ASSESSMENT OF ENTREPRENEURSHIP SKILLS FOR THE ESTABLISHMENT OF SMALL AND MEDIUM SCALE BUSINESSES: PERSPECTIVES OF SCIENCE, TECHNICAL AND VOCATIONAL SCHOOLS' TEACHERS IN ENUGU STATE

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Abstract
This study assessed the entrepreneurship skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses in Enugu State. Two research questions and two null hypotheses tested at 0.05 significant level guided the study. A descriptive survey design was employed. The population consists of 152 rural and urban technical and vocational school teachers in Nsukka and Obollo Educational Zone of Enugu State. A sample of 110 respondents was drawn from the study population using Taro Yamane formula. The instrument for data collection which was a self-structured questionnaire was designed on a 4-point rating scale and was faced-validated by three experts. Cronbach Alpha Method was employed in computing the reliability estimate of the instrument whichyielded 0.77 for the entire instrument. Data collected were analyzed using mean and standard deviation to answer the two research questions while a t-test was employed in testing the two null hypotheses formulated at 0.05 level of significance. Findings revealed that to a large extent business opportunity skills and creativity skills are averagely acquired by rural and urban technical and vocational school students. In addition, there was no location variance in the mean opinions of technical and vocational school teachers on the opportunity skills. Nevertheless, there was location variance in the mean opinions of technical and vocational school teachers on creativity skills in favour of the rural technical and vocational school teachers. The researchers, therefore, recommend that technical and vocational school teachers should be retrained on the use of opportunity skills and creativity skills in their instruction delivery to ensure students' acquisition of requisite skills for self-employment.

Keywords: Entrepreneurship Education, Entrepreneurship Skills, Small and Medium Scale Business.

Introduction

The socio-economic problems confronting the African sub-region remained youth unemployment and poverty. Nigeria is facing a decline in the general living standard for its populace, basically resulting from unemployment and poverty (Abubakar et al., 2018). Graduate employability, however, is at a 36% rate (Stutern, 2016), which strongly indicates a serious problem inthe nation's graduate employability (Mahmoud & Garba, 2019). In line with this, the educational system needs to be overhauled in order to equip graduates with the requisite skills needed for employment.

The educational system is an ever-changing one which helps to develop an individual's skills and competence that can be functional to create value in a range of environments either from the state-owned, philanthropy, organization and universities in which technical and vocational education is not left out. Technical and vocational education helps to attain a sustainable level of economic development through embarking on entrepreneurial activities by the teachers and students of the institutions based on skill acquisition (Anorue & Madu, 2020).

Technical and vocational education programme provides the necessary business, economic, knowledge, skills and competencies needed to teach technical and vocational subjects in schools. Nevertheless, Igboke (2000) highlighted the following objectives of technical and vocational education: to develop basic skills for personal use in the future, to acquire basic knowledge and skills, to relate the knowledge and skills acquired to national development, to prepare students for further training in technical and vocational studies, to provide orientation and basic skills with which to start a life of work for those who may not undergo further training. Kanno and Onyeachi (2011) suggest that well-treasured objectives of technical and vocational education cannot be achieved if the emphasis is not laid on the importance of entrepreneurship skill acquisition while implementing the curriculum at the technical and vocational education level. Hence, the above objectives could be achieved through the development of entrepreneurship skills. Technical and vocational education prepares individuals for gainful employment and workable livelihood as well as development in terms of knowledge and skills (Saidu et al., 2017). However, Essia (2012) and Nwazor (2012) have decried the failure of the education offered in institutions to prepare students and possible graduates for real-life situations. In congruence, Obadaiki (2009) noted that the cause of the increased rate of unemployment among graduates is manifested in the lack of functional education that will bring about the training of the abundant human resources to be creative, innovative, entrepreneurial and business opportunity seekers that will transform opportunities and material resources into goods and services. Technical and vocational education prepares students to improve their skills, manage their business affairs, and function intelligently as citizens in a business economy (Inegbedion et al.,2015). It is pertinent to note that individuals' activities that convert ideas into economic opportunities lie inthe middle of entrepreneurship (Afolabi, 2015).

Entrepreneurship has received extensive attention among researchers over the past decades. Entrepreneurship has become a dominant issue in developed and under-developed nations as well because it develops efforts in improving the economic welfare and social growth of the nation (Värlander et al., 2020). According to Amadi and Chuku (2021), entrepreneurship is the process of bringing together creative and innovative ideas and

