

THE POPULAR MISCONCEPTION OF EQUATING VOCATIONAL AND TECHNICAL ACTIVITIES TO ENTREPRENEURSHIP ACTIVITIES: THE NIGERIAN CONTEXT

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ABSTRACT

The study's objectives are to; describe vocational and technical skills; describe entrepreneurship; identify factors responsible for the misconception, and to identify the possible solutions to curb the menace. A mixed survey- quantitative and qualitative was employed. The population consist of lecturers and teachers of entrepreneurship, technical and vocational subjects in higher institutions and secondary schools respectively. Current and graduates of entrepreneurship discipline at both first and second degree in Nigeria. A judgmental sampling technique was adopted to identify the key informants. A mixed-method of the instrument administration (online survey and distribution of hardcopy) was employed. The study reveals that with all the similarities and differences attributed to the variables, one can be an expert in vocational and technical activities without necessarily being an entrepreneur. Entrepreneurship isn't about buying and selling. It isn't about establishing a business. It isn't a dubious strategy to scam or dupe others. The study recommends that there should be an awareness and re-orientation of the society inclusive of the lecturers of higher institutions teaching entrepreneurial courses. Lecturers and teachers of other or similar fields should be ban from teaching and facilitating entrepreneurial courses. Higher institutions are encouraged to have entrepreneurship as an autonomous department.

Keywords: Myth, Vocational, Skills, Technical, Creativity, Innovation, Laymen, Trainees, Scholars, Discipline, Master Trainer

INTRODUCTION

Vocational and technical education in Nigeria has a reach background traced to the pre-colonial era, only the traditional education (Biodun, 2019) was in practice as at then. Arts and crafts of different dimensions existed as vocational trainings in that form of education. The instructional method to acquire the skills is imitation and observation (Okolocha & Baba, 2016), and mastery (Uzoka & Bayode, 2010). The evolvement of entrepreneurship in Nigeria is classified into three stages-precolonial, colonial era and the contemporary period.

It's no longer a new thing that vocational and technical activities go hand in hand, and that there is a similarity but the clear difference in the concepts of entrepreneurship, vocational and technical activities. Recently, the argument on knowledge economy has catch the attention of government at different level to Vocational and Technical Education/activities (VTEA), and entrepreneurship programmes- education/activities in Nigerian society and higher institutions.

The essence of these is to tackle poverty, unemployment, economy prosperity and associated crimes in the society.

VTEA has is a 21st century strategy due to its significant in the socio-economic development of every society (Okolocha & Baba, 2016), also VTEA is central to individual's and the society's economy. Individuals could leverage environment and tap the within resources through acquisition of skills, (Adegbenjo, 2013) in (Danko, 2006) which could serve them and the society since the wealth of the society is a function of the society development.

Entrepreneurship is a kind of education regarded as job provider for the jobless and drop outs. It is a means to eliminate social problems (Umunadi, 2014). Entrepreneurship is the act of idea identification, idea initiation, seizing and bringing a vision to life, be it a new product, service, process, organizational strategy, promotional strategy or a niche market (Abubakar, 2018; Akinwumi, 2012). It is the process of creating new initiative with value addition by injecting required time and effort, with the assumption of personal satisfaction and financial independence (Umunadi, 2014). An entrepreneur (Umunadi, 2014) in (Butler, 2012) is a creator of start-up, whom through the entrepreneurial process take an idea to market. An entrepreneur with (Federal Republic of Nigeria, 2004; Umunadi, 2014) relevant technical skills can manage self or found his enterprise, becoming self-employed in the process and employ other.

Entrepreneurship has become an active instrument in growing and developing economies in this contemporary era. The velocity of its popularity as an important role player and game-changer in global development is increasing at an unprecedented rate. There is convincing evidence of a link between entrepreneurship development and national development (Yomi-Akinola, 2016), via vocational and technical education. Hence, in today's entrepreneurship with a touch of VTEA has being recognized as a global solution to the increasing burden of unemployment and the growing social unrest, developing nations are vigorously embracing entrepreneurship. Entrepreneurship involves value creation, taking calculated risks, generation of ideas and turning the ideas into a marketable product (opportunity). Though this concept may share some ideologies on benefits, purpose and certain traits but are succinctly different in definition, terminologies and elements. An entrepreneur identifies opportunities in the marketplace, allocates available resources, and create value with such opportunity-product (Adedapo et al., 2017; United Nations Conference on Trade and Development, 2012).

It should however be noted that vocational and technical skills are different from entrepreneurship, though vocational and technical activities are subsets of entrepreneurship. While the entrepreneurship is her compound name which could either be maternal or paternal side. The study, therefore, adopted the entrepreneurship conceptualization as an act or practices by which, individual or group of an individual gives more to the society to solve certain challenges, using his/her competences, skills, products and services i.e output, and expect lesser from the society in term of knowledge, energy, cost, manpower, time and material resources i.e inputs. The amount of money paid for each product/ services doesn't commensurate with the inputs i.e inputs outweighs the payment.

Furthermore, (Aruleba, 2019) voiced on the potentials that needed to be focused on entrepreneurial activities such as education, financial skill, career exploration, business knowledge, community awareness and good relationship. Whereby the major approaches to technical and vocational activities are frequent practice and daily apprenticeship. Entrepreneurship education is a growing concern within the academic and political context (Dinis et al., 2013; Libombo et al., 2015; Paço et al., 2013). Degrees of efforts have been used globally to promote a wider range of entrepreneurial activities within academic institutions,

however, this study extends this phenomenon to vocational and technical activities/education. This is even truer for developing countries such as those in sub-Saharan Africa (Nigeria), where vocational and technical activities are frequently presented as a solution to life and livelihood obstacles for different segments of the population (Libombo et al., 2015), in the disguise that its entrepreneurship.

