



Potentials Of Entrepreneurship Education For Poverty Reduction And Sustainable Self–Employment Among The Graduates Of Electrical/Electronics Technology Youth Graduates In Anambra State

¹Oluka, Sussan .N. (Ph.D) & ²Ideh Nonso

^{1&2} **Department of Technology and Vocational Education,
Enugu State University of Sci. & Tech. Enugu, Nigeria**

ABSTRACT

This study was conducted to determine the potentials of entrepreneurship education for sustainable self-employment among the graduates of electrical/electronics technology education in Anambra State. The study adopted a descriptive survey research design. The population for the study comprised 86 respondents made up of 23 Electrical/Electronics technology Educators from the two higher institutions in Anambra, consisting of one university and one college of education which includes; Nnamdi Azikiwe university Awka and Federal College of Education (Technical) Umunze, Anambra State, and 63 Electrical/Electronics technology graduates entrepreneurs in Anambra metropolis comprising of Awka, Umunze, Nkpor and Onitsha respectively. These were obtained through preliminary study carried out by the researcher in Anambra State. Two research questions were raised and answered in line with the two specific purpose(s) of the study using mean statistics and standard deviation, while the corresponding null hypotheses formulated were tested at 0.05 level of significance and appropriate degree of freedom using t- text statistical tool. The instrument used for data collection was a structured questionnaire developed by the researcher after an extensive literature review to obtain information on potentials of entrepreneurship education for sustainable self-employment among the graduates of electrical electronics technology education in Anambra State with 20-item statements based on the two research questions that guided the study. The instrument was validated by three research experts while the reliability index of 0.78 was obtained using Cronbach Alpha correlation coefficient. The results of the analyses revealed that majority of the respondents agree that entrepreneurship education are required in creation of job opportunities and wealth for social development among the graduate of Electrical/Electronics technology education in Anambra State. This is evident as there was no significant difference between the mean ratings of Electrical/Electronics Technology educators and the graduate entrepreneurs on their opinion with respect to potentials of entrepreneurship education for sustainable self-employment among the youth/graduates of electrical electronics technology education in Anambra State. It was therefore recommended among others that; more entrepreneurship courses should be introduced in Electrical/Electronics technology education curriculum at early stage of the course, so that her students will be exposed to entrepreneurial skills at early as possible and that Electrical/Electronics technology students should try and start a little business through which they can earn some money even while they are in school; such business could be repair of electronic gadgets or sale of electronic appliances.

Keywords:

INTRODUCTION

Nigeria as an emerging country requires entrepreneurs that will create job opportunities and wealth for sustainable development through new venture creation and this strategy will stimulate a force for self-employment in Anambra State in particular and Nigeria at large. Self-employment is a state of one being a boss of himself without working for a specific employer who pays them a consistent salary. It refers to a situation where an individual thinks, plans, creates, begins and takes control of

the business activities. Abdulkarim (2012) described self-employment as the act of working for oneself. These abilities of being free from working for an employer are undoubtedly a result of adequate skill acquisition which has been one of the goals of education. One of the key indices of a sustainable economy is the ability of a nation to provide gainful employment for its citizens through training so as to contribute to National building. For the graduate of Electrical/Electronics technology to contribute to the creation of a gainful employment for the citizen of Anambra, it calls for a thorough entrepreneurial training which will aid her students to acquire the necessary skills, fundamental knowledge, both practically and experimentally which lead to a lifelong career in the field of Electrical/Electronics technology Education.

