



## Value Addition in Career and Technical Education through Entrepreneurship Education: Enhancing the Human Capital Potentials of Nigeria Students

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### Abstract

The study investigated the human capital development needs of Nigeria students for entrepreneurship education through career and technical education. Four research questions and four null hypotheses guided the study. Population for the study was 473,455. Proportionate random sampling technique was used to select a sample of 8477 subjects. A structured questionnaire of 47 items was developed to collect data. Three experts validated the instrument and Cronbach alpha method was used to determine the reliability co-efficient which yielded 0.83. Data collected was analyzed using Mean to answer research questions and t-test statistic to test the null. The findings of the study revealed that there was no significant difference ( $p > 0.05$ ) between the respondents on the entrepreneurial skills in planning, organising, and co-ordinating and implementing an enterprise as well as resources and methods of teaching the skills. Based on the findings, it was recommended among others that the identified skills be integrated into the curriculum of vocational and technical education in Nigerian Universities.

**Keywords:** *entrepreneurial skills, human capital development, career and technical education, students.*

### 1. Introduction

Career and Technical education is the type of education that inculcates in students the knowledge, skills and attitudes required in the world of work. According to Jack (1990), career education is a demonstrated and acknowledged development of knowledge, skills and attitudes necessary for a place in the workforce while technical education is the development of skills and knowledge to be applied in practical situations. United Nations Education and Scientific Organisation (UNESCO) and International Labour Organisation (ILO) in Netherlands organisation for international cooperation in higher education (Nuffic) and Netherlands Initiative for Capacity development in Higher Education (NICHE) (2010) defined career education and technical education as those aspects 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 related to occupation in various sectors of the economic and social life. International Labour organisation (ILO) (2010) explained that career and Technical education refers to a range of learning experiences that are relevant for employability, portability of competencies and qualifications and recognition of skills, decent work opportunities and lifelong learning in and related to the world of work.

According to Werner, Núria, Ricarda and Klaus (2012), the education of youths with practical oriented Career skills is further considered a promising means to create flexible and self-responsible learning attitudes, which might hence better prepare youths for the requirements of the modern work place. Poor skills and low productivity of firms is often seen as the reason for low levels of development, however, the investment in Career and technical education is often justified as a means to promote a bottom-up labour market transformation in developing countries. The instalment of efficient Career and technical education system is therefore, conceived as an important pillar of the transformation into a knowledge-based economy.

In the view of Okolocha (2012), Career and technical education is an educational training which encompasses knowledge, skills, competencies, structural activities, abilities, capabilities and all other structural experiences acquired through formal, on-the-job or off-the-job which is capable of enhancing recipients opportunity of securing jobs in various sectors of the economy or even enabling the person to be self-dependent by being a job creator. Career and technical education are diversified in all areas of the economy and can be found in the areas of auto mechanics, carpentry, plumbing, computer programming, hardware maintenance, computer database technicians and web designing. They are also found in animal husbandry, animal feed production, crop production, catering, textile, radio and television maintenance, motor-cycle repairs, food processing among others.

The benefits of career and technical education to the economy of Africa and Nigeria in particular are enormous. The country can improve her economy by engaging more youths in career and technical education to acquire technical knowledge and skills in order to expand the economy. Dike (2009) reported that career and technical education is the engine for economic growth. The author noted that the progress of any society lies in the productivity of its citizens. Higher productivity gives a nation advantage of economies of scale and lowers the costs of production and prices of goods and services. This was also supported by Alam in Okafor (2011) who noted that Nigeria must offer a variety of courses in disciplines such as technical, professional and agricultural studies because the country needs a balance distribution of manpower for all professions so that the vast population of Nigerians can contribute to the economic growth by participating in different professions. Alam (2007) reported that investment in career education and training produces benefits both to the individual and the society as a whole. The return on investment for society will be a skilled workforce that will enable global competitiveness and economic growth, while the return of the individual will be a better career path, increased earning and a better quality of life. According to the European Centre for the Development of Vocational Training (2011) many countries stressed the importance of career education to include higher participation on the labour market, lower unemployment, the opportunity to acquire a qualification for all categories which did not previously have one, and the chance to advance in a professional hierarchy. Higher remuneration offers new opportunities which lead to further economic and social outputs, such as economic autonomy, and can also enhance psychological well-being. This is the major reason some countries specifically establish some institutions directly responsible for training their youths on technical and career knowledge and skills.

