

Entrepreneurial Skills as Correlate of Technical and Vocational Education in Rivers State, Nigeria

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Abstract

The study investigated Entrepreneurial Skills as correlate of Technical and Vocational Education in Rivers State. It adopted the correlational research design. The study operationalized entrepreneurial skills into variables of conceptual, social trading, and computer application skills to correlate with Technical and Vocational Education (TVET). The study used a population of 405 which comprised of final year students in two Rivers State owned polytechnics and one university in Rivers State Nigeria. It adopted the stratified sampling technique to arrive at 250 as sample size. The study used questionnaire instrument tagged, "Entrepreneurial Skills and Technical and Vocational Education Questionnaire" (ETVETQ), and used the modified likert scale of Very High Extent (4), High Extent (3), Low Extent (2), Very Low Extent (1). The instrument was validated by a Measurement and Evaluation expert from the Rivers State University, Port Harcourt, Rivers State, Nigeria. The tested reliability of the instrument showed .934>.71 which showed that the instrument was reliable. The three research questions were answered using mean and standard deviation while the three null hypotheses were tested using Pearson Product Correlation Coefficient (PPMC). The study found that the variables of conceptual skill, social trading skill and computer application skill significantly correlate with Technical and Vocational Education in Rivers State. The study concluded that teachers of Technical and Vocational Education should emphasize the entrepreneurial elements of technical education rather than dwell on mere academic rhetoric. It recommended among others that technical training institutions such as the polytechnics should have a liaison unit with the industrial sector, otherwise termed the Gown and Town Centre, where students would be given direct world of work exposure before graduation.

Keywords: Entrepreneurial Skills, Social Trading, Conceptual Skill, Computer Application Skill, TVET, Rivers State.

Introduction

Entrepreneurship does not exist in a vacuum. Entrepreneurship derives from learning, which gives rise to skills. When a people acquire skills through training and in this case, technical and vocational education, they acquire skills that will lead to economic or commercial gains. The process of learning or acquiring technical skill to gain economic independence either by working for self or working for another is the per-meditation of this paper. Technical and Vocational education should be able to instill skills such as conceptual, social trading and computer applications to learners to be able to gain entrepreneurial skills

in the contemporary era. Entrepreneurial skills can be acquired through technical and vocational education. Such skills as conceptualization, social trading and computer skills. When students are enrolled in technical schools and cultured with the intent of acquiring life skills, entrepreneurship begins. When teachers or administrators of Technical and Vocational Education practice entrepreneurship, the learners learn and practice in the future.

Entrepreneurial skills are both tangible and intangible tools of motivation that enhances any business venture. Entrepreneurial sense in any adventure connotes the intention to make profit. It implies that one has acquired such skills that should be accepted in exchange for commercial value. It is the seriousness accorded any economic activity. In the case of Technical and Vocational Education based industries, the need to acquire entrepreneurial skills will aid in harnessing or sustaining the development of the economy of learners and grow the Gross Domestic Product (GDP) of the nation. Technical and Vocational Education appears not to have measured up like other due to apparent neglect of human talents in the form of entrepreneurial skills. This study targeted proven entrepreneurial skills that have helped develop other regions of the world. According to Nweke (2023) entrepreneurial skills such as conceptual, financial management and social trading skills have not only grown other sectors such power and energy, manufacturing, service but also have the tendency of developing Technical and Vocational Education based industries in Africa and beyond. The study therefore limited itself to the investigation of the aforesaid entrepreneurial skills on Technical and Vocational Education as it affects such institutions in Rivers State, Nigeria, West Africa.

The development of conceptualization skills is pivotal in developing the Technical and Vocational Education. Conceptual skill development will also help them become effective thinkers in all aspects of lives. This study sees conceptualization as both the imaginative and mind moulding stage of skill acquisition. Technical and Vocational Education should be able to provoke students or learners into innovations. Nigerian TVET system should be create inventors: men and women who get motivated in the classroom, laboratories to solve problems emanating from peculiar environment. Technical and Vocational Education in Rivers State should lead thoughts into ideas of harvesting our solar endowments, hydro-laden environment, wind, for instance to solve our energy crisis (Omoera, 2023). Can our type of TVET lead to local production of metering devices? How can learners be made to think ways to tinker solutions and work towards such solutions could be a major skill.