Electrical/Electronics technology is one of the core areas of specialization in the technical education programme, which prepares learners for teaching and industrial engagements, through the provision of knowledge, skills, and attitudes desirable in the world of work (Chukwuedo & Omofonmwan, 2013; Iliya, 2011). Electrical/electronics technology is a subject area that involves the teaching of some abstract concepts such as atomic structure, flow of electrons, power generation, transmission and distribution, circuit design, electromagnetism, logic gates, circuit theory, amplifiers among others (Ogbunaya & Efuwape, 2018). Electrical/Electronics technology education undergraduate students become technologist after graduation. Electrical/Electronics technologist frequently work as members of engineering team in the areas of installation, maintenance, manufacturing, product development, and other applications of Electrical/electronics products and devices(Ohanu & Ogbuanya 2018). However, the graduates of this programme can as well be employed as professional teachers or instructors in schools offering electrical/electronics trade programmes, technicians and as well be entrepreneur/consultant which help in supplying the rightful materials needed for both domestic and industrial installation in other to minimize the occurrence of fire outbreak in the installation. The exposure of Electrical/Electronics technology undergraduate students to entrepreneurship education may stimulate their preference for the adoption of such strategy in their future entrepreneurial profession, more importantly after recognizing its strength and importance.

Entrepreneurship education is specialized education which makes his recipients to be grounded in knowledge, skills, ideas, management abilities and capabilities in performing all business functions relating to product or services. Uduak and Aniefiok (2011) stated that entrepreneurship education is an area of study that includes those activities and skills essential for responding to ones environment in the process of conceiving, starting and managing a business enterprise for economic growth and development. Entrepreneurship education entails teaching students, learners and would-be businessmen, the essential skills required to build viable enterprises, equipping the trainees with skills needed for taking responsibility and developing initiatives of prospective trainees (Ezeani, 2012).Entrepreneurship education when effectively taught, it has the likelihood to precipitate self-employment among learners and accelerating sustainable growth and development (Aliyu ,2018).

In the context of the study, the potentials of entrepreneurship education for sustainable self-employment among the graduates of electrical/electronics technology education is inevitable both for technological and entrepreneurial development in Anambra State and Nigeria at large. Potential means competence in or the ability to do what is needed (Nungse, Ugwoke, Tongshuwal & Yekimi, 2019). Competence is the capability to apply or use the set of related knowledge, skills, and abilities required to successfully perform a critical work setting (Department of mines, Industry Regulation and safety 2018). Potentials of Entrepreneurship education among the graduates of electrical/electronics technology education triggers the desires of the graduates to establishment of Electrical/electronics business enterprise in areas such as electronic gadgets repairs, circuit designs, electronic gadgets production, domestic and industrial installation, repair and maintenance of a faulty electrical gargets, cables and electrical accessory supply among others. In extension, potential of entrepreneurship education towards the graduates of electrical/electronics technology is a quality or state of making the graduates to become functionally adequate, motivated /desire to establish and run an electrical/electronics business venture or an enterprise which in turn create job opportunities and wealth for social development which contributes to the economic development of Anambra State.

Creating job opportunities through entrepreneurship education entails increasing its access to economic opportunities by providing useful information on manpower training, skill development and access to capital and business development (Adenutsi, 2009). Through increased knowledge, there will be emergence of ancillary enterprise among Electrical/ Electronics graduate entrepreneurs whom will supply the raw materials including energy and related industrial services, and also add value to the by-products generated by the parent firm (Adenutsi, 2009). The potentials of entrepreneurship education among the graduate entrepreneurs in creating job opportunities according to (Maina, 2013) include; sharpening the graduates' innate capabilities in creating business, inculcates in the mentality of graduates of hard work and empowering the graduates with the innovative skills in creating business. However creating job opportunities alone through entrepreneurship without considering wealth creation for social development will not be adequate for effective economic development.

Wealth creation for social development through entrepreneurship education is a situation where the value of output is more than the combined value of the input (Iproject, 2010). Here the potentials of entrepreneurship among the graduates entrepreneurs gives them the innovative mind of creating a new firms which brings new products and services to the market, thus increasing the productivity and creating wealth for social development in the state. The potentials of entrepreneurship education among the graduate entrepreneurs in creating wealth creation for sustainable development include; increases productivity which maximizes the social satisfaction gain and identification of existing opportunities in the market (Kumar, 2011, Ogundele, kayoed, Oduleke & Alade, 2013).

