

The Role of Vocational Training on Entrepreneurship Development

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ABSTRACT

The study assessed the effectiveness of vocational training on entrepreneurship development in Nike Art and Gallery Osogbo, Osun State, South Western Nigeria. Data were collected from respondents that were randomly selected using questionnaire from 150 respondents in different departments at Nike Art Gallery. Both descriptive statistic and regression analysis were used in the process of data analysis.

Results of the analysis reveals that: There is significant relationship among the socio-economic characteristics and type of skills acquired by the trainees, there is significant relationship between vocational skills utilization and entrepreneurship development and there is significant relationship between choice of skill and entrepreneurship development.

The study also revealed that students kept recognizing entrepreneurship education as one of the key factors which determines one's success in entrepreneurship. As a result of the findings of this study and conclusion drawn, it is recommended that; Institutions should now establish entrepreneurship courses as a core course for every academic program that they offer be it a certificate, a diploma or a degree. This will enable most graduates to engage themselves in self-employment rather than to keep on searching for paid jobs.

Academic institutions should engage in human capital investment in their tutors /lecturers so that they could become technically trained in entrepreneurship, which will in turn, lead to well-trained students who graduate from their

institutions and should set training schemes to members of the community who are outside the academic institutions.

(Keywords: entrepreneurship development, vocation, education, Nigeria)

INTRODUCTION

Entrepreneurship has been viewed by many scholars worldwide as a tool for economic growth across the globe; this is because of its positive impact on business innovation and start-ups. It is not an overstatement that new businesses plays a germane role in the creation of jobs, assisting leaders to also recognize and be committed to entrepreneurial activities due to its positive outcomes. This is corroborated by Zhao (2005) who posited that individual entrepreneurial intentions are one of the more recent approaches in understanding the entrepreneurial process.

It is observed that awareness of the importance of entrepreneurship by government authorities and individuals contributes to National Development. An example is the policy of the Nigerian Government that has mandated the National University Commission (NUC) to integrate entrepreneurship as a course in the University Education Curriculum. Vocational Technical Education (VTE) as described by Otunba (2012) is a form of knowledge acquisition with the primary aim of preparing individuals for employment in recognized occupation which includes studies in agricultural education, fine and applied arts education, business education and vocational trades.

According to Uwaifo (2009) technical education is a training which involves technically-oriented

personnel or facilitators with technological literacy that can assist beneficiaries attain self-reliance. It is a form of education that involves psychomotor, affective and cognitive aspects to bring out the capabilities and competencies in the trainees. However, it is worrisome that despite government's policies and the awareness programs to sensitize the citizenry, quite a lot of the Nigerian youths still believe and look out for white collar jobs notwithstanding the present global economic recession.

Vocational training can only achieve its purpose in Nigeria, if the teaming youths see it as the key to self-development and employment opportunity to live fulfilling and productive life. The success of SMEs after training is mainly attributed by their own desire to put into practice what they have learnt after the training. It has been discovered through empirical evidence that a dynamic and growing Micro and Small Enterprises (MSEs) sector can contribute to the achievement of a wide range of development objectives, including: the attainment of income distribution and poverty reduction (DFID, 2000); creation of employment (Daniels and Ngwira; 1993); savings mobilization (Beck, 2005); and production of goods and

services that meet the basic needs of the poor (Cook and Nixon, 2000).

One of the key challenges faced by Nigerians is how to promote and support the creation of more entrepreneurial activities with growth potential. Another challenge is how to help the surviving SMEs to reach advanced levels of efficiency and profitability (Cook and Nixon, 2000). This study investigates the key factors influencing the non-implementation of vocational skills acquired by trainees, particularly from Nike Art & Gallery (NAG).

