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## Facilitating Entrepreneurship Interest among Bricklaying, Block Laying and Concreting Students in Technical Colleges in Katsina State

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*Abstract: Entrepreneurship, which often involves learning about how to launch and expand a firm, is frequently considered a topic for students of business disciplines rather than technical students. At light of this, the study identified the elements that encouraged entrepreneurial interest among students studying bricklaying, block laying, and concrete in technical colleges in Katsina State. The 55 participants for the survey research study were 34 BBC students, 10 BBC teachers, and 9 administrators from the three Government Technical Colleges in Katsina State. The complete population was employed for the study due to the manageable size of the population, which is why the purposive sampling approach was used. A structured questionnaire designed by the researchers under the name Facilitating Entrepreneurship Interest Questionnaire (FEIQ) served as the data gathering tool. The instrument was evaluated by three specialists, and Cronbach Alpha yielded a reliability rating of 0.86. The mean and standard deviation were utilized to answer the study questions, and a 0.05 level of significance ANOVA was employed to test the null hypotheses. The results showed that: family background, student participation in entrepreneurship, exposure to entrepreneurship courses, low profit margin, and inability to identify business opportunity, lack of proper guidance in business, and lack of start-up capital are the factors influencing bricklaying/block laying and concrete students' interest in participating in entrepreneurship in Government Technical Colleges of Katsina State. To encourage and foster the spirit of entrepreneurship in the students, it was suggested that the National Education Research and Development Center create entrepreneurship curricula that would be taught as a standalone subject at technical colleges.*

**Keywords:** *Entrepreneurship, Entrepreneurial Interest, Bricklaying-Blocklaying And Concreting, Technical Colleges, Facilitation.*



## 1. INTRODUCTION

Technical colleges are post-primary educational institutions where students may acquire skills for a variety of jobs. Okolocha and Baba (2016) claim that technical colleges are made to help people develop the practical skills, fundamental scientific knowledge, and attitudes needed to become craftsmen and technicians at lower levels of professionalism. The primary vocational institutions in Nigeria are technical colleges, which provide complete vocational training to prepare students for admission into a variety of jobs as workers or artisans and craftsmen (Onyebuanyi & Oluka 2022).

The learning and training processes for bricklaying, block laying, and concreting (BBC), like those for other trades at technical colleges, take place in both classroom and workshop learning and training contexts. The workshop setting is an introduction to the workplace in a classroom setting that is intended to prepare students for employment in their chosen field as requested by the labor market (Tsado, 2013). The purpose of the BBC program at the technical college level is to give the student the fundamental information and abilities necessary for him to operate successfully in all facets of brick-work in the construction business. The learner should be able to use a variety of tools and equipment used in the BBC trade after completing the curriculum.

Lack of quality content in the educational system is a major contributing element (curricula, instruction and support variables). To this end, Joshua (2015) argued that while educators spend time debating theories, imparting knowledge, conducting experiments, and looking for concepts, employers who hire graduates from the Nigerian educational system prefer to see outcomes and desire workers who can use their knowledge to start their own businesses.

According to Wang, Soetanto, Cai and Munir (2022), an entrepreneur is a person who is driven by more than just financial gain; they are also motivated by the desire to support a private dynasty, the desire to win in a struggle, and the joy of creation. According to Haddoud, Onjewu, Nowinski and Alammari (2022), an entrepreneur is a person who takes on the financial risk of starting and running a new business. The main traits of an entrepreneur are their inventive actions and their use of strategic management techniques in company. The key distinction between an entrepreneur and a small business owner is innovation and creativity. The entrepreneur is a person who innovates, is innovative, opportunistic, and inventive. He or she is also someone who observes the needs of the populace and takes action to address those needs via manufacturing. Entrepreneurial traits can be cultivated via training or come naturally to certain people (academic pursuance).

Yakubu, Salamzadeh, Bouzari, Ebrahimi and Fekete-Farkas (2022) defines entrepreneurship education as the process of acquiring the knowledge, abilities, and mindset necessary to help students face life's challenges head-on and take initiative to recognize emerging trends and opportunities for overcoming those challenges in all facets of human existence. According to Laguía, Wach, Garcia-Ael and Moriano (2022), entrepreneurship education is the type of instruction that imparts to each student the concepts, abilities, and information necessary to launch a new firm, generate employment opportunities, come up with business ideas, grow the business, and turn a profit. Therefore, the goal of entrepreneurship education is to provide students the information, skills, and inspiration they need to support



entrepreneurial success in a variety of contexts. Education in entrepreneurship changes the mind, focusing it on possibilities, freedom, invention, and creativity. There is a pressing need to close the knowledge gap between theory and practice since doing so fosters students' enthusiasm in business, particularly in BBC.