Since the Impartation of entrepreneurial skills to students is one of the goals of Technical Education (TE) in any Vocational and Technical Education institution (Ohanu & Ogbuanya, 2018). And the one of the goals of tertiary education is to impart both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society (Federal Republic of Nigeria, 2010). It calls for effective implementation of these goals in electrical/electronics technology education, so that it will contribute positively to the economic development of Anambra state. It is against this background that the researcher sought to determine the potentials of entrepreneurship education for sustainable self-employment among the graduates of electrical/electronics technology education in Anambra State.

Statement of Problem

The problem statement of the study addresses the unemployment among the graduate of Electrical/Electronics technology in Anambra State. It has been observed that most Electrical/Electronics technology graduates are complaining that they lack job. But there is a high demand of electrical installation and maintenance works consultant/technologist services. In Anambra state, individual built houses/industries on daily basis and requires the services of a well-trained competent technologist that will do the wiring installation, of course graduate entrepreneurs that will supply the electrical accessories and materials needed for the installation, yet they complain of being unemployed. If something is not done to avert the situation through engaging the student ineffective entrepreneurship education while in school, it will come to a time where high rate of unemployment, immorality and other social vices among Electrical/Electronics technology graduates will become the norms in Anambra State in particular and in Nigeria at large. Consequently the study therefore, sought to determine the potentials of entrepreneurship education for sustainable self-employment among graduates of Electrical/Electronics Technology Education in Anambra State.

Purpose of the Study

The main purpose of the study was to determine the potentials of entrepreneurship education for sustainable self-employment among graduates of Electrical/Electronics Technology Education in Anambra State. Specifically, the study sought to determine the;

1. potentials of entrepreneurship education in creating job opportunities for sustainable employment among the graduates of Electrical/Electronics Technology Education in Anambra State
2. potentials of entrepreneurship education in creating wealth for social development among the graduates of Electrical/Electronics Technology Education in Anambra State

Research Questions

The following research questions guided the study:

1. What are the potentials of entrepreneurship education in creating job opportunities for sustainable employment among the graduates of Electrical/Electronics Technology Education in Anambra State?
2. What are the potentials of entrepreneurship education in creating wealth for social development among the graduates of Electrical/Electronics Technology Education in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of Electrical/Electronics Technology Educators and Electrical/Electronics Technology Graduate Entrepreneurs on the potentials of entrepreneurship education in creating job opportunities for sustainable employment among the graduates of Electrical/Electronics Technology Education in Anambra State.
2. There is no significant difference in the mean ratings of Electrical/Electronics Technology Educators and Electrical/Electronics Technology Graduate Entrepreneurs on potentials of entrepreneurship education in creating wealth for social development among the graduates of Electrical/Electronics Technology Education in Anambra State.

RESEARCH METHODS

The study employed a descriptive survey research design. A descriptive survey research design according to Idoko (2011) is concerned with the collection, analysis, interpretation of data the way they existed from relevant sources with appropriate tools, methods and then, using the result of the interpretation to describe the existing situations, events, characters, opinions, behaviors', belief and relationship that which generations are made over the entire population from ample of a sample population. The design was used because the researcher made use of questionnaire to collect data from TVE(Electrical/Electronics technology) Educators specifically in two public higher institutions in Anambra State, consisting of one university and one college of education which includes; Nnamdi Azikiwe university Awka, and Federal College of Education (Technical) Umunze and TVE (Electrical/Electronics Technology)graduates in Anambra State Metropolis consisting of Awka, Nkpor and Onitsha. These areas were chosen because of high level of development/industrialization in the area, availability of schools and number of TVE workshops located in the area.

The population for the study comprised of 86 respondents which made up of 23Electrical/Electronics Technology Educators in public higher institutions in Anambra State, which includes; Nnamdi Azikiwe University Awka and Federal College of Education, Technical, Umunze and 63 Electrical/Electronics Technology graduates in Anambra State Metropolis consisting of Awka, Nkpor, and Onitsha. The entire population was used for the study because the population size was manageable, therefore no sampling was made.

