



Strategies for improving vocational and technical entrepreneurship skills acquisition in Colleges of Education of Southwest Nigeria amidst recessed economy

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Abstract: Entrepreneurship skill acquisition is becoming more tedious and challenging for lecturers to imbibe in their students for self-dependent. The study explores strategies for enhancing vocational and technical entrepreneurship skills acquisition in Colleges of Education of Southwest Nigeria amidst recessed economy. The research utilized a descriptive survey research design of one hundred and fifty five (155) lecturers from three Colleges of Education using a multi-stage sampling technique. Data collection was conducted via a self-structured questionnaire and analyzed using descriptive statistics in terms of frequencies, percentage and cumulative percentage while the null hypotheses were tested using independent sample t-tests and regression analysis. The finding reveals that there is no significant difference ($p < 0.05$) in male and female respondents on the critical role expected of vocational and technical education institution for entrepreneurship skill acquisition especially when supported by effective public awareness programs and qualified practically oriented educators. The study revealed that there is a significant difference ($p < 0.05$) in improving competency of vocational and technical institutions and staff through provision of modern training facilities that can effectively improve vocational and technical skill acquisition for entrepreneurship in a recessed economy with a regression coefficient (R) of 0.02 and correlation square of 0.92 and β weight of 0.08. The study concludes that there is no significant gender-based difference in perceptions and there should be continuous professional development and supportive policies. The study recommends that public awareness, recruiting qualified educators and promoting regular professional development activities to strengthen vocational and technical education impact on entrepreneurship acquisition.

[Oyeleye Bolanle R, Adeleke Adewale O, Okogbe Andrew T, Alimi Adeyemi K. **Strategies for improving vocational and technical entrepreneurship skills acquisition in Colleges of Education of Southwest Nigeria amidst recessed economy.** *Nat Sci* 2025,23(4):20-27]. ISSN 1545-0740 (print); ISSN 2375-7167 (online). <http://www.sciencepub.net/nature> 03. doi:[10.7537/marsnsj230425.03](https://doi.org/10.7537/marsnsj230425.03)

Keywords: Educators; entrepreneurship; public awareness; recessed economy; skills acquisition

1. Introduction

Vocational and Technical Education (VTE) has been recognized as a major vehicle for national development and growth. The economic competitiveness of a country depends on the skills of its workforce, and the skills and competencies of the workforce, in turn, are dependent upon the quality of the country's education and training system (Okonkwo, 2017). Amadi (2016) asserted that education is indisputably recognized as the bedrock of any meaningful development, while Vocational and Technical Education (VTE) is the cornerstone for any sustainable technological development programme. Thus, VTE is regarded globally as a spring board to socio-economic growth and technological development.

VTE as defined by UNESCO (2002) and adopted by Federal Republic of Nigeria in her National

Policy on Education, NPE (2013) is a comprehensive term referring to those aspect of the educational process involving in addition, to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economic and social life. VTE as a form of education which is workshop base form of education is deliberately designed to help man improve his skills. It places emphasis on skill development of individuals in chosen occupations (Adamu, 2015). In all the discussions, there is a consensus among scholars and professionals that VTE is the secret behind the technological and economic fortune of several developing nations across the globe (Besmart-Digbori, 2015). In the context of this study, entrepreneurship education according to Arogundade (2016) is the act of starting a company, arranging

business and taking risks in order to make a profit through the educational skills acquired while Nwachukwu (2015) asserted that entrepreneurship can be described as the process of bringing together creative and innovative ideas and compelling these with management and organizational skills in order to combine people, money and resources to meet an identified need and create wealth. In order to understand the role entrepreneurship skills can play for wealth creation through VTE in a recessed economy, it is important to understand the concept of recessed economy. Recessed economy is when the economy declines significantly for at least six months. That means there's a drop in the following five economic indicators: real GDP income, employment, manufacturing and retail sales (Amadeo, 2017).

