ISSN: 2714-2965 (Print)
ISSN: 2714-3449 (Online)
The African Journal of Behavioural and Scale Development Research
AJB-SDR Vol. 6, No 1, 2024

Workshop Practice, Entrepreneurial Training and Skill Acquisition for Vocational Enterprises Among Students in Abraham Adesanya Polytechnic, Ijebu-igbo

Hakeem J. Edun, Ph.D[1] Oduwole Abiodun Ayodeji[2] Mordi Augustine Chidubem[3] Daramola, Elizabeth Omowumi[4] Kuyoro Agnes Temitayo[5]

[1]Department of Educational Management and Business Studies Faculty of Education, Olabisi Onabanjo University, Ago-Iwoye Ogun State, Nigeria
[2]Department of Business and Entrepreneurship Education, Lagos State University of Education, Lagos State, Nigeria
[3]Corona College of Education, Lagos, Lagos State, Nigeria
[4]Department of Office Technology and Management, Osun State College of Technology, Esa-Oke, Nigeria
[5]Olabisi Onabanjo University, Ago-Iwoye, Ogun State

Abstract
This study investigated workshop practice and entrepreneurial training in fostering skill acquisition among polytechnic students in Ogun state. The study employed a survey research design, a sample of sixty (60) students was used. Simple percentage, simple regression and t-test were used to test the hypotheses at 0.05 level of significance. The findings of the study showed that workshop practices has significant contributions on skill acquisition among polytechnic students ($t=3.31$, $P<0.05$). It also reveals that there is significant influence of entrepreneur training on skill acquisition among polytechnic students ($t=28.81$, $P< 0.05$). There is no significant gender difference ($t = 1.47$, $P > 0.05$)s in fostering skills acquisition among polytechnic students. It was concluded that the role of workshop instruction and training in entrepreneurship in fostering skill acquisition among polytechnic and recommended that Students industrial training must be re-invigorated to enhance skills acquisition that are required for vocational enterprise

Keywords: Entrepreneurial Training, Workshop Practice, Skill Acquisition, Polytechnic

Introduction

Skill acquisition is known as the capacity to learn or gain new abilities. It entails acquiring new abilities, practice of a way of doing things often acquired from education or experience (Ekong and Ekong. 2016). Skill acquisition is not just gaining expertise while also learning and moving in the direction of enterprise in skills that enhance personal livelihood through enduring business startups, but encouraging economic growth and development as well as expanding job possibilities (Efe-Imafidon, Ade-Adeniji. Umukoro &Ajtemisan, 2017). According to Chahar, Hatwal, and Arya (2020), a skill is typically gained throughout training or experience. Skills are often obtained during a training session or following an experiential.

Activities in a workshop must be hands-on to immediately use the abilities they are learning (Fatumo, Shome and Macintyre, 2014). Workshops enhance students' motivation and offer insight into a variety of topics. to explore new areas of interest. These are often designed to hold a limited number of attendees,sustaining individual attention via a facilitator, to every participant. According to Oszakiewski & Spelman (2011) workshop practice scaffolds while supplying students with opportunities to think and interact at greater levels with greater input involvement and responsibility for their education (Byun, Sung, Park, & Choi, 2018).Clearly, Workshop method is effective strategy for impacting skill on student indeed effective workshop instruction fosters students' abilities as well as but also cultivates teacher-student and interactions between students in a collaborative learning environment (Grecu and Denes1, 2017). It is often acknowledged that pupils face with a hitch of how to apply their theoretical skill approach to everyday life production. It would provide them a platform to work in a workshop where skill acquisition is no longer a difficult undertaking, but instead immerses them in the realm of being practically real. An entrepreneurial training according to Olagunju (2016) is the capacity of an individual to capitalize on a concept and launch a business, no matter how big or little, not only for individual gain but also for societal and developmental achievement. Hisrich and Peters (2012) defined the capacity to innovate and produce something valuable via the necessary time and effort is known as entrepreneurial skill, assuming the resulting incentives for

ISSN: 2714-2965 (Print)
ISSN: 2714-3449 (Online)

independence, financial security, and personal fulfillment.

