



Technical and Vocational Education and Training (TVET): A Vital Tool for Entrepreneurship Opportunities for Office Technology and Management Students

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Abstract

Technical and vocational education and training (TVET) as well as entrepreneurship are two compelling models for productive economic engagement and self-employment in developing nations like Nigeria. This study examined the entrepreneurship opportunities open to Office Technology and Management students as a result of skills acquired through TVET. The study was carried out in Ogun State and the population comprised students of Office Technology and Management programme of public polytechnics in Ogun State. Multi-stage sampling technique was used to select 105 office technology and management students from 3 public polytechnics chosen from the 3 senatorial districts in Ogun State. A 4-point likert option questionnaire was used and data collected were analyzed with frequency count, mean and regression. 105 questionnaires were distributed and only 100 were properly filled and returned. The result showed that entrepreneur opportunities are high for office technology and management student even after graduation. It was concluded that technical and vocational education and training have significant positive impact on entrepreneurial opportunities of office technology and management student. The study recommended, among others, that office technology and management students should intensify efforts and show good attitude towards purposeful acquisition of technical and vocational skills that are capable of enhancing their self-employment.

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Introduction

In recent years, unemployment has remained a worrisome socio-economic issue to most developing nations and a topical subject of global concern. In Nigeria, the rising rate of unemployment and precarious work situation among youths has been pinned to rate of poverty, frustration, over-dependency of youths on adults and insecurity.

The failure of Nigeria to accommodate reasonable percentage of her youth in productive and gainful employment is noticeable in social vices as well as bothering economic and sustenance conditions in which many graduates and ready-to do individuals dwell (Ukazu, 2021). One of the options with growing attention by government as a way out of

unemployment quagmire is entrepreneurship which is globally regarded as a potent driver of economic growth, job creation and employment opportunities (Rotar, 2015). This is attributed to the embracement of entrepreneurship and vocational skill development and utilization in developed nations (Gamede & Uleanya, 2018). The growing importance of entrepreneurship and the need for entrepreneurial skills among youths also prompted government and policy makers in education to enforce the teaching and learning of entrepreneurship in most levels of education especially, the tertiary level.

Entrepreneurship was introduced into the nation's higher educational system as a result of the fact of the inability of government to tackle the problem of

unemployment among graduates in Nigeria. Idogho and Iredia (2010) posit that Nigeria government, in pursuit of the vision 20:2020, mandated that all students in higher institutions in the country, regardless of their discipline, should be taught entrepreneurship education before graduating from their institutions. The aim was to produce a population of graduates better prepared for employment as well as job creators. This prompted the review and design of School curriculum at different levels to contain practical skill acquisition necessary to inculcate the values of entrepreneurial competencies necessary for self-reliance (Adeyemi, 2013).

Entrepreneurship is a way of identifying and recognizing business opportunities, starting the business by devoting time and effort as well as using communicative and managerial skills to mobilize human, financial and material resources needed to creating something new with value (Sammani 2017). An entrepreneur is an innovator that owns, organizes, coordinate and operate a business and also bears the risk that comes while carrying out the business. (Akinola, 2001; Ekpenong, 2010). It is a process whereby individual becomes aware of business opportunities as an option of viable alternatives. Entrepreneurship is a process of identifying and starting a business venture by a group or an individual through creative thinking and ideas and employing the factors of production such as land, labour, capital – to create something valuable (Nwagwu, 2007; Ekpenyong, 2010).

The curricula of entrepreneurship education in Nigeria higher education is expected to achieve value re-orientation, poverty eradication, critical thinking, entrepreneurial and life skills (Chigbuson, 2011), and according to Okoro (2010), the main aim of entrepreneurship education is to help youths to acquire basic knowledge and skills which will make them to be creative, innovative and self reliant; it will also help them to identify new business opportunities. Babalola (2008), opined that there has been tremendous increase in government efforts at

promoting local entrepreneurship by ensuring that youths become job creators rather than job seekers. The aspiration of the government is culminated into creating agencies such as the National Directorate of Employment (NDE)(1989) and National Economic Reconstruction Fund (1989) among others that could assist in promoting small scale business in the economy.

Like other fields of study, polytechnics turn out office technology and management graduates every year, who are searching for employment opportunities and could not think beyond the white collars to become job creators and employers of labour. However, the office management and technology programme is a renowned field of study in vocational and business education with mandate to produce individuals with productive mindset for self-reliance. The identification and utilization of employment and job creation opportunities by graduates of the office technology and management field, who by the nature of their studies, are to have remarkable administrative, managerial and entrepreneurial competences, will in many ways alleviate the graduate unemployment problem in Nigeria.

