

## **Improving Vocational Skills for Entrepreneurial Development in Government Technical Colleges in Enugu State, Nigeria**

**Ani, Nnenna Glory**

**Department of Guidance and Counselling Enugu State University of Science and Technology, ESUT, Enugu Nigeria.**

---

### **ABSTRACT**

The study centered on improving vocational skills for Entrepreneurial Development in Government Technical Colleges in Enugu State. It specifically sought to find out how to improve innovative and self-motivation skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria. The study adopted a descriptive survey research design. The population for the study was 67 teachers. Of these 39 were male teachers and 28 were female currently serving in the 2 government owned Technical Colleges in Enugu State. No sampling was done since the population as small. A self-structured questionnaire developed by the researcher called Vocational Skills for Entrepreneurial Development Scales (VSF-EDS). The instrument was face validated by three (3) research experts: one in Measurement and Evaluation and two others in Guidance and Counselling Department. Cronbach Alpha reliability estimate was used to ascertain the internal consistency of the entire instrument which is .87. 63 out of 67 copies of the instrument were retrieved, signifying 94.03 % return of duly filled copies of the administer instrument. Data collected for this study were used to analyze the two research questions using mean, grand mean and standard deviation. The findings obtained from the analysis showed that improving vocational skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria are by being creative, by thinking of something new that sustains entrepreneurial spirit, inventing new products with a difference in the society, forming a good attitude towards customers and thinking creatively in impacting knowledge. Hence, the researcher observed that improving vocational skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria are by being self-motivated, by desiring to meet certain standards in the pursuit of becoming productive, by being committed to organizational goals, by having the ability to take advantage of opportunities when they occur and by pursuing goals in the face of setbacks. Based on the findings, the researcher recommended, among others that entrepreneurial centres in our institutions in Nigeria must be equipped and utilized to assist students to bridge gap created by the theoretical nature of our vocational education programme that will make students to be creative and self-motivated.

Keywords: Vocation, Skill, Vocational Skills and Entrepreneurial Development.

---

### **INTRODUCTION**

Often, when we talk about vocational skills, we're talking about professions that you can learn with some basic training or on-the-job training from Technical Colleges. Some examples of employment requiring vocational skills are electricians, truck drivers, hair stylists, medical records technicians, and emergency medical technicians.

Vocational skills are those that enable a person to become an expert in a particular field or process that is relevant to a vocation. Content skills are another name for vocational abilities. Some people learn specific trades at vocational schools and then expand their vocational skills in technical institutions. Some people gain professional expertise through years of

work experience [1]. Vocational training provides hands-on experience in a particular trade or industry of employment. The training is conducted outside of a typical classroom. Students are assigned to manual labor jobs in settings that match their chosen professions. By firsthand experience, students in technical colleges are exposed to hands-on activities and learn in the classroom. This is why educators and those providing vocational training should make an effort to instill a creative mindset in their students [2]. As an illustration, [3], in their studies listed that vocational skills target on how to develop on vocational skills such as innovative skills, self-motivated skills, financial skills, among others.

[2], said that the need for vocational skills is growing as a result of technological progress, and graduates of technical colleges are expected to have learned innovative/creative talents to enable them to offer something new and become problem-solvers.

The person can grow more deeply with the use of these kinds of skills. They might consider essential items, things, and services that haven't yet been introduced to society but are important to it. They will be assisted in developing innovative problem-solving skills by doing this. In actuality, the majority of products on the market lack those inventive qualities, necessitating considerable consideration. To be able to instill the creative mindset in their pupils, vocational education trainers and teachers should make an effort to teach their students how to be creative [2] In order to put their newly learned practical and creative abilities to use in the creation of goods and services, they are also expected to have developed self-motivational skills. Having a personal drive or the desire to achieve particular standards, dedication to organizational goals, initiative or the readiness to seize chances when they arise, and optimism, which is the capacity to persist and pursue goals in the face of obstacles, are examples of these traits. Same principle is also applied in *financial resources skills*

which enable the student to be able to handle money judiciously [4].

More to the above is the lack of marketing skill which involves thinking about how to reach the targeted audience for product and services. When there is a lack, the entrepreneur must comprehend what the public wants, pay attention to their demands, and communicate effectively with them. As time is illusive, they should also learn how to organize their schedules and manage their time with a clear understanding of what needs to be accomplished each day. Hence, the majority of instructors neglect to instruct their pupils on how to fill out forms, bill, print, create invoices, collect payments, manage receipts, and maintain accurate records of goods and services, tools, materials, and equipment. All of the listed talents need substantial attention because they don't appear to have improved.