Training that places a strong emphasis on the learning of entrepreneurial abilities and acquisition of the necessary information and abilities that will allow a person to maximize the resources all around him to the extent of his abilities. Entrepreneurial skills include using concepts, data, and facts effectively to support a learner's competency development needed for firm Career goals like starting a business, selling products or services, or being successful and wealthy employers of labour and self-reliant, hence aiding in the development of the country. According to Ankeli and Innocent, (2018) Entrepreneurial skill is the capacity for entrepreneurship to see opportunities in the surroundings. It is essential for success to take initiatives towards desired modification and guarantee a value-based resolution in the market place. Uzochuwu. Lilian and Chidiebere (2015), Dolphin (2015), noted that creative businesses are effectively operated by entrepreneurs who provide the necessary support for them to expand and survive them, with a view to achieving broad socio-economic development goals. Entrepreneurs essentially acquire skills through entrepreneurial growth. and workshop practice literacy that can be tailored to different student needs.. Entrepreneurship training provides the knowledge, abilities, and drive of students necessary for starting a profitable venture firm (Bondrea, 2016).

If indoctrination is integrated into the national educational system with the appropriate seriousness, it can attain the goal of cultivating the attitudes, general qualities, and abilities that form the basis of entrepreneurship from a young age; that is, if it is included in the country's educational system with the gravity of its merits. Given the importance of education in forming the attitudes, abilities, and cultures of youth, It is imperative that early childhood education, as well as higher education institutions like polytechnics and universities, emphasise entrepreneurial education. However, the idea of entrepreneurship has changed throughout time from being a business-focused issue creation into a broader concept that is often seen as a critical competency in the contemporary labour market and describes a person's capacity to translate ideas into action. (European Commission, 2008). Consequently, entrepreneurship now encompasses more than just starting and operating a firm. It fosters original thought and a strong sense of self-worth, initiative and a tolerance to failure. Not only does it equip individuals with the tools to navigate a world that is becoming more complicated and unpredictable, but also gives them the mind-set and capabilities to thrive upon it (Kim, Ryoo and Ahn, 2017).

The proper installation of workshop tools and equipment is crucial to any type of vocational programme. Ankeli (2019) affirmed that Entrepreneurial skills are obtained by instruction that prioritises the development of relevant knowledge and abilities and enable an individual to maximise the resources within his capacity, everyone around him. These lead to the creation of job, which is feasible if the staff member or candidate have the necessary scientific and entrepreneurial abilities needed to create or secure job either in the business world or develop into an independent person. Science process skill is the meeting point of entrepreneurial competence and information transmission, both of which are essential for addressing problems and leading a productive life. Among the pressing issues and challenges faced is inadequate provision of materials needed and workshop facilities, inadequate funding, social appraisal or poor societal perception. Policies established in Nigeria, did not have much impact on entrepreneurial education only because the decision-makers neglected to see the link between entrepreneurial education and enterprise education. Among other things, it was suggested that the government and educators in secondary and postsecondary institutions give Science and Technology Education the attention it deserves, and the practical aspect should be taught in well-equipped workshops and laboratories using the appropriate tools and equipment.

However, polytechnic institution workshops provide students with chances to gain practical experience in developing their skills in their technical trade fields for future growth of the key sectors, such as Universities, Polytechnics, Colleges of Technology, Colleges of Agriculture and Colleges of Education in order to meet the crucial needs of life. Polytechnic students'

ISSN: 2714-2965 (Print)
ISSN: 2714-3449 (Online)

practical projects are important part of the curriculum; however, the successful application of curriculum requires a supportive school climate as a basic prerequisite. This phase of the vocational enterprises may only be used in situations where the necessary and applicable workshop facilities, tools, machinery, and equipment are available. By enabling students to participate in demonstrations, the availability of suitable workshop facilities improves their learning and practice; it will enable them to keep improving their abilities. Nonetheless, one of the very contentious among polytechnic educators is the condition of workshop tools and equipment, which is a problem that exists nowadays in the institutions in Nigeria. Zhang. Duysters and Cloodt (2014) declared that the majority of the polytechnic Nigerian institutions have been compelled to operate below standard. This is due to propose non availability, poor management or utter neglect of the required facilities in the workshops for Polytechnic. As a result, adequate workshop equipment and facilities are required for the effective functioning of polytechnic programs in Nigeria.

