

Enhancing Practical Skills Acquisition through Entrepreneurship Practical in Vocational and Technical Education

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Abstract

The study examined the role of entrepreneurship practical in enhancing practical skills acquisition among Vocational and Technical Education students in the Federal College of Education, Gidan Madi, Sokoto State. The study employed a descriptive survey design, involving a sample of 200 students drawn from six vocational and technical departments using stratified and random sampling techniques. A structured questionnaire titled *Entrepreneurship Practical and Skill Acquisition Questionnaire (EPSAQ)* was administered, and data were analysed using descriptive statistics (mean and standard deviation) with a decision benchmark of 2.50 on a 4-point Likert scale. Findings revealed several institutional and instructional constraints affecting the effective delivery of entrepreneurship practical, including poor staff promotion practices ($M = 3.80$, $SD = 0.90$), inadequate funding ($M = 3.50$, $SD = 0.70$), and lack of training allowances ($M = 3.50$, $SD = 0.60$). The constraints adversely impacted classroom instruction, with teachers displaying poor motivation ($M = 3.50$, $SD = 1.70$) and irregular class attendance ($M = 3.00$, $SD = 0.80$). Workshop practices were similarly affected by inadequate tools ($M = 3.50$, $SD = 0.70$), poor supervision ($M = 3.80$, $SD = 1.20$), and facility maintenance issues ($M = 3.70$, $SD = 0.80$). Notably, 85% of students acknowledged entrepreneurship practical as useful, while 75% expressed readiness to start businesses if adequately supported. The study concluded that although entrepreneurship practical significantly enhance students' skill acquisition and entrepreneurial readiness, systemic institutional challenges continue to limit their effectiveness. It recommended increased funding, improved instructor welfare, regular practical sessions, and public-private partnerships to strengthen entrepreneurship education and reduce unemployment in rural areas.

Keywords: Entrepreneurship education, practical skill acquisition, vocational and technical education, employability, entrepreneurship practical

Introduction

Growth and development of nations in the 21st century hinge on the potentialities of those nations' educational systems to produce graduates equipped with relevant, employable, and entrepreneurial skills. Vocational and Technical Education (VTE) plays a pivotal role in fostering these capacities. At the heart of this transformation is entrepreneurship education, which emphasizes hands-on experience, innovation, and the ability to identify and act on business opportunities. According to United Nations Educational, Scientific and Cultural Organization [UNESCO] (2022), Technical and Vocational Education and Training (TVET) should foster not just employment but self-reliance, creativity, and innovation among learners. In Nigeria, the Federal College of Education, Gidan Madi, offers technical and vocational training programs aimed at producing graduates who are both academically sound and practically competent and self-reliant. However, challenges persist in the course of practical entrepreneurship training due to constraints of funding, infrastructure, and instructional quality.

Entrepreneurship education has emerged as a fundamental component of technical and vocational education and training (TVET) globally, particularly in developing nations such as Nigeria where youth unemployment and underemployment remain persistent socio-economic challenges. Technical and vocational education is designed not only to provide knowledge but also to impart practical skills required for gainful employment, self-reliance, and national development. In today's global economy, where rapid technological advancements continuously reshape labour market demands, the emphasis has shifted from mere acquisition of theoretical knowledge to the mastery of practical, job-ready skills, particularly in entrepreneurial ventures.

The Federal Government of Nigeria has over the years acknowledged the critical importance of Vocational and Technical Education by integrating entrepreneurship education into the curriculum of tertiary institutions, including colleges of education. The National Policy on Education (FRN, 2024) clearly outlines the objectives of technical education to include equipping individuals with the technical knowledge and vocational skills necessary for agricultural, industrial, commercial, and economic development. In line with this, entrepreneurship practical have been introduced to provide students with firsthand experience in various trade areas such as fashion design, catering services, welding, electrical installation, and other business opportunities with the potential for self-employment.

