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IMPROVING THE CAPACITY OF TECHNICAL AND VOCATIONAL EDUCATION PROGRAMMES IN TERTIARY INSTITUTIONS FOR ENTREPRENEURIAL SKILLS ACQUISITION AND NATIONAL DEVELOPMENT

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Abstract

The study determined ways for improving the capacity of technical and vocational education programmes in tertiary institutions for entrepreneurial skills acquisition and national development. Three research questions guided the study and three hypotheses were tested at 0.05 level of significance. The descriptive research design was used for the study. The population of the study comprised 156 lecturers of Technical and Vocational Education from the tertiary institutions in Anambra State. Through the simple random sampling, 60 percent of the study population was sampled. Thus, the sample of study comprised 94 TVE lecturers in tertiary

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institutions in Anambra State. The instrument for data collection was a structured questionnaire validated by three experts in education. The instrument was subjected to reliability testing through a pilot test on 10 technical and vocational education lecturers in Asaba, Delta State. The application of Cronbach Alpha reliability method on the obtained data yielded coefficient values of 0.78, 0.85 and 0.81 for the three clusters with an overall reliability co-efficient of 0.81. Mean, standard deviations and t-test was used to analyze the data. Findings revealed that lecturers of technical and vocational agreed that technical, entrepreneurship, managerial, personal maturity, interpersonal and personal skills were required by TVE graduates for national development. Finding also revealed that lack of appropriate communication channel between technical and vocational education and industry, inability to involve established entrepreneurs in the education and training of TVE students, Poor funding of the TVE programme, poor infrastructural facilities that will help facilitate collaboration between the technical and vocational education and industry and lack of innovative leadership among administrators of TVE in tertiary institutions were the challenges affecting the capacity of technical and vocation education in tertiary institutions to effectively equip its graduates with entrepreneurial skills for national development. Finding further revealed that mapping out a comprehensive national entrepreneurship education promotion strategy, building capacity of TVE staff through network sharing platforms like seminars, workshops and conferences that will facilitate exchange of ideas, scaling up TVE collaboration with relevant stakeholders and involving guest trainers from different backgrounds to train students on entrepreneurial processes were strategies for improving the capacity of TVE for entrepreneurial skill acquisition and national development. It was therefore recommended that federal and state government should adopt a regulatory framework for the institutionalization of public private partnership (PPP) initiatives for technical and vocational education programmes in tertiary institutions in Nigeria. It was also recommended that diversification of funding for TVE programme through the utilization of innovative funding strategies like public-private partnership (PPP), philanthropic initiative, establishment of entrepreneurship development endowment fund in TVE.

Keywords: Improving, Capacity, Technical and Vocational Education, entrepreneurial Skills Acquisition and National Development

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INTRODUCTION

Nigeria is a country richly blessed with abundant human and material resources scattered across its 36 states and the Federal Capital Territory. However, the abundance of these resources (human and material) is not reflected in the national development of the country. Despite the riches, Nigeria is ranked third behind South Africa and Greece as countries with highest unemployment rate in the world (Odin, 2018). The unemployment rate at that period stood at 18.8%. Nigeria is referred to as “Poverty Capital of the World” according to the World Bank 2018 report. The title is buttressed by the fact that as at May 2019, the Minister of Labour and Employment revealed that the unemployment rate in Nigeria was 23.1 percent with a projection of the rate of unemployment reaching as far as 32.1 percent in 2020 (Ministry of Labour and Employment, 2019).

Given the fact that Nigeria is hugely endowed with human and material resources, it is surreal that the country still ranks very high in the unemployment standing. This indicates that the system of education which it operates have largely failed to integrate its human capacity to effectively harness

the material resources that are available. According to Osalorin Olanikpekun, Brimah and Rabi (2015), Nigeria is in the 21st century running a curriculum of the 19th century. This goes to show the gap and mismatch in the skills required by industry and the skills taught in our tertiary institutions. As a result many of our tertiary institution produce graduates who are unfit and lack the technical skills to work in industries. Some scholars (Ngor & Tambari, 2017; Okoye & Okwelle, 2013) have called for the improvement in the nation’s Vocational and Technical Education and Training programmes so that it can effectively perform its objectives of equipping its recipients especially at the tertiary institutions with vocational and technical skills needed to function in different sectors of the economy.

