

**ENTREPRENEURIAL SKILLS NEEDED BY TECHNICAL COLLAGE GRADUATES
IN SETINGUP SMALL SCALE ENTERPRISE IN WOODWORK TECHNOLOGY**

BY

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2016/1/63722TI**

**DEPARTMENT OF INDUSTRIAL AND TECHNOLOGY EDUCATION
FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA**

JANUARY, 2023

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**A RESEARCH PROJECT SUBMITTED TO THE
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DECLARATION

I, FRANCIS Cynthia Ezinne Matriculation Number 2016/1/63722TI an undergraduate student of the Department of Industrial and Technology Education certify that the work embodied in this project is original and has not been submitted in part or full for any other diploma or degree of this or any other university

FRANCIS Cynthia Ezinne
2016/1/63722TI

Signature & Date

CERTIFICATION

This project has been read and approved as meeting the requirements for the award of BTech degree in Industrial and Technology Education, School of Science and Technology Technology Education, Federal University of Technology, Minna.

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Signature & Date

DEDICATION

I hereby dedicate this project work to Almighty God for his Divine providence, guidance, love and continuous knowledge bestowed unto me for seeing me through all my days in school.

ACKNOWLEDGEMENT

My sincere appreciation goes to God Almighty, the originator and giver of life for his Divine protection and guidance, his selfless-love towards me, his grace, wisdom and knowledge during the period of writing this project and beyond.

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ABSTRACT

The study aimed to assess entrepreneurial skills needed by technical college graduate in setting up small scale enterprises in Woodwork technology in Niger state. Descriptive survey research design was used. The study was conducted in Niger state. The population of the study consists of all seven technical colleges in Niger state. Multi-stage sampling technique was adopted for the study, 140 students, 10 Woodwork technology teachers in the selected technical colleges were randomly selected from the colleges to give total sample size of 150 respondents. Structured questionnaire was used for this study. The instrument was face validated by three teachers of woodwork technology in Government Technical College, Minna. The researcher engaged in a three-month long observation on all aspects of study. With the help of a research assistant, the researcher also visited the study area and administered the research instrument to them. The data collected from the respondents was analyzed using the mean and standard deviation in answering the research questions and t-test statistic for testing the hypotheses at the probability of 0.05 level of significance. From the findings, it revealed that planning skills were required by woodwork graduates for entry into woodwork enterprise, facilities skills were required by technical college graduates for entry into woodwork enterprise and marketing skill were required by technical college graduates for entry into woodwork enterprise. The study therefore conclude that; entrepreneurial skills are essential for woodwork students and apprentice for establishing small and medium scale enterprises after graduating, in order to gain employment and earn a living. Woodwork graduate require good managerial skills, woodworking skills, and good working habit to excel after graduating, but he reverse is the case. From the findings, the following recommendations were made among others, identified entrepreneurship skills should be integrated into technical college curriculum and module specifications for upholstery making graduates and Government should provide adequate equipment, tools, materials and facilities required for training the students

TABLE OF CONTENTS

Content	Page
Title page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgement	v
Abstract	vi
Table of Contents	vii
CHAPTER ONE	
1.0 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Research Problem	7
1.3 Purpose of the Study	8
1.4 Significance of the Study	8
1.5 Scope of the Study	9
1.6 Research Questions	9
1.7 Hypotheses	9
CHAPTER TWO	
2.0 LITERATURE REVIEW	11
2.1 Introduction	11
2.2 Theoretical Framework	12
2.2.1 Theory of Entrepreneurship	12

2.2.2	Innovation Entrepreneurship Theory	14
2.2.3	Economic Entrepreneurship Theory	16
2.2.4	Social Entrepreneurship Theory	17
2.3	Conceptual Framework	19
2.3.1	Entrepreneurial Skill	19
2.3.2	Technical College	21
2.3.3	Small Scale Enterprise	25
2.3.4	Woodwork	27
2.3.5	Skills in Carpentry	28
2.3.6	Upholstery	30
2.3.7	Technical Skills for Establishing Small and Medium Scale Enterprise	31
2.4	Review of Related Empirical Studies	33
2.5	Summary of Review Related Literature	36

CHAPTER THREE

3.0	RESEARCH METHODOLOGY	37
3.1	Design of the Study	37
3.2	Area of the Study	37
3.3	Population for the Study	38
3.4	Sampling and Sampling Technique	38
3.5	Instrument for Data Collection	38
3.6	Validation of the Instrument	38
3.7	Reliability of the Instrument	39
3.8	Method of Data Collection	39
3.9	Method of Data Analysis	39

CHAPTER FOUR

4.0	PRESENTATION AND ANALYSIS OF DATA	40
4.1	Research Question 1	40
4.2	Research Questions 2	41
4.3	Research Question 3	42
4.4	Hypothesis 1:	43
4.5	Hypothesis 2:	44
4.6	Hypothesis 3:	46
4.7	Findings of the study	47
4.8	Discussion of the findings	48

CHAPTER FIVE

5.0	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	50
5.1	Summary of the Study	50
5.2	Implication of study	51
5.3	Conclusion	52
5.4	Recommendations	52
5.5	Suggestions for Further Research	52

REFERENCES	54
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APPENDIX	57
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CHAPTER ONE

1.0

INTRODUCTION

1.1 Background of the Study

Technical colleges are government-sponsored institutions that provide training in various occupations. Technical colleges are the post-primary schools where students are trained to acquire relevant knowledge, skills, and attitudes in a chosen occupation or trade. Technical colleges often offer their students career guidance with a career-focused education, it gives the skills and practical experience required to be successful in a particular chosen field. However, in Nigeria today, a lot of technical college graduates are facing unemployment due to dependency on government for job creation. Technical colleges are established to train craftsmen for industry as well as making individuals to be self-employed and create jobs in the struggle towards technological advancement. The curriculum of technical colleges is centered on craft, including automobile, building and construction, electrical installation, metalwork, plumbing, woodwork etc. A technical college student needs to be provided with the necessary skills to get them out of the current poverty and unemployment situation. Idoko (2010) pointed out that they are as many as 40% of jobs created in Nigeria that are self-produced or self-employed. It is vital that trainees who graduate from technical colleges should be prepared to create their own jobs. Employers do not just need employees with the required skills, but also employees with entrepreneurial skills to create their own businesses. The rise in unemployment has shown that entrepreneurship can curb unemployment by allowing graduates to work independently and rely on their own strength. The National Bureau of Statistics revealed that unemployment rate in Nigeria increased to 33.30% in the fourth quarter of 2020. The increase in unemployment has shown that unemployment can curb

among technical college graduate making them to be self- reliant and self- depended. Obi (2010) argued that the massive unemployment seen in the past two decades has reached an alarming scale and involved all categories of qualified and unskilled persons, university graduates and specialists.

Entrepreneurship is the bedrock of financial development in any country. The European Commission (EU) report (2008) alludes to business enterprise as a people capacity to turn thoughts into activity. Alberti *et al.* (2004), defines entrepreneurship as the structure used by individuals during the process of starting and developing their growth-oriented ventures. Entrepreneurship allows students to learn more than just their chosen field of study and creates an interdisciplinary environment to work and develop an individual. Entrepreneurship competencies refers to the concepts, skills and mental awareness. Another perspective of entrepreneurship is the term in which someone is defined as having innovative ideas, incorporates imagination, development and risk taking as well as capacity to arrange and oversee ventures in order to attain objectives through application of the specified aptitudes. According to Isike & Emoga (2008), enterprise is the method of arranging little commerce venture, sorting out individuals and assets to form, create and actualize arrangements to an issue to meet people's needs. Isike (2008) advance, portrayed business enterprise as the eagerness and capacity to distinguish commerce openings through imagination and advancement and building up vital apparatus to run trade venture effectively. Concurring to the creators, enterprise is more often approximately making and running one's little trade. Ezeh (2011) defined entrepreneurship education according to is specialized training given to students to acquire skills, ideas, and management abilities necessary for self-reliance. It is the Entrepreneur who serves as the spark plug in the economy's engine, activating and stimulating all economic activities. Entrepreneurial skill is the ability to select a suitable business to improve its economic status and increase the success of any business opportunity. The ability to be confident

and bold is what entrepreneurs need to have in order to be successful. These skills also need to be internal and external for the company. Individuals can create an enterprise by exploiting their idea to make personal gains as well as to make social and development gains. Oko (2012) stated in his article in Forbes magazine that entrepreneurship skills encompass technical, managerial, financial, marketing, and social skills. Entrepreneurial thinking can manifest itself in many ways, whether it is the hard-core serial entrepreneur who has developed a range of business ideas, or the social entrepreneur using technology to empower technical college student in Niger State, or artists using their work to raise awareness of social injustice or inequality. Entrepreneurial thinking enables people to be flexible, adaptable, and see opportunities.

Entrepreneurial skills include various skill sets such as leadership, business management, time management, creative thinking and problem-solving. You can apply these skills in many job roles and industries. These entrepreneur skills are vital for promoting innovation, business growth and competitiveness. Developing these skills means developing many skills together. For example, to be a successful entrepreneur, you may need to develop your risk-taking skills and sharpen your business management skills. Entrepreneurship is the foundation of the economy. The word "entrepreneurship" is often used to describe the process of starting a business, but it is more than that. It is an active process that begins with identifying opportunities, allocating resources and creating value. A person who starts and runs a business is called an entrepreneur. Entrepreneurs play an important role in a country's private economy, and most countries have a private entrepreneurial sector. The act of creating new business ventures is referred to as entrepreneurship. According to Onuoha (2007), entrepreneurship is the establishment of a new organization or revitalization. Mature organizations, especially new businesses, usually respond to identified opportunity, business owners are often rewarded with freedom and personality. The National

Skills according to Uche, (2008) is the capacity of a person to perform errand or task effectively. Osinem (2008) moreover sees skills as the capacity to perform an act expertly. Within the same vein, Webster (2008) characterized skills as the capacity of an individual to achieve the goal of an assignment with craved accuracy and certainty. Expertise includes commonsense information in combination with cleverness, mastery, dexterity and capacity to perform a work which might be procured or learnt in school. Technical skills in technical college are the specialized knowledge and expertise are required to perform specific tasks and use specific tools and programs in real world situations. Technical skills are the skills required to accomplishment of a specific task.