combining them with management and organization skills in order to combine people, money and resources to meet an identified need and thereby create wealth. Entrepreneurship seeks out investment opportunities, to establish and run an enterprise successfully (Amadi & Chuku, 2021). Entrepreneurship, in the opinion of Anorue and Madu (2020) locates and assesses business chances, meets the essential measures and executes activities to take the edge of those opportunities while leading the way by elevated attainment incentives. Entrepreneurship enables an individual to seek investment opportunities, establish using individual initiative to transform a business concept into a new venture and run an enterprise successfully (Osemeke, 2012). Entrepreneurship, according to Agomuo (2012) helps an individual to learn skills needed to assume the risk of establishing a business. Entrepreneurship has been acknowledged as one of the most important factors that contribute substantially to economic growth and development in every country (Yi, 2021; Li et al., 2020).The entrepreneurship spirit which is a pre-requisite to an entrepreneurial society is required for the overall economic growth of any nation especially developing ones like Nigeria. In the view of Nwachukwu and Nwamuo (2010) entrepreneurship involves the acquisition of skills, ideas and managerial abilities necessary for self-reliance. Nicolaou and Shane (2010) and Ndumanya (2012) view entrepreneurship as the engine driving the economy of nations creating new industries, young entrepreneurs, employment and wealth creation in society. The tendency that technical and vocational education students to becomeentrepreneur is not restricted to a particular skill. Different individuals will have a different mix of capabilities for demonstrating and acquiring entrepreneurial behaviours, skills and attributes (Gibb, 2007). These behaviours can be practised, developed and learned; hence it is important to expose all technical and vocational students to skills in entrepreneurship education (Agbim et al.,2013).

Entrepreneurship education is an emerging trend to develop an entrepreneurial mindset worldwide. Kalyoncuoğlu et al. (2017) view entrepreneurship education as associated with nurturing opportunity skills and creative skills that can be applied in real life. Entrepreneurship is considered the backbone of a country's economy (Neneh, 2022). Institutions worldwide offer multiple degrees, courses, and certifications to produce graduates with entrepreneurial competencies and mindsets (Turner & Gianiodis, 2018). Entrepreneurship education research results are meaningful in emerging nations to produce quality entrepreneurs (Iqbal et al., 2022). Previous studies have remarked that entrepreneurship education cultivates young talents and develops entrepreneurial intention among individuals to become entrepreneurs (Jena, 2020). Jiatong et al. (2021) argued that with an increasing number of university graduates, appropriate job searching has become a serious concern in the higher education system.

Entrepreneurship skills are business skills which an individual acquires to enable him to function effectively in the turbulent business environment as an entrepreneur. Amadi and Chuku (2021) added that the acquisition of entrepreneurial skills means combining personal characteristics, and financial resources within one's environment and taking advantage of them for a rewarding outcome. Entrepreneurship skill develops in individual skills such as creativeness, self-independence, inventiveness and action orientation (Anorue & Madu, 2020). Successful entrepreneurship hinges upon the possession of business opportunity skills and creativity skills.Agbonifoh et al. (1999)

defined entrepreneurship skills as skills relating to identifying business opportunities and receiving a sustainable income from these opportunities. According to Folahan and Omoriyi (2016), entrepreneurship skills are business skills which an individual acquires to enable him to function effectively in aturbulent business environment as an entrepreneur. Davidson and Honig (2003) maintained that entrepreneurship skills development is a programme of human capital development and a requirement for instilling and preserving an entrepreneurial ambience in an economy. In this vein, Umunadi (2014) stated that entrepreneurship skills are business opportunity skills and creativity skills which an individual acquired personally to function effectively as an entrepreneur and be self-reliant. Most entrepreneurial skills come fromlearning and practising(Erhurum, 2017). These skills consist of the effective utilization of ideas, information, and facts that help an apprentice develop competence and become a productive employee of an organisation (Mbanefo & Eboka, 2017). Brouwer (2002) opined that the acquisition of entrepreneurial skills means possessing the ability to find and evaluate business opportunities, gather the necessary resources, initiate appropriate actions to ensure success and implement actions to take advantage of opportunities for rewarding outcomes. Nevertheless, entrepreneurship skills embedded in technical and vocational schools need to be explored and learned by their prospective graduates for them to succeed as later entrepreneurs (Amadi & Chuku, 2021). Hence, entrepreneurship skills are required to enable technical and vocational trainees to turn ideas into deeds which is the basis for building skills development in technical and vocational education. Risk reduction, search for new sources of innovation, utilization of creative tools, and learning from the market are skills that every prospective entrepreneur needs to have (Lumpkin & Dess, 2001; Wiklund &Shepherd, 2005).

In order for an apprentice to be successful in executing effective small and medium-scale business to its fullest, certain entrepreneurial business skills are required to be put in place for a small and medium-scale business enterprise over a long period of time (Saidu et. al., 2017). This cuts across two key areas, namely: business opportunity and creativity skills. The business opportunity enables a trainee to explore business opportunities after careful deliberations such as reorganisingcertain seasonal patterns in market behaviour, subtle differences in the quality of goods and ways to identify whether resources are been used efficiently (Holcombe, 2021). Business opportunities skills arise from intuitive knowledge, information, experience and sensitivity to the economic environment (Akpan, 2022). Amadi and Chuku (2021) further stated that such knowledge might be acquired by experience and may be difficult to articulate to others. Creativity skills, on the other hand, equip an apprentice to accept change and newness, a willingness to play with ideas and possibilities, a flexibility of outlook, and the habit of enjoying the good while looking for ways to improve it (Harris & De Bruin, 2018). Creativity skill also equips an apprentice to generate solutions to problems by the forces of imagination and reasoning (Storey, 2016), generate and implement novel ideas in order to establish a new venture (Akpan, 2022), and consist of anticipation and commitment (Amadi and Chuku, 2021).