According to Olowoyeye, Deji-Afuye and Aladesusi (2022), it might be difficult for an academician of entrepreneurship to bring the topic to fields other than business. Where and how do we begin is the question. Assuming that academicians are natural marketers and that technical colleges are the producers of entrepreneurship education, market research on the motivation of prospective candidates (primarily technical and BBC students) for the entrepreneurship curriculum could give us better insights into their interest in and knowledge of the topic. Individual acceptance of a new product is a result of the adoption process, which in the field of marketing began with awareness and interest before moving on to adoption. To put it another way, it is important to begin by comprehending the needs and wants of the students, which are frequently reflected in their knowledge, attention, and acceptance of the new product idea—in this example, an entrepreneurship course—in many circumstances.

Other characteristics impacting entrepreneurial desire, such as locus of control, demand for accomplishment, tolerance for uncertainty, and innovativeness, were explored by Leonelli, Iaia, Masciarelli and Vrontis (2022). According to the authors, there is no connection between these characteristics and entrepreneurial inclinations. On the other hand, Sesen (2013) discovered that there is no correlation between students' desire in starting their own business and their need for academic success, access to business knowledge, and the supporting atmosphere provided by their institutions. Others, however, suggested these elements in entrepreneurial education (Maheshwari, Kha and Arokiasamy, 2022). Another research also found that a variety of peer, familial, and personal factors may have an impact on the aspirations and potential for entrepreneurship among graduates of the construction trades (Zarnadze, Dika, Çera, & Ribeiro, 2022)

According to Leonelli, *et al.* (2022), people are becoming more conscious of the value of developing entrepreneurial abilities for both individual and societal advancement. Despite the fact that entrepreneurship education is now part of the curriculum at Nigeria's Technical Colleges, proper implementation is still necessary to meet the program's objectives and reap the program's advantages for both individual and societal development.

### **Statement of the Problem**

Entrepreneurship, which often involves learning about how to launch and expand a firm, is frequently considered a topic for students of business disciplines rather than technical students.

The majority of business management curricula include entrepreneurial topics including analyzing an opportunity, creating new products, and managing start-ups. Technical BBC inclusive discipline students who want to start their own business after graduation sometimes appear to be in the dark, despite the fact that they frequently come up with the original product ideas. There is rising worry in Katsina state that BBC students lack the entrepreneurship skills and enthusiasm to start their own businesses, especially small and medium enterprises (SME) setups. According to some remarks, these students have limited viewpoints on business, are less adaptable to expand out into other professional fields, and consider themselves more as



job seekers than job creators. At light of this, the study identified the elements that encouraged entrepreneurial interest among students studying bricklaying, block laying, and concrete in technical colleges in Katsina State.

### **Purpose of the study**

The purpose of the study was to delineate the factors facilitating entrepreneurship interest among Bricklaying, Block laying and Concreting students in Technical Colleges in Katsina State. Specifically, the study sought to:

1. Determined the factors influencing bricklaying/block laying and concreting students interest in entrepreneurship participation in Government Technical Colleges of Katsina state
2. Identified the strategies for enhancing the bricklaying, block laying and concreting students interest in entrepreneurship in technical colleges of Katsina state

### **Research Questions**

The following research question were raised to guide the study:

1. What are the factors influencing bricklaying/block laying and concreting students' interest in entrepreneurship participation in Government Technical Colleges of Katsina state?
2. What are the strategies for enhancing the bricklaying/block laying and concreting students' interest in entrepreneurship in technical colleges of Katsina state?

### **Hypotheses**

The following null hypotheses were formulated and were tested at 0.05 level of significance

- HO<sub>1</sub>:** There is no significant difference in the mean responses of technical colleges administrators, teachers and students on the factors influencing bricklaying/block laying and concreting students' interest in entrepreneurship participation in Government Technical Colleges of Katsina state
- HO<sub>2</sub>:** There is no significant difference in the mean responses of technical colleges administrators, teachers and students on the strategies for enhancing the bricklaying/block laying and concreting students' interest in entrepreneurship in technical colleges of Katsina state.

