Kardan Publishing

Kardan Journal of Economics and Management Sciences (KJEMS)

ISSN: 2616-3950 (P) 2959-0493 (O), Journal homepage: kjems.kardan.edu.af

Effect of Skill Acquisition on Entrepreneurship Development among Government Technical College Students in Osun State Nigeria

Dolapo Stephen Akinwumi
Kayode Muhammed Ibrahim

To cite this article: Akinwumi, D. S., & Ibrahim, K. M. (2025). Effect of skill acquisition on entrepreneurship development among government technical college students in Osun state Nigeria. *Kardan Journal of Economics and Management Sciences, 8*(1), *1–16.* DOI: 10.31841/KJEMS.2025.175

To link to this article: http://dx.doi.org/10.31841/KJEMS.2025.175

Published online: 04 June 2025

Submit your article to this

Article

Effect of Skill Acquisition on Entrepreneurship Development among Government Technical College Students in Osun State Nigeria

Kardan Journal of Economics and Management Sciences 8 (1) 1 – 16

Kardan Publications
Kabul, Afghanistan
DOI: 10.31841/KJEMS.2025.175
https://kardan.edu.af/Research/CurrentIssue.aspx?j=KJEMS

Received: 04 Dec 24
Revised: 22 Feb 25
Accepted: 15 April 25
Published: 04 June 25

Dolapo Stephen Akinwumi
Kayode Muhammed Ibrahim

Abstract

Gaining new skills is crucial to the expansion and development of entrepreneurship, mainly when promoting the establishment and sustainability of businesses. Entrepreneurs require a range of skills to successfully navigate obstacles and manage business operations in today's fiercely competitive world. This study investigated the effect of skill acquisition on entrepreneurship development among students at government technical colleges in Osun State, Nigeria. Data was gathered from 266 final-year students who were purposively selected from a total of 521 students using a descriptive study approach. Also, Taro Yamane (1967) was used. With a Cronbach's alpha reliability of 0.7, the study employed a closed-ended questionnaire using a 5-point Likert scale. The results revealed that technical and soft skill training significantly affects entrepreneurial intention, and combined skills account for 69.7% of the variation (R2= 0.416). Compared to technical training ($\beta = 0.134$, $p < 0.014$), soft skill acquisition had a more significant effect ($\beta = 0.755$, $p < 0.001$). The ANOVA findings validated the model's statistical significance ($F = 444.937$, $p < 0.05$). The study recommended that technical colleges incorporate training in both technical and soft skills into their curricula.

Keywords: *Curriculum Development, Entrepreneurial Intention, Entrepreneurial Success, Entrepreneurship Development, Government Technical Colleges, Soft Skill Acquisition, Technical Training*

1. Introduction

Skills acquisition is transformative in the growth and development of entrepreneurship, as it holds a unique status in stimulating business formation, growth, and sustainability. Working in a modern environment full of challenges and strong competition, the elite requires a versatile competency to organize business activities (Salau et al., 2024). Apart from innovation, which is the key starting point in entrepreneurism, the level of accumulation and deployment of competencies defines the success or failure of an entrepreneur. According to Takawira et al. (2023), 61% of emerging market entrepreneurs identified financial reporting and control, marketing, and leadership as the major skills and knowledge essential for business success, which they also identified as the major constraints to business success. This is the reason for the tense structures of educational programs, which must consider the provision of necessary skills for sustainable development through business ventures.

Competency is primarily comprised of specialized knowledge, administrative proficiency, and creativity. To businesspeople, these are valuable skills that help them identify opportunities, devise solutions, make informed decisions, and address the mundane issues that come with managing an organization. Courses enable entrepreneurs to forecast and assess markets, in addition to managing financial aspects and personnel (Memon et al., 2022). According to Cantrell et al. (2022), when running a business, those who participate in specific skill development initiatives have a 30% higher chance of operating their business for the initial five years of their lifetime compared to those who do not access such courses which clearly shows the importance of having skills in the initial phases of starting up a business.