When these entrepreneurial skills are adequately put into use, the possibility of the existing small and medium-scale business venture to prosper over time will be highly effective and can sustain the owner for a long period of time, thereby contributing to government revenue and employability (Saidu etal, 2017). In the study of Gidado and

Akaeze (2014), technical and vocational education is seen as a skill-based course which instills entrepreneurial skills in the recipient. Through entrepreneurial skills, technical and vocational students are furnished to find innovative procedures and practices fascinating. In this regard, entrepreneurship skills in technical and vocational education can be resolved to serve as an important element in the development of a nation for increasing and enhanced levels of economic growth that continues to develop new modern ideas for a progressive national economy. Essential entrepreneurial skills may be achieved adequately when individuals are educated with knowledge and skills in several course-related areas in line with the needs and demands of the labour market.Consequently, McClelland's phychological theory needs to be overhauledin order to instill entrepreneurial spirit inindividuals to enable them fit into the demands of the labour market.

McClelland's psychological theory of motivation postulated that traits, motives and personalities are major motivating factors that instill an entrepreneurial spirit in an individual. The psychologist was of the view that there is an inner urge in someone that makes an entrepreneur desire a change of status and environment that may lead to innovation (McClelland, 1961). The inner urge should be injected into students to see a desire for a change of status that inspires them to generate ideas and also energize them to pursue small and medium-scale businesses for economic growth and achievement in life. Hagen (1963) theory of social change centers on various social contexts that enable the opportunities entrepreneurs leverage on. In furtherance of Hagen's sociological theory, Kilby (1971) added that entrepreneurship results from "adaptation". For students to be an entrepreneur, theymust be ready to adapt to theirenvironment for easy identification of business opportunities. Adaptation metamorphoses into reality as an enterprise. Schumpeter (1952) marked innovation as a theory of entrepreneurship. In his work, Schumpeter saw innovation as a major force behind entrepreneurship. Schumpeter argued that "every growth-oriented venture is a function of innovation without which theory of entrepreneurship does not exist". The implication of Schumpeter's theory of entrepreneurship is that entrepreneurs must not only be innovative but should also be creative.

Some studies have been carried out on the assessment of entrepreneurship skills. For example, a study was conducted by Agommuoh and Akanwa (2014) who investigated secondary school teachers' perception of entrepreneurship skills needed for global competitiveness. Findings indicate that the majority of teachers were adamant that entrepreneurship abilities were necessary for global competitiveness and these skills include management, communication, the capacity for effective planning, competitiveness, and the willingness to take risks. Ugwokeet al. (2014) sought the opinions of principals and secondary school teachers on poverty reduction through entrepreneurship education in senior secondary schools in Enugu State. Findings revealed that there was no discernible difference between male and female teachers in terms of the advantages of entrepreneurship instruction in Enugu State's senior secondary schools. In evaluating the effectiveness of entrepreneurial education in reducing poverty in the six educational zones of Enugu state, Okoli and Binuomote (2015) dealt with the various entrepreneurial skills training needed by business education students for successful entrepreneurship development with implications for colleges of education in Nigeria. Findings revealed that information and communication technology (ICT) skill, risk management skill training and

innovative skill training are needed for successful entrepreneurship. In determining the entrepreneurial skills training needed by business education students for entrepreneurial development in six colleges of education in the southwest geo-political zone, (Okoli&Binuomote, 2015) considered location, gender, and parental business background. Ismail et al., (2019) investigated the relationship between student's perception of the effectiveness of entrepreneurship programmes and entrepreneurial skills in a Malaysian Public University. Findings showed that there was a slight but favorable association between students' judgments of the development of their entrepreneurial talents and their opinions of the efficacy of entrepreneurship programs. Muhammad et al. (2020) examined the effectiveness of entrepreneurship education in developing entrepreneurship skills in senior secondary school students for community development in Kano Metropolis, Nigeria. Findings revealed that there was no discernible difference in the average views of senior secondary school teachers between male and female educators on the importance of entrepreneurship education for community development. Anorue and Madu (2020) explored the advancement of entrepreneurship skills development in business education for sustainability in Nigerian tertiary institutions. Findings revealed that entrepreneurship skill acquisition in business education involves the mastery, development of unconventional talents and expertise in key areas such as creativity, determination, competitiveness and knowledge. Anorue and Madu (2020) considered the developmental stages and challenges constraining entrepreneurship skills but neglected location as an exogenous variable while investigating how entrepreneurial education was developing in Nigerian tertiary institutions for sustainability in Enugu state. Omini and Beshigim (2021) determined the relationship between entrepreneurial skills (i.e., acquisition of indexing skills and book publishing skills) and retention ability among students of the Faculty of Education, University of Calabar, Cross River States. Findings revealed that entrepreneurial abilities (i.e., learning indexing and book publishing abilities) strongly influence retention capacity. Omini and Beshigim (2021) considered learning indexing and book publishing abilities as intrinsic variables but neglected location as an independent variable in its link with retention ability amongstudents of the Faculty of Education, University of Calabar, Cross River States. Okoro (2021) examined the entrepreneurship skills needed by Nigerian tertiary institution students and graduates for global relevance. Findings revealed that students and graduates have very different perspectives on entrepreneurship abilities and information and communication technology (ICT) skills required for global relevance, with the graduates generally holding these views. In the course of investigating the entrepreneurship competencies required of Nigerian tertiary institution students and graduates for global relevance in three polytechnics, four colleges of education, and at Delta state university, Abraka, Delta State, Okoro (2021) considered information & communication technology (ICT) as part of the entrepreneurship skills. Amadi and Chuku (2021) examined the entrepreneurship skills acquired by senior secondary school students for the establishment of small-scale businesses in River State. Findings revealed that senior secondary school students typically develop business potential skills and creative talents for starting small enterprises. In the course of investigating senior secondary school pupils' entrepreneurial abilities for starting small enterprises, Amadi and Chuku (2021) considered business opportunity skills and creativity skills as innate features of entrepreneurship skills. Akeke et al., (2022) examined the differences between the responses of federal