First, these skills are needed for enterprise productivity and profitability, as well as for national productivity and wealth creation. Without the necessary technical skills, enterprise and national growth can be seriously hobbled. Technological innovation and economic growth fuel the demand for skilled workers. The need for vocational skills is increasing because of technological change etc which is supposed to be increasing productivity and income but are not. This is especially important for those who are seeking out a living in the informal sector of the economy.

In all, there seems to be lack of improvement on already existing vocational skills as mentioned above from Technical Colleges that would enable their graduates to be self-employed and effectively function in today's world of work. [5] noted that the purpose of improving on vocation skills is to enhance entrepreneurial development even though government is presumed that National Directorate of Employment (NDE), Small and Medium Enterprises Development Agency of Nigeria (SMEDAN), Small and Medium Industries Equity Investment Scheme (SMIEIS) and Development Finance Institutions (DFIs) are meant to promote vocational skills. These Agencies help to

remove constraints on entrepreneurs and expand the opportunities available to the students but they do not provide financial assistance where they do it is based on whom you know. All this avenue that supposed to be promoting entrepreneurial development are rather not helping issues.

Entrepreneurial development 'focuses on the individual who wishes to start or expand a business. Furthermore, entrepreneurship development concentrates more on growth potential and innovation. Essentially this means the acquisition of skills that will enable an entrepreneur to function appropriately and adequately in terms of:

- attaining present result based on previous decisions and planning for the future, based on present circumstance.
- Maintaining and developing the organized capability which makes achievement possible, and
- Coordinating the specialist functions that should enable a firm to perform the technical task in marketing, personnel, research and development, manufacturing, finance and control, especially in the face of changing technology and dynamic industry trend.

To perform these functions, the entrepreneurial development process, procedures and skill acquisition must entrench certain skills. These include conceptual skills, human skills and technical skills, which will transform the

#### **Statement of the Problem**

Nigeria does not seem to give vocational skills the attention it deserves. This appears to be one of the reasons for rising rate of unemployment and poverty among the graduates in Technical Colleges in Enugu State, Nigeria. The growing problem of not improving vocational skills in the Nigeria especially in Enugu State has contributed largely to the worsening problem of poverty among the populace. This is because the graduates from Technical Colleges seem

#### **Purpose of the Study**

The main purpose of this study is to find out how to improve vocational skills for

entrepreneur into a taskmaster, mediator and motivator.

Today in Enugu State, population growth and urbanization; poverty and lack of income generating capacity are on the increase. This is followed by the failure of some graduates of Government Technical Colleges to secure a white collar job nor become self-enterprising. This points to lack of focus on the part of the students. The lack of focus makes one to understand the need for entrepreneurial development which emphasizes the development of appropriate skills that will enable those in Technical Colleges to be relevant to the world of work as well as to draw the majority of jobless people out of the unemployment market. There is, therefore, the need to reposition vocationally skills as the best means to improve vocational skills for entrepreneurial development in Government Technical Colleges which will eventually enhance the economic development of Nigeria. Based on the above, the researcher sought to offer more ideas as to how to improve on already existing skills for entrepreneurial development, specifically in Technical Colleges especially in Government Technical Colleges in Enugu State. It is against this background that the researcher vents to find out how to improve vocational skills for Entrepreneurial Development in Government Technical Colleges in Enugu State

not to be well equipped with adequate skills that will enable them to improve, exploit and manage their vocational skills. It is against this background that the researcher sought to find out how to improve vocational skills for Entrepreneurial Development in Government Technical Colleges in Enugu State. This gap in knowledge and learning, which is the crux of this study, is what the researcher is interested on to fill by embarking on this study.

Specifically, the study sought to achieve the following:

1. find out how to improve innovative skills for entrepreneurial development

#### Research Questions

The following research questions guided the study.

1. What are the ways to improve innovative skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria?

#### Methodology

The study adopted a descriptive survey design. The area of the study was Enugu State, Nigeria. The population for the study consisted of 67 teachers/trainers in the existing 2 Government owned Technical Colleges in Enugu State, Nigeria. Of these 39 are female teachers/trainers while 28 are male teachers/trainers. The population is small so no sampling was done. The instrument used for data collection was a 10 item questionnaire called Vocational Skills for Entrepreneurial Development Scales (VSF-EDS). The instrument had a 4-point response scale with response category of Strongly Agree (SA)-4 points; Agree (A)--3 points; Disagree (D)--2 points and Strongly Disagree (SD)-1 point. The instrument was validated by three experts; two from Guidance and counselling Department and one from

#### Presentation of Results

This section presents the results of the study according to the

The data analyzed was presented in Tables 1.

