

CHALLENGES TO ENTREPRENEURSHIP SKILLS DEVELOPMENT INHIBITING SELF RELIANCE IN AUTOMOBILE MECHANICS OCCUPATIONS IN NIGERIA

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Abstract

This study determined the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria. Two research questions and two hypotheses guided the study. The instrument for data collection was a 24 items questionnaire with 4 point scale on a population of 125 respondents sampled from Kaduna State; Niger State and Federal Capital Territory, Abuja. The questionnaire was validated by three experts chosen among automobile practitioners and automobile technology lecturers in the study areas and the corrected validated instrument pilot tested outside the study area. The reliability of the piloted instrument was established to be 0.84 using Cronbach Alfa statistic. The research questions were answered using mean and standard deviation on a 4-point scale. While z-test was used to test the null hypotheses at .05 level of significance. Findings of the study revealed that: the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations includes among others : neglect and lukewarm attitude towards entrepreneurial skills acquisition, over reliance on civil service and white collar jobs, difficulties in translating business ideas to business ventures, lack of adequate information for entrepreneurial development, lack of regular periodic entrepreneurial training as well as poor funding of entrepreneurial programmes. The study also identified possible modalities for acquisition of entrepreneurship skills for self reliance in automobile mechanics occupations in Nigeria. There is no significant difference in the mean responses of automobile technology teachers and automobile practitioners on the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria. The study recommended among others that there is need to exploit the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria, and also recommended the establishment of entrepreneurship development center to provide lifelong enterprise-based training opportunities required for self reliance in automobile occupations in Nigeria.

Keywords: Automobile, Automobile mechanics' occupation, Entrepreneurial skills, Self reliance.

Introduction

Entrepreneurship is a vital key to economic and developmental process. Entrepreneurial skills acquisition and employment generation have remained a focal point in the Nigerian government policy. Entrepreneurship encompasses the process of identifying business opportunities as well as taking risks to gather resources to undertake the business to make profit. It is a process that is designed to enhance creativity in individuals for the purpose of making profit. Despite the usefulness of entrepreneurship in wealth creation, the economic hardship in Nigeria is increasing due to the escalating level of unemployment among youths.

Several youths in Nigeria are faced with poverty resulting from high level of unemployment and economic hardship. Unemployment has assumed a high proportion and it is also seen as one of the causes of poverty in the country. Unemployment is getting worse on daily basis as the numbers of graduates are increasing annually. The present harsh unemployment

situation in Nigeria poses serious challenges to both government and the citizens. The problems facing the country centre on high rate of poverty; youth unemployment; over-dependence on foreign goods and technology; low economic growth and development; among others. This is why Okwori (2017) sees entrepreneurship as playing a key role in the process of economic development through creation of employment, increasing investment and consumption of a nation. In similar vein, Olajide (2015) noted that entrepreneurship has received increasing recognition as a source of job creation and empowerment for the unemployed in a rapidly globalizing world. Entrepreneurship training seeks to prepare people particularly the youths: to be responsible, enterprising individual who will become entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experience whereby they can take risks, manage result and learn from the outcome (Okwori, 2017). It encompasses entrepreneurial opportunities carried out by automobile entrepreneurs who invest in businesses related to automobile products. An entrepreneurial skill includes business ideas or acumen which automobile mechanics need to earn a living and be self reliance in the automobile trade.

The current hardship experienced in Nigeria demands that youths acquire innovative entrepreneurial skills and knowledge for self reliance. In the field of automobile technology overcoming these economic hardships requires innovative entrepreneurial skills for self reliance in the variety of trade options in automobile mechanics occupations. Innovation refers to a new way of doing things. Technological dynamism has brought innovations in the method of diagnosing, maintenance and repairs of modern motor vehicles thereby creating more job opportunities in the automobile mechanics occupation. The National Board for Technical Education (NBTE)(2017) described automobile mechanics occupation as a technical trade where automobile mechanics carry out varieties of automobile maintenance and repair tasks to earn a living and be self reliance. Being self reliance implies that an automobile mechanics possesses all the requisite technical knowledge and skills to successfully carry out the task of automobile mechanics to earn a living. The Industrial Training Fund (ITF) (2017) defined self reliance as the social and economic ability of an individual, household or community to meet basic needs (including protection, food, water, shelter, personal safety, health and education) in a sustainable manner and with dignity. Self-reliance, as a programme approach among automobile mechanics, refers to developing and strengthening livelihoods of automobile mechanics of concern and reducing their vulnerability and long-term reliance on humanitarian or external assistance. This should assist automobile mechanics in becoming self-reliant.