The lack of acquisition of technical vocational skills on the part of Vocational and Technical Education (VTE) graduates has been considered the bane of the economy of most developing countries, especially Nigeria. This is so because, in Nigeria for instance, the educational system operated at post-independence placed emphasis on academic excellence rather than acquisition of technical vocational skills which prepare the individual for a more useful and fulfilling life within the society (Ogadema, 2016) rather than education of skills acquisition. This need culminated in the National Policy on Education (NPE) promulgated in 1977 and revised 1981, 1998 and 2004 (Omoruyi and Osunde, 2015) and FRN (2013) to correct the abnormalities. Uzougwu (2016) maintained that strategies for entrepreneurship skill acquisition for wealth creation through VTE programmes are necessary steps and efforts that must be taken by government, non-governmental organizations educational policy makers and individuals to solve the problems of prolonged economic recession occasioned by the collapse of the word oil market. Therefore, there needs to further intensify efforts geared towards integrating entrepreneurship education into VTE programme in Nigeria.

Research Questions

The following research questions were posed in the study:

- i. How do male and female respondents differ in their perspectives on the role expected of vocational and technical education institutions in entrepreneurship skills acquisition?
- ii. How will workshop and conference attendance improve vocational and technical skills acquisition among

lecturers and students in the selected Colleges of Education?

- iii. What are the impacts of vocational and technical skills acquisition for entrepreneurship in a recessed economy?
- iv. What are the types of strategies for improving vocational and technical skills acquisition for entrepreneurship in a recessed economy?

Objectives of the Study

The general objective of this study was to investigate the strategies for improving vocational and technical entrepreneurship skills acquisition in Colleges of Education Southwest Nigeria amidst a recessed economy while its specific objectives includes to:

- i. ascertain difference in the mean response of male and female respondents on the role expected of vocational and technical education institutions for entrepreneurship skills acquisition.
- ii. investigate how workshop and conference attendance can improve vocational and technical skills acquisition among lecturers and students in the selected Colleges of Education.
- iii. determine impacts of vocational and technical skills acquisition for entrepreneurship in a recessed economy.
- iv. identify types of strategies for improving vocational and technical skills acquisition for entrepreneurship in a recessed economy.

Research Hypotheses

H₀₁: there is no significant difference in the mean response of male and female respondents on the role expected of vocational and technical education institutions for entrepreneurship skills acquisition.

H₀₂: there are no specific types of strategies that can effectively improve vocational and technical skills acquisition for entrepreneurship in a recessed economy.

Scope of the Study

The study assessed the strategies for improving vocational and technical skills acquisition for entrepreneurship in a recessed economy. Therefore, the study is restricted to Lecturers of Colleges of Education in South Western Nigeria.

2. Material and methods

Population and sampling techniques

The target population of the study comprised of all the lecturers in school of vocational and technical education in three selected Colleges of Education in south west Nigeria numbering one hundred and seventy one (171). The study employs multi-stage sampling procedure to select sample size of the study. The researcher selected one hundred and fifty five (155) respondents (Lecturers) in school of vocational

and technical education in selected three (3) Colleges of Education in south west Nigeria, this makes 91 % of the total population. Multi stage sampling was adopted because it simplifies the collection of data especially when using primary source for gathering data due to the largeness in population of south west zone of Nigeria.

Table 1: Selected institutions used for the study

S/NO	SELECTED INSTITUTIONS	POPULATION
1	Adeyemi College of Education, Ondo	68
2	Federal College of Education, Osiele, Abeokuta	49
3	Emmanuel Alayande College of Education, Oyo	54
	Total	171

Data collection instrument

The study adopted a descriptive survey research design which involves the use of questionnaire as the instrument for research data collection. Its advantage is based on its suitability in studying a large population through a self-report instrument. The rationale for the research design is that participants would be able to respond individually to the research questions which make it suitable for the study. The instrument used for the study was self -structured questionnaire. The questionnaire was developed by the researcher based on the objectives and research questions. The questionnaire was designed using a four (4) point Likert scale to elicit information on all sections of questionnaire.