There has been a major disaster and bastardize of the entrepreneurship in all facet of Nigeria inclusive of the educational sector, which ought to know better. In schools inclusive of higher institutions where we have scholars per excellence, deliberately or ignorantly assume to tag those activities as one. However, this conforms with the study of (Onuma, 2016; Tambari & Popnwin, 2017; Ugochukwu et al., 2016; Uzoagulu, 2012) which identified that in practice some universities simply design one or two entrepreneurial courses, taught by some lecturers who have no experience of entrepreneurship. In the previous heading, we could realize that vocational and technical activities or vocational and technical education are only elements of entrepreneurship or a very smaller proportion of entrepreneurship. Furthermore, the recognition of cogent units of entrepreneurship which are creativity and innovation are globally accepted. However, going by the measuring indices of the differences, it is opined that equating entrepreneurial activities to vocational and technical activities is an absolute mismatch. These are the basis for investigating the popular misconception of equating vocational and technical activities to entrepreneurship in Nigeria.

Research question(s) is/are systematic way(s) of answering the question(s) embedded in the research objectives or purpose of the study as the case may be. In setting the question(s), it could be a narrow way of investigation or one to one paring.

1. What do you understand by vocational activities/education?
2. What do you understand by technical activities/education?
3. What do you understand by entrepreneurship education and entrepreneurial activities?
4. What are the factors responsible for the mismatching and misconception technical activities to entrepreneurship?
5. What are the ways forward to stop the misconception?

LITERATURE REVIEW

The literature is reviewed in the perspective of history, definition, objectives, characteristics, types, elements and national policy on education, theories. In Nigeria, one could conclude completely that entrepreneurship and accounting have the same origin of a trade by barter, since entrepreneurial activities (pre-colonial and post-colonial era) of our fore-fathers is traceable to trade by barter, and trade by barter-introduction of money-transaction increment-account and audit (Aruleba, 2019). While, (Aguwa, 2018a) the history of Vocational and Technical Education in Nigeria can be traced as far back as when the country came in contact with missionaries and foreign merchandise. These were done through the system of apprenticeship, whereby young boys and men were attached to master craftsmen where they learned various trades and skills such as carpentry, masonry, blacksmith, foundry, carving, textile design and dyeing, etc (Umunadi, 2013).

There are various aims and objectives of Vocational and Technical Education in Nigeria today. Vocational and Technical Education helps in the professional development of Nigeria, it creates employment opportunities for the youths in the country. Provision of vocational skills for agricultural and economic development. It is also a targeted form of skill acquisition for the youths (Aguwa, 2018b). Objectives of entrepreneurship education are- promotion of citizenship,

provision of students with resources for the future, improvement of students and recipient's social and economic skills, provision of students and recipient with diverse opportunities for participation in life. In the light to achieve these objectives, there is a need to emphasize goal orientation, creativity, responsibility and collaborative skills (Athanasius, 2019).

(Athanasius, 2019), lend his voice to this concept that its objectives are to promote citizenship; equipping individual with resources for the future; improvement of individual's social and economic skills; provides individuals with diverse opportunities for meaningful participation in life. In the light to achieve these objectives, there is a need to emphasize goal orientation, creativity, responsibility and collaborative skills, rather than the craft, advanced craft and the technical level.

According to (Sanusi, 2016; Seyi, 2014; UNESCO, 2005), vocational education is the education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations, trades or jobs. Technical Education, however, is the education designed at upper secondary and lower tertiary levels to prepare middle-level personnel (technicians, middle management, etc.) and at the university level, to prepare engineers and technologists for higher management positions (Seyi, 2014). The reality obtainable in the society today is the equivalent of this lower and secondary education to entrepreneurship education, similarly, the definition of UNESCO affirms and validate that entrepreneurship is just more than vocational and technical activities. Vocational and Technical Education is, therefore, "a comprehensive term referring to 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 relating to occupations in various sectors of economic and social life" UNESCO, (Ogbuanya & Arimonu, 2015; UNESCO-UNEVOC, n.d.). The key difference between vocational and technical education/activities is, therefore, the depth of the skills and, hence, targeted occupational grades rather than in the type of job learners are being prepared for. Entrepreneurship education/ activities encompass more than the depth of these skills.

It was succinctly noted by (Umunadi, 2014), that there is a similarity in activities of entrepreneurship, vocational and technical. Furthermore, it will be an aberration or taboo for the society and laymen to equate these activities (fashion designing, welding, tie and dye, printing, computer centre, music, crafts, commerce, home management which are all vocational and technical; disruption, starting something new without considering the available limited resources, rendering previous pattern useless etc.) as one. However, he also opined that entrepreneurs with a sound knowledge of technical education often perform better than their counterparts who are not proficient in the subject (Ugwuda, 2014).

Vocational and technical education as a "skill-based programme designed for sub-professional level education and based on a specific vocation. Technical education, on the other hand, facilitates the acquisition of practical and applied skills as well as basic scientific knowledge. While every vocational education programme is technical, not all technical education is vocational. This subtle relationship accounts for the interchangeable use of both terms in academic literature (Okolocha & Baba, 2016; Oranu, 2010). Entrepreneurship in entirety is just more than technical and vocation. (Oluwale et al., 2013) is a vehicle for the development of marketable and entrepreneurial skills and engine of development. (Hassan, 2018) saw it as the core of both individuals and society's economy.