Research findings by the Department For International Development (DFID)(2017), revealed that wide variety of occupational trade areas or opportunities are available in the field of automobile technology. Nyapson (2015) stated that each of the major systems, sub systems, units and accessories in a motor vehicle provides an occupational area where individuals can earn a living and be self reliance economically. Isaac (2015) pointed that individuals can earn a living and be self reliance by specializing on the servicing and repairs of any of the following: braking system, transmission system, ignition system, suspension and steering system, air conditioning and refrigeration system, charging system and battery, fuel supply and injection system, automobile wiring and electrical supply system, among others. The National Automotive Design and Development Council (NADDC) (2017) also stated that innovative occupational areas in automobile trade includes sensor maintenance and installation, fault diagnosis, vehicle costing and valuing, installation of vehicle anti theft security gadgets, and Electronic control unit (ECU) servicing and repairs.

Other research works in entrepreneurship trade identified engine oil recycling business, sales of automobile spare parts and accessories, owning automobile repair shops, harvesting

and sales of scrap metals from dead vehicles as options where individuals can specialized to earn a living and be self reliance (Okolie, 2019). In a survey of job opportunities in automobile trade, (NADDC) (2017) further highlighted automobile occupational areas to include: auto body mechanic, auto detailer (car wash), auto glass installer, auto maintenance technician, auto body paint technician, auto body repair technician (panel beater), automobile mechanic, automotive electrical systems repair technician (automotive Electrician), automotive service technician, battery and charging system technician, brake repair technician, car maintenance technician, car stereo and electronics systems, chassis fabrication technician, cooling system technician, diesel truck mechanics, electric car engineer, electric motor technician, engine machinist, hybrid car technician, tire servicing and repair technician, transmission repair technician as well as truck maintenance and repair technician.

The list of occupational areas in automobile is inexhaustible due to continuous innovations in the automobile industry which invariably creates more occupational areas for self reliance ((Peter, Chris & Misiel, 2016). In this regard, Peter *et al.* (2016) stated that automobile occupational areas also include: diesel fuel injection technicians, motorcycle mechanic, small engine mechanic, heavy duty diesel mechanic, vehicle trimmer among others. Despite the existence of these varieties of opportunities in automobile mechanics occupation, exploiting these trade areas demands acquisition of sound technical knowledge, entrepreneurial knowledge and skills. A sound entrepreneurial knowledge and skills is needed for self reliance as it provides automobile entrepreneurs with the basic capacity and ability to appropriately choose a particular occupational trade area and manage it to earn a living thereby reducing economic hardship. To overcome the untold hardship occasioned by the global economic meltdown, many nations of the world have introduced one form of economic policy or the other in their training curriculum in formal and informal institutions to improve on their economic condition. In addition, various economies have employed different techniques and practices to successfully grow their economies.

Entrepreneurship plays a major role in economic and developmental process. As a result, entrepreneurial skills acquisition and employment generation have remained a focal point in the Nigerian Government policy. Various administrations' initiatives to promote self dependence and self-reliance in the generation of gainful self-employment have been profound. Starting with the acquisition of entrepreneurial skills, it is believed that the education system operated since the post-independence placed emphasis on academic excellence rather than entrepreneurial skill acquisition which can prepare the individual for a more useful and fulfilling life within the society. Entrepreneurial skills acquisition it is believed would be more relevant to the development of the nation. When people are exposed to entrepreneurship, it is evident that they would be opened to opportunities that will enable them to become creative and productive. This will enhance job creation and improve the standard of living of an individual in the society.

Entrepreneurship training is an indispensable ingredient for job creation. Madugu (2019) asserts that Nigeria and other countries of the world are seeking to increase the entrepreneurship capacities of their citizens with the understanding that it will contribute to economic growth and development. Furthermore, Anabel (2018) in her contributions maintain that entrepreneurship is often used for developing enterprising people and inculcating an attitude of self-reliance using appropriate learning processes. Therefore, there is a need for youths to explore innovative occupational areas in automobile trade where the requisite entrepreneurial skills can be acquired and utilized to ensure self reliance and poverty reduction in the society. Through entrepreneurial skills acquisition, the recipient should be able to acquire the essential knowledge and experience needed to meet life

challenges. This method encourages communal wealth creation and productive use of human resources, thus forestalling unemployment economic hardship and enhancing self reliance. It is against the above background that this paper intends to determine the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria.