**Research Question 1:** What are the ways to improve innovative skills for

2. Identify how to improve self-motivation skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria.

2. What are the ways to improve self-motivation skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria?

measurement and evaluation, all from Faculty of Education, Enugu State university of Science and Technology (ESUT), Enugu. The internal consistency of the instrument was determined using Cronbach Alpha reliability estimate and it yielded a reliability coefficient of .91 for cluster 1 and .83 for cluster 2. The coefficient for the entire instrument stood at .87. The study was carried out in the 2 Government owned Technical Colleges in Enugu State, Nigeria. Sixty-seven copies of the questionnaire were distributed but sixty three copies were retrieved from the respondents representing 94.03 percent return rate. Data collected were analyzed using mean, standard deviation and grand mean. Any mean score of 2.50 and above was regarded as Agree while any mean below 2.50 was regarded as Disagree.

research question that guided the study.

#### Analysis of Data

entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria?

**Table1: Mean ( $\bar{x}$ ) Rating with Standard Deviation of the Ways to Improve Innovative Skills for Entrepreneurial Development in Government Technical Colleges in Enugu State, Nigeria.**

S/N	Items	X <sub>1</sub>	SD <sub>1</sub>	Decision
1.	By thinking of something new that sustains entrepreneurial spirit	3.35	0.81	Agree
2.	By thinking of inventing new products with a difference in the society	3.00	0.93	Agree
3.	By thinking creatively in impacting knowledge	2.68	1.20	Agree
4.	By becoming a problem solver	2.25	0.44	Disagree
5.	By forming a good attitude towards customers	3.60	0.83	Agree
<b>Grand Mean</b>		<b>2.98</b>	<b>0.84</b>	<b>Agree</b>

Data in Table 1 indicates that of the 5 items of the ways to improve innovative skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria, the respondents agreed with 4 items (1, 2, 3 and 5) as they recorded mean scores of (3.35, 3.00, 2.68 and 3.68) which are above the cut-off point of 2.50. They however disagreed with 1of the items (4) with a mean score of (2.25). The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The Table also shows that

**Research Questions Two:** What are the ways to improve self-motivation skills for entrepreneurial development in

the respondent’s grand mean score for the items raised is (2.98). From the foregoing, the answers to research question one indicates that the ways to improve innovative skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria are by thinking of something new that sustains entrepreneurial spirit, inventing new products with a difference in the society, forming a good attitude towards customers and thinking creatively in impacting knowledge.

Government Technical Colleges in Enugu State, Nigeria?

**Table2: Mean ( $\bar{x}$ ) Rating with Standard Deviation of the Ways to Improve Self-Motivation Skills for Entrepreneurial Development in Government Technical Colleges in Enugu State, Nigeria.**

S/N	Items	$X_1$	$SD_1$	Decision
6.	By desiring to meet certain standards in the pursuit of becoming productive	3.25	0.09	Agree
7.	By being committed to organizational goals	3.48	0.67	Agree
8.	By having the ability to keep going in the midst of difficulties Disagree	1.43	0.59	
9.	By having the ability to take advantage of opportunities when they occur.	2.83	0.49	Agree
10.	By pursuing goals in the face of setbacks	3.68	0.74	Agree
<b>Grand Mean</b>		<b>2.94</b>	<b>0.70</b>	<b>Agree</b>

Table 2 indicates that of the 5 items of the ways to improve self-motivation skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria, the respondents agreed with 4 items (6, 7, 9 and 10) as they recorded mean scores of (3.29, 3.48, 2.83 and 3.68) which are above the cut-off point of 2.50. They however disagreed with 1 of the items (8) with a mean score of (1.43). The standard deviation for all the items are small signifying that there is homogeneity in the responses of the respondents. The Table also shows that

#### Discussion of the Findings

The first research question sought to find out how to improve innovative skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria. The result in Table 1 indicates that the ways to improve innovative skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria are by thinking of something new that sustains entrepreneurial spirit, inventing new products with a difference in the society, forming a good attitude towards customers and thinking creatively in impacting knowledge. The finding agrees with [2] who remarked that for the graduates of Technical Colleges to do well in entrepreneurial skills, they are

the respondent's grand mean score for the items raised is (2.94). From the foregoing, the answers to research question two indicates that the ways to improve self-motivation skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria are by desiring to meet certain standards in the pursuit of becoming productive, by being committed to organizational goals, by having the ability to take advantage of opportunities when they occur and by pursuing goals in the face of setbacks.

expected to have acquired innovative/creative skills to enable them to introduce something new that may be capable of sustaining them and others in the society. [2], in his study concludes that vocational education trainers/teachers should endeavour to train their students on how to be creative so that they will be able to inculcate the attitude of creativity in their students. The second research question sought to identify how to improve self-motivation skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria. The study revealed that the ways to improve self-motivation skills for entrepreneurial development in Government Technical Colleges in Enugu



State, Nigeria are by desiring to meet certain standards in the pursuit of becoming productive, by being committed to organizational goals, by having the ability to take advantage of opportunities when they occur and by pursuing goals in

Ani the face of setbacks. This finding corroborates with [4] who remarked that self-motivation skills which deals with the ability to be moved such that the practical and innovative skills acquired can be put to the production of goods and services.

