Entrepreneurial Skills Needed By Craftsmen for Establishing Small and Medium Scale Enterprises In Electrical/Electronics in Lagos State.

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Abstract
This study investigated the entrepreneurial skills needed by craftsmen (technical college graduates) for establishing small and medium scale enterprise in electrical/electronic in Lagos state. The study was conducted using descriptive survey research design, the target population for this study comprised of 37 electrical/electronic technology teachers and 40 entrepreneurs. The instrument for data collection was 54 items questionnaire; the instrument was validated by three lecturers from the Department of Industrial and Technology Education, Federal University of Technology Minna and two entrepreneurs from Minna metropolis. The questionnaire was personally administered on the respondents by the researcher in Lagos State. The completed questionnaires were collected back on the same day to reduce information bias. The data collected was analyzed using mean and standard deviation to answer the research questions while t-test statistics was used to test the hypotheses at 0.05 level of significance. The study found out that technical skills, organization skills, communication skills, accounting skills, managerial skills and marketing skills are entrepreneurial skills needed by technical college graduates for establishing Small and Medium Scale Enterprises. The study further revealed that there was no significant difference between the mean responses of the technical college teachers and the entrepreneurs on the entrepreneurial skills needed. Consequently, It was recommended among others that the entrepreneurial skills identified from the findings of this study should be packaged and infused into technical college curriculum to enable students acquire these skills before graduation.

Introduction

Electrical/Electronic Engineering trade is one of the engineering trades offered in Nigerian Technical Colleges. It involves the application of scientific knowledge in the design, repairs and maintenance of equipment and installations. The programme for Electrical/Electronic trades in Nigerian Technical Colleges is designed to produce competent craftsmen and technicians. According to the National Board for Technical Education (NBTE, 2001) an electrical or electronics craftsman is expected to test, diagnose service and completely repair any fault relating to Electronics equipments or installations, as well as main units and systems in-line with the manufacturers specification, as indicated in the Technical College curriculum for Electronics trade works technology.

A National Curriculum is adopted in all the colleges accredited by NBTE to offer any of Electrical/Electronic Engineering trade. The programmes in Technical Colleges are offered at two levels leading to the award of National Technical Certificate (NTC) and Advanced National Technical Certificate (ANTC) for craftsmen and master craftsmen respectively (Federal Government of Nigeria (FGN), 2000). The Technical Colleges is established to offer a complete Secondary Education subject in addition to occupational areas. The Federal Ministry of Education (FME, 2004) pointed out that the main features of the curriculum activities for technical colleges is structured in foundation and trade modules; the curriculum for each trade consists of general education , theory related courses, workshop practice, Industrial Training components and small business management and entrepreneur training.

The curriculum if adequately implemented is expected to produce competent Electricians or works craftsmen in Electronics trade works for industrial and technology development in Nigeria and such craftsmen can be employable or be self-reliant if they posses adequate skills after graduation. When a competent Electronic work trade or Electrical Installation Maintenance craftsman set-up a business of his/her own where he/she can apply the knowledge and skills learnt in technical college after graduation for production of goods and services, it is known as Small and Medium Scale Enterprise (SMEs).

The production of goods and services in the most efficient manner through the development of Small and Medium scale enterprise (SMEs) has been recognized in both developed and developing countries as one of the viable and reliable means of development, growth and survival of any nation's economy. In a research carried out by Bayene (2002), he argued that developed countries such as United States of America, Japan and France that have made economic breakthroughs reveal beyond doubt that the major reason of their drastic development has its roots in SMEs, hence SMEs enhances economic growth and development if it is properly utilized and managed.

In a developing country such as Nigeria, integration of SMEs into the global economy is seen as the best way to overcome poverty and inequality (Ogwumike, 2008). Crucial to this process of integration is the development of a vibrant private sector in which small and medium enterprises such as Electrical/Electronics industries plays central part (Raynard & Maya, 2000). The act of utilizing skills acquired through technology education in setting up of business ventures or enterprises, managing it effectively and bearing risk to achieve the set goals is known as Entrepreneurship.

