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Integrated Societal Development through Secondary School Teachers and Students' Entrepreneurial Skills Acquisition in Ogun State, Nigeria

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Abstract
Education serves as the primary catalyst for human civilization and societal progress by maximizing individual creative potential. In the context of community development, the integration of entrepreneurial education is vital for fostering self-fulfillment and economic growth. This study aimed to investigate the role of secondary school teachers and students in community development through the acquisition of entrepreneurial skills in Ogun State, Nigeria. A descriptive research design was employed, utilising a randomly selected sample of 556 secondary school students from 25 different schools across the three senatorial districts of Ogun State. Data were collected via the Entrepreneurial Skills Acquisition Questionnaire (ESAQ), which demonstrated high reliability (r=0.872). Analysis was conducted using frequency tables, mean scores, and standard deviations. Results indicated that essential entrepreneurial skills for teachers include leadership, creativity, flexibility, passion, and self-confidence. For students, critical skills identified ranged from chemical production (soaps, detergents, paints) to technical trades (carpentry, welding, boat construction). The study suggests that school management must prioritize vocational subjects within the official timetable to stimulate student interest and intent toward entrepreneurial development.

Keywords: Integrated Societal Development, Teachers' Entrepreneurial Skills, Students' Entrepreneurial Skills, Poverty, Economic growth

Introduction

Vocational and technical skills are recognized as panaceas for national development. It is in realization of this that Nigeria had to adjust the educational system and diversify the curriculum to integrate academic knowledge with technical and vocational skills so as to empower the graduates with relevant knowledge and skills (Undiyaundeye & Otu, 2015; Abdullahi & Jabor, 2019). The aim is to make them self-reliant and useful members of the society in which they live. Hence, education is seen as a vital instrument for human capital development. The synergy

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between education and society is such that the needs of the society are reflected in the national philosophy and objectives of education (Onajite & Aina, 2017).

One of the strategies increasingly adopted by many countries in the world for the development of a productive and dynamic society is through the use of vocational subjects (Mboto & Udo, 2012). Entrepreneurial skills acquisition is one of the compulsory pre-vocational subjects taught at junior secondary education level in Nigerian education system. It is highly needed in Nigerian secondary schools to equip learners with the entrepreneurial skills needed for sustained nation building (Arokoyu & Nwafor, 2018)

Afianmagbon and Obuikwu (2014) clearly states that education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society. Education is could be referred to as an instrument for national development and social change. Arokoyu and Nwafor (2018) refers to secondary school education as education for career development which aims at providing trained manpower in the applied science, technology and commerce at the sub-professional grades. The secondary school education also aims at providing entrepreneurial, technical and vocational job specific skills for self-reliance, agricultural, industrial, commercial and economic development (Egolum & Chukwuma, 2014).

In Nigeria, the secondary school education is proposed to make its graduate self-reliant, however, the reverse is the case presently. The curriculum for senior secondary school level consists of the following, science and mathematics, technology, humanities business studies. Subjects under technology according to Ankeli (2019) are technical drawing, general metal work, basic electricity, electronics, auto mechanics, building construction, wood work, home management and food utrition. Mboto and Udo (2012) asserted that the reason for these subjects at the secondary school level is to empower students with entrepreneurial skills for personal survival and development after secondary education. It is therefore pertinent of note, that entrepreneurship education programme at the secondary school level has not been achieved.

The concept of entrepreneurship has long been debated and used in various ways (Maxwwell, Falola, Ibidunni & Inelo, 2014). Even today, there is no unanimity on what that term exactly means and who an entrepreneur is. Richard Cantillon was the first to use the term entrepreneur and defined it as one who buys factors of production at certain prices, and sells his products at uncertain prices (Maxwell *et al.,* 2014). In a bid to further explain entrepreneurship, Eze, Ede, Igbo and Ifeyinwa (2016) maintain that entrepreneurship is the acquisition of courage in order to create employment for self and others.

Entrepreneurship involves exploring, evaluating and exploiting business opportunities before setting up in order to forestall the successes of such enterprises (Ankeli, 2019). From the above definition, entrepreneurship is not far from the acquisition of skills for personal development and employment. Entrepreneurship also refers to an individual's ability to turn ideas into action. It includes creativity, innovation, showing initiation and risk-taking as well as the ability to plan and manage projects in order to achieve objectives (Uka, 2015).