However, despite these commendable policies, many institutions continue to struggle with the effective implementation of entrepreneurship practical. Research has shown that without adequate exposure to practical entrepreneurship experiences during training, graduates often lack the competence and confidence to establish or manage sustainable ventures (Ayomike, 2024). This situation is particularly critical in conflict-prone, rural, and economically disadvantaged areas such as Gidan Madi, where employment opportunities are limited, and the need for self-reliance is high.

Federal College of Education, Gidan Madi, as a teacher training institution, plays a vital role in preparing future educators in vocational and technical disciplines. The integration of entrepreneurship practical into its curriculum aims to address the twin issues of graduate unemployment and the scarcity of skilled entrepreneurs. Yet, there are visible gaps in terms of infrastructure, teaching resources, funding, and qualified personnel necessary for effective practical training. These inadequacies often result in students graduating with theoretical knowledge without commensurate practical skills, thereby undermining the core objective of vocational and technical education. The study, therefore, seeks to explore how entrepreneurship practical contribute to practical skills acquisition among vocational and technical students at the Federal College of Education, Gidan Madi, while identifying the existing constraints and proposing actionable solutions for strengthening the program's impact on graduate employability and national economic development.

Statement of the Problem

One of the foremost challenges confronting the Nigerian educational system today is the alarming rate of youth unemployment, which is partly attributed to the mismatch between graduates' skills and the demands of the labor market. Vocational and technical education, by design, should equip students with the requisite practical and entrepreneurial skills necessary for immediate employment or self-employment upon graduation. However, evidence suggests that despite the growing emphasis on entrepreneurship education in Nigerian tertiary institutions, including Federal College of Education, Gidan Madi, a significant number of graduates remain unemployed or underemployed due to inadequate practical training and poor entrepreneurial orientation.

While the Nigerian government has made policy provisions for integrating entrepreneurship into the curricula of higher institutions, the implementation at institutional levels has been marred by several constraints. These include insufficient funding for practical training, inadequate tools and equipment, poorly maintained workshops, shortage of qualified instructors with industrial experience, irregular practical sessions, and low motivation among teachers resulting from poor remuneration and lack of professional development opportunities. Consequently, students are often exposed to theoretical concepts of entrepreneurship without meaningful opportunities for hands-on practice, leaving them ill-prepared to engage productively in the labour market or establish their own enterprises.

At Federal College of Education, Gidan Madi, these issues are particularly pronounced given its location in a conflict-prone and rural environment where economic opportunities are scarce, and the demand for skilled, self-reliant individuals is high. Preliminary observations and anecdotal reports indicate that many vocational and technical students graduate without demonstrable competencies in the trades for which they were trained, and few possess the entrepreneurial mindset or skills to start micro-enterprises. This situation not only undermines the objectives of the National Policy on Education but also contributes to the growing unemployment crisis and economic stagnation in the region. Therefore, it becomes imperative to critically examine the role of entrepreneurship practical in enhancing practical skills acquisition among Vocational and Technical Education students at Federal College of

Education, Gidan Madi. The study seeks to identify the constraints militating against effective delivery of these practical and assess their impact on students' entrepreneurial competencies, with a view to recommending strategies for strengthening the program and making graduates more economically relevant and self-sufficient.

Objectives of the Study

The overarching objective of this study is to investigate the role of entrepreneurship practical in enhancing practical skills acquisition among Vocational and Technical Education students at the Federal College of Education, Gidan Madi. It seeks to identify how practical entrepreneurship experiences contribute to the development of students' competencies in various vocational trades and assess the institutional and systemic challenges that impede the effective delivery of these practical. Specifically, the study intends to:

- i. Identify the key institutional, infrastructural, and instructional constraints affecting the effective implementation of entrepreneurship practical in Vocational and Technical Education programs at the Federal College of Education, Gidan Madi.
- ii. Evaluate the impact of identified constraints on teachers' instructional delivery in both classroom and workshop settings, particularly with regard to entrepreneurship education and practical skill acquisition.
- iii. Assess the extent to which entrepreneurship practical influence students' acquisition of employable, market-oriented, and self-reliance skills necessary for sustainable livelihood and national economic development.
- iv. Propose actionable strategies for improving the design, implementation, and evaluation of entrepreneurship practical in technical and vocational education, with a focus on enhancing graduate employability, fostering entrepreneurial initiatives, and reducing youth unemployment in conflict-prone rural areas.