However, if any entrepreneur is to be successful, he/she must have some basic skill to make them function adequately in their business. A skill is the learned capacity or ability to carry out pre-determined results often with the minimum outlay of time, energy, or both. In other words the abilities that one possesses. Skills that require a combination of specific knowledge and skills of the work done using the body to achieve the target is basically technical in nature, (Damooei, Maxey & Watkins, 2008). In the working environment, technical skills normally refer to technical procedures or practical tasks that are typically easy to observe, quantify, and measure. The skills are tangible, specific, and usually teachable such as typing 50 words per minute or changing tires (Roselina, 2009). In other view, technical skills are the ability to perform work in a technically competent manner and also to monitor it in an independent and critical manner. (Fauzi, 2000). However, most of the technical college graduates because they do not possess skills to manage business they are not able to establish their own enterprise. Therefore there is need to give the technical college graduate the entrepreneurships skills needed through appropriate entrepreneurship education.

Entrepreneurship education as defined by Wilson (2008) is the developing attitudes, behaviors and capacities at the individual level. It is also about the application of those skills and attitudes that can take many forms during an individual's career, creating a range of long-term benefits to society and the economy. Entrepreneurship education according to Paul (2005) is structured to achieve the following objectives: To offer functional education for the youth that will enable them to be self-employed and self-reliant; Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities; To serve as a catalyst for economic growth and development; Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible; To reduce high rule of poverty; Create employment generation; Reduction in rural-urban migration; Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses; To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on and Create smooth transition from traditional to a modern industrial economy.

In a traditional understanding, entrepreneurship was strongly associated with the creation of a business and therefore it was argued that the skills required to achieve this outcome could be developed through training. However, many "entrepreneurship" programmes are actually SME training programmes that focus on functional management skills for small business (Zahra, 2005) rather than skills for building, financing and nurturing high-growth companies.

The Technical College graduates (craftsmen) are unemployed because they do not possess entrepreneurial skills that will enable them establish and manage their own business efficiently. Rather, they are seen roaming about the street doing menial jobs. Some are involved in armed robbery, some hawking petroleum products, some are doing job that are not in line with their profession or training, just because they do not posses skills to be self reliant or skills to enable them establish and manage SME.

Lack of Entrepreneurial skills has been a major challenge to the development of SMEs (Smith & Perks, 2006) and skills attainment through training can provide a long lasting solution to the survival battle of the SMEs, and this will also go a long way to trim down the problem of unemployment in the country and also equip the teeming youth population to be job creators rather than job seekers, these bring about the need for entrepreneurial skills growth in our technical college graduates to foster their skills acquisition which will enable them to be job creators. Hence, the study aimed at identifying the Entrepreneurial skills needed by craftsmen for establishing SMEs in Electrical/Electronics in Lagos State.

Purpose of the Study

The purpose of the study was to determine the entrepreneurial skills needed by craftsmen for Establishing Small and Medium Scale Enterprise in Electrical/Electronics. Specifically the study sought to determine;

a) Technical Skills needed by craftsmen for establishing SMEs in Electrical/Electronics.
b) Managing skills needed by craftsmen for establishing SMEs in Electrical/Electronics.
c) Organization skills needed by craftsmen for establishing SMEs in Electrical/Electronics.
d) Communication effectively needed by craftsmen for establishing SMEs in Electrical/Electronics
e) Marketing skills needed by craftsmen for establishing SMEs in Electrical/Electronics.
f) Accountability skills needed by craftsmen for establishing SMEs in Electrical/Electronics.

Research Questions

The following research questions were formulated to guide the study:

1. What are the technical skills needed by craftsmen for establishing SMEs in Electrical/Electronics?
2. What are the management skills needed by craftsmen for establishing SMEs in Electrical/Electronics?
3. What are the organization skills needed by craftsmen for establishing SMEs in Electrical/Electronics?
4. What are the communication skills needed by craftsmen for establishing SMEs in Electrical/Electronics?
5. What are the marketing skills needed by craftsmen for establishing SMEs in Electrical/Electronics?
6. What are the accounting skills needed by craftsmen for establishing SMEs in Electrical/Electronics?

Hypotheses

The hypotheses postulated are given below;

HO_1 There is no significant difference in the mean responses of the Technical college teachers and the Entrepreneurs on the Technical skills needed by craftsmen for establishing SME's in electrical/electronics.

HO_2 There is no significant difference in the mean responses of Technical college teachers and the Entrepreneurs on the Management Skills Needed by craftsmen for Establishing SME's in Electrical/Electronics.

HO_3 There is no significant difference in the mean responses of the technical college teachers and the Entrepreneurs on the Organizational needed by craftsmen for Establishing SME's in Electrical/Electronics

HO_4 There is no significant difference in the mean responses of the Technical college teachers and the Entrepreneurs on the Communication Skills needed by craftsmen for Establishing SME's in Electrical/Electronics.