This study made use of a structured questionnaire developed by the researcher for the collection of data. The questionnaire titled Potentials Of Entrepreneurship Education For Poverty Reduction And Sustainable Self Employment Of Electrical Electronics Technology Education Graduates (PEEPRSS) was made up of two parts, 1 and 2.Part I, collected the respondents bio-data while part 2 constitutes33 item statements produced after extensive literature review divided into section A, B &C according to the 3 research questions that guided the study. A four point rating and weighted values were applied to each item in section A - B respectively as; Strongly Agree (SA)-4; Agree (A)-3; Disagree (D)- 2 and Strongly Disagree(SD) – 1.

The instrument was subjected to face validation using three experts; two experts were from department of Technology and Vocational Education option of Electrical/Electronics Technology Education and one experts from the Department of Science and Computer (Measurement and Evaluation) Education, all from Enugu State University of Science and Technology. They read the copies of the instrument, checked the contents and clarity and suitability of the items in answering the research questions that guided the study, and also in texting the null hypotheses in the study. Their comments, corrections and suggestions contributed in the modification and production of the final drafting of the instrument use by the study.

The reliability of the instrument was determined using Cronbach Alpha. The reliability index arising from this method achieves a degree of internal consistency of the instrument, it yielded a reliability coefficient of 0.75, indicating that the instrument is reliable and suitable for data collection for the study. 86 copies of the questionnaire were administered by hand to the TVE (Electrical/Electronics Technology) Educators and her Youths/graduates by the researcher with the help of three research assistants and guided them on how to successfully administer the questionnaire to the respondents and help them properly fill and complete the questionnaire and collect them back. The researcher and his assistant administered the questionnaire to the respondents and collected them back by hand after completion. All the 86 copies of the questionnaire were filled and retrieved. Hence there was 100% return rate, and same number was used for data analyses of the study.

Mean and standard deviation were used to analyze the data collected from the items for answering the research questions based on the four-point rating scale. The decision rule was that any items with mean score 2.50 and above was regarded as agree while any item with mean score less than 2.50 was regarded as disagree. The standard deviation was used to determine the closeness or otherwise of the opinions of the respondents from the group data. The t-test of significant difference between two independent means were used to test the hypotheses at 0.05 probability level. In testing the hypotheses, the decision was that if the value of calculated 't' is equal or greater than the given table 't', at 0.05 level of significance, the null hypothesis was rejected otherwise do not reject.

RESULTS

The results of the analyses of the data collected for the study are presented in Tables 1 to 4 as follows

Research Question 1

What are the potentials of entrepreneurship education in creating job opportunities for sustainable self-employment among the graduates of Electrical/Electronics Technology Education in Anambra State?

Table 1: Mean Ratings and Standard Deviation of the Respondent on the potential of entrepreneurship education in creating job opportunity for sustainable self employment among the graduate of Electrical/Electronics Technology education in Anambra State

S/N	potentials of entrepreneurship education in creating job opportunities include;	Electrical/Electronics Technology educator N=63		Electrical/Electronics Technology Graduate Entrepreneurs N=23		Overall		Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}_G	SD _G	
1	Sharpens the graduates innate capability and talents in creating business	2.87	0.66	2.96	0.71	2.89	0.67	Agree
2	Providing a clear definition of the vision goals on entrepreneurial process	2.97	0.59	3.09	0.60	3.00	0.59	Agree
3	Encouraging the graduates to establish their own business	3.03	0.47	3.00	0.43	3.02	0.46	Agree
4	Equipping the graduates with entrepreneurial skills	3.08	0.55	3.09	0.51	3.08	0.54	Agree
5	Providing adequate training which instigate creativity in establishing business	3.05	0.58	3.04	0.56	3.05	0.57	Agree
6	Equipping the graduates with traits of independence	3.13	0.71	3.17	0.72	3.14	0.71	Agree
7	Empowering the graduates to tap from the local resources in their immediate environment	3.06	0.72	3.09	0.67	3.06	0.69	Agree
8	Inculcates in the mentality of graduates of hard work	3.08	0.77	3.13	0.77	3.09	0.76	Agree
9	Empowering the graduates with innovative skills in running business	3.05	0.73	3.04	0.71	3.05	0.72	Agree
10	Gives the graduates the foresight in promoting the local technology	3.86	0.72	3.04	0.71	2.91	0.71	Agree
Cluster Mean/SD		3.01	0.65	3.07	0.63	3.02	0.64	Agree

The cluster mean of 3.02 further showed that the itemized strategies are highly required in creating job opportunities through entrepreneurship education. The low cluster standard deviation of 0.64 obtained from data analysis that the respondents have consensus opinions in their item statements in the cluster group.