In Nigeria, career and technical education is trained under the following levels. They include junior secondary school, technical colleges, colleges of education (technical), polytechnics, monotronics and universities. In technical colleges, students are trained at the craft levels while technicians are trained at post-secondary levels. However, these career and technical education students need some entrepreneurship education to become entrepreneurs after graduation.

Entrepreneurship education is the training of individuals on the competencies of creativity, innovation and risk taking as well as the ability to plan and manage resources in order to achieve objectives. European Commission (2012) reported that entrepreneurship education has a positive impact on the entrepreneurial mindset of young people, their intentions toward entrepreneurship, their employability and finally on their role in society and the economy. Entrepreneurship education supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize the opportunities, and provides a foundation for entrepreneurs to establish a social or commercial activity. This was in line with Cooney (2012) who stated that the educational methodology needed in today's world is one which helps to educate an individual's mindset, behaviour, skills and capabilities and can be applied to create value in a range of contexts and environments from the public sector, charities, universities and social enterprise to corporate organisations and new venture start-ups. Charney and Libecap (nd) reported that graduates of entrepreneurship programme were on average three times more likely to be involved in the creation of a new business venture than were non-entrepreneurship business cohorts. The authors emphasized that in controlling for the personal characteristics of the graduates and various environmental factors, entrepreneurship education increased the probability of an individual being entrepreneur. In developing countries including Nigeria, entrepreneurship education needs to be integral part of career and technical education curriculum so that graduates of the programme will acquire some entrepreneurial skills.

Curriculum is the entire activity formal or informal a student pass through while in school to bring about a desirable change in behaviour of the learner. Curriculum in the view of Marsh (2004) is the totality of learning experiences provided to students so that they can attain general skill and knowledge at a variety of learning sites. By this definition, curriculum embraces all the activities students engage in school to bring a change in knowledge, attitudes and skills. According to Ronald in National Academy of Higher Education (nd), curriculum is the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciation and values under the auspices of an academic institution. Curriculum is the only element that influences how well young people are prepared for their futures by their education, but it is important because it sets the level of expectation of their learning (Australian Curriculum, Assessment and Reporting Authority, Acara, 2009). A curriculum for the 21st century will reflect an understanding and acknowledgement of the changing nature of young people as learners and the challenges, and demands that will continue to shape the learning in the future. According to Acara, (2009), young people will need a wide and adaptive set of skills, to meet the challenging expectations of the society and to contribute to the creation of a more productive, sustainable and just society. Integrating entrepreneurship education into the curriculum of career and technical education will strengthen the career and technical education programme to produce graduates equipped with adequate attitude, knowledge and skills to contribute their quota to the economic development of the Nigerian economy. Acara (2009) noted some design consideration in curriculum integration which includes the nature of the learner and learning, the whole curriculum, structural matters, inclusivity, general capabilities and cross-curriculum dimensions. In the view of Offorma (2002) the first consideration for modification of a curriculum is the situational analysis to determine a need for the integration of a body of knowledge into the existing curriculum, the content to be integrated, materials

and methods. The rate of graduate and youths unemployment in Africa including Nigeria calls for the integration of entrepreneurship education into career and technical education to avail the students the opportunity of starting up their own venture in the absence of good paid job after graduation. This as well leads to the human capital development of the graduates of the programme

Human capital according to Anya (2010) is the human resources; including knowledge, skills, attitudes and motivation belonging to an enterprise or society and engaged in the development of that enterprise or society to fulfil its objectives and enhance the quality of life of its members. The author further stated that human capital also include human capability and productivity engendered through knowledge and skills acquired from education, training and experiences, and facilitated by enabling environment. Anything that contributes to the enhancement of human productivity, stimulates resourcefulness, restores human dignity and improves the overall quality of human life is an integral part of human capital of any nation. In the view of Aluko and Aluko (2011) human capital is the knowledge, skills, abilities and capabilities possessed by the people. According to the authors, human capital of a given society is a continuum, a continuing process from childhood to old age, and a must for any society or enterprise that wishes to survive under the complex challenges of a dynamic world.