Office Technology and Management (OTM) is an academic programme run at the Polytechnic. It is an academic programme which replaced the Secretarial studies programme. The programme is designed to equip students with modern office skills. While in school, the students are exposed to ICT base courses relevant to modern day secretarial practices, use of modern office equipment, acquisition of vocational skills with effective work competencies

In the absence of white collar's job, or paid employment, exposure of students to courses in information and communication technology, modern office technology, desktop publishing, webpage design and many others coupled with introduction to entrepreneurship and business offered while in school are enough to open new grounds for Secretaries to take advantages of emerging economic opportunities

in the labour market. All these skills and knowledge acquired could be useful assist an Office Technology and Management graduates in running his own business. It will make the graduates to be self-reliance in the labour market by establishing business and run it successfully in either of these areas

Globally, it has been acknowledged that a nation's economic growth can be linked to the level of technical and vocational skill acquisition and utilisation, thus making technical and vocation educational and training (TVET) a panacea for unemployment and other socioeconomic problems plaguing nations in the 21st century (Opoko et al., 2018).

Technical and Vocational Education and Training (TVET) is the aspect of education which leads to the acquisition of practical and applied skills, as well as basic scientific knowledge (National Policy on Education, 2004). Komolafe (2003) opines that Technical and Vocational Education and Training is an education which equips its grandaunts with the attitudes, knowledge, skills and values necessary for employment in specific occupation in life. According to Nsofor (2004), TVET is concerned with the development of individual in personal skills and attitudes, broad and specific occupational skills and knowledge, employability skills and foundation for career planning and lifelong learning. It is the training of individuals towards being technically oriented in different fields with a view to making them self-reliant, self-sufficient and independent with the provision of technical solutions and technological innovation (Opoko et al., 2018). Technical and Vocational Education and Training is therefore concerned with the development and survival of both the individual and society.

Many studies have been carried out on unemployment, entrepreneurship and job creation among youths and graduates, but there exist a paucity of empirical studies on the entrepreneurial opportunities of office technology and management

graduates. Hence, a study in this direction is significant.

The objective of this study is to determine the impact of Technical and Vocational Education and Training (TVET) on entrepreneur opportunities of Office Technology and Management graduates. The specific objectives of the study are to:

1. Identify the entrepreneurship opportunities for office technology and management graduates.
2. Determine the entrepreneurial skill possessed by graduates of office technology management.
3. Determine the impact of impact of Technical and Vocational Education and Training (TVET) on the entrepreneurial opportunities of office technology and management graduates.

In line with the objectives, the following research questions were raised to serve as guide:

1. What are the entrepreneurship opportunities available to Office Technology and Management Graduates in Ogun West Senatorial District?
2. What are the entrepreneurial skills possessed by graduates of Office Technology Management in Ogun West Senatorial District?
3. To what extent could Technical and Vocational Education and Training (TVET) contribute to entrepreneurial opportunities of Office Technology and Management Graduates in Ogun West Senatorial District?

Accordingly, it was postulated that:

- H₀₁: Technical and Vocational Education and Training (TVET) does not have any significant contribution to entrepreneurial

opportunities of Office Technology and Management graduates?

Methodology

The study was carried out in Ogun State and it employed the survey design for the purpose of data collection. The population comprised students of Office Technology and Management programme of public polytechnics in Ogun State. Multi-stage sampling technique was used for sample selection. The population was stratified into the three senatorial districts of Ogun State such that 35 Office Technology and Management students were selected from each of The Federal Polytechnic, Ilaro in Ogun West, Moshood Abiola Polytechnic, Abeokuta in Ogun Central and ICT Polytechnic, Sapade in Ogun East to make a total of 105 students used as the

sample for the study. A structure questionnaire tagged “TVET and **ENTREPRENEURSHIP OPPORTUNITIES Questionnaire**” was used. The questionnaire was designed with a 4-point likert rating options Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) which were ranked from 4 to 1 respectively. 105 copies of the questionnaire were produced and distributed to the respondents. 100 copies were duly filled and returned.