HO_5 There is no significant difference in the mean responses of the Technical college teachers and the Entrepreneurs on the Marketing skills needed by craftsmen for Establishing SME's for Electrical/Electronics.

HO_6 There is no significant difference in the mean responses of the Technical college teachers and the Entrepreneurs on the Accounting skills needed by craftsmen for establishing SME's in electrical/electronics.

Methodology

The study was conducted using descriptive survey research design. This descriptive survey research design is considered suitable since the study solicited for information from Electrical/Electronic teachers and Entrepreneurs on the entrepreneurial skills needed by craftsmen for establishing SMEs in Electrical/Electronics. The target population for this study was 77, which comprised of 37 electrical/electronic technology teachers and 40 entrepreneurs selected through purposive sampling technique in Lagos state. A structured questionnaire titled entrepreneurship skills needed by craftsmen questionnaire containing fifty-four (54) items developed by the researcher was used in gathering data for the study. The questionnaire items were rated as follows; Highly Needed 4; Averagely Needed 3; Slightly Needed 2 and Not Needed 1. The instrument was validated by 3 experts from Department of Industrial and Technology Education, Federal University of Technology, Minna and two entrepreneur from Minna metropolis. The suggestions made were incorporated in the final draft of the instrument before the administration of the instrument. The questionnaires were personally administered on the respondents by the researcher. The data collected was analyzed using mean and standard deviation to answer the research question while t-test statistics was used to test the hypotheses at 0.05 level of significance.

Results

The data was presented according to formulated research questions and hypotheses tested.

Research Question 1 and Hypothesis 1

Table 1

Mean response and t-test analysis of respondents on the Technical skills needed by craftsmen for Establishing SME's in Electrical/Electronics in Lagos state.

A	*ITEMS*	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_A$	SD_1	SD_2	t_{cal}	Remarks
1	Computer literacy	3.59	3.55	3.57	0.72	0.78	0.2595	N & AC
2	Adequate safety practices	3.45	3.55	3.50	0.80	0.71	-0.5213	N & AC
3	Critical thinking to enhance problem solving process	3.64	3.62	3.63	0.67	0.70	0.1503	N & AC
4	Ability to read and understand circuits	3.35	3.20	3.27	0.82	1.06	0.6995	N & AC
5	Adequate troubleshooting skills of Electrical/Electronic equipments circuits	3.45	3.30	3.37	0.80	0.85	0.8449	N & AC
6	The use in Internet (World Wide Web) to source for Information	3.72	3.80	3.76	0.60	0.40	-0.5921	N & AC
7	Proper use of tools and equipments in Electrical/Electronics industries	3.40	3.60	3.50	0.79	0.63	-1.1797	N & AC
8	Compliance and utilization of Standard Codes	3.05	3.17	3.11	1.10	0.90	-0.5237	N & AC
9	Adequate observatory skills	3.37	3.55	3.46	0.79	0.63	-1.0399	N & AC
10	Analytical skills	3.37	3.50	3.43	0.86	0.78	-0.6461	N & AC
11	Ability to compete effectively with competitors	3.54	3.45	3.49	0.55	0.59	0.6881	N & AC

Key: $N_1 = 37$; $N_2 = 40$; N_1 = number technical college teachers: N_2 = number Entrepreneurs: $\bar{X}_1$ = mean of technical college teachers; $\bar{X}_2$ = mean of Entrepreneurs; X_A = Average Mean; df = degree of freedom = 75; S.D1 = Standard Deviation of Technica l college teachers; S.D2 = Standard Deviation of Entrepreneurs; t_{cal} = t-test calculated; N= Needed; AC= Accepted

The data in table 1 shows that the entire respondents agreed with all items as technical skills needed by craftsmen for establishing SMEs in Electrical/Electronic based on the decision that the mean rating of all the items are above the cut-off of 2.50. The table further reveals that all the items were accepted indicating that there was no significant difference between responses of the respondents. Hence, the null hypothesis stated is accepted.

Research Question 2 and Hypothesis 2

Table 2

Mean response and t-test analysis of respondents on the Managerial skills needed by craftsmen in Establishing SME's in Electrical/Electronics in Lagos state.