The concept of workshop practices and its incorporation into the curriculum-based training has been a crucial component of national development initiatives in many societies, due to the effects on productivity, economic growth, and the development of human resources It appears that Nigerian stakeholders do not give the vocational enterprise the facilities it needs to have the role it deserves in the country's growth, despite its detrimental impacts on the economy. The poor transition from school to work by the youths is a major threat to polytechnic students (Ankeli, 2019). The ability to combine school lecture with workshop practice conflicts with time constraint to acquired necessary skills. This trend of affairs suggested that training programmes offered by the polytechnic schools failed to develop the skills required for employment within the country and beyond. It is against this backdrop that this study was intended to link workshop practice and entrepreneur training to fostering skill acquisition for vocational enterprise among the polytechnic students in an institution in Ogun state. Nigeria. Personal traits are among the strongest indicators of the success or failure of skill acquisition. Gender as a personal trait is socially constructed and it meanings may differ from one community to another. Gender is one of the factors that have a greater influence on the self-perception of the learners and plays an important role in the approach to entrepreneurship and skill acquisition. Although men and women are equally encouraged to study and engage in entrepreneurship, the entrepreneurial identity is formed differently between men and women (Marques et al., 2018).

The study is based on Crossman first proposed the notion of skill development in 1959.. He affirms that practice is headway to performance enhancement. He proposed that we have a variety of techniques at our disposal when presented with a novel job. With practice of the task, we monitor the outcomes, we generate as a result of the different tactics employed. Over time, we tend to favour the more effective tactics. These are used more often and performance is accelerated as a result. (Crossman in Adeniye, 2001), One idea that suggests that practices result in more effective methods for completing a task is model attributes. The idea does not propose that strategies be changed by practices to increase their efficiency, Practice headway to the variety of the most resourceful policies among numerous. Crossman's theory gives an explanation of learning's power law. According to theory, it is easier to find faster and more efficient solutions early in practice, which increases the likelihood of disproportionate act time gains. Therefore, following the development of suitable abilities for independence by business studies students in Kaduna state's junior secondary schools; In order for them to achieve the intended outcomes, it is anticipated that they will use the skills they have learned. Performance time improves by ever-smaller margins as practices continue to make it more difficult to develop more effective solutions. Beyond a reiteration, Crossman's theory only addressed the problem in a general sense of Thondike's identical elements hypothesis: When techniques are suitable, skill transfer from one task to another will occur to one and also appropriate to the other (Crossman in Adeniyi, 2001).

The process of acquiring skills involves teaching a performer how to control and intergrate posture, locomotion and muscles activations that let the person participate in a

ISSN: 2714-2965 (Print)
ISSN: 2714-3449 (Online)

range of motor behaviour are envisaged. A few of the earliest scholars to examine skill acquisition were Bryan and Harter (1899). According to Ackerman and Cianciolo (2000), they asserts that An individual can foresee the sensory effects of a movement before it occurs by using a learnt recognition schema that will occur if the correct movement outcome takes place. These Movement assessment starts with anticipated sensory outcomes. Therefore, enhanced feedback is essential to the formation of schemas. Kanfer Ackerman ATC task was used by Ackerman and Cianciolo (2000) to evaluate procedural skill improvement. This is a difficult undertaking that mimics judgments made by air traffic control and aircraft landings on the basis of various procedural guidelines. The study's findings confirmed the anticipated shift in the contribution of general intellectual capacity as performance improved and confirmed the early in the process of acquiring skills, cognitive abilities are important. The most notable thing that happens when individuals exercise is that they demonstrate increased talent in performance and skill. A task can be thought of as a talent. (for instance, throwing a baseball, kicking a ball) or it can be viewed as a degree of ability to execute that distinguishes distinguishing a more proficient performance from a less proficient one (Schmidt, 2004). Furthermore, based on the competency level of the individual, an increase in job complexity would be connected with decreased performance standards, but the quantity of information accessible would also rise (Guadagnoli and Lee, 2004). In workshop practice and entrepreneurial training, there is a common consensus that there is high capacity of skill invention or use, which successfully matured students. Skill acquisition would be best accomplished by use of a functional and a curriculum that is dynamic and capable of producing high-quality human resources, which would accelerate national growth. As a consequence, there are numbers of studies which have study work related to workshop practice and entrepreneurial training in fostering skill acquisition for vocational enterprises among students, however, there are no study linking the workshop practice and entrepreneurial training for skill acquisition for vocational enterprises. This study intends to fill the intending gaps.