Similarly, human capital development in the view of Anya (2010) is the building of appropriate balance and critical mass of human resource base and providing an enabling environment for all individuals to be fully engaged to contribute to national development efforts. It involves the provision of opportunities for all citizens; develop to their fullest potential through education, training and motivation while creating the enabling environment for everyone to participate fully in national development. According to Anya (2010), any effort to increase human knowledge, enhance skills and productivity and stimulate the initiative, creativity and resourcefulness of citizens is an effort in human capital development. Aluko and Aluko (2011) noted that human capital development is a way to fulfil the potentials of people by enlarging their capabilities, and this necessarily implies empowerment of people, enabling them to participate actively in their own development. When entrepreneurship education is integrated into career and technical education curriculum in Nigeria it will help the students acquire skills and capabilities that will increase their chances of contributing to Nigerian's economy. This was in agreement with Ifezulike (2013) in Idehen (2013) who reported that access to constant training opportunities for the Nigeria's economic drivers were hugely limited when compared to their foreign counterparts, wondering at the time, how the country could possibly achieve its' objectives, including the vision 20 2020, when the human assets that will drive those objectives were not being exposed to effective and regular training. Effective use of career and technical competencies for the promotion of the nation's economic base cannot be guaranteed when the graduates of the programme are not sufficiently equipped to start-up an enterprise of their own or employed to contribute their own quota of economic development.

This was in line with Olufemi and Adebola (nd) who stated that there has been an alarming increase in the rate of graduates' unemployment and its attendant social and economic problems. According to the authors, Nigeria wishes to be amongst the twenty economically viable countries of the world by the year 2020. This would certainly be difficult to achieve when able bodied men and women who graduated from Nigerian universities are unemployed. The authors maintained that unemployment of university graduates can be described as a differential one as well as that of mass unemployment. The graduates of career and technical education programme were not exempted in the unemployment toll and this could be accounted for the poor entrepreneurial skills possessed by the graduates.

Skills are human physical and mental ability to perform a task with exactness. According to Organisation for Economic Co-operation and Development (OECD) in Ogunade (nd), skills are the ability to perform complex motor and/or cognitive acts with ease, precision and adaptability to changing conditions. The author noted that skills improve productivity of the individual in terms of employability across jobs and industries. It also improves productivity at enterprise level in terms of output per unit of labour, market share and expert performance. In the view of Organisation for Economic Co-operation and Development (OECD) (2012), without adequate investment on skills, people languish on the margins of society, technological progress does not translate into economic growth, and countries can no longer compete in an increasingly knowledge-based global society. The author noted that people with poor skills especially career and technical education graduates face a much greater risk of experiencing economic disadvantage, and a higher likelihood of unemployment and then depend on social benefits.

This underscores the imperativeness of integrating entrepreneurial skills into career and technical education curriculum to augment and provide holistic skills to the students. Ogunade (nd) stated that workers need a mix of professional, foundation, business and entrepreneurial skills to remain relevant in the fast-paced service sector. This emphasises the idea that for a country like Nigeria to remain competitive, its workforce must be trained in an array of skills that enable flexibility and change. Entrepreneurial skills are needed for one to succeed in a business enterprise. Entrepreneurial skills according to Ogunade (nd) include but limited to, book keeping, risk management, market analysis, planning, goal setting and problem solving. This was in line with Lowden (2007) who reported that there are four areas an entrepreneur needs to develop in order to become a strong manager. These include planning, organising, leading and co-ordinating, and controlling. The author explained that planning involves the establishment of goals and ways to achieving them, organising involves arranging people and work to accomplish objectives, leading involves encouraging the human factor in performance while controlling involves making sure

performance conformsto plan. These entrepreneurial skills are vital to career and technical education students and entrepreneurs who wish to succeed in their enterprises.

Entrepreneur in the view of Arogundade (2011) is a person that searches for change, responds to change, and exploits change by converting change into business opportunity. The author noted that entrepreneurs discover new market and try to figure out how to supply those markets efficiently and make profit. Salvisberg (2002) maintained that an entrepreneur must have the strong will and force to overcome obstacles in order to reach his goals, self-confidence and optimism, willingness to take intermediate-level risk and the ability to deal with uncertainty. According to Nimalathan (2009) an entrepreneur should have desire for responsibility, preference for moderate risk, confidence in personal success, desire for immediate feedback, high level of energy, sufficient emotional stability, objective approach to interpersonal relationship, low need for status, and comprehensive awareness of total environment to succeed in his business enterprise.

