

## Entrepreneurial Skill for Lifelong Education in Colleges of Education in Nigeria: The Way Forward

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### Abstract

*This study examined Technical Vocational Education and Training (TVET) in Nigeria in the context of what should be taught, how it should be taught, the entrepreneurial and lifelong usefulness of what has been taught. Data for the study were obtained using structured questionnaires administered on 140 graduating TVET students in five Colleges of Education in South-South Nigeria out of which 88(63%) students properly completed and returned the questionnaire. The TVET course content was based on the minimum benchmark academic standards of the National Commission for Colleges of Education (NCCE, 2012). The study found that the students' overall level of understanding of the basic topics in VTE was highest in the employment prospects of vocational technical education and the lowest in the development of VTE in Nigeria. The study advocates for qualitative and functional practical-based high-technology VTE curriculum, real practical work and not alternative to practical in TVET should be made compulsory at the College of Education as part of the requirements for their graduation. Each student should be encouraged to produce at least one marketable product or service, and such products should be put up for exhibition. This will further create motivation for entrepreneurship.*

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**Keywords:** Vocational-Technical Education; Teaching; Learning; Entrepreneurial Skills; Nigeria.

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### Introduction

The word entrepreneur, is derived from the French words entre, meaning "between" and prendre, meaning "to take" was originally used to describe people who "take on risk" between buyers and sellers or who undertake a task such as starting a new venture (Schumpeter, 1934). According to him, early 18<sup>th</sup> century French economist named Richard Canadian first introduced the term entrepreneur. Richard in Schumpeter (1934), described the entrepreneur as the agent who buys the means of production at certain prices in order to combine them into new product. Hence early entrepreneurs were characterized with production and manufacturing. In this case, the producers most often started with small capital, they started with trade by barter even before the advent of money. Schumpeter opined that entrepreneurs develop new products and technologies that over time make current products and technologies obsolete. He called this process creative destruction. Because new products and technologies are typically better than those they replace and the availability of improved products and technologies increase consumer demands. Therefore, creative destruction stimulates economic activity.

Entrepreneurship is critical for any economy as entrepreneurship is an engine of economic progress, job creation as well as social adjustment (Gurol and Atsan, 2006). The growing need to hasten economic development by generating new ideas and to translate these ideas into profitable ventures makes entrepreneurship an attention for the scholars as well as

the policy makers (Turker and Selcuk , 2008). Hence, entrepreneurship, with all attendant ingredients, is one of the best means of triggering economic and social development in developing nations like Nigeria. Thus, this catalyses the process of entrepreneurship in developing countries and accelerates the process of economic growth and social development (Thomas and Mueller, 2000). According to the Global Entrepreneurship Monitoring Report (2000), about 70 percent of an area's economic performance and well being is dependent upon how entrepreneurial the area's economy is. Today, there is tremendous interest in entrepreneurship around the world. The European Commission (2012) examined the meaning of entrepreneurship and narrated that entrepreneurship refers to an individual's ability and skills to turn ideas into action which includes creativity, innovation, risk taking, as well as the ability to plan and manage project in order to achieve objectives. Such skills are needed to positively develop the entrepreneurial mindsets of the students in tertiary institutions in Nigeria and to turn students into entrepreneurs and employment creators after graduation. Entrepreneurship training enhances the creativity and employability of young people and enable them to start-up their businesses or change jobs, particularly in cases where they have no job satisfaction.

The great need for entrepreneurship development in Nigeria today, more than ever, is necessitated by the rate of unemployment and its effect on both the people and the nation. In spite of the fact that entrepreneurship development has been regarded as the bulwark for employment generation and technological development in Nigeria, the sector nevertheless has had its own fair share of neglect with concomitant unpleasant impacts on the economy (Okpara, 2008). The Nigerian educational systems and policies since the country's independence in 1960 have not given significant importance to entrepreneurship education at any three of the level of education (i.e. primary, secondary and tertiary levels) in the country. The first national curriculum conference in post-independent Nigeria was held in 1969 (Ibia, 2011). According to him, this conference gave birth to the first National Policy on Education in 1977. Although the current edition of the National Policy on Education (FPN, 2013) recognises education as an instrument par excellence for effective national development, it has no specific provision for enhancing effective entrepreneurship education and skills training in the nation's primary, secondary and tertiary educational institutions.