Research Questions

This study is guided by the following research questions, which are designed to address the core objectives and uncover the dynamics influencing entrepreneurship practical and skill acquisition within the context of Vocational and Technical Education at the Federal College of Education, Gidan Madi:

- i. What are the key institutional, infrastructural, and instructional constraints affecting the effective implementation of entrepreneurship practical in Vocational and Technical Education programs at the Federal College of Education, Gidan Madi?
- ii. How do these identified constraints impact teachers' effectiveness in classroom instructional delivery, particularly in terms of entrepreneurship education and practical skill transfer to students?
- iii. What is the extent of the impact of these constraints on workshop instruction delivery and students' hands-on learning experiences in various entrepreneurial trade areas?
- iv. To what degree do entrepreneurship practical contribute to students' acquisition of market-relevant, employable, and self-reliant skills that enhance their capacity for employment and self-sufficiency after graduation?

- v. What practical strategies and policy recommendations can be proposed to improve the quality, relevance, and effectiveness of entrepreneurship practical in Vocational and Technical Education programs at the college and beyond?

Significance of the Study

- i. The study is of significant value to various stakeholders in the education and employment sectors, particularly as Nigeria grapples with a deepening youth unemployment crisis, worsened by rising economic uncertainties and security challenges in rural areas such as Gidan Madi. Its findings and recommendations will be crucial for policy makers, educational administrators, technical instructors, students, parents, and local community leaders.
- ii. To educational policy makers, the study provides empirical insights into the practical challenges confronting the effective implementation of entrepreneurship education in vocational and technical institutions. The evidence generated will serve as a valuable guide in formulating evidence-based policies and interventions aimed at revitalizing technical and vocational education through enhanced practical training, modernized workshops, and strengthened teacher development initiatives
- iii. To college administrators and program coordinators, the research highlights specific constraints affecting entrepreneurship practical within the Federal College of Education, Gidan Madi. It offers recommendations for improving instructional resources, ensuring timely promotions and welfare support for instructors, and fostering a culture of innovation and entrepreneurship within the institution.
- iv. To Vocational and Technical Education instructors, the study underscores the importance of effective instructional delivery in both classrooms and workshops. It will serve as a guide in identifying areas of personal and professional development, encouraging continuous engagement in industrial attachment, and adopting innovative teaching methodologies that reflect current market demands.
- v. For students, the research emphasizes the value of entrepreneurship practical as an essential component of their vocational education experience. By identifying factors that hinder their practical training and suggesting improvements, the study aims to enhance students' learning outcomes, boost their confidence, and prepare them for successful self-employment or wage employment opportunities upon graduation.
- vi. To parents, communities, and local industries, the study draws attention to the critical role of practical entrepreneurship education in fostering job creation, economic empowerment, and community development. Strengthening the capacity of technical education graduates to establish small-scale enterprises or engage meaningfully in existing industries will directly contribute to poverty reduction and socio-economic stability within the local environment.
- vii. Ultimately, this study contributes to the body of knowledge in technical and vocational education and offers pragmatic solutions to bridging the gap between vocational training and employment opportunities in rural Nigeria, thereby promoting sustainable economic development and national productivity.

Scope of the Study

This study focuses exclusively on examining the role of entrepreneurship practical in enhancing practical skills acquisition among Vocational and Technical Education students at the Federal College of Education, Gidan Madi, Sokoto State, Nigeria. The research is delimited to students enrolled in vocational and technical departments such as Agricultural Education, Building Technology, Electrical Installation, Woodwork, Automobile Mechanics, and Business Education.