Table 2: Sample size of the study

Selected Institutions	Population of Lecturers	Sample size
Adeyemi College of Education, Ondo	68	62
Federal College of Education, Osiele, Abeokuta	49	44
Emmanuel Alayande College of Education, Oyo	54	49
Total	171	155

Validation and reliability

A pilot study that was conducted which gave an opportunity to iron out some problems that might have arisen in the main study. The pilot study helps to establish the validity and reliability of the structured questionnaire. Content and face validity was conducted on the test instrument involving the researcher and experts in the field. This help to discover how well the behavioural constructs that was to be covered by the measurement match those specified in the stated objectives. The reliability test for the instrument was conducted using test-retest method involving a sample of twenty-six respondents randomly selected from another local government (Odeda local government) area which is not part of the study area but within Oyo state landmass. The pre-test method of reliability test was conducted twice within an interval of four weeks. The total scores for each testing period were computed and Pearson Product Moment Correlation (PPMC) was used to determine the agreement between the two scores. A reliability test "r" of 0.85 was accepted to make the structured questionnaire highly reliable and accepted for the study.

Data analysis

Data generated through the administration of the questionnaire was reported as mean, frequency count, and percentages while the hypothesis was analyzed using the test of difference between two proportions (t-test). The recorded anthropometric measurements (age, height, and weight) of the children were compared with those of FDN (2014) while a one-way analysis of variance and Duncan's test were used to establish the significance differences among the mean values at alpha 0.05. The statistical analyses were performed using SPSS software (Systat Statistical Program version 21 Inc., USA).

3. Results

Table 1 Demographic information of the Respondents

Variable	Category	Frequency	Percentage	Cumulative percentage
Gender	Male	78	50.3 %	50.3 %
	Female	77	49.7 %	100.0 %
	Total	155	100.0 %	
Marital Status	Single	13	8.4 %	8.4 %
	Married	131	84.5 %	92.9 %
	Separated	5	3.2 %	96.1 %
	Divorced	6	3.9 %	100.0 %
	Total	155	100.0 %	
Level of Education	Degree	25	16.1 %	16.1 %
	HND	3	1.9 %	18.1 %
	Masters	101	65.2 %	83.2 %
	Ph.D.	26	16.8 %	100.0 %
	Total	155	100.0 %	
Duration of work experience	1-5 years	28	18.1 %	18.1 %
	6-10 years	52	33.5 %	51.6 %
	11-15 years	38	24.5 %	76.1 %
	Over 15 years	37	23.9 %	100.0 %
	Total	155	100.0 %	

Source: Field Survey, 2024

The distribution of gender among the respondents is nearly equal, with males slightly higher at 50.3 % compared to females at 49.7 %. A significant majority of the respondents are married (84.5 %), while a small percentage are single (8.4 %), separated (3.2 %), or divorced (3.9 %). Most respondents have a Master's degree (65.2%), followed by those with a PhD (16.8%). A smaller portion of the respondents hold a Degree (16.1 %) or an HND (1.9 %). The respondents have a varied range of work experience. The largest group has 6-10 years of experience (33.5 %), followed by those with 11-15 years (24.5 %) and over 15 years (23.9 %). A smaller percentage of respondents have 1-5 years of experience (18.1 %).

Table 2 Vocational and Technical education can be used to improve entrepreneurship skills through effective public awareness programs.

Category	Frequency	Percentage	Cumulative percentage
Disagree	1	0.6 %	0.6 %
Agree	68	43.9 %	44.5 %
Strongly Agree	86	55.5 %	100.0 %
Total	155	100.0 %	

Source: Field Survey, 2024

Table 2 indicates respondents' perceptions of the statement that vocational and technical education can be leveraged to improve entrepreneurship skills through effective public awareness programs. Only 1 respondent (0.6 %) disagreed with the statement, showing that there is very minimal opposition to the idea. A substantial portion of respondents, 68 out of 155 (43.9 %), agreed with the statement. This suggests that a significant number of respondents believe in the potential of vocational and technical education to enhance entrepreneurship skills when accompanied by public awareness initiatives. The majority of respondents, 86 out of 155 (55.5 %), strongly agreed with the statement. With 99.4 % of the respondents either agreeing or strongly agreeing, it is evident that there is overwhelming confidence in this approach. The high percentage of strong agreement (55.5 %) suggests that respondents not only support the concept but feel very strongly about its potential effectiveness.

