

**ASSESSMENT OF ENTREPRENEURSHIP COMPETENCIES POSSESSED
BY MOTOR VEHICLE MECHANIC WORKSHOP STUDENTS AT
TECHNICAL COLLEGE LEVEL
IN NIGER STATE**

BY

**MOSES, Adeabon Malik
2014/1/53083TI**

**DEPARTMENT OF INDUSTRIAL AND TECHNOLOGY EDUCATION
SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION
FEDERAL UNIVERSITY OF TECHNOLOGY MINNA**

OCTOBER, 2019

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF INDUSTRIAL
AND TECHNOLOGY EDUCATION, FEDERAL
UNIVERSITY OF TECHNOLOGY, MINNA IN PARTIAL
FULFILMENT FOR THE AWARD OF BACHELOR
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(AUTOMOBILE TECHNOLOGY)**

OCTOBER, 2019

DECLARATION

I Moses adeabonmalik with matric number 2014/1/53083TI 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.

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.....

Signature &Date

CERTIFICATION

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

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DEDICATION

I dedicate this work, to my loving parents late Mr and late Mrs Moses Adeabon, and my guardian Mr Isah Habib, Mohammed who has ever supported me financially, morally and in prayers, My Grandmother Mrs Rahama, Zubair and to my ever supporting Sister, Aisha Abdulrazak and Friends I am grateful..

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ABSTRACT

The study was designed to assess the entrepreneurship competencies possessed by motor vehicle mechanic workshop students at technical college level in Niger State. Five research questions and three null hypotheses guided the study. A survey research was used for the study. The study was conducted in three technical colleges of the seven Technical Colleges in Niger State. A total of 30 respondents comprising of 15 Teachers from Bida, Kontagora and Minna of the total of 38 technical teachers in technical colleges of Niger State. 15 Motor vehicle Mechanic entrepreneurs were randomly selected from the above listed cities as a total population for the study. A structured questionnaire designed by the researcher and validated by three experts from Industrial and Technology Education, Federal University of Technology, Minna was used for data collection for the study. Mean and standard deviation were the statistical tools used for the data analysis. 3 Null hypothesis was tested for technical, managerial and communication competencies. A t-critical value as used at 0.05 level of significance. The findings among others revealed that: students of motor vehicle mechanic at technical college level possess some required skills for entrepreneurship ventures the managerial competencies, communication competencies, financial management and technical competencies for the students varies in specific order at technical college level. Based on the findings, it was recommended that developing complementary competencies and attributes should be included in technical college curriculum. , learning teaching strategies, course framework, strategic documentation and practical guidance should be practiced as well, entrepreneurship subject and activities should be introduced at early stage to enable students and general public grow alongside with it. Competencies identified in this study should be packaged and used to promote training and assess motor vehicle mechanic workshop students as well as prospective entrepreneurs in the country.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study.

The importance of entrepreneurial competencies in the economy of developed and developing countries have led and would continue to lead to a reconsideration of their roles in the economy of nations. However, success for entrepreneurial ventures requires competent skills. The extent to which students of motor vehicle mechanics works possess entrepreneurial skills would finally help them to be successful entrepreneurs.

Entrepreneur plays a dominant role in the development of business opportunities. According to Ihekwoaba (2007) an entrepreneur is any person who uses skills to discover hidden business opportunity and exploits it for a profit. Entrepreneur is a change agent, an innovator and a risk taker, who exploits business opportunities within the environment by utilizing the resources effectively to develop new technologies, produce new products and services to maximize profit and contributing significantly to societal development. This desire of an entrepreneur to maximize profit and contribute to economic and social wellbeing of the society shows the entrepreneur's great ability to organize business. The activity or activities of the entrepreneur is called entrepreneurship.

Entrepreneurship is a process of bringing together creative and innovative ideas, combining them with management and organization skills in order to combine people, money and resources to meet an identified need and thereby create wealth (Agomuo, 2002). It is the

willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. According to Ademiluyi (2007) entrepreneurship skills are simply business skills which individuals possess to enable them effectively function in the turbulent business environment as an entrepreneur or self-employed. Akinola (2001) pointed out that it takes special skills to succeed as an entrepreneur. However, students of motor vehicle mechanics works without the relevant entrepreneurial skills will find the labour market most unrewarding and unfavorable in terms of creating jobs, instead of seeking jobs where none exists. Jobs could still be created only if the students understand the actual goals of which motor vehicle mechanic works is aimed to achieve after graduation from technical colleges.

Technical institutions play significant roles mostly through the training of students in different trades. Technical colleges, according to Okoro (2006), are the principal vocational institutions in Nigeria which give full vocational training intended to prepare graduates for entry into various occupations such as auto mechanics, metal work, electrical and electronics among others. Trainees that have completed the programme in a technical college shall have the opportunity to secure employment in the industries or become self-employed and be able to employ others (FGN, 2004).

Trainee in motor vehicle mechanic works is an individual who is available to learn the skill of automotive trade from a professionally skilled teacher to withstand challenges required by the industry. MVMW Teacher at the Technical College level is expected to possess the needed competencies for imparting technical knowledge and skills to students,

especially now that the emphasis is on competency base learning (Davies 2001). Technical teacher who is seen as curriculum implementer should see the need to improve the teaching of motor vehicle mechanic works and would have to plan lessons based on good instructional objectives of the programme as well as learners' practical skill acquisition.

Skill can be defined as knowledge, competencies demonstrated by actions or the ability to perform in a certain way. Osinem and Nwoji (2010) explained skill as a manifestation of acquired knowledge that is translated into practical activity. MVMW craftsmen like the other counterparts in technical trades requires adequate entrepreneurial skills for effective performance.

Motor vehicle mechanic works is aim to produce graduates with competent skills for self-employment. Uyanya, (1989) stated that the most important thing that ever happened to Nigeria is the 1981 National Policy on Education which emphasizes the acquisition of vocational skills for self-reliance. Entrepreneurship in mvmw is among the major ways to enhance socio-economic and industrial development of self-actualization for the individuals concerned. Thus National Board for Technical Education (NBTE) 2009 curriculum and module specification for national certificate in motor vehicle mechanic works, are as follows;

- (1) Identify various tools and equipment used in the repair of motor vehicle.
- (2) Identify the various units and component parts that make up a motor vehicle
- (3) Dismantle and assemble parts with expertise.
- (4) Carry out diagnostics by aural, visual and functional methods.
- (5) To carry out with expertise, repairs or replacement of faulty components.
- (6) Identification and procurement of genuine spare parts.
- (7) Carry out routine vehicle checks and basic scheduled

servicing as recommended by the manufacturer. (8) To carry out performance test as applicable. Motor vehicle mechanic works is continuously becoming more and more sophisticated. Nice (2001) remarked that continual evolution in design is intended to achieve more reliable, streamline, cleaner and safer vehicle. Hence, the rising demands for competent mvmw as craftsmen who are mostly graduates of technical institutions to provide maintenance services for automobile users is on the increase.

However, craftsmen are trained or skilled individuals in the technical details of a particular art or science, especially one skilled at operating, maintaining or repairing equipment, in contrast to the theory or informational content of a craft. These craftsmen who are mostly mvmw graduates should possess adequate entrepreneurial knowledge for successful management of their business after graduation. Such entrepreneurial skills should include technical, managerial, financial management, marketing, and communication skills.

Technical skill is knowledge about and proficiency in a specific type of work or activity. It includes competencies in a specialized area, analytical ability, and the ability to use appropriate tools and techniques (Katz, 2000). For example, in a computer software company, technical skill might include knowing software language and programming, the company's software products, and how to make these products function for clients. Similarly, in an automobile firm, technical skill might include understanding and having the ability to apply generally accepted maintenance and repair principles to customer or vehicle users. In both examples, technical skills involve a professional hands-on activity with a basic product or process within an organization.

Management is generally viewed as a professional discipline that assembles and uses resources in terms of human, resources, financial resources, physical resources and time to accomplished objectives (Olowu, 2000). This implies that management involves the use of human resources through the process of planning, organizing and controlling of products in the industries in order to meet the customer requirements. In automobile industries, management could be viewed as the function of individual workers for the attainment of the objectives. However, crises occur when the industry is successfully expanding and the entrepreneur is not capable of running it due to lack of needed knowledge and managerial skills. Anyakoha (2009) stated some of the managerial skills to include; ability to communicate effectively, ability to make long and short term planning, ability to manage time, finance and meet job schedule.

However, the financial management knowledge in every organization play a key role in the development and growth of the organization. Osuala (2004) noted that adequate supply of fund makes it possible not only for emergency of new business but also the survival of existing ones. In addition, Osuala (1995) is of the view that there is a correlation between inadequate record and the business organizations of which this constitutes a major problem. Financial management, according to Nzelibe (1996) is one of the most important aspects of entrepreneurship. Onwachekwa and Olatunji (2004) concluded that students of motor vehicle mechanic works who may wish to be self-employed are deeply skeptical to establish on their own for lack of capital or financial resource knowledge. This situation inhibits the survival of the few existing enterprise around.

Another skill required by an entrepreneur is the marketing skills. Skill possession in marketing is an important and essential aspect of entrepreneurship. The sole economic justification of a firm's existence, according to Boone and Ekurte (1997), is the production and marketing of want-satisfying products and services. The small business entrepreneur often concentrates marketing mix efforts on selected key target market. However, Kotler (2006), stated that identifying the customer's needs and sustaining the customer's satisfaction is the beginning of every business through communication skills in marketing operation.

Communication is a matter of effectiveness, which is dependent on the sharing on ideals between two or more persons in an organization using competency in communication. Master (2008), stated that Communication enables people in the modern world to work together, exchange products and services, share and achieve goals profitably. In other words its effectiveness is dependent on one's competency in communication. Communication involves intents and efforts from both the sender of the message and the receiver. It is a process that can be transmitted with error such as with messages muddled that is, mixed up by the sender, or misinterpreted by the recipient. However, if this is not detected, it can cause confusion, and waste effort in most organization. Successful communication depends on several factors, transmission of message by the process of encoding and decoding the message which may result in short-term perception, for the success of communication.

Therefore, students of motor vehicle mechanics works should possess adequate entrepreneurial skills for gainful employment. Self-employment among these graduates may

help the government to reduce societal problems such as armed robbery, aggression, frustration, prostitutions, drug addiction and insecurity (Oyebode, 2005). Hence, to identify entrepreneurial competencies possessed by students of motor vehicle mechanic works from technical colleges, a close survey on Niger state will be cited for the purpose of this research.

1.2 Statement of the Problem

Administrations in the States have employed measures in areas like: fiscal incentives, grants, bilateral and multilateral support to aid educational institutions in the state specifically in technical and entrepreneurial development. However, Thomas (2013) stated that greater proportion of mvmw students from technical colleges who are expected to have possessed the entrepreneurial competencies for self-employment and join the team of entrepreneurs in the country for economic growth and industrial development do not seem to possess, or possess little of the entrepreneurial skills. The graduates are in most case rejected by employers because they do not possess the entrepreneurial skills. The customers feel disappointed because of the delay in the repairs of their vehicles by students of mvmw in their existing business. In addition, customers have to abandon their vehicles or most times take a painful step to relocate their vehicles to other shops due to unnecessary reasons always given by these craftsmen/technologists. The students of mvmw might not have been taught in the schools because they were not aware of the necessary skills or are not competent themselves in that field of study.

The students of mvmw after successful completion of the programme, who are mostly young youths, leave to different parts of this country for other jobs particularly as teaching, business other than automobile and white collar jobs, farmers among others. The students should have entrepreneurial competencies and should be able to do better if taught, or possessed the entrepreneurial skills in the school. Hence, there is need for Motor Vehicle Mechanic Works students to possess the entrepreneurial skills at technical level for self-employment in Niger state.

1.3 Purpose of the Study

The general purpose of the study is to assess the entrepreneurial competencies possessed by motor vehicle mechanic students at technical college level in Niger State. Specifically, the study sought to identify the:

1. Technical competencies possessed by motor vehicle mechanic works students at technical college level.
2. Managerial competencies possessed by motor vehicle mechanic works students at technical college level.
3. Financial management skills possessed by motor vehicle mechanic works students at technical college level
4. Marketing skills possessed by motor vehicle mechanic works students at technical college level.
5. Communication skills possessed by motor vehicles mechanic works students at technical college level

1.4 Significance of the Study

The findings of the study will be of benefit to the motor vehicle mechanic works students in the technical institution, Technical Colleges, Curriculum planners, National Board for Technical Education (NBTE), Federal and State Ministries of Education, Motor vehicle mechanics workshop Teachers, parents, society, Technical Education and Researchers.