Specifically, the study investigates the nature, adequacy, and quality of entrepreneurship practical offered within the institution's Vocational and Technical Education curriculum. The infrastructural and instructional resources available for entrepreneurship training, including workshops, tools, materials, and qualified personnel. The challenges affecting the delivery and effectiveness of entrepreneurship practical, with emphasis on funding, teacher motivation, supervision, workshop maintenance, and frequency of practical sessions. The relationship between entrepreneurship practical exposure and students' ability to acquire relevant, employable, and entrepreneurial skills. Stakeholders' perceptions (including teachers and students) regarding the state and relevance of entrepreneurship practical to students' career preparedness and economic empowerment.

The geographical scope of this study is limited to Federal College of Education, Gidan Madi. However, the findings and recommendations are expected to have broader implications for similar colleges of education, technical training institutions, and vocational centers across Nigeria, particularly those located in rural and conflict-prone areas with comparable socio-economic and infrastructural challenges.

Literature Review

Concept of Vocational and Technical Education (TVET)

Vocational and Technical Education and Training (TVET) is widely recognized as a strategic approach for equipping individuals with the practical skills, knowledge, and competencies necessary for self-reliance, employment, and national development. According to UNESCO (2022), TVET refers to "those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various sectors of economic and social life." In Nigeria, TVET is positioned as a critical tool for addressing poverty, unemployment, and underemployment, particularly in rural and economically disadvantaged communities.

The Federal Government of Nigeria (FRN, 2024) emphasizes the importance of TVET in achieving national economic objectives by preparing middle-level manpower for the economy and promoting skills acquisition for industrial and technological development. The integration of entrepreneurship education into TVET curricula is, therefore, a deliberate policy aimed at fostering innovation, creativity, and self-employment among graduates.

The Role of Entrepreneurship Education in Vocational and Technical Training

Entrepreneurship education involves structured training programs designed to equip learners with the knowledge, skills, and attitudes needed to identify, create, and manage business ventures successfully. It focuses not only on business creation but also on developing entrepreneurial behaviours such as opportunity recognition, risk-taking, innovation, and resilience.

Within the context of vocational and technical education, entrepreneurship practical serve as a critical platform for translating theoretical knowledge into practical experiences through hands-on training, simulations, and real-life business projects. Okebukola (2020) noted that entrepreneurship education in Nigerian tertiary institutions has the potential to reduce unemployment and create job creators instead of job seekers if adequately implemented through practical sessions. These practical activities empower students to apply entrepreneurial concepts to real problems, thus enhancing their confidence and employability.

Theoretical Framework: Social Cognitive Theory and Experiential Learning Theory

This study is anchored on Albert Bandura's Social Cognitive Theory (1986), which emphasizes the interplay between personal factors, environmental influences, and behaviour. The theory posits that individuals acquire knowledge and skills through observing others, imitating behaviours, and engaging in experiential learning within a social context. In the case of entrepreneurship practical, students learn entrepreneurial competencies by observing skilled instructors, engaging in workshop activities, and participating in practical entrepreneurial projects.

Complementing this is Kolb's Experiential Learning Theory (1984), which asserts that knowledge is created through the transformation of experience. Kolb identifies four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Entrepreneurship practical align with this theory by providing students with opportunities to experience, reflect, conceptualize, and experiment with business ideas and technical tasks, thereby facilitating deeper learning and skill acquisition.

Factors Affecting the Effective Delivery of Entrepreneurship Practical

Several constraints impede the successful implementation of entrepreneurship practical in Nigerian TVET institutions. Key among them include:

- **Inadequate funding:** Many institutions lack sufficient financial resources to procure modern tools, materials, and equipment required for effective practical training (Ayomike, 2024).
- **Insufficient workshops and out-dated equipment:** Most technical colleges and colleges of education operate with obsolete or poorly maintained facilities, limiting the scope and quality of practical activities (Nworgu & Nwanoruo, 2021).

- **Low motivation of instructors:** Poor remuneration, irregular promotions, and lack of professional development opportunities demoralize teachers, affecting their commitment to practical instruction.
- **Inconsistent practical schedules:** Due to administrative and logistical challenges, practical sessions are often irregular, rushed, or inadequately supervised, hindering skill mastery among students.