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The entrepreneur is commonly seen as an innovator or a designer of new ideas and business processes. Management skills and strong team building abilities are often perceived as essential leadership attributes for successful entrepreneurs (Umameiye, 2019). Political economist Robert Reich considers leadership, management ability, and team-building to be essential qualities of an entrepreneur. The ability of entrepreneurs to innovate relates to innate traits, including extroversion and a proclivity for risk-taking (Afianmagbon & Obiukwu, 2014).

According to Mbanefo and Eboka (2019), the capabilities of innovating, introducing new technologies, increasing efficiency and productivity, or generating new products or services, are characteristic qualities of entrepreneurs. Also, many scholars maintain that entrepreneurship is a matter of genes, and that it is not everyone who can be an entrepreneur. It is therefore necessary to research into the impact of entrepreneurial skills acquisition on community development. Hence, this study examined the community development through secondary school teachers and students' entrepreneurial skills acquisition in Ogun state.

Connectionism Learning Theory

This study is based on Connectionism Learning Theory, which is principally associated with Edward Thorndike's explanation of learning as the formation of connections between stimuli and responses through experience. The development of connectionism is also associated with earlier contributions from scholars such as Herbert Spencer and William James, although the propagation and application of the theory in educational psychology became particularly associated with Edward Thorndike. The theory was developed at the beginning of the twentieth century and is based on the assumption that learning occurs through the formation and strengthening of associations between situations and responses.

Connectionism assumes that elements and ideas become associated with one another through experience and that complex forms of learning can be developed through the connection of simpler learning experiences (Onajite & Aina, 2017). This assumption is relevant to the acquisition of entrepreneurial skills because entrepreneurial competence is not developed solely through the acquisition of theoretical knowledge. Rather, learners require opportunities to connect entrepreneurial knowledge with practical experiences, repeated activities, problem-solving, creativity, and enterprise-related tasks.

The theory is commonly associated with three major laws of learning: the Law of Readiness, the Law of Exercise, and the Law of Effect. These laws provide a useful framework for understanding how entrepreneurial skills may be acquired and strengthened among teachers and students.

Law of Readiness

According to Onajite and Aina (2017), the Law of Readiness suggests that learning is more effective when the learner is prepared and willing to engage in a learning activity. When a learner is ready to act, the performance of the activity produces satisfaction, whereas being compelled to act without readiness may result in dissatisfaction. In the educational context, readiness therefore refers to the learner's mental preparedness, interest, and willingness to participate in learning activities.

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This principle is relevant to entrepreneurship education because the acquisition of entrepreneurial skills requires learners to be mentally prepared and motivated to participate in practical activities. A teacher who provides specific assignments, interesting problems, and meaningful activities may arouse students' curiosity and create a favourable disposition towards learning (Mbanefo & Eboka, 2019). Similarly, the use of practical projects and enterprise-related activities can encourage learners to participate actively in the learning process.

For example, when students are involved in practical projects involving the identification of business opportunities, product development, problem-solving, or the preparation of a simple business plan, they are provided with opportunities to connect classroom knowledge with practical entrepreneurial activities. Such experiences may enhance their interest in entrepreneurship and contribute to the development of entrepreneurial skills.

Consequently, readiness is important in entrepreneurship education because students who are interested in and prepared to participate in entrepreneurial learning activities are more likely to engage meaningfully with the skills being taught. In the same way, teachers require adequate preparation and motivation to effectively facilitate practical entrepreneurship education. Thus, the principle of readiness provides a basis for understanding the importance of learners' motivation and teachers' preparedness in entrepreneurial skills acquisition.

Law of Exercise

The Law of Exercise emphasizes the importance of practice and repeated use in strengthening the connection between a situation and a response. According to Onajite and Aina (2017), the law has traditionally been explained through the principles of use and disuse. The Law of Use suggests that a connection becomes stronger when it is repeatedly exercised, while the Law of Disuse suggests that a connection may weaken when it is not used over a period of time (Egolum & Chukwuma, 2014).