universities and state universities on entrepreneurial skills (i.e., strategic planning skills, marketing skills and management skills) required for business education graduates' employability in Cross River State. Findings revealed that strategic planning skills, marketing skills and business management skills are needed for successful entrepreneurship training of federal and state university students. In the process of comparing the responses of federal and state institutions regarding the managerial, marketing, and strategic planning skills necessary for business education graduates to be employable atCross River State University of Technology and University of Calabar, Akeke et al., (2022) considered undergraduate students as exogeneous variable.

It could be observed that in all the reviewed studies, none considered the influence of location in the acquisition of entrepreneurial skills. However, only few studies considered location but were not situated on the opportunity and creativity skills acquired by urban and rural entrepreneurs. Thus, the need for this study, which investigated the entrepreneurship skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses in Enugu State. Thus, this study centers on one of the ways to reducethe noticeable large-scale unemployment chronicle that has since been staring at the rural and urban technical and vocational schools' graduates in recent times. Unemployment is one of the most disturbing problems facing federal, state governments and unemployed graduates of rural and urban technical and vocational institutions. Most Nigerian technical and vocational graduates and youths do not have access to the requisite entrepreneurship training and equipment. Entrepreneurial learning environment and support tools are also not available in our rural and urban technical and vocational schools. Adequate technical and vocational teachers to provide the needed appropriate opportunity skills and creativity skills are not available and where available they are in shortfall. The situation has been exacerbated by the mass production of graduates from technical and vocational institutions without any commensurate arrangement for their gainful employment. The ugly situation has resulted in economic poverty among rural and urban graduates thus requiring a wayout through entrepreneurship education transformation in Nigerian technical and vocational institutions. The question here is can exposure of rural and urban technical and vocational school students to opportunity skills and creativity skills alleviate the plight of unemployment prevalent among Nigerian graduates by equipping them with the necessities of small and medium-scale businesses?

Purpose of the study

The purpose of this study was to investigate the entrepreneurship skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses in Enugu State. Specifically, the study sought to ascertain the:

1. opportunity skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses in Enugu State.
2. creative skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses in Enugu State.

Research questions: The following research questions guided the study:

1. What are the mean ratings of the opportunity skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses?
2. What are the mean ratings of the creativity skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses?

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

1. There is no significant mean difference in the mean opinion ratings of rural and urban technical and vocational school teachers on the opportunity skills acquired by their students for the establishment of small and medium-scale businesses.
2. There is no significant mean difference in the mean opinion ratings of rural and urban technical and vocational school teachers on the creativity skills acquired by their students for the establishment of small and medium-scale businesses.

Methodology

The study adopted a descriptive survey research design since the opinions of respondents were sought. According to Nworgu (2015), a survey design refers to one in which a group of people or items are studied by gathering and analyzing data from a few people or items selected as a representative of the entire group. Akeke et al., (2022), Amadi and Chuku (2021), Okoro (2021), Omini and Beshigim (2021), Anorue and Madu (2020), Muhammad et al., (2020), Ismail et al., (2019), Okoli and Binuomote (2015), Agommuoh and Akanwa (2014), and Ugwokeet al., (2014) have recently utilized this design in similar studies. The study was carried out in Enugu state, Nigeria precisely Nsukka and Obollo Educational Zone which comprised Nsukka L.G.A.; Igbo-Etiti L.G.A.; Uzo-Uwani L.G.A. and Udenu L.G.A.; Igbo-Eze North L.G.A.; Igbo-Eze South L.G.A. respectively. There are 15 government-owned technical and vocational schools in Nsukka Educational Zone (i.e., three in Nsukka L.G.A, three in Igbo-Etiti L.G.A., and three in Uzo-Uwani L.G.A.) and Obollo Educational Zone (i.e., four in Udenu L.G.A, two in Igbo-Eze North L.G.A., and none in Igbo-Eze South L.G.A.). In Nsukka Educational Zone, eight of the technical and vocational schools are co-educational while one is female-dominated. Seven of the technical and vocational schools are located in the rural area while the remaining two are located in the urban area. In Obollo Educational Zone, six of the technical and vocational schools are co-educational. Three of the technical and vocational schools are located in the rural area while the remaining three are located in the urban area. The population of the study consists of 152 technical and vocational school teachers in Nsukka and Obollo educational zone of Enugu state. A breakdown of the figure depicts 91 rural and 61 urban technical and vocational school teachers respectively. *(Source: Academic Record Unit of the Science Technical and Vocational Management Board Nsukka {STVSMB}, 2021/2022)*. Taro Yamane formular was used to select 110 rural and urban technical and vocational school teachers' respondents as sampling size for the study.The instrument for data collection was a structured questionnaire titled "Questionnaire on the Assessment of Entrepreneurship Skill Acquired for the