Impact of Entrepreneurship Practical on Students' Skill Acquisition and Employability

The primary aim of entrepreneurship practical is to enhance students' ability to acquire market-oriented skills and competencies that promote self-reliance and employability. Studies such as Yusuf and Soyemi (2022) found that graduates who underwent structured entrepreneurship practical demonstrated greater confidence in starting businesses and adapting to the demands of the informal sector.

Moreover, practical entrepreneurship experiences expose students to business opportunities within their immediate environment, helping them to develop problem-solving skills, financial literacy, and product development competencies. According to Uwaifo & Uwaifo (2009), exposure to entrepreneurship practical is positively correlated with students' intentions to become self-employed and their capacity to innovate in their chosen trades.

Empirical Studies on Entrepreneurship Education and Practical Skill Development

Several empirical studies have investigated the role of entrepreneurship education in technical institutions. Ayomike (2024) conducted a study across technical colleges in Southern Nigeria and found that students exposed to regular and well-supervised entrepreneurship practical demonstrated higher levels of practical competencies and business readiness. Similarly, Nworgu and Nwanoruo (2021) identified the lack of training resources, poor supervision, and irregular workshop sessions as key factors affecting the effectiveness of entrepreneurship training in technical schools. Okebukola (2020) further emphasized that meaningful practical experiences are indispensable for bridging the gap between school-based education and the realities of the labor market.

Summary of Literature Review and Gap Identified

The reviewed literature highlights the pivotal role of entrepreneurship practical in enhancing skill acquisition and employability in technical and vocational education. It underscores the significance of hands-on experiences, adequate funding, motivated instructors, and well-equipped workshops in achieving desirable learning outcomes. However, a noticeable gap exists in studies focusing specifically on colleges of education in conflict-prone and rural areas such as Gidan Madi, where socio-economic challenges and institutional limitations compound the difficulties of implementing effective entrepreneurship practical. The study, therefore, seeks to fill this gap by providing empirical evidence on the constraints, impacts, and potential interventions required to strengthen entrepreneurship practical in Federal

College of Education, Gidan Madi, thereby contributing to rural economic development and national manpower planning.

Conceptual Framework

This study is premised on the view that entrepreneurship practical within Vocational and Technical Education (TVET) serve as a crucial mechanism for enhancing practical skill acquisition among students. The framework is underpinned by Social Cognitive Theory (Bandura, 1986) and Experiential Learning Theory (Kolb, 1984), emphasizing that learners acquire entrepreneurial and technical competencies through interaction with their environment, instructional experiences, and hands-on practice.

The framework proposes that the effectiveness of entrepreneurship practical is influenced by several institutional and instructional constraints such as:

- Funding adequacy
- Availability of instructional materials and equipment
- Quality of workshop facilities
- Teacher motivation and capacity
- Frequency and supervision of practical sessions

These constraints affect instructional delivery in both classroom and workshop environments, which in turn determines the extent to which students acquire marketable, employable, and entrepreneurial skills.