From this perspective, practice strengthens the relationship between knowledge and performance, whereas the absence of practice may weaken the acquisition and retention of skills (Ankeli, 2019). Repeated activities help learners to retain knowledge and develop competence. In education, learners generally acquire and retain knowledge and skills more effectively when they have regular opportunities to apply them.

The principle is particularly relevant to entrepreneurial skills acquisition. Skills such as opportunity identification, creativity, communication, problem-solving, business planning, financial management, and resource management require continuous practice. Students may therefore acquire entrepreneurial knowledge in the classroom, but the connection between such knowledge and actual entrepreneurial competence is likely to be strengthened through practical activities.

For this reason, workshops, enterprise projects, business simulations, production activities, laboratory experiences, and other forms of practical learning may help learners to develop and retain entrepreneurial skills. As observed by Okori and Ebere (2019), exercise or practice is more effective when it is associated with purpose and meaningful learning experiences. Therefore, entrepreneurship education should provide learners with opportunities to practise entrepreneurial activities in ways that are interesting, purposeful, and connected to real-life situations.

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The Law of Exercise also has implications for teachers. Teachers who regularly engage in entrepreneurial activities and practical teaching approaches may be better positioned to guide students in the acquisition of entrepreneurial skills. Therefore, repeated exposure to entrepreneurial learning and practice may strengthen the connection between entrepreneurial knowledge and entrepreneurial behaviour among both teachers and students.

Law of Effect

The Law of Effect proposes that responses followed by satisfying consequences are more likely to be repeated, whereas responses followed by unpleasant or unsatisfactory consequences are less likely to be repeated. According to Onajite and Aina (2017), the connection between a situation and a response becomes stronger when the response produces a satisfying result.

The principle is relevant to entrepreneurial education because learners' experiences of success, achievement, constructive feedback, and recognition may influence their willingness to continue engaging in entrepreneurial activities. When students successfully complete a practical entrepreneurial task, solve a problem, develop a product, or identify an opportunity, the resulting sense of achievement may encourage further participation and effort.

Similarly, practical entrepreneurial experiences that enable students to see the relevance and usefulness of the skills they acquire may strengthen their interest in entrepreneurship. In this regard, the learning environment should provide opportunities for learners to experience meaningful success and receive constructive feedback. This is particularly important because entrepreneurial activities often involve experimentation, problem-solving, and the possibility of failure.

The Law of Effect therefore provides a useful explanation of how positive learning experiences may strengthen entrepreneurial engagement. Rather than viewing punishment as the primary means of eliminating undesirable behaviour, the application of this principle to contemporary entrepreneurship education should emphasise meaningful practice, constructive feedback, achievement, and the reinforcement of desirable entrepreneurial behaviours.

Application of Connectionism to the Present Study

The relevance of Connectionism Learning Theory to this study lies in its explanation of how knowledge, practical experience, and behaviour become connected through learning. Entrepreneurship education provides learners with knowledge and experiences that may be connected to the development of entrepreneurial skills through readiness, practice, and meaningful outcomes.

The Law of Readiness explains the importance of learners' motivation and teachers' preparedness to participate in entrepreneurship education. The Law of Exercise explains how repeated practical activities can strengthen entrepreneurial knowledge and skills. The Law of Effect explains how meaningful achievements and positive learning experiences may reinforce learners' willingness to engage in entrepreneurial activities.

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The theory therefore provides a basis for examining how entrepreneurship education may contribute to entrepreneurial skills acquisition among secondary school teachers and students. The acquired skills may subsequently enhance learners' capacity to identify opportunities, solve problems, innovate, and participate in productive economic activities. In this way, entrepreneurial skills acquisition may contribute to self-reliance, enterprise development, income generation, and employment creation, which are important dimensions of broader community and societal development.

However, the extent to which acquired entrepreneurial skills translate into self-reliance and wider societal development may also be influenced by contextual factors such as access to finance, infrastructure, markets, mentorship, and supportive government policies. This consideration is important to the present study because the acquisition of entrepreneurial skills does not occur in isolation from the socio-economic environment in which learners and teachers operate.