Technical and Vocation Education (TVE) is a form of education that prioritizes the pragmatic approach to learning. UNESCO (2009) defined TVET as all forms and aspects of education that are technical and vocational in nature, provided either in educational institutions or under their authority, by public authorities, the private sector or through other forms of organized education, formal or non-formal, aiming to ensure that all



members of the community have access to the pathways of lifelong learning. This according to Okoye and Okwelle (2013) means that TVE is a form of education that enriches the recipient with knowledge, dexterity to work with their hands and the dedication to painstaking see that works are done perfectly. According to Okwelle and Deebom (2017), the TVE programme in Nigeria is designed to provide people with the opportunity to improving their skills and competences in their profession. The Federal Republic of Nigeria defined TVE as a comprehensive word relating to the study of general education, technologies and related sciences, and acquisition of practical skills, attitudes, comprehension and knowledge related to occupations in various areas of the economy and social life. According to FRN (2013) the purpose of TVET are to enable individuals acquire vocational and technical skills, expose the individuals to career awareness by exposing useable options in the world of work, enable youth acquire an intelligent understanding of the increasing complexity of technology, and to stimulate creativity. Despite the introduction of TVE programmes in tertiary institution in Nigeria, the level of graduate unemployment has remained

high (Olanikpekun, Brimah & Rabi, 2015).

It appears that the rising rate of unemployment among TVE graduates indicate that they lack entrepreneurial skills. The researchers believe that possessing technical and vocational skills without complimentary entrepreneurial skills would limit TVE graduates in setting up their own businesses rather they will be dependent on paid jobs. Oviawe (2018) averred that the failure to link TVE education to enterprise development has affected the self-employment abilities of universities graduates (including graduates of TVE). Thus, TVE graduates are not expected to just acquire technical and vocational competences, they are also expected to upon acquisition of those skills set-up their own workshops and businesses where they can operate from and train others. That is why entrepreneurship education is key to the success of the TVE.

Entrepreneurship education is a form of education that is structured to educate its recipients with knowledge and skills that will enable them to be creative and innovative in identifying business opportunities (Undiyaundeye & Otu, 2015). According to Olawolu and Kaegon (2012), entrepreneurship education is a form of education that



prepare its trainees to become entrepreneurial thinkers by exposing them to real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. It is clear that entrepreneurship education facilitates entrepreneurial skills acquisition among business education students. Entrepreneurial skills acquisition has to do with acquiring knowledge and experience in the area of capabilities that improve the entrepreneur's personal livelihood through their participation in sustainable business start-ups that will help expand job prospects and encourage business prosperity and growth (Efe-Imafidon, Ade-Adeniji, Umukoro & Ajitemisan, 2017).

According to Maigida, Saba and Namkere (2013), TVE students need to be exposed to the acquisition of entrepreneurial skills so as to enable them to excel in their chosen career path. It is pertinent to note that the acquisition of entrepreneurial skills among TVE graduates is very integral to national development. This is because the involvement of TVE graduates in entrepreneurial activities will greatly reduce the rate of unemployment among graduates as well as improve the Gross Domestic Products (GDP) of the nation.

On another hand, Aboubakr (2013) stated that it is through the acquisition of entrepreneurial skills that that TVET graduates can gain access to wider range of employment opportunities. Aboubakr (2013) noted that promoting the acquisition of entrepreneurial skill among TVE graduate is based on the fact that TVET graduates are expected to have realistic job experience and should be acquainted with the procedures on the security of the workplace (i.e. occupational health and safety) and the broader world (being mindful of problems such as contamination and depletion of environmental resources). Sadly the integration of entrepreneurship education in TVE appear to have yielded little or no success. Oviawe (2018) averred that the TVE programme has failed to meet its optimum potentials because of its inability to match theory with practice. Oviawe (2018) further alluded that the failure to partner with the private sector has affected the ability of TVE to meet its objectives. Similarly, factors like poor electricity, poor funding, poor attitude towards TVE policies implementation, inadequate workshop spaces, lack of machines and inadequate instructional materials has affected the quality of products from TVE programmes in tertiary institutions. This situation is distasteful and defeats



the goal of national development. It is therefore important that experiences of TVE lecturers are elicited to determine the best ways of improving the capacity of TVE programme in tertiary institutions for entrepreneurial skills acquisition and national development.