Statement of the Problem

The high rate of economic hardship in Nigeria resulting from chronic unemployment among Nigerian youths is alarming and scaring, because of the disastrous consequences that accompany idleness among youths. Madugu (2019), stated that the rise in the level of unemployment and hardship is an indication that the measures adopted by various governments are not yielding the desired objectives. For instance, the National Bureau of Statistics (NBS) (2020), revealed that, there are over 64 percent unemployment rate among youths in Nigeria with over 25 percent youths suffering underemployment in underpaid jobs. This is a large population that could constitute a threat to the Nigeria's economy, and thus requires adequate government attention. Unemployment in Nigeria after 60 years of political independence is said to be the highest and this has made life difficult especially among the youth with enormous consequences.

It is obvious that there is massive unemployment is in Nigeria. Anabel (2018) attributed the high rate of youth employment in Nigeria to the deficiency in entrepreneurship skills prevalence among youths in Nigeria. Due to lack of entrepreneurship skills, youths finds it difficult to identify business opportunities and are scared of taking risks to start a business in their trade area. There is no doubt that some of the social problems and increasing crime rates we are having in Nigeria today, cannot be unconnected with the high level of unemployment among youths (Okolie, 2019). Such problems are conflicts,, violent protest and destruction of lives and properties, terrorism, kidnappings, banditry, armed robbery, prostitution, drug addiction, and drunkenness among others. These problems have negative impact on the sustainable development of Nigeria directly or indirectly. Conflicts have resulted to destruction of lives and public properties. These problems have made Nigeria to be unsafe for investment. It is these problems among others in the Nigerian society that necessitate this study.

Purpose of the Study

The purpose of the study was to determine the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria. Specifically, the study determined:

1. The challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria.
2. The modalities for acquisition of entrepreneurship skills for self reliance in automobile mechanics occupations in Nigeria.

Research Questions

The following research questions are raised to guide the study:

1. What are the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria ?
2. What are the modalities for acquisition of entrepreneurship skills for self reliance in automobile mechanics occupations in Nigeria ?

Research Hypotheses

Three null hypotheses were tested at 0.05 levels of significance :

HO₁: There is no significant difference in the mean responses of automobile technology teachers and automobile practitioners on the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria.

HO₂: There is no significant difference in the mean responses of automobile technology teachers and automobile practitioners on the modalities for acquisition of entrepreneurship skills for self reliance in automobile mechanics occupations in Nigeria.

Research Methodology

Survey research design was used to determine the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria. A convenient sampling technique was used to select the study areas which are: Zuba-Abuja, Kaduna and Minna town because there are good concentration and cluster of automobile practitioners and automobile workshops in these cities. The automobile practitioners in the context of this study, encompasses all professionals in the field of automobile diagnostics, maintenance and repairs. The population of the study was 125 respondents comprising of 40 automobile technology teachers and 85 automobile practitioners spread across the study area. A 24 item questionnaire structured on a 4- point scale response option was used to collect data from the respondents.

The questionnaire for research question 1 and 2 was structured to indicate the extent of agreement to the items identified. The response category was assigned numerical values as 4,3,2,1. The questionnaire was validated by three experts chosen among automobile practitioners and automobile technology lecturers in the study areas and the reliability of the piloted instrument (questionnaire) was established to be 0.84 using Cronbach Alfa statistic. Corrections were made appropriately before it was administered. The weighted (average) Mean and Standard Deviation (SD) were used to answer the research questions. Therefore items with weighted mean score below 2.50 (cut off point) were regarded as not agreed while those with mean score of 2.50 and above were regarded as agreed. The z-test was used to test the hypotheses at .05 level of significance. The z-test was considered suitable because according to Joe and Simon (2022), the z-test is more appropriate when the sample size (n) is greater than 30 but maintains the same parametric assumptions, table usage and other conditions as in the application of t-test. The z-critical (z-table) value for accepting or rejecting the null hypotheses was ± 1.96 at a Degree of Freedom (df) of 123.