A very good example is (Debrah-karikari et al., 2013) technical vocational training in solar energy installation which is a growing trend that is innovative, gender-neutral, and helps advance sustainable solutions to pressing global energy issues. The development of the global

economy has been attributed to the skilled human resource within the space of the technical and vocational skills (Yasin et al., 2013), such as catering, carpentry, block laying, salesmanship, photography, automobile, upholstery etc. in the words of (Okoye & Arimonu, 2016) technical activities are geared towards national skilled and self-reliant craftsmen, technicians and technologists.

A piece curled from the work of (Aguwa, 2018b) denotes that vocational and technical activities are meant for developing professional capacity, acquiring skills, and employment generation for Nigeria. While (Aruleba et al., 2019) in (Pollard, 2008) enumerated the capacities for entrepreneurial activities as creativeness, critical thinking skills, learning prowess and responsibility.

The traits of an entrepreneur are embedded in the F9 and D10 which stand for- faith, founder, focused, frugal, fun, fast, flexible, flat (humble and simple), and forever improving. While dedication, detail, decision, determination, dream, dollar, doer, distributor, destiny, and devotion stand for the D10. The study foresees entrepreneurship as an independent faculty with the following departments, but not limited to- social entrepreneurship, corporate (Intra and inter) entrepreneurship, family business, women and minority entrepreneurship, knowledge entrepreneurship, political entrepreneurship, technological entrepreneurship, venture financing to be emanated in Nigeria and at the global scene. Over time, many fields will evolve from the existing pursuits.

Theoretical background encompassing sound and theoretical paths is imperative for every circle or discourse (Akinyemi et al., 2015; Aruleba, 2019).

The goals of technical and vocational education and training are to provide trained manpower in the applied sciences, technology and business particularly art craft, advance craft and technical levels. Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development. Give training and impart the necessary skills to an individual for self-reliance economically. Whereas, the national entrepreneurship framework had The EPF (Entrepreneurship Policy Framework) developed by United Nations Conference on Trade and Development (UNCTAD) is, therefore, a timely contribution as its aims are- to assist policymakers in identifying the key elements of an entrepreneurship policy and formulating actions. It also provides policy options that will help developing countries and countries in transition to stimulate inclusive and sustainable growth.

Also, the economic theory of vocational development and basic principle of technical and vocational education is used to theorize the concept of technical and vocational education/activities. The economic theory stipulated that net advantage, which accrues to an individual, determines the choice of a job. The basic principle of TVE is embedded in the effectiveness of vocational education for any profession, calling, trade, occupation or job can only be given to a selected group of individuals who needs it, want and can profit from it. This basic principle, around which all other vocational education theories revolves, underscores the dominant role of demand for, rather than the supply of, TVE as the key determining factor for its effectiveness as a solution to societal problems. TVE, according to this theory, succeeds only if there is need for it, which, in turn, depends on the potential benefits it holds to its beneficiaries (Sanusi, 2016) in (Okoh, 2000).

The major components of entrepreneurship universally are creativity (creative thinking and critical thinking) and innovation (innovate before the product gets to the peak in the market). It's about spotting, exploring and utilizing ideas turned opportunities. (Soyinbo, 2013), whereas vocational and technical components are skill and acquisition. Meanwhile, soft skill is the

biggest deal of entrepreneurship. However, entrepreneurship as a field of study is deeply rooted in both social and management sciences. (Aruleba, 2019) used the words of (Kruger, 2004), before it could be regarded as a field of study, entrepreneurship went through four fundamental phases before it was acknowledged as an acceptable academic subject- professional culture, systematic theory development, entrepreneurship as a career, and authorization and professional organization. Whereas, technical and vocational activities picked her root from metal, wood and other hard skills- sciences and education as a course of study.

Entrepreneurship is a creative force that spread across markets and industries, simultaneously creating new products and business models (Ugwuda, 2014). An entrepreneur with basic technical education skills can manage him/herself or set up his own business and become self-employed and be able to employ others. The entrepreneur can establish a viable business enterprise and manage his entrepreneurial work efficiently as a technical and vocational educator. This similarity of career goals of entrepreneurial, technical and vocational education had a meeting point statement of individual acquiring the necessary skill to be self-reliant in a chosen field in the National Policy on Education (Federal Republic of Nigeria, 2004):

The goals stated are all technical education skills required by an entrepreneur for survival as a business owner. Nonetheless, the importance of the subject in the world of business is such that most successful entrepreneurs are mostly technical educators by training. Entrepreneurs with a sound knowledge of technical education often perform better than their counterparts who are not proficient in the subject (Ugwuda, 2014). The distinctive difference between entrepreneurship and vocational and technical activities are as follows; entrepreneurship goes beyond the circles of business and economy thrive, it has rather become a household name, way of life; acting, behaving thinking and reasoning (Adedapo et al., 2017); It's not an acquisition of skills. (Soyinbo, 2013) also contributed to this knowledge. It's not buying and selling; it's not money-making; it's not a dubious avenue to dupe or short change others; it's not setting up of business.

The myth of equating vocational and technical activities to entrepreneurship in the Nigerian context which are problems to the entrepreneurship discipline and hub, are but not limited to- all traders are entrepreneurs; entrepreneurs aim for money; there is nothing like social entrepreneurship; starting business; there is a definitive profile of who can become an entrepreneur.

Method

The study makes use of mixed survey comprising of qualitative and quantitative. (Dana & Dana, 2005) recommended more usage of holistic-inductive approach in entrepreneurial researches, making use of more unrestricted data i.e qualitative, as it allows the researcher to be open to whatever revelation that emerges from the data collected. The closed-ended and semi-structured instrument was used to convene the objectives of the study to the respondents. (Aruleba et al., 2019; Flanagan et al., 2015) posited that this will enable the free flow of the respondents' feelings, attitudes, views and avoid manipulation. The population consist of lecturers and teachers of entrepreneurship, technical and vocational subjects in higher institutions and secondary schools respectively. Current and graduates of entrepreneurship discipline at both first and second degree in Nigeria.