Statement of the Problem

The spike in the rate of graduate unemployment and the sustained rise in the rate of crime are all indicators that the country is heading towards a state of comatose. The Technical and Vocational Education was introduced into Nigeria's formal tertiary education to equip youths and students with the necessary technical and vocational skills needed in various fields like business, engineering, arts among others. However, years after the integration of TVE in tertiary institutions in the nation and Anambra State in particular, it appears that no meaningful impact have been seen of its contribution to the employment generation and economic development in the country. Rather every year the unemployment rate among graduates continue to rise. This indicate that despite the acquisition of entrepreneurial skills this graduates have not fully been prepared for entrepreneurship venturing. It is sad to note that some TVE graduates still depends on the government for jobs when they can venture into

entrepreneurial practice relating to areas of their technical or vocational skills development. The failure of TVE graduates to venture into entrepreneurship indicate a void in the system that needs to be corrected. The researchers are concerned to ask the following questions; what are the entrepreneurial skills required by TVE graduates? What are the challenges affecting the acquisition of entrepreneurial skills? The researcher intends to proffer answer to these questions in the course of the study.

Research Questions

The following research questions guided the study:

1. What are the entrepreneurial skills required by technical and vocation education graduates for national development?
2. What are the challenges affecting the capacity of technical and vocation education in tertiary institutions to effectively equip its graduates with entrepreneurial skills for national development?
3. What are the strategies for improving the capacity of technical and vocation education in tertiary institutions for entrepreneurial skills acquisition and national development?



Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. There is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers in tertiary institutions in Anambra State on the entrepreneurial skills required technical and vocation education graduates for national development.
2. There is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers in tertiary institutions in Anambra State on the challenges affecting the capacity of technical and vocation education in tertiary institutions to effectively equip its graduates with entrepreneurial skills for national development.
3. There is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers in tertiary institutions in Anambra State on the strategies for improving the capacity of technical and vocation education in tertiary

institutions for entrepreneurial skills acquisition and national development.

Method

Descriptive research design was adopted for the study. The study was carried out in Anambra State. The population of the study comprised 156 lecturers of Technical and Vocational Education from the tertiary institutions in Anambra State. Through the simple random sampling sampled 60 percent of the study population was sampled. Thus, the sample of study comprised 94TVE lecturers in tertiary institutions in Anambra State. The instrument for data collection was a structured questionnaire titled “Questionnaire on Improving the Capacity of Technical and Vocational Education in Tertiary Institutions for Entrepreneurial Skills and National Development (QICCTVETIESND)”. The instrument was structured on a 4-point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The instrument was validated by three experts in the faculty of education, NnamdiAzikiwe University, Awka. It was further subjected to reliability testing through a pilot test on 10 technical and vocational education lecturers in Asaba, Delta State who were not included in the population of the study. The application of Cronbach



Alpha reliability method on the obtained data yielded coefficient values of 0.78, 0.85 and 0.81 for the three clusters with an overall reliability co-efficient of 0.81. Data collected from the respondents were analyzed with mean, standard deviation and t-test. Out of the 94 copies of questionnaire administered, 78 were returned and used for data analysis.

The mean value was used to answer the research questions while standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The item by item analysis was based on the real limits of numbers of Strongly Agree (3.50-4.00), Agree (2.50-3.49), Disagree (1.50-2.49) and Strongly Disagree (1.00- 1.49). For the hypotheses, t-test was used to test all

the null hypotheses at 0.05 level of significance. Where the calculated t value is less than the critical value of t, it meant that the variable did not significantly affect respondents' mean ratings and the hypothesis was not rejected. Conversely, where the calculated t value was equal to or greater than the critical t value, it meant that the variable has a significant effect on the respondents' mean ratings and the hypothesis was rejected.