Establishment of Small and Medium Scale Businesses (QAESAESMSB)". For the sake of this study, QAESAESMSB was adapted with slight modifications from Amadi and Chuku (2021) 16-item Entrepreneurship Skill Survey (ESS). The instrument has three parts: section "A" focused on the respondent's demographic data; section "B" contains two clusters, B1 and B2 with 16 items covering the research questions. The questionnaire was structured on a 4-point rating scale of Highly Acquired (HA–4 points); Averagely Acquired (AA–3 points); Acquired (A–2 points); and Not Acquired (NA–1 point) respectively. To ensure that the instrument was valid and reliable, it was subjected to face validity. The researchers requested the experts to validate the instrument considering the ambiguity and appropriateness of the items of the instrument. The validity of the instrument was established by two experienced Business Educators from the Department of Business Education and another from the Department of Measurements and Evaluation, all from the School of Education, Federal College of Education, Eha-Amufu, Enugu State. After the face validation, the instrument was trial tested on a sample of thirty-five (35) technical and vocational school teachers under the Enugu Educational Zone which was not among the sampled technical and vocational schools in the sampled area. This was to avoid biasness and test-wise effect on the topic. After the trial testing, the reliability of the instrument was determined using the Cronbach Alpha formula. The choice of this reliability estimate was because the instrument is a polytomously scored item (Questionnaire), i.e., each item of the instrument has no preferred answer (right or wrong). The reliability coefficient obtained was 0.77 which indicates that the instrument was valid and reliable for the study. Out of 110 copies of the questionnaire distributed, 100 were correctly filled and used for the study. A special analytical package called IBM SPSS (Statistical Package for the Social Sciences) Statistics version 23 was used for the data analyses in this study. The data collected were analyzed using descriptive statistics (i.e., mean and standard deviation) to answer the research questions while independent samples t-test statistic was used to test the null hypothesis at 0.05 level of significance. Since the 4-point rating scale was used for the instruments, the decision rule was based on the midpoint for the scale, which is 2.50. Therefore, a mean rating of equal to or greater than 2.50 wasaccepted as AGREED while a mean less than 2.50 was regarded as DISAGREED. Furthermore, the null hypothesis will be rejected when the P–value is greater than the significance (0.05) and vice versa

Results

Data analysis indicated that the location proportion was imbalanced with 31% of rural technical and vocational school teachers and 69% of urban technical and vocational school teachers. Furthermore, there was a variance in the type of technical and vocational schools with 7% for female-dominated technical and vocational schools, 13% for male technical and vocational schools, and 80% for co-educational technical and vocational schools. The majority of the rural and urban technical and vocational school teachers had engineering backgrounds with about 72%. Most of the rural and urban technical and vocational school teachers had at least attended one entrepreneurship workshop conducted by the Science Technical and Vocational Schools Management Board (STVSMB).

In this sub-heading, the results of the investigation were presented in accordance with the research questions and hypotheses that guided the study.

Research question 1: What are the mean ratings of the business opportunity skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses?

Table 1: *Mean and Standard Deviation on business opportunity skills acquired by rural and urban technical and vocational school students for the establishment of small and medium scale businesses in Enugu State*

Group Statistics						
	Items/Statements	Location	N	Mean	Std. Deviation	Interpretation
1.	Recognize the demands of the populace.	Rural	31	3.10	.94	Averagely Acquired
		Urban	67	2.97	1.00	Averagely Acquired
2.	Discern a shift in the market behavior.	Rural	30	3.20	.81	Averagely Acquired
		Urban	69	3.13	.92	Averagely Acquired
3.	Preserve data on business opportunities.	Rural	30	3.17	.79	Averagely Acquired
		Urban	69	3.01	.88	Averagely Acquired
4.	Choose business strategies.	Rural	31	3.00	1.00	Averagely Acquired
		Urban	69	2.94	.82	Averagely Acquired
5.	Analyze upcoming developments.	Rural	30	2.83	.95	Averagely Acquired
		Urban	69	2.88	.95	Averagely Acquired
6.	Engage with the clients, partners, and lenders of the stakeholder.	Rural	31	2.77	.99	Averagely Acquired
		Urban	69	2.70	1.05	Averagely Acquired
7.	Invent business ventures.	Rural	31	2.81	.99	Averagely Acquired
		Urban	68	2.82	1.09	Averagely Acquired
8.	Take advantage of the chance to benefit.	Rural	31	2.94	.93	Averagely Acquired
		Urban	68	2.68	1.06	Averagely Acquired
	Overall	Rural	31	23.52	4.31	Averagely Acquired
		Urban	69	22.97	4.14	Averagely Acquired