Skills in technical college is considered as vital qualities of a business visionary whose point is to meet the palatable benefit craved of his/her clients. A wide run of aptitudes is seen as entrepreneurial and valuable to business people. They incorporate both individual qualities and behavioral abilities (Ezeh, 2011). In expansion to having individual properties, practices and values related with being venturesome, Ezeh, sets business people too, require a run of abilities to start-up, create and develop their trade wanders. Entrepreneurial aptitudes hence are those practices, information, traits, capacities and capabilities had by an entrepreneur to be able to operate viably in an exceedingly competitive environment. The creator expressed that it includes an interrelated handle of human assets improvement. Entrepreneurial expertise in this study is the abilities which offer assistance to individuals search for openings to begin their businesses and make strides trade execution. Government (federal, state and local) must promote the acquisition of entrepreneurial skills in order to reduce unemployment.

Small scale businesses play an important role in building the economy. Mekwunye (2018) defined small and medium enterprises as non-subsidizing independent company that employ fewer people. There have been a lot of global discussion about the role of small-scale business in the development

of economy. Although many economists claim that small businesses are not in fact the backbone of economy, and that large corporations bring modernism to society, the importance of small businesses to the economy is undeniable and goes beyond the domain of direct contribution to revenues. Without little businesses, and especially in nations like Nigeria, economy would collapse. In Nigeria, 27% of the country's exchange adjust comes from small businesses, but more imperatively they utilize 60m Nigerians and contribute 48% of the GDP. Without small businesses, the unemployment rate would have soar higher from 14% to as much as 50%, causing nothing brief of chaos. Technical college student needs a flourishing and sound small scale business. Small businesses also drive innovation. The true entrepreneurial spirit cannot survive in a business environment dominated by corporations. Small scale businesses provide opportunities for entrepreneurs, jobs for neighbors and gathering places for communities. They are rooted in the landscape where they grow, and they give back vitality and sustenance. Although running a small business involves taking greater risks than working for a large established company, the rewards are both quantitative and qualitative including broad-based prosperity and a web of symbiotic relationships. Little businesses are indispensably parts of nearby economies, making a difference to make networks of monetary interdependence that cultivate broad-based success. Once you spend cash at a secretly claimed nearby store, that cash goes to pay a laborer in your neighborhood, who, in turn, is likely to spend cash at another neighborhood trade. Small scale businesses use their potential to back each other, the more noteworthy their capacity to form a flourishing nearby commerce community. This shared back is additionally valuable amid difficult times. On the off chance that a neighborhood commerce is battling, community individuals can bond together to assist the battling commerce get back on its feet through crowd-funding campaigns or old-fashioned word of mouth supplications. It is troublesome to assume an expansive enterprise

creating this sort of vitality. Small scale businesses do not only represent the country's major opportunities for industrialization but also contributes majorly to sustainable growth in the area of tax generation, generation of raw material requirements, generation of employment opportunities and poverty alleviation. Small scale business brings a great deal of innovation to any field. Small businesses are usually in more direct contact with consumers and the general population. This means they are more attuned to what products and services would best serve the common good. With fewer levels of hierarchy to wade through, small businesses are also generally more open to trying out new ideas in a shorter time frame. New products, concepts, processes, and so on, get their start in the communities they come from. Small scale business is a business that involves two or more people that functions on a small-scale level and requires less capital investment and fewer machines.

1.2 Statement of the Problem

The idea of entrepreneurial skills is relatively new in the education and business sectors, with the economy changing and the need for specific technical training changing, educational institutions have realized that the current curriculum is not adequate. Graduates need more than specific job-related skills to be competent in any form of employment, whether it is paid or not. In the economy, small businesses are seen as a driver of economic growth. In order to create more jobs and support entrepreneurship, the government is encouraging the trend of working for small and medium-sized enterprises, instead of large corporations. More graduates are expected to start and run small businesses instead of depending on government to provide jobs. Most technical college graduates in Nigeria are not easily hired by the industry due to a lack of skills for practical projects. The unemployment problem has always been the main problem causing the frustration of Nigeria's economic development. In 2011, the National Business Education Board (NABTEB), a U.S

organization that does testing for the teaching of business classes, conducted an examination for woodworking technology students. The results were not encouraging. Vocational training in Nigeria is characterized by poor theoretical knowledge in their professional fields, poor teaching methods. Most of the people who go to technical colleges are not likely to go on to start their own businesses, so they are not expanding the scope of what they do in the world. The study put in question form therefore, what skills are needed by technical college graduates in setting up small scale businesses enterprise in woodwork technology.

1.3 Purpose of the Study

The purpose of the study is to determine the relevant entrepreneurial skills needed by a technical college graduate to set up a small-scale business enterprise in woodwork technology. The study will help:

1. Determine the entrepreneurial skills required in setting up small scale business enterprise by woodwork student before graduating.
2. Determine the appropriate works habit required by technical college graduate in woodwork technology.
3. Identifying the appropriate managerial skills required by technical college graduate in woodwork technology.

1.4 Significance of the Study

The results of the study will be useful for graduates of technical colleges, wood teachers, wood students, curriculum planners, government and society. The study will also provide the student with the necessary information on how to create an effective small business in the field of woodworking technologies, which will improve theoretical and practical skills. A graduate of

technical College on wood technology will benefit from the results of this study in that their perception of entrepreneurship will change which will make them entrepreneurial. The apprentice will be introduced to basic work skills and how to use tools, which will prepare them for their own shop after graduation.

The result of the study would be beneficial to curriculum and program builders. The curriculum planners can use the result as a study to help them identify, plan and develop the curriculum that will equip their students with the entrepreneurial skills needed to work and become effective in the world of work. Program makers such as the National Technical Education Commission (NBTE), NABTEB, and NUC will use the results to improve the entrepreneurship development plan for woodwork teachers.

The government will also find this study very useful. Government can formulate policy to improve entrepreneurship education in all technical colleges. Such policies would assist the government in the allocation of funds and other resources for entrepreneurship education. The society would benefit from the findings in this study. Implementing the curriculum, which includes entrepreneurial skills, will create a pool to technical graduates who are entrepreneurial, productive or functional in society. Almost inevitably, this will help to reduce the rate of unemployment in the country and its associated vices. Graduates with the required skills would be useful in general economic transformation of society.

Finally, future researchers interested in the study of entrepreneurship can use the proposed area for further research and reproduce the research. Such research would build on the findings of the study to create their literature for the successful completion of their study. It will provide data to be used for National Planning.

1.5 Scope of the Study

The study focuses on trainings for employees working in the woodwork department of the technical college in Niger state. It is also limited to trade in woodwork.

1.6 Research Questions

The following research questions guides the study:

1. What are the planning skills required by technical college graduates in setting up small scale enterprise?
2. What are the facilities required for implementation of entrepreneurial skills in woodwork products?
3. What are the entrepreneurial skill required by technical college graduates in Marketing of woodwork product?

1.7 Research Hypothesis

The following null hypothesis are formulated and will be tested at 0.05 level of significance.

H₀₁: There is no significant difference in the mean ratings of the responses of both woodwork technology teachers and technical college graduates in the planning skills required in woodwork

H₀₂: There is no significance difference between the mean ratings of responses of woodwork technology teachers and technical college graduates in the facilities required for implementation of entrepreneurial skills in woodwork products.

H₀₃: There is no significance difference in mean ratings of the responses of woodwork teachers to technical college graduates on the work-skills required by technical college graduates in marketing of woodwork products in Niger State

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The review of related literature is organized under the following headings:

Theoretical Framework

1. Theory of Entrepreneurship.
2. Innovation Entrepreneurship Theory.
3. Economic Entrepreneurship Theory.
4. Sociology Entrepreneurship Theory.
5. Psychological Entrepreneurship Theory.

Conceptual Framework

1. Concept of entrepreneurship.
2. Entrepreneurial skills for setting up small scale business.
3. Technical college.
4. Small scale business.
5. Woodwork technology.
6. Skills in carpentry.
7. Upholstery.
8. Technical skills for establishing small and medium scale business.

Review of Empirical Studies

2.2 Theoretical Framework

A theoretical framework is a collection of interrelated concepts, like a theory but not necessarily so well worked out. A theory as described by Pearson (2007) is an idea or set of ideas intended to explain something. In the views of Obi (2003); Kurger (2004), a theory is a set of interrelated concepts, definitions and proposition that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting phenomena.

A theoretical framework guides your research, determining what things you will measure, and what statistical relationships you will look for. Theoretical frameworks provide a particular perspective, or lens, through which to examine a topic. There are many different lenses, such as psychological theories, social theories, organizational theories and economic theories, which may be used to define concepts and explain phenomena. Sometimes these frameworks may come from an area outside of your immediate academic discipline. The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of your research paper and that relate to the broader areas of knowledge being considered. The theoretical framework is most often not something readily found within the literature. A theoretical framework is used to limit the scope of the relevant data by focusing on specific variables and defining the specific viewpoint (framework) that the researcher will take in analyzing and interpreting the data to be gathered. It also facilitates the understanding of concepts and variables according to given definitions and builds new knowledge by validating or challenging theoretical assumptions.

