

**STRATEGIES FOR REVITALIZING THE IMPLEMENTATION OF
ENTREPRENEURSHIP EDUCATION IN TECHNICAL, VOCATIONAL EDUCATION
AND TRAINING (TVET) TO ENHANCE SELF-EMPLOYMENT IN NIGERIA**

Dr. Anaele Edmond O. Ph.D

Department of Vocational Teacher Education,
University of Nigeria, Nsukka

Adelakun Oluniyi A. M.Ed

Federal Government College, Lagos

Dem Isaiah I. M.Ed

Science and Technical Education Board
Makurdi, Benue State

Barfa, Garba I. M.Ed

Federal College of Education (Technical)
Bichi, Kano State

ABSTRACT: *The study was carried out to determine strategies for revitalizing the implementation of entrepreneurship education in Technical, Vocational Education and Training (TVET) to enhance self-employment in Nigeria. The study adopted a survey research design. Three research questions were formulated to guide the study. The population was made up of 61 Technical and Vocational Education and Training (TVET) administrators and 96 entrepreneurs in Small and Medium Enterprises SMEs in the geo-political zones covered by the study. The instrument was face-validated by five TVET experts in University of Nigeria, Nsukka. Cronbach Alpha was used to establish the reliability and a reliability coefficient of 0.85 was obtained. Mean and standard deviation were used to analyse the data collected. The study found strategies for revitalizing the implementation of entrepreneurship education in TVET as well as the basic entrepreneurship skills for self-employment and the challenges of revitalizing entrepreneurship education implementation in Nigeria. It was recommended that government should create an enabling environment for smooth running of the laudable entrepreneurship education programme Teachers in TVET should adapt to changes by making themselves available for training and re-training on the nitty-gritty of entrepreneurship education.*

KEYWORDS: Entrepreneurship Education, Technical, Vocational Education And Training (TVET), Self-Employment, Implementation, Revitalizing

INTRODUCTION

One of the key indices of a sustainable economy is the ability of a nation to provide gainful employment for its citizens so as to contribute to national building. The productivity acumen is enhanced through the entrepreneurship education provided in the curriculum since no society can rise above the level of its educational system. An entrepreneur according to Russell (2008) is

someone who organizes, manages, and assumes the risks of a business or enterprise. Susan (2013) stated that an entrepreneur is a person who starts a new business ventures. Such ventures can be based on totally new ideas, and new ways of doing things or attempting what no one else has done before. An entrepreneur is an agent of change. Entrepreneurs have the talent for seeing opportunities and the ability to develop those opportunities into profit making businesses. Entrepreneurship skill acquisition is paramount to developmental strides and prosperity in any nation. The hope of Nigeria becoming one the biggest 20 economies in the world by the year 2020 would be a mirage without stirring up the entrepreneurship skills in the unemployed youths and adults. According to Alam and Hossan (2003), entrepreneurship plays a key role in the process of economic development. Lundstrom and Stevenson (2005) described entrepreneurship as a dynamic process of vision change and creation. This implies that entrepreneurship requires application of energy and passion towards the creation and implementation of new ideas and creative solutions. Entrepreneurship skills are business skills which individuals acquire to enable them function effectively in the turbulent business environment (Ademiluyi, 2007). Uko (2010) stated that entrepreneurship skills are the abilities to manipulate input resources efficiently with a particular enterprise to achieve production goals. Omosewo, Akanmu and Asebiomo (2013) posited that the need for introducing entrepreneurship education in Nigeria educational system can easily be attributed to the scary unemployment statistics of the nation. The high unemployment rate in Nigeria is the result of academic institutions turning out graduates mostly regarded as unemployable by employers of labour because they lack technical/vocational and entrepreneurial skills. There is need for entrepreneurship education in all TVET programmes.