Objectives of the Study

The key intent of this study was to examine the workshop practice and entrepreneurial training in fostering skill acquisition for vocational enterprise among students. Other specific objectives are to:

1. investigate the contribution of workshop practices on skill acquisition among polytechnic students.
2. examine the influence of entrepreneur training on skill acquisition among polytechnic students.
3. examine the gender differences in fostering skills acquisition among polytechnic students.

Research Hypotheses

H_{01}: Workshop practices does not have any significant contribution on skill acquisition among polytechnic students.

H_{02}: There is no significant influence of entrepreneur training on skill acquisition among polytechnic students

H_{03}: There is no significant gender differences in fostering skills acquisition among polytechnic students.

Methodology

Survey research is a type of research in which the focus is based on the collection of data either direct interview of respondents or by the use of prepared questions documented in opinion polls. The population of the study was one hundred and nine (109) final year business studies students of Abraham Adesanya Polytechnic, ljebu Igbo. The study's sample size was sixty (60) final year business studies students. Proportionate 55% of the total population were selected using simple random sampling technique. Self-designed structured questionnaires (Workshop practices Questionnaire, Entrepreneur training Questionnaire and Skill acquisition scale) were utilized to gather study data. The instrument was submitted to experts for both content and face validity respectively. Some questions were modified and reworked based on the expert suggestions. To ascertain the reliability of the instrument, the test-retest method was used. Ten (10) students from Ogun State Polytechnic,

ISSN: 2714-2965 (Print)
ISSN: 2714-3449 (Online)

Sapade was selected and given the instrument to attend to and after two weeks interval the same set of students' were given the instrument again and Pearson Product Moment Correlation was used to analyze the data (PPMC). The PPMC coefficient give a reliable value of 0.75. Data collected was analysed, using descriptive statistics of frequency, percentage with inferential statistics of simple regression and t-test of significance at 0.05 level of significance

Results

Table 1: **Breakdown of Participants by Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	19	31.7	31.7	31.7
Valid	Female	41	68.3	68.3	100.0
	Total	60	100.0	100.0	

Source: Field Survey, 2024

Table 1 represents the breakdown of responders by gender.

The result of the analysis showed that 19(31.7%) of the respondents were male while 41(68.3) were female. This shows that majority of the participants that constituted the sample size were females.

Table 2: Breakdown of Participants by Age Range

	Frequency	Percent	Valid Percent	Cumulative Percent
20-25 years	50	83.3	53.3	83.3
26-30 years	10	16.7	16.7	100.0
Total	60	100.0	100.0	

Source Field Survey, 2024

Table 2 presents the breakdown of participants by age. The analysis's outcome showed that 50 (83.3%) of the participants were between 20-25 years of age while 26-30 (10%) were between 26-30years of age. This indicates that the majority of the participants that constituted the sample size between 20-25 years of age.

Table 3: Breakdown of Participants by Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	56	93.3	93.3	93.3
Married	4	6.7	6.7	100.0
Total	60	100.0	100.0	

Source: Field Survey, 2024

Table 3 presents the breakdown of participants by marital status. The result of the analysis showed that 56 (93.3%) of the participants were single, 4(6.7%) were married. This indicate that majority of the participants were single.

Hypothesis One

H_{01}: Workshop practices does not have any significant contribution on skill acquisition among polytechnic students

ISSN: 2714-2965 (Print)
ISSN: 2714-3449 (Online)

Table 4: **Breakdown of Participants based on skill acquisition**
Regression of Workshop Practices on Skill Acquisition

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
(Constant)		31.28	3.70		8.44	.000
1	Workshop practice	.494	.149	.468	3.31	.001

Dependent Variable: Skill Acquisition

Table 4 shows the contribution effect of workshop practice on skill acquisition among polytechnic students. The results reveals that workshop practice has a positive effect on skill acquisition among public technic students. The result reveals that workshop practice has significant effect on skill acquisition among polytechnic students. Workshop practice contributed a statistically significant value of 0.49 to skill acquisition. The constant coefficient of 31.3 shows that skill acquisition is gives a value of 4.29 giving that workshop practice among polytechnic in Ogun State is held constant.

