



TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET): A VITAL TOOL FOR ENTREPRENEURSHIP OPPORTUNITIES FOR OFFICE TECHNOLOGY AND MANAGEMENT GRADUATES

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Abstract

Technical and Vocational Education and Training (TVET) is important to the development of any Nation. This is because TVET aims at training and imparting the necessary skills that will lead to the production of technical manpower necessary for enterprise and self-reliant economy. The aim of this study set to find out entrepreneurship opportunities open to graduates of Office Technology Management (OTM) as a result of the TVET knowledge acquired during undergraduate. This study was focused on Ogun West Senatorial District, Ogun State. One hundred respondents who were OTM graduates and are into self-employment were purposely selected. Three Research Questions were raised, which was structured questionnaires on a four-point likert scale and developed for data collection. Data collected were analysed using the frequency and mean method. It was discovered that entrepreneur opportunities are high for OTM graduates. The study also revealed that the entrepreneurs require managerial competencies to succeed in self-employment. Based on findings, it was recommended that OTM students should study hard so as to acquire the necessary knowledge, skills and attitude that will sustain them in self-employment.

Keywords: TVET, Entrepreneurship, OTM graduates, opportunities, skills

Introduction

Technical and Vocational Education and Training (TVET) is an aspect of education which leads to the acquisition of practical and applied skills, as well as basic scientific knowledge. Komolafe (2003), opined that Technical and Vocational Education and Training is an education which equips its grandaunts with the attitudes, knowledge, skills and values necessary for employment in specific occupation in life. According to Nsofor (2004), TVET concerns itself with the development of individual in the following areas: personal skills and attitudes, broad and specific occupational skills and knowledge, employability skills and foundation for career planning and lifelong learning. Technical and Vocational Education and Training is therefore concerned with the development and survival of both the individual and society.

Timmons (1994) defines entrepreneurship as an attempt to create value through recognition of business opportunity, the management or risk taking through the communicative and management skills to mobilize human, financial and material resources necessary to bring a project to function. According to Ekpenong (2010), an Entrepreneur is any person that owns a business, organizes, operate and assume the risk of the business venture in expectation of profit. Nwagwu (2007) defines entrepreneurship as a process of bringing together the factors of production – land, labour, capital – so as to produce a product or service for public consumption. Akinola (2001) defines an entrepreneur as an innovator whose dynamic environment makes him central to the promotion of material growth. He undertakes the risk of starting a business.

Entrepreneurship is the process of identifying and starting a business venture, sourcing and organizing the required resources and taking both the risks and rewards associated with the venture. In addition, it is a process whereby individual becomes aware of business ownership as an option of viable alternatives. Ekpenyong (2010), viewed entrepreneurship as the process of using creative and innovative ideas to create value by an individual, group, or organization based on opportunities and risks in the use of resources to start a venture, to modify or change the venture concept and strategy in expectation of profit.



Entrepreneurship was introduced into the nation's higher educational system as a result of the observed and perceived inability of government to tackle the problem of unemployment among graduates in Nigeria. Idogho and Iredia (2010) posit that Nigeria government, in pursuit of the vision 20:2020, mandated that all students in higher institutions in the country, regardless of their discipline, should be taught entrepreneurship education before graduating from their institutions. The aim was to produce a population of graduates better prepared for employment as well as job creators.

According to Okoro (2010), the major objectives of entrepreneurship education include; to provide meaningful education for the youths which could make them self-reliant and subsequently encourage them to derive profits, and be self-independent; to provide graduates with the training and support necessary to help them establish a career in small and medium sized business; to provide graduates with enough training that will make them creative and innovative in identifying new business opportunities; to provide graduates with training in skills that will make them meet the manpower needs of the society and to provide graduates with enough training in risk management to enable them face the challenges of uncertainty.

Babalola (2008), opined that there has been tremendous increase in government efforts at promoting local entrepreneurship by ensuring that youths become job creators rather than job seekers. The aspiration of the government is culminated into creating agencies such as the National Directorate of Employment (1989) and National Economic Reconstruction Fund (1989) among others that could assist in promoting small scale business in the country.

Office Technology and Management (OTM) is an academic programme run in the polytechnic sector and was designed to replace Secretarial Studies with a view to equipping students with modern secretarial skills. While in school, the students are exposed to ICT based courses relevant to modern day secretarial practices, use of modern office equipment, acquisition of vocational skills with effective work competencies.