Results

Research Question 1

What are the entrepreneurial skills required by technical and vocation education graduates for national development?



Table 1: Respondent Mean Ratings on the Entrepreneurial Skills Required by Technical and Vocation Education Graduates for National Development (N=78)

S/N	Item Statement	Mean	SD	Remark
Technical skills				
1.	Operational abilities	3.23	0.74	Agree
2.	Communications abilities	3.12	0.88	Agree
3.	Research and design skills	3.15	0.78	Agree
4.	Environmental observation skills	3.44	0.85	Agree
5.	Knowledge of equipment/plant or technology	3.28	0.72	Agree
	Cluster Mean	3.24		Agree
Entrepreneurship Skills				
6.	Ability to take risks	3.28	0.79	Agree
7.	Possession of inner discipline	3.33	0.76	Agree
8.	Recognizing business opportunities and utilizing them	3.24	0.81	Agree
9.	Thinking up creative and innovative business ideas	3.20	0.76	Agree
10.	Ability to create business plan	3.12	0.89	Agree
	Cluster Mean	3.23		Agree
Managerial Skills				
11.	Marketing skills	3.42	0.79	Agree
12.	Financial management skills	3.10	0.73	Agree
13.	Business planning skills	3.03	0.76	Agree
14.	Business organization skills	3.17	0.82	Agree
15.	Business supervision skills	3.06	0.87	Agree
16.	Human resource management skills	3.16	0.74	Agree
	Cluster Mean	3.13		Agree
Personal Maturity Skills				
17.	Creative skills	3.21	0.72	Agree
18.	Self Awareness	2.66	0.76	Agree
19.	Accountability	2.88	0.81	Agree
20.	Ability to cope with emotional stress	3.15	0.78	Agree



Cluster Mean	2.97		Agree
Interpersonal Skills			
21. Leadership and motivation skills	2.80	0.74	Agree
22. Listening skills	2.67	0.76	Agree
23. Personal relations skills	3.15	0.81	Agree
24. Negotiation skills	2.90	0.71	Agree
25. Ethical skills	3.20	0.78	Agree
26. Communication skills	3.45	0.87	Agree
Cluster Mean	3.03		Agree
Personal Skills			
27. Optimism	3.15	0.81	Agree
28. Vision	3.10	0.75	Agree
29. Resilience	3.27	0.71	Agree
30. Desire for control	3.35	0.84	Agree
31. Drive and persistence	3.07	0.79	Agree
32. Initiative	3.36	0.69	Agree
Cluster Mean	3.22		Agree
Grand Mean	3.15		Agree

Data in Table 1 reveal that the respondents agreed that technical, entrepreneurship, managerial, personal maturity, interpersonal and personal skills were the entrepreneurship skills required by technical and vocational education graduates for national development with cluster mean ratings of 3.24, 3.23, 3.13, 2.97, 3.03 and 3.22 respectively and standard deviations ranging from 0.69 to 0.89. The grand Mean of 3.15 indicate that lecturers of technical and vocational agreed that

technical, entrepreneurship, managerial, personal maturity, interpersonal and personal skills were required by TVE graduates for national development. The standard deviations show that the respondents' views are related.

Research Question 2

What are the challenges affecting the capacity of technical and vocation education in tertiary institutions to equip its graduates with entrepreneurial skills for national development?



Table 2: Respondents Mean Ratings on the Challenges Affecting capacity of TVE in Tertiary Institutions to Equip its Graduates with Entrepreneurial Skills for National Development(N=78)