2.2.1 Theory of Entrepreneurship

Entrepreneurship is one of the element economists classify as essential to production along with land and natural resources, labour and capital. Entrepreneurship is the ability and willingness to

create, organize, and manage a business enterprise, including all its uncertainties in order to make profit. The most visible manifestation of entrepreneurship is the establishment of new businesses. Entrepreneurship connects with land, labour, natural resources and capital in order to generate profits. The entrepreneurial vision is defined by discovery and risk-taking and is an indispensable part of a nation's capacity to succeed in an ever-changing and more competitive global marketplace. Entrepreneurship is a key driver of any economy in the sense that majority of jobs are created by small scale business started by entrepreneurial minded individuals who later created big business (Abdulkadir, 2011). Entrepreneurship is not merely the process of founding a new venture. Mishra & Zachary (2014) defined entrepreneurship as a process of value creation and appropriation led by entrepreneurs in an uncertain environment. Entrepreneurship is not only relative with entrepreneur's personal interest, but also economic society of the entire human. Entrepreneurship has some positive impact on society such as:

1. Accentuates economic Growth
2. Fosters Creativity
3. Stimulates Innovation and Efficiency
4. Creates Jobs and Employment Opportunities
5. Solves the problems of the society
6. Encourages welfare of the society

Entrepreneurship can also be said to be “creating something new with value by devoting necessary time and effort, assuming the accompanying financial, psychic and social risks and receiving the resulting rewards of monetary and personal satisfaction of independence”. Entrepreneurship is a complex, multidimensional process whereby individuals initiate ideas and act to pursue them as opportunities, leading towards various outcomes. Action, called new venture creation, is central to

this process. It leads to outcomes such as new market offerings manifested in new products, new organizations, and new markets. Higher-level outcomes may also result in new societal norms and behaviors. New venture ideas are often externally enabled by changes in the environments in which entrepreneurs are embedded changing technology, consumer behavior, regulation, environmental and ecological conditions, and others. Entrepreneurship is what people do to take their career and dreams into their hands and lead it in the direction they want. The theories of entrepreneurship are:

1. Innovation entrepreneurship theory
2. Economic entrepreneurship theory
3. Sociological entrepreneurship theory
4. Psychological entrepreneurship theory

2.2.2 Innovation Entrepreneurship Theory

Innovation is a new idea, method, strategy, or the act of introducing something new. Innovations in management methods have been termed as neo-Schumpeterianism or Schumpeter entrepreneurship. Over the years, entrepreneurship in the Schumpeterian sense of accomplishing something novel and continuous improvement and social imbalances, has turned into a means of women (Gates, 2019). At the same, doubts are also expressed whether entrepreneurial creativity is being channeled into wrong direction (Litan & Hathaway, 2017)

Innovation entrepreneurship theory posit that the entrepreneur gains profit if the innovation is successful either in reducing the overall cost of production or increasing the demand of his product. Innovation refers to any new policy that an entrepreneur undertakes to reduce the overall cost of production or increase the demand for his product. Oduma (2012) identifies innovative skills as

the requisite for entrepreneurship to include introduction of a new products, introduction of a new methods of production, opening of new market, exploring a new source of supply of raw materials and carrying out a new type of organization. The acquisition of these skills will enable the Technology education students to function effectively in an environment of strong market forces and complex technological advancement. Innovation refers to an individual or organization creating new ideas, such as new products, workplace processes and upgrades to existing services or products. In business, innovation can promote growth, help ensure the organization can compete with new market trends and help generate profit. Implementing innovative ideas can help a business become a successful organization in its industry. Innovation enhances the nature, creativity and design thinking process of a brand. Innovation entrepreneurship theory could involve the following:

1. Innovation of new product
2. Innovation in novel or process of production
3. The opening up of a new market
4. Entrepreneurs might find new source of supply of raw material
5. Innovation in management

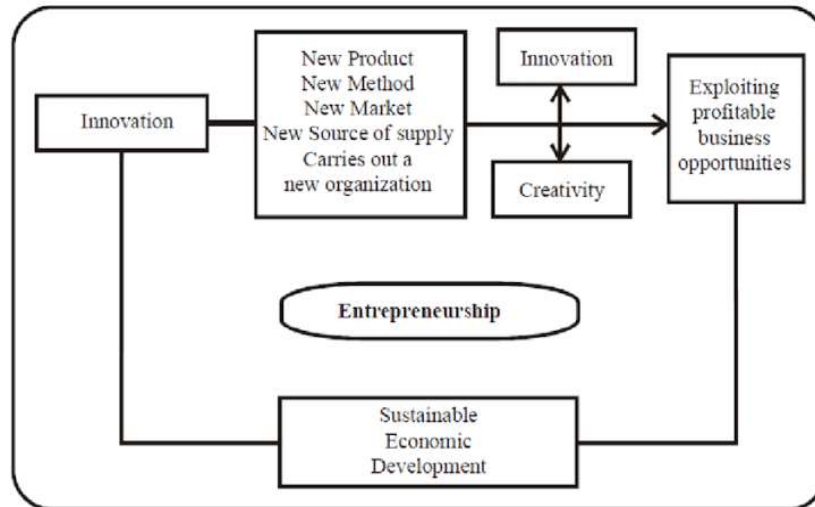


Figure 1: Innovation theories of Entrepreneurship

The innovation theory is one of the most important economic theories of entrepreneurship and was advanced by Schumpeter. The focus of the theory was that entrepreneurs do not operate with conventional technologies and do not believe in making small changes to the existing production method. Rather their main goal is to develop new technologies and products that can bring widespread changes and can help them to shift the paradigm altogether.

Schumpeter regarded entrepreneurial actions as a major factor causing business cycles and economic developments. According to his vision of creative destruction, when an entrepreneurial innovation hits the economy, it leads to the replacement of old products and processes which is eventually rapidly imitated by competitors (Braguinsky, Klepper & Ohyama, 2011).

2.2.3 Economic Entrepreneurship Theory

The economic theory carries illustration and a long-established pedigree relating to the study of entrepreneurship. An entrepreneur's vision involves discovery and risk taking that are critical for notion in order to succeed in the ever changing and competitive marketing place (McFarlane, 2016).

The theory of the entrepreneur is related to the theory of the market making firm: the entrepreneur

operates in a market economy through the firm, of which the entrepreneur is the founder or owner-manager. To overcome obstacles to trade, market-making activities are required, which involve information and incur costs. Economic theories try to explain economic phenomena, to interpret why and how the economy behaves and what is the best to solution - how to influence or to solve the economic phenomena. This theory explains further that entrepreneur finds motivation in the presence of economic incentives, including industrial policy, taxation policy, financial and resource source, availability of infrastructure, investment opportunities, marketing opportunities, availability of information regarding the condition of the market. Economic theories of entrepreneurship can be divided into two different time periods:

- 1. Classical Theories:** Classical theory explains economic growth as a result of capital accumulation and the reinvestment of profits derived from specialization, the division of labor, and the pursuit of comparative advantage. These theories defined the role of an entrepreneur in terms of production and distribution of goods in a competitive marketplace (Tiryaki, 2013). The fundamental principle of the classical theory is that the economy is self-regulating.
- 2. Neo-Classical Theories:** The neo-classical theories emerged as a result of the criticism levelled against the classical theories. The neoclassical theory maintains the impact of diminishing marginal utility and entrepreneurial response to them as another major aspect which was missing in the classical works. (Gimmnez & Roche, 2017).

2.2.4 Social Entrepreneurship Theory

Sociological theories are different from other theories because they analyze entrepreneurial activities from the standpoint of social contexts and corresponding processes and effects. They

also broadly indicate various efforts that help introduce robust innovations in routines, technologies, organizational structures and social institutions (Ruef & Lounsbury, 2007). The identifying feature of sociological entrepreneurship theories is that they focus on the social context of entrepreneurship development (Simeh, 2011). This theory explains the entrepreneurial approaches of an individual from standpoints like occupational hazards that he encounters and expectations he has from his own profession (Pawar, 2013; Otaghsara & Hosseini, 2014). It explains that entrepreneurship is determined by variables like cultural values, role expectations, and social sanctions. This theory also proposes that entrepreneurs are not supernormal individuals. Rather, they are people who represent the modal personality of the society. 'Modal personality' is the term used by the anthropologist Cora DuBois in order to indicate behavioral traits few individuals develop in response to psychological, neurological and cultural factors (Birx & Fogelson, 2012). Thus, if a person performs like an entrepreneur, their performance is shaped by factors such as:

1. The attitude of the person towards their profession
2. Their societal role expectations that are held by sanctioning groups and,
3. The operational requirements of the job he is engaged with.

Entrepreneurship can only develop when groups or individuals are able to identify and appreciate clusters of qualities that are needed for developing such a quality. Many social problems are tackled by social entrepreneurs such as low reach of quality education, health and sanitation, unemployment, child labour, etc. In the modern entrepreneurial setting, several sociological factors are undergoing a change. For instance, digitalization is picking pace rapidly, penetrating almost every sector of business. The startup culture facilitated by various governments is also bringing about a change in attitudes and aspirations of an entrepreneur to drive bigger changes in society.

However, some instances of modern entrepreneurship are radically different from those that existed during the nineteenth and twentieth centuries, warranting a new class of sociological elements in societies. Therefore, newer sociological theories of entrepreneurship need to be developed that encompass these factors and build upon their relevance.