A non-probability judgmental sampling technique was adopted to ascertain the key informants. A mixed-method of the instrument administration (online survey and distribution of

hardcopy) was employed. This was done by providing the link ¹through social media platforms (WhatsApp groups and Facebook) and physical distribution respectively. The e-mail request setting of the Google form was abolished to ensure privacy and confidentiality of the respondents. This medium is to reach as many as possible key informants across the country.

In a five-point Likert scale or any degree of measurement, the study asserted that completely, totally, wholly, largely, hugely, absolutely, entirely, fully, mostly/majorly preferred, mostly/majorly opined, extremely and, firmly can be used in place of strongly agree or strongly disagree. Also, rarely, fairly, incompletely, partially, scarcely, moderately, relatively, slightly, somewhat and, certain extent are synonyms to agree or disagree. Lastly, the neutrality scale of measurement can be replaced with any of these: undecided, silence and, muted.

RESULTS AND DISCUSSION

S/N	Variables	Frequency	Percentage	S/N	Variables	Frequency	Percentage
1.	Educational Level:			2	Status:		
					Student	18	35.3
	Secondary School	9	17.6		Teacher	15	29.4
	Higher Institution				Lecturer	18	35.3
		42	82.4				
	Total	51	100			51	100

Researcher's Database, (2024).

From the demographic Table 1, (82.4%) of the respondent are in tertiary institutions across the country. The secondary participants have (17.6%). The study concluded that the respondents are students and lecturers of colleges of education, polytechnics and universities. This reveals the tertiary institutions are interested more in the research and development in the country compared to their counterparts in secondary school. This will help in the overall development of the country since research is fundamental to the education and economy.

The respondents- lecturers, students and teachers submitted their opinions in the following order (35.3%), (35.3%) and (29.4%) respectively. This is an indication that both the students and lecturers dominated the participant in the study area.

3). Which of these is applicable to you: Vocational (1), Technical (2), Entrepreneurship (3).

The study sorted, coded and edited the respondents' responses as regards which of the three is applicable to them personally. This help to avoid repetition, clarity and shape/streamline the purpose of the specific objective.

If 1, please mention the precise subject: Geography, Home Economics, Entrepreneurship, Management, Creativity, and innovation.

If 2, please mention the precise subject: Engineering, Entrepreneurship, Entrepreneurship Education, Being Employed, and Creativity.

If 3, please mention the precise subject: Ideal Generation and opportunity finding; Idea incubation and acceleration; Innovation; Entrepreneurship Education/Studies; Entrepreneurial Development Studies; Photography; Creativity; Microfinance; Self-discovery; Opportunity discovery; Design thinking; Customer relationship management; Business model canvass; Financial management; Internal and external control; A blend of vocational training; Business startups development; Business ethics; Techno-preneurship, marketing; Women Entrepreneurship; Social entrepreneurship; Technological innovation, Research Development; and Small business development.

Statement	Frequency	Percentage
Imitation is a way of instructional method to acquire vocational skills:		
SD	6	11.8
D	14	27.5
A	17	33.3
SA	14	27.5
Total	51	100
Instructional method to acquire vocational skills is the observation of the master trainer:		
SD		
D	6	11.8
A	11	21.6
SA	22	43.1
Total	12	23.5
	51	100
Mastery is another way of acquiring vocational skills by the students and apprentice/trainee:		
SD		
D	1	2
A	10	19.6
SA	22	43.1
Total	18	35.3
	51	100
Arts and crafts existed in Nigeria before the colonial era:		
SD	2	3.9
D	6	11.8
A	14	27.5
SA	29	56.9
Total	51	100
Acquisition of vocational skill helps the society to harness resources:		
SD	2	3.9
D	5	9.8

A	26	51
SA	18	35.3
Total	51	100
Vocational education and activities are designed to prepare skilled personnel at a lower level of education:		
SD		
D	11	21.6
A	9	17.6
SA	21	41.2
Total	10	19.6
	51	100
The difference between vocational and technical is the depth of the skills:		
SD	1	2
D	12	23.5
A	17	33.3
SA	21	41.2
Total	51	100

From the Table 2, A majority (33.3%) of the respondents partially agreed that imitation is a way of the instructional method to acquire vocational skills. Both rarely disagree and wholly agree accounted for (27.5%) each. (11.8%) accrued to strongly disagree. The study concluded that imitation is a way of the instructional method to acquire vocational skills. It implies that copying exactly what the training master is doing is a better way of acquiring vocational skills of whatever degree. This is in line with the study conducted by (Okolocha & Baba, 2016).

The majority (43.1%) of the respondents rarely agree that instructional method to acquire vocational skills is an observation of the master trainer. (23.5%) completely agree, (21.6%) scarcely disagree, (11.8%) entirely disagree. It means that mastering by observation is another way to acquire vocational skills from the master trainer. By implications, the trainees are to be on ground virtually every time, to holistically understand the training details. This might not allow the trainees to have time for other activities during the training days. Meanwhile, it will help to build well-equipped trainees, who will later become a master trainer and impact the same knowledge unto others and so on. This is in consonance with the inquiry of (Okolocha & Baba, 2016).