According to Wapmuk (2011) Technical Vocational Education and Training (TVET) plays a significant role in providing the skilled work force required for entrepreneurship and sustainable economic development of individuals and the nation at large. Thus, Vocational Technical education has emerged as one of the most effective human resource development strategies that Nigeria and other African countries need to embrace so as to train and modernize the technical workforce for industrialization and national development (Federal Government of Nigeria, 2012). Similarly, Abdullahi (2011) opined that vocational technical education is an essential part of development for any nation wishing to grow economically. Obanya (2007) believes that vocational and technical education is part of integral development of the 'three Hs' - the head, the heart, and the hands which must not be neglected, as doing that will amount to a denial of an individual's integrated personality development. Enabling people to free themselves from poverty and to build sustainable livelihoods is both a key role for education and a prerequisite for Sustainable Development (SD), which brings together three pillars of development:- society, environment and economy UNESCO, (2010). However, the current curriculum operated for education practices have not enabled people to live sustainably thus far; indeed, many would argue that it has actively contributed to unsustainable living, especially in the so-called 'Developed Countries' (DCs) of the world.

In a dynamic economy, social change is a necessity in order to change society. We need to change the way we learn, educate, and apply the knowledge to the development of the

society. One of the ways is vocational-technical way of training; allowing learners to understand their potentials through skill acquisition and knowledge in relation to what they can give back to the society that trained them.

The concept of vocational technical education and its inclusion in the skill training as found in the curriculum has been an integral part of national development strategies in many societies because of the impact on human resource development, productivity, and economic growth (Robertt, 2007). Despite its outstanding impact on the economy, the stakeholders in Nigeria do not seem to give vocational education the place it deserves; and that is one of the reasons for the rising unemployment and poverty issues in the society (Oni, 2007). According to Chigunta (2010), the World Bank Team Task for Youth Employment and Social Support Operation has attributed Nigeria's stunt economic growth to high rate of unemployment that has bedevilled the country. The National Bureau of Statistics (NBS, 2011) put the figure of the unemployed Nigerian in the first half of the year 2011 at 23.9%, up from 21.1% in 2010 and 19.7% in 2009. With 23.9% unemployment rate in 2011, it means that among the 165 million estimated population of the country; about 40 million Nigerians are living without job. Also, Nigeria's unemployment rate rose from 12.1% in the first quarter to 13.3% at the second quarter to 13.9% in the third quarter of 2016 (NBS, 2016). It further pointed out that from 2006 to 2016, Nigeria's unemployment rate averaged 9.52 which shows that there were a total of 26.06 million persons in the Nigerian labour force in second quarter of 2016 that were either unemployed or underemployed compared to 24.5 million in the first quarter of 2016.

The International Labour Congress (ILC, 2000), defined employability skills as the combination of all the skills, competencies as well as knowledge that enable individuals to acquire, maintain and face the challenges of a job. Individuals are said to be self-employable when they acquire the components of employability skills through quality vocational technical education and training in a broader way (David, 2008). In vocational technical education practice, there is a common notion recently that the graduates are unemployable due to some deficiency in their training process (Mkpughe & Igberadja 2016). This was as a result of lacking in sustainable diets in the existing curriculum; hence, the wide gap between the types of education offered in school, implementation policy, its review and development, and the performance in the practicing field. According to research, carried out by the Ministry of Youth Development (MYD, 2012) in Maaji and Hassan (2012) pointed out that there were 68 million unemployed youths in Nigeria as at December, 2012. The high rate of unemployment in Nigeria affects both those who went to school and those who do not have the opportunity to go to school.