## **2. METHODOLOGY**

The study used a descriptive survey research design as its methodology. According to Gall, Gall, and Borg (1996), this design is a way of doing research that uses questionnaires or interviews to gather information from a sample that has been chosen to reflect a population to whom the results of the study may be applied broadly. The study's geographic area is the Katsina state, which is located between latitudes 7.6306° E and 12.3797° N of the equator. 55 people participated in the study, including 34 BBC students, 10 BBC lecturers, and 9 administrators from the three Government Technical Colleges in Katsina State. The full population was employed for the study since it was a reasonable size, which is why purposeful



sampling was chosen. A structured questionnaire produced by the researchers under the name Facilitating Entrepreneurship Interest Questionnaire (FEIQ) served as the data gathering tool. The questionnaire's replies were organized into five categories: Strongly Agreed (SA), Agreed (A), Undecided (UD), Disagreed (D), and Strongly Disagreed (SD). Three specialists from the Department of Technology Education at Modibbo Adama University in Yola, Adamawa State, verified the questionnaire. Utilizing the Cronbach alpha reliability approach, the instrument's reliability co-efficient was determined to be 0.86. The study's data were gathered by the researchers with assistance from two research assistants. The two study questions were answered using the mean statistic, and the hypotheses were examined using an ANOVA at a significance level of 0.05.

### 3. RESULTS

**Research Question 1:** What are the factors influencing bricklaying/block laying and concreting students' interest in entrepreneurship participation in Government Technical Colleges of Katsina State?

Table 1: Mean and Standard Deviation on the Factors Influencing BBC Students Interest in Entrepreneurship Participation

S/No.	ITEMS	$N_A = 9$	$N_T = 10$	$N_S = 36$	$N = 55$		Remark
		$\bar{x}_A$	$\bar{x}_T$	$\bar{x}_S$	$\bar{x}_G$	$\delta$	
1.	Family background influence students' interest in Entrepreneurship education	3.89	3.80	3.79	3.81	0.52	Agreed
2.	Students participation in entrepreneurship influences students' interest	4.11	4.10	4.09	4.09	0.30	Agreed
3.	Exposure in entrepreneurship courses in academic schools influence students' interest in Entrepreneurship education	4.11	4.10	4.09	4.09	0.30	Agreed
4.	Low profit margin influences students interest in entrepreneurship	3.78	3.70	3.65	3.68	0.78	Agreed
5.	Inability to identify business opportunity influence students' interest in Entrepreneurship education	3.67	3.60	3.56	3.58	0.97	Agreed
6.	Lack of proper guidance in business influences students' interest in Entrepreneurship education	3.89	3.80	3.79	3.81	0.52	Agreed
7.	Higher profit influences students' interest in Entrepreneurship education	4.11	4.10	4.09	4.09	0.30	Agreed
8.	Lack of start-up capital influence students' interest in Entrepreneurship education	4.22	4.10	4.09	4.11	0.58	Agreed



9.	Low ability entrants in entrepreneurship influence students' interest in Entrepreneurship education	3.67	3.60	3.74	3.70	0.89	Agreed
10.	High ability entrants are influence students' interest in Entrepreneurship education	3.89	3.80	3.68	3.74	0.74	Agreed
<b>Group Mean</b>					<b>3.87</b>		<b>Agreed</b>

$\bar{x}_T$  = Mean of Teachers,  $\bar{x}_A$  = Mean of Administrators,  $\bar{x}_S$  = Mean of Students,  $\bar{x}_G$  = Grand Mean,  $\delta$  = Standard deviation,  $n_T$  = Number of Teachers,  $n_A$  = Number of Administrators,  $N$  = Total Number of Respondents

The parameters impacting students' interest in entrepreneurial engagement at Katsina State's government technical colleges are shown in Table 1 for bricklaying/blocklaying and concrete students. The respondents in Table 1—school administrators, teachers, and students in the bricklaying/block laying and concrete works trades—agreed that all of the factors listed therein influence students' interest in entrepreneurship participation. The mean values ranged between 3.70 and 4.09, and the standard deviation varied between 0.30 and 0.97.

**Research Question 4:** What are the strategies for enhancing the Bricklaying/Block laying and Concreting students' interest in entrepreneurship in Technical Colleges of Katsina state?