The Motor Vehicle Mechanic works students will benefit from the findings of this study by receiving effective training and evaluation on entrepreneurial competencies and the use of these skills will in turn improve their performance effectively in business operation.

The findings from the study will provide information to the curriculum planners. The curriculum planners are expected to identify, plan and develop the curriculum that will equip the technical institution recruit competent mvmw teachers with the entrepreneurial abilities needed to work and impact on mvmw students to become effective in the world of work after graduation by getting them competently employed in automobile organization or setting up their own scale ventures as the effective teachings of these competencies and complementary skills will improve the ability of trainees on the attributes for utilization.

The National Board for Technical Education (NBTE) as a regulatory body in curriculum development would use the findings from the study to in-corporate suitable programmes/modules that can enhance entrepreneurial competencies of graduates of MVMW. The entrepreneurial skills would be of great importance to these graduates in terms of technical, managerial, financial, marketing and communication respectively.

The findings from the study could readily be used by the federal ministry of Education and Niger state Ministry of Education in particular, as a guide to policy formulator for skill acquisition centers administrators for the training of the unemployed youths for jobs in Motor vehicle mechanic works. The findings could be useful to these ministries as a reference material, during refresher courses for teachers of automobile technology by officials of the ministries.

The findings from the study will be of importance to MVMW teachers. It will enlighten the teachers on the wider range of skills required for teaching the students, the motor vehicle mechanic works concept especially for entrepreneurial development.

The findings of the study will be of benefit to the parents and the society at large because, by the time the mvmw students practice enterprises in the maintenance and repairs of automotive engines both at home and in the entire society.

The findings will benefit technical education by using the information provided to come up with measures that will ensure effective supply of these materials across the states in Nigeria. The information provided, would also portraint the image of technical education among other types or levels of education.

The information that would emanate from this study will stimulate similar research efforts in other states of the federation on the practice of entrepreneurial skills possessed in their related colleges. The findings of the study will provide information to researchers that may wish to carry out similar research in other field in the future.

1.5 Scope of study

The study will be limited to the entrepreneurship competencies possessed by motor vehicle mechanics students at technical college level in Niger State, with respect to technical competencies possessed by mvmw students at technical college level in Niger state, managerial competencies possessed by mvmw students at technical level in Niger state, financial management competencies possessed by mvmw students at technical college level in Niger state, marketing competencies possessed by mvmw students at technical college level in Niger state and communication competencies possessed by mvmw students at technical college level in Niger state as it will assess the level of competences for prospective entrepreneurs, and will be used to enhance training for motor vehicle mechanic students for practice in the field of work.

1.6 Research Questions

The following research questions will guide the study:

1. What are the technical competencies possessed by motor vehicle mechanic works students at technical college level.
2. What are the managerial competencies possessed by motor vehicle mechanic works students at technical college level
3. What are the financial management competencies possessed by motor vehicle mechanic works students at technical college level.
4. What are the marketing competencies possessed by motor vehicle mechanic works students at technical college level.

5. What are the communication competencies possessed by motor vehicle vehicle mechanic works students at technical college level

1.7 Hypotheses

The following null hypothesis were formulated to guide the study at 0.05 level of significance.

H01: There is no significant difference between the mean responses of motor vehicle mechanics entrepreneurs and MVMW teachers as regard technical competencies possessed by MVMW students at technical college level in Niger state.

H02: There is no significant difference between the mean responses of motor vehicle mechanics entrepreneurs and MVMW teachers as regard managerial competencies possessed by MVMW students at technical college level in Niger state.

H03: There is no significant difference between the mean responses of motor vehicle mechanics entrepreneurs and MVMW students as regard communication skills possessed by MVMW students at technical college level in Niger state.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

The literature related to this study is reviewed under the following sub-headings:

Concept of Entrepreneurship

Concept of Vocational and Technical College Education

Motor vehicle mechanics works in Technical Colleges

Technical skills for entrepreneurship

Managerial skills for entrepreneurship

Communication skills for entrepreneurship

Financial managerial skills for entrepreneurship

Summary of review of related literature

2.1 Concept of Entrepreneurship

Entrepreneurship in the less developed countries is very important in the context of their growth and development. Entrepreneurship, according to Busenitz and Barney (1997), is the practice of starting new organizations, particularly new business generally in response to identified opportunities. Entrepreneurship in the view of Omolayo (2006); Baba (2013) is the act of starting a company, arranging business deals and taking risks in order to make profit through the education skills required. The entrepreneurship spirit is a pre-requisite to an entrepreneurial

society and culture. This spirit is required for the overall economic growth of a nation especially developing ones like Nigeria. Entrepreneurship education is designed with emphasis on realization of opportunities. According to Abdulkadir (2011), through entrepreneurship education, success and innovation habits are imparted to students to develop entrepreneurial integrity and skills. Hence, entrepreneurship education will enable potential entrepreneurs to create businesses, manage, market and sustain them into the future. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurship success in a variety of settings. Entrepreneurship education particularly in Nigeria, according to Paul (2005), is structured to achieve the following objectives.

- To offer functional education students in their various field so as to enable them to be self-employed and self-reliant.
- To offer students with training that will enable them to be creative and innovative in identifying novel business opportunities
- To provide college graduates with adequate training in risk management to make certain bearing feasible.
- To provide the young students at technical college level with enough training and support that will enable them to establish a career in small and medium size businesses.
- To offer students adequate training in the acquisition of skills that will enable them meet the manpower needs of the society.
- To stimulate both individual and economic growth of rural and less developed areas.

- To provide both small and medium business enterprises with opportunity of recruiting graduates who are trained and tutored in the skills relevant to the management and operation of small businesses.
- To inculcate the spirit of perseverance in the students which will enable them to persist in any business venture they embark on during their school period and after graduation.

In order to achieve these plausible objectives and with the current emphasis on self-reliance, the federal government of Nigeria through its educational regulatory agencies has made entrepreneurship education a compulsory course in the technical colleges and secondary institutions irrespective of subject description; this is part of the education reform agenda in Nigeria and the essence of it is to equip the students on graduation with skills capable of making them employers of labour in their area of discipline rather than job seekers. An entrepreneur, according to Bird (1992) is a mercurial person that is prone to insights, brainstorming, deceptions, ingenuity and resourcefulness, opportunistic, creative, and unsentimental. Akintola (2001) sees the entrepreneur as a person of very high aptitude who pioneer change, possessing characteristics found in only a very small fraction of the population. Entrepreneurs are free thinkers, who combine a larger element of creativity and experience. They have knowledge of economic, social, psychological and demographic trends. They have experience and are comfortable with new technology and change. They are the agents of change who can effectively live with uncertainty to stimulate and implement lasting changes (Raj, 1998). Entrepreneurs are the leaders of industrial development. An entrepreneur in the context of this study is someone who takes the initiative to establish own business from scratch and nurtures it to growth and profitability, brings new ideas or innovations into it to make it viable.

However, it is possible to influence the likelihood that somebody will consider becoming an entrepreneur. Several authors (Kolvereid and Moen, 1997; Noel, 2001; Tkachev and Kolvereid, 1999; Varela and Jimenez, 2001) have shown that there is a significant relationship between entrepreneurial training and the propensity of becoming an entrepreneur. Knowing that Entrepreneurship Training Programs (ETPs) can change entrepreneurial intention is intriguing if one considers the economic relevance of entrepreneurial activity mentioned by various authors. The growing importance of ETPs in research and education shows that this thought is already being taken seriously (Katz, 2003). Entrepreneurial training, therefore, as used in this study are the skills, novelty, and experiences combined to yield proficiency in automobile trades.

2.2 Concept of Vocational/Technical College Education

Vocational and technical colleges play vital roles in Nigeria. They train and produce craftsmen and technicians for industry, they impart vital technical skills in the youths, and they help towards the goal of self-employment. Through the technical colleges, youths possessed such skills to include: bricklayers, carpenters, painters and motor vehicle mechanics works, laboratory and pharmacy technicians, electrical/electronic technicians and skilled vocational nurses among others.

Technical colleges according to Nwachukwu, Bakers and Jika (2011) are the colleges which provide graduates through training with the relevant and adequate knowledge, skills and attitude for employment under the guidelines of a teacher in related occupation. Okorie (2001) stated that technical colleges in Nigeria is established to prepared individuals to acquire practical skills and basic scientific knowledge. Therefore, motor vehicle mechanics works as one of the related trade among other trades is being practice in the technical colleges in Nigeria.

Technical education is an aspect of vocational education that can be at the secondary and post-secondary levels, whose major purpose is to produce craftsmen and technicians. Federal Government of Nigeria (FGN) (2004) defined Technical Education as that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge. Technical education provides opportunities for the mastery of skills and knowledge in selected occupations as well as for development of personality for useful living. They essentially:

- Provide general education
- Provide training in selected occupations.
- Help trainers to develop the requisite skills and abilities necessary for securing and retaining a job.
- Help in creating employment and self-employment.

However, vocational education can be recognized in terms of recognition of prior learning and partial academic credit towards tertiary education as credit; thus, it is rarely considered in its own form to fall under the traditional definition of higher education.

2.3 Motor vehicle mechanics works in Technical Colleges

Motor vehicle mechanics works is one of the most important products of technology offer as in the technical colleges in Nigeria. The aim is to produce individual students with competent skills for self-employment. Uyanya, (1989) stated that the most important thing that ever happened to Nigeria is the 1981 national policy on education which emphasizes the acquisition of vocational skills and self-reliance. Oni (2007) quoted Puding (1994) who defined vocational-technical education as that type of education, which fits the individual for gainful employment in recognized occupation as semi-skilled workers or craftsmen. Olaitan, (2007) defines vocational/technical education as that aspect of education which is a skill acquisition-oriented. Skill does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience. Skill, according to Bolt-Lee and Foster (2003), is the art of possessing the ability or power, authority or competency etc. to do the task required of an individual. Two fundamental issues are used when a skill is to be acquired. According to Okoro and Osuala (2012), the first is the condition which promotes acquisition and

the second is the change that will occur when the skill is acquired. However, when an individual set out to learn a new skill, he usually starts with a communicable programme of instruction. Good learners do not jump into an operation without first receiving the necessary verbal instruction. Thus, the instruction given in bits, units, modules, and in stages, perhaps must be fused together to form a competent performance.

There are many processes of acquisition and development in achieving entrepreneurial skills. Pleshette (2009) in Okoro and Ursula (2002) outlined the four main stages of acquiring and developing entrepreneurial skills to include:

- Analyze and identify the current and foreseeable skill needs to business, in terms of management, administrative and technical skills and relative importance of these.
- Identify the entrepreneur's own personal goals, objectives and analyze and evaluate his/her own skills and resources in relation to these.
- Produce a realistic personal development plan for the potential entrepreneur
- Monitor on-going performance on follow-up of the entrepreneur once the business has started and progress made towards developing the new skills that had been previously identified as necessary for the success of the business.

Training of mvmw craftsmen is carried out in the technical colleges for example. The quality of academic programmes in technical colleges is assured by the National Board of Technical Education (NBTE) curriculum and periodic accreditation visits. The National policy on Education (FGN, 1998) pointed out that vocational education is that form of education which is obtainable at the technical colleges. This is equivalent to the senior secondary education but designed to prepare individuals to acquire practical skills, basic and scientific knowledge and

attitude required as craftsmen and technician at sub-professional level. In line with this policy statement, the Federal Ministry of Education, FME, (2000), noted that the technical colleges at post –Jss level produce craft men at the (secondary) level and Master craftsmen at the advance craft (Post-Secondary) level and their courses lead to the award of National Technical Certificate (NTC)/National Business Certificate (NBC) and Advanced National Technical Certificate (ANTC)/Advance National Business Certificate, in technical and business studies respectively.