S/N	Item Statements	\bar{X}	SD	Remarks
33.	Lack of appropriate communication channel between technical and vocational education and industry	2.90	0.75	Agree
34.	Inability to involve established entrepreneurs in the education and training of TVE students	3.10	0.81	Agree
35.	Poor funding of the TVE programme	3.33	0.86	Agree
36.	Poor infrastructural facilities that will help facilitate collaboration between the technical and vocational education and industry	3.12	0.75	Agree
37.	Lack of innovative leadership among administrators of TVE in tertiary institutions	3.05	0.81	Agree
38.	Lack of qualified resource persons in educating TVE students for entrepreneurship	2.45	0.72	Disagree
39.	Lack of instructional materials for teaching of TVE students	3.06	0.73	Agree
40.	High cost of technical tools and technology	3.30	0.82	Disagree
	Grand Mean	3.04		Agree

Information in Table 2 reveal that TVE lecturers agreed that items 33, 34, 35, 36, 37, 39 and 40 with mean ratings of 2.90, 3.10, 3.33, 3.12, 3.05, 3.06 and 3.30 and standard deviations of

0.75, 0.81, 0.86, 0.75, 0.81, 0.73 and 0.82 respectively are the challenges affecting the capacity of TVE in tertiary institutions to equip its graduates with entrepreneurial skills for national development. However, they disagreed that lack of qualified resource person



(item 38) with mean scores of 2.45 and standard deviation of 0.72 was affecting the capacity of TVE in tertiary institutions to equip its graduates with entrepreneurial skills for national development. The grand mean of 3.04 indicated that lack of appropriate communication channel between technical and vocational education and industry, inability to involve established entrepreneurs in the education and training of TVE students, Poor funding of the TVE programme, poor infrastructural facilities that will help facilitate collaboration between the technical and vocational education and industry, lack of innovative leadership

among administrators of TVE in tertiary institutions, lack of instructional materials for teaching of TVE students and high cost of technical tools and technology are challenges affecting the capacity of TVE in tertiary institutions to equip its graduates with entrepreneurial skills for national development. The standard deviations shows that the respondents' views are related.

Research Question 3

What are the strategies for improving the capacity of technical and vocation education in tertiary institutions for entrepreneurial skills acquisition and national development?



Table 3: Respondents Mean Ratings on Strategies for Improving the Capacity of Technical and Vocation Education in Tertiary Institutions for Entrepreneurial Skills Acquisition and National Development (N=78)

S/N	Item Statements	X	SD	Remarks
41.	Mapping out a comprehensive national entrepreneurship education promotion strategy	3.44	0.76	Agree
42.	Building capacity of TVE Staff through network sharing platforms like seminars, workshops and conferences that will facilitate exchange of ideas	3.43	0.75	Agree
43.	Scaling up TVE collaboration with relevant stakeholders	2.78	0.83	Agree
44.	Involving guest trainers from different backgrounds to practically train students on entrepreneurial processes.	3.45	0.86	Agree
45.	Ensuring that TVE students are taught by experts and professionals	3.05	0.82	Agree
46.	Establishing school-based enterprises where TVE students can learn practical business creation and management skills	2.76	0.70	Agree
47.	Ensuring that students have opportunities to get first hand entrepreneurial experiences like extended period of apprenticeship and internship with entrepreneurs in their areas of specialty.	3.20	0.71	Agree
48.	Providing adequate financing for vocational/technical training	3.48	0.83	Agree
49.	Linking vocational and entrepreneurial training with job centres to ensure that the skills profiles	3.05	0.77	Agree



50.	supplied match demand Readiness of TVET experts to adapt to curriculum change and modern techniques	3.76	0.85	Agree
51	Making available modern facilities in TVE	2.77	0.76	Agree
52	Ensuring that TVE staff are adequately motivated and rewarded	3.10	0.75	Agree
Grand Mean		3.19		Agree

Data in Table 3 reveals that the respondents agreed that items 41-52 with mean ratings ranging from 2.76 to 3.48 and standard deviations ranging between 0.70 to 0.83 are strategies for improving the capacity of technical and vocation education in tertiary institutions for entrepreneurial skills acquisition and national development. The grand mean of 3.19 indicates that TVE lecturers agreed that Mapping out a comprehensive entrepreneurship education promotion strategy, building capacity of TVE Staff through network sharing platforms like seminars, workshops and conferences that will facilitate exchange of ideas, scaling up TVE collaboration with relevant stakeholders, involving guest trainers from different backgrounds to train students on entrepreneurial processes, ensuring that students have opportunities to get first hand entrepreneurial experiences like extended period of apprenticeship and

internship with entrepreneurs in their areas of specialty, Providing adequate financing for vocational/technical training and linking vocational and entrepreneurial training with job centres to ensure that the skills profiles supplied match demand among others were some of the strategies for improving the capacity of technical and vocation education in tertiary institutions for entrepreneurial skills acquisition and national development. The standard deviations show that the respondents' views are related.

