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Assessing Entrepreneurial Awareness, Interest, and Skill Development Approaches Among Electrical Installation and Maintenance Works Students in Technical Colleges of Adamawa State for Self-Employment

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Abstract

This study assessed entrepreneurial awareness, interest, and skill development approaches among EIMW students in GSTCs in Adamawa State for self-employment. The study employed a descriptive survey research design, targeting 217 respondents, including administrators, teachers, and students from three GSTCs in Adamawa State. Data was collected using a structured questionnaire and analyzed using mean statistics and ANOVA at a 0.05 level of significance. The findings revealed that EIMW students possess a moderate level of awareness of entrepreneurship, with many students lacking sufficient exposure to entrepreneurship concepts in their curriculum. The study also found a moderate level of interest in entrepreneurship among the students, with limited practical exposure contributing to a lack of enthusiasm for self-employment. Additionally, key strategies for entrepreneurial skill acquisition were identified, including providing rewards for innovation, aligning entrepreneurial content with market needs, and fostering creativity through institutional support. The study concludes that while students show potential for entrepreneurial success, more emphasis needs to be placed on entrepreneurial education and practical exposure. Recommendations include

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Government should organize entrepreneurship awareness campaign in all Government Technical Colleges in order to create more awareness among students in the Technical College.

Keywords: Entrepreneurial awareness, Skill development, Self-employment, EIMW students

INTRODUCTION

Entrepreneurial skills refer to the business capabilities an individual acquires to thrive in a constantly evolving and competitive business environment, particularly within Nigeria's electrical industry (Ohagwu, *et al.,* 2021). Aulia and Evanita (2020) emphasize that entrepreneurship is crucial for economic development, demonstrating its importance through various means: identifying, assessing, and exploiting business opportunities; creating new firms or revitalizing existing ones by enhancing their dynamism; and driving economic progress through innovation, competence, and job creation, ultimately improving societal well-being. Nwibe and Bakare (2022) describe entrepreneurial skills as the ability to identify business opportunities and generate sustainable income from them. Acquiring these skills involves leveraging personal traits and available financial resources in the environment to achieve rewarding outcomes.

The concept of employability has recently garnered attention from governments, employers, job seekers, and educators alike. Brown and Hesketh (2004) define employability as the likelihood of securing and maintaining various types of employment. For individuals, employability depends on their knowledge, skills, and abilities (KSA), how they present these assets to employers, and the context in which they seek jobs. A major concern for graduates is understanding what constitutes employability skills. Kazilan, *et al.* (2019) note that employability skills, synonymous with entrepreneurial skills, are vital for developing a productive workforce.

In Nigeria, there is growing concern over the large number of unemployed youths graduating annually from educational institutions. With unemployment affecting students across all disciplines, acquiring entrepreneurial skills is essential for self-employment and other forms of gainful employment after graduation. Akingbade (2021) argues that only a practical, entrepreneurship-oriented education and skills training program can equip

students to adapt effectively in Nigeria's workforce. It is therefore crucial to identify the entrepreneurial skills necessary for students to succeed in the labor market and sustain themselves through active participation in the industry.

James and Kwami (2015) assert that upon completing entrepreneurship education, students are expected to develop qualities that enhance their employability, such as responsibility, creativity, a desire for feedback, high energy levels, future-oriented thinking, organizational skills, and a strong belief in achievement. Personal qualities relevant to entrepreneurship education include organizational ability, idea generation, openness to improvement, and sensitivity to criticism. Job-related qualities, as identified by Akingbade (2021), include industriousness, dependability, patience, confidence, persistence, and cooperation. The knowledge gained through entrepreneurship education enables students and graduates to recognize the opportunities available through entrepreneurship.

Abirami and Sathish (2014) highlight that entrepreneurial awareness refers to the conscious recognition of the goal of starting a business. It aims to provide individuals with the knowledge required to establish and sustain an enterprise. Awareness allows students to create new value in existing ventures by leveraging the information they gather. Anabela, *et al.* (2013) emphasize that entrepreneurial interest is shaped by factors such as locus of control, need for achievement, tolerance for ambiguity, innovativeness, access to business information, and a supportive environment, all of which increase students' interest in entrepreneurship.