2.2.5 Psychological Entrepreneurship Theory

Psychological theories of entrepreneurship focus on the individual and the mental or emotional elements that drive entrepreneurial individuals. Entrepreneurship psychology is a special psychological phenomenon manifested during the course of entrepreneurial behavior, that is, the mental state of the entrepreneur's regulation and dominance of entrepreneurial behavior in entrepreneurial activities. In the process of entrepreneurship, college students can give full play to their subjective initiative and creativity, reflect their entrepreneurial ability, and ultimately realize the value of life. From a psychological perspective, ability is one of the important factors of individual psychological phenomena. Individual ability, individual cognition, and individual emotion are interdependent and together form a person's psychology. In the process of starting a business for college students, there is no doubt that they must face pressure from various parties, such as lack of experience, interpersonal limitations, and shortage of funds. Therefore, college entrepreneurs must be able to always maintain stress resistance to face difficulties and unknown risks in the process of entrepreneurship (Ehrlin *et al.*, 2016).

2.3 Conceptual Framework

2.3.1 Entrepreneurial Skill

Entrepreneurial skills are the ability of an individual to exploit an idea and create an enterprise not only for personal gain but also for social and developmental gain (Olagunje, 2014). Entrepreneurial

skills are also transferable core skill groups that represent essential functional and enabling knowledge, skills, attitudes, and commercial understanding required by the 21st century workplace necessary for career success at all levels of employment and for all levels of education. This exposes the relevance of entrepreneurial skills both as an end and as a means to an end, hence its capacity to enhance one's potentials for learning. Entrepreneurial skills can be defined as the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards, personal satisfaction and independence (Hisrich *et al.*, 2002). Entrepreneurial skills for setting up small scale business include:

- 1. Financial management:** Financial Management is a vital activity in any organization. It is the process of planning, organizing, controlling and monitoring financial resources with a view to achieve organizational goals and objectives. It is an ideal practice for controlling the financial activities of an organization such as procurement of funds, utilization of funds, accounting, payments, risk assessment and every other thing related to money.
- 2. Communication and listening:** Business owners should develop a good communication skill. Communication skills are needed to speak appropriately with a wide variety of people whilst maintaining good eye contact, demonstrate a varied vocabulary and tailor your language to your audience, listen effectively, present your ideas appropriately, write clearly and concisely, and work well in a group. Many of these are essential skills that most employers seek.
- 3. Teamwork leadership skills:** Becoming a successful entrepreneur can also mean taking on leadership roles and working as part of a team. Entrepreneurial leadership involves organizing and motivating a group of people to achieve a common objective through

innovation, risk optimization, taking advantage of opportunities, and managing the dynamic organizational environment.

- 4. Problem solving skills:** Entrepreneurial problem solving is the process of using innovation and creative solutions to close that gap by resolving societal, business, or technological problems. Sometimes, personal problems can lead to entrepreneurial opportunities if validated in the market.

Entrepreneurial skills are those normally associated with being an entrepreneur, although anyone can develop them. Being an entrepreneur usually means starting and building your own successful business, but people with entrepreneurial skills can thrive within larger organizations, too.

2.3.2 Technical College

Technical college is also known as technical school or institute that offers technical education which prepares student with fundamental skills concerning a particular trade or career. Technical college offers education that mostly focus on vocational training, individual who enroll into technical college are trained to become expert on a particular trade. Technical college are educational institutions with the aim of training student to acquire appropriate vocational skills, knowledge, attitudes, habit of thought and qualities of character that enable them to develop their intellectual, social, physical, emotional and economic capabilities, become self-reliant after graduation. Technical college offers technical courses which include Furniture making, Automobile technology, woodwork technology, carpentry and joinery, etc.

Vocational and technical subject offered in technical college are of two parts theory and practical (Okolie, Igwe, & Elom, 2019).

Technical college create and provide teaching and training in vocational subjects like basic technology, applied science, commerce and other fields of applied learning that are relevant to the development of the society in the areas of industrial, commercial and vocational agriculture. Technical college curriculum is prepared in basis and trade modules that are made up of major components (Ede & Olaitan, 2009). The major components of the Technical Collages as designed by the Federal Republic of Nigeria (FRN) (2013) includes:

1. The formation of an environment that provides opportunities for students to develop attitudes, awareness, skills, and values to the practical work setting. This includes being responsible for sustaining hard tie with a range of agriculture, business and industry-related areas (General Education).
2. The knowledge about almost every part of the work student/trainee will go into and have knowledge of how students will likely perform in the career (Theory and Related Courses).
3. Train learners on necessary stages of capabilities (Workshop Practice), to be equipped, be able to carry out unified function within and without manufacturing or business fields efficiently within a variety of job or career settings (Industrial Training/Production Work).
4. Develop skill that enable graduates create wealth; create employment and be self-reliant (Small Business Management and Entrepreneurial Training). The quality of manpower resources is responsible for the country's economic and social development (Umar & Ma'aji, 2010). In Nigerian Technical Collages, those who handle classroom theory lessons are referred to as technical teachers, while those who handle workshop practical lessons are referred to as Crafts trainers. Both Technical Teachers and Craft Teachers are males and females trained to impart knowledge and vocational skills to learners at sub-professional levels. The quality of technical college education in Nigeria is notably low as

well as low levels of enrolment; there is a high concern over the poor quality of graduates produced yearly by many Technical Collages (Okolie, 2014). Igwe *et al.*, (2018) noted that there is a problem of skills mismatch in the Nigerian education system. According to Okolie (2014), Nigerian Technical Collages and technical Teachers face many challenges, as follows:

- a. There is high level shortage of adequate teaching facilities for teaching vocational and technical subject.
- b. Over 70% of technology teaches in the Nigeria technical college do not have University degrees as a qualification for teaching the students.
- c. Over 98% of technical college graduate do not have paid employment and are unable to establish small scall business to earn a livelihood through skills acquired from the technical college.

Technical college employs professional services representatives to help students develop skills, including resume and interview skills, job search skills, and communication skills. There are many colleges across the country offering students the opportunity to gain valuable hands-on experience. Technical colleges programs in Nigeria are categorized as vocational education. Okoye (2010) defines vocational education (technical education) as a skill-based program designed for skill acquisition at lower levels of education. It is planned to provide people with the opportunity to develop their general abilities, especially for their current or future professions. Technical and vocational education is used as a comprehensive term referring to those aspects of the educational process involving. the light of this, technical and vocational education is the preparation of individuals to acquire practical skills as well as basic scientific knowledge, it provides skilled manpower, for the world of work, that is increasing the work force in the country, individuals with

specialized skill as offshoots of efficient vocational and technical education as they are trained, equipped, with workable practical skills, knowledge, aptitude and competencies required in specific occupations.

To achieve the objectives of vocational and technical education, there is the need to create an enabling environment for the teaching and learning process in our schools in order to ensure good quality teaching and learning environment that is crucial to helping students in high academic standards, improved quality in teaching and examination, has become very necessary because graduates who pass through training in this form of education are able to perform adequately as they ought to and as such. The overall aim of quality teaching and learning is to create opportunity for high quality learning which will be evaluated through performance in the long run.

Functions of technical and vocational education

1. To provide manpower in applied science, technology and commerce particularly at sub-professional levels.
2. To provide the technical knowledge and vocational skills necessary for agriculture, industrial, commercial, and economic development.
3. To provide people who can apply scientific knowledge to the improvement and solution of environmental problems for the convenience of man.
4. To introduce professional studies in engineering and other technologies.
5. To give training and impart the necessary skills leading to the production of craftsmen, technicians, and other skilled personnel who will be enterprising and self-reliant and to enable

young men and women to have an intelligent understanding of the increasing compatibility of technology.

Technical education is training, that equips learners with the knowledge and skills in the productive, distributive, and service industries for self or paid employment. This type of education as a training intended to prepare the student to earn a living in an occupation in which success is dependent largely on technical information and on the understanding of the laws of science and technology as applied to modern design, production, distribution, and services. It has the function of providing qualified manpower demanded by changing the individual and enabling him to use complex technology.

2.3.3 Small Scale Enterprise

The impact of small-Scale enterprise to the development cannot be ignored in every economy, more especially developing nations where feasible economic development is highly desirable little commerce ventures have such a vital affect to play within the advancement of an economy in such a way that they cannot be ignore. A small-scale enterprise, or more simply, a small business, is one marked by a limited number of employees and a limited flow of finances and materials.

According to Osuagwu (2001) little trade enterprises involves the utilize of human and non-human assets towards the achievement of set objectives and objectives. Small scale business enterprises ought to shape one of the advancement destinations they can serve as a source of affect for multinational, in this manner supplanting existing outside assets, they are moreover preparing ground for nearby expertise guaranteeing a more impartial conveyance of wage and decreasing the moving of labor from the country to the urban zones areas ranges regions zones. Small scale enterprises endeavors are vital for financial development, destitution mitigation and riches creation.

In an economy like Nigeria, small scale enterprises have continuously been confronted with credibility issues, organizers encounter dissatisfactions when they make their estimate since they did not come out as estimate whereas no commerce organizers would dream of claiming unsteadiness the pivotal things among the commerce organizer isn't or inside expectation are right or off-base but what the figure is able to produce. Economic history is well supplied with sufficient it sights into the humble beginnings of show extraordinary organization, prove flourish that nearly all the multinational mammoth enterprise in America Europe and indeed Nigeria were bungalow ventures, developing as their industry developed and through their sheer capacity, showcasing abilities, and exertion to replicate and create existing items way better cheaply. Small scale enterprise is a privately owned and operated business, characterized by a small number of employees and low turnover. A small-scale enterprise, or more simply, a small business, is one marked by a limited number of employees and a limited flow of finances and materials. Small scale enterprise plays a vital role in the development of a nation. They contribute to socioeconomic development in various ways; namely, by creating employment for a rural and urban growing labour force and providing desirable sustainability and innovation in the economy. Small scale enterprise has certain goals it must achieve when it performs its functions effectively since enterprise is essentially economic activity. The main objective of small scale is the making profit for the enterprises to survive and it is also importance to the society because of its numerous advantages that lead to growth and development of the economy. The importance of small businesses to the economy is undeniable and goes beyond the domain of direct contribution to revenues, without small businesses, and particularly in countries like Nigeria, economy would collapse. Small scale enterprise plays a pivotal role in the development of a nation. They contribute to socioeconomic development in various ways; namely, by creating employment for a rural and

urban growing labour force and providing desirable sustainability and innovation in the economy. Fayad (2008) propounds that most of the current multi-million-dollar enterprises have their origin in small scale Enterprise. Nevertheless, Small scale Enterprise in developed and less developed countries (LDCs), as in other countries, are still facing several difficulties and obstacles that are impeding and complicating their operations and growth.

