship skills acquisition through TVET for wealth creation in a recessed economy**

S/N	ITEMS	$\bar{X}_1$	SD <sub>1</sub>	Remarks	$\bar{X}_2$	SD <sub>2</sub>	Remarks
1.	Effective public relation activities	<b>3.40</b>	0.87	Agree	2.63	0.86	Agree
2.	Effective public enlightenment programmes.	3.23	0.83	Agree	2.87	0.89	Agree
3.	Involving communities in TVET institutions programmes	2.34	0.84	Disagree	2.21	0.75	Disagree
4.	Setting up satellite campuses	2.41	0.76	Disagree	2.32	0.79	Disagree
5.	Media publication of school programmes	2.89	0.80	Agree	2.65	0.87	Agree
6.	Organising regular exhibition programmes	3.57	0.89	Agree	3.00	0.88	Agree
7.	Recruitment of qualified teachers to teach TVET courses.	3.89	0.91	Agree	2.50	0.81	Agree
8.	Implementation of the results of research findings	3.52	0.86	Agree	2.50	0.81	Agree
9.	Rewarding hard working students of TVET programmes.	2.56	0.88	Agree	3.78	0.87	Agree
<b>Grand mean / SD</b>		<b>3.09</b>	<b>0.84</b>		<b>2.72</b>	<b>0.83</b>	

Cut – off = 2.50

The result in Table 1 show that the respondents rated items 3 and 4 as ‘Disagree’ while items 1,2,5,6,7,8 and 9 were rated as ‘Agree’. The grand mean scores of 3.09 and 2.72 respectively for both lecturers’ and students’ indicate that both categories of respondents agreed that there are roles expected of TVET institutions to play for effective entrepreneurship skills acquisition through TVET programmes for wealth creation in a recessed economy. The standard deviation which ranged between 0.75 to 0.91 indicates closeness in the opinions of both categories of respondents.

### Research Question 2.

What are the skill training needs of TVET graduates for entrepreneurship skills acquisition for wealth creation in a recessed economy?

**Table 2: Mean and Standard Deviation on skill training needs of TVET graduates for entrepreneurship skills acquisition for wealth creation in a recessed economy.**

S/N	ITEMS	$\bar{X}_1$	SD <sub>2</sub>	Remarks	$\bar{X}_2$	SD <sub>2</sub>	Remarks
10.	Fashion and designing skills.	3.55	0.92	Agree	2.84	0.76	Agree
11.	Soap and body cream production.	2.87	0.76	Agree	2.51	0.72	Agree
12.	Craft and arts skills.	3.45	0.89	Agree	3.00	0.85	Agree
13.	Skill to communicate job specification to clients.	3.49	0.90	Agree	2.50	0.73	Agree
14.	Skill to design and interpret drawing.	3.00	0.87	Agree	2.56	0.84	Agree
15.	Skill to explore and exploit investment opportunities.	2.96	0.79	Agree	2.56	0.85	Agree
16.	Skill to manage and a successful business enterprise.	3.72	0.94	Agree	3.00	0.89	Agree
17.	Skill to diagnose fault with modern tools/ equipment.	2.76	0.75	Agree	2.63	0.86	Agree
18.	Skill to maintain and repair equipments.	3.41	0.82	Agree	3.00	0.85	Agree
<b>Grand mean / SD</b>		<b>3.25</b>	<b>0.85</b>		<b>2.73</b>		<b>0.81</b>

Cut – off = 2.50

Data in Table 2 indicate that the respondents rated all the items as ‘Agree’. The grand mean scores of 3.25 and 2.73 respectively, show that the respondents considered that there skills needed by technical education students for entrepreneurship skill acquisition for wealth in a recessed economy. The standard deviation which ranged between 0.72 to 0.94 indicates closeness in the opinions of both categories of respondents.

### Research Question 3

What strategies are to be adopted for effective entrepreneurship skill acquisition through TVET programmes for wealth creation in a recessed economy?

**Table 3: Mean and Standard Deviation on strategies for effective entrepreneurship skill acquisition through TVET programmes in a recessed economy**

S/N	ITEMS	$\bar{X}_1$	SD <sub>2</sub>	Remarks	$\bar{X}_2$	SD <sub>2</sub>	Remarks
19.	Strengthening relationship between TVET institutions and communities	3.45	0.83	Agree	2.67	0.79	Agree
20.	Posting students to the right industries for their SIWES programme.	2.65	0.78	Agree	2.50	0.74	Agree
21	Organising excursion programmes for TVET students.	2.51	0.75	Agree	2.50	0.76	Agree