Statement of the Problem

In recent years, Nigeria has faced a growing challenge of youth unemployment, with graduates from various educational institutions struggling to secure gainful employment. This issue is particularly pronounced among students of vocational and technical programs, such as Electrical Installation and Maintenance Works (EIMW), who often lack the entrepreneurial skills necessary for self-employment and sustainable career growth. Despite the critical role that entrepreneurship plays in fostering economic self-reliance and reducing unemployment, there is limited focus on the development of entrepreneurial awareness and interest among technical college students. Additionally, the strategies required to effectively acquire entrepreneurial skills for self-employment in the electrical industry remain unclear or underutilized.

The problem, therefore, lies in the inadequate entrepreneurial preparedness of EIMW students in Government Science and Technical Colleges of Adamawa State. Without proper entrepreneurial awareness, interest, and the development of practical skills, these students are ill-equipped to explore self-employment opportunities, thereby contributing to the high unemployment rates in the state and the country at large. This study seeks to assess the levels of entrepreneurial awareness, interest, and the strategies necessary for skill acquisition among EIMW students, with the aim of equipping them for successful self-employment in the electrical industry.

Specifically, the study aimed to determine:

i. The electrical installation and maintenance works trade students' level of awareness of entrepreneurship in Government Science and Technical Colleges for self-employment in Adamawa state.
ii. The electrical installation and maintenance works trade students' level of interest in entrepreneurship in Government Science and Technical Colleges for self-employment in Adamawa state.
iii. Identify strategies needed for acquiring entrepreneurial skill in Electrical installation and maintenance work practice in Government Science and Technical Colleges for self-employment in Adamawa state.

Research Questions

i. What is the electrical installation and maintenance works trade students' level of awareness of entrepreneurship in Government Science and Technical Colleges for self-employment in Adamawa state?
ii. What is the electrical installation and maintenance works trade students' level of interest in entrepreneurship in Government Science and Technical Colleges for self-employment in Adamawa state?
iii. What are the strategies needed for acquiring entrepreneurial skill in Electrical Installation and Maintenance Work practice in Government Science and Technical Colleges for self-employment in Adamawa state?

Hypotheses

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

HO_1: There is no significant difference among the mean responses of technical college's administrators, teachers and students on the Electrical Installation and Maintenance Works Trade students' level of awareness of entrepreneurship in Government Technical Colleges in Adamawa state

HO_2. There is no significant difference among the mean responses of technical colleges administrators, teachers and students on the electrical installation and maintenance works trade students' level of interest in entrepreneurship in Government Science and Technical Colleges for self-employment in Adamawa state.

HO_3: There is no significant difference among the mean responses of technical colleges' administrators, teachers and students on the strategies needed for acquiring entrepreneurial skill in Electrical Installation and Maintenance Work practice in Government Science and Technical Colleges for self-employment in Adamawa state.

Literature Review

Entrepreneurial education has become a central focus in efforts to reduce unemployment and promote self-employment, particularly among vocational students. Entrepreneurship is essential for economic development as it fosters innovation, job creation, and societal well-being. Aulia and Evanita (2020) highlight that entrepreneurship contributes to economic progress by enabling individuals to identify and exploit business opportunities, create dynamic new firms, and drive innovation. In Nigeria, the electrical industry presents significant entrepreneurial opportunities, but students in technical and vocational education often lack the requisite entrepreneurial skills (Ohagwu, *et al.*, 2021).