Business enterprise is an economic venture one engages as means of livelihood. A business enterprise according to European Commission (2005) is an entity in an economic activity, irrespective of its legal form. Thus, the self-employed family firms, partnerships and association regularly engage in an economic activity may be considered as business enterprise. In the above definition of enterprise in the view of European Commission (2005), it is the economic activity that is determining factor of an enterprise and not the legal form. Therefore, it is imperative to integrate entrepreneurial education into career and technical education in Nigeria to avail the students the opportunity of acquiring entrepreneurial skills in school for value addition. Business education lecturers are among the important stake in entrepreneurial skills development. They have the skills in business management and entrepreneurial competencies and thus, impart same to university students for their success after graduation. Students of business education acquire the entrepreneurial competencies for planning, organising, managing and implementing an enterprise as well as risk management to remain competitive in business. Nigerian youths and students in career and technical education as well need some entrepreneurial competencies in order to apply what they learnt in school into business enterprise after graduation.

## 2. Problem of the Study

Youths of Nigeria find it difficult to get job after graduation. Tens and thousands of Nigerian youths graduate and pushed into the labour market every year while the economy is not promising better condition for these graduates. According to Nigeria Institute of Social and Economic Research (NISER) (nd), unemployment in Nigeria, particularly in the form of graduate unemployment, has become pronounced in the last two decades due primarily to upsurge in the output from tertiary education and inelastic labour absorption capacity of Nigerian labour market for services of University and Polytechnic graduates. The report from Bakare (2013) indicated that World Bank statistics on Nigerian youth employment stood at 38 percent, but realistically 80 percent of Nigerian youths are unemployed, with secondary school graduates mostly found among unemployed rural population accounting for about half of the figure, while university and polytechnic graduates make up the rest. The author noted that the nation's universities and polytechnics continue to churn out more than 150,000 graduates annually and available jobs remain inadequate to keep pace with the ever-expanding army of job seekers. Among the estimated Nigerian unemployed youths moving from one place to other in search of job are also graduates of career and technical education. Greater number of the unemployed population were said to have insufficient skills to get into labour market. Hence, the needs to integrate entrepreneurial skills into career and technical education curriculum to boost the skills of the students for their human capital development.

## 3. Purpose of the Study

The major purpose of the study was to investigate the human capital development needs of Nigeria students for entrepreneurship education through career and technical education. Specifically, the study sought to identify the:

1. Entrepreneurial skills required in planning an enterprise.
2. Entrepreneurial skills required in organising an enterprise.
3. Entrepreneurial skills required in coordination and implementing an enterprise.
4. Resources and methods of teaching the identified entrepreneurial skills.

## 4. Research Questions

The following research questions were formulated to guide the study.

1. What are the entrepreneurial skills required in planning an enterprise?
2. What are the entrepreneurial skills required in organising an enterprise?
3. What are the entrepreneurial skills required in coordinating and implementing an enterprise?
4. What are the resources and methods of teaching the identified entrepreneurial skills?

## 5. Research Hypotheses

The following null hypotheses formed the bases of the study.

**HO<sub>1</sub>:** There is no significant difference between the mean responses of entrepreneurs and Business Education lecturers on the entrepreneurial skills required in planning an enterprise.

- HO<sub>2</sub>:** There is no significant difference between the mean responses of entrepreneurs and Business Education lecturers on the entrepreneurial skills required in organising an enterprise.
- HO<sub>3</sub>:** There is no significant difference between the mean responses of entrepreneurs and Business Education lecturers on the entrepreneurial skills required in coordinating and implementing and enterprise.
- HO<sub>4</sub>:** There is no significant difference between the mean responses of entrepreneurs and Business Education lecturers on the resources and methods of teaching the identified entrepreneurial skills.

## 6. Methodology

This study adopted descriptive survey research design to elicit response from entrepreneurs and Business Education lecturers of public Universities in Enugu state. Descriptive survey design according to Nworgu in Ugwuoke, Onah and Offor (2013) is the study which aims at collecting data on, and describing in a systematic manner the characteristics, features or facts above a given population. The design was found appropriate since data was collected from entrepreneurs and University lecturers to describe the human capital development of Nigerian students through entrepreneurship education in career education and technical education.

The study was conducted in Enugu State, Nigeria. Enugu State is located in south eastern part of Nigeria and was made up of 17 local government areas. There are two public Universities in the state, namely University of Nigeria, Nsukka and Enugu State University of Science and Technology. Population for the study was 423,455 which were made up of 423,438 micro, small and medium entrepreneurs in the state and 17 Business Education lecturers in public Universities in the state. The choice of population was that they have stake in entrepreneurship and therefore in a good position to know the entrepreneurial skills that are relevant to the career and technical education students. Data on population of the entrepreneurs in the state was obtained from NBS and SMEDAN, (2010) while information on the Business Education lecturers in public Universities was obtained in the personnel services of the University of Nigeria, Nsukka and Enugu State University of Science and Technology respectively.