The respondents mostly (43.1%) prefer Mastery is another way of acquiring vocational skills by the students and apprentice/trainee on partially agreed basis. (35.3%) firmly agree, (19.6%) incompletely disagree, (2.0%) fully disagree. Mastery is a way of acquiring vocational skills by the trainees. This will help to sharpen their brain, make them alert to grab every dish during the training. It will as well increase and improve their intelligent quotient. The result of this supported the findings of (Uzoka & Bayode, 2010).

(56.9%) totally agree, (27.5%) rarely agree, (11.8%) partially disagree, (3.9%) firmly disagree on the notion that arts and crafts existed in Nigeria before the colonial era. In line with this revelation, it concluded that arts and crafts which harbour vocational activities have been in the country for ages. This shows that the indices of the vocational activities have been existing as

an expression of vocational training since the primitive days. It has helped to develop the art craft industry and help to produce master artisan and crafters (Okolocha & Baba, 2016).

Acquisition of vocational skill helps the society to harness resources. The respondents responded in the other of priority (51.0%) partially agree, (35.3%), wholly disagree, (9.8%) scarcely disagree, strongly agree (3.9%). It concludes that acquisitions of vocational skills are instrumental to effectively and efficiently utilizing the resources. This has helped the nation to readily make available and make use of natural and artificial resources. This is in alignment with the work of (Adegbenjo, 2013) in (Danko, 2006). (41.2%) incompletely agree, (19.6%) wholly agree that vocational education and activities are designed to prepare skilled personnel at a lower level of education. On the other hand, (21.6%) firmly disagree, (17.6%) rarely disagree with the subject under consideration. The whole of vocational education and training is to prepare and equip personnel at a lower level of education.

For their level, it has helped to train expertise in their circle. And have well produced the needed hands to man that area. This output supports the study of (Sanusi, 2016; Seyi, 2014; UNESCO, 2005). (41.2%) impartially agree, (33.3%) partially agree, (23.5%) rarely disagree, (2.0%) completely disagree to the subject matter which stipulated that the difference between vocational and technical is the depth of the skills. Based on this analysis, it was concluded that the depth of skills involve is one of the differences between the two. This implies that both skills can be acquired together at the same time, under the same master and have a different end which is the depth. To some extent, technical and vocational activities are the same. But the ounce of difference between the two is the depth of the skills involved.

Statement	Frequency	Percentage
Acquisition of technical skill assist an individual to explore one's environment:		
SD	1	2
D	9	17.6
A	29	56.9
SA	12	23.5
Total	51	100
One of the objectives of technical education is to generate employment opportunities for youth:		
SD		
D	2	3.9
A	2	3.9
SA	27	52.9
Total	20	39.2
	51	100
Technical education/activities are the designed at upper secondary and lower tertiary levels to prepare middle-level personnel (technicians, middle management, etc.) and at the university level, to prepare engineers and technologists for higher management positions:		
SD		
D		
A		

SA	3	5.9
Total	9	17.6
	27	52.9
	12	23.5
	51	100
Technical activities are targeted towards occupational grades:		
SD	3	5.9
D	9	17.6
A	31	60.8
SA	8	15.7
Total	51	100
You can be a master of vocational and technical activities without being an entrepreneur:		
SD		
D	2	3.9
A	10	19.6
SA	15	29.4
Total	24	47.1
	51	100

From the Table 3, (56.9%) fairly agree that acquisition of technical skill assist an individual to explore one's environment. (23.5%) firmly agree, on the others sides of the coin, (17.6%) scarcely disagree, and (2.0%) completely disagree to the point. It shows that the acquisition of technical skill is instrumental in the exploration of one's environment. It's one of the prerequisites to explore an individual's environment. By implication, an individual who acquires such skill has the edge to explore his environment. This is similar to the entrepreneur who searches, find and explore the opportunity within and outside of the immediate environment. This revelation agrees with the work of (Adegbenjo, 2013) in (Danko, 2006).

One of the objectives of technical education is to generate employment opportunities for youth (52.9%) incompletely agree, (39.2%) wholly agree. While the two sides of the disagree accounted for (3.9%) each. Technical activities and education are mechanisms to create employment for youth in the nation's economy. By implication, the existence of technical activities has helped to reduce the level of unemployment. It has contributed its quota to the individuals and the collective standard of living. It concord with the research of (Aguwa, 2018b).

Technical education/activities are the designed at upper secondary and lower tertiary levels to prepare middle-level personnel (technicians, middle management, etc.) and at the university level, to prepare engineers and technologists for higher management positions, (52.9%) agree to a certain extent, (23.5%) completely agree, (17.6%) partially disagree, (5.9%) firmly disagree. The study concluded that technical activities/ education are meant for technicians, middle management personnel, and technologists. This is an approach that has fought the dearth of middle management personnel in both public and private organizations. However, there is a tendency to have excess in the labour market if people enrol massively. Its pitches tent with the study conducted by (Seyi, 2014).

(60.8%) slightly agree, (17.6%) incompletely disagree, (15.7%) totally agree, (5.9%) somewhat disagree that technical activities are targeted towards occupational grades.

Occupational grades are meant for technical activities and vice versa. This has helped to have masters of occupational jobs at their technical works. It has acted as a means of livelihood and survival to the concerned technical professionals.

The largest (47.1) per cent of the respondents totally agree that one can be a master of vocational and technical activities without being an entrepreneur, (29.4%) rarely agree, (19.6%) moderately disagree, (3.9%) completely disagree. This implies that with all the similarities and differences attributed to the variables, one can be a master of vocational and technical activities without being an entrepreneur. This will help in curbing the mismatching and misconception of the variables.