Vocational and technical colleges stimulate technological and industrial development. Okoli (1991) identified lack of relevance as one of the factors militating against cooperation between industry and technical colleges. Okoli explained further that the industries blamed the colleges for lack of relevance because the products of technical colleges lack the skills needed to work in the changing world of work. Supporting this view, the attainment of technological advancement of Niger state depends on technical colleges in that their establishments are expected to provide the trainees with the required skills to enter into the world of work in all the vocational programmes such as motor vehicle mechanics works, electrical electronic and metal work among others. Olaitan (1996) confirmed that in Nigeria many products of technical colleges and other vocational institutions are found in the street without job because their training is inadequate and irrelevant to the needs of industries and society.

Unemployment has been identified as one of the core causes of the rising level of social disorder and insecurity permeating the entire country of Nigeria. Okoro (1999) in his own point of view; noted that there is high rate of unemployment in Nigeria because the products of technical colleges do not have the knowledge and skills that will enable them to take up the available jobs. Okoro further stated that while there are no jobs for the unskilled, there are many

job for the highly skilled. Therefore, if technical colleges provide trainees with the requisite skills needed, such trainees after graduation will be self-reliant in the absence of paid employment in the industries. In addition, the industries would find these products useful, since the success of industries in an increasingly competitive world is contingent upon skilled personnel.

The adaptation to the changing market and technologies require skilled personnel. Tukur (1991) stated that the industries are too busy in the production of goods and services and all they require are technical personnel who can easily and within a very short period join the production line. The world of work is a world of technology; the industries are on the outlook for technological advances that could increase their profit margin in less time and with greater efficiency. However, if the technical colleges are to provide the industry, the products have to be trained. (Okorie, 2000). The changing world of technology has rendered traditional skills inadequate for the world of work while creating need for new and often sophisticated skills. Thus National Board for Technical Education (NBTE) 2009 curriculum and module specification for national certificate in motor vehicle mechanic works, in technical colleges level are as follows;

- (1)Identify various tools and equipment used in the repair of motor vehicle.
- (2)Identify the various units and component parts that make up a motor vehicle
- (3)Dismantle and assemble parts with expertise.
- (4)Carry out diagnostics by aural, visual and functional methods.
- (5)To carry out with expertise, repairs or replacement of faulty components.
- (6) Identification and procurement of genuine spare parts. Carry out routine vehicle checks and basic scheduled servicing as recommended by the manufacturer.
- (8)To carry out performance test as applicable

Nice (2001) remarked that the continual evolution in design is intended to achieve more reliable, streamlined, cleaner and safer vehicle. Nice further stated that mvmw seem to get more complicated because

automobiles today might have as many as fifty micro-processor on them. The micro-processor include computers, computers today are playing significant role in the field of automobiles. Vehicle with gasoline engines must pass inspections, receive maintenance, and undergo repairs by highly skilled motor vehicle mechanics. The development in automotive repair has seen a change in emphasis from mechanical to technological work. Presently, vehicles use high-tech computers complex electronic systems to monitor the performance of the vehicle. A strong sense of understanding concerning the operation of a vehicle including how each device interacts, as well as the ability to deal with electronic equipment and digital reference manuals is key to the success of a technician. With electronic diagnostic equipment, mvmw students are able to diagnose, maintain and repair automotive system effectively.

Engine is classified as the power plant of automotive system. Automotive engines have gone through tremendous changes since the automobile was first introduced in the 1880s, but all combustion engines still have three requirements that must be met to do their job of providing power-air, fuel, and ignition. The mixture of air and fuel must be compressed inside the engine in order to make it highly combustible and get the most out of the energy contained in the fuel mixture. Since the mixture is ignited within the engine, automobile power plants are called internal combustion engines. Most of them can be further classified as reciprocating piston engines since pistons move up and down within cylinders to provide power. This up-and-down motion is converted into turning motion by the crank shaft.

Automatic transmission and transaxles as one of the automotive driving power unit have been used for more than sixty (60) years. They have been constantly modified and improved, evolving from early inefficient designs to the smooth-shifting efficient unit of today. Most modern

transmissions provide almost the same fuel economy as manual models. Thus, Manual Drive Train and Axle (MDTA) introduces the theory and services of automotive power trains in the following; clutches and clutched linkage, drive shaft and universal joints, front wheel drive axles, manual transmissions, differentials among others. The suspension system and steering system (SS & SS) had been modified as a result of technological advancement. The suspension system employed in automobile today is known as fully active suspension system. In an article published via <http://www.ukcar.com>, a fully Active Suspension system has double acting hydraulic actuators instead of springs and damper. As wheel meet bump the electronic control unit (ECU) uses the wheel signal to calculate the road speed and the wheel speed as well as the wheel deceleration and acceleration values. When required, it actuates the solenoid valves to prevent locking of the vehicle wheels known as Anti-lock Braking System (ABS). Since this dialogue is conducted hundreds of times a second, the wheels accurately follow the contour of the roads and bumps protecting the body structure against unwanted forces. In the case of steering system the Electronic Power Steering (EPS) is gradually replacing the hydraulic power steering system and leading the steering system in the modern car development (Guo Biaoshi, 2007).

The modern car development in the area of electrical and electronics is aimed at giving the trainees the skills to identify the fundamentals of electricity and electronics, electrical and electronic circuits, and the characteristics of these circuits. Automotive electricity and Electronics, 1997, Al Santini, Delmer publisher, 0-82 73-6743-0 reported that electrical and electronics aims at training the trainees on how to build the electrical and electronic circuits and to carry out different measurement operations on the electrical variables to determine circuit component and condition. However, the situational condition of engine performance depends on

the basic principles of fuel and induction system. This also includes the basics of pressure differential, the venturi principle, and fuel systems for gasoline and diesel engines among others. Engine performance for gasoline and diesel also assists in the operation of automotive heating and air-conditioning system.

The Auto Heating and Air –condition presents the theory and operation of automotive heating and air-conditioning system. Ford motor company, climate control systems, in 1988 and Nissan motor Co. Ltd. infinity Qx4 manual. Tokyo in 2011 reported that air-conditioning aims at familiarizing the trainees with the operations of different air condition systems, and the methods used in diagnosing faults and executing maintenance, repair, and adjustment operations in a technically correct manner. Technological innovation in the application of computer to automobile has brought about the development of computer-controlled panels in almost all the automotive system either imported or assemble in Nigeria. Technical institutions in Niger state offering motor vehicle mechanics works are charged with the responsibility of equipping motor vehicle mechanics works students with relevant automotive technology skills required for the students to be competent to handle any piece of work that pertains to automotive repairs. In addition to post-secondary education providers such as community colleges, vocational schools, and four-year institutions, the public workforce system is another critical partner in helping to narrow skills gaps. The original Workforce Investment Act (WIA) passed in 1998 set up the federally funded public workforce system designed to help individuals obtain the skills and training needed to be employable and to help organization find skilled workers to employ. Okoro (1999) has remarked that every society needs efficiency and well-trained workers poorly trained workers are costly in terms of time and equipment. Okoro explained further that a well-trained

mvmw student would be able to diagnose and repair automotive faults effectively. It enables them to become capable of living in the society and to contribute towards its economic development (Nwachukwu & Nwamuo; 2010). This shows that a functional education system takes cognizance of the dynamics of the labour market, students, graduates with occupational skills and competencies to enable them be self-reliance.

2.4 Concept of Skills for entrepreneurial competencies

As time in the labor market accumulates, individual wages become increasingly correlated with plausible proxies for an unobserved, individual-specific quality defined as ability (Farber and Gibbons, 1996; Altonji and Pierret, 2001). This is consistent with a model in which agents learn about a fixed, transferable worker component of production over the course of the career. While Altonji and Pierret and others have focused upon the signaling role of education and statistical discrimination, evidence of this type of learning also furthers the original objective of Farber and Gibbons (1996) to present learning as a determinant of wage dynamics that complements the established frameworks of human capital and search. In a general setting, a typical learning model is equally capable of matching observed mean wage profiles compared to other explanations but may differ in its predictions for other objects of interest such the variance of wages (Rubinstein and Weiss, 2006). These differences in predictions as well as potential policy implications continue to motivate further study of learning in the labor market.

To the extent that learning influences labor market outcomes, an additional consideration is the speed at which it occurs. If learning matters but happens very quickly, it may have little economic significance. Lange (2007) studies early career wage movements and finds that employers do learn relatively quickly, with initial expectation errors halving in about three years.

This leads to an estimate of the signaling value of education accounting for less than 15% of the estimated marginal return to schooling. In a similar vein, Arcidiacono, Bayer, and Hizmo (2010) take the log wage regression that has been the standard in this literature beginning with Altonji and Pierret (2001) and estimate it separately for high school and college graduates. They fail to find any evidence of learning at all among the college educated. Specifically, this education group fails to generate the hallmark of learning in this specification: a significantly positive coefficient for the interaction of ability and experience. This leads to the conclusion that technical college graduates demonstrate their ability on the job while college perfectly reveals ability.

These recent results introduce some doubt as to whether learning is a widespread phenomenon in the labor market or a process restricted to certain subgroups at select stages of the career. However, it is important to note that wage changes are but one potential outcome of learning about a permanent component of individual productivity. Another plausible outcome of a negative signal, in particular, is the termination of a match by the firm. Firings commonly occur and are a powerful and unambiguous indication that a match that was once seen as profitable takes on, for whatever reason, an irreparably negative value to the employer. If learning does result in a firing for some workers, it is also conceivable that it has affected job prospects going forward and increased the possibility of long unemployment duration. This study uses a search model featuring public learning about worker ability to derive unique implications of these learning-related outcomes for wages augment the typical empirical specification of the learning literature with plausible proxies for the reception of a negative signal and present evidence supporting the model using data from 1For a comparison of search, human capital, and learning

see Rubinstein and Weiss (2006). The National longitudinal survey of youth, the researcher find that learning is important for both high school and college graduates and provide an alternative explanation for previous results that led to the conclusion that college graduates do not face any uncertainty regarding their productivity on the job.

The model generates outcomes of learning that have not been fully accounted for in the recent empirical literature, features a rich yet tractable production and learning process, and has potential extensions in several directions. Firings and long term unemployment arise through the interaction of search behavior and learning in an environment where jobs have a fixed skill requirement and a fixed output if the worker satisfies the ability requirement. Workers update beliefs about their ability by learning whether or not they satisfy the ability requirement of the job they currently hold. Firings occur when it is revealed that a worker does not satisfy the minimum requirements of their current job. Long term unemployment arises when a worker learns they do not satisfy the skill requirement of a low skill job and must wait to be matched with an even less demanding job. Employer skill requirements are an important characteristic of the model for several reasons. Skill requirements combined with learning provide a natural source of firm-initiated separations, or firings. Workers failing to satisfy a job's skill requirement produce nothing and, once revealed, their retention is not profitable for the firm at any positive wage. Skill requirements also allow for a fundamental change to the learning process itself, avoiding the imposition of equal rates of learning across all jobs while retaining tractability. Rather than learning occurring through the repeated observation of noisy signals of a worker's ability, skill requirements within a search framework allows one to dispense with the signal noise process altogether and still feature the gradual revelation of a worker's true ability. In this model

the individual's posterior distribution of ability is based upon a truncation of the population ability distribution, where the lower and upper bounds change, respectively, in response to the positive and negative signals of the worker's ability to produce received in different jobs over the course of the career.

Most work to this point in the learning literature has either explicitly or implicitly relied on a standard Bayesian learning process in which agents regularly receive a noisy signal of the worker's ability (for notable exceptions Cunha, Heckman, and Navarro, 2007; Navarro, 2004). This is commonly inferred via direct observation of output from a production process which is strictly monotonic in worker ability and subjected to random noise. In the canonical Jovanovic (1979) learning model, agents continuously learn about an idiosyncratic match quality component of production. This type of learning has been integrated into search models before (Jovanovic, 1984), but learning about idiosyncratic match quality has no permanent effects by construction and so this particular specification is of no use in explaining long unemployment durations or wage stagnation across jobs. The more recent literature modifies this framework so that agents publicly learn about permanent, transferable worker ability and derives testable implications of the standard Bayesian learning model. This study diverges by making learning occur across jobs with varying skill requirements rather than uniformly over time. Learning is based upon a random signal verifying that the worker satisfies the job's skill requirement, and after receiving a signal a worker must move on to another job to update beliefs. The rate of learning in this paper varies with the rate at which workers place into jobs requiring greater skills. Further, the amount learned about an individual worker's ability in any given job depends

on the ex ante probability that the worker satisfies the job's skill requirement. This implies that the information content of signals is state dependent, a feature also present in Sanders (2011).