Table 3 Employment of practically oriented qualified teachers of vocational and technical education will play a vital role in improving entrepreneurship skill

Response	Frequency	Percentage	Cumulative percentage
Disagree	1	0.6 %	0.6 %
Agree	57	36.8 %	37.4 %
Strongly Agree	97	62.6 %	100.0 %
Total	155	100.0 %	

Source: Field Survey, 2024

Table 3 presents respondents' views on the importance of employing practically oriented qualified teachers of vocational and technical education to enhance entrepreneurship skills. Only 1 respondent (0.6 %) disagreed with the statement, indicating an almost unanimous support for the idea. 57 respondents (36.8 %) agreed with the statement, reflecting a significant proportion of respondents who believe that employing practically oriented teachers is crucial in improving entrepreneurship skills. The majority, 97 out of 155 respondents (62.6 %), strongly agreed with the statement. This high percentage indicates a strong conviction among respondents regarding the vital role of qualified, practically oriented teachers in vocational and technical education.

The results indicate a strong consensus on the importance of employing practically oriented qualified teachers in vocational and technical education to improve entrepreneurship skills. With 99.4 % of respondents either agreeing or strongly agreeing, the data clearly suggests that the presence of such educators is seen as essential to the success of entrepreneurship education. The significant majority of respondents who strongly agree (62.6 %) underscore the critical role that practically oriented teaching plays in this context.

Table 4 Workshops and conferences develop and improve lecturers' competency skills

Category	Frequency	Percentage	Cumulative percentage
Disagree	3	1.9 %	1.9 %
Strongly Disagree	3	1.9 %	3.8 %
Agree	78	50.3 %	52.2 %
Strongly Agree	71	45.8 %	100.0 %
Total	155	100.0 %	

Source: Field Survey, 2024

Table 4 shows respondents' opinions on whether workshops and conferences help in developing and improving lecturers' competency skills. A small minority of respondents, 3 out of 155 (1.9 %), strongly disagreed with the statement, indicating a negligible level of skepticism. Similarly, 3 respondents (1.9 %) disagreed with the statement, suggesting that a total of 3.9 % of respondents do not believe in the effectiveness of workshops and conferences in

improving lecturers' skills. A significant portion of respondents, 78 out of 155 (50.3 %), agreed with the statement. This indicates that half of the respondents recognize the value of workshops and conferences in enhancing lecturers' competencies. A substantial number of respondents, 71 out of 155 (45.8 %), strongly agreed with the statement. This shows that nearly half of the respondents have a strong conviction that workshops and conferences are highly beneficial for improving lecturers' competency skills.

The results reflect a strong consensus among respondents that workshops and conferences are effective in developing and improving lecturers' competency skills. With 96.1 % of the respondents either agreeing or strongly agreeing, the data clearly shows widespread support for the idea that such professional development activities are crucial for enhancing the skills of educators. The fact that 50.3 % of respondents agreed and 45.8 % strongly agreed highlights the perceived importance of continuous professional development through workshops and conferences. The negligible percentages of disagreement (1.9 %) and strong disagreement (1.9 %) indicate that very few respondents are skeptical about the impact of these activities on lecturers' competencies.

Test of Hypotheses

Hypothesis One: there is no significant difference in the mean response of male and female respondents on the role expected of vocational and technical education institutions for entrepreneurship skills acquisition.

Table 5: Independent Sample T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95 % Confidence Interval of the Difference	
									Lower	Upper
the role expected of vocational and technical education institutions for entrepreneurship skills acquisition	Equal variances assumed	.103	.560	1.083	153	.292	.267	.246	-.249	.782
	Equal variances not assumed			1.075	9.117	.310	.267	.248	-.294	.827

Source: Field Survey, 2024

Since the p-value (0.103) is greater than the significance level (0.05), we fail to reject the null hypothesis. This indicates that there is no statistically significant difference in the mean response of male and female respondents on the role expected of vocational and technical education institutions for entrepreneurship skills acquisition. The results suggest that both male and female respondents have similar perceptions of the role of vocational and technical education institutions in entrepreneurship skills acquisition. Therefore, gender does not appear to influence the respondents' views on this matter significantly. Institutions can consider this finding when designing and implementing programs aimed at enhancing entrepreneurship skills, ensuring they are inclusive and effective for all genders.