Computer skill could be all encompassing in all contemporary sense. Students of TVET should be able to use digital facilities to learn and the teachers should be able to know how to use such facilities (Oloko, 2015). Facilities such as laptops, software applications, internet facilities should be learnt as components of TVET. Okoro, (2016) argued that computer skill has become the basics upon which others skills build in the present era.

Social trading skill is a of harmonized copying. It involves adopting the skill or strategies of existing competitors to one's entrepreneurial for the purpose of growth or development. Without social efforts the value rating of products or services may not be properly rated.

There should be a rating of how a particular Technical and Vocational Education products is compared with those of others. This in a sense, is a trade of sense, a trade, though without purchase, targeted at developing a entrepreneurial (Nweke, 2023). Institutions involved in technical training are expected to compare notes with similar institutions be it local or international. We await for a Rivers State, Nigeria, where lecturers from United States of America, or Singapore with swap lectures or partner in inventions in line with local needs or otherwise.

Statement of the Problem

Technical and Vocational Education are undoubtedly one of the most critical learning strategies that have direct bearing to human existence. Its is mostly so because Nigeria, Africa is faced with myriads of developmental problems which would require technical impact to solve. However, the study suspects low Technical and Vocational Education impact on entrepreneurial skills in Rivers State, Nigeria. Entrepreneurial skills are derivatives of TVET which the paper suspects has not been harnessed or pursued to a fruitful end. Conceptualization skill which may intellectual, or teacher-student collaboration does not appear visible; as our numerous infrastructural and economic issues remain unattended to. The need for computer is so much that the present era depends on it. It has been observed that not even the conveyers of knowledge or teachers of TVET in Rivers State have digital or computer skills. One can hardly find a a teacher in this area of education that has strong computer skill. How then can the students or learners be impacted? Social trading could be a problem item when administrators of TVETs do not benchmark what is happening in other terrains and domesticate to improve entrepreneurial skill transmission in Rivers State or any other region for that matter. This study is therefore geared to investigate why these factors occur and proffer possible ways forward.

Aim and Objectives of the Study

The aim of the study is to investigate entrepreneurial skills and development of Technical and Vocational Education based industries in Rivers State, Nigeria; with the following specific objectives:

1. to determine the relationship between conceptual skill and development of Technical and Vocational Education based industries in Rivers State, Nigeria;
2. to determine the relationship between social trading skills and development of Technical and Vocational Education based industries in Rivers State, Nigeria;
3. to investigate the relationship between social computer skills and development of Technical and Vocational Education based industries in Rivers State, Nigeria

Research Questions

The following research questions guided the study:

1. To what extent does conceptual skill relate to development of Technical and Vocational Education based industries in Rivers State, Nigeria?

2. To what extent does social trading skills relate to development of Technical and Vocational Education based industries in Rivers State, Nigeria?
3. To what extent does computer skills relate to development of Technical and Vocational Education based industries in Rivers State, Nigeria?

Null Hypotheses

The following null hypotheses guided the study:

1. There is no significant relationship between conceptual skill and development of Technical and Vocational Education based industries in Rivers State, Nigeria.
2. There is no significant relationship between social trading skills and development of Technical and Vocational Education based industries in Rivers State, Nigeria.
3. There is no significant relationship between computer skills and development of Technical and Vocational Education based industries in Rivers State, Nigeria.