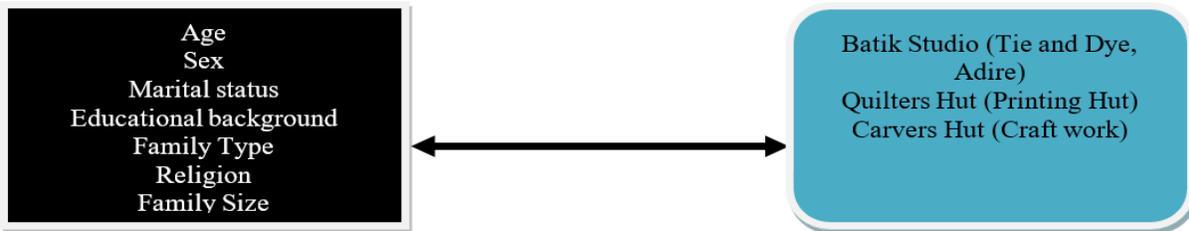
Objectives of the Study

The specific objectives are:

- I. To identify the socio- economic characteristics of trainees acquiring skills in NAG.
- II. To examine the skills acquired and the level of utilization by the trainees
- III. To determine factor influencing the choice of skill for entrepreneurship development

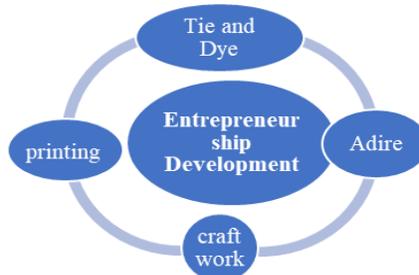
Research Hypotheses

H₀₁: There is no significant relationship among the socio – economic characteristics and type of skills acquired by the trainees.



Source: Researchers Concept, 2017

H₀₂: There is no significant relationship between vocational skills utilization and entrepreneurship development



Source: Researchers Concept, 2017

LITERATURE REVIEW

Entrepreneurship

Various definitions of entrepreneurship have been advanced by quite a number of scholars across the globe. Ilori and Oke (2017) posited that the process of creation is called 'entrepreneurship' which means processes and activities involved in establishing, nurturing and sustaining a business enterprise.

Alarape and Aderemi (2015) quoting many scholars (Cantillon;1755, Say Baptiste, 1828; Schumpeter,1934; Menger, 1950; Kizner 1985, Venkatraman, 1997) affirmed that the scholars have attempted a definition of entrepreneurship to facilitate its understanding and development as a subject-discipline. However, it was argued further that there are definitions and delimitations controversies against the acceptance of entrepreneurship as a bundle of knowledge and subject discipline quoting (Gartner, 1990).

Entrepreneurship is therefore seen as a discipline that is fragmented among various specialists examining it from various perspectives and different disciplines instead of viewing it as a subject-discipline (Alarape and Aderemi, 2015).

Ilesanmi (2012) claimed entrepreneurship can be the means to stimulate the creativity and innovation necessary to create a better community, a better nation, and a better world. Entrepreneurship was explained further to be a representation of organizational structure, behaviors which comprises of risk taking, pro-activities and innovation on the part of the organization which depicts the fact that successful entrepreneur demands a good understanding, knowledge, and gaining insight into the rudimentary of a particular business, the people who make it up, the industry, the customers it serves and its competitors.

Ogundele (2012) quoting (Hill and Gowan, 1999) stated that entrepreneurship can be seen as a process which involves the effort of individuals in identifying valuable opportunities in an environment and obtaining and managing the resources needed to exploit those opportunities. As such, some scholars agree with the perspectives of value and wealth creation in an entrepreneurial activity.

Entrepreneurship Development

Nigerian Government in quest for the development of her economy injects into the economy various incentives to encourage the development of small-scale enterprises. Governments provide financial assistance through loans with affordable percentage interest from commercial banks to motivate entrepreneurs.

Osuagwu (2001) in Oyende (2011) corroborates this assertion with the Nigerian governments' industrial policy of 1980-1989 by focusing attention on local resource utilization through various incentives by government. That reveals the level of commitment of the Government by placing emphasis on the technological aspects of the industrial development of small businesses in Nigeria. The concepts of entrepreneurship education and vocational training in Nigeria are discussed below.