Table 2: Mean and Standard Deviation on the Strategies for Enhancing the BBC Students' Interest in Entrepreneurship

		$N_A = 9$	$N_T = 10$	$N_S = 36$	$N = 55$		
S/No	ITEMS	$\bar{x}_A$	$\bar{x}_T$	$\bar{x}_S$	$\bar{x}_G$	$\delta$	Remark
1.	Deliberate reward for innovation to students	3.78	3.70	3.65	3.68	0.80	Agreed
2.	Linkage of content of entrepreneurship syllabus with the needs in the market and changing times	3.67	3.60	3.56	3.58	0.93	Agreed
3.	Providing other facilities and services to foster entrepreneurship	3.78	3.70	3.68	3.70	0.64	Agreed
4.	Students should be encouraged to pick up opportunities	3.89	3.80	3.79	3.81	0.48	Agreed
5.	Entrepreneurship should be all inclusive	4.11	4.10	4.09	4.09	0.30	Agreed
6.	Grant should be given to student with creative and critical thinking behavior	3.89	3.80	3.79	3.81	0.39	Agreed
7.	Parent and guidance should be encouraged to prepare their ward's mindset on entrepreneurship	4.11	4.10	4.09	4.09	0.30	Agreed
8.	Constant engagement of students in entrepreneurship debates	4.11	4.10	4.09	4.09	0.30	Agreed



9.	Training students should be cheaper and affordable	3.89	3.80	3.71	3.75	0.55	Agreed
10.	Mentorship should be made available for students	3.89	3.80	3.79	3.81	0.52	Agreed
	<b>Group Mean</b>				<b>3.84</b>		<b>Agreed</b>

$\bar{x}_T$  = Mean of Teachers,  $\bar{x}_A$  = Mean of Administrators,  $\bar{x}_S$  = Mean of Students,  $\bar{x}_G$  = Grand Mean,  $\delta$  = Standard deviation,  $n_T$  = Number of Teachers,  $n_A$  = Number of Administrators,  $N$  = Total Number of Respondents

The strategies for increasing the interest in entrepreneurship among students studying bricklaying, blocklaying, and concrete work in Katsina State's technical colleges are shown in Table 2. The respondents in Table 2—school administrators, teachers, and students in the bricklaying/blocklaying and concreting works trades—agreed that each of the listed strategies is intended to increase students' interest in participating in entrepreneurship. The mean values ranged between 3.68 and 4.09, and the standard deviation varied between 0.30 and 0.93.

**Hypothesis 1:** There is no significant difference in the mean responses of Technical College administrators, teachers and students on the factors influencing Brick/Blocklaying and Concreting students' interest in entrepreneurship participation in Government Technical Colleges of Katsina state

Table 3: ANOVA on the Factors Influencing BBC Students' Interest in Entrepreneurship

	Sum of Squares	Mean Square	df	F	p	Remark
Between Groups	.043	.021	2			
				.236	.791	Accepted
Within Groups	4.525	.090	50			

The results of testing hypothesis one between technical college administrators, teachers, and students studying the bricklaying/block laying and concrete work trades on the variables affecting students' interest in participating in entrepreneurship in Government Technical Colleges of Katsina state are shown in Table 3. The outcome showed that the 0.05 threshold of significance was examined, and  $F(2, 50) = 0.236$ ,  $p\text{-value} = 0.791$ . The null hypothesis is accepted because the  $p$ -value exceeds the level of significance.

**Hypothesis 2:** There is no significant difference in the mean responses of Technical College administrators, teachers and students on the strategies for enhancing the Brick/Blocklaying and Concreting students' interest in entrepreneurship in Technical Colleges of Katsina state.

Table 4: ANOVA on the Strategies for Enhancing BBC Students' Interest in Entrepreneurship

	Sum of Squares	Mean Square	df	F	p	Remark
Between Groups	.055	.028	2			
				.291	.749	Accepted
Within Groups	4.735	.095	50			



The results of testing hypothesis two between Technical Colleges administrators, teachers, and students studying the Bricklaying/Block Laying and Concreting work trades on how to increase students' interest in participating in entrepreneurship in Government Technical Colleges of Katsina state are shown in Table 4. The analysis's  $F(2, 50) = 0.291$ ,  $p\text{-value} = 0.749$ , assessed at the 0.05 level of significance, was the outcome. The null hypothesis is accepted because the  $p$ -value exceeds the level of significance.