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Entrepreneurship Education

Entrepreneurship education is the form of education designed for the learner to become an entrepreneur. Entrepreneurship education is an approach to stimulate students to be curious and creative. Stimulating the students' entrepreneurial abilities makes them confident about their strengths and weaknesses. Adebayo and Kolawole (2013) described entrepreneurship education as a specialized training given to the students or trainees to acquire skills, ideas, managerial abilities and capabilities for self-employment than being employed for pay. Entrepreneurship education according to European Commission (2006) is a training given to awaken sense of initiative of an individual and ability to turn ideas into action. It includes creativity, innovation, risk-taking, as well as the ability to plan, manage projects in order to achieve the objectives and to master one's own life. Entrepreneurship education in a school curriculum ensures that each learner has a chance to become an entrepreneur and each student is the architect of his/her fortune. Paul (2005) stated that entrepreneurship education aims to achieve the following among others.

- i. To offer functional education to the youths that will enable them to be self-employed and self-reliant
- ii. Provide the graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities
- iii. To serve as a catalyst for economic growth and development.
- iv. To reduce poverty.
- v. To create employment opportunities.
- vi. Reduction in rural-urban migration.
- vii. Provide the graduates with enough training and support that will enable them to establish a career in small and medium size businesses.

viii. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.

ix. Create smooth transition from traditional to a modern industrial economy.

These aims of entrepreneurship education can be achieved through Technical, Vocational Education and Training (TVET).

3

Technical, Vocational Education and Training (TVET)

Technical, Vocational Education and Training (TVET) is the type of education which provides individuals with skills, knowledge and attitudes for effective employment in a specific occupation. UNESCO (2005) viewed TVET as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related science, the acquisition of knowledge, practical skills and attitude relating to occupations in various sectors of economic and social life. Oni (2007) posited that Technical, Vocational Education and Training (TVET) is an aspect of education that provides the recipients with the basic knowledge and practical skills needed for entry into the world of work as employees or self-employed.

The FRN (2004) stated the following objectives for TVET:

- (a) To provide trained manpower in applied science, technology and commerce particularly at sub-professional level.
- (b) To provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.
- (c) To provide people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man.
- (d) To give an introduction to professional studies in engineering and other technologies.
- (e) To give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant.
- (f) To enable our young men and women to have an intelligent understanding of the increasing complexity of technology.

Technical, Vocational Education and Training equip individuals with skills for paid and self-employment.

Self-employment

Self-employment refers to a situation where an individual creates, begins and takes control of the business decision rather than working for an employer. Abdulkarim (2012) described self-employment as the act of working for oneself. According to Wikipedia (2014), self-employment is the act of generating one's income directly from customers, clients or other organizations as opposed to being an employee of a business or person. When one is self-employed, it means one is carrying on one's own business rather than working for an employer (Citizens Information, 2014). This implies that self-employment is a situation in which an individual works for him/herself instead of working for an employer that pays salary or wages. Since the three tiers of government in Nigeria have categorically stated that it is not possible for government alone to provide employment for all the unemployed, there is need to revitalize the implementation of entrepreneurship education to enhance self-employment.

Implementation

The startling revelation of lack of entrepreneurial skills in the unemployed youths (including University graduates) made the Yar'Aduah administration to include wealth creation through entrepreneurship as the number three item of its Seven-Point Agenda. Education being regarded as a vehicle for the entrepreneurial skills acquisition in Nigeria, made the Federal Government turn to the National Universities Commission, (NUC) for solution. Consequently, the NUC directed the Universities in the country to commence entrepreneurship education (Nwekeaku, 2013). However, on effective implementation of the Yar'Aduah Administration Seven-Point Agenda, Prof Julius A. Okojie, the Executive Secretary of the NUC, stated that the Commission, through the Department of Student Support Services, is working out strategies of encouraging the Universities to establish entrepreneurship studies, career advisory services to reduce crimes like examination malpractice, decadence in moral values, cultism and other social vices within the campuses. Other areas of prime importance are addressing graduate unemployment, poverty reduction and wealth creation through skill acquisition. The Federal Government therefore directed all higher education institutions in the country to run entrepreneurship education programme as a compulsory course for all students irrespective of their disciplines with effect from 2007/2008 academic session, and the Commission to coordinate and ensure compliance (Okojie, 2009). As a follow up to the above directive, the Federal Government set up a Presidential Committee on the implementation of entrepreneurship education with a broad-based membership drawn from NUC, National Board for Technical Education (NBTE), Education Trust Fund (ETF), International Labour Organisation (ILO), United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Hamiltel Consult, a consulting firm on entrepreneurship education in the country with the NUC as a coordinating agency.