Entrepreneurship Education

The work of Colton (as cited by Solomon, 2010) suggests that the major objectives of enterprise education are to develop enterprising people and inculcate an attitude of self-reliance using appropriate learning processes. Entrepreneurship education and training programs are aimed at stimulating entrepreneurship which may be defined as independent small business ownership or the development of opportunity-seeking managers within companies.

Entrepreneurship is widely defined by various scholars across the globe. A particular definition is difficult to be accepted due to the fact that, individual's definition is based on his perception, knowledge and experience. Well known early scholars of entrepreneurship from the middle ages, 17th century, 18th century, 19th century and 20th century defined entrepreneurship as:

Being old as man from Paleolithic perspective man is seen as an epitome of creativity, ingenuity and risk taking. (Ejiogu, 2013)

Economic theorists, of which Adam Smith was prominent in the 17th century, state Entrepreneurship includes all the productive functions that are not rewarded immediately by regular wages, interest and rent and non-human labor (Badi; 2005).

The 18th century theorists defined entrepreneurship from the capitalist point of view as managing money in order to make risky investment from equity capital for high rate of return on investment (ROI) (Ogundele, 2012)

Ejiogu, (2013) quoting Brinders, Memela, and Miosy (2002) said 'entrepreneurship in its broadest sense is about the capability of people to Akintayo&Aje (2016) Quoting Schumpeter (1934) a development economist cited in Idam (2014) sees entrepreneurship from the point of view of value creation and defines an entrepreneur as risk taking innovator needed for rapid economic development, through the process of creative destruction by which obsolete technologies and ideas are replaced by new ones.

Oyeniya (2016) quoting Aderemi and Adegbite (2015) stated entrepreneurship and entrepreneurs might be perceived as unfortunate victims of mega language game which every player determines that he/she (according to each one's rule) is the winner. While quoting Ogundele (2012) defines entrepreneurship as the process of emergence behavior and performance of entrepreneurs in other words, entrepreneurs are key in driving the wheel of entrepreneurship activities.

Akutson and Udeh (2015) claim that entrepreneurship is a creative, innovative and strategic process of starting and also revitalizing on organization it also involves the continuous improvement on its design, products and services. This suffices that identified ideas requires efficient and effective use of all the resources to ensure the achievement of set goals. Although the issue of risk cannot be erased since the future challenge cannot be determined.

Vocational Training in Nigeria

The term vocational and technical education has been defined differently by many authors. Some authors define separately while others defined the twin concept jointly. The Federal Republic of Nigeria ((2004) through the National Policy on Education (NPE) (2004) UNESCO in Ayonmike, Okwelle and Okeke (2015) defined VTE as those aspects of educational processes involving in addition to general education, the study of technologies and related sciences and the acquisitions of the economy and social life. The NPE which came into existence as a result of the

national curriculum conference of 1969 further stated that VTE is an integral part of general education and also a means of preparing people for occupational fields and for effective participation in the world of work. It is an aspect of life learning and a preparation for responsible citizenship; an instrument for promoting environmentally sound suitable development and a method of alleviating poverty.

Vocational and technical education according to Okorocho (2012) is an educational training which encompasses knowledge, skills, competencies, structural activities, abilities, capacities and all other structural experiences for securing jobs in various sector of the economy or even enabling one to be self-dependent by being a job creator. Vocational and technical education according to ILO in Oluwale, Jegede and Olamide (2013) is a vehicle for the development of marketable and entrepreneurial skills and engine of development.

Amoor (2009) saw it as the core of both individuals and society's economy. The author further stressed that through the acquisition of skills; individuals could explore their environment and harness the resources within it, which could serve them and the society since the wealth of any nation determines its development.