The lofty goals of tertiary education in Nigeria cannot be achieved without the introduction and practical oriented entrepreneurship education at all levels of education in the country. Ifedili & Ofoegbu (2011) believed that guest lecturers, students' consultation with the practicing entrepreneurs and development of business plans, field trips, use of videos and films and special readings will create entrepreneurial consciousness among students in Nigerian tertiary institutions. They contended that there is a great need to emphasize the importance of entrepreneurship education at all levels of education in Nigeria and concluded that entrepreneurship education presently delivered in Nigerian tertiary institutions is not challenging enough. The major reason of this self-employability gap is the inability of the vocational technical education institutions to adapt or update their curricula and training programs according to the need and demand of the job markets. According to Ifedili & Ofoegbu (2011), this gap is primarily due to lack of linkages with the industries and understanding of their requirements. As noted earlier, entrepreneurship education has not been appropriately inculcated into the Nigerian educational systems and policies since the country's independence in 1960. This scenario may be attributed to the economic prosperity

experienced by the nation as a result of the oil boom in the 1970s and early 1980s as government at all levels became the major employer of labour in the country during the period. The gradual increase in unemployment level in the country, coupled with population growth and poor governance facilitated the Federal Government's shift of focus from the provision of public service jobs to encouraging youth to be self-reliant through self-employment and entrepreneurship. Statistics by the National Commission for Colleges of Education (NCCE, 2016) in Nigeria shows that there are 82 approved Colleges of Education in Nigeria, which comprises of 22 Federal Colleges of Education, 46 state Colleges of Education and 14 private Colleges of Education. The NCCE is the sole agency of the Federal Government of Nigeria charged with the responsibility of regulating Colleges of Education in the country in all its aspects and ramifications. In response to the challenges of graduate unemployment in the country, the Federal Government mandated the NCCE to develop the contents of entrepreneurship courses and ensure that such courses are incorporated into NCE undergraduate academic programmes in Nigerian Colleges of Education. Although most Colleges of Education in the country have commenced one form of entrepreneurship education programme or the other, the method of teaching adopted by the lecturers are not practically-oriented to enable students develop life-long entrepreneurial skills (Ifedili & Ofoegbu, 2011; Nwekeaku, 2013).

To what extent has entrepreneurship skill development been incorporated into the teaching/learning of Vocational Technical education in a typical College of Education? What is the entrepreneurial usefulness of the basic topics in Vocational Technical education, taught in a typical Nigerian College of Education? Answers to these questions form the basis of this research paper.

### **Prospects of Entrepreneurship and Skills Acquisition in Nigerian Schools**

The introduction of entrepreneurship education in Nigerian schools is surely expected to lead to a lot of positive development within the education sector and, more importantly, in the larger Nigerian society. Entrepreneurship plays a vital role in the growth and development of Nigeria, and as a result of the consistent rise in the level of unemployment and the upward increase in the level of poverty in Nigeria, it has become crucial for Nigerians to quit searching for white collar jobs that are not available and start creating job environment for themselves. Entrepreneurship forces are relatively strong in Nigeria, most people see entrepreneurial activities as what is primarily based on necessity due to the poor economic situation. But what we have failed to realise is that; entrepreneurship development is the bedrock of all economic evolution of any nation. Some of the expected outcomes of entrepreneurship include:-

- 1. Economic development:** the role of entrepreneurship in economic development cannot be overemphasised. This is owing to the fact that the profits made by entrepreneurs flow as an increase into the national income and thereby increase the nation's Gross Domestic Product (GDP).
- 2. Reduction in Concentration of Economic Power:** Economic power is the normal outcome of industrial and business activity. Industrial development, normally may lead to concentration of economic power in the hands of few individuals which results in the growth of monopolies. To rectify this problem, a large number of entrepreneurs need to be developed, who will help in dispersing the economic power amongst the population.
- 3. Creation of employment opportunity:** Unemployment is a chronic problem of undeveloped countries. Entrepreneurship encourages the creation of employment opportunity for the Nigerian citizens, which in turn increase the participation of educational sector to contribute to the nation's development by drastically reducing

unemployment in the society. Entrepreneurship is so vast that young entrepreneurs can sit in the comfort of their homes and make legitimate money.