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There has been staggered implementation of entrepreneurship education at various levels of education in Nigeria. Abdulkarim (2012) noted that entrepreneurship education started in technical colleges almost a decade ago, Colleges of Education (Technical) and Polytechnics took their turn during 2010/2011 academic session. Some Universities started entrepreneurship education implementation in 2011/2012 academic session while secondary schools started 2012/2013 academic session. Even at various levels of education, entrepreneurship education as a course of study did not start at the same time. Some regard entrepreneurship education as business or commercial subject that must be offered by the students while some believe that when one enrolls in Vocational, Technical Education and Training (TVET) one is already offering entrepreneurship education. The misunderstanding and misinterpretation of entrepreneurship education call for its revitalization.

Revitalizing

Revitalizing is giving vitality or vigor to something or somebody. Oladele (2011) described revitalizing as giving new life or energy to something or somebody that is weak or inactive to become strong and successful again. There is need to revitalize the implementation of entrepreneurship education in Technical, Vocational Education and Training (TVET) to increase the number of Small and Medium Scale Enterprises (SMEs) and reduce unemployment.

Problem

There is mass unemployment in Nigeria. In the 1960s and 1970s, students secured jobs on graduation as jobs were not difficult to come by, but now the story has changed. Students no longer find jobs after graduation, despite the difficulties encountered while in school. Graduates who lack entrepreneurship skills for self-employment find it extremely difficult to survive the frustrations, pains and pangs of joblessness. This makes them take up menial jobs and a great number of them involve in crimes. According to Omolayo (2006), many individuals have difficulties in translating their business ideals to realities and creating new business ventures because of lack of necessary information and skills needed to achieve their targets. The school curriculum was oriented towards making graduates suitable only for white-collar jobs. This underscores why millions of Nigerian youths and a lot of University graduates roam about the streets of the major cities and towns in search of white-collar jobs. Entrepreneurship education has been identified by the government as a veritable tool to solve the problem of unemployment hence there is need to revitalize its implementation in Technical, Vocational Education and Training (TVET) institutions in Nigeria.

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Research Questions

The following research questions guided the study:

- 1) What are the strategies for revitalizing entrepreneurship education implementation in TVET?
- 2) What are the basic entrepreneurship skills for self-employment?
- 3) What are the challenges of revitalizing entrepreneurship education implementation?

METHODOLOGY

The study was conducted using descriptive survey research design. A survey research design according to Anyakoha (2009) uses questionnaire, interview, observations to determine the opinions, attitudes, preferences and perceptions of persons. The study was carried out in South-East, South-West, North-East and North-Central geo-political zones of Nigeria. The population for the study was 157. This was made up of 61 Technical, Vocational Education and Training (TVET) administrators and 96 entrepreneurs in Small and Medium Enterprises SMEs in the geo-political zones covered by the study. No sampling was carried out since the population is of manageable size.

The instrument used to collect data for the study was a structured questionnaire. It was developed by the researchers after review of available literature on entrepreneurship and Small and Medium Scale Enterprises (SMEs). The instrument is divided into three sections A, B and C. Section A sought information on the strategies for revitalizing entrepreneurship education implementation in TVET, section B dwelt on the basic entrepreneurship skills for self-employment while section C was on the challenges of revitalizing entrepreneurship education implementation. The instrument is based on five-point Likert scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD) with numerical values of 5, 4, 3, 2 and 1 respectively. The instrument was face-validated by five experts in TVET and tested for reliability using Cronbach alpha and a reliability coefficient of 0.85 was obtained.

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The data were collected personally by the researchers and research assistants in the zones covered by the study. The researchers and assistants administered the instrument directly on the

respondents. All the instruments administered were correctly completed, retrieved and used for data analysis.

Method of Data Analysis

Mean and standard deviation were used for answering the research questions that guided the study. Based on the five-point Likert scale, any item with mean 3.50 and above is regarded as agree while any item with mean less than 3.50 is regarded as disagree.