VTE according to Ojimba (2012) is a form of education whose primary aim is to prepare persons for employment in recognized occupation and this encompasses field of study (agricultural education, fine and applied arts education, business education and vocational trades in soap making, hairdressing, computer training among others). Iheanacho (2006) defined vocational education as that aspect of education that deals with business education, farming, book keeping, and bricklaying, among others with aims of acquiring vocational skills in these fields.

Uwaifo (2009) explained that technical education is the training of technically-oriented personnel who are to be initiators, facilitators, and implementers of technological literacy that would lead to self-reliance and sustainability. The author stresses that technical education has direct impact on national welfare.

Banjoko cited in Dokubo (2013) summed it all stressing that skill is a major distinguishing aspect of vocational education which makes it outstanding from liberal arts. In summary, vocational and technical education essentially

develops in the individual the knowledge, skills, and desirable attitude for legitimate work.

Vocational Training and Entrepreneurship Development

According to Tsang (1997), vocational training is broadly defined as any type of job-related learning that raises an individual's productivity and includes learning in formal vocational and technical school programs in training centers or institutes, and in the workplace, both on and off the job. The 2008 final report of the UNESCO Inter-Regional seminar on promoting entrepreneurship education in secondary schools in Tanzania, identified the possible aims of Entrepreneurship Education as to raise the level of awareness among key stakeholders of entrepreneurship and enterprise creation as a viable and realistic option for career development, the other aims are to tie entrepreneurship education to technical/vocational education, to develop innovation in young people and to develop their skills to identify, create, initiate and successfully manage personal, community, business and work opportunities of which involves owning an enterprise.

From the Vocational Training Authority website, it is reported that entrepreneurship education has already benefited a number of youths by the year

2004. They were given training in the areas of: art, music, automotive electronics, battery charging, candle making, cloth designing, cookery, decoration, masonry and brick/block laying, refrigeration and air conditioning, lapidary, hair dressing, embroidery, tailoring, auto body repair, screen printing, batik, carpentry and joinery, painting and sign-writing, welding and fabrication, business skills, motorcycle mechanics, auto mechanics, horticulture, and basics in modern agriculture. However, it is not known on whether after completing their training they were engaged in self-employment as it was intended.

METHODOLOGY

Sample Size and Sampling Technique

Stratified sampling was adopted in this study. The method is justified because the population of the study comprises of Batik Studio (tie and dye, Adire), Quilters Hut (printing work) and Carvers Hut (craft work). The sampling size of this research work is one hundred and fifty (150) which has been selected by 20% of the study population which are the people fully trained and with established businesses. The accessible population of Nike Art & Gallery is presented in the Table 1.

Table 1: Population Distribution of the students in Nike Art & Gallery

S/N	Department	People in the Department	Percentage for the Research work
1.	Batik studio (tie and dye, adire)	425	$20/100 \times 425 = 85$
2.	Quilters Hut (Printing Work)	175	$20/100 \times 175 = 35$
3.	Carvers Hut (Craft work)	150	$20/100 \times 150 = 30$
Total Percentage for research work			150

Source: Nike Art & Gallery Human Resource Records (Field survey, 2017)

A Total Number of 150 questionnaires were retrieved, however, only 144 questionnaires were usable for this study and meet the required inclusion criteria needed for the study. The other questionnaires were poorly filled and some were not returned.

Method of Data Analysis

The objective one and two were analyzed using descriptive statistics which involved the use of table, frequency, percentage, mean & standard derivation. Objective three was analyzed using multiple regressions.

Y = Skills acquired

X1 = (Sex), X2 (Age), X3 (Educational background), X4 (years of training), X5 (passion), X6 (talent) and X7 (profitability)

Administration of Instrument

The set questionnaire was personally administered by the researcher. The respondents were asked not to indicate their names on the questionnaires so as to make the responses anonymous. The researcher interpreted all aspects of the questionnaire to the respondents. The respondents were assured of confidentiality of the information to be supplied. One hundred and fifty questionnaires were administered for the purpose of the study and from which conclusions were drawn. That helped the researcher in understanding the subject matter and assisted tremendously in the analysis of the data collected.