Statement of the Problem

Despite the call for self-reliance and job creation in Nigeria, the planning of vocational education in the country has not given enough attention to quality, relevance, and functionality of education. This is evident in students that have graduated from secondary schools, they are however, not self-reliant and cannot even do anything for themselves. Second, although it is basic education that prepares the students for post-basic and tertiary education, the planning of education for job creation has been shifted to the last two levels of education (the post-basic and tertiary levels). Consequently, the need to investigate the innovative and entrepreneurial skills integrated into basic education and see how the skills are being imparted to the students for job creation. Functional entrepreneurship education, therefore, is that which is geared towards capacity building through creativity. This study therefore examined the community development through secondary school teachers and students' entrepreneurial skills acquisition in Ogun state.

Research Questions

The following questions provided guide for this course:

1. What are entrepreneurial skills needed by the vocational studies teachers for the development of entrepreneurial skills in students?
2. What are entrepreneurial skills needed by secondary school students through vocational and skills education?
3. What methods are used to develop entrepreneurial skills in students through vocational and skills education?
4. What are challenges facing the implementation of entrepreneurial education programme in Nigerian secondary schools?
5. What are solutions to the challenges facing the implementation of entrepreneurial education programme in Nigerian secondary schools?

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Methodology

This study adopted a descriptive research design. 556 secondary school students in some communities in Abeokuta, Sang-Otta and Ijebu-Ode Communities were randomly sampled from 25 schools. Entrepreneurial Skills Acquisition Questionnaire (ESAQ, r =0.872) was used for data collection and the instrument was validated. Frequency table, mean and standard deviation were used to analyse the research questions.

Analysis and Discussion

1. **What are competencies/skills needed by the vocational studies teachers for the development of entrepreneurial skills in students?**

Table 1: Frequency count and percentages of the perception on the competence/skills needed by teachers for the development of entrepreneurial skills in students

S/N	Perceived Opinion	SA	A	D	SD	X	SD
1	Teachers need to possess leadership skills to develop entrepreneurial skills in students	70.5%	18.1%	11.4%	0.0%	3.19	0.921
2	Teachers must be very creative for them to instill entrepreneurial skills in their students.	37.5%	43.0%	16.8%	2.7%	3.02	0.905
3	Vocational studies teachers are flexible and this has helped to develop entrepreneurial spirit in the students.	42.3%	40.3%	10.1%	7.4%	2.89	0.815
4	Being passionate about teaching of vocational studies has helped teachers to develop entrepreneurial skills in students.	35.6%	45.0%	18.8%	0.6%	2.97	0.823
5	A good vocational studies teacher must be self-confident.	34.9%	46.3%	14.1%	4.7%	3.09	0.942
	Pooled Mean					**3.03**	**0.881**

The result indicated that all the items were perceived as the competencies/skills required by teachers for the development of entrepreneurial skills in students. Therefore the skills required by teachers to develop entrepreneurial skills in students were: leadership skills, creativity, flexibility, passion, and self-confidence.

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2. What are entrepreneurial skills needed by secondary school students through vocational and skills education?

Table 2: Frequency count and percentages of the perception on the entrepreneurial skills needed by secondary school students through vocational and skills education

S/N	Perceived Opinion	SA	A	D	SD	X	SD
6	Students need to learn how to make perfumes, local soap and detergents.	61.1%	20.8%	17.4%	0.7%	3.01	0.893
7	Students need to learn carpentry, furniture making, roofing and welding	15.4%	63.1%	16.8%	4.7%	2.83	0.761
8	Student must be able to produce plastics, cement, paints, blowing glass into different shapes.	17.5%	61.7%	10.7%	10.1%	2.89	0.795
9	Students must learn how to design and construction of boats and fishing instruments.	11.4%	61.7%	16.1%	10.7%	2.67	0.672
10	Student need to learn how to produce aerosols and bottling gas and bathing soaps for sale.	71.8%	14.8%	10.1%	3.3%	3.39	0.857
	Pooled Mean					2.96	0.796

The result indicated that all the items were perceived as the entrepreneurial skills needed by secondary school students through vocational and skills education. Therefore the entrepreneurial skills need by secondary school students through vocational and skills education were: perfume, local soaps and detergent making; carpentry, furniture, roofing and welding making; production of plastics, cement, paints, blowing glass into different shapes; design and construction of boats and fishing instrument; production of aerosols, bottling gas, and bathing soaps for sale.