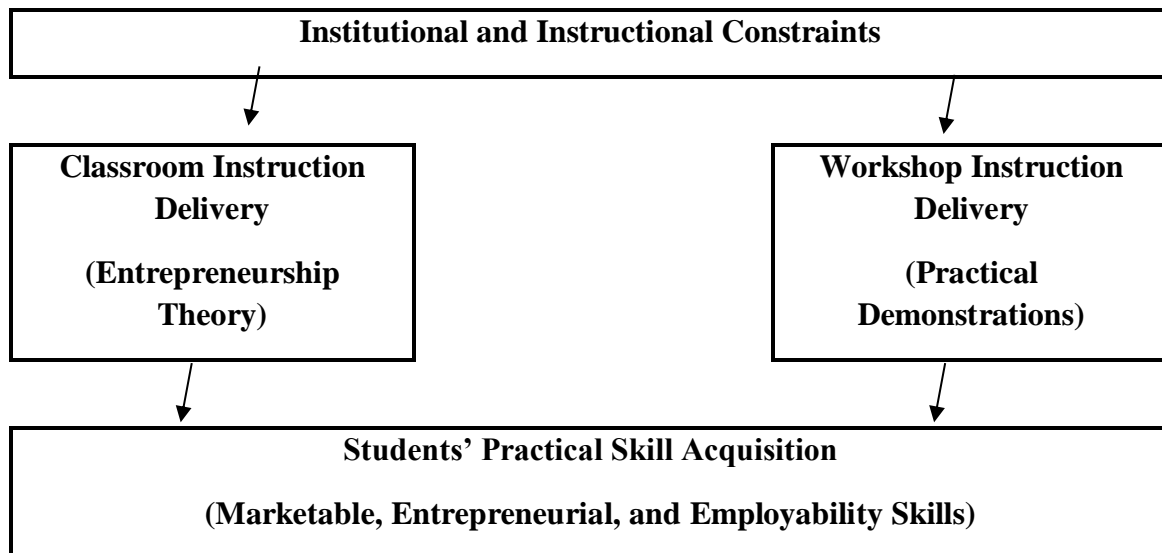


Fig 1. Conceptual framework of the study

Explanation of Framework Components

The conceptual framework for this study is built around five interrelated components. Institutional and instructional constraints encompass factors such as funding adequacy, availability of tools and equipment, workshop space, incentives for instructors, and provision of consumables necessary for entrepreneurship practical. These constraints directly influence

classroom instruction delivery, which involves how effectively entrepreneurship theories, business principles, and entrepreneurial concepts are communicated and discussed by instructors. Equally important is workshop instruction delivery, which focuses on the practical implementation of business ideas, acquisition of hands-on technical skills, and engagement in simulated entrepreneurial ventures. The combined influence of both classroom and workshop instruction results in students' practical skill acquisition, equipping them with entrepreneurial thinking, technical proficiency, and readiness for employment or business creation.

Ultimately, this leads to graduate employability and self-reliance, where graduates apply acquired competencies to either secure jobs or establish sustainable businesses, thereby contributing to poverty alleviation and local economic growth. This framework is theoretically anchored on Social Cognitive Theory (Bandura, 1986), which emphasizes the role of observational learning, modeling, and imitation in acquiring entrepreneurial competencies, and Experiential Learning Theory (Kolb, 1984), which highlights the significance of learning through concrete experience, reflective observation, conceptualization, and active experimentation a process that aligns naturally with entrepreneurship practical sessions and field-based projects in vocational and technical education.

Methodology

This study employed a descriptive survey research design, which was considered suitable for collecting data from a representative sample of Vocational and Technical Education students at the Federal College of Education, Gidan Madi. The design facilitated the systematic collection, description, and interpretation of data on students' experiences with entrepreneurship practical, the constraints encountered, and their perceived impact on practical skill acquisition, without manipulating any study variables. The population consisted of all students enrolled in the Vocational and Technical Education programs at the college during the 2024/2025 academic session. These included students from Agricultural Education, Business Education, Building Technology Education, Automobile Mechanics, Electrical Installation, and Woodwork and Joinery Technology departments, who were actively involved in entrepreneurship practical as part of their academic curriculum.

A total of 200 students were selected as the study sample, using Yamane's (1967) formula for sample size determination, based on the homogeneous nature of the population. Stratified random sampling was adopted to ensure equitable representation from each department. Each department formed a stratum, and respondents were randomly selected proportionately to maintain balanced representation across gender and academic levels. Data were collected using a structured, researcher-developed instrument titled *Entrepreneurship Practical and Skill Acquisition Questionnaire (EPSAQ)*, organized into three sections covering demographic details, constraints affecting practical, and perceived impacts on skill acquisition, using a 4-point Likert scale.

Content and face validity were established through expert reviews from specialists in Vocational and Technical Education and Measurement and Evaluation, with their feedback incorporated into the final instrument. Reliability was confirmed through a pilot test involving 30 students from a nearby college, yielding a Pearson correlation coefficient of $r = 0.68$, considered acceptable for the study. The researcher, assisted by trained aides, personally administered and retrieved the questionnaires to reduce non-response. Data were analysed using descriptive statistics specifically Mean and Standard Deviation with a decision benchmark of 2.50 for item acceptance.