B	*ITEMS*	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_A$	SD_1	SD_2	t_{cal}	Remarks
12	Effective time management	3.32	3.60	3.46	1.02	0.70	-1.358	N & AC
13	Leadership skills	3.51	2.62	3.56	0.76	0.70	-0.661	N & RD
14	Interpersonal skills	3.81	3.47	3.64	0.39	0.87	2.1917	N & AC
15	Motivation of staffs and colleagues	3.86	3.65	3.75	0.34	0.66	1.8025	N & AC
16	Prioritizing of events in order of importance	3.48	3.80	3.64	0.98	0.40	-1.793	N & AC
17	Ability to manage situation effectively	3.67	3.35	3.51	0.74	0.97	1.6517	N & AC
18	Ability to notice economic signals	3.35	340	3.37	0.58	0.59	-0.362	N & AC

Key: $N_1 = 37$; $N_2 = 40$; N_1 = number technical college teachers; N_2 = number Entrepreneurs; $\bar{X}_1$ = mean of technical college teachers; $\bar{X}_2$ = mean of Entrepreneurs; X_A = Average Mean; df = degree of freedom = 75; S.D1 = Standard Deviation of Technical college teachers; S.D2 = Standard Deviation of Entrepreneurs; t_{cal} = t-test calculated; N= Needed; AC=Accepted. RD = Rejected

The data in table 2 shows that the entire respondents agreed with all items as Managerial skills needed by craftsmen for establishing SMEs in electrical/Electronic based on the decision that the mean rating of all the items are above the cut-off of 2.50. The table further reveals that all the items were accepted indicating that there was no significant difference between responses of the respondents hence null hypothesis stated is accepted, while item 13 was rejected, hence there was significant difference between the respondents, the null hypothesis states rejected.

Research Question 3 and Hypothesis 3

Table 3

Mean response and t-test analysis of respondents on the Organization Skills needed by craftsmen for Establishing SME's in Electrical/Electronics.

C	*ITEMS*	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_A$	SD_1	SD_2	t_{cal}	Remarks
19	Ability to all ocate the time period for specific task or work load (i.e scheduling)	3.45	3.62	3.54	0.86	0.89	-0.8223	N & AC
20	Effective time management	3.05	3.32	3.18	1.26	1.07	-1.0086	N & AC
21	Ability for duty delegation needs	3.54	3.60	3.57	0.98	0.70	-0.3011	N & AC
22	Ability to meet deadlines	3.89	3.85	3.87	0.31	0.36	0.5432	N & AC
23	Effective need for utilization of human and material resources	3.51	3.75	3.63	0.80	0.63	-1.4290	N & AC
24	Resources allocation and project analysis	3.05	3.45	3.25	1.20	0.81	-1.6797	N & AC
25	The need to focus and prioritize (i.e constant evaluating of resources and task at hand)	3.16	3.85	3.50	1.19	0.48	-3.2738	N & AC
26	Promotion of team spirit	3.45	3.47	3.46	0.56	0.59	-0.1333	N & AC

Key: N_1 = 37; N_2 = 40; N_1 = number technical college teachers; N_2 = number Entrepreneurs; $\bar{X}_1$ = mean of technical college teachers; $\bar{X}_2$ = mean of Entrepreneurs; X_A = Average Mean; df = degree of freedom = 75; S.D1 = Standard Deviation of Technical college teachers; S.D2 = Standard Deviation of Entrepreneurs; t_{cal} = t-test calculated; N= Needed; AC= Accepted

The data in table 3 shows that the entire respondents agreed with all items as Organization skills needed by craftsmen for establishing SMEs in electrical/Electronic based on the decision that the mean rating of all the items are above the cut-off of 2.50. Table 3 further reveals that all the items were accepted indicating that there was no significant difference between responses of the respondents' hence null hypothesis stated is accepted.

Research Question 4 and Hypothesis 4

Table 4

Mean response and t-test analysis of respondents on the Communication Skills needed by craftsmen for Establishing SME's in Electrical/Electronics.

D	*ITEMS*	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_A$	SD_1	SD_2	t_{cal}	Remarks
27	Ability to convey written message clearly	3.43	3.75	3.59	0.98	0.54	-1.7296	N & AC
28	Ability to co mmunicate in English language effectively	3.86	3.80	3.83	0.34	0.56	0.6130	N & AC
29	Adequate response to body language	2.16	2.70	2.43	1.25	1.04	-2.03	NN & AC
30	Ability to communicate in other Nigerian local languages.(i.e Yoruba, Hausa, Igbo)	2.32	2.57	2.44	1.10	1.10	-0.9929	NN & AC
31	Personal appearance	2.94	3.05	2.99	0.81	0.50	-0.6617	N & AC
32	Effective use of body language and gestures	2.32	2.17	2.24	1.10	1.00	0.6167	NN & AC
33	Needs for effective listening skills	3.72	3.72	3.72	0.60	0.75	0.0304	N & AC
34	Needs for interpersonal skills	3.32	3.57	3.44	0.85	0.74	-1.3683	N & AC
35	Interaction with peers and colleagues from other organization for important updates	3.67	3.62	3.65	0.62	0.83	-0.3020	N & AC
36	Needs for appropriate oral communication	3.10	3.60	3.35	1.04	0.63	-2.4685	N & AC
37	Use of simple/understandable words	3.18	3.35	3.26	0.99	0.94	-0.7243	N & AC