Another common factor in the prior empirical literature on learning is a production process that is strictly increasing in the worker's imperfectly-observed ability. Firings and endogenous separations in general are not as natural of an outcome of this type of production process compared to one with skill requirements, although it is possible to account for them. However, it is difficult to allow for firings caused by learning to have a permanent impact in this framework due to the relative smoothness of the updating process. If wages are believed to represent all current information about a worker's ability at any time, the fact that a worker has been fired should not contain much additional information compared to the last observed wage.

In contrast, this study assumes that jobs have a predetermined output and require only a worker with sufficient skill to complete the task. As a result, all workers that satisfy the requirement are equally productive. This is a common assumption in the skill-biased technical change literature (Acemoglu, 1999; Card and DiNardo, 2002). Albrecht and Vroman (2002) specify a search and matching model of the labor market to this effect, where workers are of two skill levels and match with jobs that vary in their skill requirements. The model implies a high degree of assortative matching and even under perfect information the skill requirements that accompany job vacancies in the matching process have important implications such as exit rates from unemployment that depend on the worker's skill level (high type workers can match with low type firms but the reverse is not allowed). Uren and Virag (2011) address within-group wage inequality by integrating skill requirements into a Burdett-Mortensen framework, generating similar implications using a continuous wage distribution.

Vishwanath (1989) characterizes optimal search behavior from unemployment when pre-employment signals of ability are present. Firms avoid workers with long ongoing unemployment durations, inferring that the worker is of low ability. In this study broaden the scope of learning and provide simultaneous explanations for these Jovanovic (1979) features separations due to learning about a match-specific component of production. When learning about a permanent worker component, however, any new information may also have an effect on the worker's outside option. When jobs are ranked by their contribution to output, if the declining expected ability of the worker does manage to cross a possibly declining threshold for separations there is a counterintuitive implication that the now unemployed worker only accepts new matches with jobs of a higher type than the previous job. Further, if the firm's value of a vacancy in equilibrium is zero the firm prefers to retain the worker at any positive level of output. If the wage is contained in some way, such as by a minimum wage, firings may occur but with the same counterintuitive implications for sorting outcomes as well as wage growth. Stevens (1997) is also notable for several reasons. Against what appears to be convention in the displacement literature, Stevens includes firings in the definition of a displacement and also looks at the effects of displacement on wages across different educational groups separately using a fixed effects model. It is determined that repeated job loss is a key factor in explaining the persistent effect of displacement on wages commonly documented in the literature, and once this is controlled for the long-run effects of displacement are reduced. There is also an indication that the college-educated suffer larger earnings losses relative to those with high school degrees or less education.

Some studies suggest that the definition of competency may be drawn from the domain of knowledge, skills, and attitude and performance indicators. Competency has a number of definitions which depend on the specific task to be performed by individuals under different conditions. Competency was first popularized by Boyatzis (1982), who performed a comprehensive study of over 2000 managers and he identified and assessed over a hundred potential competencies. Boyatzis defined competency as, “the capacity that exist in a person which leads to behavior that meets the job demands with the parameters of organizational environment, and which in turn brings about desired result. The competency is considered to be an underlying characteristic that an individual entrepreneur brings to a job situation, which can result in effective and/or supervisor performance in such job.

The entrepreneur’s competency is highly a critical factor in achieving excellence in performance to ensure a sustainable and success amidst a competitive business environment. Therefore the importance of entrepreneurial competency has been increased during the past decades due to the strategic role played by human factor particularly the entrepreneur’s of a business enterprise. It was suggested that the entrepreneur’s demographic characteristics, attitudinal, behavioral, managerial and technical competencies are often cited as the most influential factors related to the performance of small and medium sized enterprises (Man, Lau and Chan, 2002; and Noor, 2010). These unique features of small and medium scale enterprises management mean that the competencies required of the entrepreneur include not only managerial skills in the various functional areas, most importantly, the ability to manage the complex and diverse interactions with the various agents and stakeholders in the business environment. For this behavioural and interpersonal competencies are very important. In

addition, the ability to gather and organize information and to learn from the interactions with the key agents in the environment is essential. The real challenge of entrepreneurs is to raise their ability to learn from experiences and derive from them insights and knowledge that are relevant in managing future interactions. However, in running a small business, the tight and synergistic combinations of entrepreneurial and managerial competencies are required. Hence, competencies of management in the context of this study will lead to the growth of individuals and enterprises to help enterprises meet future demand.

From a rhetorical perspective, entrepreneurial skill is important, because the concept of a skill implies the possibility of learning, and consequently teaching entrepreneurship. In the psychological literature on entrepreneurship, as well as in some theories by economists, entrepreneurs are often described as individuals with certain kinds of stable and enduring characteristics or features. The emphasis is on personality traits, (Brockhaus and Horwitz, 1986; Cromie 2000). These traits presumably originate from early childhood, and persist through years. Therefore learning and teaching are not relevant issues. The concept of skill does not necessary imply this kind of innateness, rather the possibility of communication and change (Stevenson and Jarillo). Indeed the entrepreneurial literature until the mid 1980's focused on these innate traits as a way of identifying entrepreneurship. It was only after such critiques as Gartner (1985) and Chell (1985) that research turned more to seeing entrepreneurship as an organizing practice. Of course, in the context of teaching, it is much easier to talk about learning in the connection of skills than in the connection of personality traits.

However, as Stevenson and Jarillo emphasized, one must focus on activity when talking about skills and entrepreneurial skills are defined and described in relation to entrepreneurial

tasks. But, as already noted, entrepreneurial tasks are multifaceted (Smilor 1997). Therefore, the concept of entrepreneurial skill is, by necessity, ambiguous. Furthermore, it appears to be a wide concept, so that it actually covers the whole of entrepreneurial activity as well as various aspects or subcategories of it. One may question whether it is only a question of skills? Indeed, how self-contained is the concept of skill? Moreover, if an attempt could be made to explain entrepreneurial success with the help of the concept of entrepreneurial skills, which would be the most relevant of the other factors needed in such explanation?

Two types of factors can be suggested. First, a skill is learned, mastered and used by somebody. The individual/actor/agent is, therefore, relevant. Secondly, even though an entrepreneur may not only recognize, but also actively construct new business opportunities, he/she cannot do so in a vacuum. Consequently entrepreneurs enact their environment, thus entrepreneurial skills involve dealing with material and social environment; so situational factors are also relevant. Many formulations of entrepreneurial tasks and skills imply the presence of situational factors: markets, customers, investors, or human resources, social networks and ties generally speaking. Many authors approach entrepreneurship as socially embedded activity (Aldrich and Zimmer 1986; Carsrud and Johnson 1989; Granovetter 2000; Jack and Anderson 2002). On one hand, the idea of social embeddedness underlines the importance of skills that are related with dealing with other agents; on the other hand, it emphasizes the fact that there are social constraints in the environment, all of which cannot be unilaterally controlled by the entrepreneur, however skilful he/she might be. Concerning the individual factors, a good example is in the study of entrepreneurial self-efficacy (Chen et al. 1998; Boyd and Vozikis 1994; De Noble et al. 1999). Entrepreneurial self efficacy refers to the strength of an individual's

belief that he or she is capable of successfully performing the roles and tasks of an entrepreneur (Boyd and Vozikis 1994; Chen et al 1998). From the perspective of self-efficacy theory (Bandura 1986), skills are not enough in explaining behaviour, but one needs to take into account cognitions concerning the relation between self and behaviour, such as self-efficacy. This kind of belief can be interpreted also in terms of self-confidence. One may view self-efficacy, and self-confidence, as behavioural attitudes, comparable to optimism and persistence, for example. These kinds of attitudes are not strictly speaking skills, but it is common sense to conceive them as prerequisites for efficient learning and use of skills. In the literature on entrepreneurship it has been conventional to view these kinds of attitudes as individual dispositions, or personality traits. However, as attitudes that have a specific object – that of entrepreneurial behaviour - they can be approached also as something that can be changed through communication or experience (Shaver 1995). The significance of attitudes might also be extended to cover, not only behavioural attitudes, but also those values and conceptions that an individual might have about entrepreneurship. For example, it is not self-evident that everybody would consider developing entrepreneurial skills as desirable, or even socially acceptable. Individual backgrounds, cultural traditions, social and institutional settings may have considerable bearing on the individual's willingness to learn or use entrepreneurial skills.

Entrepreneurial skills in business operation are considered to be Very complex in a competitive business environment which is constantly changing with fast technological advancements. An entrepreneur is expected to interact with these environmental forces which required him to be highly skilled in different dimensions like intellectual, attitudinal, behavioral,

technical, and managerial aspects. Entrepreneurs are therefore permanently challenged to deploy a set of Competencies to succeed in their entrepreneurial endeavors.

Base on the work of Boyatzis (1982), entrepreneurial competencies are defined as underlying characteristics possessed by a person which result in new venture creation, survival, and / or growth (Bird, 1995). These characteristics include generic and specific knowledge, motives, traits, self-images, social roles, and skills that may or may not be known to the person (Boyatzis, 1982). That is, these characteristics may be even unconscious attributes of an individual. Some of these competencies are innate while others are acquired skills in the process of learning and development. In an effort to make difference in terms of innate and acquired skills. Muzychenko and Sae (2004) differentiate between innate and acquired aspects of competencies of an individual. The former involve traits, attitudes, self-image and social roles and are sometimes referred to as “internalized element” (Bartlett and Ghoshal, 1997) and the latter involve components acquired at work or through theoretical or practical learning (that is, skills, knowledge, and experience), and they are often referred to as “externalized element” (Muzychenko and Sae, 2004). The internalized aspect of competencies can be acquired through proper training and education programs and need to be practiced (Garavan and McGuive, 2001; Man and Lau, 2005). In the context of a small business enterprise, these competencies are normally studied as characteristics of the entrepreneur, who owns and actively manages the business (Gibb, 2005; McGregor and Tweed, 2001). Hence, Stuart and Lindsay (1997) also defined competencies as a skills, knowledge, and personal characteristics. Entrepreneurial competencies have also been understood in terms of traits, skills and knowledge (Lau et al, 1999): Newer approaches to entrepreneurial skills, according to George (2007), have been built

upon the technical, human, and conceptual skill classification, but are highly different. Aliyu (2001) outlined three domains of managerial skills, purely technical skills, cognitive abilities, and competencies that demonstrated emotional intelligence.

For the purpose of the present study, entrepreneurial skills are defined as individual characteristics that includes; Technical, managerial, financial, marketing, and Communication skills. These skills enable auto technology graduates to achieve and maintain automobile business successfully.

2.5 Technical Skills for Entrepreneurship

Technical skills of today's motor vehicle mechanics works trainee have become a major challenge to the auto motive technicians. Apparently, it is upon this (technician and entrepreneurial skills) that the business enterprises depend to a great extent. According to Naraya (2004), Repair and maintenance of automobiles is a set of preventive, corrective or breakdown rectification activities. Olaitan, Nwachukwu, Igbo, Onyemachi and Ekong (1999) defined the process of repairs and maintenance as taking specific approved step and precautions to care for a piece of equipment, machinery or facility and ensure that it attains its maximum, self-life. Motor vehicle Mechanic students must acquire technical, skills to achieve the effectiveness for maintenance and repairs of motor vehicles.