Hypothesis Two

H_{02}: There is no significant influence of entrepreneur training on skill acquisition among polytechnic students

Table 5: Regression of entrepreneur training on skill acquisition among polytechnicstudents.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
(Constant)		4.29	.811		5.29	.000
1	Entrepreneur training	.433	.015	.854	28.81	.000

Dependent Variable: skill acquisition

Table 5 shows the contribution effect of entrepreneur training on skill acquisition among polytechnic students. The results reveals that entrepreneur training has a positive effect on skill acquisition among Polytechnics students. The result reveals that entrepreneur training have significant effect on skill acquisition among polytechnic students with coefficient of 0.4 and the corresponding T-statistics of 28.8. entrepreneur training contributed a statistical significant value of 0.43 to skill acquisition. The constant coefficient of 4.3 shows that skill acquisition is gives a value of 4.3 giving that workshop practice among polytechnic in Ogun State is held constant.

Hypothesis Three

H_{03}: There is no significant gender differences in fostering skills acquisition among polytechnic students

Table 6: Gender differences in fostering skills acquisition among polytechnic students.

Sex	Mean	N	Std. Deviation	t-test	Sig.
Male	27.26	19	2.88	1.47	.146
Female	26.14	41	2.66		

ISSN: 2714-2965 (Print)
ISSN: 2714-3449 (Online)

Table 6 shows test of mean difference between male and female students skill acquisition among polytechnic. Male students (N= 19) recorded means score value of 27.26 while female students (N=41) recorded mean score value of 26.14. The table showed that there is no significant difference between the two means obtained ($t = 1.47$, $P > 0.05$). Hence, there is no significant gender difference in skill acquisition among polytechnic.

Discussion of Findings

This study investigated workshop practice and entrepreneurial training in fostering skill acquisition among polytechnic students in Ogun state. The findings based on research question one showed that Workshop practices have a significant contribution to skill acquisition among polytechnic students. It also reveals that there is significant influence of entrepreneur training on skill acquisition among polytechnic students. This corroborates the findings of Umar and Ma'aji (2010) who in their study present the state of facility in vocational educational institutions. According to them the facilities are very poor. They further stressed that there is a significant impact of workshop practice in fostering skill acquisition for vocational enterprise but according to them, the impact is not gender sensitive.

On the other hand, Afeti (2007) affirmed that the caliber of instruction in vocational educational institutions in Nigeria is poor because it places too much focus on theory and certification at the expense of skill development and competency. There was no significant gender differences on the perception of students towards entrepreneurial training in fostering skill acquisition for vocational enterprise. However, male students are more involved than their female counterparts. This is in agreement with the work of Onyene, Adebisi, Audu and Obi (2007) in their work conducted on the development of graduates with a focus on skills for the job market. The investigation found that the current physical and material resources in teaching vocational education institutions are grossly inadequate. Nevertheless, according to them they further revealed that though, workshop practice and entrepreneurial training have strong influence in fostering skill acquisition for vocational enterprise among polytechnic students but skill acquisition was not sensitive to gender.

Conclusion

In light of the study's results and theoretical position identified, it was concluded that the role of workshop instruction and training in entrepreneurship in fostering skill acquisition among polytechnic students cannot be overestimated. Also that workshop practice have significant effect on skill acquisition among polytechnic students. However, the result emphasized that there is no significant gender differences in fostering skill acquisition for vocational enterprise among polytechnic students.

Recommendations

In light of this study's conclusions, it was recommended among others that:

1. Efforts should be intensified to ensure that students should be given room for enduring workshop practice and entrepreneurial training.
2. Polytechnic in Nigeria should ensure its graduates have the necessary abilities to find work in the twenty-first century.
3. Students industrial training must be re-invigorated to enhance skills acquisition that are required for vocational enterprise.
4. Government and non governmental agencies should provide supports in terms of facility and materials needed for polytechnic students to be able to attain the mandate of their establishment of such educational institutions.