In addition to the skills required to meet organisational needs and facilitate the basic execution of managerial tasks, organisations must acquire superior and innovative skills to maintain a competitive edge within an intensely dynamic environment. Such approaches help entrepreneurs who aspire to improve their courses, applications, and relationships develop enhanced skills in digital literacy, problem-solving, and adaptability, enabling them to face the new challenges that arise from emerging consumers and technologies. The study by Masterson (2023) showed that seven of the top ten competencies required by today's entrepreneurial leaders are innovation, adaptability, and digital skills. These competencies are not luxuries one can afford but are necessary for aspiring entrepreneurs who want to transform their businesses into successful firms and create a new generation in their industries. Technical aptitudes and managerial competencies are crucial, but soft skills enable entrepreneurs to develop the necessary networks, articulate their ideas effectively, and secure funding. Negotiation, interpersonal, and people skills significantly develop investor, customer, and business partner relations (Isabirye et al., 2024). According to Radicic and Petković (2023), 52% of businesspeople stated that communication is important when seeking funding and partnering with others. Some of these soft skills define the difference between a business's success and failure, illustrating that business skills are complex.

Nonetheless, emerging and obvious evidence points to a strong link between skill development and entrepreneurial success; various hurdles exist when accessing quality training facilities (Lattacher & Wdowiak, 2020). Many businesspeople in rural and underserved areas lack access to quality education and training; consequently, many fail in their business ventures (Unachukwu, 2010). Closing the gap regarding the quality of available skill development resources is crucial in creating a more socially inclusive environment for entrepreneurs. Opportunities to obtain relevant, affordable, and high-quality training can empower individuals from any background and help them bring their business dreams to life.

The connection between skills and entrepreneurship is evident, and as globalization is adopted worldwide, the importance of skilled entrepreneurs continues to increase (Abdul Rani et al., 2019). Governments and educational institutions must address this need by providing high-value, relevant skills training for workers and executives on behalf of both governments and private enterprises. Thus, they would contribute to the success of individual businesspeople and foster economic growth, innovation, and social change at the societal level. Therefore, Acquiring skills continues to be an important factor in developing entrepreneurship, creating a processed environment that the founder can develop and add value to, and helping propel sustainable economic growth (Ijieh, 2021).

Due to a lack of crucial soft skills and inadequate technical instruction, students at government technical colleges in Osun State require assistance in acquiring the skills necessary for entrepreneurial success. Although technical training is essential for equipping students with the knowledge to work in specific industries, students' capacity to innovate and adapt to the fast-paced business world is limited by the need for real-world, hands-on experience (Usman et al., 2024). Their capacity to recognise opportunities, resolve issues, and meet technological demands in the marketplace needs to be improved by this lack of technical expertise. The lack of a targeted approach for honing essential soft skills, such as leadership and communication, further diminishes their entrepreneurial potential. These crucial soft skills still need to be addressed in the existing training system despite being critical for creating networks, obtaining funding, and preserving productive business partnerships (Yang et al., 2021). Moreover, students need to prepare to use their knowledge in real-world situations due to the fragmented structure of entrepreneurship training, which does not integrate technical expertise with soft skills (Ijieh, 2021). Students' entrepreneurial intents are frequently suppressed without a well-rounded skill set that combines technical competency and interpersonal competence, which lowers their chances of starting and maintaining profitable businesses in a cutthroat business environment.

The importance of acquiring technical and soft skills in influencing the entrepreneurial aspirations of government technical college students in Osun State, Nigeria, makes this study highly significant. Motivated by the urgent need to address youth unemployment and encourage entrepreneurial mindsets, this study aims to determine how skill training can enhance students' readiness for profitable business endeavours in an increasingly competitive environment (Lattacher & Wdowiak, 2020). The study's contribution is that it offers evidence-based insights that could guide curriculum changes and policy creation targeted at enhancing vocational education. The study aims to empower students, develop their entrepreneurial potential, and promote sustainable economic growth by emphasizing the importance of both technical expertise and interpersonal skills. This will ultimately help the country achieve its goals of workforce development, innovation, and self-reliance. This study investigates how students at government technical colleges in Osun State, Nigeria, develop entrepreneurial skills through skill acquisition programs. More specifically, it examines how exposure to real-world, hands-on technical skills influences students' desires and preparedness to start their businesses, as well as the relationship between technical training and entrepreneurial intention. The study will also investigate the relationship between the acquisition of soft skills and entrepreneurial intention, examining how problem-solving, communication, and interpersonal skills enable students to navigate the challenges of entrepreneurship more effectively. By examining these aspects, the study will provide an in-depth understanding of how the development of technical and soft skills influences young people's entrepreneurial tendencies and preparedness, aiming to promote sustainable growth in entrepreneurship within the region.