RESULTS

Table 1: Mean Responses of the Respondents on Strategies for Revitalizing Entrepreneurship Education Implementation in TVET

N = 157

S/N	Item Statement	\bar{X}	SD	Remark
1.	Training and re-training of TVET teachers in entrepreneurship education	4.23	0.82	Agree
2.	Staffing of TVET institutions with entrepreneurship teachers	4.37	0.53	Agree
3.	Creating adequate publicity to get stakeholders involved	4.60	0.87	Agree
4.	Inviting entrepreneurs for lectures	4.01	0.89	Agree
5	Creating an economic friendly environment	4.67	0.73	Agree
6.	Adequate provision of fund for entrepreneurship programmes	4.41	0.76	Agree
7.	Establishment/setting up of school- enterprise cooperation	4.24	0.63	Agree
8	Phase by phase programme implementation	3.82	0.80	Agree
9.	Establishment of entrepreneurship development centres	4.14	0.71	Agree
10.	Creating an economic friendly environment	4.63	0.64	Agree
11.	Teaching entrepreneurship and creativity at early age	3.84	0.91	Agree
12.	Develop entrepreneur internship programmes matching students with locally successful entrepreneurs with clearly established education programmes	4.31	0.88	Agree
13.	Inclusion of entrepreneurship education in national policy	4.67	0.54	Agree
14.	Carrying out regular research evaluation and development on TVET institutions	4.00	0.94	Agree
15.	Improvement on the government taxation on small scale businesses	4.05	0.84	Agree
16.	Provision of instructional materials in TVET institutes	4.56	0.66	Agree
17.	Encouragement and setting up of business clubs in schools	4.27	0.94	Agree
18.	Responsible members of society (social, technical, and political) should be convinced of the importance of entrepreneurial education	4.00	0.76	Agree
19.	Provision of textbooks and training materials	4.62	0.56	Agree
20.	Building knowledge through practical hands-on experience	4.35	0.89	Agree
21.	Proper monitoring of entrepreneurship education programme	4.71	0.55	Agree
22	Proper evaluation of entrepreneurship education scheme	4.55	0.67	Agree
23	Enhancing the image of TVET through entrepreneurship education programmes	4.62	0.56	Agree
24	Advertising entrepreneurship in TVET through the mass media and social networks.	4.64	0.49	Agree

Data presented in Table 1 show that the respondents agreed on all the items as strategies for revitalizing entrepreneurship education implementation in TVET based on the means which range from 3.82 to 4.71. The standard deviation values range from 0.49 to 0.94 shows that the respondents are not far from each other in their responses.

Table 2: Mean Responses of the Respondents on the Basic Entrepreneurship Skills for Self-Employment

N = 157

S/N	Item Statement	\bar{X}	SD	Remark
Managerial Skills				
1	Set appropriate business goal	4.58	0.58	Agree
2.	Plan effectively for goal attainment	4.63	0.57	Agree
3	Organize human and material resources	4.77	0.56	Agree
4	Supervise effectively	4.73	0.46	Agree
5	Implement plans for goal attainment	4.63	0.55	Agree
6	Evaluate all activities/operations on the process of goal attainment	4.36	0.66	Agree
7	Make appropriate use of feedback	4.44	0.74	Agree
8	Manage time and meet job schedules	4.56	0.62	Agree
9	Constructive management of feelings	4.27	0.94	Agree
Marketing Skills				
10	Exhibit knowledge of seasonal fluctuation of goods	4.63	0.56	Agree
11	Ability to determine the extent to which product will sell	3.80	0.96	Agree
12	Familiarity with various aspects of sales and salesmanship	3.93	0.98	Agree
13	Ability to forecast	4.29	0.85	Agree
14	Ability to budget	4.59	0.59	Agree
15	Exhibit good knowledge of advertising	4.63	0.56	Agree
16	Exhibit good stock record keeping	4.29	0.87	Agree
17	Exhibit good sales record keeping	4.27	0.77	Agree
18	Exhibit good knowledge of pricing	4.73	0.45	Agree
Accounting and Financial skills				
19	Exhibit good knowledge of Accounting	4.31	0.87	Agree
20	Exhibit good knowledge of government levies, taxes and regulations	3.31	0.83	Disagree
21	Ability to source for funds/ obtain loans	4.53	0.90	Agree
22	Ability to prepare financial statement	3.82	0.84	Agree
23	Ability to interpret financial statement	4.00	0.76	Agree
24	Ability to understand payroll and various deductions	3.22	0.84	Disagree
25	Exhibit good knowledge of costing	4.44	0.72	Agree
Personal skills				
26	Risk-taking	4.32	0.87	Agree