### CONCLUSION

The analysis and interpretations done and the information from related literature, it implies that:

1. improving vocational skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria are by being creative, by thinking of something new that sustains entrepreneurial spirit, inventing new products with a difference in the society, forming a good attitude towards customers and

2. thinking creatively in impacting knowledge
2. improving vocational skills for entrepreneurial development in Government Technical Colleges in Enugu State, Nigeria are by being self-motivated, by desiring to meet certain standards in the pursuit of becoming productive, by being committed to organizational goals, by having the ability to take advantage of opportunities when they occur and by pursuing goals in the face of setbacks.

### Educational Implication of the Finding

The finding of this study holds implication for students and teachers.

Most teachers of vocational education were trained with the traditional technology hence they lack the necessary ICT skills to impart to students. Most vocational education teachers have little or no knowledge of modern equipment, some of them have never seen or used the

equipment they are required to teach with. By implication as the saying goes, 'you cannot give what you do not have. This simply means that the quality of students that are graduated by the teachers or trainer cannot meet up with the ICT technical know-how thereby indicating that in such situation lacuna will be unavoidable.

### RECOMMENDATIONS

To achieve this mission the following recommendations were made based on the findings of this study. They are:

1. Entrepreneurial centres in our institutions in Nigeria must be equipped and utilized to assist students to bridge gap created by the theoretical nature of our vocational

2. education programme that will make way for creativity and innovation.
2. The vocational and entrepreneurship education curriculum at all levels of training should be reviewed periodically to motivate the quality of graduates who now have what it takes to be gainfully self-employed.

### REFERENCES

1. Ekpenyong, L.E. (2015). *Foundations of Technical and Vocational Education; Evolution and Practice*. Benin: Ambik Press Limited.
2. Olateju, E., O. (2016). Towards an Effective Entrepreneurship Training in Technical and Vocational Education and Training in a Developing Economy. *Technology Education Journal* 9 (1) 98-100.
3. Hanmaikyur, T.J, Onu, A. J. C. & Jinjiri, R.K.. (2016). *Factors responsible for improving vocational and entrepreneurship skills*. Pp: 90-100. <https://www.researchgate.net/publication/314349842>
4. Anike, A. I. (2014). Education for the emotionally challenged children: A tool for wealth generation in Nigeria. *International Journal of Education Research*. 13(1), 301 – 312.
5. Osemeke, M. (2021). Entrepreneurial Development and Interventionist Agencies in Nigeria *International*

**TABLE WORK SHOWING THE ANALYSIS**

s/ n	A	N=63						
		Response Option						
		SA 4	A 3	D 2	SD 1	= X	SD	Decision
1	By thinking of something new that sustains entrepreneurial spirit	35	15	13	-	3.35	0.81	Agree
2	By thinking of inventing new products with a difference in the society	23	21	15	04	3.00	0.93	Agree
3	By thinking creatively in impacting knowledge	27	-	25	11	2.68	1.20	Agree
4	By becoming a problem solver	-	16	47	-	2.25	0.44	Disagree
5	By forming a good attitude towards customers	51	-	11	01	3.60	0.83	Agree
<b>Grand Mean</b>						<b>2.98</b>	<b>0.84</b>	<b>Agree</b>
B	Ways to improve self-motivational skills for entrepreneurial development in Government Technical Colleges are	SA 4	A 3	D 2	SD 1	= X	SD	Decision
6	By desiring to meet certain standards in the pursuit of becoming productive	41	-	21	01	3.29	0.99	Agree
7	By being committed to organizational goals	34	27	-	02	3.48	0.67	Agree
8	By having the ability to keep going in the midst of difficulties	-	03	21	39	1.43	0.59	Disagree
9	By having the ability to take advantage of opportunities when they occur.	-	55	05	03	2.83	0.49	Agree
10	By pursuing goals in the face of setbacks	53	-	10	-	3.68	0.74	Agree
<b>Grand Mean</b>						<b>2.94</b>	<b>0.70</b>	<b>Agree</b>
<b>Mean of Mean</b>						<b>2.96</b>	<b>0.77</b>	<b>Agree</b>

Ani, Nnenna Glory (2023). Improving Vocational Skills for Entrepreneurial Development in Government Technical Colleges in Enugu State, Nigeria. *IDOSR JOURNAL OF BANKING, ECONOMICS AND SOCIAL SCIENCES* 8(1): 9-16. <https://doi.org/10.59298/JBESS/2023/10.2.1000>