

**Roles of Entrepreneurship Education in Enhancing Entrepreneurial Mindset
Development and Business Creation among Vocational Education Students in South
East, Nigeria**

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Abstract

The study was guided by three objectives, three research questions and two null hypotheses. The study adopted a descriptive survey research design. It was conducted in three federal universities in South East, Nigeria. The population of the study was 216 which comprised 106 vocational education lecturers, 40 technical instructors and 70 vocational education students. Structured questionnaire was used for data collection. The questionnaire was face validated by three experts. The validated instrument was trial tested on 30 respondents (15 lecturers, 5 technical instructors and 10 vocational education students) in University of Benin, Benin City. The data generated from the trial testing were analyzed using Cronbach Alpha reliability test and the coefficients obtained were 0.82, 0.84, and 0.83 for the three research questions respectively and a grand value of 0.83 coefficient. The questionnaires were administered to the respondents by the researcher and three research assistants. Data collected were analyzed using mean and standard deviation while ANOVA was used to test the null hypotheses at 0.05 level of significance. The findings revealed ten (10) roles entrepreneurship education plays in enhancing entrepreneurial mindset development and business creation among vocational education students; nine (9) challenges hindering effective entrepreneurial mindset development and business creation among vocational education students; and twelve (12) strategies for improving entrepreneurship education for effective entrepreneurial mindset development. Based on the findings, it was concluded that effective entrepreneurship education is a key to inculcating entrepreneurial mindset to vocational education students. The study therefore recommended among others that vocational education curriculum planners should integrate adequate entrepreneurship education courses into vocational education curriculum.

Keywords: Entrepreneurship Education, Entrepreneurial Mindset, Business Creation and Vocational Education.

Introduction

The rising rate of youth unemployment in Nigeria has remained one of the major issues of great concern to the government at all levels- local, state, national and international. Youth

unemployment is one of the major factors militating against the growth and development of Nigeria over the past years. This may be due to the fact that a lot of Nigerian youths have the mindset of working in government parastatals or big organizations after graduation from school. Unfortunately, the hope of getting a good job after graduation from tertiary institution does not always work out as planned. Akah (2021) stated that even those who managed to secure jobs, their remunerations (salary or wages) are usually small and do not commensurate with their efforts or labour. The overdependence of Nigeria youths in government paid jobs and the inability of Nigeria government to create jobs to cater for her timing youths have led to increasing unemployment and underemployment rate in the country.

Nigeria unemployment rate as reported by National Bureau of Statistics (NBS) (2023), rose to 5.3 percent in the fourth quarter of 2022, while underemployment rate in Nigeria is (13.7%). NBS further reported that youth unemployment rate is (53%). This implies that youths have the highest unemployment rate in Nigeria and this has a lot of consequences to the nation. Agomuo (2017) stressed that some unemployed youths are mobilized by warlords, criminal gangs, illegal migration syndicates for committing criminal activities such as robbery, terrorism, kidnapping, assassination and internet fraud. Some are being used as thugs by mischievous politicians to snatch ballot boxes, disrupt the electoral processes and cause pandemonium during election day. Furthermore, youth unemployment has made many Nigeria youths and younger ones to form the notion that “Nigeria education or schooling is a scam”. According to Agomuo (2017), the younger ones of unemployed Nigeria youths are usually dissuaded from taking formal education studies seriously because their seniors who have been to school are jobless and frustrated. Addressing the menace of youth unemployment is one of the daunting problems confronting successive governments in Nigeria (Aliero & Ibrahim, 2013). Fostering effective entrepreneurship education in higher institutions remains a crucial solution to addressing unemployment menace in Nigeria.

Entrepreneurship education is the process of acquiring knowledge, attitudes and skills needed for entrepreneurship (Anyakoha, 2009). The author also buttressed that such education should be able to produce self-reliant, job-creators and not job seekers, and it should be able to equip individuals for creative problem solving and innovation. Entrepreneurship education also refers to the process of teaching and learning that focuses on developing the knowledge, skills, and attitudes necessary for entrepreneurial success (Fayolle & Gailly, 2015). It encompasses various pedagogical approaches aimed at developing students' entrepreneurial skills, knowledge, and attitudes (Maresch *et al.*, 2020).