27	Risk assessment	4.01	0.92	Agree
28	Accept responsibility for actions	4.29	0.86	Agree
29	Critical thinking	3.99	0.97	Agree
30	Be creative	4.63	0.54	Agree
31	Be initiative	4.46	0.62	Agree
32	Be hard working	4.25	0.35	Agree
33	Be honest,	4.63	0.54	Agree
34	Be resourceful	4.36	0.73	Agree
35	Be Imaginative	4.48	0.44	Agree
36	Be self-disciplined	4.22	0.61	Agree
37	Accept competition and competitive situations	4.27	0.70	Agree
38	Work under pressure	4.02	0.94	Agree
39	Decision-taking	4.32	0.92	Agree
	Interpersonal relation			
40	Relate properly with people	4.55	0.51	Agree
41	Motivate others to achieve objectives	4.31	0.86	Agree
42	Balance attitude to work and home life	4.44	0.72	Agree
43	Judge the abilities and skills of others	4.02	0.55	Agree
44	Good sense of humour	4.63	0.46	Agree
45	Be empathetic	4.00	0.76	Agree
	General skills			Agree
46	Be familiar with the business to be established	4.45	0.51	Agree
47	Be familiar with business registration procedures	4.27	0.94	Agree
48	Good communication	4.43	0.71	Agree
49	Determine various types of insurance and the application of each	3.43	0.34	Disagree
50	Be familiar with various types of ownership e.g. proprietorship, corporation	3.77	0.81	Agree
51	Exhibit good knowledge of information and communication technology (ICT)	3.81	0.65	Agree
52	Problem solving	4.73	0.46	Agree

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Data presented in Table 2 show that the respondents disagreed on items 20, 24 and 49. However they agreed on all other items as the basic entrepreneurial skills for self-employment based on the means which range from 3.77 to 4.77. The standard deviation shows that the respondents are close in their responses with values range from 0.34 to 0.97.

Table 3: Mean Responses of the Respondents on the Challenges of Entrepreneurship Education Implementation in Nigeria

N = 157

S/N	Item Statement	\bar{X}	SD	Remark
1.	Poor entrepreneurial culture	4.48	0.65	Agree
2.	Multiple taxation of entrepreneurs	4.22	0.99	Agree
3.	Dearth of adequately qualified teachers	4.53	0.87	Agree
4.	Poor state of infrastructure for implementing entrepreneurship education	4.48	0.44	Agree
5.	Poor teacher remuneration	4.64	0.49	Agree
6	Lack of necessary support from stakeholders	4.50	0.67	Agree
7	Poor funding of TVET programmes	4.78	0.59	Agree
8	Poor attitude of TVET teachers to develop themselves in entrepreneurship education	4.61	0.56	Agree
9.	Lack of synergy between the industries and TVET institutions	4.22	0.67	Agree
10	Lack of adequate training for the teachers	4.48	0.76	Agree
11	Insensitivity of government to enterprise creation	4.03	0.97	Agree
12	Poor societal attitude to TVET development	4.41	0.73	Agree
12	Poor societal attitude towards locally made goods	4.36	0.66	Agree
14	Poor management competencies to execute the programme	3.55	0.84	Agree
15	Problem of confusing entrepreneurship education with TVET programmes	4.36	0.66	Agree
16	Inconsistent government policies	3.76	0.89	Agree
17	Security issues	3.43	0.72	Disagree
18	Corruption	3.68	0.89	Agree

Data presented in Table 3 show that with exception of item 17 (security issues) the respondents agreed on other 17 challenges of revitalizing entrepreneurship education implementation. The mean values range from 3.55 - 4.78 and standard deviation 0.44 – 0.99.