Entrepreneurial Awareness

Entrepreneurial awareness refers to the conscious recognition of business opportunities and the ability to assess their viability. Abirami and Sathish (2014) argue that awareness is critical for fostering an entrepreneurial mindset, as it helps students recognize opportunities and gather relevant information for building successful businesses. This is particularly important in technical fields like Electrical Installation and Maintenance Works (EIMW), where students can benefit from understanding the market demands and opportunities in the electrical industry. Awareness of entrepreneurial opportunities increases students' likelihood of pursuing self-employment upon graduation (Akingbade, 2021). However, studies show that entrepreneurial awareness remains low among technical students in

Nigeria, which hinders their ability to transition into self-employment (Nwibe & Bakare, 2022).

Entrepreneurial Interest

Entrepreneurial interest refers to students' desire to engage in entrepreneurial activities. Anabela et al. (2013) note that several factors influence entrepreneurial interest, including locus of control, need for achievement, tolerance for ambiguity, and innovativeness. Moreover, access to business information and a supportive environment can further enhance students' interest in entrepreneurship. In the context of technical colleges, developing entrepreneurial interest requires targeted interventions, such as introducing entrepreneurship as part of the curriculum, providing mentorship, and exposing students to real-world business environments (Kazilan, *et al.*, 2019).

However, in many Nigerian technical colleges, students lack sufficient exposure to entrepreneurship education, which reduces their interest in pursuing self-employment. Ohagwu, *et al.* (2021) emphasize that without fostering entrepreneurial interest, students are less likely to leverage their technical skills for entrepreneurial ventures, leading to an over-reliance on formal employment, which is often scarce.

Entrepreneurial Skill Development

Entrepreneurial skills are the practical capabilities required to successfully manage and sustain a business. These include skills related to financial management, marketing, innovation, and business planning (James & Kwami, 2015). In technical fields like electrical installation and maintenance, entrepreneurial skills also encompass technical competencies, problem-solving abilities, and innovation in service delivery (Akingbade, 2021). Entrepreneurial skill development is a vital component of self-employment, enabling students to translate their technical knowledge into marketable services.

According to Imeokparia and Ediagbonya (2012), entrepreneurial skills contribute significantly to employability, as they enhance a person's ability to create jobs for themselves and others. Despite this, many technical students in Nigeria graduate without the entrepreneurial skills needed for self-employment. Nwibe and Bakare (2022) suggest that targeted entrepreneurship education programs are necessary to equip students with both the business and technical skills required to thrive as entrepreneurs in the electrical industry.

Challenges in Entrepreneurial Skill Acquisition

One of the major challenges in entrepreneurial skill acquisition is the lack of structured programs aimed at developing these skills in technical and vocational education. Akingbade (2021) asserts that the absence of a practical, entrepreneurship-oriented education in many technical colleges limits students' ability to acquire the necessary skills for self-employment. Furthermore, financial constraints, limited access to mentorship, and inadequate exposure to business environments compound the problem (Ohagwu, *et al.,* 2021).

METHODS

The study employed a descriptive survey research design. According to Gall, *et al.* (2017), this approach involves gathering data through questionnaires or interviews from a sample chosen to represent a population, allowing for generalization of the findings. The research was carried out in Adamawa State, which is located between latitude 9° 20' North and longitude 12° 30' East. The study population consisted of 310 respondents, including 9 administrators (principals and vice principals), 56 Electrical Installation and Maintenance Work (EIMW) teachers, and 245 NTC II and III students from the three Government Technical Colleges in Adamawa State. A sample size of 217 respondents was selected, consisting of 9 administrators, 56 teachers, and 152 students. Simple random sampling was utilized to choose the participants. Data collection was conducted using a structured questionnaire developed by the researchers, titled "Entrepreneurial Skills Need for Self-Awareness Questionnaire (ESNSQ)." The questionnaire was based on a 5-point Likert scale, with response options ranging from Strongly Agree (SA) to Strongly Disagree (SD). The instrument was validated by three experts from the Department of Electrical Technology Education at Modibbo Adama University, Yola. The reliability of the instrument was determined through the Cronbach's alpha method, yielding a coefficient of 0.88. Mean statistics were employed to address the research questions, while the hypotheses were tested using ANOVA at a 0.05 level of significance.