The sample for the study was 8,477 which were composed of 8460 entrepreneurs and 17 Business Education lecturers of public Universities in the state. Proportionate random sampling technique was used to select 8,460 entrepreneurs. Structured questionnaire of 47 items was developed by the researchers to collect data from entrepreneurs and Business Education lecturers. The instrument was face validated by three experts from the Department of Career Technology Education, Ebonyi State University. The instrument was pilot tested on thirty (30) respondents from Anambra State which was not part of the study. Then, Cronbach alpha method was used to determine the internal consistency and yielded a co-efficient of 0.83. The questionnaire was administered with the help of 15 research assistants. Before the instrument administration, the research assistants were orientated on the rudiments of questionnaire administration. Eight thousand four hundred and seventy seven copies of the instrument were distributed and in the end, 7350 copies were retrieved representing a return rate of 87 per cent.

Mean and standard deviation were used to answer research questions. Nominal values were assigned to different scaling items of the questionnaire and corresponding mean scores were interpreted using real limit of numbers based on grand means. Any item that had a mean score of 3.50 and above was regarded as highly required, 2.50-3.49 as moderately required, 1.50-2.49 as slightly required and 0.50-1.49 as not required. However, t-test statistic was used to test the null hypotheses at probability of 0.05 level of significance and 8428 degrees of freedom. Any item whose p-value was greater than 0.05 level of significance was accepted while null hypothesis was rejected for any item whose p-value was less than the probability of 0.05 level of significance and appropriate degree of freedom.

## 7. Result

The data presented in table 1 showed that item 2 had a grand mean ( $\bar{X}_G$ ) of 3.54. This implied that identification of task to be accomplished was highly required (HR) in planning an enterprise. Similarly, items 1, 3, 4, 5, 6, 7, 8, 9, 10 and 11 had their grand means ( $\bar{X}_G$ ) ranging from 3.28 to 3.43. This equally showed that establishment of goals, writing business plan, preparing budget, identification of credit sources, identification of labour sources, choosing appropriate location, identification of customers, identification of inputs, identification of competent partners, competitors and ways to overcome them are moderately required (MR) in planning an enterprise. Similarly, the table showed that the Standard Deviation ( $SD_G$ ) had the range of 0.79 to 0.97 with the range value of 0.18. This showed that the responses between Entrepreneurs and Business Education lectures are close and the values are not far from the mean.

The table also showed that the p-values of the items ranged from 0.11 to 0.84 which were greater than 0.05 level of significance and 8428 degrees of freedom. This showed that there was no significant difference ( $P>0.05$ ) between the mean responses of Entrepreneurs and Business Education lecturers on the entrepreneurial skills required in planning of an enterprise. Therefore, the hypothesis of no significant difference ( $HO_1$ ) was upheld.

Table 2 showed that items 7, 8, 9 and 10 had their grand means ( $\bar{X}_G$ ) 3.50 and above. This indicated that advertisement; management of conflicts and change; research and market analysis as well as understanding strength and weaknesses of staff are highly required (HR) in organising an enterprise. Furthermore, items 1, 2, 3, 4, 5, 6 and

11 had their grand means ( $\bar{X}_G$ ) ranging from 3.21 to 3.49. This implied that opening bank account; designing structure; registration of an enterprise; payment of taxes and duties; recruitment of staff; prioritizing and delegating duties; and presenting ideas efficiently are moderately required (MR) in organising an enterprise. The table also revealed that the Standard Deviation (SD) ranged from 0.66 to 1.02 having a range value of 0.4. This indicated that the respondents are close to each other. The value also showed no extremity meaning that they are clustered around the mean.

Furthermore, the table showed that the items had their p-values ranged from 0.15 to 0.74 which were greater than the probability of 0.05 level of significance and 8428 degrees of freedom. This implied that there was no significant difference ( $p > 0.05$ ) between the mean responses of the respondents on the entrepreneurial skills required in organising an enterprise. Therefore, the hypothesis of no significant difference ( $HO_2$ ) was upheld.