Establishing small enterprises does not require huge amount of capital to start. If knowledge and skills acquired in school is applied into the business, it will grow beyond the owner's personal expectation, thereby more hands will be employed to assist, and that will help to reduce unemployment on the other hand.

Unemployment is a major problem encountered today in Nigeria, this is because the total number of graduates in the country is more than the available white collar jobs. Many graduates of Office Technology and Management Department are always after white collar job upon completion of their course. They do not realize that they have been well equipped to be job creators and not job seekers with the skills and knowledge acquired during undergraduate days.

In the past, entrepreneurship is not appreciated as it seen as a job for the illiterate, but now with the involvement of government establishing agencies like small and medium enterprises (SMEs), to support businesses, more people are now venturing into it. Entrepreneurship education not only lays the foundation for self-reliance. It also equips beneficiaries with survival skills

The aim of the study is to access the impact of Technical And Vocational Education And Training (TVET) in order to determine the level of entrepreneur opportunities for Office Technology and Management graduates in Ogun West Senatorial District.

Research Question

- What are the impacts of TVET on OTM graduate?
- What are the entrepreneurship opportunities available to OTM graduate?
- What are the managerial competencies required of OTM graduates to succeed on self employment?

Methodology

The study was carried out in Ogun West Senatorial District, Ogun State, in which three towns were selected for proper representation. The towns are Ilaro, Ota, and Owode. One hundred respondents who were OTM graduates and are into self employment were purposely selected. Questionnaire was the main instrument used to gather data for the study. The instrument was developed by the researcher. The instrument was validated by expert. It consists

of thirty-two items. Respondent were asked to choose one out of the four options (Strongly Agree=4, Agree=3, Disagree=2 and Strongly Disagree=1) which was provided for each item based on their conviction. One hundred copies of the questionnaires were produced and distributed. All the copies of the questionnaires administered were duly completed and returned by the respondents. Mean method was used to analyze the data collected. A minimum score of 2.5 was set as standard in determining the acceptability of a research question. Any item that falls below the standard was rejected

Results

Table 1 Showing the Mean Rating of the respondents' on 'the impact of TVET on Office Technology and Management graduates'

S/N	Item	SA	A	D	SD	Mean	Decision
1.	Task orientation	67	29	3	1	3.64	Accepted
2.	Self-confidence	70	15	8	7	3.48	Accepted
3.	Helps to discover skills and talents	65	30	3	2	3.58	Accepted
4.	Self reliance	60	32	5	3	3.49	Accepted
5	Job creators	75	21	2	3	3.70	Accepted

Source: Field survey, 2020

The result of the data collected and analyzed shows that respondents agreed to all the items raised that "TVET has an impact on Office Technology and Management graduates". This can be seen from respondents' responses with the mean score of not less than 2.5 in all the items raised

Table 2 Showing the Mean Rating of the respondents' on 'entrepreneurship opportunities available to OTM graduate'

S/N	Item	SA	A	D	SD	Mean	Decision
A: Opening of Business Centre							
6.	Typesetting documents with the manual typewriter	70	20	5	5	3.55	Accepted
7.	Typesetting of documents using the computer	76	20	2	2	3.70	Accepted
8.	Photocopying and Scanning Services	70	20	7	3	3.57	Accepted
9.	Cyber Café services	65	28	6	1	3.57	Accepted
10	Lamination of documents	55	32	6	7	3.35	Accepted
B. Desktop Publishing							
11.	Typesetting of books, handout and events programme	60	30	6	4	3.46	Accepted
12.	Production of Plastic Id cards, Invitation cards	68	25	3	4	3.57	Accepted
13	Production of Flyers, bill board, posters	70	25	4	1	3.64	Accepted
C: Training Centre							
14.	Opening a training centre in Desktop Publishing for Secondary School leavers	76	20	2	2	3.70	Accepted
15.	Organizing proficiency courses for typist and computer operators	70	20	7	3	3.57	Accepted
16.	Organizing seminars/short courses	40	36	15	9	3.07	Accepted
D: Sales of Secretarial Materials							
17.	Stationeries	70	25	4	1	3.64	Accepted
18.	Office Equipment and Machine	76	20	2	2	3.70	Accepted
E: Services							
19	Installation of software	68	25	3	4	3.57	Accepted
20.	Installation of office machine and equipment	55	25	10	10	3.25	Accepted
21.	Training on the use of office machine and equipment	65	28	2	5	3.53	Accepted