Results

Research Question 1 and Hypothesis 1

Table 1: Mean, Standard Deviation and z-test analysis of mean responses of respondents on the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria.

| S/N | ITEM STATEMENT | \bar{x}_1 | SD ₁ | \bar{x}_2 | SD ₂ | \bar{x}_t | z-cal | Remark |
|-----|--|-------------|-----------------|-------------|-----------------|-------------|-------|--------|
| 1 | Neglect and lukewarm attitude towards entrepreneurial skills acquisition. | 3.11 | 1.2 | 3.21 | 1.23 | 3.16 | 0.67 | A & NS |
| 2 | Over reliance on civil service and white collar jobs. | 2.65 | 0.55 | 2.56 | 0.74 | 2.61 | 0.81 | A & NS |
| 3 | Difficulties in translating business ideas to business ventures. | 2.57 | 0.65 | 3.21 | 0.85 | 2.89 | 0.74 | A & NS |
| 4 | Lack of adequate information for entrepreneurial development. | 2.50 | 1.23 | 2.63 | 1.11 | 2.57 | 0.75 | A & NS |
| 5 | Lack of regular periodic entrepreneurial training. | 3.01 | 0.12 | 3.32 | 0.54 | 3.17 | 0.54 | A & NS |
| 6 | Low computer literacy level inhibiting the use of computer technologies for entrepreneurial development. | 3.45 | 1.43 | 3.00 | 0.75 | 3.23 | 1.43 | A & NS |
| 7 | Low status accorded to auto mechanics job. | 3.14 | 0.36 | 2.91 | 0.43 | 3.03 | 1.34 | A & NS |
| 8 | Poor funding by government and non-governmental organizations. | 3.32 | 1.21 | 2.56 | 1.32 | 2.94 | 0.38 | A & NS |
| 9 | Ineffective planning, supervision and evaluation of the programme. | 2.61 | 0.46 | 2.49 | 1.12 | 2.55 | 0.57 | A & NS |
| 10 | Inadequate teaching materials, equipment and infrastructural facilities. | 3.21 | 0.78 | 3.11 | 0.89 | 3.16 | 1.57 | A & NS |
| 11 | Inadequate qualified entrepreneurship instructors as well as supporting staff at all levels. | 3.12 | 0.79 | 3.32 | 0.68 | 3.22 | 1.72 | A & NS |
| 12 | Inadequate motivation for available teaching and non teaching staff. | 3.11 | 0.78 | 2.81 | 0.94 | 2.96 | 1.00 | A & NS |

Key: A=Agreed, NS=Not Significant; \bar{x}_1 =Mean of ATT; \bar{x}_2 = Mean of AP; \bar{x}_t =Average mean;SD₁=Standard deviation of ATT; SD₂= Standard deviation of AP; z-cal =z-test calculated, z- table (z-critical) value = ±1.96.

Findings from the data on Table 1 shows that all the items presented had their weighted mean values ranged from 2.57-3.23. This values are above 2.50 indicating that the respondents agreed to the items as challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria. The z-test analysis from Table 1 revealed that all the items had their z-calculated (z-cal) values less than the z-table (z-tab) value of ±1.96. This implies that there was no significant difference in the mean ratings of the responses of the respondents on the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria. Therefore, we uphold the null hypothesis.

Research Question 2 and Hypothesis 2

Table 2: Mean, Standard Deviation and z-test analysis of respondents on the modalities for acquisition of entrepreneurship skills for self reliance in automobile mechanics occupations in Nigeria.