Entrepreneurship education has gained significant attention globally, particularly in developing economies, as a crucial driver for job creation, economic growth and development (Qian & Wang, 2017). Entrepreneurship education has been identified as a vital tool for enhancing entrepreneurial mindset development among graduates (Fayolle & Gailly, 2015; Nabi *et al.*, 2017). Research has shown that entrepreneurship education can positively influence graduates' entrepreneurial intentions, self-efficacy, creativity and entrepreneurial mindset development (Linan & Fayolle, 2015; Rauch & Hulsink, 2015). In Nigeria for instance, graduates

including vocational education graduates face challenges in transitioning to entrepreneurship due to limited exposure to entrepreneurial skills and entrepreneurial mindset development (Adeyeye, 2019).

Entrepreneurial mindset encompasses a combination of creativity, resilience, and a strong sense of self-efficacy (Gibb, 2020). It involves the willingness to take risks and a proactive approach to problem-solving, and the ability to adapt to changing circumstances in order to seize new opportunities (Minniti, 2016). Entrepreneurs with this mindset are not afraid to think outside the box, or to bounce back from failures, and believe in their own ability to navigate the challenges and achieve success in their entrepreneurial endeavours. Olszewski and Tymczynska (2018) opined that entrepreneurial mindset involves a constant drive for improvement and growth. Individuals that possess entrepreneurial mindset are always seeking new opportunities for learning and development, whether through formal education, networking, or hands-on experience. Entrepreneurship mindset development is very vital for business creation and development among students.

Entrepreneurial mindset development is the process of acquiring a set of cognitive, affective, and behavioral characteristics that enable individuals to identify and exploit opportunities, navigate uncertainty, and persist in the face of setbacks (Lumpkin *et al.*, 2019). Entrepreneurial mindset development can also be seen as the process through which individuals cultivate a set of attitudes, behaviors, and skills that enable them to identify opportunities, take calculated risks, and drive innovation (Niemi *et al.*, 2021). This definition emphasizes the importance of cultivating a proactive and opportunity-driven mindset that is essential for success in entrepreneurship. Developing a strong entrepreneurial mindset is not only needed in effective running of a business but also crucial in business creation or establishment.

The word business means different thing to different individuals and corporate organizations. Scholars from various fields attempted the definition of business from their various points of view. For instance, economists view business purely from profit perspective. Business can be referred to as those activities involved in providing goods and services needed or desired by people (Oguonu & Okpukpara, 2019). The authors also noted that business is any private organization that supplies goods and services, seek profit and compete favourably with one another. It is an economic activity which involves making, selling, buying, supplying of goods or services for 'money, otherwise known as commerce or trade. Businesses all over the world pass through different stages of growth. The first stage which is very crucial is the start-up stage, otherwise known as business creation, or creation of new business or venture. New business ventures are not created by accident. According to Gómez (2017), the birth of a business is a deliberate act, a response to the need of a new product or to the need for personal fulfilment. A new business creation can be referred to as the act of assembling ongoing independent actions into sensible sequences to generate new organizations (Gómez, 2017). The author further stated that there are four key factors involved in the creation of a new business venture, they are: *individuals* –the person(s) involved in starting a new venture, *organization* –the kind of firm that

is started, *environment* –the situation surrounding and influencing the new venture, and *new venture process*– actions undertaken by individual(s) to start the venture. Understanding business creation processes will enable graduates including vocational education graduates to create their own businesses after graduation from tertiary institution.

Vocational Education has been integral part of national development strategies in many societies because of the impact on human resource development, productivity and economic development (Kehinde & Adewuyi, 2015). According to Masaruf (2015), vocational education is referred to as an educational programme that involves knowledge, skills, competencies, acquired through formal education, that enables a person become self-dependent or self-reliant. Vocational education is capable of enhancing recipients' opportunity for securing jobs in various sector of the economy or enabling the person to become self-dependent by being a job creator. Vocational education programme aimed at inculcating skills and knowledge to individuals to enable them secure employment either by establishing a small-scale outfit, or by being gainfully employed (Kehinde & Adewuyi, 2015). Any nation that believes in education as an instrument par excellence for national development has to recognize the significance of vocational education and accord it the desired attention and support that it deserves (Kehinde & Adewuyi, 2015).