22.	Proper supervision of students during their IT programme.	3.25	0.87	Agree	2.65	0.79	Agree
23.	Regular practical exercise for TVET students in the work shop.	3.67	0.88	Agree	2.82	0.80	Agree
24.	Use of modern tools / equipment to train students in the work shop.	3.89	0.90	Agree	3.00	0.85	Agree
25.	Observing free education programme for TVET students	2.59	0.88	Agree	2.51	0.79	Agree
26.	Adequate funding of TVET programmes.	3.43	0.91	Agree	2.63	0.80	Agree
27.	Encouragement of private organizations' participation in TVET programmes.	3.41	0.90	Agree	2.54	0.78	Agree
28.	Conducive teaching – learning atmosphere.	3.87	0.94	Agree	3.00	0.84	Agree
<b>Grand mean / SD</b>		<b>3.70</b>	<b>0.87</b>		<b>2.68</b>	<b>0.79</b>	

Cut – off = 2.50

Data in Table 3 indicate that the respondents rated all the items as ‘Agree’, while none of the items were rated as ‘Disagree’. The grand mean scores of 3.70 and 2.68 respectively, show that the respondents considered that there strategies that are needed to be adopted by all stake holders in education for effective entrepreneurship skill acquisition for wealth creation in a recessed economy. The standard deviation which ranged between 0.74 to 0.94 indicates closeness in the opinions of the categories of respondents.

### Hypotheses 1

There is no significant difference between the mean responses of lecturers and students on those roles expected of TVET institutions for entrepreneurship skill acquisition through TVET programmes.

**Table 4: T – test of difference between the responses of lecturers and students on roles of TVET institutions for entrepreneurship skill acquisition through TVET programmes**

Respondents	N	$\bar{X}$	SD	Df	p	t – cal.	t – crit.	Decision
Lecturers'	100	3.09	0.84	433	0.05	0.26	1.96	HO <sub>1</sub>
Students'	335	2.72	0.83					Accepted

Table 4 revealed that 102 lecturers had a mean rating of 3.09 (SD = 0.84) and 340 students' a mean rating of 2.72 (SD = 0.83) yielding a calculated t – value of 0.26. With the calculated t – value of 0.26 less than the critical t – value (1.96) at df = 440 and 0.05 level of significance indicate that there is no significant difference between the mean responses of lecturers and students on roles needed to be played by TVET institutions for effective entrepreneurship skill acquisition through TVET programmes for wealth creation in a recessed economy The implication of this result is that both categories of respondents hold the same opinion regarding



roles needed to be played by TVET institutions for effective entrepreneurship skill acquisition through TVET programmes. The first null hypotheses was therefore accepted.

### Hypotheses 2

There is no significant difference between the mean responses of TVET lecturers' and students' on those training needs of TVET graduates for entrepreneurship skill acquisition for wealth creation in a recessed economy.

**Table 5: T – test of difference between the responses of lecturers' and students' on training needs of TVET graduates for entrepreneurship skill acquisition for wealth creation.**

Respondents	N	$\bar{X}$	SD	Df	P	t- cal.	t – crit.	Decision
Lecturers'	100	3.25	0.85	433	0.05	0.15	1.96	H <sub>0</sub> <sub>2</sub>
Students'	335	2.79	0.81					Accepted

The result in Table 5 shows that 102 lecturers' had a mean rating of 3.25 (SD = 0.85) while the 340 students' had a mean rating of 2.79 (SD=0.81) yielding a calculated t-value of 0.15. Since the calculated t-value of (0.15) is less than the critical t-value of (1.96) at df =440 and 0.05 level of significance, implying that there is no significant difference between the mean responses of lecturers' and students' on training needs of TVET graduates for entrepreneurship skill acquisition through TVET programmes for wealth creation in a recessed economy The second null hypotheses was therefore accepted.

### Hypotheses 3

There is no significant difference between the mean responses of lecturers' and students' on strategies to be adopted for effective entrepreneurship skill acquisition through TVET programmes for wealth creation in a recessed economy.

**Table 6: T- test of difference between the responses of lecturers' and students' on strategies to be adopted for entrepreneurship skill acquisition for wealth creation.**

Respondents	N	$\bar{X}$	SD	Df	P	t-cal.	t-crit.	Decision
Lecturers'	100	3.70	0.87	433	0.05	1.02	1.96	H <sub>0</sub> <sub>3</sub>
Students'	335	2.68	0.79					Accepted

The result in Table 6 shows that 102 lecturers' had a mean rating of 3.70 (SD=0.87) while the 340 students' had a mean rating of 2.68 (SD=0.79) yielding a calculated t-value of 1.02. Since the calculated t-value (1.02) is less than the critical t-value (1.96) at df=440 and 0.05 level of significance, it an indication that there is no significant difference between the mean responses of lecturers' and students' on strategies to be adopted for effective entrepreneurship skill acquisition for wealth creation in a recessed economy .The third null hypotheses was therefore accepted.