| S/N | ITEM STATEMENT | \bar{x}_1 | SD ₁ | \bar{x}_2 | SD ₂ | \bar{x}_t | z-cal | Remark |
|-----|--|-------------|-----------------|-------------|-----------------|-------------|-------|--------|
| 13 | Incorporating genuine school-enterprise based learning content into curriculum at all levels. | 3.09 | 0.36 | 3.10 | 0.70 | 3.10 | 1.21 | A & NS |
| 14 | Establishing school-based enterprise. | 3.70 | 1.31 | 3.03 | 0.65 | 3.37 | 1.30 | A & NS |
| 15 | Establishing strong linkage between school and successful entrepreneurship company. | 3.30 | 0.83 | 3.81 | 1.27 | 3.56 | 0.60 | A & NS |
| 16 | Establishing entrepreneur internship programme for learners development. | 3.28 | 0.32 | 3.05 | 0.81 | 3.17 | 0.80 | A & NS |
| 17 | Establish enterprise college to foster acquisition of specific skills required for entrepreneurship. | 3.34 | 1.20 | 2.47 | 0.72 | 2.90 | 0.69 | A & NS |
| 18 | Create economically friendly environment based on tax reduction on small scale businesses. | 2.50 | 1.39 | 3.06 | 0.63 | 2.78 | 0.57 | A & NS |
| 19 | Motivating qualified trainees with enough incentives to establish their own business. | 3.01 | 1.29 | 3.75 | 0.74 | 3.38 | 0.71 | A & NS |
| 20 | Providing lifelong learning opportunities for entrepreneurship development. | 3.10 | 0.75 | 2.71 | 0.11 | 2.91 | 1.48 | A & NS |
| 21 | Orientating Nigerians on the potentials of entrepreneurship to self reliance. | 3.20 | 1.30 | 3.01 | 0.64 | 3.11 | 1.42 | A & NS |
| 22 | Periodically providing new occupational information. | 3.41 | 0.45 | 3.36 | 0.81 | 3.39 | 0.68 | A & NS |
| 23 | Creating peaceful environment to attract foreign entrepreneurs. | 3.22 | 0.54 | 3.11 | 0.86 | 3.17 | 0.65 | A & NS |
| 24 | Equipping auto workshops with modern training facilities. | 2.44 | 0.69 | 2.64 | 0.67 | 2.54 | 0.58 | A & NS |

Findings from Table 2 shows that all the items presented had their weighted mean values ranged from 2.54-3.56. This values are above 2.50 indicating that the respondents agreed to the items as the modalities for acquisition of entrepreneurship skills for self reliance in automobile mechanics occupations in Nigeria. The z-test analysis from Table 2 revealed that all the items had their z-calculated (z-cal) values less than the z-table (z-tab) value of ± 1.96 . This implies that there was no significant difference in the mean ratings of the responses of the respondents on the modalities for acquisition of entrepreneurship skills for self reliance in automobile mechanics occupations in Nigeria. Therefore we fail to reject the null hypothesis.

Findings of the Study

Based on the data collected and analyzed, the following findings emerged:

1. The challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria includes among others : neglect and lukewarm attitude towards entrepreneurial skills acquisition, over reliance on civil service and white collar jobs, difficulties in translating business ideas to business ventures, lack of adequate information for entrepreneurial development, lack of regular periodic entrepreneurial training as well as poor funding of entrepreneurial programmes by government and non-governmental organizations.

2. The modalities for acquisition of entrepreneurship skills for self reliance in automobile mechanics occupations in Nigeria includes among others : incorporating genuine school-enterprise based learning content into curriculum at all levels, establishing strong linkage between school and successful entrepreneurship company, establishing entrepreneur internship programme for learners development, motivating qualified trainees with enough incentives to establish their own business, creating economically friendly environment based on tax reduction on small scale businesses as well as providing lifelong learning opportunities for entrepreneurship development.
3. There is no significant difference in the mean responses of automobile technology teachers and automobile practitioners on the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria.
4. There is no significant difference in the mean responses of automobile technology teachers and automobile practitioners on the modalities for acquisition of entrepreneurship skills for self reliance in automobile mechanics occupations in Nigeria.

Discussion of Findings

With respect to the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria, both the automobile teachers and automobile practitioners are of the opinion that the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations are true. The challenges highlighted among others includes: neglect and lukewarm attitude towards entrepreneurial skills acquisition, over reliance on civil service and white collar jobs, difficulties in translating business ideas to business ventures, lack of adequate information for entrepreneurial development, lack of regular periodic entrepreneurial training as well as poor funding of entrepreneurial programmes by government and non-governmental organizations.

This was buttressed by Okwori (2017), who in a study on entrepreneurship education revealed that many individuals have difficulties in translating their business ideas to realities and creating new business ventures because of lack of necessary information and skills to achieve their targets. To affirm the challenges to entrepreneurship skills development, Olajide (2015) in a study on repositioning technical and vocational education toward eradicating unemployment in Nigeria unveiled that the Nigeria educational curriculum was in the past oriented towards making graduates suitable only for white-collar jobs. This is the reason why millions of our youths and a lot of graduates from technical and technological institutions roam about the streets of the major cities and towns in search of white-collar jobs. It is necessary and possible to position Nigerian educational system to stimulate economic growth through a deliberate agenda of production of entrepreneurial graduates.