Note: Highly Acquired (HA–4 points); Averagely Acquired (AA–3 points); Acquired (A–2 points); and Not Acquired (NA–1 point) *Source: Field Survey, 2023*

The result in Table 1 aboveindicates that technical and vocational school teachers in the rural and urban locations reacted positively to the eight items as averagely acquired implying that all the items were business opportunity skills needed for the establishment of small and medium-scale businesses. The mean of the business opportunity skills for rural and urban technical and vocational school teachers ranged from 2.77 to 3.20 and from 2.68 to 3.13 respectively. The overallmean score of 23.52 and 22.97 for the rural and urban respectively indicates that there areaverage business opportunity skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses but the rural teachers had a higher mean than the urban teachers.

Hypothesis 1: There is no significant mean difference in the opinion of rural and urban technical and vocational school teachers on the opportunity skills acquired by their students for the establishment of small and medium-scale businesses.

Table 2: *Independent t-test statistics on the opinion of urban and rural technical and vocational school teachers on the opportunity skills acquired by their students for the establishment of small and medium-scale businesses*

Variable	Group	N	Mean	Std. Dev.	Std. Err.	df	t_{-cal}	P_{-value}
Location	Rural Tech. & Voc. Sch. Teachers.	31	23.516	4.3118	0.7744	98	0.601	0.549
	Urban Tech. & Voc. Sch. Teachers.	69	22.971	4.1372	0.4981			

Not Significant at P = 0.05

Results in Table 2 showed that there is no significant difference ($p > .05$) between the mean opinions of rural and urban technical and vocational school teachers on the opportunity skills acquired by their students for the establishment of small and medium scale businesses since the $t(98) = 0.601,\ p = 0.549$. Consequently, we fail to reject the null hypothesis. The inference drawn is that the opinion of rural and urban technical and vocational school teachers is the same on the opportunity skills acquired by their students for the establishment of small and medium-scale businesses.

Research question 2: What are the mean ratings of the creativity skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses?

Table 3: *Mean and Standard Deviation on creativity skills acquired by Rural and Urban technical and vocational school students for the establishment of small and medium-scale businesses in Enugu State*

	Items/Statements	Group Statistics: Location	N	Mean	Std. Deviation	Interpretation
1.	Come up with novel solutions for already available local products.	Rural	31	2.97	.98	Averagely Acquired
		Urban	69	2.81	.97	Averagely Acquired
2.	Reassemble resources to create new items to replace existing local products.	Rural	31	2.84	.97	Averagely Acquired
		Urban	68	2.63	.88	Averagely Acquired
3.	Enhance local products or services.	Rural	31	2.81	.70	Averagely Acquired
		Urban	69	2.74	.90	Averagely Acquired
4.	Use innovative packaging designs to increase product marketability.	Rural	31	2.97	.88	Averagely Acquired
		Urban	68	2.47	.91	Acquired
5.	Devise novel strategies of action.	Rural	31	2.94	.85	Averagely Acquired
		Urban	69	2.55	.99	Averagely Acquired
6.	Plan your approach to competing.	Rural	31	2.97	.80	Averagely Acquired
		Urban	68	2.53	1.01	Acquired

7.	With the right tactics, add value to goods and services.	Rural	31	2.71	.94	Averagely Acquired
		Urban	69	2.57	.98	Averagely Acquired
8.	Make decisions based on pertinent information.	Rural	31	2.90	1.08	Averagely Acquired
		Urban	69	2.55	.93	Averagely Acquired
	Overall	Rural	31	23.10	4.41	Averagely Acquired
		Urban	69	20.74	4.21	Averagely Acquired

Note: Highly Acquired (HA–4 points); Averagely Acquired (AA–3 points); Acquired (A–2 points); and Not Acquired (NA–1 point).*Source: Field Survey, 2023*

The result in Table 3 depicts that technical and vocational school teachers in rural and urban locations reacted positively to all eight items implying that all the items were creativity skills which are to a large extent averagely acquired for the establishment of small and medium scale businesses. The mean of the creativity skills for rural and urban technical and vocational school teachers ranged from 2.71 to 2.97 and from 2.47 to 2.81 respectively. The overall mean score of 23.10 and 20.74 for the rural and urban respectively indicate that there are average creativity skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses. However, rural school teachers in technical and vocational schools had a higher mean than urban school teachers.

Hypothesis 2: There is no significant mean difference in the opinion of RURAL and URBAN technical and vocational school teachers on the creativity skills acquired by their students for the establishment of small and medium-scale businesses.