Data obtained on the research questions were analyzed with frequency count and mean. A minimum score of 2.5 was set as decision limit in determining the acceptability or otherwise of a research question while the hypothesis was tested with linear regression at 0.05 level of significance

Results

Table 1: Mean response on entrepreneurship opportunities available to OTM students

S/N	Item	SA	A	D	SD	Mean	Decision
A: Opening of Business Centre							
1.	Typesetting documents with the manual typewriter	70	20	5	5	3.55	Accepted
2.	Typesetting of documents using the computer	76	20	2	2	3.70	Accepted
3.	Photocopying Services	70	20	7	3	3.57	Accepted
4.	Scanning	65	28	6	1	3.57	Accepted
5.	Printing services						
6.	Lamination of documents	55	32	6	7	3.35	Accepted
B. Desktop Publishing							
7.	Typesetting of books, handout and events programme	60	30	6	4	3.46	Accepted
8.	Production of Plastic Id cards, Invitation cards	68	25	3	4	3.57	Accepted
9.	Production of Flyers, bill board, posters	70	25	4	1	3.64	Accepted
C: Training Centre							
10.	Opening a training centre in Desktop Publishing for Secondary School leavers	76	20	2	2	3.70	Accepted
11.	Organizing proficiency courses for typist and computer operators	70	20	7	3	3.57	Accepted
12.	Organizing seminars/short courses	40	36	15	9	3.07	Accepted
D: Sales of Secretarial Materials							
13.	Stationeries	70	25	4	1	3.64	Accepted
14.	Office Equipment and Machines	76	20	2	2	3.70	Accepted
E: Services							
15.	Registration of Students for Jamb, NECO, WAEC	71	20	5	4	3.58	Accepted

	etc.						
16	Sales of Result checker cards for JAMB, NECO, WAEC	70	20	7	3	3.57	Accepted
17.	Cyber Café services	55	25	10	10	3.25	Accepted
Other Services							
18	Installation of software	68	25	3	4	3.57	Accepted
19.	Installation of office machine and equipment	55	25	10	10	3.25	Accepted
20.	Training on the use of office machine and equipment	65	28	2	5	3.53	Accepted
21.	Repair of Office Machine and Equipment	55	32	6	7	3.35	Accepted

Source: Field survey, 2022

The data presented in table one shows that respondent agreed to all the items raised on “entrepreneurship opportunities available to OTM

graduate’. This was so because all the items in the questionnaire had the mean score of not less than 2.5

Table 2: Mean response on Managerial competencies/skills required of OTM student for self-employment?

S/N	Item	SA	A	D	SD	Mean	Decision
22.	Ability to source for finance	71	20	5	4	3.58	Accepted
23.	Ability to maximum resources	70	25	3	2	3.63	Accepted
24.	Administrative skills	76	20	2	2	3.70	Accepted
25.	Proper record keeping	60	30	6	4	3.46	Accepted
26.	Risk taking skill	67	29	3	1	3.64	Accepted
27.	Decision making Skills	65	28	2	5	3.53	Accepted
28.	Coordinating skills	65	30	3	2	3.58	Accepted
29.	Problem solving skills	76	20	2	2	3.70	Accepted
30.	Communicative and negotiate skills	55	32	6	7	3.35	Accepted
31.	Leadership skills	60	30	6	4	3.46	Accepted

Source: Author’s Field survey, 2022

From the analysis of the data collected in table two, it can be deduced that respondents agreed to all the items raised on the Managerial competencies/skills

required of OTM graduates to succeed in self-employment. This was so because all the items show the mean score of not less than 2.5.

Table 3: mean Response on the impact of TVET on entrepreneurial opportunities of Office Technology and Management students

S/N	Item	SA	A	D	SD	Mean	Decision
32.	Task orientation	67	29	3	1	3.64	Accepted
33.	Self-confidence	70	15	8	7	3.48	Accepted
34.	Helps to discover skills and talents	65	30	3	2	3.58	Accepted
35.	Self-reliance	60	32	5	3	3.49	Accepted
36	Job creators	75	21	2	3	3.70	Accepted
37.	Self-confidence	70	15	8	7	3.48	Accepted

Source field survey 2022

The result of the data collected and analyzed shows that respondents agreed to all the items raised that “TVET has an impact and as well contribute to entrepreneurial opportunities of Office Technology and Management graduates”. This can be seen from respondents’ responses with the mean score of not less than 2.5 in all the items raised

Hypothesis Testing

H₀₁: Technical and Vocational Education and Training (TVET) does not have any significant contribution to entrepreneurial opportunities of Office Technology and Management graduates?