Conceptual Clarifications

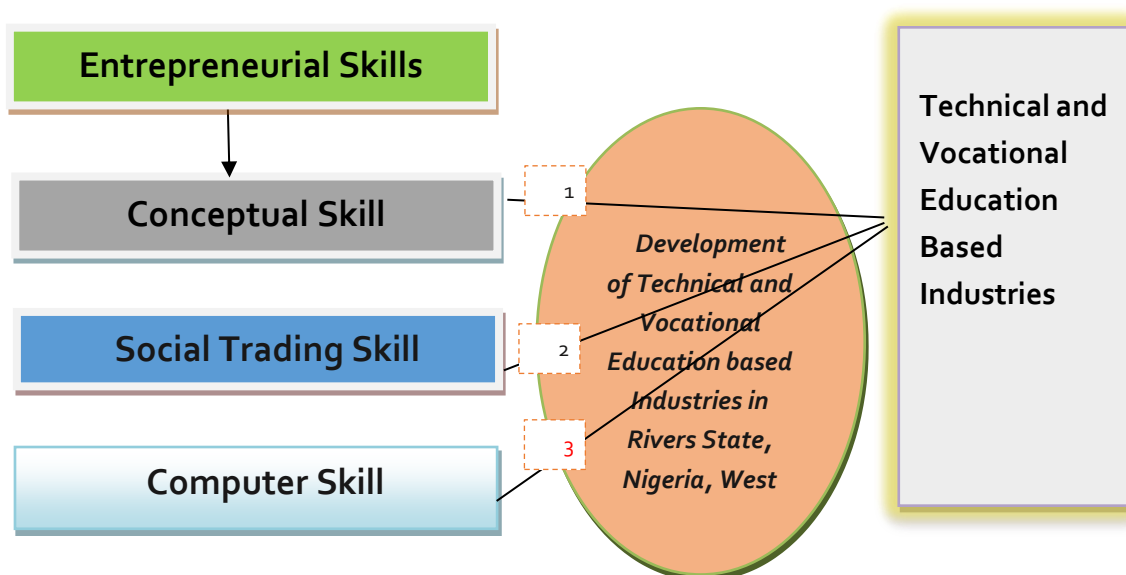


Fig. 1: Researchers' Guide, 2024

Literature Review

Concept of Technical and Vocational Education Entrepreneurial

Okorie (2014) Vocational education has been described and defined by different individuals in various ways based on purpose. Vocational education is an education for vocation. That is to say, it is a work oriented education. Despite the differences in definition and nomenclature, there is a common concept in most of the explanations of vocational education which refers to the idea of providing the individual with the knowledge, skills and attitude required to enter into the world of work and progress in a chosen occupation (Ebong, 2006) buttressed this by saying that vocational education provides the individual

with increased employability and higher job mobility. It increases the earning capacity of its recipients. It also creates employment opportunities and stimulates technological and industrial development. From the foregoing, one can infer that the aim of vocational education is to produce the manpower who will apply the acquired knowledge towards improvement and solution of their environmental problems. Technical education as defined by the National Policy on Education, (Okeke & Oluwuo 2001) is "that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge". Nweke (2023) postulated that "technical education is an education designed at upper secondary and lower tertiary levels to prepare middle level personnel (technicians, middle management etc) and at the University level to prepare engineers and technologists for higher management positions. Okorie (2014) opined that vocational education intended to provide the skilled manpower for industry and other engineering services required by the society. While Aghenta in Ezeagu and Eze (1999) pointed out that "technical education stressed the engineering aspect of vocational education such as electronics, electrical, mechanical and automobile work". The intention of this study is therefore to relate entrepreneurship with Technical and Vocational Education. How can TVET engender entrepreneurial skills? How learners in TVET institutions are able to utilize their knowledge of technical education entrepreneurially.

Conceptual Skill and Development of Technical and Vocational Education

Management of business is not about individuals born with managerial traits that make them effective leaders. It is truly about the skills that give an individual the potential to become a leader from their experience through skills, test, and development acquired. According to Northouse (2010) and Yukl (2012) citing Katz (1955), conceptual refers to as cognitive skills involve good judgment, foresight, intuition, creativity, and the ability to find meaning and order in ambiguous or certain events, ability to convey meaning by developing models and the ability to develop creative solutions as well as new insight into problems, ability to distinguish between relevant and irrelevant information, detect deviations from plans, analyze situations and perceive trends, anticipate changes, recognize opportunities and potential threats. Conceptual skills are central to the entrepreneur's ability in creating strategic plan of the business. This means that conceptual skills has to do with the mental aspect of shaping the meaning of organizational policy issues by understanding what the organization stands for, where it is and where it should be going. For example, it would take conceptual skills for a principal in a struggling and underperforming school to articulate a vision for a new line of action that would steer the school out from the sinking bout of underperformance. In like manner, it would take the conceptual skills of the principal with same resources to create a strategic plan that could make his/her school compete successfully with other schools. Nwangwu (2007) add that conceptual skills are vital in shaping the managerial skills of leaders and rising the organization to a higher level. How can entrepreneurs develop conceptual skills? To develop conceptual skills, an individual needs to look at a picture as a whole rather than just part of it. It involves thinking critically

about a subject and analyzing the ways that an action would affect the outcome. Here are some ways to develop conceptual skills:

1. Observation: closely observe leaders on how they analyses any situation and takes actions. What factors have they considered while taking decisions? Analyses outcome of their action.
2. Identify problems within the organization and treat them as case studies. Study the situation and have solution for them discuss them with people to get different perspective.
3. Attend seminars/training on managerial and management and people from within and outside the organization. Discuss their managerial scenarios to gain better understanding.
4. Read about successful leader/new technology and processes and how they will affect the future.
5. Find a mentor a person with more experience to discuss ideas.
6. Discuss ideas with people. It helps to fill in the gaps of our own thinking and come out with new ideas.

Conceptual skills are very significant at the top management level of organizations (Achua and Lussier, 2010; Northouse, 2010; Yukl, 2002). Northouse (2010) stated that when upper-level leaders do not have strong conceptual skills, they can endanger the whole organization. Conceptual skills are also vital in any business management. As one moves down to lower management levels, conceptual skills become less significant. This implies that conceptual skills are needed highly for graduates because they occupy the highest echelons in the society. As such, they are required to shape the vision, business policy and strategic or competitive positioning of the school (Nweke, 2023).

Computer Skill and Development of Technical and Vocational Education

Nweke (2023), sees computer skill as relating to the internal and external processes required to carry out routine operations of any organization using digital devices. It may come in the form of verbal, written, telephone calls, letters, smiles, gestures to either internal customers (staff) or external public (customer, partners, vendors). Computer skill is a veritable skill in any Technical and Vocational Education entrepreneurial to fine production and service delivery. People need to communicate, understand each other before undertaking entrepreneurial or working together, especially in the era of digitization.

The right entrepreneurial to venture into could be a source of worry to any young entrepreneurial graduate, particularly in these days of uncertainty in the entrepreneurial environment. No matter how meager the initial capital maybe, the thought of throwing it away to uncertainty has been a major concern. This is the reason why technologist who wish to dabble into entrepreneurial for financial survival (self-employment) need to do a lot of research in their chosen area. It is necessary to approach those that have succeeded in the field for guidance (Aliu 2007), cited in Nweke (2015). Yemi (2010), computer technologist advises beginners to ask the following questions before starting entrepreneurial: "It is a

entrepreneurial that can last for a very long time or that can be handed over to the children?" • Will the patronage continue to increase or will it decrease by the day? Patronage is a very vital factor because when a business that is set up with huge capital eventually attracts low returns for the owner as a result of low patronage, then one becomes frustrated which may lead to total entrepreneurial collapse. The question should therefore come to mind of any prospective technologist/technician who wants to go into self-employable entrepreneurial continued Yemi is: "will people require the services or products of the company on a daily basis? Am I able to use the right communication channel? Most communication channels nowadays require computer skill. The most rewarding of business is that it affords the people the opportunity of having what they cannot provide for themselves but cannot do without". It is on this regard that adequate computer skills, call it coding, internet, office or data application skills, are required to boost any entrepreneurial venture in today's world (Nweke, 2023).

Social Trading Skills and Development of Technical and Vocational Education

Social trading skill according to Nwangwu (2015) is an intrinsic, tacit marketing skill that involves learning and relearning of entrepreneurial strategies. He, Nwangwu (2015) went further to state that social trading is a form of dealing that enables traders or investors to copy and execute the strategies of their peers or more experienced traders. While most traders perform their own fundamental and technical analysis, there is a class of traders that prefer to observe and replicate the analysis of others Being able to express yourself and convey concepts to others in a clear, engaging way will be essential to your work as a marketer. This paper associates social trading to a level of marketing skill which is a lot of problem solving skill. Technical and Vocational Education entrepreneurial operators in Rivers State have not shown sufficient presence in the state through any noticed marketing force. This calls for urgent attention of the operators in the Technical and Vocational Education industry to scale up their marketing skills or strategies (Nwaokol, 2013). The ability of the entrepreneurial owners or potential entrepreneurial owners to market their ideas, or created services or products requires a huge contemporary skill. Technical and Vocational Education entrepreneurial marketing in agricultural entrepreneurial is less about a single marketing strategy and more about a marketing spirit that differentiates itself from traditional marketing practices. It eschews many of the fundamental principles of marketing because they are typically designed for large, well established firms. Technical and Vocational Education entrepreneurial marketing utilizes a toolkit of new and unorthodox marketing practices to help emerging Technical and Vocational Education firms gain a foothold in crowded markets (Olaitan, 2006).