However, despite the roles of vocational education institutions in equipping the students with the necessary skills, attitudes and knowledge needed for becoming self-reliant and entrepreneurs, many of the vocational education graduates end up depending on white collar jobs after school. Some of them are jobless roaming the streets in search of jobs, while some who managed to secure jobs are underemployed. Only insignificant number of vocational education graduates start up their own businesses or become entrepreneurs. This could be as a result of the fact that many vocational education graduates lack entrepreneurial mindset which is highly needed for successful business creation, management and entrepreneurship development. There is need to inculcate and enhance entrepreneurial mindset development among vocational education students for effective business creation after graduation from tertiary institutions. Hence, this study investigated the roles of entrepreneurship education in enhancing entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria.

Purpose of the Study

The general purpose of the study is to investigate the roles of entrepreneurship education in enhancing entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria. Specifically, the study examined the:

1. Roles of entrepreneurship education in enhancing entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria;
2. challenges hindering effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria;

3. strategies for enhancing entrepreneurship education for effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria.

Research Questions

The following research questions guided the study:

1. What are the roles of entrepreneurship education in enhancing entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria?
2. What are the challenges hindering effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria?
3. What are the strategies for improving entrepreneurship education for effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria?

Research Hypotheses

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

1. There is no significant difference in the mean responses of entrepreneurs, vocational education lecturers, and vocational education students on the roles of entrepreneurship education in enhancing entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria.
2. There is no significant difference in the mean responses of lecturers, technical instructors and vocational education students on the strategies for improving entrepreneurship education for effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria.

Methodology

The study adopted a descriptive survey research design. It was carried out in three federal Universities in South East, Nigeria offering vocational education programmes at undergraduate level which include University of Nigeria, Nsukka (UNN), Michael Okpara University of Agriculture, Umudike, and Nnamdi Azikiwe University, Awka. The population of the study was 216 which comprised of 106 vocational education lecturers, 40 technical instructors and 70 vocational education students selected using simple random sampling and accidental sampling techniques and studied. A structured questionnaire was developed by the researcher and used for data collection. The instrument was structured into four-point response options of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) with assigned weights of 4, 3, 2, and 1 respectively. The questionnaire was face-validated by three experts. one lecturer from the Department of Business Education, one lecturer from the Department of Vocational and Entrepreneurship Education and one lecturer from the

Department of Psychology, all from University of Nigeria, Nsukka. The reliability of the instrument was trial tested by administering the instrument to 30 respondents (vocational education lecturers, technical instructors and students of vocational education from University of Benin (UNIBEN), Benin City. The data generated from the trial testing were analyzed using Cronbach Alpha reliability test and the values obtained from the three research questions were 0.82, 0.84, and 0.83 respectively and a grand value of 0.83 co-efficient.

Data collection was carried out by the researcher and three research assistants. The research assistants consisted of three postgraduate students of vocational education; one from each of the federal university in South East, Nigeria. A total of 206 copies of the questionnaires were produced and distributed to the respondents in their respective institutions. At the end of the distribution, a total of 202 out of 216 questionnaires were retrieved. Data collected were analyzed using Mean, Standard Deviation and ANOVA. Mean was used to answer all the research questions, standard deviation was used to determine how close or far the responses of the respondents were to the mean, while ANOVA was used to test the null hypotheses at 0.05 level significance. All the analyses were done using Statistical Package for Social Sciences (SPSS) software.

Presentation of Results

Research Question 1: What are the roles of entrepreneurship education in enhancing entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria?

Null Hypothesis 1: There is no significant difference in the mean responses of lecturers, technical instructors and students of vocational education on the roles of entrepreneurship education in enhancing entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria.