Key: N_1 = 37; N_2 = 40; N_1 = number technical college teachers; N_2 = number Entrepreneurs; $\bar{X}_1$ = mean of technical college teachers; $\bar{X}_2$ = mean of Entrepreneurs; X_A = Average Mean; df = degree of freedom = 75; S.D1 = Standard Deviation of Technical college teachers; S.D2 = Standard Deviation of Entrepreneurs; t_{cal} = t-test calculated; N= Needed; AC= Accepted; NN = Not Needed

The data in table 4 shows that the respondents agreed with only item 27, 28, 31, 33, 34, 35, 36, 37 and disagree with item 29, 30, 32, as Communication skills needed by craftsmen for establishing SMEs in electrical/Electronic based on the decision that the mean rating of all the items are above the cut-off of 2.50. Table 4 further reveals that all the items were accepted indicating that there was no significant difference between responses of the respondent hence null hypothesis stated was accepted.

Research Question 5 and Hypothesis 5

Table 5

Mean response and t-test analysis of Male respondents on the Marketing Skills needed by craftsmen for Establishing SME's in Electrical/Electronics.

E	ITEMS	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_A$	SD_1	SD_2	t_{cal}	Remarks
38	Needs for market research ability	3.02	3.15	3.08	0.79	1.05	-0.5805	N & AC
39	Products promotional skills	2.83	2.95	2.89	1.14	1.10	-0.4365	N & AC
40	Advertizing skills	3.37	3.45	3.41	1.00	1.06	-0.3034	N & AC
41	Customer relationship management skills	3.40	3.47	3.44	0.98	1.06	-0.2983	N & AC
42	Adequate use of social skills	3.59	3.25	3.42	0.68	0.89	1.8999	N & AC
43	Ability to follow -up on customers through various means (i.e SMS, phone calls, internet)	3.81	3.92	3.86	0.51	0.26	-1.2008	N & AC
44	Creativity and Imagination	3.62	3.72	3.67	0.72	0.59	-0.6816	N & AC
45	Customers experience management skills	3.37	3.55	3.46	1.08	0.74	-0.7993	N & AC
46	Empathy with customers(seeing through the customers eye)	3.18	3.12	3.15	1.02	1.11	0.2636	N & AC
47	Employing total quality management (approach)TQM	3.24	3.42	3.33	0.83	0.71	-1.0273	N & AC

Key: N_1 = 37; N_2 = 40; N_1 = number technical college teachers; N_2 = number Entrepreneurs; $\bar{X}_1$ = mean of technical college teachers; $\bar{X}_2$ = mean of Entrepreneurs; X_A = Average Mean; df = degree of freedom = 75; S.D 1 = Standard Deviation of Technical college teachers; S.D2 = Standard Deviation of Entrepreneurs; t_{cal} = t-test calculated; N= Needed; AC= Accepted

The data in table 5 shows that the entire respondents agreed with all items as Marketing skills needed by craftsmen for establishing SMEs in electrical/Electronic based on the decision that the mean rating of all the items are above the cut-off of 2.50. Table 5 further reveals that all the items were accepted indicating that there was no significant difference between responses of the respondents, hence null hypothesis stated was accepted.

Research Question 6 and Hypothesis 6

Table 6

Mean response and t-test analysis of respondents on the Accounting Skills needed by craftsmen for Establishing SME's in Electrical/Electronics.