In competitive markets, it can be easy to get lost in the crowd. One of the biggest challenges for entrepreneurs, as revealed by Ellis (2014) is standing out from their competitors. Marketing in new, unusual, or aggressive ways is the best way to illustrate what makes a entrepreneurial unique. Below are some marketing strategies that entrepreneurs have used successfully in the past. A company can direct all of its marketing efforts towards one

strategy, or use several of them at once. Many Technical and Vocational Education entrepreneurial marketing strategies are born out of necessity. New entrepreneurs might have 10, five, or just one person working on their marketing efforts. They work within limited budgets and have access to a fraction of the resources that their major competitors have. Luxuries like graphic design teams and advertising consultants are often outside the means of Technical and Vocational Education entrepreneurial start-ups, requiring them to find ways to make the maximum impact with limited resources.

The most common features of Technical and Vocational Education entrepreneurial marketing include innovation, risk taking, and being proactive. Technical and Vocational Education entrepreneurial marketing campaigns try to highlight the company's greatest strengths while emphasizing their value to the customer. Focusing on innovative products or exemplary customer service is a way to stand out from competitors and entrepreneurial operators in the Technical and Vocational Education sector may take advantage of these innovations. They make this pitch using cheap and accessible tools including viral videos, Tweets, Facebook pages, and email marketing. Any and all marketing strategies can be considered as long as they produce results (Bloom, 2010).

Theoretical Review

Diffusion of Innovations Theory

The study based its theoretical base on the *Diffusion of Innovations* theory, developed during the mid-1900s by Joseph A. Schumpeter, and cited in Hornby (2006). The study chose the theory because of its link to innovation. It sees innovation as the mother or fore bearer of entrepreneurship. Most new technologies in human progress, whether it is the printing press during the 16th century or the internet in the 20th century, have followed a similar path to widespread adoption.

The diffusion of innovations theory is extensively used by business minded persons to promote the adoption of their products. This implies that managers of Technical and Vocational Education may adopt this theory to foster or establish functional learning system between entrepreneurship and Technical Education.

Methodology

The study adopted the correlational design. The population of the study was 1,912 which consisted of teaching staff and students 512 undergraduate students of the Faculty of Vocational and Technical Education, Rivers State University, teaching staff and students of Technology Based departments in Ken Saro Wiwa Polytechnic, Bori, 410 and teaching staff and students of Technology based departments, Port Harcourt Polytechnic, Rumuola, Port Harcourt, Rivers State, Nigeria 390.

The study adopted the stratified random technique in which 20 persons were chosen from each of the named clusters, thus:

S/N	Population Unit	Population	Sample
1.	Faculty of Technical and Vocational Education, Rivers State University, Nigeria, West Africa	512	200
2.	Technology Based Departments in Ken Saro Wiwa Polytechnic, Bori, Nigeria, West Africa	410	200
3.	Technology Based Departments in Ken Port Harcourt Polytechnic, Bori, Nigeria, West Africa	390	200
	Total	1.912	600 (31%)

The researcher used a self-designed instrument titled "Entrepreneurial Skill and Development of Technical and Vocational Education Questionnaire ((ESDTVEQ). The instrument was coded in line with modified 4-point Likert Scale of Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 points where applicable. Validation questionnaire instrument was done by two experts in the department of Measurement and Evaluation, Niger Delta University, Bayelsa State, Nigeria and their corrections were effected in the final copy of the questionnaire. The scores from the instrument were analyzed and the reliability was determined using Crombach Alpha the reliability coefficient of .933 > .71 was obtained, indicating that the instrument was reliable and can measure what it was purports to measure. The researcher and two research assistants were involved in the administration and retrieval of the instrument of study. Out of 600 copies of questionnaires distributed 550 representing 91% of the total copies of questionnaire distributed, were duly completed and returned. The study used the returned 550 copies for its analysis. The three research questions were answered using mean score, mean and standard deviation. While the Pearson Product Moment Correlation Coefficient (PPMC) was used to test the null hypothesis at 0.05 alpha level of significance.