4. **Conservation of foreign exchange:** Entrepreneurship will reduce the importation of raw materials, machineries, equipment and the payment of foreign experts. The moment Nigerian government starts supporting young and aspiring entrepreneurs, and encourage locally produced goods. We will begin to experience change in various sectors of the economy which will in turn conserve our foreign reserve.
5. **Increase in National Income:** Entrepreneurs always keep their eyes open. They explore and utilize opportunities, make effective resource mobilization of capital and skill, raise new goods and services and develop market for growth and the economy. The goods and services produced are for consumption within the country and to meet the demand of exports. Thus the national income is increased and an increase in national income is certainly a sign of economic growth.
6. **Improved standard of living:** Encouraging entrepreneurship development will go a long way to improve the standard of living of Nigerians through innovations. Improvement in the standard of living of the people is a quality feature of economic development of the country. Entrepreneurs play a key role in increasing the standard of living by taking on newest innovations in the manufacture of goods and services at lower price. This allows the people to get better quality goods at lower costs which results in betterment of their standard of living.
7. **Reduction in rural-urban migration:** Another major reason for promoting entrepreneurship in the developing country like Nigeria is to downplay rural-urban drift syndrome. The migration of people from rural areas to urban areas in search of white collar jobs which has resulted to high rate of crimes and congestion in cities like Lagos, Abuja, and Port Harcourt will reduce when government encourages entrepreneurship.
8. **Fair Regional development:** Entrepreneurs are usually forced to set up industries in smaller towns far from big cities. The growth of industries and business in smaller towns lead to a large number of public benefits in those areas like transportation, health education and entertainment. These entrepreneurs promote regional development.

### **Methodology**

The respondent for the study were 300 level NCE students in the department of Vocational Technical education in five (Akwa Ibom State College of Education, Afaha Nsit, Federal College of Education, Omoku, Rivers State, Federal Colleges of Education, Asaba, Delta State, Colleges of Education, Agbor and Cross Rivers State College of Education, Akamkpa) Colleges of Education in the South-South zone Nigeria, selected through purposive sampling technique. These students were selected because they have been taught Technical Vocational education and training courses at various levels for about five semesters. Purposive sampling technique was used due to the smallness of the study population. The population of the students was 140 out of which only 88 (63%) students properly completed and returned the research instrument administered to accomplish the purpose of the study.

### **Instrumentation**

The instrument used for collecting data for the study was a structured questionnaire. The questionnaire was designed to elicit information from the students on their perception of the teaching and learning of Vocational Technical education in the College of Education. Questions in the questionnaire were measured using a 5-point Likert-type scale. Concerning

the respondents' level of understanding of the basic topic in Vocational Technical education the format was Very Good (4.50-5.00); Good (3.50-4.49); Fair (2.50-3.49); Poor (1.50-2.49) and Very Poor (1.00-1.49). Similarly, the weights attached to the respondents' opinions on the teaching and learning of Vocational Technical education in the College of Education was: Strongly Agree (5); Agree (4); Undecided (3); Disagree (2) and Strongly disagree (1). The questionnaire was designed with closed-ended questions, arranged in four segments. The initial draft of the questionnaire was given to some senior academic colleagues for scrutiny to ensure the validity of the contents of the questionnaire. This resulted in the restructuring of the questionnaire to reflect the knowledge content required for vocational technical education in Nigeria.

The instrument for this study was subjected to Cronbach's Alpha to test its reliability coefficient. The reliability coefficient obtained was 0.86; this value was considered high enough to establish that the instrument was reliable. Based on the population of the respondents, a total of 88 questionnaires were properly completed and returned, representing a response rate of (63%).