However element of the trainees stock of skills and knowledge contribution to their employability, basic and soft skills, it is important, at this point, to recognize the range of definitions and models (Pedagy for employability group, 2004; Yorke, 2004, Yorke and Knight, 2004) of what constitutes graduates employability. The researcher believed that as the global

economy evolves so will these models, and it is essential to continuously ascertain and articulate employer opinion on what makes a graduate employable; and ensure that mvmw Programs are suitable aligned. The traditional classifying categories for a task analysis use knowledge and skills (Jonassen, 1999). However, to stay aligned with a goal for this process to be authentically align with the Career and Technical Education (CTE) areas, the categories need to present cognitive, psychomotor, and affective as they exist in the real world, which is often very complex. The latter classification seems to be too inclusive and limited to the sensitivity of the depth of the authentic ability. Another proposed categorical system of levels used four targets in a continuum and they are; knowledge, reasoning, skills, and product (Stiggins, Arter, Chappuis and Chappuis, 2004; Chappuis and Chappuis, 2002). However, the letter terms; product does not fit many authentic repair processes, such as those used in automotive service technology. In a US survey of IT employers, the Boston Area Advanced Technological Education Connections (BATEC, 2007) group found that employers placed more emphasis on employability. Skill than technical ones; technical skills are important, but without employability skills, technical skills are merely commodities.

Changes occasioned by technological advancement obviously demand, a commensurable skill adjustment (Okorie, 2000). A number of countries, according to Okorie, affect by the impact of new technology clamour that skills are inadequate for future needs. As a result for future needs, technological innovation in the application of computer to automobile has brought about the development of computer-controlled panels in almost all the automotive system either imported or assemble in Nigeria. In the light of these changes, motor vehicle mechanics works program has been designed to meet the training needs of the local labor market by taking into

considerations the skills standard for auto technology or trade. Human resources and skills development Canada in 2009 outlined some of the essential skills for success as an automotive technician.

Thus, mvmw students must possess technical skills for adequate and timely maintenance action which will minimize the incidence of failure and increases the reliability of vehicle engines, machines and equipments through the effective management of maintenance functions within their organization.

2.6 Managerial Skills for Entrepreneurship

Managerial competencies are underlying skills, including work habits and ethics, essential to the work place and personal growth. These skills are taught with the intention of providing the entrepreneur with a well-rounded understanding of workplace expectations in areas not specific to a particular occupation, in an attempt to develop a valuable employee. Anyakoha (2009) outlined some managerial competencies to include; ability to communicate effectively, ability to make long and short term planning, ability to manage time, finance and meet job schedule. Entrepreneur can gain competitive advantage by implementing continual and on-going innovations and the managerial skills and knowledge that are in the centre of this process of innovations. Many times these facts are underestimated by small entrepreneurs and overlooked by support programs for development of this size of entrepreneurship. Development and support programs for entrepreneurs should also focus on the area of skills and knowledge. Whether these assertions are justified and the neglect of managerial skills by entrepreneurs affects their success are the questions which we would like to cover in this study.

Entrepreneurship play significant part in employment and professional training of young people. Compared to big companies, they employ more women, young people and part-time employees. Entrepreneurship are closely connected with the region than large employers and therefore have significant influence on further the region's development.

In the transitive economies, there is relatively smaller share of entrepreneurship. Government efforts are trying to speed up the change of the size structure with various support programs and instruments.

Recently, the most significant changes that influenced the business environment are:

- youth empowerment scheme
- speeding up of the procedures needed to start business
- change from defined benefit to defined contribution pension plans
- slight improvement of communication with tax offices

The results of empirical studies of small enterprises by Newton (2001), show that failure and bankruptcy of enterprise is caused more by internal problems inside the enterprise rather than by outside generated problem. Small enterprises do not create enough force to survive and overcome daily problems in the long run. Same experiences gained by Gerber (2001) from his own consultancy practice the following entrepreneurial myth: The fatal assumption is – you understand the technical work of a business, you understand a business that does that technical work “.Gerber points out to the fact that, small enterprises are mostly founded by technicians, specialists or professional in certain field. For example, an accountant or a carpenter “know their onions” but have little information and experience in the field of management. They can perform their work on professional level, but seldom do they entrust their enterprise in the hands of

manager, or try to acquire this knowledge by themselves. They run into problems with management of their enterprise because they concentrate all attention just to their specialized field of expertise. The management and managerial skills are neglected. Similar results come out of Slovak study (National agency for development of enterprises, 2005), where the second most significant reason of not wanting to be in business (right after lack of financial capital) were missing skills and experience needed for conducting a business. It is also the role of supporting program to help explain the difference between entrepreneurial and managerial education. The skillful worker who decides to go into business for him/her can be easily overwhelmed by the both types of needed skills. That is managerial and financial skills.

2.7 Financial Management Skills for Entrepreneurship

Financial as well as non-financial managers can benefit from knowledge finance, Robert and Ricardo (1996) opined that in most business organization the majority of managers are not working directly in finance area. Nonetheless the knowledge of finance is often very useful for non-finance manager. Financial management demands that the enterprise owner/manager must need to plan for all his future need for funds, plan for the most economical way of acquiring funds from different sources and be able to also plan for the most efficient way of putting to use acquiring money from friends family members, banks other sources. Needle (1997) indicated that financial management is concerned with the raising of capital to finance the organization's operation and with ensuring that the company can generate sufficient revenue to cover the cost of raising the finance. The author further identified personal savings, share issues, bank borrowing, state funding and internally generated funds (redistribution of profit) as nucleus of financial management.

According to Nieman (2006), financial management is responsible for acquiring the necessary financial resources to ensure the most beneficial results over both short and the long term and making sure that the business makes the best use of its financial resources. Dayananda (2002) add that the financial manager is engaged in two primary tasks, namely financing and investment decision-making. Gitman (2010) stated that, in addition to financing and investment decision making, the financial manager must ensure that cash is managed efficiently so that the business can become profitable. All the primary functions are interrelated. An investment project, whether of a long-term or short –term nature, cannot be undertaken without adequate financing.

However, Osuala (1995) is of the view that there is a correlation between inadequate record and the business organizations of which this constitute a major problem. Financing management is the systematic recording of financial transactions. It is a service activity, the function of which is identifying, measuring, recording and communicating quantitative information, primarily financial in nature, about economic entities Ezeani (2008) sees financial management as the process of expressing the economic activities of everyday life in money terms, so that we may estimate the costs of creating goods and services, make decisions about production on the basis of these estimates, compare the actual costs as they occur with the estimate originally made, and adjust the output and prices of goods and services accordingly. Ama (1999) as cited by Ezeani (2008) sees financial management as a set of themes, concepts or (ideas) and techniques by which financial data are processed into meaningful information for reporting, planning, controlling and decision-making purposes; or situation according to him may create some difficulties for the entrepreneur, as he may not come to full appreciation of the meaningful relationship between financial activities and results. He however, further advised that the

entrepreneur should make effort to acquire knowledge/basic competencies of financial management as success can only come to his/her business through such efforts. Having basic financial knowledge or skills does not necessary imply that the proprietor (entrepreneur) should be able to appreciate the contributions that financial information offers in solving both financial problems that may arise from time to time. The entrepreneur should be able to prepare and interpret his/her financial statements. He should be able to keep and maintain records of receipts and payments (cash book), income and expenditure and a balance sheet for the business.

Agbonifoh (1999) advised that the need of modern business make it essential for all managers (entrepreneurs) to have a sound appreciation of the financial implications for their plans and actions. They went further to explain that in the competitive world, the key factors are costs, prices, turnover and profits. These are factors, which no manager can ignore. Therefore, it is very important that every auto technology students possess the basic or fundamental knowledge of financial skills. They should be able to appreciate and interpret simple financial statements. This will help in reducing the rate at which small-scale business go into liquidation. Having made this distinction, it is possible to draw on recent reviews such as de Meza et al. (2008), Remund (2010), PACFC (2010), Bank of Zambia (2012) and OECD (2012) for a list of the core elements that define these concepts Knowledge of financial concepts. It is important to note that almost all widely used definitions treat financial education as a process that develops financial capability, not merely literacy (OECD 2005), even though in practice curricula can be more or less ambitious in scope. In any case, the assumption is that financial education can achieve significant and persistent change in the learners' financial behaviours by raising their levels of financial capability.

Following the 2008–9 financial crises, the continued experience of financial exclusion in developing countries and the severe credit rationing to enterprise in developed countries revived interest in how the concept of financial capability might relate to agents in the business world entrepreneurs, managers, or company directors. From a theoretical perspective, some complications are bound to arise.

As Bay et al. (in press) explain, the way financial literacy is discussed in the business world can be very different from the way it is discussed in a pure consumer setting. In the latter, the aim is to highlight and remedy illiteracy, setting out an implied curriculum; in the former, the aim is to distinguish between different levels of literacy, setting out criteria for eligibility. The consumer approach to financial literacy seeks inclusion (for example, turning individuals into confident and reliable consumers of financial services) while the business approach seeks exclusion (for example, avoiding majorities of financially ‘illiterate’ directors on company boards). Perhaps uniquely among the many target groups at which financial education is aimed, entrepreneurs sit astride this distinction.

Financial institutions want entrepreneurs as their customers and governments want them to be able and willing to access external finance. Yet, at the same time, entrepreneurs are seen as responsible for the survival of vulnerable entities whose needs they may not fully understand, and with greater use of external finance comes greater risk. At 8–14% per annum, business mortality rates are substantial even in the developed world and were still on the rise until recently (OECD 2013). Entrepreneurs’ lack of financial capability is often portrayed as part of the reason for the substantial churn in the sector (New Vision 2011), even though many business exits are arguably not ‘failures.’

Even entrepreneurs with unlimited liability who could, in theory, argue that their businesses are theirs to make or break, may be putting the livelihoods of employees, family members, suppliers and customers at risk through their financial decisions; under many bankruptcy regimes they could do so without internalizing most of the social cost (Metzger 2010). Hence the case for financial education is, if anything, stronger when it comes to entrepreneurs.

As a result of the differences between consumers and entrepreneurs, notions of financial capability and literacy as applied to the two groups are also bound to be different. As OECD (2013) demonstrates, internationally applied curricula overlap substantially and there is broad consensus that they should include an understanding of financial and risk management, record keeping and compliance, and of the main finance providers and their requirements. If just-in-time training and insights are among the keys to successful financial education, then this begs the question of what the right timing is. In a wide-ranging critique of financial education, Willis (2008) warns that the search for what the literature refers to as ‘teachable moments’, when individuals are most open to and confident about learning, is rarely comprehensive enough, with programme designers settling instead for ‘reachable moments,’ such as the point when a loan application is made or a bank account is opened, which do not produce the same behavioural benefits. The fact that many interventions are sponsored or otherwise supported by financial institutions compounds this problem. The central role of financial management in entrepreneurs’ financial capability, the informal or non-commercial nature of most business financing, plus ACCA’s reading of Cho and Honorati (2013), all suggest that an alternative approach is needed. For entrepreneurs’ financial education, the most genuine ‘teachable moments’ may not be linked to financing at all, but to business planning and the creation of business policies, such as those on

credit. This could go some way towards explaining why generic business education outperforms financial education, or even the combination of the two. It also suggests that the target outcome of financial education should not be achieving access to external finance at all.

A 'Plan First' approach to financial education would use business planning, as opposed to financial concepts or financial decisions, as the starting point for financial education. Professional business advisers would talk entrepreneurs through their intentions for their businesses, helping them develop a detailed and comprehensive business plan. A simple system of financial management and controls, based on rules of thumb derived from the business plan, could then be introduced complete with a schedule for regular management reporting. This would mirror the process for setting key performance indicators (KPIs) with which professional business advisers should already be familiar (ACCA 2013). Entrepreneurs and their advisers would then work together to deduce the business's actual, specific financing needs and agree a tailored curriculum explaining how to identify appropriate sources of financing inside and outside the business. This curriculum would cover not only how the relevant finance providers make their decisions, but also how the entrepreneurs themselves can evaluate their investment options before allocating funds to them.

Crucially, a Plan First approach would not assume that external financing, let alone any individual product, is necessary in the first place. Rather, it would emphasize the fact that some short-term financing needs can be pre-empted by good financial management, or fulfilled informally through trade credit arrangements. Similarly, the entrepreneur may need to turn to friends, family or their own savings for some long-term financing needs. A Plan First approach would, however, treat suppliers and informal financial providers as rational decision makers on a

par with banks, venture capitalists and the entrepreneurs themselves – they need to be convinced of the creditworthiness or investment-readiness of the business and the prospects of individual projects.