3. What methods are used to develop entrepreneurial skills in students through vocational and skills education?

Table 3: Frequency count and percentages of the perception on the methods that can be used to develop entrepreneurial skills in students through vocational and skills education.

S/N	Perceived Opinion	SA	A	D	SD	X	SD
11	Internship with local entrepreneur during holiday will improve students' entrepreneurial skills.	65.8%	17.4%	16.1%	0.7%	3.01	0.921
12	Field trips will give students needed ideas to develop entrepreneurial skills.	29.5%	50.3%	12.8%	7.4%	2.96	0.841

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13	Teaching for cooperative learning will improve entrepreneurial skills in students	34.2%	45.0%	11.4%	9.4%	2.71	0.821
14	Organisation of entrepreneurship seminars and workshop is one of the method through which students could develop entrepreneurial skills.	48.3%	32.9%	11.4%	7.4%	2.84	0.843
15	Organizing conferences on entrepreneurship will improve students' entrepreneurial skills.	42.9%	37.6%	12.8%	6.7%	2.80	0.851
						2.86	0.856

The result indicated that all the items were perceived as the methods that can be used to develop entrepreneurial skills in students through vocational and skills education. Therefore, the internship with local entrepreneurs during holiday, field trips, teaching for cooperative learning, organizing entrepreneurship seminars and workshops and organizing conferences on entrepreneurship were methods that could be used to develop entrepreneurial skills in students through vocational and skills education.

4. What are challenges facing the implementation of entrepreneurial education programme in Nigerian secondary schools?

Table 4: Frequency count and percentages of the perception on the challenges facing the implementation of entrepreneurial education programme in Nigerian secondary schools.

S/N	Perceived Opinion	SA	A	D	SD	X	SD
16	School time-table is not adequate.	63.8%	18.8%	17.4%	0.0%	3.11	0.952
17	Most schools lack finance to embark upon entrepreneurial programmes.	36.9%	43.6%	12.8%	6.7%	3.07	0.923
18	Teachers are not interested to teach the subjects.	31.5%	49.0%	10.1%	9.4%	3.06	0.916
19	Some of these entrepreneurial skills are not compulsory in SSCE, NECO, GCE and UTME.	65.8%	16.8%	16.1%	1.3%	3.15	0.672
20	Lack of emphasis by the ministry of education and other government agencies	65.1%	16.8%	10.7%	7.4%	3.09	0.942
	Pooled Mean					3.10	.881

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The result indicated that all the items were perceived as the challenges facing the implementation of entrepreneurial education programme in Nigerian secondary schools. Therefore, this study found that the challenges facing the implementation of entrepreneurial education programme in Nigerian secondary schools were: inadequate school time table, lack of finance for entrepreneurial programmes, lack of teachers' interest in vocational subjects, not making vocational and entrepreneurial skills in SSCE, NECO, GCE, and UTME, and lack of emphasis on vocational and skills education by the ministry of education and government agencies.

5. What are solutions to the challenges facing the implementation of entrepreneurial education programme in Nigerian secondary schools?

Table 5: Frequency count and percentages of the perception on the solutions to the challenges facing the implementation of entrepreneurial education programme in Nigerian secondary schools.

S/N	Perceived Opinion	SA	A	D	SD	X	SD
21	Adequate school time table should be made for vocational subject.	65.1 %	16.1 %	18.1 %	0.7 %	2.95	0.821
22	Finance should be made available to execute entrepreneurial programmes.	33.6 %	47.0 %	12.0 %	7.4 %	2.87	0.819
23	Teachers need to be motivated and spirited towards teaching of vocational subjects.	34.2 %	47.7 %	9.4%	8.7 %	2.88	0.827
24	Entrepreneurial and vocational skills subjects should be made compulsory in SSCE, NECO, GCE and UTME.	65.8 %	16.1 %	12.1 %	6.0 %	2.99	0.911
25	Emphasis should be placed on entrepreneurship education and vocational training in secondary school by the ministry of education and other government agencies.	63.8 %	18.1 %	12.8 %	85.3 %	3.01	0.926
	Pooled Mean						