Table 4: *Independent t-test statistics on the opinion of Urban and Rural Technical and Vocational School Teachers on the Creativity Skills Acquired by their Students for the Establishment of Small and Medium Scale Businesses.*

Variable	Group	N	Mean	Std. Dev.	Std. Err.	df	t_{-cal}	$P_{\neg value}$
Location	Rural Tech. & Voc. Sch. Teachers	31	23.097	4.4148	0.7929	98	2.550	0.012
	Urban Tech. & Voc. Sch. Teachers	69	20.739	4.2136	0.5073			

Not Significant at P = 0.05

Results in Table 4 showed that there is a significant mean difference $(p < .05)$ between the mean opinions of rural and urban technical and vocational school teachers on the creativity skills acquired by their students for the establishment of small and medium-scale businesses since the $t(98) = 2.550,\ p = 0.012$. Consequently, we reject the null hypothesis because we have sufficient evidence to assert that there is a significant mean difference $(p < .05)$ in the mean opinions of rural and urban technical and vocational school teachers on the creativity skills acquired by their students for the establishment of small and medium scale businesses at alpha level (0.05). The inference drawn is that the opinion of rural technical and vocational school teachers is more accepted than that of the

urban technical and vocational school teachers on the creativity skills acquired by their students for the establishment of small and medium-scale businesses.

Discussion of findings

Various findings emerged from the data obtained from the study which investigated the business opportunity skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses in Enugu State through their teachers. The study revealed that the business opportunity skills which were averagely acquired by rural and urban technical and vocational school students include recognizing the demands of the populace; discerning a shift in the market behavior; preserving data on business opportunities; choosing business strategies; analyzing upcoming developments; engaging with the clients, partners, and lenders of the stakeholder; inventing business ventures; and taking advantage of the chance to benefit. These findings align with that of Amadi and Chuku (2021) who deduced that theacquisition of business opportunity skills as a critical entrepreneurship skill would assist an entrepreneur to undertake series of business exploitation activities such as raising financial resources, gathering information about the business opportunity, designing appropriate business transaction model and effective budgeting. Supporting these findings, Akpan (2022) maintained that business opportunity skills would assist an entrepreneur to exploit business opportunities after careful deliberation. Ardichvili et al. (2003) validate this finding by affirming that business opportunity skills would assist an entrepreneur to pursue entrepreneurial opportunities. These findings are in accordance with that of Okoro (2021) who found that the entrepreneurship skills needed by students and graduates of tertiary institutions include trade show planning, promotion, and execution; ability to know gross and net profit; ability to process inventories; ability to keep debtors ledgers; marketing plan evaluation and development; ability to prepare ledgers and extract the trial balance; ability to prepare daily cash reports; ability to interpret financial statement;ability to know sources of funds; ability to prepare final accounts, profit and loss accounts and the balance sheet; ability to avoid unplanned expenditures and to prepare simple budget; ability to prepare bank reconciliation statements; print advertising programs; ability to understand payroll and various deductions; directing; ability to acquire the skill of preparing financial statements; and ability to keep sales and purchases records. This finding agrees with the study of Akeke et al., (2022) who found that strategic planning skills and marketing skills are needed for successful entrepreneurship training of federal and state university students. The findings are in line with Chang and Rieple (2013) who found that entrepreneurship education programmes may be improved by scheduling skills training in a more structured and timely manner than typically occurs now. This also corresponds with Saidu et al., (2017) who reported that proper implementation of technical and vocational education will equip youths with skills, knowledge and attitudes for capacity development, self-reliance and revenue generation. This finding gives credence to the study of Ekpenyong and Ojo (2008) who identified some management skills, such as the ability to plan, organize and manage small scale businesses, the ability to maintain business ethics and the ability to interpret market information, the ability to develop skills for effective supervision and coordination as well as the ability to apply integrating skills.The finding is also in line with Okpan (2006), who identified marketing skills to include the ability to capture customers' attention and retain their patronage, the ability to

promote and sell the organization's products, the ability to analyse demand and supply situations, ability to possess the demeanour for effective salesmanship.

Furthermore, a corresponding hypothesis revealed that there is no significant difference between the mean opinions of rural and urban technical and vocational school teachers on the opportunity skills acquired by their students for the establishment of small and medium-scale businesses. There was no location disparity in the opinions of rural and urban technical and vocational school teachers on the opportunity skills acquired by their students for the establishment of small and medium-scale businesses implying that rural and urban technical and vocational school teachers are at par in their opinions of the opportunity skills acquired by their students for the establishment of small and medium scale businesses. This finding may be a result of the fact that rural and urban technical and vocational school students are proactive in brainstorming new business ventures and expanding an existing business idea that iscapable of driving business growth. These findings agree with the study of Amadi and Chuku (2021) who found that senior secondary school students typically develop business potential skills for starting small enterprises. This finding agrees with the study of Akeke et al., (2022) who found that business management skills are needed for successful entrepreneurship training of federal and state university students. This finding agrees with the study of Jones et al., (2000), who identified some of the entrepreneurship skills needed by graduates to include technical, human, conceptual and business management skills.