Hypothesis 1

There is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers in tertiary institutions in Anambra State on the entrepreneurial skills required technical and vocation education graduates for national development



Table 4: Summary of t-test Analysis of Mean Ratings of Experienced and Less Experienced Lecturersthe Entrepreneurial Skills Required byTechnical and Vocation Education Graduates for National Development

Variable	N	X	SD	df	α	t-cal.	t-crit.	Decision
Experienced Lecturers	46	3.01	0.81	76	0.05	0.77	1.960	Not Significant
Less Experienced Lecturers	32	3.22	0.84					

Data in Table 4 show that the calculated t-value of 0.77 at 76 degree of freedom at 0.05 level of significance is less than the critical value of 1.960. This shows that there is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers in tertiary institutions in Anambra State on the entrepreneurial skills required technical and vocation education graduates for national development, hence the hypothesis was accepted.

Hypothesis 2

There is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers in tertiary institutions in Anambra State on the challenges affecting the capacity of technical and vocation education in tertiary institutions to effectively equip its graduates with entrepreneurial skills for national development.



Table 5: Summary of t-test Analysis of Mean Ratings of Experienced and Less Experienced Lecturers on the Challenges Affecting Capacity of TVE in Tertiary Institutions to Equip its Graduates with Entrepreneurial Skills for National Development

Variable	N	X	SD	df	α	t-cal.	t-crit.	Decision
Experienced Lecturers	46	3.12	0.78	76	0.05	0.43	1.960	Not Significant
Less Experienced Lecturers	32	3.05	0.81					

Data in Table 5 show that the calculated t-value of 0.43 at 76 degree of freedom at 0.05 level of significance is less than the critical value of 1.960. This shows that there is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers in tertiary institutions in Anambra State on the challenges affecting the capacity of technical and vocation education in tertiary institutions to equip its graduates with entrepreneurial skills for national

development, hence the hypothesis was accepted.

Hypothesis 3

There is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers in tertiary institutions in Anambra State on the strategies for improving the capacity of technical and vocation education in tertiary institutions for entrepreneurial skills acquisition and national development.



Table 6: Summary of t-test Analysis of Mean Ratings of Experienced and Less Experienced Lecturers Strategies for Improving the Capacity of Technical and Vocation Education in Tertiary Institutions for Entrepreneurial Skills Acquisition and National Development

Variable	N	X	SD	df	á	t-cal.	t-crit.	Decision
Experienced Lecturers	46	3.21	0.79	76	0.05	0.67	1.960	Not Significant
Less Experienced Lecturers	32	3.15	0.75					

Data in Table 6 show that the calculated t-value of 0.67 at 76 degree of freedom at 0.05 level of significance is less than the critical value of 1.960. This shows that there is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers in tertiary institutions in Anambra State on the strategies for improving the capacity of technical and vocation education in tertiary institutions for entrepreneurial skills acquisition and national development., hence the hypothesis was accepted.

Discussion

Finding on the first research question revealed that TVE lecturers agreed that technical skills, entrepreneurship skills, managerial skills, personal maturity skills, inter-personal skills and personal skills were the entrepreneurial skills required by TVE graduates for national development. The finding also revealed that within the technical skills are

subsets of skills which includes Operational abilities, communication abilities, research and design skills, environmental observation skills and knowledge of equipment and technology. This indicates that technical skills are those skills that relate to the ability of potential entrepreneur to know their business environment and know suitable business idea that will be successful in the area and having the operational knowledge to carry out the business. This finding is in agreement with Osisioma (2015) who held that technical skills are essential skills required by TVE graduates because its acquisition avails the trainees with financial intelligence. Financial intelligence according to Osisioma (2015) is related to the abilities of the entrepreneur to the ability to read numbers, know when and how to invest in profitable businesses, being aware of accounting, corporate, state and national



rules and regulations, as well as having sound business ethics.