Table 2 denotes educational qualification of the respondents in which, 7 (5%) of the respondents had no formal education, of which they are females only. 9 (6%) of the respondents attained Primary school leaving certificate, of which they are purely female. 39 (27%) of the respondents attained WAEC/GCE/SSCE certificate, out of which 17 (44%) are males and 22 (56%) are females. 27 (19%) of the respondents attained NCE/OND certificates, out of which 17 (63%) are males and 10 (37%) are females. 15 (10%) of the respondents attained HND certificate, out of which 5 (33%) are males and 10 (67%) are females. 38 (26%) of the respondents are degree holders, out of which 12 (32%) are males and 26 (68%) are females. While the remaining respondents representing 9 (6%) attained higher degree certificates, out of which 2 (22%) are males and 7 (78%) are females, respectively during the course of this study. This implies that the study majorly covered the respondents with WAEC/GCE/SSCE certificates.

Table 3 shows Gender and Age of the respondents. 49 (34%) of the respondents age are below 20 years, out of which 12 (24%) are males and 37 (76%) are females. 73 (51%) of the respondents age fell between 21 – 30 years, out of which 26 (36%) are males and 47 (64%) are females. 19 (13%) of the respondents age fell within the range of 31 – 40 years, out of which 12 (63%) are males and 7 (37%) are females. While, 3 (2%) of the respondents age fell between 41 – 50 years. This shows that high numbers of respondents are still in their productive age.

Table 2: Gender * Educational Qualification of the Respondents Cross Tabulation.

		Educational Qualification of the Respondents							Total
		No formal educ.	Pry school cert.	WAEC/ GCE/ SSCE	NCE/OND	HND	Degree	Higher Degree	
Gender	Male	0	0	17	17	5	12	2	53
	Female	7	9	22	10	10	26	7	91
Total		7	9	39	27	15	38	9	144

Source: Field Survey, (2017).

Table 3: Gender * Age of the Respondents Cross Tabulation.

		Age of the Respondents				Total
		Below 20 years	21 – 30	31 - 40	41 -50	
Gender	Male	12	26	12	3	53
	Female	37	47	7	0	91
Total		49	73	19	3	144

Source: Field Survey, (2017).

Table 4: Gender * Marital Status of the Respondents Cross Tabulation.

		Marital Status of the Respondents				Total
		Single	Married	Divorced	Widowed (s)	
Gender	Male	39	11	2	1	53
	Female	65	21	0	5	91
Total		104	32	2	6	144

Source: Field Survey, (2017)

Table 5: Gender * Family Type Cross Tabulation.

		Family Type		Total
		Monogamous Family	Polygamous Family	
Gender	Male	28	25	53
	Female	75	16	91
Total		103	41	144

Source: Field Survey, (2017).

Table 4 shows Gender and Marital status of the respondents. In which 104 (72%) of the respondents were still single in the organization as at the time of this study, which include both males 39 (38%) and female 65 (63%). 32 (22%) of the total respondents are married in the organization, in which, 11(34%) are males and 21 (66%) are females. 2 (1%) of the total respondents are divorced in the organization are 2(100%), of which they are males only. The total numbers of the respondents that are widows in the organization are 6 (4%), out of which, 1 (17%) are males and 5 (83%) are females. There is therefore a high responsiveness from the singles.

Table 5 shows Gender and Family type of the respondents. In which, 103 (72%) of the respondents belong to Monogamous families, out of which 28 (27%) were male and 75 (73%) were females. While, 41 (28%) of the respondents belong to Polygamous families, out of which 25 (61%) were males and 16 (39%) were females. Larger percent of the respondents are from monogamous families.

Table 6: Gender * Religion Cross Tabulation.

		Religion				Total
		Christianity	Islam	Traditional	Others	
Gender	Male	31	16	4	2	53
	Female	60	29	1	1	91
Total		91	45	5	3	144

Source; Field Survey, (2017)

Table 7: Gender * Family Size Cross Tabulation.