22.	Repair of Office Machine and Equipment	55	32	6	7	3.35	Accepted
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Source: Field survey, 2020

The data presented in table two shows that respondent agreed to all the items raised on “entrepreneurship opportunities available to OTM graduate’ This was so because all the item in the questionnaire had the mean score of not less than 2.5

Table 3 showing the Mean Rating of the respondents’ on “Managerial competencies required of OTM graduates to succeed in self employment”

S/N	Item	SA	A	D	SD	Mean	Decision
23.	Ability to source for finance	71	20	5	4	3.58	Accepted
24.	Ability to maximum resources	70	25	3	2	3.63	Accepted
25.	Administrative skills	76	20	2	2	3.70	Accepted
26.	Proper record keeping	60	30	6	4	3.46	Accepted
27.	Risk taking	67	29	3	1	3.64	Accepted
28.	Decision making Skills	65	28	2	5	3.53	Accepted
29.	Coordinating skills	65	30	3	2	3.58	Accepted
30.	Problem solving skills	76	20	2	2	3.70	Accepted
31.	Communicative and negotiate skills	55	32	6	7	3.35	Accepted
32.	Leadership skills	60	30	6	4	3.46	Accepted

Source: Author’s Field survey, 2020

From the analysis of the data collected in table three, it can be deduced that respondents agreed to all the items raised on the Managerial competencies required of OTM graduates to succeed in self employment. This was so because all the items show the mean score of not less than 2.5.

Discussion of Result

Responses’ of respondents in Research Question one shows the impact of ‘TVET on Office Technology and Management graduates’ which include, task orientation, helps to develop self confidence, helps to discover skills and talent, self reliance, and ability to create job and not job seekers. These are some of the aims of TVET which include training and imparting the necessary skills that will lead to production of technical manpower necessary for enterprise and self reliant economy. The outcome of this finding was in line with the assertion of Komolafe (2003), that Technical and Vocational Education is an education which equips its grandaunts with the attitudes, knowledge, skills and values necessary for employment in specific occupation in life. This also corroborates Makoju (2004) assertion that the Committee on Research and Publication of the American Vocational Association (1954) sees education as a design to develop skills, ability, understanding altitudes, work habit and appreciation, encompassing knowledge and information needed by workers to enter and make progress in employment on useful and productive basis.

The second research question shows ‘The level of Entrepreneurial opportunities available to OTM graduate’. From data collected and analyze, it shows that respondents agreed that there are more opportunities for OTM graduate in opening of Business centre, establishing Desktop publishing centers, sales of secretarial material, Rendering secretarial services and Repairs of machine and equipment. According to Ugwuanyi (2011), the result agreed with the survey carried out by Oborah (2006), as well as well as that of Okeke and Ukonze (2007) that the studies identified entrepreneurship opportunities in Business Education programmes generally, while this present study has identified opportunities peculiar to Office Technology and Management.

Research question three deals with the Managerial competencies required of OTM graduates to succeed on self employment and from the findings it was discovered that some of the skills needed by OTM graduates to survive in self employment are Administrative skills, leadership skills, ability to source for finance, problem solving skills, risk taking skills, decision making skills. Many businesses fails as a result of the owner inability to posses these skills.



Ademiluyi (2007) attributed the cause of business failures to poor access to capital, inadequate knowledge of business concepts and lack of competencies. Uguwani (2011), also asserted that Office Technology and Management graduates who may wish to go into private business will be expected to do well as they received complete education in the Polytechnic and also because OTM programme is rich in skills, knowledge and attitudes required for entrepreneurship opportunities.

Conclusion

There are so many entrepreneur opportunities available for Office Technology and Management graduates as a result of the courses offered during the undergraduates days, students needs to study hard so as to acquire the knowledge, skills and Managerial competencies required to succeed in self employment”

Recommendations

Entrepreneurship Education should start at the secondary school level, with this, skills, competence and technical know-how to man a business must have been acquired right from school certificate level.

More youths should enroll for Office Technology and Management programme, as the programme as more and great opportunities for both paid employment and self employment.

Government should ensure adequate provision of resources that will make the teaching of entrepreneurship education more practical by exposing the learners to the reality in the business world.

More hours of teaching and exposure to practical should be incorporated into the teaching of entrepreneurship education.

Government should provide tertiary institution offering Office Technology and Management or related courses with sufficient ICT equipment for effective training of students.

Finally, any youth venturing into entrepreneurship business should be determined, and must have acquired the necessary skills needed for the success of the business

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