Table 4		
WHAT DO YOU UNDERSTAND BY ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL ACTIVITIES?		
Statement	Frequency	Percentage
The beginning of entrepreneurship in Nigeria is traceable to the pre, during and after the colonial era:		
SD		
D	2	3.9
A	13	25.5
SA	20	39.2
Total	16	31.4
	51	100
The potentials that needed to be focused on entrepreneurial activities are education, financial skill, career exploration, business knowledge, community awareness and good relationship:		
SD		
D		
A	2	3.9
SA	5	9.8
Total	21	41.2
	23	45.1
	51	100
Entrepreneurship emphasized goal orientation, creativity, responsibility and collaborative skills:		
D		
A	6	11.8
SA	10	19.6
Total	35	68.6
	51	100
Entrepreneurship education/ activities encompass more than the depth of these skills:		
D		
A	4	7.8
SA	17	33.3
Total	30	58.8
	51	100
Are fashion designing, catering, carpentry, business centre, welding, photography, crafts, and home management etc equivalent to entrepreneurship:		

SD		
D	19	37.3
A	14	27.5
SA	11	21.3
Total	7	13.7
	51	100
The essential components of entrepreneurship are creativity and innovation:		
SD	2	3.9
D	4	7.8
A	10	19.6
SA	35	68.6
Total	51	100
It's about spotting, exploring and utilizing ideas turned opportunities:		
SD	1	2
D	3	5.9
A	16	31.4
SA	31	60.8
Total	51	100
Soft skill is the biggest deal of entrepreneurship:		
SD	2	3.9
D	9	17.6
A	27	52.9
SA	13	25.5
Total	51	100
Entrepreneurship goes beyond the circles of business and economic thrive:		
SD	2	3.9
D	5	9.8
A	19	37.3
SA	25	49
Total	51	100
It's not all about buying and selling:		
SD	6	11.8
D	5	9.8
A	18	35.3
SA	22	43.1
Total	51	100
It's not setting up of business:		
SD	6	11.8
D	12	23.5
A	20	39.2
SA	13	25.5

Total	51	100
It's not a dubious avenue to dupe or short change others:		
SD	2	3.9
D	6	11.8
A	10	19.6
SA	33	64.7
Total	51	100
All vocational and technical skill acquirer are not entrepreneurs:		
SD	7	13.7
D	13	25.5
A	13	25.5
SA	18	35.3
Total	51	100

From the Table 4, The majority (39.2 %) of the respondent relatively agree that the genesis of entrepreneurship in Nigeria is traceable to the pre, during and after the colonial era. (31.4 %) majorly agree, (25.5 %) moderately disagree and (3.9 %) absolutely disagree. This means that entrepreneurship has been in existence since the primitive ages. This shows that Nigerians have been engaged in the act of seeking, searching, finding and exploring opportunities in the Nigerian context. Entrepreneurial characteristics and attributes have been possessed in Nigeria, which have made virtually everybody in Nigeria an entrepreneur because of the multi-challenges facing the country. On the other hand, it has contributed negatively to the development of entrepreneurship because of improper definitions and usage etc. This is in accordance with scholarly belief.

(45.1 %) mostly preferred that the potentials needed to be focused in entrepreneurial activities are education, financial skill, career exploration, business knowledge, community awareness and good relationship. (41.2 %) of the respondent slightly agree, (9.8 %) moderately disagree, (3.9 %) hugely disagree. The study concluded that certain potentials are crucial to enhance entrepreneurial capacities. Focus on one of them might not be able to give the desired results (entrepreneurial success), but massive usage and possession of all the potentials will guarantee improvement and holistic entrepreneurial capacities to function well. As listed by (Aruleba, 2019), the result of this study remain on the same page as the author.

On the subject that entrepreneurship emphasized goal orientation, creativity, responsibility and collaborative skills. The respondents opined in the following order respectively (68.6 %), (19.6 %), (11.8 %) with the corresponding measurement scale absolutely agree, partially agree, and relatively disagree. This means that entrepreneurship as a socio-context and scholarly circle is based on goal orientation, creativity, responsibility and collaborative skills. This will assist the entrepreneur to properly harness its environment by effectively making use of the mentioned indices in other to solve a specific or general societal problem. This also distinguishes him/her from a merely technical and vocational master or trainees. In a study conducted by (Athanasius, 2019) with specific stress on approaches to achieve entrepreneurship objectives, it was discovered that the two studies didn't antagonize each other.

(58.8%) of the opinion engulfed strongly agree on the discourse that entrepreneurship education/ activities encompass more than the depth of these skills (33.3%) agree to some certain

extent, while (7.8%) fairly disagree to the reasoning. It means that entrepreneurship starts from where vocational and technical activities and education ends. It indicated that there is more to the depth limitation of vocational and technical activities in entrepreneurship. And as such, it will be unfair and improper knowledge to equate the variables to entrepreneurship. The excess of entrepreneurship over the vocational and technical activities is part of the light that shines upon the truth in defining the concepts.

Are fashion designing, catering, carpentry, business centre, welding, photography, crafts, and home management etc equivalent to entrepreneurship (37.3%) completely disagree, (27.5%) relatively disagree, (21.3%) extremely agree, (13.7%) moderately agree. This shows that fashion designing and catering, home economics, carpentry, mason, operating and ownership of business centre, welding works, photography, crafts and whatever pattern of vocational and technical aren't the same as entrepreneurship. This implies that all those vocational and technical trainers and trainees calling themselves entrepreneurs are devoid of the proper knowledge which could help them know their stand. This result will assist in disseminating the rightful knowledge into society. This is in alignment with the work of (Yasin et al., 2013), which indicated that the above mentioned are vocational activities.