RESULTS

Research Questions 1: What is the electrical installation and maintenance works trade students' level of awareness of entrepreneurship in Government Science and Technical Colleges for self-employment in Adamawa state?

Table 1: Mean and Standard Deviation of Administrators, Teachers and Students on the Level of Awareness of Entrepreneurship

		$N_A = 9$	$N_T=56$	$N_S=152$	N= 217		
S/No	**ITEMS**	$\bar{x}_A$	$\bar{x}_T$	$\bar{x}_S$	$\bar{x}_G$	δ	**Rmk**
1.	Students are aware that participating in entrepreneurship encourages them to be job creators	3.33	3.07	3.03	3.06	0.28	MLA
2.	Students are aware that participating in entrepreneurship allows training and tutoring in the skills relevant to the management of the small business Centre	3.11	3.04	3.02	3.03	0.16	MLA
3.	Students are aware that participating in entrepreneurship helps in skill acquisition that will make them fit into the manpower needs of the society	3.22	3.02	3.01	3.02	0.20	MLA
4.	Students are aware that participating in entrepreneurship stimulates industrial and economic growth of rural and less developed areas	3.44	3.11	3.05	3.08	0.38	MLA
5.	Students are aware that participating in entrepreneurship makes them identify new business opportunities.	3.33	3.09	3.05	3.07	0.35	MLA
6.	Students are aware that participating in entrepreneurship serve as means of reducing unemployment in Nigerian society	3.22	3.04	3.04	3.05	0.45	MLA
7.	Students are aware that participating in entrepreneurship helps to prepares them psychologically for risk taking	3.11	3.09	3.03	3.05	0.38	MLA
8.	Students are aware that participating in entrepreneurship helps in proper utilizing human resources	3.22	3.04	3.01	3.03	0.23	MLA
9.	Students are aware that participation in entrepreneurship makes them self-	3.11	3.07	2.99	3.02	0.43	MLA

	reliant						
10.	Students are aware that through entrepreneurship, graduates are equipped with the training and support necessary to help them establish career in small business Centre	3.44	3.04	2.99	3.02	0.51	MLA
	Cumulative Grand Mean				**3.04**	**0.34**	**MLA**

$\bar{x}_T$ = Mean of Teachers, $\bar{x}_A$ = Mean of Administrators, $\bar{x}_S$ = Mean of Students, $\bar{x}_G$ = Grand Mean, δ = Standard deviation, N_T = Number of Teachers, N_A = Number of Administrators, N_S = Number of Students, N = Total Number of Respondents, MLA = Moderately Level of Aware

Table 1 shows the electrical installation and maintenance works trade students' level of awareness of entrepreneurship in Government Science and Technical Colleges of Adamawa state for self-employment. The respondents which were the school administrators, teacher and EIMW trade students identified items all the items (1-10) as moderate level of awareness of entrepreneurship with mean values ranging between 3.02 and 3.08. The standard deviation which also has the range between 0.17 and 0.51 indicated that the response were clustered together in harmony. The cumulative grand mean of 3.04 and the accompanying standard deviation of 0.34 implies that the EIMW students had moderate level of awareness of entrepreneurship in Government Science and Technical Colleges of Adamawa State.

Research Question 2: What is the electrical installation and maintenance works trade students' level of interest in entrepreneurship in Government Science and Technical Colleges for self-employment in Adamawa state?

Table 2: Mean and Standard Deviation of Administrators, Teachers and Students on the Level of Interest in Entrepreneurship