The result indicated that all the items were perceived as the solutions to the challenges facing the implementation of entrepreneurial education programme in Nigerian secondary schools. Therefore, this study found that the solutions to the challenges facing the implementation of entrepreneurial education programme in Nigerian secondary schools were: adequate school time table for vocational subject, provision of funds to execute entrepreneurial programmes, motivation of teachers, making vocational skills subject compulsory in external examinations

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and laying of emphasis on entrepreneurship education and vocational training in secondary school by ministry of education and other government agencies.

Discussion of Findings

The findings of the study revealed that leadership, creativity, flexibility, passion for teaching, and self-confidence were perceived as important competencies required by vocational studies teachers for developing entrepreneurial skills among students. The respondents also identified practical vocational skills, including perfume, soap and detergent making, carpentry, furniture making, roofing, welding, production of plastics, cement and paints, boat and fishing-instrument construction, and the production of aerosols, bottled gas and bathing soaps, as relevant entrepreneurial skills for secondary school students. Furthermore, internship with local entrepreneurs, field trips, cooperative learning, entrepreneurship seminars, workshops, and conferences were perceived as useful methods for developing these skills. However, inadequate school timetable allocation, insufficient funding, limited teacher interest, inadequate recognition of some entrepreneurial skills in major examinations, and insufficient government emphasis were identified as major challenges to effective implementation. The findings are consistent with the principles of Connectionism Learning Theory, particularly the laws of readiness and exercise, which suggest that effective learning is facilitated when learners are prepared and provided with repeated opportunities to practise skills. The findings also support the views of Ojeifo (2013), Newman et al. (2019), and Shofoluwe et al. (2013) concerning the importance of practical skills, entrepreneurial competence, and effective entrepreneurship education for developing human capacity and promoting self-reliance. Overall, the findings suggest that entrepreneurial skills development requires not only relevant practical content but also competent teachers, experiential learning opportunities, adequate instructional time, financial resources, and stronger institutional support.

Conclusion

The study concludes that the development of entrepreneurial skills among secondary school students is closely associated, from the respondents' perspective, with the competencies of vocational studies teachers, the provision of relevant practical vocational skills, and the use of experiential learning methods. Leadership, creativity, flexibility, passion, and self-confidence were perceived as important teacher competencies, while practical production, construction, and technical skills were identified as relevant areas of entrepreneurial learning. The study further concludes that internships, field trips, cooperative learning, seminars, workshops, and conferences may provide useful opportunities for developing students' entrepreneurial skills. However, inadequate instructional time, insufficient funding, limited teacher interest, inadequate examination recognition, and insufficient government emphasis were perceived as important barriers to effective implementation. Therefore, the findings suggest that strengthening entrepreneurial education requires coordinated attention to teacher competence, practical learning opportunities, curriculum and assessment structures, institutional resources, and government support. Nevertheless, since the study was based on respondents' perceptions, the findings should not be interpreted as direct evidence that the identified factors automatically cause entrepreneurial success or societal development.

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Recommendations

On the basis of the findings and conclusion of this study, the following recommendations were made on the policy formulation on how to improve entrepreneurial skill acquisition in secondary school in Nigeria. It is advisable for schools and their managements to design adequate school time table for vocational subjects in secondary schools as this would go a long way to arouse students' interest in skills acquisition for entrepreneurial intention and development. Government should provide adequate funds for secondary schools to execute entrepreneurial programmes, this is to ensure that vocational skills are taught in secondary schools. Teachers should be motivated and spirited towards teaching of vocational subjects through different motivational packages. This is to gear vocational studies up for better performance in order to enhance the vocational skills and entrepreneurial ability of students. Entrepreneurial and vocational skills subjects should be made compulsory in SSCE, NECO, GCE and UTME. This will ensure that the students are serious with vocational skills and entrepreneurial education at the secondary school level. Emphasis should be placed on entrepreneurship education and vocational training in secondary school by the ministry of education and other government agencies.

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