Table 1: Mean Responses and ANOVA on the roles of entrepreneurship education in enhancing entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria (*n* = 202, 100 lecturers, 39 technical instructors, and 67 students of vocational education)

S/No	Items on Cultural Background:	$\bar{X}$	SD	Rmks	F- Ratio	P-value	Rmks
1	Developing entrepreneurial skills	3.53	0.62	SA	1.20	0.31	NS
2	Fostering opportunity recognition	3.42	0.59	SA	1.43	0.24	NS
3	Encouraging innovation and creativity	3.37	0.74	SA	0.44	0.64	NS
4	Building self-Efficacy and confidence	3.34	0.70	SA	1.50	0.23	NS
5	Promoting risk-taking and resilience	3.35	0.71	SA	6.71	0.00	S

6	Developing business planning and management skills	3.36	0.68	SA	3.74	0.03	S
7	Enables graduate to creation business	3.26	0.75	SA	6.79	0.00	S
8	Fostering entrepreneurial intentions	3.30	0.73	SA	8.83	0.00	S
9	Provide insight on business development	1.88	1.32	D	6.69	0.00	S
10	Teach students not to focus on government jobs	1.96	0.98	D	4.18	0.02	S
11	Teaching survival skills to students	2.25	1.31	D	5.60	0.00	S
12	Provide students with business ideas	3.40	0.69	SA	12.61	0.00	S
13	Teaches time management skills	3.40	0.73	SA	9.41	0.00	S
Grand Mean		3.06	0.81	SA	1.20	0.31	NS

Key: $\bar{X}$ = Mean; SD = Standard Deviation; SA = Strongly Agree, A = Agree, NS = Not Significant, S = Significant

Table 1 showed the mean responses and ANOVA on the roles of entrepreneurship education in enhancing entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria. The result revealed that 10 items (items are 1, 2, 3, 4, 5, 6, 7, 8, 12 and 13) out of the 13 items had mean values ranging from 3.26 to 3.53 which is above the cut-off point of 2.50. This indicated that the respondents agreed that they are the roles of entrepreneurship education in enhancing entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria. The corresponding standard deviation to each of the items ranged from 0.59 to 1.31 with an overall of 0.81, showing that the opinions of the respondents were very close to each other.

Table 1 further revealed that there was no significant difference among the mean responses of lecturers, technical instructors and students of vocational education on the roles of entrepreneurship education in enhancing entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria. Therefore, the null hypothesis (H_{02}) was accepted.

Research Question 2: What are the challenges hindering effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria?

Table 2: Mean responses on the challenges hindering effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria

S/N	Item Statement	X	SD	Remarks
1	Inadequate entrepreneurship education curriculum	3.32	0.66	Agree
2	Limited resources and infrastructure	3.55	0.88	Agree
3	Insufficient entrepreneurship training for educators	3.39	0.99	Agree
4	Socio-cultural barriers and stereotypes	2.47	1.00	Disagree
5	Poor entrepreneurial role modeling	2.95	0.77	Agree
6	Lack of industry-academia collaboration	2.86	0.77	Agree
7	Limited entrepreneurial networks and mentorship	3.15	0.88	Agree
8	Fear of failure and risk aversion	3.38	0.60	Agree
9	Limited access to market information and research	2.56	0.84	Agree
10	Inadequate entrepreneurial support services	3.01	0.99	Agree
11	Brain drains and talent migration	2.13	0.78	Disagree

Key: $N = 202$, $X = \text{mean}$, $SD = \text{Standard deviation}$

The result presented in Table 2 showed the mean responses of the respondent on the challenges hindering effective entrepreneurial mindset development and business creation among vocational education students. The result indicated that 9 items out of the 11-items obtained mean responses ranging from 2.56 to 3.55 indicating that the respondents (lecturers, technical instructors and vocational education students) agreed that the items are the challenges hindering effective entrepreneurial mindset development and business creation among vocational education students. Also, the corresponding standard deviation for all the items ranged from 0.60 to 1.00, indicating that the respondents were very close to one another in their responses

Research Question 3: What are the strategies for improving entrepreneurship education for effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria?