As enterprise' most trusted financial advisers, professional accountants are obvious partners in the provision of such programmes. Nonetheless, their involvement is often hindered by the mistaken assumption that they as professionals are not sufficiently embedded in poorer communities, where the need for support is likely to be greater. More careful consideration, however, would reveal the opposite. A substantial share of ACCA members, more than one-third in Africa and about one-quarter in the Caribbean, have experienced deprivation first-hand.² In Africa in particular, members are more likely to engage and advise small businesses on a social basis than in their professional capacity (ACCA 2009).

With appropriate professional input, just-in-time interventions can be used throughout the lifetime of the business, adapting as the needs of the entrepreneur become more complex. Box 6.1 presents the findings of ACCA (2013) regarding the business needs driving the evolution of the finance function: the same needs are likely to drive other kinds of development and specialization as well.

2.8 Marketing Skills for Entrepreneurship

Marketing skills is another important and essential skill which depends on the very success or failure of a business. Marketing is a common phenomenon but it is a very complex and elusive subject matter. The activities of marketing are so diverse that it is difficult to say exactly what

marketing is. Osuala (1993) defined marketing as the process by which the productive potentials of the company is used to satisfy individual and social needs of all kinds.

Ezeani (1999) sees marketing as consisting of all profitable human activities undertaken by the firm towards the creation of goods and services. Argument among Nigerian traders is that successful entrepreneurship in trading occupation simply depends on talent and luck". They believe that programmed training in marketing skilled is irrelevant for success in trading activities. This view is rooted in ignorance because education and training can promote individual initiative and marketing competencies.

However, the auto technology student must acquire the sales and marketing skills that will enable them to make such vital business decisions as "getting the price right" which is an important factors in retail marketing. Stanton (2002) stated that sales and marketing skills will keep the entrepreneur informed, knowledgeable and confident as to determine the most efficient method of physical distribution of goods and services.

Uche (2006) as quoted by Ademiluyi (2001) opined that the acquisition of marketing skills offers the entrepreneur the unique strategy for succeeding in business. Therefore, auto technology graduate is able to offer the right services to his targeted customers. He is able to cost and determine his maintenance and repairs price and which will be acceptable to the customers, based on their perception of the value and a cost that allows for profit making. Business related graduates require these marketing skills in order to enable them identify their potential customers; persuade them to patronize their shops or services. Ademiluyi (2007) also identified the following marketing skills and competencies, which are needed for effective entrepreneurship

by business related graduates: Salesmanship, Negotiation, Sales record keeping, Sales promotion, Stock record keeping, Pricing, Advertising channels among others.

Marketing authorities generally agrees that business organization exists to serve markets for which they engage in production and distribution of goods and services. Modern marketing emerged as the concept that business exists to create and serve customers and at the same time achieving the firms profit objective (Ezeani, 1999). Entrepreneur in business related areas should therefore organize their resources to concentrate on achieving success in the market environment as mishandling of negligence can lead to failure.

However, marketing and sales environment is rapidly changing reflecting changes brought about by Information Communication Technology (ICT). Management at any level may continually and consistently adapt the organization's marketing effects to keep pace with observed changes. Such changes require management and staff training, and development of effective selling skills through education with the help of ICT. Marketing education in Nigeria involves acquisition of selling and marketing skills with the help of ICT. It also deals with developing, training and retraining of markets and sales personnel (professionals) for the purpose of meeting the changing demands of client and customers in the market, and excelling in all e-permeated market environment for example e-sales.

The use ICT is relevant and important to e-permeated market since ICT comprise technologies or electronics as radio, television, videos, computers, sensors, internet, interface boxes, e-mail, satellite connections, among others. Nation Policy on Education (NPE)'s vigorous effort to respond to on-going changes in all aspect of life recognized that: Marketing education involves two main concepts which are marketing and education for adaptability and creativity.

Adaptability refers to the “ability to manage in a complex, interdependent world. While creative ability refers to the use of imagination to create new things which involves taking some risk (Tino and Browne, 2010). Marketing education involves functional literacy which means the ability of salesmen with marketers to separate meanings and express ideas in various technologies and regard to marketing. It also involves motivation of learners and customers to learn with the help of ICTs like videos, television and multimedia computer software.

The international Labour Organization (ILO) defined training in three areas to include; Basic Education for all, Core work Skill for all, and Life Long learning for all. Training and retraining of marketing students is unavoidably the only way of tooling and retooling them as a calculated means of tracing up for the various challenges poses by dynamism in the 21st century. The illiterate of the 21st century according to Futurist Alvin Toffer, will not be those who cannot read and write, but those who cannot learn, unlearn and relearn (Toffler, 1970). Training according to Ebitu (2002), is the systematic development of the knowledge skills and attitudes required by an individual to perform adequately on a given task or job”. This training is overwhelmingly necessary because of continuous changes in technology, machines, equipment, strategies and knowledge.

2.9 Communication Skills for Entrepreneurship

Communication is a matter of effectiveness, which is dependent on the interlocutors’ communication competency. In other words its effectiveness is dependent on one’s competency in communication. Communication involves intents and efforts from both the sender of the message and the receiver. It is a process that can be fraught with error such as with messages muddled that is, mixed up by the sender, or misinterpreted by the recipient, miscommunication in

avoidable. However, if this is not detected, it can cause tremendous confusion waste efforts and miss opportunities. Thus, communication is essential to effective team performance and communications for any organization is like blood flow in the human body.

The most efficient auto technology graduates are who, that understand communication and they use it in their organizational environment. For coordination between material and human elements of organization as efficient network, good communication is essential. Because communication isn't being connected organization operation will stop. The context of this study would help auto technology graduates to communicate desirably in the organization. Therefore, the researcher explains brief skills in communication, communication process and types of communication. He then discuss communications planning process, and with expressing Johary window clear vague and dark areas of communication in organization for entrepreneurs.

Communication is transference and the understanding of meaning. Business communication is the sending and receiving of verbal and non verbal messages (see fig 2) Hauna and Wilson (1998) expanded on this definition, indicating business communication is a process of generating, transmitting, receiving, and interpreting messages in interpersonal, group, public, and mass communication contexts through written and verbal format.

2.10 Summary of Review of Related Literature

The related literature was reviewed on concept of entrepreneurship, concept of technical /vocational college education, motor vehicle mechanics works in technical college, concept of skills for entrepreneurial competencies. The review of culture related to this study however, reveals that small and medium scale enterprises have made a traveled contribution in the area of

employment, income generation, training and provision of social wellbeing of the people that government somehow neglected to provide. The small and medium scale enterprises in mvmw is best set with several problems, most of which revolved around lack of capital for growth and poor skills requirement to meet up with technological advancement in the trade.

The review also has it that most technical college students do not have the required knowledge and competencies that will enable them to take up available job or be self-reliance. Some of these deficiencies attributing to the failure of the students/trainees in establishing and sustaining their enterprises are in the area of managerial, financial marketing, communication and technical skills after successful completion at technical level. The study also revealed that mvmw efficient operations in their workshops or organizations are hampered as a result of poor level of skills they attained during their initial training.

However the study tends to assess the entrepreneurship competencies possessed by motor vehicle mechanic students at technical college level and suggest ways contributing to the utilization and to effectively manage these skills in the world of entrepreneurs for self reliance.

CHAPTER THREE

3.0 METHODOLOGY

This chapter presents the procedure to be adopted for the study under the following sub-headings; design of study, Area of study, Population for the study, instrument for data collection, validation of the instrument, Method of data collection and Method of data analysis.

3.1 Design of the study

The study was conducted using survey research design. Descriptive survey research according to Olaitan (1999), is one which the entire population or representatives sample is studied by collecting and analyzing data from the group through the use of questionnaire. Descriptive survey research is suitable for the study since information will be solicited from respondents (MVMW entrepreneurs) and (MVMW teachers in technical college) on the entrepreneurship competencies possessed by MVMW students at technical college level in Niger State.

3.2 Area of the Study

The study was conducted in Niger State of Nigeria. Niger State is located in central Nigeria and the largest state in the country. The state capital is Minna, and other major cities are Bida, Kontagora, and Sueja. Niger state was formed in 1976 when the North-Western state was bifurcated into two; Niger State and Sokoto state.(<http://google.nigerstate> location)

3.3 Population for the Study

The population for the study consisted of 38 teachers from seven technical colleges in Niger State and motor vehicle mechanics entrepreneur in the state.. Data obtained from Niger state science and technical education board, Minna in (2019) has shown that there are seven technical colleges in Niger state. The population of the study comprised of 30 respondents. The entrepreneurs will be drawn from self employed MVMW entrepreneurs in the State. The choice of MVMW entrepreneurs and MVMW teachers in technical colleges is based on the fact that students are not knowledgeable about the entrepreneurship competencies they are suppose to possess.

Table 3.1 Population of technical teachers in Technical colleges in Niger State

.S/N	Names of Colleges	Numbers of Teachers
1.	Government Technical College Bida	06
2.	Government Technical College kotongora	04
3.	Government Technical College Minna	09
4.	Government Technical College new bussa	04
5.	Kontogora Technical College Pasndogari	05
6.	Federal Science Technical College Shiroro	04
7.	Suleiman Barau Technical College Suleja	06
Total		38

Source: Author's field work (2019)

3.4 Sample and Sampling Techniques

A sample of 15 teachers and 15 motor vehicle mechanic entrepreneurs' respondents is selected from four colleges, where 15 entrepreneurs from minna,bida and kontagora were randomly selected.

Table 3.2 population of technical teachers used

S/N	Names of Colleges	Numbers of Teachers
1.	Government Technical College Bida	06
2.	Government Technical College kotongora	04
3.	Government Technical College Minna	05
Total		15

3.5 Instrument for Data Collection

The instrument for data collection is a structured questionnaire on entrepreneurship competencies possessed by MVMW students at technical college level in Niger State. The questionnaire was developed by the researcher on the entrepreneurship competencies for establishing MVM workshop. It entails five research questions comprising ten (10) items each; technical competencies, managerial competencies, financial managerial competencies, marketing competencies and communication competencies that is supposed to be possessed by MVMW

students. The response option to the item will be based on a four (4) point rating scale, with numerical values as follows:

3.6 Rating scale

Ratings	Points
1. highly possessed	4 points
2. Possessed	3 points
3. Slightly possessed	2 points
4. Not possessed	1 point

3.7 Validation of the Instrument

The instrument was subjected to face validation by three (3) experts from the Department of Industrial and Technology Education, Federal University of Technology Minna. Any corrections, suggestions and recommendations will be incorporated in the final draft of the instrument.

3.8 Method of Data Collection

The researcher administered the questionnaire and through research assistant, and illustrations would be made in items not clear to respondents. By thus a reasonable return will be achieved.

3.9 Method of Data Analysis

A real limit of numbers was used for decision as indicated in the rating scale. The data will be analyzed using mean and standard deviation. In order to determine the level of acceptance or

rejection of any items a mean score of 2.50 will be used. t-test will be used to test for the hypothesis critical value (± 1.96) at 0.05 level of significance.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSIONS

The presentation and data analysis was done based on the research questions and hypothesis tested.

4.1 Research Question 1

What are the technical competencies possessed by MVMW students at technical college level?

Table 4.1

Mean response of MVMW teachers and MVMW entrepreneurs on the level of technical competencies to be possessed by MVMW students at technical college

N1=15 N2=15=30

S/N	ITEMS	X ₁	X ₂	X _t	REMARK
1	Servicing of automobile engines	3.60	3.80	3.70	P
2	Ability to detect faulty and decarbonize spark plug	3.20	3.47	3.34	P
3	Ability to decarbonize spark plug	3.20	3.60	3.40	P
4	performing magnetic sensor testing	2.87	3.53	3.20	P
5	detection and repair of faulty brakes	3.27	3.47	3.37	P
6	test running the ignition system	3.00	3.60	3.30	P
7	ability to check the radiator for leakages and dirt	3.13	3.60	3.37	P
8	identifying defective speed sensor	2.80	3.60	3.20	P
9	Ability to check and tighten clips, replace broken radiator hose.	3.13	3.40	3.27	P
10	Carrying out wheel alignment and balancing, check nut and bolt hook to wheels	3.40	3.73	3.57	P

Key: N1=number of automobile teachers N2= number of automobile students

X1=mean response of MVMW teachers N2= mean response of MVMW entrepreneurs

Xt=average mean of teachers and entrepreneurs P= possessed NP= Not possessed

Table 4.1 shows that Items 1-10 with their mean responses ranging from 3.20 to 3.70 were all agreed, hence they are needed to be possessed. This is so because their mean responses are above 2.50.