In the assertion about the essential components of entrepreneurship are creativity and innovation. A majority (68.6 %) of the respondent totally agree to the subject matter. (19.6 %) somewhat agree, rarely disagree (7.8 %) and, largely disagree (3.9 %). It means that creativity and innovation are primary elements of entrepreneurship, as compared to vocational and technical which only deals with seeing, hearing, observation, imitation and limited depth which are not intended to solve the societal problem but as a means to livelihood. Creativity and innovation have been the frontier of an entrepreneurial nation which have brought about economic development and the needed social change in Nigerian society.

(60.8 %) wholly agree that entrepreneurship is about spotting, exploring and utilizing ideas turned opportunities. (31.4 %) somewhat agree, (5.9 %) fairly disagree, (2.0 %) firmly disagree. it's an indication that the entire entrepreneurship ecosystem is based on searching, spotting, exploring and utilizing ideas that turned opportunities. It has helped to screen out the ideas that wouldn't be profitable, which can minimize cost and avoid wastage of resources. The research conducted by (Soyinbo, 2013) is in the same direction with this finding.

Soft skill is the biggest deal of entrepreneurship. The respondents submitted in the following order of corresponding, (52.9%) incompletely agree, (25.5%) entirely agree, (17.6%) rarely disagree, (3.9%) extremely disagree. this indicated that not all skills are applicable in entrepreneurship, soft skills which are mobile is the greatest deal in the entrepreneurship domain. The soft skills have helped to transfer knowledge and work done with no restriction of moving equipment. Furthermore, the mobility of the soft skills has helped to solve problems on the spot.

Mostly (49.0%) of the respondent strongly viewed that entrepreneurship goes beyond the circles of business and economy thrive. (37.3%) agree to a certain extent, (9.8%) somewhat disagree, and (3.9%) firmly disagree. it means that entrepreneurship isn't wholly business task and goes beyond the scope of economic thrive. This has helped to solve problems in the local and global economies as a result of invention, innovation and creativity. Also, entrepreneurship has brought about healthy competition and economic and technological crusaders. (Adedapo et al., 2017) submitted in the direction of this finding.

The biggest (43.1 %) per cent of the respondents agree absolutely, (35.3 %) incompletely agree, (11.8 %) totally disagree, (9.8 %) slightly disagree that entrepreneurship isn't all about buying and selling. From this, it is revealed that entrepreneurship is quite different from

engaging in trading activities-buying and selling. By implication, the roadside traders and street hawkers only engage in trading activities which are meant to meet daily, weekly or monthly needs. Whereas entrepreneurship goes beyond the scope of buying and selling. The finding will assist in dishing the rightful perception to Nigerian society. (Soyinbo, 2013) mentioned in his work that entrepreneurship isn't about buying and selling, these two works are in concord.

A majority (39.2%) of the respondent agree that entrepreneurship isn't about setting up of business, (25.5%) relatively agree. Meanwhile, (23.5%) fairly disagree, (11.8%) totally disagree opposes such view. It indicated that establishing a business either small or big scale doesn't make such founder an entrepreneur. Creation of small businesses in Nigeria has helped to create employment and serve as a means of livelihood. The views of the respondents have put a gap or definite means in classifying and categorizing founding businesses to entrepreneurship. Also, this finding is in agreement with the study conducted by (Soyinbo, 2013).

(64.7 %) absolutely agree, (19.6 %) scarcely agree, (11.8 %) moderately disagree, and (3.9 %) firmly disagree that entrepreneurship isn't a dubious avenue to dupe or short change others. This means that entrepreneurship isn't a dubious venture where one can engage in scamming and fraudulent activities. By implication, everything doesn't go in entrepreneurship. It shows that entrepreneurship is a decent, noble, honest and societal's problem-solving mechanism. So, if anybody by any means become a philanthropist, that doesn't equate him/her to social entrepreneur. This revelation is in line with the assertion of (Soyinbo, 2013).

The largest (35.3) per cent of the respondents wholly agree, (25.5 %) partially agree, (25.5 %) slightly disagree, (13.7 %) entirely disagree to the discourse that all vocational and technical skill acquirer are not entrepreneurs. This means that you can be a vocational and technical skill acquirer and not being an entrepreneur. The skills needed to function in the three variables differ from one another and as such the three aren't the same. This would help to shape the course of entrepreneurship contents in Nigeria. Also, it denotes that one can be vocational and technical master or trainee without having entrepreneurial mindset and skills. Likewise, an entrepreneur can be a technical and vocational master, but it will take the technical and vocational masters and trainees hundreds of hurdles to scale before becoming an entrepreneur.

E: Based on your exposure and experience in entrepreneurship, vocational and technical education/activities as a teacher, lecturer, graduate and current student. What are the factors responsible for the mismatching and misconception technical activities to entrepreneurship?

The study sorted, coded and edited the respondents' responses as regard which of the three is applicable to them personally. This help to avoid repetition, clarity and shape/streamline the purpose of the specific objective.