		Family Size			Total
		1 – 3	4 – 8	8 and above	
Gender	Male	15	31	7	53
	Female	30	53	8	91
Total		45	84	15	144

Source; Field Survey, (2017)

Table 6 shows Gender and Religion of the respondents in which, 91 (63%) of the respondents are Christians, out of which 31 (34%) are males and 60 (66%) are females. 45 (31%) of the respondents are Muslims, out of which 16 (36%) are males and 29 (64%) are females. 5 (3%) of the respondents practices Traditional religion, out of which 4 (80%) are males and 1 (20%) are females. While, 3 (2%) represents respondents that practices other religion, out of which 2 (67%) are males and 1 (33%) are females. Table 6 shows that most of the respondents covered in this study are Christians.

Table 7 shows Gender and Family Size of the respondents in which, 45 (31%) of the respondents' family size fall within 1 – 3 individuals, out of which 15 (33%) are males and 30 (67%) are females. 84 (58%) of the respondents' family size fall within 4 – 8 individuals, out of which 31 (37%) are males and 53 (63%) are females. While, 15 (10%) of the respondents' family size are 8 and above individuals, out of which 7 (47%) are males and 8 (53%) are females.

Research Hypothesis One: There is No Significant Effect of Type of Entrepreneurship Training Acquired on Skills Level Improvement Training Acquired.

The model summary Table 8a gives R^2 value = (0.230). This shows that, the type of entrepreneurship training acquired has positive impact on Skills level. Thus, this model is predicting 23.0% of the variance in entrepreneurship training pooling all predicting factors together simultaneously; meaning that 23% of the variance on skills level can be predicted from the various type of entrepreneurship training acquired captured in the model from the selected organization.

Table 8b shows that entrepreneurship training variables used in the selected organization significantly predicted the skills level of training acquired, $F(1, 142) = 4.901$, $p < 0.05$. F -statistical indicates that the overall regression model is highly statistically significant in terms of its fit since the value of $F_{tab}(1, 142) > F_{cal}(4.901)$. Therefore, null hypothesis is rejected. The study concludes that there is significant positive impact of type of entrepreneurship training acquired on Skills level improvement in the selected organization.

Table 8a: A Summary of the Multiple Regression Analysis of the Interactive (Relationship) between Type of Entrepreneurship Training Acquired and Skills Level Improvement Training Acquired.

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.479	.230	.221	.529

*p<0.05 a. Predictors: (Constant), Type of Entrepreneurship Training Acquired

Table 8b: Multiple Regression Analysis Showing Significance of Predictors on Skills Level Acquired.

Model	Sum of Square	Df	Mean Square	F	Sig
Regression	.252	1	.252	4.901	.000 ^b
Residual	39.748	142	.280		
Total	40.000143				

*p<0.05 a. Dependent Variable: Skills level improved as a result of the Training Acquired.

Table 8c: Contribution of each Predictor on skills level Improvement Variables.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	4.576	.105		43.509	.000
Type of Entrepreneurship Training Acquired	.063	.066	.079	.949	.004

a. Dependent Variable: Skills level improved as a result of the training Acquired

Source: Author's Computation using SPSS 20.0 (2017).

Table 8c shows the contribution of the predictors. In this case, Type of Entrepreneurship Training Acquired contributes with Beta value = .079, $p < .05$ and t -value = .949. The contribution is statistically significant to skills level improvement. Hence, the null hypothesis is rejected and the study concludes that type of entrepreneurship training acquired have positive effects on the skills level improvement of training acquired in the selected organization.

Research Hypothesis Two: There is No Significant Effect of Type of Entrepreneurship Training Acquired on Women Entrepreneurial Activities and Development

The model summary Table 9a gives R² value = (0.021). This shows that Skills level improved as a result of the training acquired has positive impact on entrepreneurship development. Thus this model is predicting (about 0.21%) of the variance in entrepreneurship development pooling all predicting factors together simultaneously;

meaning that (about 0.21%) of the variance on entrepreneurship development can be predicted from the various Skills level improved as a result of the training acquired captured in the model from the selected organization.