		N_A = 9	**N_T=56**	**N_S=152**	**N= 217**		
S/No.	**ITEMS**	**$\bar{x}_A$**	**$\bar{x}_T$**	**$\bar{x}_S$**	**$\bar{x}_G$**	**δ**	**Remark**
1.	Students see technological changes as sources of entrepreneurial opportunity because it makes it possible for them to do things in a	3.11	3.04	3.03	3.03	0.41	MLI

	more productive way						
2.	Students have interest in EIMW practice as a trade	3.33	3.09	3.05	3.07	0.35	MLI
3.	Students have entrepreneurial interest but lack impetus for fear of risk	2.89	2.89	2.98	2.95	0.34	MLI
4.	Students have entrepreneurial interest but lacks adequate skills in enterprise	3.00	3.02	2.99	3.00	0.40	MLI
5.	Students' entrepreneurial interest are not capture during entrepreneurial lessons	2.56	2.89	2.96	2.93	0.38	MLI
6.	Students loss entrepreneurial interest when unable to identify an opportunity	2.78	2.98	3.00	2.99	0.20	MLI
7.	Student entrepreneurial interest deterred by too many people in chosen area	2.89	2.95	3.01	2.99	0.31	MLI
8.	Frequently experiences a restlessness that keeps them from learning and trying new things	2.78	2.98	3.00	2.99	0.20	MLI
9.	Students' entrepreneurial interest are captured by the reality of the lessons	3.22	3.07	3.01	3.04	0.29	MLI
10.	Trying new ideas makes students feel comfortable during entrepreneurship education lesson	3.33	3.02	3.05	3.05	0.35	MLI
	Cumulative Grand Mean				**3.00**	**0.32**	**MLI**

$\bar{x}_T$ = *Mean of Teachers,* $\bar{x}_A$ = *Mean of Administrators,* $\bar{x}_S$ = *Mean of Students,* $\bar{x}_G$ = *Grand Mean,* δ = *Standard deviation,* N_T = *Number of Teachers,* N_A = *Number of Administrators,* N_S = *Number of Students,* N = *Total Number of Respondents, MLI = Moderately Level of Interest*

Table 2 shows the electrical installation and maintenance works trade students' level of interest in entrepreneurship in Government Science and Technical Colleges of Adamawa state for self-employment. The respondents which were the school administrators, teacher and EIMW trade students indicated that the students have moderate level of interest in entrepreneurship with mean values in item 1 – 10 ranging between 2.95 and 3.07. The standard deviation which ranged between 0.20 and 0.41 shows that the responses of the

respondents were clustered together. The cumulative grand mean of 3.00 and it associated standard deviation denotes that the EIMW students possesses moderate level of interest in entrepreneurship in Government science and Technical Colleges of Adamawa State.

Research Question 3: What are the strategies needed for acquiring entrepreneurial skill in Electrical Installation and Maintenance Work practice in Government Science and Technical Colleges for self-employment in Adamawa state?

Table 3: Mean and Standard Deviation of Administrators, Teachers and Students on the Strategies Needed for Acquiring Entrepreneurial Skill

		$N_A = 9$	$N_T=56$	$N_S=152$	N= 217		
S/No.	**ITEMS**	$\bar{x}_A$	$\bar{x}_T$	$\bar{x}_S$	$\bar{x}_G$	δ	**Remark**
1.	Constant engagement of students in entrepreneurship debates	3.56	3.52	3.57	3.55	1.06	Agreed
2.	Deliberate reward for innovation to students	4.11	4.02	4.01	4.01	0.12	Agreed
3.	Entrepreneurship should be all inclusive	4.67	4.66	4.04	4.23	0.42	Agreed
4.	Grant should be given to student with creative and critical thinking behavior	4.78	4.61	4.05	4.22	0.42	Agreed
5.	Linkage of content of entrepreneurship syllabus with the needs in the market and changing times	4.22	4.04	4.01	4.03	0.33	Agreed
6.	Mentorship should be made available for students	4.22	4.18	4.16	4.17	1.37	Agreed
7.	Parent and guidance should be encouraged to prepare their ward's mindset on entrepreneurship	3.78	3.73	3.70	3.71	0.87	Agreed
8.	Providing other facilities and services to foster entrepreneurship	4.56	4.46	4.45	4.46	1.36	Agreed
9.	Students should be encouraged to pick up opportunities	4.67	4.64	4.55	4.58	1.22	Agreed
10.	Training students should be cheaper and affordable	4.78	4.68	4.63	4.65	1.12	Agreed
	Cumulative Grand Mean				**4.06**	**0.83**	**Agreed**