The first segment of the questionnaire comprised three (3) items intended to elicit information on the respondents' demographic characteristics. The second segment comprised ten (10) questions on the respondents' assessment of their level of understanding of the basic topics in Vocational Technical education. These basic topics were distilled from the contents of Vocational Technical education courses in the current curriculum of Vocational Technical education programme of the Colleges of Education, approved by the National Commission for Colleges of Education (NCCE, 2012). The third segment of the questionnaire comprised ten (10) opinion statements on the teaching and learning of Vocational Technical education in the colleges of education. The questionnaire was administered to each respondent with the help of six research assistants and the responses were treated in strict confidentiality.

### **Data Analysis Techniques**

The respondents' opinions regarding their level of understanding of the basic topics in Vocational Technical education were analysed using mean to determine their overall level of understanding. Also, their opinions on the teaching and learning of Vocational Technical education in the Colleges of Education were analysed to determine their consensus opinions and rank based on the Respondents' Mean Response and Relative Important Index (RII) respectively. In the ranking of the opinions, the opinion with the highest RII was ranked first while the one with the lowest RII was ranked last. The Spearman's Rank-Order Correlation Model was used to determine whether the male and female respondents under study relate significantly in their opinion regarding the teaching and learning methods of Vocational Technical education in the Colleges of Education. The cut-off for the interpretation of the mean of the respondents' level of understanding of the basic topics in Vocational Technical education were: Very Good (4.50-5.00); Good (3.50-4.49); Fair (2.50-3.49); Poor (1.50-2.49) and Very Poor (1.00-1.49).

Similarly, the cut-off points for the interpretation of the mean of the respondents' opinion on the teaching and learning methods of Vocational Technical education in the Colleges of Education were: Strongly Agree (4.50-5.00); Agree (3.50-4.49); Undecided (2.50-3.49); Disagree (1.50-2.49) and Strongly Disagree (1.00-1.49)

### **Results**

Data collected for the study include the demographic characteristics of the respondents, respondent's opinions regarding their level of understanding of the basic topics in Vocational Technical education and the respondent's opinions on the teaching and learning of Vocational Technical education in the Colleges of Education as presented in table 1, 2 and

3 respectively

**Table 1: Demographic characteristics of the respondents**

Characteristics	Frequency
<b>Gender</b>	
Female	27 (31%)
Male	61 (69%)
Total	88 (100%)
<b>Age Group</b>	
21 - 25 years	67 (76%)
26 – 30 years	21 (24%)
Total	88 (100%)
<b>Marital Status</b>	
Married	9 (10%)
Single	79 (90%)
Total	88 (100%)

Most of the respondents are males 61(69%). Also, in terms of marital status, most of the respondents are not married 79(90%) while majority of the respondents 67(76%) are within 21 – 25 years age group.

**Table 2: Respondents' Overall level of understanding of the basic topics in Vocational-Technical Education**

S/N	Basic Topics	Mean			Respondents' Level of Understanding
		Male	Female	All	
1.	Definition of Vocational and Technical Education (VTE).	3.61	3.47	3.55	Good
2.	Importance of VTE to students	3.72	3.64	3.68	Good
3.	Characteristics of VTE in Nigeria	3.40	3.27	3.34	Fair
4.	Development of VTE in Nigeria	2.70	2.46	2.59	Fair
5.	The role of VTE in entrepreneurship skills development in Nigeria	3.54	3.60	3.57	Good
6.	VTE organisation, Club and agencies	3.66	3.11	3.12	Fair
7.	Problems and prospects of entrepreneurship skills development in Nigeria	3.78	4.42	3.62	Good
8.	Problems and prospects of VTE	3.52	3.65	3.60	Good
9.	Career prospects and opportunities in VTE	3.68	3.47	3.58	Good
10.	Technology related careers: Mechanical, Electrical, Civil, Building, Production, Automobile, Computer and Chemical Engineering	3.61	3.73	3.66	Good
11.	Employment/self-employment prospects of VTE graduates	4.35	4.24	4.30	Good

The respondents performed better in understanding the employment/self-employment prospects of VTE graduates than any other topic based on the mean of the respondents' responses on their level of understanding of the basic topics in Vocational-Technical education as presented in Table 2 above. The respondents' overall level of understanding was lowest in the development of VTE in Nigeria than any other topic.