Data presented in table 3 revealed that all the items had their grand means ( $\bar{X}_G$ ) from 3.22 to 3.45. This implied that efficient implementation of decisions; records of purchases; records of inputs and outputs; records of cash inflow and outflow; salaries and wages payment; records of profit and loss; annual balance sheet; records of staff activities; effective communication among others are moderately required (MR) in coordination and implementing an enterprise. Similarly, the table showed that the items had their Standard Deviation ( $SD_G$ ) ranging from 0.85 to 0.96 with the range value of 0.11. This revealed that the responses between the entrepreneurs and Business Education lecturers were close to each other and standard deviation was devoid of extremity, hence clustered around the mean.

Moreover, the table indicated that the p-values ranged from 0.16 to 1.25 which were greater than the probability of 0.05 level of significance and 8428 degrees of freedom. This implied that there was no significant difference ( $p > 0.05$ ) between the mean responses of the respondents on the entrepreneurial skills required in coordinating and implementing an enterprise. Therefore, the null hypothesis ( $HO_3$ ) was upheld.

Table 4 revealed that items 1, 2, 3, 8, 9, 11, 12 and 13 had their grand means ( $\bar{X}_G$ ) 3.50 and above. This indicated that computer, internet resources, electronic starboard, scenario, role play, apprenticeship scheme, school-based enterprise and entrepreneurship internship were highly required (HR) for the teaching of entrepreneurship skills identified. Similarly, items 4, 5, 6, 7 and 10 had their grand means ( $\bar{X}_G$ ) ranged from 3.42 to 3.49. This as well implied that project based method, group discussion, excursion, simulation and resource person were moderately required (MR) for the teaching of the identified entrepreneurial skills. The table also revealed that the items had their standard deviation ( $SD_G$ ) ranged from 0.66 to 0.86 with a range value of 0.2. This signified that the dispersion between the respondents was very minimal and the values clustered around the mean.

Furthermore, table 4 showed that the p-values ranged from 0.15 to 0.87 which were greater than the probability of 0.05 level of significance and 8428 degrees of freedom. This implied that there was no significant difference ( $p > 0.05$ ) between the mean responses of entrepreneurs and Business Education lecturers on the resources and methods of teaching the identified entrepreneurial skills. Hence, the hypothesis of no significant difference ( $HO_4$ ) was upheld.

## 8. Discussion of the Findings

Result presented in table 1 revealed that establishment of goals; identification of task to be accomplished; business plan; budget preparation; identification of labour source; appropriate location; identification of credit sources; customers identification among others are required in planning an enterprise. These findings were in consonance with Ugwuoke and Osinem (2014) who reported that planning involves a systematic process of establishing a need and then working out the best way to meet the need. An entrepreneur needs to forecast accurately the condition of his enterprise in future and then plan what to do now in order to accomplish this plan successfully. Litman (2013) also was in agreement with the findings of this study by reporting that good planning is insightful, comprehensive and strategic. According to the author, effective planning requires correctly defining the problems and asking critical questions. An entrepreneur particularly one who is coming into the business newly needs to envision his goals and plan for the organisation of critical elements such as the acquisition of credit, labour, customers, marketing strategy, competitors, partners among others in order to sustain the enterprise.

Table 2 showed that opening a bank account for an enterprise; structure design; enterprise registration; taxes and duties payment; recruitment of staff; prioritizing and delegating duties; enterprise advertisement; conflict and change management; research and market analysis; understanding strength and weaknesses of staff; and organisation and presentation of ideas efficiently are required in organising an enterprise. The findings were in agreement with Sabharwal (nd) who reported that in organising an enterprise, the authority, responsibility and accountability of every position and its relationship with the other position are clearly defined. The author reported that the best possible result from each employee can be obtained when functions and duties are delegated to the employees. The findings of the study were also in line with Shefeek (2006) who reported that entrepreneurs should delegate responsibilities to staff as this is a typical requirement during the growth stage of the enterprise.

Findings in table 3 indicated that effective decisions implementation, records of purchases, records of inputs and outputs, records of cash inflow and outflow, payment of salaries and wages of staff, keeping annual profit and

loss account, keeping annual balance sheet, records of staff activities, effective communication, evaluation of staff progress, motivation of staff and utilization of various communication sources are required in co-ordinating and implementing an enterprise. These findings were in consonance with Zager and Zager (2006) who reported that balance sheet, cash flow statement, and profit and loss account are vital in measuring enterprise performance. According to the authors, cash flow statement contains the information about cash receipt and cash expenditure as well as their differences. The findings were also in tandem with Esaete (2005) who reported that quality record keeping in the form of staff activities, input and outputs record, cash inflow and outflow among others influence the performance of small enterprises. The author recommended that entrepreneurs should develop competent entrepreneurial skills to enhance quality record keeping and effective enterprise co-ordination.