2.3.4 Woodwork

Woodwork is the skill or activity of making wooden objects. It is also referred to as the parts of a house or room that are made up of wood. The program in woodwork technology will give an individual best possible knowledge related to wooden materials and industrial production of wood items meeting up with the needs and expectations from the wood-based industry. Combining the skills acquired with eth specific knowledge in wood and wood technology, make the learner to become an attractive competence at the labour market. woodwork technology program has a pronounced project-oriented profile in technical colleges. Woodwork technology in technical colleges, therefore, involves the engagement of both woodwork teachers and students in theory and practical activities. In this respect, students will become familiar with main aspects involved in the design and development of new and existing woodwork production based on customer need, technology and processes. Teacher of woodwork technology in technical colleges should have the knowledge of a wide range of production machinery currently used in the advanced woodworking industry and modern woodwork technology hand tools Sara (2001) discovered that more than 60 per cent of the staff teaching woodwork technology in technical colleges could not perform the skills or provide technical services they were expected to teach other despite their high level paper qualification. This is of course due to lack of improved skills or non-skill acquisition from their respective institutions. Therefore, the development of woodwork technology in Nigeria technical

colleges cannot be achieved without adequate, qualified and skilled woodwork teachers, modern tools and equipment as well as well facilities to enable our country to achieve economic and technological advancement. But with prevailing problems of woodwork technology, its dependence as base for the nation's progress cannot be reality in woodwork technology except quick steps are taken forestall it. Olumese (2004) pointed out that teaching is a process of facilitating learning. Therefore, for effective teaching of woodwork technology to take place, it is considered quite appropriate that prospective teachers should interact with the prevailing teaching environment. This is since the importance of teaching woodwork in our technical colleges cannot be over emphasized, considering the unemployment rate in the country and the job opportunities offered by the woodwork technology trade. This indicates that woodwork technology in Nigerian technical colleges can also provide a better basis for educational and skills development for both the teachers and students respectively.

2.3.5 Skills in Carpentry

Population growth around the world has created a demand for trade and construction skills. Among those valuable trade skills are carpentry skills. Carpentry is a trade in woodwork which the majority of the work being done involves shaping, cutting and installing various materials as part of a construction project. Professionals use carpentry to build ships, houses, bridges and concrete formwork. While this profession once focused mostly on working with wood, carpentry now involves working with various materials including engineered lumber, metal and factory-produced elements. Tasks that may involve carpentry include installing ceilings, walls, staircases and beams. Carpentry is strongly associated with other parts of the construction industry, usually for commercial purposes. Skills in carpentry include:

- a. Mechanical skills:** Carpentry require mechanical skills to utilize a work with a variety of tools and machines. These might include ladders, electronic levels, and rotary tools such as power saws. Carpenters must be comfortable operating, maintaining, and occasionally repairing these types of tools.
- b. Math skills:** Carpentry requires math skills in order to accurately measure materials that need to be cut and installed. They also use their math skills to plan projects. This might include reading blueprints and making measurements as well as calculating costs to make sure a project comes in under budget. Frequently used math skills include arithmetic, algebra, geometry, and even calculus and statistics
- c. Critical thinking skills:** Carpenters must be able to problem-solve when issues arise in a project. Often, projects run longer than expected. Other times, errors occur, such as materials arriving late or in the wrong size. Carpenters have to think critically to solve these issues. With strong critical thinking skills, carpenters can use logic not only to solve problems but also to anticipate them.
- d. Physical skills and stamina:** Physical skills is critical since carpenters lift and wield heavy tools and materials, including lumber (which can be quite heavy). They also need physical stamina. Most jobs require standing, climbing, lifting objects, and/or bending down for long periods at a time.
- e. Training and experience:** A good carpenter must have proper training and enough experience. Experience creates room for improvement in skills, speed, and problem solving abilities; training as well makes carpenters competent with tools and equipment. Carpenters get experience through apprenticeships and other on-site learning programs where they can

learn key techniques and skills; and it is important to learn methods of work properly and safely before starting out as a carpenter.

- f. **Learning skills:** Carpenters need to understand that getting new information and learning new things will help them to make right decisions at appropriate times, and also solve both present and future problems. They can choose to use training and instructional methods and procedures that are appropriate for the situation when they learn or teach new things.

There are several other skills needed to be a carpenter. Carpenters should be sensitive to details, because precision is essential when measuring and fitting. Carpenters with people skills are better able to work with customers and understand their needs. Also, because carpentry requires assembling and fastening small items and materials such as screws and dowel pins, professionals in the field must have a steady hand and the ability to make smooth movements with their fingers. Finally, the job calls for the physical strength and stamina to work long hours, sometimes lifting heavy objects, such as 100-pound plywood sheets.

2.3.6 Upholstery

Upholstery is a specialized skilled trade in woodwork that entails the art of crafting and restoring fine furniture with quality details, such as diamond tufting, top stitching, channels, webbing, coil springs, “ultra-cell” foam, and padding. A person who installs or repairs fabric on furniture is called an upholsterer. An upholsterer equips furniture with upholstery, including fabric or leather covers, webbing, padding, and springs. Upholsterers can help create new, custom-made furniture, or renovate used furniture that needs either repaired or restyled (referred to as reupholstery). With re-upholstery, upholsterers need to be able to examine all aspects of the furniture and identify any weaknesses. Four different fields make up the upholstery business: Residential upholstery applies

to domestic furniture, commercial upholstery offers services to businesses, automobile upholstery concerns the seats and trim inside vehicles, and marine upholstery tackles the seating, cushions, and cabin furniture on boats. Although the work varies with each of these fields, they all offer similar benefits and require similar skills and preparations. Skills in upholstery include:

- Handle the appropriate tools: Upholstery requires using a number of different tools, from scissors and upholstery needles to upholstery regulators and webbing stretchers.
- Work efficiently without errors: If you can't provide a quick turnover, customers will go elsewhere.
- Keep up with trends in furniture and fabric styles: Customers may look to you for design advice, and you need to be equipped with the expertise to lead them in the right direction.
- Adhere to health and safety procedures: This is especially important when handling tools that could be dangerous if used inappropriately and when working with furniture that must meet specific building codes.
- Pay attention to detail: Creating functional and stylish furniture requires having an eye for the little things.

2.3.7 Technical Skills for Establishing Small and Medium Scale Enterprise

Technical skills is one of the entrepreneurial skills, a potential entrepreneur must possess to succeed in woodwork enterprises. Technical skills are the specialized knowledge and expertise required to perform specific tasks and use specific tools and programs in real world situations. A technical skill reflects the ability to understand and carry out a specific task, or series of tasks, in the workplace. Those who possess technical skills are often referred to as "technicians", with the expression referring to audio technicians, electronics technicians, market technicians, computer

technicians, engineering technicians, and a variety of other designations. Technical skills involve the use of company or industry-specific methods and processes, formal problem-solving techniques, technology systems and machinery and other tools. Furthermore, they involve specialized knowledge and typically must be taught, like the education offered in a business administration program or at a vocational school. Ogbuanya & Fakorede (2009), described technical skills as the ability to do something expertly and well, in accordance to set standard or manufacturers' instruction. Katz (2009) viewed technical skills as one of the essential skills needed by manager and entrepreneur. According to him, technical skills are knowledge and proficiency in a certain specialized field, such as engineering, computers, financial and managerial, accounting, or manufacturing. These are different from "soft skills" (what Katz would call "human" skills), which can be acquired and honed over time. Technical skills may involve performing a predetermined sequence of steps or carrying out a specific physical action. Thus, these skills can change depending on the particular processes, procedures and regulations that are standard in your industry. Technical skills are important for a number of reasons. They can help you work more efficiently, boost your confidence and make you a more valuable candidate for employers. Candidates who have a technical skill are often more confident when applying to certain industries than those who don't. In addition, employees with a technical skill are often better at multitasking in a challenging and complex role. With sufficient technical ability, you will be able to speak to colleagues and clients more confidently using your specialist expertise. Graduates who take the time to learn a technical skill often receive higher pay. Businesses are always on the lookout for knowledgeable staff, as their clients expect to work with highly skilled teams who they have confidence in to deliver the results they need.

2.4 Review of Related Empirical Studies

According to Lidimma (2008) study on entrepreneurial competencies required by technical college, drafting graduates in the area of technical, managerial, financial/marketing and general personal attributes competencies for establishing small and medium scale enterprises in plateau state. The study sought answers to four research questions and tested four null hypotheses. The population of the study was 89, comprising 11 teachers of drafting for the three technical colleges in Plateau state and 78 draftsmen of small and medium scale enterprises. No sampling was carried out since the population was of manageable size. The instrument was validated by five experts and Cronbach alpha reliability coefficient was used to determine the internal consistency of the instrument. The instrument yielded a reliability coefficient of 0.83. Mean statistic and standard deviation, were used to answer the four research questions while the four null hypotheses were tested using t – test a 0.05 level of significance. The major findings of the study were that: technical college drafting graduates required eighteen technical competencies, twenty managerial competencies, nineteen financial/marketing competencies and sixteen general personal attributes competencies for establishing small and medium scale enterprises in plateau state. It was recommended that government and administrators of technical colleges should organize seminar and workshop for teachers of drafting so as to enable them effectively teach the required competencies to students. Also it was recommended that the identified competencies should be integrated into the curriculum of technical colleges. The study relates to the present study. They are all entrepreneurial studies. Difference still exists between them. The study was centered on entrepreneurial competencies required by technical college drafting graduates while the present study focuses on entrepreneurial skills Needed by technical college graduate in setting up small scale enterprise in woodwork technology.