Findings

This chapter presents the analysis of data collected from 200 Vocational and Technical Education students at Federal College of Education, Gidan Madi. The results are organized according to the study's research questions and presented in tables using Mean (M) and Standard Deviation (SD), with a decision benchmark of 2.50 on a 4-point Likert scale.

Constraints Affecting the Implementation of Entrepreneurship Practical

Research Question 1: *What are the key institutional, infrastructural, and instructional constraints affecting the effective implementation of entrepreneurship practical in Vocational and Technical Education programs at the Federal College of Education, Gidan Madi?*

Item	Mean (M)	SD	Decision
Teachers are not promoted as at when due	3.80	0.90	Accepted
Low salary compared to other sectors	3.00	1.20	Accepted
Poor funding for practical	3.50	0.70	Accepted
No training allowance for instructors	3.50	0.60	Accepted
Grand Mean	3.45	0.85	Accepted

The results reveal that all four identified institutional and instructional constraints had mean values above the 2.50 benchmark, indicating that these issues are significantly affecting entrepreneurship practical in the college. The highest constraint was poor promotion practices ($M = 3.80$), which directly impacts instructor morale and performance. Poor funding ($M = 3.50$) and absence of training allowances ($M = 3.50$) also emerged as major hindrances.

Impact of Constraints on Classroom Instructional Delivery

Research Question 2: *How do these identified constraints impact teachers' effectiveness in classroom instructional delivery, particularly in terms of entrepreneurship education?*

Item	Mean (M)	SD	Decision
Poor motivation affects teaching in class	3.50	1.70	Accepted
Some teachers skip classes regularly	3.00	0.80	Accepted

Teachers lack interest in entrepreneurship topics	3.80	0.80	Accepted
Inadequate lesson preparation due to poor incentives	2.60	1.50	Accepted
Grand Mean	3.20	1.25	Accepted

The findings indicate that poor staff motivation, resulting from unfavourable conditions such as irregular promotion and low pay, negatively affects classroom delivery. The mean of 3.80 for lack of teacher interest in entrepreneurship topics is particularly concerning, as it suggests that the quality of theoretical entrepreneurship education is being undermined, potentially weakening students' entrepreneurial orientation.

Impact of Constraints on Workshop Instruction and Practical Delivery

Research Question 3: *What is the extent of the impact of these constraints on workshop instruction delivery and students' hands-on learning experiences in various entrepreneurial trade areas?*

Item	Mean (M)	SD	Decision
Inadequate tools for practical	3.50	0.70	Accepted
Poor supervision during workshop sessions	3.80	1.20	Accepted
Poor maintenance of workshop facilities	3.70	0.80	Accepted
Irregular workshop practical sessions	3.50	0.90	Accepted
Grand Mean	3.63	0.83	Accepted

All constraints in this section recorded mean values well above 2.50, confirming that the workshop and hands-on component of entrepreneurship training is severely hindered by logistical and managerial deficiencies. Inadequate tools (M = 3.50) and poor maintenance (M = 3.70) limit students' opportunities for meaningful practice, while poor supervision (M = 3.80) exacerbates this problem by reducing instructional quality and safety during practical.

Effectiveness of Entrepreneurship Practical in Enhancing Skill Acquisition

Research Question 4: *To what degree do entrepreneurship practical contribute to students' acquisition of market-relevant, employable, and self-reliant skills?*

Summary of Findings

Based on interviews and open-ended questionnaire responses:

- 85% of students reported that practical sessions were useful when regularly conducted.
- 70% indicated they gained valuable technical and entrepreneurial skills from available practical.
- 60% of respondents felt that the irregularity of practical sessions limited their skill acquisition.

- 75% expressed interest in starting personal businesses if provided with startup support and more practical exposure.