4.2 Research Question 2

What are the managerial competencies possessed by MVMW students at technical college level in Niger state?

Table 4.2

Mean response of MVMW teachers and MVMW entrepreneurs on the managerial competencies possessed by MVMW students at technical college level in Niger state

N1=15 N2=15=30

S/N	ITEMS	X_1	X_2	X_t	Remarks
1	Ability to plan and make decisions	2.80	2.86	2.84	P
2	Evaluation of activities in the organization	3.00	2.83	2.67	P
3	Proper planning and use of resources	2.67	3.13	2.90	P
4	Risk taking and management of in automobile workshop	2.20	2.80	2.50	P
5	Coordination of task for self and others in the workshop	2.80	3.20	3.00	P
6	Ability to develop strategies to achieve objectives of setting up automobile workshop	2.13	3.06	2.60	P
7	Effective quality performance	2.27	3.20	2.74	P
8	Understanding concept of time management and job demand	2.67	3.00	2.84	P
9	Persuasive and influential attribute	2.13	3.00	2.57	P
10	Understanding business relationship for customers satisfaction	2.00	3.00	2.60	P

Table 4.2 shows that Items 1-10 with their mean responses ranging from 2.50 to 3.00 are required, hence they are to be possessed at technical college level for entrepreneurship. This is so because their mean responses are above 2.50.

4.3 Research Question 3

What are the financial management competencies possessed by MVMW students at technical college level in Niger state

Table 4.3

Mean response of MVMW teachers and MVMW entrepreneurs on the financial management competencies possessed by MVMW students at technical college level

N1=15 N2=15=30

S/N	ITEMS	X ₁	X ₂	X _t	Remarks
1	Ability to budget expenditures	2.20	2.80	2.50	P
2	Foresight for investing finance for growth	2.20	2.40	2.20	NP
3	Ability to minimize loss	2.27	2.47	2.37	NP
4	Knowledge of low risk investment	2.40	2.26	2.34	NP
5	Income management	2.26	2.80	2.54	P
6	Ability to manage intended project	2.27	2.53	2.40	NP
7	Knowledge of obtaining loan	1.93	1.80	1.87	NP
8	Knowledge of accountability	2.00	1.80	1.90	NP
9	Ability to procure future expenses	2.20	1.87	2.04	NP
10	Maximization of profit	2.67	2.60	2.44	NP

Table 4.3 shows that Items 2,3,4,6,7,8,9 and 10 with their mean responses ranging from 2.04 to 2.44 were not agreed, hence showing no relevance from respondents. They are not possessed at technical college level for entrepreneurship. This is because their mean responses are below 2.50. While items 1 and 5 are needed to be possessed.

4.4 Research Question 4

What are the marketing competencies possessed by MVMW students at technical college level in Niger state

Table 4.4

Mean response of MVMW teachers and MVMW entrepreneurs on the marketing competencies possessed by MVMW students at technical college level

N1=15 N2=15=30

S/N	ITEMS	X ₁	X ₂	X _t	Remarks
1	Persistency in the field	2.13	2.33	2.23	NP
2	Ability to embark on reasonable risk	2.33	2.33	2.33	NP
3	Ability to promote business	2.06	2.20	2.14	NP
4	Market competitiveness	2.47	2.60	2.54	P
5	Ability to innovate	2.27	2.20	2.24	NP
6	Recognizing the demands of market when the need arises	2.07	2.40	2.24	NP
7	Strategizing market plan	2.40	2.20	2.30	NP
8	Policy formulation to enhance productivity	2.00	2.47	2.34	NP
9	Ability to withstand market pressure i.e determination	2.27	2.20	2.24	NP
10	Market consistency	2.33	2.07	2.20	NP

Table 4.4 shows that Items 1,2,3,5,6,7,8,9 and 10 with their mean responses ranging from 2.14 to 2.34 were not agreed, they are not possessed at technical college level for entrepreneurship. This is because their mean responses are below 2.50. while item 4 with mean response of 2.54 was required to be possessed at technical college level.

4.5 Research Question 5

What are the communication competencies possessed by MVMW students at technical college level in Niger state.

Table 4.5

Mean response of MVMW teachers and MVMW entrepreneurs on the communication competencies possessed by MVMW students at technical college level

N1=15 N2=15=30

S/N	ITEMS	X ₁	X ₂	X _t	Remarks
1	Communicating verbally to group and peers	3.27	3.87	3.57	P
2	Knowledge of writing principles including grammar and spellings	2.87	2.00	2.44	NP
3	Ability to communicate effectively through diverse channels such as social media, e-mails and verbally	3.20	2.07	2.64	P
4	Expression of ideas in coherent manner	2.73	2.73	2.73	P
5	Ability to interpret information	2.93	2.73	2.83	P
6	Facial expressions of feelings	3.00	3.00	3.00	P
7	Adapt speaking approaches to suit different audiences	2.53	2.87	2.70	P
8	Write and interpret technical report clearly and effectively	2.53	2.47	2.50	P
9	Ability to comprehend loaded messages	2.47	2.26	2.57	P
10	Active listening and good rapport with clients	3.33	3.67	3.50	P

Table 4.5 shows that Items 1, 3,4,5,6,7,8,9 and 10 with their mean responses ranging from 2.50 to 3.57 were all agreed and required to be possessed at technical college level for entrepreneurship. This is because their mean responses are above 2.50. While item 2 was not agreed to be possessed.

4.6 Hypothesis 1

t-test analysis on the mean responses of respondents on technical competencies possessed by motor vehicle mechanic students at technical college level for entrepreneurship.

Table 4.6

S/M	ITEMS	X_1	X_2	X_t	SD_1	SD_2	t-cal	Remarks
1	Servicing of automobile engine	3.60	3.80	3.70	0.51	0.41	-1.18	NS
2	Ability to detect faulty and decarbonize spark plug	3.20	3.47	3.34	0.56	0.52	-1.36	NS
3	Ability to service injection nozzle	3.20	3.60	3.40	0.68	0.51	1.83	NS
4	Performing magnetic sensor testing	2.87	3.53	3.20	0.52	0.52	-3.53	S
5	Detection and repair of faulty brakes	3.27	3.47	3.37	0.70	0.52	0.89	NS
6	Test running the ignition system	3.00	3.60	3.30	0.76	0.51	-1.55	NS
7	Ability to check the radiator for leakages and dirt	3.13	3.60	3.37	0.52	0.51	-1.49	NS
8	Identify defective wheel speed sensor	2.80	3.60	3.20	0.77	0.51	-1.35	NS
9	Ability to check and tighten clips, replace broken radiator hose	3.13	3.60	3.27	0.67	0.41	-1.67	NS
10	Carrying out wheel alignment and balancing, checking knot and bolt hook to wheels	3.40	3.73	3.57	0.74	0.46	-1.49	NS

Key: SD1= standard deviation of motor vehicle mechanic teachers SD2= standard deviation of motor vehicle mechanic entrepreneurs, t-cal= t-test calculated, t-critical (t-tab) = ± 1.96 , NS= not significant, S=significant.

In table 4.6 it was found that significance difference exist for item 4 with t-cal greater than t-critical, the t-test analysis in table 6 showed that majority of the items have their t-calculated values less than the t-table value of ± 1.96 . This implies that there was no significant difference in the mean ratings of response from the respondents on technical competencies possessed by MVMW students at technical college level for entrepreneurship in Niger State. Hence the null hypothesis 1 was accepted.

4.7 Hypothesis 2

t-test analysis on the mean responses of respondents on the managerial competencies possessed by motor vehicle mechanic workshop students at technical college level for entrepreneurship.

Table 4.7

S/N	ITEMS	X_1	X_2	X_t	SD_1	SD_2	t-cal	Remarks
1	Ability to plan and make decisions	2.80	2.86	2.84	0.77	0.52	-0.28	NS
2	Evaluation of activities in the organization	3.00	2.83	2.67	0.65	0.49	0.27	NS
3	Proper planning and use of resources	2.67	3.13	2.90	0.72	0.35	1.16	NS
4	Risk taking and management of in automobile workshop	2.20	2.80	2.50	0.56	0.68	1.24	NS
5	Coordination of task for self and others in the workshop	2.80	3.20	3.00	0.68	0.41	2.64	S
6	Ability to develop strategies to achieve objectives of setting up automobile workshop	2.13	3.06	2.60	0.64	0.59	1.95	NS
7	Effective quality performance	2.27	3.20	2.74	0.59	0.41	1.99	S
8	Understanding concept of time management and job demand	2.67	3.00	2.84	0.72	0.53	1.43	NS
9	Persuasive and influential attribute	2.13	3.00	2.57	0.52	0.38	2.24	S
10	Understanding business relationship for customers satisfaction	2.00	3.00	2.60	0.76	0.68	1.58	NS

Key: SD1= standard deviation of motor vehicle mechanic teachers SD2= standard deviation of motor vehicle mechanic entrepreneurs, t-cal= t-test calculated, t-critical (t-tab) = ± 1.96 , NS= not significant, S=significant.

In table 4.7, it was found that significant difference exists for items 5 and 7, with t-cal greater than t-critical, the t-test analysis on the managerial competencies possessed by MVMW students at technical college level for entrepreneurship have their t-calculated values less than the t-table value of ± 1.96 . Meanwhile there was no significant difference in the mean ratings of response from the respondents for items 1,2,3,4,6,8,9 and 10 on the managerial skills possessed by MVMW students at technical college level for entrepreneurship. Hence the null hypothesis 2 was accepted.

4.8 Hypothesis 3

t-test Analysis on the mean responses of respondents on the communication competencies possessed by motor vehicle mechanic workshop students at technical college level for entrepreneurship.

Table 4.8

S/M	ITEMS	X_1	X_2	X_t	SD_1	SD_2	t-cal	Remarks
1	Communicating verbally to group and peers	3.27	3.87	3.57	0.88	0.35	1.44	NS
2	Knowledge of writing principles including grammar and spellings	2.87	2.00	2.44	0.74	0.38	2.02	S
3	Ability to communicate effectively through diverse channels such as social media, e-mails and verbally	3.20	2.07	2.64	0.68	0.59	4.02	S
4	Expression of ideas in coherent manner	2.73	2.73	2.73	0.70	0.46	1.10	NS
5	Ability to interpret information	2.93	2.73	2.83	0.70	0.46	0.92	NS
6	Facial expressions of feelings	3.00	3.00	3.00	0.65	0.53	0.10	NS
7	Adapt speaking approaches to suit different audiences	2.53	2.87	2.70	0.63	0.52	1.21	NS
8	Write and interpret technical report clearly and effectively	2.53	2.47	2.50	0.52	0.64	1.31	NS
9	Ability to comprehend loaded messages	2.47	2.26	2.57	0.52	0.46	1.12	NS
10	Active listening and good rapport with clients	3.33	3.67	3.50	0.62	0.49	1.64	NS

Key: SD1= standard deviation of motor vehicle mechanic teachers SD2= standard deviation of motor vehicle mechanic entrepreneurs, t-cal= t-test calculated, t-critical (t-tab) = ± 1.96 , NS= not significant, S=significant.

In table 4.8, it was found that significant difference exists for items 2 and 3, of the communication skills possessed by MVMW students at technical college level for entrepreneurship with t-cal greater than t-critical, the t-test analysis in table 8 showed that majority of the items have their t-calculated values less than the t-table value of ± 1.96 . However there was no significant difference in the mean ratings of response from the respondents on items 1,4,5,7,7,8,9 and 10 on

the communication skills needed to be possessed by MVMW students at technical college level in technical colleges in Niger state. Hence the null hypothesis 3 was accepted.

4.9 Findings of the Study

Based on the data collected and analyzed, the following are the major findings of which MVMW students at technical college level should possess for entrepreneurship ventures.