Lack of timely and appropriate information and awareness; the subject is being taught by teachers/lecturers that have no educational background in entrepreneurship; inability to seek for more knowledge for teachers/ lecturers teaching entrepreneurial courses; the myth of running business is the same as entrepreneurship; there is no academic backup for entrepreneurship in the concept of other professions; level of training and inadequacy in knowledge/education; The effect of Social media; The effect of motivational speakers; Unemployment; Misinformation; Ignorance; Education Standard; Government Level of Involvement; Civilization of Community; Accessibility of Resources; Forms of restrictions/limitations; Lack of orientation; Lack of proper understanding of the Entrepreneurship concept; No prior knowledge; Lack of proper clarification of the concepts and elements involved; Business returns, customer patronage and learning objectives; Failure of the initiator NERDC (Nigerian Educational Research and Development

Commission) and NUC (National University Commission) to properly define and design the concept and curriculum; gap in the knowledge; Societal Perspectives; Shortage of entrepreneurial certified personnel at first, second and third degree levels; Designing of entrepreneurial courses by schools without limiting the facilitation to trained personnel; Most higher institutions compels their lecturers to teach the courses without adequate knowledge; NUC, NBTE (National Board for Technical Education), and NCCE (National Commission for Colleges of Education) stand on teaching of entrepreneurial courses in universities and polytechnics and colleges of education; The societal believe that crooked means of philanthropist is an act of entrepreneurship; Lack of in-depth knowledge of entrepreneurship mindset and orientation; Lack of entrepreneurship knowledge and understanding; Lack of willingness and poor information on the concepts and dynamics of entrepreneurship; Economic factors; Lack of proper understanding and fluid definition of entrepreneurship; Non uniformity in curriculum for teaching entrepreneurship education; The understanding or interests of the school management;

The desire, ability and capacity to see and touch makes many people settle for vocational training above entrepreneurship; NUC and NBTE has confused the issues- the NUC personnel in charge of promoting entrepreneurship education in the universities, polytechnics and colleges of education don't know what the differences are; Government officials and policy makers don't know the difference; Requirements for employment are changing; behavioral perspective.

Additionally, one of the respondents submitted that entrepreneurship involves creativity and innovation. While technical and vocational activities involve acquisition or learning of skills. Another respondent opined that entrepreneurship is usually seen from the perspective of trade and survival carrying out commercial activities without effort to relate with the concepts of creativity, innovation and sustainable enterprise creation.

F. In your way, what are the ways forward to stop the mismatch and misconception?

The study sorted, coded and edited the respondents' responses as regard which of the three is applicable to them personally. This help to avoid repetition, clarity and shape/streamline the purpose of the specific objective.

Orientation and re-orientation on entrepreneurship as an activity and education by the entrepreneurship ambassadors; more higher institutions should have entrepreneurship as field of study not as coursed to be offered alone; employment of qualified people that studied entrepreneurship at undergraduate and graduates level; NBTE, NCCE and NUC need to take up the challenge to communicate entrepreneurial professionalism to higher institutions; Creating a working or readdress or review of curriculum to backup entrepreneurship as a career to attain through academic; Setting the priorities right- focus on innovation and creativity, awareness, enlightenment, training & exposure; Bringing the blend into the school system from the primary to the tertiary schooling; possession of prior knowledge of the differences among vocation, technical and entrepreneurship; A better clarification on conceptualizations and contextual meanings in relation or alignment to other field of study, since entrepreneurship has strength in every field; Adequate training, re-training and policy making; Deliberate efforts by schools to produce massive graduates in entrepreneurship discipline; Massive production of MSC and PhD holders in entrepreneurship; Teaching and learning that arises individual's creativeness and innovativeness; Positive mind-set towards economic and entrepreneurship development in the country; Entrepreneurship education, Promotion and awareness in formal and informal sectors and communities; Pushing forward and recognizing the frontiers of entrepreneurship; There must be a collaborative dialogue with experts to co-create on the underlying issues for the

purpose of progress; Increased relationship between business development experts and institutions of learning; Need for a curriculum to indicate the basic areas to cover in entrepreneurship education classes; Understanding by institutions of learning that entrepreneurship is not exclusive to academic exercise, people directly involved in the practice should teach entrepreneurship and; through robust research and development.

Furthermore, a respondent generally asserted that for a particular trade and vocational activities, entrepreneurship will provide the soft skill to set up and manage the activities innovatively. However, vocational and technical training should not be substituted for entrepreneurship.

CONCLUSION

The study concluded that where there is a bunch of technical and vocational activities, there are herds in billions of entrepreneurship. Vocational and technical activities are practical and applied skills. They are subunits or third generation of entrepreneurship. Entrepreneurship is the compound name for the two, as well as the patriarch and matriarch of this family. Vocational and technical aren't wholly entrepreneurship. You can be a vocational and technical educator without being an entrepreneur, while it's necessary to affirm that not all vocational and technical skill acquirer are entrepreneurs, but all entrepreneurs are skill acquirer either soft or hard. Fraudsters, scammers, and bribe givers and takers aren't entrepreneurs, they are a mere philanthropist.

RECOMMENDATIONS

The study, therefore, recommends that there should be an awareness and re-orientation of the society inclusive of the lecturers of higher institutions teaching entrepreneurial courses. The NUC, NBTE and NCCE should be abreast with this wrong notion and inform the schools on the need to draw the lines among the tripartite activities. Lecturers and teachers of other or similar fields should be ban from teaching and facilitating entrepreneurial courses. Lastly, higher institutions are encouraged to have entrepreneurship as an autonomous department, not as general course alone.

Implications for Theory and Practice

Based on the findings and the recommendations, it will have significance on the practices of entrepreneurship as to having the right peg in the right hole at the right time of teachings and facilitations of entrepreneurial acts. It will eliminate the misconception, misrepresentation and misinterpretation of the wider and narrow scope of entrepreneurship. Theoretically, it will lay the basic principles and assumptions guiding the right frame of mind about entrepreneurship across strata in Nigeria.

Declaration of Interest

The author declare that there is no conflicting interest with an individual or group of individual.

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Received: 28-Jun-2023, Manuscript No. IJE-24-15161; **Editor assigned:** 01-July-2024, Pre QC No. IJE-24-15161 (PQ); **Reviewed:** 15-July-2024, QC No. IJE-24-15161; **Revised:** 20-July-2024, Manuscript No. IJE-24-15161(R); **Published:** 27-July-2024