Hypothesis 1

There is no significant difference in the mean ratings of Electrical/Electronics Technology Educators and Graduate entrepreneurs on the potential of entrepreneurship education in creating job opportunity for sustainable self-employment among the graduate of Electrical/Electronics Technology education in Anambra State

Table 2: Summary of t-test analysis of mean ratings of Electrical/Electronics Technology Educators and Graduate entrepreneurs on the potential of entrepreneurship education in creating job opportunities for sustainable self -employment among the graduate of Electrical/Electronics Technology education in Anambra State

Variable	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Educators	63	0.588	84	0.561	0.62802	1.07602	NS
Graduate entrepreneurs	23	4					

The result of data in **Table 2** showed that the t-value at 0.05 level of significance and 84 degree of freedom for the 10 items is 0.584 with a significant value of 0.561. Since the significant value of 0.56 is more than 0.05 level of significant the null hypothesis is not significant. This means that there is no significant difference with regard to 10 items on the mean rating of Electrical/Electronics Technology Educators and graduates entrepreneurs on the potential of entrepreneurship education in creating job opportunities for sustainable self-employment among the graduates of electrical/electronics technology education in Anambra State. Hence the null hypothesis is not significant, and hence not rejected.

Research Question 2: *What are the potentials of entrepreneurship education in creating wealth for social development among the graduates of Electrical/Electronics Technology Education in Anambra State?*

Table 3: Mean Ratings and Standard Deviation of the Respondent on the potential of entrepreneurship education in creating wealth for social development among the graduate of Electrical/Electronics Technology education in Anambra State

S/N	Potential of entrepreneurship education in creating wealth for social development include;	Electrical/Electronics Technology educator N=63		Electrical/Electronics Technology Graduate Entrepreneurs N=23		Overall		Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}_G	SD _G	
1	improving the citizens livelihood	3.02	0.63	3.13	0.63	3.05	0.63	Agree
2	Contributes to the development of transport network	2.94	0.62	3.00	0.60	2.95	0.61	Agree
3	Contributes to the development of communication networks	2.94	0.63	2.87	0.63	2.92	0.62	Agree
4	Stimulates the infrastructural improvement	2.97	0.65	2.87	0.63	2.94	0.64	Agree
5	Rejuvenates market competition	3.03	0.65	2.96	0.71	3.01	0.66	Agree
6	Reduces the rural – urban migration	2.83	0.61	2.91	0.59	2.85	0.60	Agree
7	Minimizing of crimes in the society	2.90	0.67	2.91	0.60	2.91	0.64	Agree
8	Increases productivity which maximize the social satisfaction gain	2.90	0.67	2.21	0.60	2.91	0.64	Agree
9	Identification of existing opportunities in the market	3.09	0.59	3.13	0.45	3.10	0.55	Agree
10	improving the foreign reserves	3.02	0.63	3.13	0.63	3.05	0.63	Agree
	Cluster Mean/SD	2.97	0.63	2.97	0.61	2.97	0.62	Agree

The result of data analysis presented in Table 3 depict that the overall mean ratings of the respondents ranges from 2.85 to 3.10 indicating that the itemized are the potentials of entrepreneurship education for social development among graduates of electrical/electronics technology education in Anambra State. The overall cluster mean of 2.97 further shows that the respondents agreed to the itemized. The low cluster standard deviation of 0.62 obtained from data analysis indicates that the respondents have consensus opinions in their response to the items.