Table 9b shows that Skills level improved as a result of the training acquired variables used in the selected organization significantly predicted the level of entrepreneurship development, $F(1, 142) = 3.038$, $p < 0.05$ $F_{cal} - statistical$ indicates that the overall regression model is highly statistically significant in terms of its fit since the value of $F_{tab}(1, 142) > F_{cal}(3.038)$. Therefore, null hypothesis is rejected. The study concludes that there is significant positive impact of Skills level improved as a result of the training acquired on entrepreneurship development in the selected organization.

Table 9c shows the contribution of the predictors. In this case, Skills level improved as a result of the training acquired contributes with Beta value = .145, $p < .05$ and t -value = 1.743.

Table 9a: A Summary of the Multiple Regression Analysis of the Interactive (Relationship) between Skills Level Improved as a Result of the Training Acquired and Women’s Entrepreneurial Activities.

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.145	.021	.014	.514

*p<0.05 a. Predictors: (Constant), Skills level improved as a result of the Training Acquired

Table 9b: Multiple Regression Analysis Showing Significance of Predictors on Entrepreneurship Development.

Model	Sum of Square	Df	Mean Square	F	Sig
Regression	.803	1	.803	3.038	.000 ^b
Residual	37.524	142	.254		
Total	38.326143				

*p<0.05 a. Dependent Variable: Entrepreneurship Development

Table 9c: Contribution of each Predictor Entrepreneurship Development.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	3.999	.382		10.475	.000
Skills level improved as a result of Entrepreneurship Development	.142	.081	.145	1.743	.004

a. Dependent Variable: Entrepreneurship Development
Source: Author’s Computation using SPSS 20.0 (2017).

The contribution is statistically significant to entrepreneurship development. Hence, the null hypothesis is rejected and the study concludes that Skills level improved as a result of the training acquired have positive effects on the entrepreneurship development in the selected organization.

Table 9c shows the contribution of the predictors. In this case, Skills level improved as a result of the training acquired contributes with Beta value = .145, $p < .05$ and t -value = 1.743. The contribution is statistically significant to entrepreneurship development. Hence, the null hypothesis is rejected and the study concludes that Skills level improved as a result of the training acquired have positive effects on the entrepreneurship development in the selected organization.

Research Hypothesis Three: There is No Factor Influencing the Choice of Skill for Entrepreneurship Development

Table 10a denotes gender and factors influencing the choice of skill for entrepreneurship development, in which, 123 (85%) of the respondents Agree that choice of skills is one of the factors of entrepreneurship development. Out of which 47 (33%) are males and 76 (67%) are females. 5 (4%) of the respondents Disagree that choice of skills is one of the factors of entrepreneurship development. In which they are purely females only. While the remaining respondents 16 (11%) are Undecided, out of which 6 (37.5%) are males and 10 (62.54%) are females.

Table 10a: Gender * Factors Influencing the Choice of Skill for Entrepreneurship Development Cross Tabulation.

		Factors influencing the choice of skill for Entrepreneurship Development					Total
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	
Gender	Male	0	0	6	5	42	53
	Female	1	4	10	29	47	91
Total		1	4	16	34	89	144

Source: Field Survey, (2017).

Table 10b: Natural Talent for the Work*Factors Influencing the Choice of Skill for Entrepreneurship Development Cross Tabulation.

		Factors Influencing The Choice Of Skill For Entrepreneurship Development					Total
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	
Naturally talent for the work	DISAGREE	0	0	1	2	0	3
	UNDECIDED	0	0	0	3	5	8
	AGREE	1	0	15	9	26	51
	STRONGLY AGREE	0	4	0	20	58	82
Total		1	4	16	34	89	144

Source: Field Survey, (2017).