E	ITEMS	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_A$	SD_1	SD_2	t_{cal}	Remarks
48	Needs for Personal financial responsibility	3.75	3.85	3.80	0.64	0.48	-0.716	N & AC
49	Good mathematical analysis	3.72	3.85	3.78	0.60	0.36	-1.044	N & AC
50	Ability to perform basic and logical operations	3.43	3.75	3.59	0.95	0.58	-1.735	N & AC
51	Adequate book keeping	2.64	2.72	2.68	1.25	1.21	-0.270	N & AC
52	Operating and fluent use of accounti ng terminologies and softwares	2.24	2.32	2.28	1.34	1.28	-0.272	NN & AC
53	Keeping tracks of expenses and customer records	3.67	3.82	3.75	0.62	0.38	-1.248	N & AC
54	Having High financial discipline	3.13	3.52	3.33	0.52	0.59	-2.360	N & AC

Key: N_1 = 37; N_2 = 40; N_1 = number technical college teachers; N_2 = number Entrepreneurs; $\bar{X}_1$ = mean of technical college teachers; $\bar{X}_2$ = mean of Entrepreneurs; X_A = Average Mean; df = degree of freedom = 75; S.D1 = Standard Deviation of Technical college teachers; S.D2 = Standard Deviation of Entrepreneurs; t_{cal} = t-test calculated; N= Needed, NN=Not Needed; AC= Accepted

The data in table 6 shows that the respondents agreed with only item 43, 44, 45, 46, 48 and disagreed with item 52, as Accounting skills needed by craftsmen for establishing SMEs in electrical/Electronic based on the decision that the mean rating of all the items are above the cut-off of 2.50 while that of the item 52 is below the cut-off of 2.50. Table 6 further reveals that all the items were accepted indicating that there was no significant difference between responses of the respondents hence, the null hypothesis stated is accepted.

Discussion of Findings

The findings of the study revealed that craftsmen need entrepreneurial skills to establish small and medium scale enterprise in Electrical/Electronics. The findings is in conformity with a study conducted by Mbaziira and Oyedokun, (2007) on advancing entrepreneurship education in Namibia, which in their findings shows that there is need for training for technical and organization skills, it is also in agreement with the findings of Adekoya (2010), in a study which is aimed to determine the information and training needs of fish farmers in Ogun state and specifically stated that there is need for acquisition of technical skills to enhance optimum performance by the fish farming entrepreneurs.

The study also revealed that craftsmen need communication and managerial skills to establish SMEs in Electrical/Electronic, the findings is also in agreement with the findings of Bonnstetter (2013), who carried out a study on the skills most entrepreneurs lack and shows that most serial entrepreneurs displays lack of persuasion, leadership, personal accountability, goal orientation and interpersonal skills, communication skill, empathy, planning and organization skills, interpersonal skills, analytical skills, problem solving are major skills lacking by most entrepreneurs. In a study carried out by Lichtenstein, lyons, & kutzhanova, (2009), where they examined the skills that can foster entrepreneurial development in Appalachian region of USA, they identify communication and organization skills as vital tools to entrepreneurial development.

The study further revealed that Electrical/Electronic engineering trades craftsmen need accounting and marketing skills to effectively establish and mange an enterprise in Electrical/Electronics. This finding is in consonant with the findings of Thomas (2012), on the entrepreneurship skills for growth oriented business, and is in support with the result of this study where he stressed out the essence of technical skills, accounting skills, managerial skills and interpersonal skills to help the entrepreneur grow his business effectively. The findings of this study is further backed by Onstenk (2003), in his study on entrepreneurship and vocational education where some teachers highlighted, a variety of activities which could be undertaken in education that will foster the growth of entrepreneurship. the teachers are optimistic about the possibilities of promoting these key skills and entrepreneurial competencies in education. Skills with regard to communication skills, organizational skills and planning can be developed in all sectors of education. The findings of the authors cited above help to validate the result of the study.

Conclusion

Entrepreneurial skills of are essential needs of craftsmen for establishing small and medium scale enterprise for real developmental achievement in electrical and electronics industries. The major entrepreneurial skills lacking in craftsmen are lack of technical skills, management skills, communication skills, organizational skills, marketing skills, accountability skills for

establishing small and medium scale enterprise. To acquire the needed entrepreneurial skills relevant tools and equipments and infrastructure are needed, technical colleges teachers also need to be equipped with adequate knowledge, and skills through training to enable them impact the needed entrepreneurial skills in their students.

Recommendations

Based on the findings of this study, the following recommendations were made;

- Craftsmen should be equipped with the necessary skills to enable them function effectively in their respective endeavour.
- The skills gaps in technical college teachers should also be looked into they should be updated with new trends the afore-mentions skills, so that the student will not be trained in obsolete skills.
- Craftsmen should be well motivated by the government and provided with information on current trend in electrical/electronic technology to improve their skills on establishment of SMEs.
- The entrepreneurial skills identified should be packaged and infused into technical college curriculum to enable students acquire these skills before graduation.
- The entrepreneurial skills identified should be packaged for the retraining of Craftsmen and teachers.

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