**Table 3: Respondents' Consensus Opinion on the teaching and learning of Vocational Technical Education (VTE) in the Colleges of Education**

S/N	Opinion	Mean			Respondents' Consensus Opinion	Relative Importance Index	Rank
		Male	Female	All			
1.	Technical education is an aspect of construction engineering and should be taught using mathematical teaching methods.	4.42	4.32	4.37	Agree	0.87	6
2.	Bill of quantity skills is necessary for solving VTE problems.	4.21	4.74	4.48	Agree	0.90	5
3.	Practical experience in VTE can be regarded as entrepreneurial skills development.	4.93	4.88	4.91	Strongly Agree	0.98	1
4.	Most examples in VTE given by lecturers in the classroom are abstract.	4.32	4.22	4.27	Agree	0.85	8
5.	Computer application should be integrated in the teaching and learning of VTE to boost entrepreneurial skills development.	4.79	4.72	4.76	Strongly Agree	0.95	4
6.	Students should be given real life problems in VTE.	4.33	4.40	4.37	Agree	0.87	7
7.	Lecturers with practical experience teach VTE better.	4.66	4.87	4.77	Strongly Agree	0.95	3
8.	Only lecturers with a minimum of Masters degree and professional qualifications should teach VTE.	3.56	4.70	4.13	Agree	0.83	9
9.	Architecture, Surveying and Civil Engineering are relevant to VTE.	4.85	4.72	4.79	Strongly Agree	0.96	2
10.	VTE is difficult to understand.	3.00	3.21	3.11	Undecided	0.62	10

Respondents strongly agree that:

1. Practical experience in VTE can be regarded as entrepreneurial skills development.
2. Architecture, Surveying and Civil Engineering are relevant to VTE.
3. Lecturers with practical experience teach VTE better.
4. Computer application should be integrated in the teaching and learning of VTE to boost entrepreneurial skills development.

These opinions were ranked first, second, third and fourth by the respondents with a RII of 0.98, 0.96, 0.95, 0.95 respectively as presented in Table 3 above.

Similarly, respondents also agreed that Bill of quantity skills is necessary for solving VTE problems. This opinion was ranked fifth by the respondents with a RII of 0.90. In terms of the consensus opinion, the respondents agreed on all the opinions, but were undecided on the opinion that VTE is difficult to understand. This opinion was ranked last by the respondents with a RII of 0.62.

Most of the basic topics in VTE in which the students' overall level of understanding is good are aspects of the conventional techniques of VTE. However, the students' overall understanding is low in basic topics which are aspects of the contemporary techniques of vocational technical education and lowest in development of VTE in Nigeria. A majority of the students strongly held the opinion that Practical experience, in VTE can be regarded as entrepreneurial skills development. Furthermore, other opinions agreed by the students are that VTE is an aspect of construction engineering and should be taught using mathematical teaching method, most examples in VTE given by lecturers in the classroom are abstract, lecturers with practical experience teach VTE better, Computer software should be used in the teaching of VTE, students should be given real live problems in VTE to solve in the classroom; only lecturers with a minimum of Masters degree and professional qualifications should teach VTE. However, the students were undecided on the opinion that VTE is difficult to understand.