$\bar{x}_T$ = *Mean of Teachers,* $\bar{x}_A$ = *Mean of Administrators,* $\bar{x}_S$ = *Mean of Students,* $\bar{x}_G$ = *Grand Mean,* δ = *Standard deviation,* N_T = *Number of Teachers,* N_A = *Number of Administrators,* N_S = *Number of Students,* N = *Total Number of Respondents, HN = Highly Needed*

Table 3 shows the strategies needed for acquiring entrepreneurial skill in Electrical Installation and Maintenance Work practice in Government Science and Technical Colleges for self-employment in Adamawa state. In Table 6, the respondents which agreed that all the item listed are the strategies needed for acquiring entrepreneurial skill in Electrical Installation and Maintenance Work with mean values which fail between the range of 3.55 and 4.65 with standard deviation which also ranged between 0.12 and 1.36. With the cumulative grand mean of 4.06 and supportive standard deviation of 0.83, the respondents showed that deliberate reward for innovation to students, linkage of content of entrepreneurship syllabus with the needs in the market and changing times, providing other facilities and services to foster entrepreneurship, entrepreneurship should be all inclusive, grant should be given to student with creative and critical thinking behavior, constant engagement of students in entrepreneurship debates and training students should be cheaper and affordable are strategies for acquiring entrepreneurship skills needed by Electrical Installation and Maintenance Works Trade students in Government Science and Technical Colleges for self-employment in Adamawa State.

Hypothesis 1: There is no significant difference among the mean responses of technical college's administrators, teachers and students on the Electrical Installation and Maintenance Works Trade students' level of awareness of entrepreneurship in Government Technical Colleges for self-employment in Adamawa state.

Table 4: ANOVA on the EIMW Students' Level of Awareness of Entrepreneurship

	Sum of Squares	Mean Square	df	F	p	Remark
Between Groups	.481	.241	2	6.716	.011	accepted
Within Groups	7.667	.036	214			

Table 4 shows the result of testing hypothesis one. The result revealed that F(2, 214) = 6.716, p-value = 0.011 tested at 0.05 level of significance. Since the p- value is less than the level of significance, therefore, the null hypothesis is accepted.

Hypothesis Two: There is no significant difference among the mean responses of technical colleges administrators, teachers and students on the electrical installation and maintenance works trade students' level of interest in entrepreneurship in Government Science and Technical Colleges for self-employment in Adamawa state.

Table 5: ANOVA on the EIMW Students' Level of Interest in Entrepreneurship

	Sum of Squares	Mean Square	df	F	P	Remark
Between Groups	.009	.005	2	.320	.726	Accepted
Within Groups	3.139	.015	214			

Table 5 shows the result of testing hypothesis two. The result revealed that F(2, 214) = 0.320, p-value = 0.726 tested at 0.05 level of significance. Since the p- value is less than the level of significance, therefore, the null hypothesis is accepted.

Hypothesis 6: There is no significant difference among the mean responses of technical college administrators, teachers and students on the strategies needed for acquiring entrepreneurial skill in Electrical Installation and Maintenance Work practice in Government Science and Technical Colleges for self-employment in Adamawa state.

Table 6: ANOVA on the Strategies Needed for Acquiring Entrepreneurial Skill in Electrical Installation and Maintenance Work

	Sum of Squares	Mean Square	df	F	p	Remark
Between Groups	1.040	.520	2	2.069	.129	Accepted
Within Groups	53.795	.251	214			

Table 6 shows the result of testing hypothesis three. The result revealed that F(2, 214) = 2.069, and p-value = 0.129 tested at 0.05 level of significance. Since the p- value is greater than the level of significance, therefore, the null hypothesis is accepted.