Results

Research Question 1: To what extent does conceptual skill relates to development of Technical and Vocational Education based industries in Rivers State, Nigeria?

Table 1: Mean and standard deviation on the extent does conceptual skill relates to development of Technical and Vocational Education based industries in Rivers State, Nigeria

Descriptive Statistics				
S/N Items	N=50	Mean	Std. Deviation	Remark
1. Networking with people is prerequisite to entrepreneurial ownership		3.1786	.38368	VHE
2. Communication and negotiation skill are required in opening of a entrepreneurial		2.7000	1.24146	HE
3. Leadership abilities to manage men and materials are necessary for new entrepreneurial		2.9643	1.15104	HE
4. Problem solving skill is essential to run a entrepreneurial		2.6357	1.21172	HE
5. Project management and planning skills are entrepreneurial essentials		1.3929	.48926	VLE
Grand Mean		2.58	.895	HE

Table 1 above showed in item 1 mean score of 3.17 and SD .38 which implied very high extent that Networking with people is prerequisite to entrepreneurial ownership. In item 2 mean score of 2.70 and SD 1.24 implied high extent that communication and negotiation skill are required in opening of a entrepreneurial. Item 3 showed high extent that leadership abilities to manage men and materials are necessary for new entrepreneurial with mean score of 2.96 and SD 1.15. Item 4 with mean score of 2.63 and SD 1.21 showed high extent that Problem solving skill is essential to run a entrepreneurial. Item 5 with mean score of 1.39 and SD .48 implied very low extent that Project management and planning skills are entrepreneurial essentials,

Thus, aggregate mean score of 2.58>2.50 showed high extent that high extent that conceptual skill relates to development of Technical and Vocational Education based industries in Rivers State, Nigeria.

Research Question 2: To what extent does social trading skills relate to development of Technical and Vocational Education in Rivers State, Nigeria?

Table 3: Mean and standard deviation of the extent social trading skills relate to development of Technical and Vocational Education based industries in Rivers State, Nigeria

Descriptive Statistics					
S/N Items	N =5 50	M ea n	Std. Devia tion	Re ma rk	
6. Content writing of entrepreneurial needs can promote Technical and Vocational Education entrepreneurial		2.6357	1.21172	HE	
7. Learning from peers in the entrepreneurial helps to improve Technical and Vocational Education entrepreneurial		3.4643	.68167	VH E	
8. Having understanding of video marketing encourages Technical and Vocational Education entrepreneurial		2.9286	1.19523	HE	
9. Market segmentation skills of knowing how product design attract a particular demographics is needed for Technical and Vocational Education entrepreneurial		3.3571	.71913	VH E	
10. Socializing with colleagues and having clear vision is essential for entrepreneurial growth.		2.6000	1.24146	HE	
Grand Mean		2.99	1.00	HE	

Table 3 above showed in item 6 mean score of 2.63 and SD 1.2 which implied high extent that content writing of entrepreneurial needs can promote Technical and Vocational Education entrepreneurial. In item 7 mean score of 3.46 and SD .68 showed very high extent that Learning from peers in the entrepreneurial helps to improve Technical and Vocational Education entrepreneurial. In item 8 mean score of 2.92 and SD 1.19 showed high extent that having understanding of video marketing encourages Technical and Vocational Education entrepreneurial. Item 9 with mean score of 3.35 and SD .71 implied very high extent that market segmentation skills of knowing how product design attract a particular demographics is needed for Technical and Vocational Education entrepreneurial. Item 10 with mean score score of 2.60 and SD 1.24 showed high extent that socializing with colleagues and having clear vision is essential for entrepreneurial growth.

Thus, grand mean score of 2.99>2.5 implied high extent that extent does social trading skills relate to development of Technical and Vocational Education based industries in Rivers State, Nigeria.

Research Question 3: To what extent does computer skills relate to development of Technical and Vocational Education based industries in Rivers State?