Table 10c: Educational Qualification of the Respondents * Factors Influencing the Choice of Skill for Entrepreneurship Development Cross Tabulation.

		Factors influencing the choice of skill for Entrepreneurship Development					Total
		STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	
Educational Qualification of the Respondents	No formal education	0	0	0	1	6	7
	Primary school certificate	0	0	0	0	9	9
	WAEC/GCE/SSCE	0	0	4	10	25	39
	NCE/OND	1	4	3	2	17	27
	HND	0	0	1	4	10	15
	Degree	0	0	4	15	19	38
	Higher Degree	0	0	4	2	3	9
Total		1	4	16	34	89	144

Source: Field Survey, (2017).

Table 10b, denotes Natural talents for work as one of the factors influencing the choice of skill for entrepreneurship development, in which, 123 (85%) of the respondents Agree that natural talent for work is one of the factors of choice of skills for entrepreneurship development. 5 (4%) of the respondents Disagree that natural talent for work is one of the factors of choice of skills for entrepreneurship development. While the remaining respondents 16 (11%) are undecided.

Table 10c denotes Educational Qualification and the factors influencing the choice of skill for entrepreneurship development. In which, 123 (85%) of the respondents Agree that education is factors of choice of skills for entrepreneurship development. Out of which 7 (7%) has no formal education, 9 (7.3%) attained Primary school leaving certificate, 35 (28.4%) attained WAEC/GCE/SSCE certificate, 19 (15%) attained NCE/OND certificate, 14 (11%) attained HND certificate, 34 (27.6%) attained first degree, 5 (4%) attained Higher Degree.

5 (3%) of the respondents Disagree that education has nothing to do with choice of skills for entrepreneurship development, of which they attained NCE/OND certificates.

While the remaining respondents 16 (11%) are Undecided. Out of which, 4 (25%) attained WAEC/GCE/SSCE certificates, 3 (19%) attained NCE/OND certificates, 1 (6%) attained HND certificates, 4 (25%) attained first degrees, 4 (25%) attained Higher Degrees.

The tables above show descriptive analysis of factor influencing the choice of skill for entrepreneurship development, in which gender (female) reflected highest number in term of tie and dye, craft work while male indicates few numbers of these skills. Also, the level of education is another factor while 123 (85%) of the respondents support that natural talent and passion for a particular skill influences the choice of skill for entrepreneurship development. The study rejects null hypothesis and concludes that there are factors influencing the choice of skill for entrepreneurship development.

CONCLUSION AND RECOMMENDATIONS

The conclusion drawn from this study reveals that there is significant relationship among the socio-economic characteristics and type of skills

acquired by the trainees, there is significant relationship between vocational skills utilization and entrepreneurship development as supported by Dokubo (2013) and there is significant relationship between choice of skill and entrepreneurship development. As such, vocational training has a positive influence on entrepreneurial development.

The study also revealed that students kept recognizing entrepreneurship education as one of the key factors which determines one's success in entrepreneurship. Therefore, it is recommended that; academic institutions could establish entrepreneurship as a core course for every academic program that they offer perhaps as a certificate, a diploma or a degree. This will enable most graduates to engage in self-employment rather than to keep searching for paid jobs that are scarcely available.

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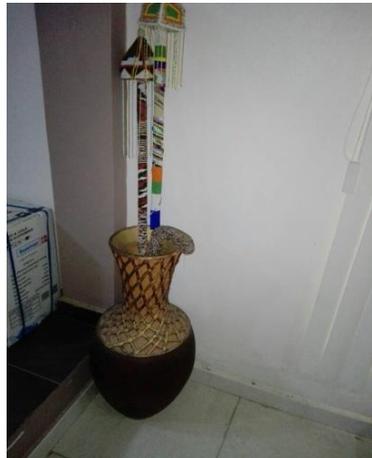
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APPENDIX



Printing Work



Craft Work



Tie and Dye



Batik

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