Furthermore, findings also revealed that managerial skills required by TVE graduates encompasses marketing skills, financial management skills, business planning, business organization, business supervision and human resource management skills. This management skills are necessary because they are integral to the successful management of entrepreneurial ventures. The ability to manage business finances is key to the profitability of an entrepreneurial venture. Similarly the ability of an entrepreneur to manage employees and market the business project is veritable to the smooth running of the venture. This is in agreement with Cooney in Efe-Imafidon, Ade-Adeniji, Umukoro and Ajitemisan (2017) who asserted that the ability to plan, organize, market, make decision and sell product or services is very important skills required of TVE graduates and this will greatly impact on their competence in running profitable ventures in their areas of enterprise. Other entrepreneurial skills required by TVE graduates include entrepreneurship skills ability to take risks, possession of inner discipline, recognizing business opportunities and utilizing them, thinking up creative and

innovative business ideas and ability to create business plans.

Personal maturity skills (which consists of creative skills, self-awareness, accountability skills and ability to cope with emotional stress); interpersonal skills (leadership and motivation skills, listening skills, personal relations skills, negotiation skills, ethical skills and communication skills) and personal skills (optimism, vision, resilience, desire for control, drive and persistence as well as initiative) were also required by TVE graduates for national development. These skills are seen to be crucial to entrepreneurial success and if acquired would promote entrepreneurial consciousness in TVE graduates. This is in agreement with Smith in Osisoma (2015) who noted that TVE students require personal maturity, interpersonal, personal and practical skills to effectively become employers of labour and job creators in their areas of expertise. This is indicative that the development of the personality of TVE trainee is crucial to their development of entrepreneurial consciousness and mindset.

Findings also revealed no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers in tertiary institutions in



Anambra State on the entrepreneurial skills required technical and vocation education graduates for national development, hence the hypothesis was accepted. This finding indicate that technical skills, entrepreneurship skills, managerial skills, personal maturity skill, interpersonal skills and personal skills are required by TVE national development.

Finding on the second research question showed that the TVE lecturers agreed that lack of appropriate communication channel between technical and vocational education and industry, inability to involve established entrepreneurs in the education and training of TVE students, Poor funding of the TVE programme, poor infrastructural facilities that will help facilitate collaboration between the technical and vocational education and industry, lack of innovative leadership among administrators of TVE in tertiary institutions, lack of instructional materials for teaching of TVE students and high cost of technical tools and technology are challenges affecting the capacity of TVE in tertiary institutions to equip its graduates with entrepreneurial skills for national development. This situation has shown lack of institutional and private support for the development of the TVE programme in tertiary

institution in the nation. The failure has brought about a gap and mismatch in what is being taught in TVE in tertiary institutions and what is demanded in the business world. The finding is in consonance with Oviawe (2018) who averred that the ability of TVE to properly prepare its student entrepreneurially is inundated by failure to partner with the private sector, poor electricity, poor funding, poor attitude towards TVE policies implementation, inadequate workshop spaces, lack of machines and inadequate instructional materials. It appears that TVE is hindered by issues related to inadequate funding, lack of institutional support and failure to partner with the private sectors. According to Maigida, Saba and Namkere (2013), the TVE is constrained by issues related to poor facilities, funding gap and lack of collaboration with industry.

Finding further revealed that there is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers in tertiary institutions in Anambra State on the challenges affecting the capacity of technical and vocation education in tertiary institutions to equip its graduates with entrepreneurial skills for national development. This is in agreement with



Oviawe (2018) who decried the underfunding and lack of school industry partnership in TVE which has resulted in weakness and poor quality of TVE graduates.