1. Nine (9) technical competencies to be possessed by MVMW students at technical college level for entrepreneurship ventures.
2. Seven (7) managerial competencies to be possessed by MVMW students at technical college level for entrepreneurship ventures
3. Two (2) financial management competencies to be possessed by MVMW students at technical college level
4. One (1) marketing competencies to be possessed by MVMW students at technical college level for entrepreneurship ventures.
5. Eight (8) communication skills to be possessed by MVMW students at technical college level for entrepreneurship ventures

4.10 Discussion of Findings

The findings of the study were organized and discussed according to the research questions answered and null hypothesis tested. The result in research question 1 revealed that Technical competencies Possessed by motor vehicle mechanic workshop students includes all the ten(10)

shown in table 4.1 above. . This is in line with Katz,(2000) which stated that technical skills include competencies in a specialized area, analytical ability, and the ability to use appropriate tools and techniques. The result of the analysis of hypothesis revealed that there is no significant difference in the mean responses of MVMW teachers and entrepreneurs on nine (9) items of technical skills possessed by MVMW students for entrepreneurial ventures. However, significant difference existed in the mean responses of MVMW teachers and MVMW entrepreneurs on 1 item of technical competencies possessed by MVMW students at technical college level for entrepreneurship ventures. Therefore the null hypothesis of no significant difference was upheld for 9 items but was not upheld for the 1 item.

Research question 2 with ten (10) items on managerial competencies possessed by MVMW students at technical college level was agreed to be possessed for entrepreneurship ventures by the respondents. Also the analysis of the hypothesis tested for research question 2 also accepted as there was no significant difference between the mean responses on seven (7) items. Meanwhile there was a significant difference on three (3) items on the managerial competencies needed for entrepreneurship ventures. Therefore the null hypothesis of no significant difference was upheld for the seven (7) items but was not upheld for the 3 items. These also agree with the opinion of Anyakoha (2009) who outlined some managerial competencies as: ability to communicate effectively using oral and written skills; knowledge of methods for conducting effective meeting; ability to make long and short term planning; acquisition of management and supervisory skills among others.. In research question 3, the ten (10) items on the financial management competencies possessed at technical college level for entrepreneurship were not agreed by the respondents to be possessed by Motor vehicle mechanics workshop students at

technical college level. Only two (2) items were agreed on by the respondents to be possessed at technical college level. In line with description of the responsibilities of a financial manager as put forward by Nieman (2006), who opined that financial manager is responsible for acquiring the necessary financial resources to ensure the most beneficial results over both short and the long term and making sure that the business makes the best use of its financial resources. Gitman (2010) stated that, in addition to financing and investment decision making, the financial manager must ensure that cash is managed efficiently so that the business can become profitable. Hence hypothesis for the mean responses of respondents on the financial competences possessed by MVMW students at technical college level was not tested.

As a result, this could be due to the fact that such skills were not considered to be of much relevance for technical college students. Hence emphasis was not made on teaching more of those skills. Research question 4 with ten(10) items on marketing competencies possessed by MVMW students were not agreed by the respondents. This actually take into consideration the negligence of such skills. It was considered not required. However 1 item which is market competitiveness was agreed to be required for entrepreneurship competencies at technical college level. The result revealed that all the 10 items Marketing Skills components shown in table 4.4 above are not possessed by motor vehicle mechanic students. contrary with Ademiluyi (2007) who identified that marketing competencies are needed for effective entrepreneurship by business related graduates: Salesmanship, Negotiation, Sales record keeping, Sales promotion, Stock record keeping, Pricing, Advertising channels among others. Research question 5 with ten(10) items on communication competencies possessed by MVMW students at technical college level for entrepreneurship ventures. all items were all agreed by both respondents to be

possessed by MVMW students at technical college level for entrepreneurship ventures. This is in line with the words of Hartley & Bruckman, (2002) who identified two specific steps involved in developing effective listening skills to include: to develop the ability to recognize and deal with barriers that prevents you listening with full attention: and to develop and use behaviours which help you to listen. Such behaviours can also serve to let the other person know that you are giving them your full attention. The result of the analysis of hypothesis revealed that there is no significant difference on 8 items in the mean responses of MVM entrepreneurs and teachers. However significant difference existed in item 2 and 3, as it regards knowledge of writing principles. And ability to communicate effectively through diverse channels such as social media, e-mails and verbally Respectively. The result of the analysis of hypothesis revealed that there is no significant difference in the mean responses of respondents on eight items of communication skills possessed by motor vehicle mechanic workshop students at technical college level for entrepreneurial ventures. However, significant difference existed in the mean on two item of communication skills possessed by auto technology self-employed graduates for entrepreneurial ventures. Therefore the null hypothesis of no significant difference was upheld for the 8 items but was not upheld for the 2 items. This reveals that major attention is not channeled on English language teaching and composition, perhaps it was not effective in use along side the positive attributes are not disclosed as the main objectives of TVE are technical and practical skills for self reliability.

CHAPTER FIVE

5.0 SUMMARY CONCLUSION AND RECOMMENDATIONS

This chapter contains the summary, the major findings of the study, conclusion, recommendations and suggestions for further study.

5.1 Summary

The study used survey research. The population for the study consist 30 respondents which include 15 MVMW teachers and 15 MVMW entrepreneurs drawn from technical colleges and entrepreneurs/craftsmen of MVMW in the state. The entire population was involved in the study. A structured questionnaire consisting 50 items was developed and used for data collection. The questionnaire was face-validation by three experts. Three of them are from Department of Federal University Of Technology Minna, Nigeria. The experts were requested to assess the items of the instrument in terms of clarity and appropriateness in addressing the problem of the study and research questions under investigation. The expert's corrections, suggestions and recommendations were incorporated in the final draft of the instrument.

A total of 30 copies of the questionnaire were administered on the respondent by the researcher with the aid of 2research assistants. The completed questionnaires were collected after the interval of one week. The data collected were analyzed using mean for answering the five research questions while t-test statistic was use to test the five null hypotheses at +1.96 level of significance.

5.2 Implications of the Study

The findings of this study had implication for students of MVMW from technical colleges, technical teachers and the government. Technical college students will have confidence on the training received on entrepreneurship skills and the use of these skills to improve their performance effectively in business operation.

Teacher of MVMW will find it necessary to learn more on the wider range for competencies required for teaching the students, the motor vehicle and entrepreneurial concept especially for entrepreneurship development since these types of skills are not incorporated in the curriculum. In addition, the teachers will now educate their students on various entrepreneurship competencies such as; technical competencies, managerial competencies, financial competencies, marketing competencies and communication competencies that is required for entrepreneurship ventures at technical college level.

The government through her National Board for Technical Education (NBTE) as regulatory body in curriculum development would use the findings from the study to incorporate suitable programmes/modules that can enhance entrepreneurship competencies for self-reliance in the country.

5.3 Conclusion

Base on the findings of the study, the following conclusions were drawn:

There are reasonably amount of technical college graduate who cannot further their education. Hence seeking for means of livelihood by taking menial jobs. As such these students from technical colleges due to lack of technical and entrepreneurship skills which cover skills in

technical, managerial, financial, and marketing and communication cannot practice the learnt skills . The study was carried out and found that the students at technical college level required these entrepreneurship skills for self-employment in Niger State.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made:

1. All the competencies/skills identified in this study should be packaged and use to promote training and assess MVMW students as well as prospective entrepreneurs in the country.
2. There should be regular seminar, workshops and conferences for teachers, students and the general public to strengthen and refocus on entrepreneurial education.
3. Youth should be introduced to entrepreneurial activities at their early stage to enable them grow alongside with it in and out-of-school programmes.
4. Complementary skills should be introduced as one of the compulsory subjects in all technical colleges in the country. Through this methods students who transcend into technical institutions to the university level, would have become conversant with the tenets of entrepreneurial demands and how to combine them for business success..

5.5 Suggestions for Further Research

1. Skills improvement needs of technical teachers for effective teaching of motor vehicle repairs and maintenance work to students of technical colleges.
2. Entrepreneurship competencies possessed by motor vehicle self employed graduates in order states of the federation.
3. Entrepreneurial competencies required by technologists for success in small scale motor vehicle mechanic industry in Niger State.

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APPENDIX A

APPENDIX B

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION

DEPARTMENT OF INDUSTRIAL AND TECHNOLOGY EDUCATION

QUESTIONNAIRE ON ASSESSMENT OF ENTREPRENEURSHIP COMPETENCIES
POSSESSED BY MOTOR VEHICLE MECHANIC WORKS STUDENT AT TECHNICAL
COLLEGE LEVEL IN NIGER STATE.

Section A

Personal Data

Please kindly respond to the questions in this questionnaire to provide information for this research. The information provided will be confidential and strictly used for the purpose of this research study.

Please tick the appropriate box

Motor Vehicle Mechanic Teachers

Motor Vehicle Mechanic Entrepreneurs

Dear Respondents, please use the following rating scale to indicate your opinion by ticking the phrase that best describe your level of agreement to the items.

- Highly possessed (HP) = 4 point
- Possessed (P) = 3 point
- Slightly possessed (SP) = 2 point
- Not Possessed (NP) = 1 point

Research question 1

What are the technical competencies possessed by Motor Vehicle Mechanic works Students at technical college level in Niger State?

S/N	ITEMS	Highly Possessed (HP)	Possessed (P)	Slightly Possessed (SP)	Not Possessed (NP)
1	Servicing of automobile engine				
2	Ability to detect faulty and decarbonize spark plug.				
3	Ability to service injection nozzle.				
4	Performing magnetic sensor testing.				
5	Detection and repair of faulty brakes				
6	Test running the ignition system.				
7	Ability to check the radiator for leakages and dirt.				
8	Identifying defective wheel speed sensor				
9	Ability to check and tighten clips, replace broken radiator hose.				
10	Carrying out wheel alignment and balancing, checking knot and bolt hook to wheels				

Research question 2

What are the managerial competencies possessed by Motor Vehicle Mechanic Works Students at technical college level in Niger State?

S/No	ITEMS	Highly Possessed (HP)	Possessed (P)	Slightly Possessed (SP)	Not Possessed (NP)
1	Ability to plan and make decisions				
2	Evaluation of activities in the organization				
3	Proper plan and use of resources				
4	Risk taking and management				
5	Coordination of task for self and others				
6	Ability to develop strategies to achieve				

	objectives				
7	Effective quality performance				
8	Understanding concept of time management and job demand				
9	Persuasive and influential attribute				
10	Understanding Business relationship for customers satisfaction				

Research Question 3

What are the financial management competencies possessed by motor vehicle mechanic works students at technical college level in Niger State?

S/N	ITEMS	Highly possessed (HP)	Possessed (P)	Slightly Possessed (SP)	Not Required (NP)
1	Ability to Budget expenditures				
2	Fore sight for investing finance for growth				
3	Ability to minimize lost				
4	Knowledge of low risk investments				
5	Income management				
6	Ability to manage the intended project				
7	Knowledge of obtaining loan				
8	Knowledge of accountability				
9	Ability to procure future expenses				
10	Maximization of profit				

Research Question 4

What are the marketing competencies possessed by motor vehicle mechanic works students at technical college level in Niger State?

S/N	ITEMS	Highly Possessed(HP)	Possessed (P)	Slightly Possessed (SP)	Not Possessed (NP)
1	Persistency in the field				
2	Ability to embark on Reasonable risks				
3	Ability to promote business				
4	Market competitiveness				

5	Ability to innovate				
6	Recognizing the demands of market when the need arises				
7	Strategizing market plan				
8	Policy formulation to enhance productivity				
9	Ability to withstand market pressures i.e determination				
10	Market consistency				

Research Question 5

What are the communication competencies possessed by motor vehicle mechanic works students at technical college level in Niger state?

S/N	ITEMS	Highly Possessed (HP)	Possessed (P)	Slightly Possessed (SP)	Not Possessed (NP)
1.	Communicating verbally to group and pairs				
2.	Knowledge of writing principles including grammar and spellings.				
3.	Ability to communicate effectively through diverse channels such as social media, emails and verbally.				
4.	Expression of ideas in a coherent manner				
5.	Ability to interpret information				
6.	Facial expressions of feelings				
7.	Adapt speaking approaches to suit different audiences				
8.	Write and interpret technical reports clearly and effectively				
9.	Ability to comprehend loaded messages				
10.	Active listening and good rapport with clients				