Result presented in table 4 showed that computer, internet resources, electronic starboard, group discussion, excursion, scenario, role play, resource person, apprenticeship scheme, school-based enterprise and entrepreneurship internship programme are the resources and methods required for teaching the identified entrepreneurial skills. These findings were in line with Arogunde (2011) who reported that for Nigeria to achieve sustainable development through viable entrepreneurship education, there should be some form of school work based learning, school-based enterprise, small business schools and entrepreneurship internship programme that will match students with locally successful entrepreneurs with clearly established education programme. These findings were also supported by Arasti, Falavarjani and Imanipour (2012) who reported that group discussion, formal lectures, project method, role play and simulation have been confirmed by experts as the methods of teaching entrepreneurship education in schools.

## 9. Conclusion

The development of human capital through integration of entrepreneurship education into career and technical education will ensure that students and youths acquire meaningful and productive skills that will enhance their capabilities to engage in productive activities that will hence lead to good livelihood. When skills on planning, organising, co-ordination and implementation of an enterprise as well as the materials and methods of teaching them are selected and integrated into the curriculum of career and technical education programme, it will help to produce graduates who will not only be a skilled employee but also employer of labour. This will help to increase employment, diversify the economy and improve the value of Nigerian youths.

## 10. Recommendations

Based on the findings of the study, it was recommended that:

1. The entrepreneurial skills in planning, organising, co-ordinating and implementing an enterprise should be integrated into the curriculum of career and technical education programme by the University senates in all the Universities in Africa and Nigeria particular.
2. The resources and methods of teaching the entrepreneurial skills should be incorporated into the curriculum to enhance active participation of students in the learning process as these will produce graduates well motivated to venture into business enterprise.

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**Table 1: Mean responses and t-test analysis of the respondents on the entrepreneurial skills required in planning an enterprise.**

					N <sub>1</sub> = 7333		N <sub>2</sub> = 17			
					Entrepreneurs		Business Education Lecturers			
S/N	Items	$\bar{X}_G$	SD <sub>G</sub>	Dec	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	p-value	Rem
	Ability to:									
1	Establish goals	3.35	0.96	MR	3.46	0.82	3.24	1.09	0.13	NS
2	Identify task to be accomplished	3.54	0.79	HR	3.55	0.71	3.53	0.87	0.24	NS
3	Write business plan	3.35	0.87	MR	3.46	0.77	3.24	0.97	0.31	NS
4	Prepare budget	3.35	0.87	MR	3.45	0.71	3.24	1.03	0.84	NS
5	Identify sources of credit	3.31	0.89	MR	3.33	0.79	3.29	0.99	0.17	NS
6	Identify labour source	3.36	0.80	MR	3.36	0.73	3.35	0.86	0.55	NS
7	Choose appropriate location	3.29	0.95	MR	3.40	0.77	3.18	1.13	0.11	NS
8	Identify customers	3.36	0.91	MR	3.43	0.77	3.29	1.05	0.19	NS
9	Identify inputs	3.43	0.85	MR	3.45	0.76	3.41	0.94	0.15	NS
10	Identify competent partners	3.37	0.84	MR	3.45	0.76	3.29	0.92	0.26	NS
11	Identify competitors and ways to overcome them	3.28	0.90	MR	3.38	0.84	3.18	0.95	0.70	NS

**Table 2: Mean responses and t-test analysis of entrepreneurs and business education lecturers on the entrepreneurial skills required in organising an enterprise.**

					N <sub>1</sub> = 7333		N <sub>2</sub> = 17			
					Entrepreneurs		Business Education Lecturers			
S/N	Items	$\bar{X}_G$	SD <sub>G</sub>	Dec	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	p-value	Rem
	Ability to:									
1	Open bank account for the enterprise	3.21	0.97	MR	3.29	0.88	3.12	1.05	0.67	NS
2	Design structure	3.22	1.02	MR	3.32	0.92	3.12	1.11	0.74	NS
3	Register enterprise with the appropriate authorities	3.33	0.97	MR	3.41	0.84	3.24	1.09	0.64	NS
4	Payment of taxes and duties	3.42	0.87	MR	3.42	0.80	3.41	0.94	0.40	NS
5	Recruit labour/staff	3.33	0.92	MR	3.37	0.85	3.29	0.99	0.33	NS
6	Prioritize and delegate duties to staff	3.49	0.76	MR	3.50	0.72	3.47	0.80	0.15	NS
7	Advertise the enterprise	3.50	0.86	HR	3.53	0.70	3.47	1.01	0.24	NS
8	Manage conflicts and change	3.61	0.66	HR	3.62	0.60	3.59	0.71	0.17	NS
9	Research and market analysis	3.55	0.78	HR	3.57	0.68	3.53	0.87	0.19	NS
10	Understanding strength and weaknesses of staff and use strength to build up the enterprise	3.50	0.80	HR	3.53	0.73	3.47	0.87	0.28	NS
11	Organise and present ideas efficiently in formal and informal speeches and writing	3.40	0.85	MR	3.45	0.77	3.35	0.93	0.58	NS