The study also evaluated the creativity skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses in Enugu State through their teachers. From the data obtained in the field, the study revealed that the creativity skills which the majority were averagely acquired by rural and urban technical and vocational school students comprise enacting novel solutions for already available local products; reassembling resources to create new items to replace existing local products; enhancing local products or services; using innovative packaging designs to increase product marketability; devising novel strategies of action; planning our approach to competing; adding value to goods and services with the right tactics; making decisions based on pertinent information. Nevertheless, urban teachers in technical and vocational schools appear to differ a little in using innovative packaging designs to increase product marketability and planning our approach to competing. These findings are in line with that of Amadi and Chuku (2021) who concluded that creativity skills also a critical entrepreneurship skill would help the entrepreneur to accept changes and newness, experiment with new possibilities and opportunities, be flexible in their disposition, show anticipation and commitment to new business opportunities and environment. These findings are in accordance with that of Okoro (2021) who found that the entrepreneurship skills needed by students and graduates of tertiary institutions include trade show planning, promotion, and execution; ability to know gross and net profit; ability to process inventories; ability to keep debtors ledgers; marketing plan evaluation and development; ability to prepare ledgers and extract the trial balance; ability to prepare daily cash reports; ability to interpret financial statement;ability to know sources of funds; ability to prepare final accounts, profit and loss accounts and the balance sheet; ability to avoid unplanned expenditures and to prepare a simple budget; ability to prepare bank reconciliation statements; print advertising programs; ability to understand payroll and various

deductions; directing; ability to acquire the skill of preparing financial statements; and ability to keep sales and purchases records. The findings are in line with Chang and Rieple (2013) who found that entrepreneurship education programmes may be improved by scheduling skills training in a more structured and timely manner than typically occurs now. This also corresponds with Saidu et al., (2017) who reported that proper implementation of technical and vocational education will equip youths with skills, knowledge and attitudes for capacity development, self-reliance and revenue generation. Thisalso agrees with the study of Agommuoh and Akanwa (2014) who found that the majority of teachers were adamant that entrepreneurship abilities such as management, communication, the capacity for effective planning, competitiveness, and the willingness to take riskswere necessary for global competitiveness.

In addition, a commensurate hypothesis revealed that there is a significant difference between the mean opinions of rural and urban technical and vocational school teachers on the creativity skills acquired by their students for the establishment of small and medium-scale businesses in favour of the rural technical and vocational school teachers. This result portrays a clear indication that there is location bias in the opinions of rural and urban technical and vocational school teachers on the creativity skills acquired by their students for the establishment of small and medium-scale businesses implying that rural and urban technical and vocational school teachers are not on the same footing in their opinions of the creativity skills acquired by their students for the establishment of small and medium scale businesses. This may have arisen from the fact that rural technical and vocational school students are more enterprising in generating and implementing novel ideas towards establishing a new business venture than their urban counterparts.These findings corroborate the study of Amadi and Chuku (2021) who found that senior secondary school students typically develop creative talents for starting small enterprises.These findings are in line with the study of Okoro (2021) who found a significant difference between the entrepreneurship skills needed by students and graduates and attributed it to the fact that graduates realized the importance of entrepreneurship skills during the national youth service year than their undergraduate counterparts. This finding corresponds with the finding of Anorue and Madu (2020) who found that entrepreneurship skill acquisition involves the mastery, development of unconventional talents and expertise in key areas such as creativity, determination, competitiveness and knowledge.

Therefore the study shows that technical and vocational educators were aware that they were not adequately teaching entrepreneurship skills in practice while the student were not sure of getting the right entrepreneurship skill from the educators. It is therefore imperative to note that technical and vocational students needed all the business opportunity skills and creativity skills in order to equip themselves to become an entrepreneur.

Conclusion and recommendations

The entrepreneurship skills acquired by rural and urban technical and vocational school students for the establishment of small and medium-scale businesses in Enugu State wereinvestigated and we found that to a large extent business opportunity skills and creativity skills are averagely acquired by rural and urban technical and vocational school students. In addition, there was no location variance in the mean opinions of technical and

vocational school teachers on the opportunity skills. Nevertheless, there was location variance in the mean opinions of technical and vocational school teachers on creativity skills in favour of the rural technical and vocational school teachers.The following recommendations are proffered to produce trained educated rural and urban technical and vocational men and women who can function effectively in society:

a) Science Technical and Vocational Schools Management Board (STVSMB) should retrain rural and urban technical and vocational school teachers by organizing seminars and workshops on the use of various entrepreneurship skills in their instructional delivery to ensure students' acquisition of opportunity skills and creativity skills for the establishment of small and medium scale businesses.
b) Science Technical and Vocational Schools Management Board (STVSMB), both inthe rural and urban regions should incorporate the relevant entrepreneurship skills (i.e., opportunity skills and creativity skills) into their curriculum instructional delivery to prepare students for self-employment.

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