Table 4:

Variable		TVET	Entrepreneurship opportunities
TVET	Pearson Correlation	1	0.611** .000
	Sig. (2 tailed)	100	
Entrepreneur Opportunities	N	1	0.611** .000
	Pearson Correlation	100	
	Sig. (2 tailed)		
	N		

** Correlation is significant at the 0.05 level (2 tailed) *Source: Field survey, 2022*

The result from the above table shows that there exists moderate relationship between TVET and Entrepreneurship opportunities. It shows correlation coefficient of 0.611 with p-value of 0.000, which implies that the test is significant because the p-value is less than the significant value of 5%. Hence the Null hypothesis is rejected and we conclude that Technical and Vocational Education Training has significant contribution to Entrepreneur opportunities for Office Technology and management Graduates

available to OTM graduate’. From data collected and analyze, it shows that respondents agreed that there are more opportunities for OTM graduate in opening of Business centre, establishing Desktop publishing centers, sales of secretarial material, Rendering secretarial services and Repairs of machine and equipment.

The outcome of this finding was in line with the assertion of Komolafe (2003), that Technical and Vocational Education is an education which equips its grandaunts with the attitudes, knowledge, skills and values necessary for employment in specific occupation in life. This also corroborates Makoju (2004) assertion that the Committee on Research and Publication of the American Vocational Association (1954) sees education as a design to develop skills,

Discussion of Result

Responses of respondents in Research Question one shows ‘The level of Entrepreneurial opportunities

ability, understanding attitudes, work habit and appreciation, encompassing knowledge and information needed by workers to enter and make progress in employment on useful and productive basis

Research question two deals with the Managerial competencies/skills required of OTM graduates to succeed on self-employment and from the findings it was discovered that some of the skills needed by OTM graduates to survive in self-employment are administrative skills, leadership skills, ability to source for finance, problem solving skills, risk taking skills, decision making skills. The acquisition of entrepreneurship skills which will enable individuals to be self-reliant has been fashioned as entrepreneurship education in Nigeria tertiary institutions and it is considered as an important means of reducing poverty and improving economic independence of individuals (Osibajo, 2012; Olube 2013). Many businesses fails as a result of the owners' inability to possess these skills.

Finally Research question three shows respondents response to know the extent which Technical and Vocational Education and Training (TVET) contribute to entrepreneurial opportunities of Office Technology and Management Graduates in Ogun West Senatorial District which include helps to discover skills and talents, task orientation, helps to develop self-confidence, helps to discover skills and talent, self-reliance, and ability to create job and not job seekers. The result corroborate with the result of the hypothesis that was tested. The result shows that there exists moderate relationship between TVET and Entrepreneurship opportunities. It shows correlation coefficient of 0.611 with p-value of 0.000, which implies that the test is significant because the p-value is less than the significant value of 5%. Hence the Null hypothesis is rejected, and we conclude that Technical and Vocational Education Training has significant contribution to Entrepreneur opportunities for Office Technology and management Graduates

According to Ugwuanyi (2011), the result agreed with the survey carried out by Oborah (2006), as well as well as that of Okeke and Ukonze (2007) that the studies identified that one of the benefit of Business Education is being self-reliant, while this present study has identified opportunities peculiar to Office Technology and Management. These are some of the aims of TVET which include training and imparting the necessary skills that will lead to production of technical manpower necessary for enterprise and self-reliant economy.

Conclusion

Unemployment is a big problem in Nigeria, the aim of Technical and Vocational Education and Training is to empower youths and graduates with skills attitudes, broad and specific occupational skills, knowledge, and employability skills and all these are foundation for career planning and lifelong learning so as to reduce unemployment. TVET is therefore concerned with the development and survival of both the individual and society.

Office Technology and Management is an academic programme in which youths who enroll into this programs have various opportunities open to them to venture into self-employment after graduation. This programme is capable of reducing unemployment among the Nigerian Youth.

Recommendations

- Entrepreneurship Education should start at the secondary school level, with this, skills, competence and technical know-how to man a business must have been acquired right from school certificate level.
- More youths should enroll for Office Technology and Management programme, as the programme as more and great opportunities for both paid employment and self-employment.
- Government should ensure adequate provision of resources that will make the

teaching of entrepreneurship education more practical by exposing the learners to the reality in the business world.

- More hours of teaching and exposure to practical should be incorporated into the teaching of entrepreneurship education.
- Since it is not everybody that will get white collar jobs, Graduates should be encourage to venture into entrepreneurship business as this will help to solve the problem of unemployment
- Entrepreneurs must be determined, and must have acquired the necessary skills needed for the success of the business

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