**Table 3: Mean responses and t-test analysis of entrepreneurs and Business Education lecturers on the entrepreneurial skills required in co-ordinating and implementing an enterprise**

					N <sub>1</sub> = 7333		N <sub>2</sub> = 17			
					Entrepreneurs		Business Education Lecturers			
S/N	Items	$\bar{X}_G$	SD <sub>G</sub>	Dec	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	p-value	Rem
	Ability to:									
1	Implement decisions effectively	3.27	0.91	MR	3.42	0.83	3.12	0.99	1.25	NS
2	Keep records of purchases	3.43	0.85	MR	3.51	0.76	3.35	0.93	0.71	NS
3	Keep records of inputs and outputs	3.44	0.91	MR	3.47	0.82	3.41	1.00	0.25	NS
4	Keep records of cash inflow and outflow	3.36	0.86	MR	3.42	0.80	3.29	0.92	0.58	NS
5	Pay salaries and wages of staff	3.35	0.93	MR	3.46	0.77	3.24	1.09	0.83	NS
6	Keep annual profit and loss account	3.42	0.88	MR	3.42	0.82	3.41	0.94	0.41	NS
7	Keep annual balance sheet	3.30	0.88	MR	3.41	0.81	3.18	0.95	1.00	NS
8	Keep records of staff activities	3.45	0.88	MR	3.48	0.76	3.41	1.00	0.29	NS
9	Communicate effectively with staff and customers	3.29	0.96	MR	3.33	0.92	3.24	0.97	0.38	NS
10	Follow up with staff members to evaluate progress	3.42	0.94	MR	3.49	0.76	3.35	1.11	0.52	NS
11	Motivate staff to work towards goal	3.43	0.93	MR	3.45	0.79	3.41	1.06	0.16	NS
12	Utilize various sources of information	3.22	0.96	MR	3.38	0.82	3.06	1.09	1.21	NS

**Table 4: Mean responses and t-test analysis of the respondents on the resources and methods of teaching the identified entrepreneurial skills**

Identified entrepreneurial skills					N <sub>1</sub> = 7333		N <sub>2</sub> = 17			
					Entrepreneurs		Business Education Lecturers			
S/N	Items	$\bar{X}_G$	SD <sub>G</sub>	Dec	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	p-value	Rem
	The use of:									
1	Computer	3.53	0.78	HR	3.58	0.68	3.47	0.87	0.52	NS
2	Internet resources	3.54	0.79	HR	3.54	0.70	3.53	0.87	0.51	NS
3	Electronic starboard	3.50	0.80	HR	3.52	0.72	3.47	0.87	0.24	NS
4	Project based method	3.42	0.81	MR	3.42	0.81	3.41	0.81	0.15	NS
5	Group discussion	3.42	0.85	MR	3.48	0.70	3.35	1.00	0.54	NS
6	Excursion	3.47	0.77	MR	3.52	0.67	3.41	0.87	0.52	NS
7	Simulation	3.49	0.70	MR	3.57	0.68	3.53	0.72	0.23	NS
8	Scenario	3.53	0.86	HR	5.58	0.70	3.47	1.01	0.45	NS
9	Role play	3.62	0.66	HR	3.64	0.60	3.59	0.71	0.29	NS
10	Resource person	3.49	0.66	MR	3.56	0.61	3.41	0.71	0.87	NS
11	Apprenticeship scheme	3.55	0.77	HR	3.57	0.59	3.53	0.94	0.18	NS
12	School based enterprise	3.56	0.79	HR	3.59	0.57	3.53	1.01	0.24	NS
13	Entrepreneurship internship programme	3.63	0.69	HR	3.64	0.51	3.59	0.87	0.24	NS