Owolabi (2004) carried out a study on strategies for improving performance of technical college students in woodwork technology in Kwara state. Four research questions were answered and three null hypotheses were tested at 0.05 level of significance. The areas of coverage were five Government technical colleges in Kwara state. The target population was made up of all the principals and vice-principals, woodwork teachers and instructors, and woodwork students, which gave the total population of 140 respondents. There was no sampling. The reliability coefficient of the instrument was 0.92 using Cronbach Alpha reliability test. The instrument was face validated by three lecturers in the Department of Vocational Teacher Education, University of Nigeria, Nsukka. It was found from the study that general education, theory related study and supervised industrial training work experience will enhance teaching and learning of woodwork technology. The teaching methods used toward ensuring accomplishment of goals and objectives of the programme include integrated approach, demonstration project method, field trip and assignment among other. It was recommended that government should provide adequate tools, materials and equipment for learning to enhance better performance. It was suggested that federal and state government should be involved in the area of funding, financing, employment of qualified technical teacher. It suggested that government should encourage participation and involvement of various companies and society at large. The relationship between the study and this research is that, both the two studies will improve the practical projects which is the major aspect of performance of woodwork technology students. It could be understood from the two studies that general education, theory related study and supervised industrial training work experience will enhance teaching and learning of woodwork technology.

Otiri (2006) conducted a study on modalities for the improvement of technical college programme in Delta state. Five research questions and two null hypotheses guided the study. Descriptive

survey design was used for the research. The area of the study was Delta state which includes the six state owned technical colleges. The instrument for data collection was questionnaire. The instrument was developed in line with the five research questions and it contained 40 items divided into five sections. A test and retest method of reliability was used to establish the reliability of the instrument. The method used for data analysis was simple mean and standard deviation and the t-test was used to test the null hypothesis. The findings of the study, pointed out various abnormalities in the technical education programmes in technical colleges in Nigeria. Some of these include widening gap between theory and practice, teachers and instructors that are more sound in theory but deficient in practical projects, low enrolment and acute scarcity of candidates in most of the courses in technical college. The study therefore, identified some strategies by which some of the problems of technical colleges programmes. These include; incorporating cooperative education training model into the NBTE curriculum for technical colleges, compulsorily attaching students to informal sector (road side workshop) as a form of industrial attachment or apprenticeship to improve practical skills. Encourage technical college teachers and instructors to belong to professional bodies. Compelling industries operating within the locality of technical colleges to contribute to the financing of their programme. Hiring of well-equipped college workshops to industries for skill training their workers or even the technical college teachers or instructors undertaking the training. It was discovered furthermore that modernizing the physical structure in technical colleges programme will naturally attract students. The two studies are related in the sense that they are aimed at improving the technical college program. The two studies point-out various abnormalities in the technical colleges such as the gap between theory and practice. Teachers and instructors are more sound in theory but deficient in practical projects.

2.5 Summary of Review Related Literature

Technical college in Nigeria is described as principal vocational institution where students learn skills in various occupations. These occupations include carpentry (woodwork), electrical installation and maintenance practice, electronic work, welding and fabrication. Skills to be taught in these occupations are arranged in modules to equip students for paid or self-employment after graduation. Small and medium scale entrepreneurs required five major entrepreneurial skills for effective performance. These skills include technical, managerial, financial, marketing and communication skills. Various authors also reveal that managerial skills are needed for individuals to establish small and medium scale enterprise. Financial skills enable ones to take care of all financial transaction concerning the enterprises. Marketing skills is described as inevitable skills for an entrepreneur. Possession of these skills enables one to win the heart of customers to buy company's products. Communication skills are the abilities to communicate effectively to customers about company products. Theory of enterprise also found very relevant to the study. A lot of relevant empirical studies conducted by different authors are also reviewed to give researcher the necessary directions to achieve the purpose of the study. None of the empirical study reviewed was carried out to determine the entrepreneurial skills needed by technical college students in woodwork for establishing small and medium scale enterprise for self-employment in Niger State. This is self-employment in Niger State. This is the gap to be filled by the study.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter presents in a systematic order, the methods and techniques that were utilized in the study. A further highlight on the sources of data, data types, data collection methods and methods of data analysis is presented in complementarity with these other issues of statistical importance are also elucidated.

3.1 Design of the Study

According to Asika (2004), Research Design is a blueprint for investigating the relationship among the web of variables of a study prior to the actual study. Thus, the descriptive survey research design was adopted for this study. The rationale for the choice of this research design was that the researcher was interested in expanding his knowledge on the study variables.

3.2 Area of the Study

The study was conducted in Niger state. Niger is a state in the North Central region of Nigeria and the largest state in the country. Niger state has three political zones, zone A, B and C. The state's capital is at Minna. Other major cities are Bida, Kontagora and Suleja. The Nupe, Gbagyi, Kamuku, Kambari, Gungawa, Hun-Saare, Hausa and Koro form the majority of numerous indigenous tribes of Niger State. The state is named after the River Niger. Two of Nigeria's major hydroelectric power stations, the Kainji Dam and Shiroro Dam, are located in Niger State, along with the new Zungeru Dam. The Jebba Dam straddles the border of Niger state and Kwara state. The famous Gurara Falls is in Niger State, and Gurara Local Government Area is named after the Gurara River, on whose course the fall is situated.

3.3 Population of the Study

The population of the study consists of all seven technical colleges in Niger state, which are; Government Technical College Kontagora; Government Technical College, New Bussa; Suleman Barau Technical College Suleja, Government Technical College Pandogari, Government Technical College EyagiBida, Government Technical College Minna and Federal Science and Technical College Schiroro–Kuta.

3.4 Sampling and Sampling Technique

Multi-stage sampling technique was adopted for the study. Stage 1: Four colleges in the state were randomly selected from the list of colleges that offered woodwork carpentry trade. There include; Federal Science and Technical College Shiroro, Government Technical College Kontagora, Government Technical College Minna, Government Technical College New Bussa.

Stage 2: 140 students, 10 Woodwork technology teachers in the selected technical colleges were randomly selected from the colleges to give total sample size of 150 respondents.

3.5 Instrument for Data Collection

The primary instruments used for the collection of data was ‘Structured Questionnaire’. Copies of the questionnaire were administered to participants within the study area. The responses of respondents on the questionnaire were measured using two category three points: Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (D).

3.6 Validation of the Instrument

The instrument faced validated by three teachers of woodwork technology, in Government Technical college Minna. The instrument will for clarity of content and relevance to the study. The

validates will also requested to proffer suggestions for improving the instrument in meeting the purpose of the study. The corrections suggested might be effective and integrated into the modified copy of the instrument that will be used for data collection.

3.7 Reliability of the Instrument

The Cronbach alpha coefficient method was used to determine the internal consistency of the instrument. It was obtained by administering 10 copies of questionnaire to woodwork technology teachers in Government Technical College Minna and 10 copies to woodwork college student. Their responses were computed using Statistical Package for Social Science (SPSS) 16 versions and 0.75, 0.78, 0.80, 81 coefficient values were obtained for section A, B, and C respectively while 0.85 was obtained as overall reliability coefficient for the instrument.

3.8 Method of Data Collection

The researcher engaged in a three-month long observation on all aspects of study. With the help of a research assistant, the researcher also visited the study area and administered the research instrument to them.

3.9 Methods of Data Analysis

The data collected from the respondents was analyzed using the mean and standard deviation in answering the research questions and t-test statistic for testing the hypotheses at the probability of 0.05 level of significance.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF DATA

This chapter is concerned with the analysis of the various data sets. It further presents a systematic evaluation on the characteristics of respondents in relation to the entrepreneurial endeavors of woodwork technology graduates which also were carried out in cognizance to the research questions and hypothesis under study.

4.1 Research Question One

What are the planning skills required by technical college graduates in setting up small scale enterprise?

Table 4.1: Mean ratings of responses on the planning skills required by technical college graduates in setting up small scale enterprise

S/N	Item Statement	\bar{X}	SD	Remark
1	Ability to plan for enterprise goals and objectives in woodwork	3.47	0.71	Agreed
2	Ability to Formulate specific objectives for the woodwork	3.60	0.89	Agreed
3	Ability to Revise the objective periodically	3.58	0.71	Agreed
4	Ability to Decide on construction system to adopt on the workshop	3.45	0.72	Agreed
5	Ability to Budget for the woodwork	3.68	0.53	Agreed
6	Ability to Clear around the existing special market and land productivity	3.64	0.48	Agreed
7	Ability to Plans for the procurement of wood input	3.42	0.72	Agreed
8	Ability to Specify the species of woodwork to be produced	3.87	0.34	Agreed
9	Ability to Select appropriate equipment for specific woodwork production	3.48	0.50	Agreed
10	Ability to schedule or timing for getting the woodwork produce to market during the highest price period	3.44	0.71	Agreed

Keys: \bar{X} = Mean SD = Standard Deviation.

Table 4.1 shows that all the 10 planning skills items had mean value ranged from 3.42 to 3.87. This implies that 10 planning skills were required by woodwork graduates for entry into woodwork enterprise in Niger State.

4.2 Research Question Two

What are the facilities required for implementation of entrepreneurial skills in woodwork products by technical college graduates?

Table 4.2: Mean Ratings of Responses on the facilities required for implementation of entrepreneurial skills in woodwork products by technical college graduates.