Null Hypothesis 2: There is no significant difference in the mean responses of lecturers, technical instructors and students of vocational education on the strategies for improving entrepreneurship education for effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria.

Table 3: Mean Responses and ANOVA on the strategies for improving entrepreneurship education for effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria ($n = 202$, (100 lecturers, 39 technical instructors, and 67 students of vocational education))

S/No	Items on Cultural Background:	$\bar{X}$	SD	Rmks	F-Ratio	P-value	Rmks
1	Integrate entrepreneurship education into curriculum	3.54	0.57	SA	10.73	0.27	NS
2	Practical skill development through hands-on training	3.57	0.56	SA	4.51	0.38	NS
3	industry-academia collaboration	3.50	0.59	SA	4.43	0.46	NS
4	entrepreneurship training for educators	3.41	0.68	SA	6.39	0.54	NS
5	Mentorship and role modeling	3.44	0.65	SA	10.24	0.44	NS
6	Access to funding and financial resources	3.49	0.66	SA	5.94	0.38	NS
7	Digital entrepreneurship education	3.47	0.65	SA	13.34	0.46	NS
8	Encouraging innovation and creativity among vocational education students	3.44	0.70	SA	8.59	0.54	NS
9	Fostering entrepreneurial networks and mentorship	3.32	0.79	SA	10.70	0.46	NS
10	Developing problem-solving and critical thinking skills to the students	3.40	0.71	SA	17.13	0.39	NS
11	Providing entrepreneurial support services	3.44	0.70	SA	12.16	0.39	NS
12	Monitoring and evaluation of entrepreneurship education programs	3.48	0.66	SA	21.26	0.45	NS
Grand mean		3.46	0.66	SA	10.45	0.43	NS

Key: $\bar{X}$ = Mean; SD = Standard Deviation; SA = Strongly Agree, A = Agree, NS = Not Significant,

The result in Table 3 showed the mean responses and ANOVA analysis on the strategies for improving entrepreneurship education for effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria. The result indicated that all the 12-items obtained mean responses ranging from 3.32 to 3.57 with a grand mean of 3.46 indicating that the respondents (lecturers, technical instructors and vocational education students) agreed that the items are the strategies for improving entrepreneurship education for effective entrepreneurial mindset development and business creation among vocational education students. Also, the corresponding standard deviation to each of the items

ranged from 0.56 – 0.79 with an overall of 0.66, signifying that the opinions of the respondents were very close to one another.

Additionally, Table 3 also revealed the ANOVA result of the hypothesis of no significant difference among the mean responses of lecturers, technical instructors and students of vocational education on the strategies for improving entrepreneurship education for effective entrepreneurial mindset development and business creation among vocational education students. The result revealed the p-value of all the items and the overall p-value which ranged from 0.27 – 0.54. Since the results of all the 12-items and the p-values are greater than 0.05, it implies that the hypothesis (H_{02}) is not significant. Therefore, the hypothesis (H_{02}) was not rejected.

Discussion of Findings

Roles of entrepreneurship education in enhancing entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria

The result presented in Table 1 revealed ten (10) roles entrepreneurship education plays in enhancing entrepreneurial mindset development and business creation among vocational education students. The roles include: developing entrepreneurial skills, fostering opportunity recognition, encouraging innovation and creativity, building self-efficacy and confidence, promoting risk-taking and resilience, developing business planning and management skills, enables graduate to creation business, fostering entrepreneurial intentions, provide students with business ideas, and teaches time management skills. Also, it was found that there was no significant difference among the mean responses of lecturers, technical instructors and students of vocational education on the roles of entrepreneurship education in enhancing entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria. The findings are in line with Maresch *et al.* (2020) who noted that entrepreneurship education equips vocational education students with essential knowledge and skills necessary for entrepreneurial success. The knowledge and skills will enable graduates of vocational education to create their own businesses instead of depending on government paid jobs or to be employed by private organizations. The findings are also in consonance with Chukwu *et al.* (2020) who buttressed that entrepreneurship education helps to build self-efficacy and confidence to the students. Chukwu *et al.* (2020) further stated that entrepreneurship education enhances students' self-efficacy and confidence in their entrepreneurial abilities. Furthermore, the findings are in accordance with Ezeibe *et al.* (2020) who opined that entrepreneurship education encourages vocational education students to take calculated risks and develop resilience in the face of failure. The ability to take risk especially calculated risks is a crucial quality of an entrepreneur. Entrepreneurship education teaches about risk taking and management to vocational education students.