**Table 4: Result of correlation analysis of opinions of male and female respondents regarding the teaching and learning of Technical Vocational Education and Training in the Colleges of Education**

rs statistics	0.68
t-cal.	1.56
DF	8
t-crit.	1.860

The correlation analysis of the opinion of male and female respondents regarding the teaching and learning of VTE in Colleges of Education produced a strong positive correlation coefficient of 0.68. The calculated t-value is 1.56 while the t-critical or table value is 1.860 as presented in Table 4 above. Hence, since the calculated t-value is less than the critical t-value, the implication is that, the male and female respondents under study do not relate significantly in their opinions regarding the teaching and learning of VTE in the colleges of Education.

### Discussion

The relevance of the findings of this study is consistence with those of similar studies such as those of the European Commission (2012) and by Abdullahi (2011). The development of entrepreneurial skills is one of the core purposes of entrepreneurship education. The current contents of VTE courses in Nigerian Colleges of Education hinder effective development of VTE into real construction entrepreneurs. This also inhibits the students' ability to turn VTE ideas acquired in the classroom into action. As reported by the European Commission (2012), a major element of entrepreneurship education is the use of practical based method of teaching.

The findings of this study reveal that practical based method is inadequate in the teaching and learning of VTE at the Colleges of Education level in the country. The implication of this is that, there is need to focus on the development of entrepreneurial skills in VTE students in the Colleges of Education to enable them create jobs for themselves from the knowledge acquired in the classroom. This strongly requires changes in teaching techniques from theory-oriented teaching to practical-oriented teaching with clear focus on creative and innovative thinking. Such practical-oriented teaching should be based on training in which students are involved in project work outside the classroom with strong linkage with the world of real VTE and professional practice.

### Conclusion

Technical Vocational Education and Training (TVET) at the Colleges of Education level can greatly improve if practical based approaches are adopted in the teaching and learning of the course. Based on the findings of this study, there is need for practical-based TVET curriculum at the College of Education level in Nigeria, in which Vocational Technical Education is taught together with construction management problem-based learning. This is necessary for the development of skill in TVET management and entrepreneurs. The global trend is that TVET is treated as part of the wider construction community, not in isolation. The implication of this is that greater emphasis should be made on the teaching of topics which constitute contemporary techniques of Vocational Technical Education, in which TVET are appraised in the industry. This should be based on practical-oriented teaching methods to facilitate the development of entrepreneurial skills in the students to enable them create jobs for themselves and become self-reliant after graduation.

### **The way forward**

Having examined the entrepreneurship and skill acquisition in Nigerian schools, the following are proffered ways forward:-

1. Real practical work and not alternative to practical in TVET should be made compulsory for JSS 3, SSS 3 and TVET graduating students as part of the requirements for their graduation. Each student should be encouraged to produce at least one marketable product or service, and such products should be put up for exhibition. This will further create motivation for entrepreneurship.
2. Government should make policies that will favour aspiring entrepreneurs, recognise and genuinely support the essence of entrepreneurship to nation building. Legal and regulatory framework needs urgent attention. Government needs to have a positive perception of entrepreneurial activity; reduce the administrative burden on entrepreneurs, and coordinate among their agencies to ensure that the necessary resources are directed to where they are mostly needed.
3. Government should increase its funding of educational and financial institutions that provide on lending to entrepreneurs like NERFUND, TEDFUND and so on.
4. Association of entrepreneurs should organize capacity building workshops, seminars and symposia for potential and existing entrepreneurs.
5. With the recent emphasis on the need for youth's self-employment, the Government is equally expected to create the enabling environment that will promote entrepreneurship by ensuring constant power supply in the country, without this the youth will become discouraged and return to idleness.
6. Industries, Government, and TVET institutions should establish partnership that will increase employment chances of vocational Education graduates through initiative programmes like: compulsory internship for 2 years, entrepreneurship training/development, soft loans, resource sharing, and staff exchange, establishment of vocational skills exhibition centres, joint review of curriculum and joint certification of TVET graduates and employment after graduation.
7. Parents, teachers, principals, students, policy makers and other education stakeholders should be made aware of the findings of this study, during Parent-Teachers Association meetings, Town Hall meetings, seminars, conferences and workshops.

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