S/N	Item	X	SD	Remark
12	By ensuring appropriate facilities for woodwork making	3.19	0.19	Agreed
12	By providing business plan goals attainment in woodwork	3.32	0.88	Agreed
13	By providing an organize resources for goal attainment in woodwork	3.24	1.06	Agreed
14	By ensuring direct functions of construction operations in woodwork	3.12	1.03	Agreed
15	By ensuring a well supervised construction operations in woodwork	3.32	1.11	Agreed
16	By ensuring that qualitative materials are provided for workers for effective operation	3.58	0.61	Agreed
17	By ensuring that adequate ventilation and lightening are provided for workers working in tight and cramped places	3.48	0.56	Agreed
18	By ensuring that workers who adhere to safety policy and regulation are highly rewarded	3.06	0.86	Agreed
19	By ensuring that machines with known faulty status are not used until they are serviced and repaired	3.19	1.03	Agreed
20	By evaluating all operations for goals attainment in woodwork	3.15	0.77	Agreed

Keys: X = Mean SD = Standard Deviation.

Table 4.2 shows that all the 10 skills items had their mean value above 3.06. The study therefore, found that facilities required for implementation of entrepreneurial skills in woodwork were required by technical college graduates for entry into woodwork production for effective entrepreneurship in Niger State.

4.3 Research Question Three

What are the entrepreneurial skill required by technical college graduates in Marketing of woodwork product?

Table 4.3: Mean Ratings of Responses of entrepreneurial skill required by technical college graduates in Marketing of woodwork product.

S/N	Item Statement	X	SD	Remark
21	Ability to implement business plan for goal attainment in woodwork	3.71	0.52	Agreed
22	Ability to select the product line to enter into relation to market condition	3.55	0.71	Agreed
23	Ability to open inventory record book	3.82	0.82	Agreed
24	Ability to budget for the woodwork products	3.65	0.80	Agreed
25	Ability to fix appropriate price to the product	3.63	0.54	Agreed
26	Ability to distribute and transport the products to buyers	3.74	0.50	Agreed
27	Ability to Sell the products	3.79	0.48	Agreed
28	Ability to keep the sales record book	3.65	0.54	Agreed
29	Ability to expand market through advertisement and sales promotion	3.70	0.54	Agreed
30	Ability to organize regular market exhibitions for finished woodwork products	3.83	0.38	Agreed

Keys: X = Mean SD = Standard Deviation.

Table 4.3 shows that all the 10 marketing skills items had their mean value above 3.55. The study therefore, found that marketing skills were required by technical college graduates for entry into woodwork enterprise in Niger State.

4.5 Hypothesis One

There is no significant difference in the mean ratings of the responses of both woodwork technology teachers and technical college graduates in the planning skills required in woodwork.

Table 4.4: t-test analysis of the mean ratings of woodwork technology teachers and technical college graduates on the entrepreneurial skills required by woodwork technology graduate in woodwork in Niger state.

S/N	Skills required in woodwork production	Woodwork Technology teachers		Technical college graduates		t cal	t-tab	Remark
		X ₁	SD ₁	X ₂	SD ₂			
1	Ability to plan for enterprise goals and objectives in woodwork	3.36	0.83	3.13	0.93	1.46	1.96	NS
2	Ability to Formulate specific objectives for the woodwork	3.10	1.04	3.43	1.05	-2.96	1.96	NS
3	Ability to Revise the objective periodically	3.35	0.94	3.28	0.80	0.68	1.96	N/S
4	Ability to Decide on construction system to adopt on the workshop	3.38	1.05	2.79	1.01	1.37	1.96	N/S
5	Ability to Budget for the woodwork	3.11	0.77	3.21	0.77	-1.27	1.96	N/S
6	Ability to Clear around the existing special market and land productivity	3.48	0.05	3.43	0.62	0.94	1.96	N/S
7	Ability to Plans for the procurement of wood input	3.70	0.52	3.85	0.36	-3.14	1.96	N/S
8	Ability to Specify the species of woodwork to be produced	3.51	0.64	3.78	0.48	-4.63	1.96	N/S
9	Ability to Select appropriate equipment for specific woodwork production	3.43	0.76	3.56	0.74	1.68	1.96	N/S

10	Ability to Storage schedule or timing for getting the woodwork produce to market during the highest price period	3.43	1.03	4.00	0.00	-6.88	1.96	N/S
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Key: N_1 = Number of woodwork technology teachers, N_2 = Number of technical college graduates, NS= Not Significant, t-tab= table value, t-cal= calculated value, X_1 = mean scores for woodwork technology teachers, X_2 = mean scores for technical colleges graduates, SD_1 = Standard deviation for woodwork technology teachers, SD_2 = Standard deviation for technical college graduates.

The data presented in Table 4.4 showed all the 10 required skills items has calculated value (t-cal) less than the table value (t-tab) of 1.96 (two tailed test) at 0.05 level of significance. This indicated that there was no significant difference in the mean ratings of the responses of the two groups of respondents (woodwork technology teachers and technical college graduates) on skills required by technical college graduates in woodwork.

4.5 Hypotheses Two

There is no significance difference between the mean ratings of responses of woodwork technology teachers and technical college graduates in the facilities required for implementation of entrepreneurial skills in woodwork products.

Table 4.5: t-test Analysis of the mean Ratings of woodwork technology teachers and technical college graduates in the facilities required for implementation of entrepreneurial skills in woodwork products in Niger State.

S/n	Skills required in woodwork production	Woodwork technology teachers		technical college graduates		t cal	t-tab	Remark
		X ₁	SD ₁	X ₂	SD ₂			
11	Ability to implement business plan for goal attainment in woodwork	3.38	0.68	3.85	0.36	-7.98	1.96	Not Sig
12	Ability to select the product line to enter into relation to market condition	3.04	1.21	3.70	0.82	-5.96	1.96	N/S
13	Ability to open inventory record book	3.70	0.52	3.85	0.36	-3.14	1.96	N/S
14	Ability to budget for the woodwork	3.51	0.64	3.78	0.48	-4.63	1.96	N/S
15	Ability to fix appropriate price to the product	3.43	1.03	4.00	0.00	-6.88	1.96	N/S
16	Ability to distribute and transport the products to buyers	3.10	0.87	3.00	0.85	1.15	1.96	N/S
17	Ability to Sell the products	3.36	0.83	3.13	0.93	1.46	1.96	N/S
18	Ability to keep the sales record book	3.21	1.03	3.35	1.04	-1.32	1.96	N/S
19	Ability to expand market through advertisement and sales promotion	3.48	0.05	3.43	0.62	0.94	1.96	N/S
20	Ability to organize regular market exhibitions for finished woodwork products	3.11	0.77	3.21	0.77	-1.27	1.96	NS

The data presented in Table 4.5 showed that all the 10 required entrepreneurial skills items has calculated value (t-cal) less than the table value (t-tab) of 1.96 (two tailed test) at 0.05 level of significance. This indicated that there was no significant difference in the mean ratings of the responses of the two groups of respondents (woodwork technology teachers and technical college graduates) on entrepreneurial skills required by technical college graduates for required facilities for implementation of skills in woodwork products.

4.6 Hypothesis Three

There is no significance difference in mean ratings of the responses of woodwork teachers to technical college graduates on the work-skills required by technical college graduates in marketing of woodwork products in Niger State

Table 4.6: t-test analysis of the mean ratings of Responses of woodwork technology teachers and technical college graduates on the work-skills required by technical college graduates in Marketing of woodwork products.

S/n	Skills required in woodwork production	Woodwork technology teachers		Technical college Graduate		t cal	t-tab	Remark
		X ₁	SD ₁	X ₂	SD ₂			
21	Ability to advertise woodwork products	3.40	0.77	3.35	0.72	-0.51	1.96	Not Sig
22	Ability to select the product line to enter into relation to market condition	3.82	0.38	3.92	0.27	-2.76	1.96	N/S
23	Ability to open inventory record book	3.49	0.50	3.85	0.36	-7.76	1.96	N/S
24	Ability to budget for the woodwork	3.66	0.47	3.72	0.60	-0.97	1.96	N/S
25	Ability to fix appropriate price to the product	3.47	0.78	3.01	0.54	1.39	1.96	N/S
26	Ability to distribute and transport the products to buyers	3.59	0.49	3.71	0.59	-2.18	1.96	N/S
27	Ability to Sell the products	3.50	0.76	3.43	0.62	-1.06	1.96	N/S
28	Ability to keep the sales record book	3.63	0.48	3.71	0.46	-1.25	1.96	N/S
29	Ability to expand market through advertisement and sales promotion	3.81	0.39	3.86	0.35	-1.22	1.96	N/S
30	Ability to organize regular market exhibitions for finished woodwork products	3.70	0.66	3.72	0.60	-2.42	1.96	NS

The data presented in Table 4.6 showed that all the 10 required entrepreneurial skills items has calculated value (t-cal) less than the table value (t-tab) of 1.96 (two tailed test) at 0.05 level of

significance. This indicated that there was no significant difference in the mean ratings of the responses of two groups of respondents (woodwork technology teachers and technical college graduates) on work-skills required by technical college graduates in marketing of woodwork products.

4.7 Findings of the Study

The following are the findings of the study, based on the data collected and analyzed; they are highlighted based on the research questions posed on the study by the hypothesis;

1. Planning skills were required by woodwork graduates for entry into woodwork enterprise
2. Facilities skills were required by technical college graduates for entry into woodwork enterprise
3. Marketing skill were required by technical college graduates for entry into woodwork enterprise
4. There was no significant difference in the mean ratings of the responses of the two groups of respondents (woodwork technology teachers and technical college graduates) on skills required by technical college graduates in woodwork.
5. there was no significant difference in the mean ratings of the responses of the two groups of respondents (woodwork technology teachers and technical college graduates) on entrepreneurial skills required by technical college graduates for required facilities for implementation of skills in woodwork products.
6. there was no significant difference in the mean ratings of the responses of two groups of respondents (woodwork technology teachers and technical college graduates) on work-skills required by technical college graduates in marketing of woodwork products.