Challenges hindering effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria

The data presented in Table revealed nine (9) challenges hindering effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria. The challenges found by the study include: inadequate entrepreneurship education curriculum, limited resources and infrastructure, insufficient entrepreneurship training for educators, poor entrepreneurial role modeling, lack of industry-academia collaboration, limited entrepreneurial networks and mentorship, fear of failure and risk aversion, limited access to market information and research, inadequate entrepreneurial support services, and brain drains and talent migration. The findings are in line with Ezeibe *et al.* (2020) who observed that the curriculum of vocational education programmes in Nigeria lacks relevance, depth, and breadth especially in the area of entrepreneurship development. This hinders vocational education students from developing effective entrepreneurial mindset which is highly needed for business creation after graduation. The findings are also in line with Ossai (2018) who maintained that vocational education institutions face inadequate funding, outdated equipment, and poor infrastructure, constraining entrepreneurship education. Lack or inadequate infrastructural development is a major issue facing most Nigeria public tertiary institutions and this has a lot of negative implications to entrepreneurial mindset development among the students. Poor or inadequate industry-academia collaboration and linkages as found by the study is in tone with Nabi *et al.* (2017) who stressed that limited partnerships between vocational education institutions and industry stakeholders hinder practical skill development and entrepreneurial exposure among the students.

Strategies for improving entrepreneurship education for effective entrepreneurial mindset development and business creation among vocational education students in South East, Nigeria

The result presented in Table 3 revealed twelve (12) strategies for improving entrepreneurship education for effective entrepreneurial mindset development and business creation among vocational education students. The strategies found include: integration of entrepreneurship education into vocational education curriculum, practical skill development through hands-on training, industry-academia collaboration, entrepreneurship training for educators, mentorship and role modelling, access to funding and financial resources, encouraging digital entrepreneurship education, encouraging innovation and creativity among vocational education students, fostering entrepreneurial networks and mentorship, developing problem-solving and critical thinking skills to the students, providing entrepreneurial support services, and monitoring and evaluation of entrepreneurship education programmes. Furthermore, Table 3 also revealed that there was no significant difference in the mean responses of lecturers, technical instructors and students of vocational education on the strategies for improving entrepreneurship education for effective entrepreneurial mindset

development and business creation among vocational education students. The findings support Ezeibe *et al.* (2020) who stated that entrepreneurship education should be integrated into vocational education curriculum in order to provide the students with essential knowledge and skills needed for effective entrepreneurial mindset development. The study is also in support of Chukwu *et al.* (2020) who opined that vocational education students should be provided with hands-on training and practical experience in entrepreneurship through internships, mentorship, and business incubators. This will enable the students acquire the entrepreneurial mindset, knowledge and skills needed for business creation after graduation from school.

Conclusion

Entrepreneurship education plays a vital role in enhancing entrepreneurial mindset development among vocational education students in Southeast Nigeria. However, various challenges hinder effective entrepreneurial mindset development, including inadequate entrepreneurship education curriculum, limited resources, and socio-cultural barriers. To address these challenges, the study highlighted the importance of integrating entrepreneurship education into vocational education curriculum, providing practical experience, and fostering industry-academia collaboration among others. The study therefore conclude that effective entrepreneurship education is a key to inculcating entrepreneurial mindset to vocational education students which will enable them create their own businesses after graduation from tertiary institutions.

Recommendations

Based on the findings emanating from this study, the study recommended the following:

1. Federal Ministry of Employment and Productivity should develop and implement entrepreneurship education policies and programmes tailored to improve vocational education.
2. Curriculum planners in vocational institutions should integrate adequate entrepreneurship education courses into vocational education curriculum.
3. School administrators in charge of vocational education should provide vocational education students with practical skills and experiences through internships and business mentorship.

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