Table 2: Mean and standard deviation of the extent computer skills relate to development of Technical and Vocational Education based industries in Rivers State

Descriptive Statistics					
S/N Items	N=550	Mean	Std. Deviation	Remark	
11. Teachers use digital facilities like laptop		2.7357	1.21172	HE	
12. There are smart boards in classrooms		3.3929	.48926	VHE	
13. Schools interacts with companies on modern approaches to entrepreneurship		2.9643	1.24094	HE	
14. Students learn coding other aspects of computer skills		3.1786	.38368	VHE	
15. There are computer methods applied in my discipline		2.5357	1.21172	HE	
Grand mean		2.96	.901	HE	

Table 2 above showed in item 11 mean score of 2.73 and SD 1.21 which proved high extent that Teachers use digital facilities like laptop. Item 12 showed very high extent that there are smart boards in classrooms with mean score of 3.39 and SD .48. Item 13 showed mean score of 2.96 and SD 1.24 showing high extent that Schools interacts with companies on modern approaches to entrepreneurship. Item 14 showed mean score of 3.17 and SD .38 which implied very high extent that students learn coding other aspects of computer skills. Item 15 with mean score of 2.53 and SD 1.21 implied high extent that there are computer methods applied in my discipline.

Thus, grand mean score of 2.96>2.5 implied high extent that computer skills relate to development of Technical and Vocational Education based industries in Rivers State.

Test of Null Hypotheses

H₀₁: There is no significant relationship between conceptual skill and development of Technical and Vocational Education based industries in Rivers State, Nigeria.

Table 4: *Test of significant relationship between conceptual skill and development of Technical and Vocational Education based industries in Rivers State, Nigeria*

Variables		Development of Technical and Vocational Education			
Conceptual Skill	Pearson Correlation	1	.083**	-.151**	.544**
	Sig. (2-tailed)		.002	.000	.000
	N	550	550	550	550
	Pearson Correlation	.083**	1	.600**	.475**
	Sig. (2-tailed)	.002		.000	.000
	N	550	550	550	550
	Pearson Correlation	-.151**	.600**	1	.039
	Sig. (2-tailed)	.000	.000		.150
	N	550	550	550	550

	Pearson Correlation	.544**	.475**	.039	1
	Sig. (2-tailed)	.000	.000	.000	
	N	550	550	550	550

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 above showed N-value of 550, correlation coefficient (Spearman rho) value of .039, p-value of .002<.05 which showed that there is a significant relationship between conceptual skill and development of Technical and Vocational Education based industries in Rivers State, Nigeria. The null hypothesis is therefore rejected.

H02: There is no significant relationship between social trading skills and development of Technical and Vocational Education based industries in Rivers State, Nigeria.

Table 5: Significant relationship between social trading skills and development of Technical and Vocational Education based industries in Rivers State, Nigeria

Variables		Technical and Vocational Education			
Social Trading		Item5	Item6	Item7	Item8
	Correlation Coefficient	1.000	.048	.613**	.805**
	Sig. (2-tailed)	.	.001	.000	.000
	N	550	550	550	550
	Correlation Coefficient	.048	1.000	.576**	.113**
	Sig. (2-tailed)	.001	.	.000	.000
	N	550	550	550	550
	Correlation Coefficient	.613**	.576**	1.000	.540**
	Sig. (2-tailed)	.000	.000	.	.000
	N	550	550	550	550
	Correlation Coefficient	.805**	.113**	.540**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	550	550	550	550

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 above showed N-value of 550, coefficient value of .805, p-value of .001<.05 which showed that there is a significant relationship between social trading skills and development of Technical and Vocational Education based industries in Rivers State, Nigeria. The null hypothesis is therefore rejected.

H03: There is no significant relationship between computer skills and development of Technical and Vocational Education based industries in Rivers State, Nigeria.

Table 6: Test of significant relationship between computer skills and development of Technical and Vocational Education based industries in Rivers State, Nigeria.

Variables		Technical and Vocational Education		
Computer Skill	Correlation Coefficient	1.000	.561**	.195**
	Sig. (2-tailed)	.	.000	.000
	N	550	550	550
	Correlation Coefficient	.561**	1.000	-.103**
	Sig. (2-tailed)	.000	.	.000
	N	550	550	550
	Correlation Coefficient	.195**	-.103**	1.000
	Sig. (2-tailed)	.000	.000	.
	N	550	550	550

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 showed in n-value of 550, coefficient value of .195, p-value of .000<.05 which showed that there is significant relationship between computer skills and development of Technical and Vocational Education based industries in Rivers State, Nigeria. The null hypothesis is therefore rejected.