DISCUSSION

The findings on the level of awareness of entrepreneurship by EIMW students revealed that EIMW students possess a moderate level of awareness of entrepreneurship in Government Science and Technical Colleges for self-employment in Adamawa State. The finding is in agreement with Abdelraheem and Rand (2019) and Osaked, *et al.* (2017) who in their separate submissions noted that before now, students enrolled at secondary schools in Nigeria were not exposed to entrepreneurial studies as it is believed that the society only permits people of school age to be in school. And any attempt by a parent to introduce any form of buying and selling in their children will be termed as "child labor". Mishi and Shaw (2014) maintained that there is a low level of entrepreneurial awareness among secondary school graduates as their curriculum does not permit them to undertake any form of business activities except those who may not have the well without to sponsor themselves in tertiary institutions may be advised to take one vocation or the other in order not to make them wayward and less useful in the society. To further buttress the findings, Panikar and Washington (2020) who studied the entrepreneurial skills and level of awareness of college students on entrepreneurship reported that only a 10% of the students interviewed where aware of the benefit of one being an entrepreneur and were ready to partake in the process while 68% of the students wish to be employed in public institutions, and the other 22% desire to be educationist.

The findings on the level of entrepreneurship interest by EIMW students revealed EIMW students have a moderate level of interest in entrepreneurship in Government Science and Technical Colleges for self-employment in Adamawa State. The finding is in agreement with Kneale (2019) who submitted that students in secondary school lack an interest of entrepreneurship as the subject is being taught not as an independent subject but rather as a unit module embedded in another subject. This inaction of not making entrepreneurship studies a stand-alone subject may lead to students' poor interest in the topic and may study it as one of the general theoretical subjects. To further support the finding, Maxwell (2017) and Gosekwang and Herbert (2014) reported that though entrepreneurship education is considered a potent tool for influencing students' learning orientation and expression of entrepreneurial implementation interest, the students still need to be properly guided in order for them to make the adequate choice and develop the require tendencies in entrepreneurship. Ugwu and Ezeani (2012) asserted that students' interest is enhanced by what they see and hear. For this reason, students should be made to understand the

benefit that he/she will accrue as an entrepreneur. Muigai (2012) also suggested that students should be exposed to early entrepreneurial education in order to raise their desire for self-reliance and job creation rather than job seekers.

The findings of the study revealed that the strategies needed for acquiring entrepreneurial skill in Electrical Installation and Maintenance Work practice in Government Science and Technical Colleges for self-employment in Adamawa state include deliberate reward for innovation to students, linkage of content of entrepreneurship syllabus with the needs in the market and changing times, providing other facilities and services to foster entrepreneurship, grant should be given to student with creative and critical thinking behavior. The finding is in agreement with Githeko (2020) who highlights the deliberate moves that are being made by the Nigerian government today to encourage entrepreneurship. To further support the finding, Muigai (2012) recommended that academic institutions should link the content of their entrepreneurship syllabus with the needs in the market and changing times. This will ensure that the entrepreneurial spirit found in the students is fed with relevant content and that the prospective entrepreneur gets relevant knowledge and exposure to ensure the success of his business. Zainuddin and Rejab (2020) observed that academic institutions need to go out of their way in providing other facilities and services to foster entrepreneurship.

CONCLUSION

Based on the findings of the study it was concluded that EIMW students have moderate level of awareness and interest in entrepreneurship in Government Science and Technical Colleges of Adamawa State. The strategies needed for acquiring entrepreneurial skill in EIMW trade in Government Science and Technical Colleges for self-employment in Adamawa state include deliberate reward for innovation to students, linkage of content of entrepreneurship syllabus with the needs in the market and changing times, providing other facilities and services to foster entrepreneurship, grant should be given to student with creative and critical thinking behavior

Recommendations

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

i. Government should organize entrepreneurship awareness campaign in all Government Technical Colleges in order to create more awareness among students in the Technical College
ii. Private individuals who have excelled in entrepreneurship should organize regular television programmes that will help students develop interest in entrepreneurship
iii. The administrators of Government Technical Colleges should adequately supervise their students on industrial training to ensure effective learning of the trade of choice

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