Finding in the third research question revealed that TVE lecturers agreed that mapping out a comprehensive national entrepreneurship education promotion strategy, building capacity of TVE Staff through network sharing platforms like seminars, workshops and conferences that will facilitate exchange of ideas, scaling up TVE collaboration with relevant stakeholders, involving guest trainers from different backgrounds to train students on entrepreneurial processes, ensuring that students have opportunities to get first hand entrepreneurial experiences like extended period of apprenticeship and internship with entrepreneurs in their areas of specialty, providing adequate financing for vocational/technical training and linking vocational and entrepreneurial training with job centers to ensure that the skills profiles supplied match demand among others were some of the strategies for improving the capacity of technical and vocation education in tertiary institutions for entrepreneurial skills acquisition and national development.

The need to involve private sector in the TVE cannot be overemphasized because the private sector can help in areas of funding, professional input and curriculum design. It is also very imperative to encourage ideas exchange through seminars, conferences and workshop which will enable TVE professionals to mingle with industry experts. This is in agreement with Aboubakr (2013) posited that it is important for government at all levels to come up with entrepreneurship education promotion strategy for TVE across national and local level. According to Aboubakr (2013), the need to create awareness among stakeholders is pertinent to the successful integration of entrepreneurship education in the technical vocational education programme. This means that awareness is integral to the success and failure of entrepreneurship education, stakeholders (TVE lecturers, Administrators, employers of labour, government at all levels and small and medium scale entrepreneurs) need to understand their roles in the administration and training of students in TVE programmes in tertiary institutions in Nigeria. This calls for collaborations among various stakeholders in the areas of funding, instructional material provision, curriculum design, teaching



methodology and technical expertise. Oviawe (2018) stated that in a bid to promote the capacity of TVE programme for effective entrepreneurial skills acquisition, there should be improved partnership between TVE and the private sector. According to Efe-Imafidon, Ade-Adeniji, Umukoro and Ajitemisan (2017), there is need for in-service training for TVE staff that allows for collaboration with experts in various fields. Undiyaundeye and Otu (2015) recommended that there is provision of adequate funding and the provision of facilities and instructional materials for the TVE programme. This is pertinent because the provision of facilities and instructional materials require funds and when funds are readily made available for TVE it will facilitate the quality of teaching and learning.

Furthermore finding revealed that there is no significant difference in the mean ratings of experienced and less experienced technical and vocational education lecturers in tertiary institutions in Anambra State on the strategies for improving the capacity of technical and vocation education in tertiary institutions for entrepreneurial skills acquisition and national development. This goes to show that the strategies suggested will help to facilitate and improve the capacity of TVE in tertiary institutions for

entrepreneurial skills development and national development.

Conclusion

It is clear that TVE is an education programme that instill in its recipients the technical and vocational skills. However, the possession of technical and vocational skills without complementary entrepreneurial skills have hampered the impact of technical and vocational education on national development in Nigeria. The study revealed that poor collaborative school-industry linkage, poor school leadership, poor funding and lack of instructional materials among others have incapacitated the entrepreneurial development programmes of TVE in tertiary institutions. It was against this background that some strategies like having comprehensive national entrepreneurship education promotion strategy, building capacity of TVE Staff through network sharing platforms like seminars, scaling up training and in-service training for TVE, adequate provision of funds and facilities were advanced as ways for improving the capacity of TVE for entrepreneurial skill acquisition and national development.



Recommendations

Based on the findings of the study, the researchers make the following recommendations:

1. Awareness on the need to place more emphasis in the promotion of entrepreneurship education in the technical and vocational education programme in tertiary institutions should be created.
2. The Federal and state government should adopt a regulatory framework for the institutionalization of public private partnership (PPP) initiatives for technical and vocational education programmes in tertiary institutions in Nigeria.
3. Establishing School-Based Enterprises (SBE) in TVE programmes in tertiary institutions where students have opportunity to engage in entrepreneurial practices.
4. Regularly organizing programmes like seminars, workshops and conferences that facilitates exchange of ideas among stakeholders with different expertise and experience.
5. There should be diversification of funding for TVE programme through the utilization of innovative funding strategies like public-private partnership (PPP),

philanthropic initiative, establishment of entrepreneurship development endowment fund in TVE.

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