### **Findings of the Study**

The following were the findings of the study:

1. Both lecturers' and students' agree that there are roles expected of TVET institutions to play for effective entrepreneurship skill acquisition through TVET programmes for wealth creation in a recessed economy.
2. The respondents revealed that there are specific areas of training that TVET graduates needed to be for effective entrepreneurship skill acquisition through TVET programmes for wealth creation in a recessed economy.
3. The two categories of respondents agree that the objectives of achieving entrepreneurship skill acquisition training programmes through TVET for wealth creation in a recessed economy that there are strategies that are needed to be adopted by education stake holders.
4. There are no significant difference between the mean responses of lecturers' and students' on those roles expected of TVET institutions for entrepreneurship skill acquisition through TVET programmes for wealth creation in a recessed economy.

### **Discussion of Findings**

Data presented in Table 1 indicated that there are vital roles expected of TVET institutions to play for effective entrepreneurship skill acquisition in Nigeria through TVET programmes for wealth creation in a recessed economy. This findings is consistence with (Akpan, 2016) that TVET institutions in Nigeria have some vital roles to play in order to help in achieving the objectives of training that will assist to produce middle and high level manpower that will be capable to function very well in all sectors of the economy The implication of these findings is that for the quality of training expected to be giving to our graduates for entrepreneurship skill acquisition for wealth creation to be achieved TVET institutions must ensure that they stand to play roles effectively.

The result in Table 2 showed that there are skill training needs of TVET students' graduates for effective entrepreneurship skill acquisition for wealth creation through TVET programmes in a recessed economy. This is in line with the view of Ayo (2016) that the skill training needs of graduates of TVET programmes for entrepreneurship skill acquisition must be identified for effective implementation of TVET programmes. Some of these skills are; technical vocational skills in electrical/electronic technology, mechanical technology, building technology, wood work technology, and automobile technology others include business skills and home management skills. There is therefore, the need to make TVET students' to realise the importance of this skills to them that will enable these students' to effectively engage into occupation and private business for wealth creation at this particular period of recessed economy.

The result in Table 3 indicated that in the opinions of the respondents all the listed strategies are such that can be adopted for effective entrepreneurship skill acquisition through TVET programmes in a recessed economy. These findings are consistent with Eze (2016) who identified some sustainable strategies for effective entrepreneurship skill acquisition through TVET programmes in a recessed economy to include proper funding of TVET programmes, establishment of more TVET institutions in all the geo-political zones in Nigeria, recruitment of more qualified personnel to teach technical education courses in TVET institutions and automatic scholarship for all TVET students' in Nigeria. Lectures' and students' do not differ in their opinions of the identified strategies to be adopted for effective entrepreneurship skill acquisition through TVET programmes in a recessed economy.

The result of three hypotheses tested showed that all the null hypotheses were not rejected. These further shows in the opinion of both categories of respondents that there were no divergent opinion of the raised issues in the research bothering on strategies to be adopted for effective entrepreneurship skill acquisition for wealth creation through technical vocation education and training programmes in a recessed economy.

### **Conclusion**

The study focused on strategies for entrepreneurship skill acquisition for wealth creation through technical vocational education and training programmes in a recessed economy .The programmes of TVET in institutions offering technical education courses are needed to be effective in order to achieve the objectives of TVET programmes in Nigeria. This is important as to help in training middle and high level manpower with sound technical knowledge and skills that will be capable to function in all sectors of the economy. Strategies for entrepreneurship skill acquisition for wealth creation through TVET programmes is a welcome strategy that should be considered. The researchers strongly believes that the application of strategies determined by the study is a potential force in effective entrepreneurship skill acquisition for wealth creation through TVET programmes in a recessed economy.

### **Recommendations**

Based on the findings of the study, the following recommendation are made:

1. TVET institutions in Nigeria should as a matter of urgency ensure that they play their roles in implementing TVET programmes in their various institutions
2. More studies on entrepreneurship skills should be carried out by researchers in order to identify more skill training needs of TVET students' in Nigeria.
3. TVET institutions should ensure that SIWES programme in their school is effective as to enable students go to the industries and acquire more knowledge and skill that may not be able to acquire in the school.
4. Entrepreneurship education as a matter of urgency should be included in the school curriculum and should be made compulsory for all TVET students' to offer.
5. Recruitment of qualified personnel with sound knowledge in TVET should be given urgent attention in all TVET institutions in Nigeria.

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