Summary of Findings

The findings of the study are hereunder itemized:

1. There is high extent that conceptual skill relates to development of Technical and Vocational Education in Rivers State, Nigeria.
2. There is a significant relationship between conceptual skill and Technical and Vocational Education in Rivers State, Nigeria.
3. There high extent that social trading skill relate to development of Technical and Vocational Education in Rivers State, Nigeria
4. There is a significant relationship between social trading skill and development of Technical and Vocational Education entrepreneurial in Rivers State, Nigeria.
5. There is high extent that computer skills relate to development of Technical and Vocational Education in Rivers State, Nigeria
6. There is a significant relationship between computer skills and development of Technical and Vocational Education in Rivers State, Nigeria.

Discussion of Findings

The findings of the study are hereunder discussed:

Conceptual skill and Development of Technical and Vocational Education in Rivers State

The findings of the revealed that significant relationship between conceptual skill and development of Technical and Vocational Education in Rivers State, Nigeria. In support of

the findings of the present study, Aliu (2007), cited in Nweke (2015) stated that setting up an entrepreneurial at all, the first thing to consider is thought line. It is a entrepreneurial that can last for a very long time or that can be handed over to the children?" Will the patronage continue to increase or will it decrease by the day? Patronage is a very vital factor because when a entrepreneurial that is set up with huge capital eventually attracts low returns for the owner as a result of low patronage, then one becomes frustrated which may lead to total entrepreneurial collapse. The question should therefore come to mind of any prospective technologist/technician who wants to go into self-employable entrepreneurial continued Yemi is: "will people require the services or products of the company on a daily basis? The most rewarding of entrepreneurial is that it affords the people the opportunity of having what they cannot provide for themselves but cannot do without".

Social Trading Skills and Development of Technical and Vocational Education Based Industries

The findings of the study reviewed that there is a significant relationship between social trading skills and development of Technical and Vocational Education based industries in Rivers State, Nigeria. Okorie (2018) stated that the financial function has always been important in entrepreneurial management. Irrespective of differences in structure, ownership and size, the financial organization of the enterprise ought to be capable of ensuring that the various finance functions: budgeting and controlling are carried out with the highest degree of efficiency. Eno-Obong (2006), defined financial management skill as ability of a entrepreneurial person or entrepreneur to allocate equitable financial resources to all units of entrepreneurial Nweke (2018) went further to state that the profitability of any entrepreneurial depends largely upon the manner the financial functions are performed and related to other entrepreneurial function.

Igwe (2009), revealed that during the developing stage, or even at advanced stage, comparing note with competitors is required to measure success.

Computer skills and Development of Technical and Vocational Education Based Industries

Findings of the study revealed that there is a significant significant relationship between computer skill and to development of Technical and Vocational Education in Rivers State, Nigeria. In support of the present findings, Olaitan, (2006) stated that Technical and Vocational Education that is not computer supported may not achieve its aim, in the 21st century.. It eschews many of the fundamental principles of business or entrepreneurship because they are typically designed for large, well established firms.

In competitive markets, it can be easy to get lost in the crowd. One of the biggest challenges for entrepreneurs, as revealed by Ellis (2014) is standing out from their competitors. Computing skill might be new, unusual, or in Africa, but it has become the new ways of doing things.

Conclusion

The study investigated entrepreneurial skills and development of Technical and Vocational Education in Rivers State, Nigeria. The findings of the study revealed that entrepreneurial skills are required for Technical and Vocational Education in Rivers State to flourish. The findings indicated that respondents agreed that the variables of conceptual, social trading and computer skills significantly relate to development of Technical and Vocational Education in Rivers State. In contrast, the study found that Technical and Vocational Education entrepreneurial operators in Rivers State have displayed very low entrepreneurial education skills in the development of Technical and Vocational Education based industries in Rivers State.

Recommendations

Based on the findings of the study, the following recommendations have been made:

1. Technical and Vocational Education based entrepreneurial owners should incorporate conceptual skill strategies in implementing the entrepreneurial development.
2. Computer skill should be encouraged by management by engaging in intermittent training and re-training of staff.
3. Modern marketing skills, including social trading should be encouraged by Technical and Vocational Education entrepreneurial units to develop entrepreneurial minded graduates.

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