Hypothesis 2

There is no significant difference in the mean ratings of Electrical/Electronics Technology Educators and Graduate entrepreneurs on the potential of entrepreneurship education for social development among the graduate of Electrical/Electronics Technology education in Anambra State

Table 2: Summary of t-test analysis of mean ratings of Electrical/Electronics Technology Educators and Graduate entrepreneurs on the potential of entrepreneurship education in creating wealth for social development among the graduate of Electrical/Electronics Technology education in Anambra State

Variable	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Educators	63	0.092	84	0.927	0.62802	0.74559	NS
Graduate entrepreneurs	23						

The result of data in **Table 4** showed that the t-value at 0.05 level of significance and 84 degree of freedom for eight items is 0.092 with a significant value of 0.927. Since the significant value of 0.927 is more than the 0.05 level of significant, the null hypothesis is not significant. This means that there is no significant difference with regard to the ten items on the mean ratings of Electrical/Electronics Technology Educators and Graduates Entrepreneurs on the potentials of entrepreneurship education for social development among the graduates of electrical/electronics technology education in Anambra State. Hence the null hypothesis is not significant.

DISCUSSION OF FINDINGS

Based on the analyses of the data collected for this study, the following finding were made on the research question one which revealed that potentials of entrepreneurship education in creating job opportunities for sustainable employment among the graduates of electrical/electronics technology education in Anambra State. The identified potential of entrepreneurship education in creating job opportunities include; Sharpen the graduate’s innate capability and talents in creating business, equipping the graduates with traits of independence and empowering the graduates with innovative skills in running their own business.

The finding was in consonance with that of Msughttr and Ahon (2011) who asserted that entrepreneurship education goes beyond business creation for an individual but also create jobs for unemployed graduates. The test of hypothesis one showed that there was no significant difference on the mean rating of Electrical/Electronics technology educators and Electrical/Electronics technology graduates entrepreneurs on that potentials of entrepreneurship education in creating employment opportunities for sustainable self-employment.

Further, the findings of research question two showed that the potentials of entrepreneurship education in wealth creation for social development among graduates of electrical/electronics technology education are needed. The potentials of entrepreneurship education in creating wealth for social development include; minimizing of crimes in the society, improving the foreign reserves and stimulating the infrastructural improvement. The finding was in consonance with that of Okereke and Okorofor (2011) who asserted that entrepreneurship education has been acknowledged world wide as a potent and viable tool for self-employment, job and wealth creation. Data from null hypothesis two test showed that that there was no significant difference on the mean rating of Electrical/Electronics technology educators and Electrical/Electronics technology graduates

entrepreneurs on the potentials of entrepreneurship education on wealth creation for poverty reduction and sustainable self-employment among the youths/graduates of electrical/electronics technology education.

CONCLUSION

Electrical/Electronics Technology undergraduate students can be motivated to become entrepreneurs by including more entrepreneurship courses in their curriculum. Given them assignments that will enable them meet some established entrepreneurs in the society will go a long way of imbibing the spirit of entrepreneurship among them. Electronic businesses are among the most important sources of economic growth and development as such, electronic students should have intention making a living through electronic businesses as there is hardly any household, institution or establishment that does not make use of one electronic appliance or the other. These potentials of entrepreneurship education are vital in ensuring self-independence, self-reliance, economic emancipation, social development and technological advancement in the world of work. Potentials of entrepreneurship education will not only enhance the ability of Electrical/ Electronics technology graduates to create job opportunities and wealth, but will also help them in contributing to social and economic development of the state. The study also revealed that government should provide enabling business environment, political stability and training that will foster employment traits among the teaming graduates.

RECOMMENDATIONS

The wheel of development of any country lies on the shoulders of how productive and creative the graduate are. The government, universities and educators have obligations to ensure that their students are empowered to discharge their obligations in the society and to better their life. In the light of the issues discussed above, the following recommendations are proffered;

1. funding of entrepreneurship education should be taken seriously by the federal government. This can be achieved through increase in the budgetary allocation to educational sector.
2. Electrical/ Electronics technology students should try and start a little business through which they can earn some money even while they are in school. Such a business could be repair of electronic gadgets or sale of electronic appliances.
3. More entrepreneurship courses should be introduced in Electrical/ Electronics technology education curriculum at early stage of the course, so that her students should be exposed to entrepreneurial skills as early as possible.
4. The students should consider exploring a career option in Electrical/electronics business.

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