4.8 Discussion of Findings

The findings of this study revealed that 10 entrepreneurial skills were required by technical college graduates for entry into woodwork enterprise in Niger State. The findings supported the opinion of Olagunju (2014) who observed that planning skills needed by entrepreneurs to get fund needed on favourable terms and use them effectively include ability to: plan for enterprise goals and objectives in woodwork and clear around the existing special market and land productivity. The findings were in consonance with the view of Igbo (2015) who observed that entrepreneurs should be able to: budget for the woodwork and schedule or timing for getting the woodwork produce to market during the highest price period. These findings also agreed with the view of Richard *et al.* (2011) who stated that financial management skills needed by entrepreneur to understand the financial matters include ability to: process accounts payable and account receivable, process inventories and keep sales and purchases records.

The findings of this study revealed that 10 facilities skills were required by technical college graduates for entry into woodwork enterprise in Niger State. The findings were in line with the opinion of Etonyeaku (2011) who noted that facilities skills required of technical college graduate for managing business enterprise include ability to: specify the species of Woodwork to be produced, plans for the procurement wood input and formulate specific objectives for the woodwork. The findings supported the opinion of Zuzana (2016) who stated that the basic facilities skills required by business related entrepreneur in starting, developing and managing and enterprise. This finding also agreed with the opinion of Joshua (2012) who reported that facilities skills are activities of coordinating the efforts to people to accomplish desired goals and objectives using available resources efficiently and effectively. The findings and the opinions of author above

helped to justify the findings of this study on facilities skill-items required for entry in woodwork in Niger State.

The findings of this study revealed that 10 marketing skill were required by technical college graduates for entry into woodwork enterprise in Niger State. These marketing skills include ability to: direct functions of construction operations in woodwork, choose qualitative materials are provided for workers for effective operation and business plan goals attainment in woodwork. The findings were consonance with the work of Ademiluyi (2017) who opined that entrepreneur should have knowledge of salesmanship; negotiation; sales record keeping; sales promotion; stock record keeping; pricing; advertising channels; advertising media; consumer behavior appreciation; and transportation. This findings also agreed with work of Stanton (2012) who argued that marketing skills that positioned entrepreneur in contact with the people who want to buy one's products and services include ability to: identify marketing areas; advertise; fix prices based on cost of production & market situation; sell products and keep accurate record of products. The findings and opinion of authors on marketing skills above helped to add value to the findings of this study on marketing skill-items required for entry into woodwork enterprises.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The project aimed to determine the relevant entrepreneurial skills needed to learn by a technical college graduate while setting up a small scale business enterprise in woodwork technology. Specifically, the study ought to; determine the entrepreneurial skills required in setting up small scale business enterprise by woodwork student before graduating, determine the appropriate works habit required by technical college graduate in woodwork technology, and identifying the appropriate managerial skills required by technical college graduate in woodwork technology.

All the college student and teachers in the study area constituted the population of the study. Descriptive statistics such as frequency, percentages, mean scores and rank were used for the analysis of data collected. 150 were randomly selected from 4 Technical colleges in the study area.

From the results of the study, entrepreneurship required in setting up small scale business enterprise by woodwork student before graduating had a mean greater than 2.5, as such, there were considered as important and were ranked as follows; Operate horizontal and vertical simple surface grinders with reciprocating or rotary tables (1st), Ability to use all types of band saws and selecting blades for reciprocating bands and cut off machines using the job selector and setting saw velocity on the vertical band machine cutting various job contours using the various type of cut of band saws using gang and turret drilling with multi spindle head (2nd), Ability to use gang drill machine to perform operations such as drilling, reaming, counter boring, hand tooling with the use of jigs and fixtures grinding different lathe tools with different tool geometry turning tapers on the lathe with the help of taper turning attachment (3rd), Write basic programming languages for machining various components on the CNC machine (4th), Honing for finishing inside diameter

bushings and cylinder of Automatic engine block (5th). This is in line with Katz (2009) view that technical and entrepreneurship skills is one of the essential skills needed by manager and entrepreneur.

Furthermore, considering works habit required by technical college graduate in woodwork technology, all habit had a mean greater than 2.5, hence, there are all essentially and ranked as follows; Prioritizing of events based on order of importance (1st), Use of internet to source for information (2nd).

Lastly, appropriate managerial skills required by technical college graduate in woodwork technology were as follows; Good communication skills (1st), Effective Management skills (2nd), Interpersonal skills (3rd), Leadership skills (4th).

5.2 Implication of the Study

The finding of the study has the following implications:

If the skills identified by the study is acquired by technical colleges graduates, it could enable them work efficiently and be productive in wood work industries, construction and Engineering company and other organizational body also if incorporated will teach students the necessities in the in the world of work. Also if the skills identified by the study is integrated into the curriculum of woodwork technology in technical schools, it could provide the step-by-step activities necessary for acquiring skills in woodwork construction that will enhance students' mastery of the skills thereby preparing then well for entry into the furniture making enterprise after graduation. Lastly, in our country where in the midst of abundance we lack everything, the skills identified on this study may help bring out the best in students in term of creativity and innovation, set up and

manage a business successfully, be self-employed and also employ others thereby reducing over dependent on government jobs as well as reduced menace and other forms of social vices.

5.3 Conclusion

Entrepreneurial skills are essential for woodwork students and apprentice for establishing small and medium scale enterprises after graduating, in order to gain employment and earn a living. Woodwork graduate require good managerial skills, woodworking skills, and good working habit to excel after graduating, but he reverse is the case. Woodwork graduate often lack good communication skills, technical skills, as well as management skills for establishing small and medium scale business as well as gain employment. To mitigate this, relevant tools, equipment and infrastructure are needed, as well as well trained teachers and tutors on woodworking to impact woodworking student with the necessary skills and attitude.

5.4 Recommendations

1. Identified entrepreneurship skills should be integrated into technical college curriculum and module specifications for upholstery making graduates.
2. Government should provide adequate equipment, tools, materials and facilities required for training the students.
3. Teachers should be trained and retrained on how to use the tools, equipment and materials for effective training of the students.

5.5 Suggestion for Further Research

Based on the limitations of the study, the following are recommended for further studies:

- Identification of business opportunities in wood work technology trade in Niger State.

- Professional improvement skills needed by technical college graduates for effective practical projects in technical colleges in Niger State.
- Identification and implementation of training and re-training services for woodwork technology teachers for effective teaching and learning of technical college graduate for entry into upholstery and furniture making enterprise in Niger State
- Requisite skills required by teachers of technical college for effective practical projects in technical colleges in Niger State.
- Efficiency and durability of made in Niger State wooden articles.
- Attitudes of Nigerlites towards patronizing made in Niger State furniture.

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INTRODUCTORY LETTER

Department of Industrial and Technology
Education,
School of Science and Technology
Education,
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Dear Respondent,

I am a final year student of the above department. I am carrying out a research on “The Entrepreneurial Skills required for Technical College Student in Setting up Small Scale Business in Wood Work in Niger State”. I would be extremely delighted if you could provide answers to the following questions. All information will be treated with utmost confidence and used solely for academic purposes.

Thank you for your kind assistance.

Yours sincerely,

Francis Cynthia Ezinne

QUESTIONNAIRE

This questionnaire is to access “The Entrepreneurial Skills required for Technical College Student in Setting up Small Scale Business in Wood Work in Niger State”.

Please kindly answer the questions by ticking the appropriate option provided.

SECTION A

What are the entrepreneurial skills required by technical college graduates in setting up small scale enterprise?

S/N	Item Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
1	Ability to plan for enterprise goals and objectives in woodwork				
2	Ability to Formulate specific objectives for the woodwork				
3	Ability to Revise the objective periodically				
4	Ability to Decide on construction system to adopt on the workshop				
5	Ability to Budget for the woodwork				
6	Ability to Clear around the existing special market and land productivity				
7	Ability to Plans for the procurement of wood input				
8	Ability to Specify the species of woodwork to be produced				
9	Ability to Select appropriate equipment for specific woodwork production				
10	Ability to schedule or timing for getting the woodwork produce to market during the highest price period				

SECTION B

What are the facilities required for implementation of entrepreneurial skills in woodwork products by technical college graduates?

S/N	Item	Strongly Agree	Agree	Strongly Disagree	Disagree
12	By ensuring appropriate facilities for woodwork making				
12	By providing business plan goals attainment in woodwork				
13	By providing an organize resources for goal attainment in woodwork				
14	By ensuring direct functions of construction operations in woodwork				
15	By ensuring a well supervised construction operations in woodwork				
16	By ensuring that qualitative materials are provided for workers for effective operation				
17	By ensuring that adequate ventilation and lightening are provided for workers working in tight and cramped places				
18	By ensuring that workers who adhere to safety policy and regulation are highly rewarded				
19	By ensuring that machines with known faulty status are not used until they are serviced and repaired				
20	By evaluating all operations for goals attainment in woodwork				

SECTION C

What are the entrepreneurial skill required by technical college graduates in Marketing of woodwork product?

S/N	Item Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
21	Ability to implement business plan for goal attainment in woodwork				
22	Ability to select the product line to enter into relation to market condition				
23	Ability to open inventory record book				
24	Ability to budget for the woodwork products				
25	Ability to fix appropriate price to the product				
26	Ability to distribute and transport the products to buyers				
27	Ability to Sell the products				
28	Ability to keep the sales record book				
29	Ability to expand market through advertisement and sales promotion				
30	Ability to organize regular market exhibitions for finished woodwork products				