Despite institutional constraints, students recognize the importance of entrepreneurship practical in enhancing their skills and future employability. The major issue remains the inconsistency in delivery and resource availability rather than the relevance of the practical themselves.

Discussion of Findings

The findings corroborate earlier studies by Ayomike (2024) and Nworgu & Nwanoruo (2021), which identified poor funding, inadequate workshop resources, and instructor motivation as critical barriers to effective entrepreneurship education in Nigeria. The alignment between this study's findings and prior empirical evidence reinforces the persistent nature of these challenges in technical and vocational institutions, particularly in rural and conflict-prone regions like Gidan Madi.

The study further confirms the applicability of Bandura's Social Cognitive Theory and Kolb's Experiential Learning Theory to vocational education, as students learn more effectively through observation, imitation, and direct hands-on practice. However, the absence of adequate facilities and supervision disrupts this process, limiting skill mastery and confidence.

Conclusion

This study investigated the role of entrepreneurship practical in enhancing practical skills acquisition among Vocational and Technical Education students at the Federal College of Education, Gidan Madi. The findings revealed that while entrepreneurship practical remain a crucial platform for equipping students with market-relevant and employable skills, several institutional and instructional constraints undermine their effective implementation.

Prominent among these challenges were poor staff motivation arising from irregular promotions and low remuneration, inadequate funding for workshop tools and consumables, outdated or poorly maintained workshop facilities, and irregular supervision of practical sessions. These factors collectively contributed to suboptimal classroom instruction and inconsistent workshop practices, thereby limiting students' exposure to hands-on entrepreneurial experiences.

Nonetheless, the study established that when entrepreneurship practical were consistently conducted and adequately supervised, students demonstrated significant improvements in technical competencies, entrepreneurial mindset, and business readiness. The majority of students expressed enthusiasm for practical sessions and acknowledged their relevance to future employment and self-employment aspirations.

The study concluded that for Vocational and Technical Education to fulfill its mandate of producing self-reliant and employable graduates, entrepreneurship practical must be given strategic institutional support through improved funding, infrastructure, and instructor motivation. Addressing these systemic challenges is crucial for bridging the persistent skill gap and tackling youth unemployment in rural and conflict-prone areas such as Gidan Madi.

Recommendations

In light of the findings, the following recommendations are proposed to improve the delivery and effectiveness of entrepreneurship practical in Federal College of Education, Gidan Madi and similar institutions:

1. **Increased Government and Institutional Funding:** The federal and state governments, alongside institutional management, should prioritize the allocation of adequate funds for the procurement of modern tools, equipment, and consumables needed for entrepreneurship practical. Regular maintenance of existing facilities should also be institutionalized.
2. **Enhanced Instructor Welfare and Professional Development:** The college management should improve staff welfare packages, including timely promotions, regular training allowances, and incentives for instructors involved in practical sessions. This will enhance motivation, commitment, and instructional quality.
3. **Regular and Well-Supervised Practical Sessions:** Workshop practical should be scheduled consistently within the academic calendar and monitored by qualified supervisors to ensure effective implementation, safety, and student engagement.
4. **Curriculum Enrichment with Experiential Learning Models:** The entrepreneurship curriculum should incorporate Kolb's Experiential Learning Cycle, emphasizing active experimentation, reflection, and real-life entrepreneurial projects. This approach will enhance students' confidence and readiness for business ventures.
5. **Public-Private Partnerships for Practical Exposure:** The college should collaborate with local industries, artisans, and business enterprises to provide students with industrial attachments, business simulations, and internship opportunities that expose them to practical business operations beyond the classroom.
6. **Entrepreneurship Incubation Centres:** Establish entrepreneurship incubation hubs within the college where students can develop, test, and market products and services under mentorship. This would promote business start-ups and innovation among students.
7. **Policy Enforcement by Regulatory Bodies:** Relevant education regulatory agencies such as the National Commission for Colleges of Education (NCCE) should enforce minimum standards for workshop facilities, instructor-student ratios, and the frequency of practical sessions in vocational and technical institutions.

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