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DISCUSSION OF THE RESULTS

The findings presented in Table 1 show the strategies for revitalizing entrepreneurship education implementation in TVET. The respondents agreed on all the strategies identified. This is in line with Oviawe (2010) that entrepreneurship education in schools can be achieved through provision of specific skills needed for the development of human capital, use of professionals/entrepreneurs as instructors and mentors, teaching of entrepreneurship and creativity at an early age. The findings are also in consonance with Abdulkarim (2012) that adequate funding of entrepreneurship programme, good publicity, establishment of school-run enterprises and phase implementation are necessary strategies for implementation of entrepreneurship education.

The findings in Table 2 indicated that the respondent did not agree with items 20, 24 and 49. However, the respondents agreed that the other managerial skills are basic requirements for self-

employment. This is in line with Anyakoha (1995), that managerial skills are important for success as an entrepreneur. The respondents also agreed on all the marketing skills as basic necessity for entrepreneurs. This concurs with Ezeani (2008) that without marketing skills, entrepreneurs' chances of remaining in business is very slim. The accounting skills were agreed upon by the respondents. This agrees with Akpotowoh (2005) that basic accounting skills are important for any entrepreneur to grow in business. Personal, interpersonal relation and general skills were agreed upon by the respondents except item no 49 (determine various types of insurance and the application of each) with mean 3.43 and SD 0.34. This agrees with Osuala 2004, Abdulkarim (2012) Anaele, Asouzu and Usman (2014) that these skills stabilize, and give confidence to the entrepreneur.

Table 3 revealed that implementing entrepreneurship education in TVET programmes in Nigeria is confronted with a number of challenges such as inconsistent government policies, corruption, poor state of infrastructure, among others. This is in agreement with Okezie, Alex and Asoluka (2013), that entrepreneurship education implementation cannot succeed without the political will and adequate support from the government.

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IMPLICATIONS

The findings of the study have implications for Technical, Vocational Education and Training (TVET). Proper implementation of entrepreneurship education in TVET programmes will ensure that TVET students are equipped with the necessary entrepreneurial skills for self-employment on graduation. Moreover, provision of enabling environment for the implementation of entrepreneurship education in TVET programmes will attract the graduates to go into self-employment. Increase in the number of Small and Medium Enterprises (SMEs) will eventually reduce unemployment and its attendant social vices like kidnapping, human trafficking, prostitution among others and increase per capital income in Nigeria.

Based on the importance and contribution of entrepreneurship education in reducing unemployment to the barest minimum, developed and developing countries like Nigeria ought not to trivialize its implementation at all levels of education.

CONCLUSION

Technical, Vocational Education and Training (TVET) and entrepreneurship education are complementary. A graduate of Technical, Vocational Education and Training without entrepreneurship skills will end up looking for non-existent paid employment. Proper implementation of entrepreneurship education in TVET programmes will equip and stimulate the students to opt for self-employment on graduation thereby using factors of production to provide products and services for public consumption.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

- 1) Government should provide a clear road map for various levels of education to enhance a better understanding of the entrepreneurship programme

- 2) The identified basic entrepreneurial skills should be introduced into the entrepreneurship education curriculum to prepare students for self-employment.
- 3) Technical, Vocational Education and Training (TVET) teachers and instructors should adapt to changes by making themselves available for training and re-training on the nitty-gritty of entrepreneurship education.
- 4) The government should periodically organize sensitization workshops and seminars for teachers on the relevance of entrepreneurship education in schools
- 5) Entrepreneurship training should be encouraged for individual empowerment and self-employment
- 6) Government should make it mandatory for institutions to implement entrepreneurship education in all programmes as a pre-requisite for programme accreditation.
- 7) Government should increase its funding of financial institutions that provide soft loan to entrepreneurs. Institutions like the National Directorate of Employment should be strengthened to provide training, capital and technical assistance to potential and practicing entrepreneurs.
- 8) Adequate infrastructural facilities, enabling enrolment that support and encourage entrepreneurship development should be provided by the government to encourage people to go into self-employment.

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