References

Ah Kim, S., yum Ryoo, & Joo A, H. (2017), Student customized creative education model based on open innovation, *Journal of Open Innovation: Technology, Market, and Complexity*, 3013,

Ankeli, G. O. (2019), Acquisition of entrepreneurial and scientific skills for youth self-sustainability and job creation towards national development in Nigeria. *World Journal of Entrepreneurial Development Studies*, 3(1), 24-31.

Ankeli. G.O. & Innocent, A. A. (2018). Entrepreneurial Education as a Paradigm for Educational Administration in Nigeria.

Auta, M. A. & Noleen. O. B. 1. M. (2018). Validation of strategies for effective vocational school public relations.

ISSN: 2714-2965 (Print)
ISSN: 2714-3449 (Online)

Bulgarian Journal of Science and Education Policy, 12(2). 303-313.

Bidunni, A. S., Olokundun, M. A., Abasilim. D. U., Olusanmi, O., & Salau. O. P. (2017). Theme: "Entrepreneurship and the Knowledge Economy".

Brimah. A. P., Otanipekun, D. P., Mustapha, O. P., & Rabiu, r. O. (2021). *Entrepreneurial training strategy and intention of serving youth corp members in Kwara State, Nigeria*. Hailmark university, 130.

Byun, C. G., Sung, C. S.. Park, J. Y., & Choi, D. S. (2018). A study on the effectiveness of entrepreneurship education programs in higher education institutions: A case study of Korean graduate programs. *Journal of Open Innovation: Technology. Market and Complexity*. (3). 26.

Chahar. D., Hatwal. D. & Arya. D. (2020). Role of professional education in developing entrepreneurial skill among female students an empirical research. *International Journal of Psychosocial Rehabilitation*, 24(4).

Dung. V. Duy-sters, G., & Cloodt, M. (2014). The role of entrepreneurship education as a predictor of university students' entrepreneurial intention. *International eminaremousikis and managemem journal*, 10(3), 623-641.

Ekong. G., & Kavookjian, J. (2016). Motivational interviewing and outcomes in adults with type 2 diabetes: a systematic review. *Patient education and counseling*, 99(6).944-952.

Ewomazino. U (2017) Entrepreneurial skill acquisition as a facilitator of employability Nigerian among Youths. *Covenant Journal Entrepreneurship*. 1(2),5122

Fatano, N., Shome. 8. & Macintyre. G. (2014). Workshops: a great way to enhance and supplement a degree. PhoNComput Biol, 10(2), e1003497.

Green V., & Denes, C (2017) Benefits of entrepreneurship education and training for engineering students in M17EC web of conferences 121, 12007). EDP Sciences

Lachikwu O. C. Lilian. O. O., & Chidiebere, O. M. (2015). Entrepreneurial development and job creation in selected local government areas in Enugu State. Nigeria, *International Journal of Managerial Studies and Research* (IJMSR).3(7). 41-58

lhos, B. C. Dunay. A., & Nostatabadi, S. (2016). Entrepreneurship Education Questions and Good Practices in Hungary and Central and Eastern European Countries. In The Asian Conference on Education (pp. 409-422),

Marques, C. S., Santos, G., Galvao, A., Mascarenhas, C., & Jastino, E. (2018). Entrepreneurship education, gender and family background as antecedents on the entrepreneurial orientation of university students. *International Journal of Innovation Science*, 10(1), 58-70. http://doi.org/10.1108/IJIS-07-2017-0067

Olaganju. A. L. Sarimiye. F., Olaganju. T. O., Habeebu. M. Y., & Aina, O. F. (2016). Child's symptom burden and depressive symptoms among caregivers of children with cancers: an argument for early integration of pediatric palliative care. *Ann Palliat Med*, 5(3), 157-165.

Oliver, B. (2015). Redefining graduate employability and work-integrated learning: Proposals for effective higher education in disrupted economies. *Journal of Touching and Learning For Graduate Employability*, 6(1), 56-65.

Ribic, D. & Ribic, 1, (2016). *Social Entrepreneurship. Economic and Social Development*: Book of Proceedings, 287.

Sanda, N. A. S. (2016), Identification of land suitability for agricultural use by applying morphometric and risk parameters based on GIS spatial analysis. *NotulaeBotanicae Horti Agrobotanici Cluj-Napoca.* 44(1), 302-312.