Similarly Madugu (2019) in study of Nigeria youth unemployment situation, found out that while entrepreneurship education has continued to thrive in many societies, it is unfortunately an area that is neglected in Nigeria. The neglect of entrepreneurship education is robbing the nation of the contribution their graduates would make to the development of the economy. It is therefore socially injurious to neglect this important area or look down on its graduates. The society needs competent automobile mechanics, and truck drivers, automobile electricians, electronics and computers, database, web and network technicians in automobile trade to function well. These are some of the skills in short supply in Nigerian. The half-baked roadside mechanics in the society often causes more damage to vehicles when they are contracted to service them and because of poor training some of the commercial drivers on the road have sent many people to their early

death. Given these facts, it is unreasonable for the society to neglect entrepreneurship education.

Findings on the modalities for acquisition of entrepreneurship skills for self reliance in automobile mechanics occupations in Nigeria showed that both the automobile teachers and automobile practitioners agreed to the items as modalities for acquisition of entrepreneurship skills for self reliance in automobile mechanics occupations. The possible modalities for acquisition of entrepreneurship skills for self reliance in automobile mechanics occupations includes among others : incorporating genuine school-enterprise based learning content into curriculum at all levels, establishing strong linkage between school and successful entrepreneurship company, establishing entrepreneur internship programme for learners development, motivating qualified trainees with enough incentives to establish their own business, create economically friendly environment based on tax reduction on small scale businesses as well as providing lifelong learning opportunities for entrepreneurship development.

The views of the respondents are in line with current happenings in developed and developing countries. Anabel (2018) findings in a similar study revealed that in many countries, including United States, high schools offer entrepreneurship education for life-long trade, and many of them offer courses that enable students to meet their general academic requirement while learning a trade. Okolie (2019) in a study on analysis of Nigeria unemployment found out that, developed countries in trying to further increase their entrepreneurial capacity for global competition in world economy, have shifted emphasis to training in computers, information technology, and related fields to expand their entrepreneurship drive. Government institutions collaborate with flourishing entrepreneurship centers and companies to develop enterprise- based curriculum and programmes to meet their entrepreneurship skills demand.

On the hypothesis one , the study found out that there is no significant difference in the mean responses of automobile technology teachers and automobile practitioners on the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria. While on hypothesis two, there is no significant difference in the mean responses of automobile technology teachers and automobile practitioners on the modalities for acquisition of entrepreneurship skills for self reliance in automobile mechanics occupations in Nigeria. Hence the opinions of the respondents did not differ in the items identified. This implies that the challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria are numerous. Therefore we uphold the null hypotheses for the study.

Conclusion

With regards to the findings of the study, it is obvious that challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria are numerous. The study also identified the possible challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria. Therefore, there is need to exploit the identified challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria. Automobile teachers should show willingness and positive attitude towards entrepreneurial skills development in automobile mechanics occupation. This will go a long way to preparing learners to be self-reliant, self-employed and prevent them from being in financial difficulty after graduation.

Recommendations

Based on the findings, it is recommended that:

1. The possible challenges to entrepreneurship skills development inhibiting self reliance in automobile mechanics occupations in Nigeria identified in the study should be considered by the various government and stake holders.
2. Entrepreneurial skills acquisition activities should be built into curriculum of entrepreneurship institute and training centers in Nigeria.
3. The government should periodically organize sensitization workshops and seminars for teachers and students on the relevance of entrepreneurship education to the individual and to the school.
4. Entrepreneurship training should be encouraged for individual empowerment and self-employment.
5. There is need to cultivate in our youths the spirit of business adventure, audacity to take calculated risks which will enhance sustainability on the part of the students to take interest in entrepreneurial studies.
6. Federal and state ministries of education should build entrepreneurship centers for exchange of skills and ideas on good entrepreneurship practice.
7. Appropriate evaluation and grading schemes should be put in place to adequately reward levels of competences exhibited by participating students and teachers. Reward could be in form of scholarship for students and enhance salary for teachers in entrepreneurial studies.

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