Hypothesis Two: There are no specific types of strategies that can effectively improve vocational and technical skills acquisition for entrepreneurship in a recessed economy.

Table 6: Regression Analysis of specific types of strategies that can effectively improve vocational and technical skills acquisition for entrepreneurship in a recessed economy

R= 0.021 R ² = 0.917419 Adj. R ² = 0.834839 F= 11.10938	Unstandardized Coefficients		Standardized Coefficients	T	p.
	B	Std. Error	Beta		
(Constant)	2.733	.292		9.367	.000
Seasoned practical oriented qualified instructors.	0.077	.214	.141	.623	.001
a. Dependent Variable: improve vocational and technical skills acquisition for entrepreneurship in a recessed economy, <i>Predictors: (Constant), seasoned practical oriented qualified instructors.</i> * p<.05 (p =.000)					

The unstandardized coefficient (B) shows that for a one-unit increase in seasoned practical oriented qualified instructors, the dependent variable increases by 0.077 units. The p-value (0.001) is less than 0.05, indicating that this predictor is statistically significant. The regression analysis indicates that seasoned practical oriented qualified instructors significantly impact the improvement of vocational and technical skills acquisition for entrepreneurship in a recessed economy. However, the low explanatory power suggests that while significant, this factor alone does not account for much of the variance, and other factors likely play a crucial role in determining the effectiveness of these strategies.

4. Discussions

Observation in the present study shows that the analysis on the Table 1 above suggests that the sample population is well-educated, predominantly married, and has significant work experience, with an almost equal gender distribution. This strong endorsement highlights a widespread belief in the effectiveness of vocational and technical education as a tool for improving entrepreneurship skills for sex, especially when combined with a robust public awareness program. The results show a strong consensus among respondents on the positive impact of vocational and technical education on entrepreneurship skills when supported by effective public awareness programs. Data obtained indicates that stakeholders in education and entrepreneurship development should consider increasing public awareness of vocational and technical education programs as a strategic approach to fostering entrepreneurship skills. The almost unanimous agreement could also serve as a call to policymakers to prioritize such educational strategies as a means to

stimulate economic growth and self-employment through entrepreneurship.

This study results shows that there is a widespread recognition that theoretical knowledge alone may not be sufficient to equip students with the entrepreneurial skills they need; hands-on, practical experience provided by qualified teachers is essential. This strong agreement supports the argument that educational institutions and policymakers should prioritize the recruitment and training of practically oriented vocational and technical educators. Their role is viewed as vital to bridging the gap between education and real-world entrepreneurial success, suggesting that enhancing the quality of vocational and technical education through such teachers could significantly boost entrepreneurship development.

Results obtained in this study indicate that workshops and conferences will help in developing and improving lecturers' competency skills. This robust endorsement suggests that educational institutions should prioritize and perhaps even increase the frequency and availability of workshops and conferences for their lecturers. The strong belief in their effectiveness implies that these activities play a vital role in ensuring that lecturers remain competent, up-to-date, and capable of delivering high-quality education. This, in turn, could have a positive impact on student learning outcomes and the overall quality of education provided.

Conclusion

The study concluded that vocational and technical education is crucial for enhancing entrepreneurship skills in a recessed economy. There is no significant difference between male and female perceptions regarding the role of vocational and technical education. Workshops and conferences

significantly improve skills acquisition among lecturers and students. Effective public awareness and the employment of qualified, practical teachers are essential for optimizing the benefits of vocational and technical education.

Acknowledgement:

We acknowledge and appreciate The Tertiary Education Trust Fund (TETFUND) of Nigeria through Institution Based Research Grant (IBRG) and Federal College of Education (Special), Oyo authorities for funding the proposal to carry out this study in the selected Colleges of Education used in Southwest Nigeria. Moreover, we are highly indebted and grateful to the assistance rendered to the researchers by the lecturers' respondents and research assistants that were used for this study.

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2/12/2025