#### **4. FINDINGS AND DISCUSSION**

The study's findings showed that family background, student involvement in entrepreneurship, exposure to entrepreneurship courses, low profit margin, inability to recognize business opportunities, inadequate business guidance, and a lack of start-up capital are the factors influencing students' interest in participating in entrepreneurship in the Government Technical Colleges of Katsina State. The results are consistent with those of Abdelraheem and Rand (2019), and Uche, Akanni and Deborah (2017) who found the post-primary curriculum as having a significant impact on students' interest in entrepreneurship. Hendra (2018) said that the delayed introduction of pupils in post-primary school to entrepreneurship education prevents students from showing much interest in the subject. In addition, Gopi (2012) identified eight variables that limit entrepreneurial motivation, including puberty, physical factors, family effects, social environment, government, media, instructors, and curriculum. These factors are further in accordance with the findings. These elements significantly affect students' attitudes about vocational education and training, whether they are favorable or unfavorable.

The study's findings showed that deliberate rewards for innovation, linking the entrepreneurship curriculum's content to market demands and contemporary issues, providing additional facilities and services to encourage entrepreneurship, emphasizing that entrepreneurship should be inclusive, and providing grants to entrepreneurs are effective ways to increase the interest of students in Bricklaying/Block Laying and Concreteing in Technical Colleges of Katsina State. The results are in line with those of Uche, Akanni, and Deborah (2017), who suggested that entrepreneurship education should be taught and made mandatory for all students in primary and post-primary school, much as mathematics and English language is made mandatory from a young age. On the other hand, Mishi and Shaw (2014) advocated for promoting entrepreneurial awareness among high school students through discussions and quizzes that would be broadcast on television and distributed to all participating and non-participating schools.

The study's findings showed that there is no statistically significant difference between the mean responses of Technical College administrators, teachers, and students regarding the elements influencing brick/blocklaying and concrete students' interest in participating in entrepreneurship in Government Technical Colleges of Katsina State. The results are consistent with those of Uche, Akanni, and Deborah (2017), who found that infrastructure development, market variables, social, economic, and political issues, as well as the failure of the prior organization, are obstacles to students' desire in starting their own business. Further supporting the findings, Odu (2012) discovered that individuals who are likely to engage in and succeed





in entrepreneurship are those who can take modest risks, exhibit self-confidence, work hard, establish objectives, are accountable and inventive, require.

According to the study's results, there are no appreciable differences between the mean responses of Technical College administrators, teachers, and students regarding the tactics for increasing the interest in entrepreneurship among students studying brick/blocklaying and concrete in Katsina State's Technical Colleges. The findings are in line with those provided by Githeko (2010), who emphasizes the purposeful actions taken by the Nigerian government right now to promote entrepreneurship. The Small Enterprise Development (SED) initiatives, in accordance with Githeko, were designed to promote an atmosphere that would allow small businesses to flourish in Nigeria and analyze and modify the regulatory environment that had previously been a barrier to aspiring small company owners. Muigai (2012) suggested that academic institutions relate the content of their entrepreneurship syllabus with the demands in the market and shifting periods in order to further support the conclusion. This will guarantee that the kids' innate entrepreneurial spirit is nourished with pertinent information and that the aspiring entrepreneur receives pertinent training and exposure to ensure the success of his venture. According to Uduji, Okolo-Obasi and Asongu (2021), academic institutions must make a special effort to offer additional facilities and services to encourage entrepreneurship. Competitions for company plans, connections with experienced entrepreneurs, and business apprenticeship programs are a few examples. Education policymakers should make sure that the spirit of entrepreneurship is not only encouraged in higher education but also nurtured from a young age so that students have entrepreneurship as one of their career options. This would significantly lessen the suffering caused by unemployment and help to solve many crimes that are connected to it. Additionally, it will be a means of raising a nation's GDP.

## **5. CONCLUSION**

The study concludes that, family background, student participation in entrepreneurship, exposure to entrepreneurship courses, low profit margin, inability to recognize business opportunities, inadequate business guidance, and a lack of start-up capital are the factors that affect BBC students' interest in participating in entrepreneurship in Government Technical Colleges of Katsina State. The test of hypothesis revealed that there is no significant relationship between these factors and entrepreneurship participation.

### **Recommendation**

Based on the findings of this study, the following recommendations are made:

1. To encourage and foster the spirit of entrepreneurship in students, the National Education Research and Development Center should create entrepreneurship curricula that will be taught as a standalone subject at technical colleges.
2. To guarantee that students are studying the trade of their choice effectively, administrators of government technical colleges should properly oversee their students throughout industrial training.



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