2. Literature Review

2.1 Concept of Skill Acquisition

Skill acquisition can be defined as the ability to attain and develop knowledge and ability required for effective performance in a particular area. As Ogundipe et al. (2019) explain, this type of acquisition is essential for both individual and organizational learning, as it enables individuals to develop their capacity and meet the challenges of their context.

Skill acquisition can be categorized into two primary types: cognitive and procedural. The former is related to gaining knowledge and know-how, while the latter focuses on performing activities based on that knowledge. According to Agogbua and Mgbatogu (2024), skill development, particularly in entrepreneurship, facilitates the development of problem-solving and strategic thinking skills essential for business growth and survival. This dual focus on technical and cognitive competencies establishes an interface of all the attributes required for entrepreneurial expertise with the abilities scaffolded across the Skill Agenda.

Entrenched in entrepreneurship, skill acquisition extends beyond knowledge and mechanical abilities, embracing managerial, interpersonal, and innovative skills. Gaining such skills helps entrepreneurs understand the structure of various business environments and navigate them in the event of change. As Maldonado and Márquez (2023) pointed out, emotions, leadership, and soft skills are essential for an entrepreneur to manage their team and build a strong organization. Each of these skills benefits the individual performer and helps promote a performance-oriented learning culture, which is essential for the sustained success of entrepreneurial organizations in today's uncertain environment. Swailes and Senior (2020) affirm that cultivating a diverse array of competencies enhances an entrepreneur's ability to seize opportunities and avoid risks while fostering healthy innovation, especially in the current volatile business climate (Phạm et al., 2023).

2.2 Technical Training

Technical training is a type of vocational education that prepares individuals for specific jobs by equipping them with the technical skills necessary to deliver result-oriented performance in the workplace, particularly in technical fields such as engineering, information technology, construction, manufacturing, and production. Gaede (2018) opined that clinical training is uniquely relevant to fill the gap between theory and practice, especially in contexts where there is high specialization in the practice arena. Technical training enables a person to practice actual working skills, which in turn allows them to acquire the competence required for handling various tasks with precision. Moreover, according to Habiyaremye et al. (2022), technical training serves as an enabling factor for the economy, as it can help alleviate the skills gap shortage in various areas of the economy, particularly in emerging markets.

Technical training for representatives of entrepreneurial activities is not only a means of enhancing individual efficiency but also a significant resource for furthering an organisation's activities and driving continuous change in the form of innovations. Management skills are a crucial reason why technical entrepreneurs can better manage production-related bottlenecks, improve the efficiency of production processes, and introduce advanced technologies that help gain a competitive advantage. As noted by Usman et al. (2024), technical training enhances business performance and sustainability by equipping entrepreneurs to adapt to technological changes within their businesses. This is especially true for SMEs, many of which are based on innovations and better cost strategies to succeed within the specific horticulture market challenges (Adam & Alarifi, 2021). Incorporating technical skills into business decision-making enhances product quality, operational efficiency, and innovation, allowing businesses to counterbalance or improve upon trends in the business environment, thereby making them more relevant.

2.3 Soft Skill Acquisition

Interpersonal skills refer to relational assets that enable human beings to work and relate with one another, especially in learning institutions. These include communication, leadership, emotional intelligence, and problem-solving skills. According to Landry (2019), soft skills are highly valued for individual and organizational success for the following reasons. Interpersonal communication is essential in a person's life and at the workplace because it helps to influence and build better relations and foster teamwork, which is vital in leadership roles. Many of these skills are intangible, yet they have a profound impact on business longevity, particularly for those who must develop and maintain effective working relationships with customers, investors, and employees. According to Poláková et al. (2023), the growing trend of soft skills in global workforce dynamics can be attributed to the emergence of collaboration and innovation-focused organisational realities for the first time.

For business owners, soft skills play a crucial role in leadership and organizational culture. Yang et al. (2021) argue that ventures led by better communicators, skilled negotiators, and strong, intelligent individuals who self-help will be more likely to attract investors, retain a customer base, and have an excellent team that motivates and inspires staff. Moreover, soft skills are beneficial when handling risk and decisional uncertainties. Those with such skills can address multiple issues related to organisational structures and foster a positive organisational culture, as well as effective networks that enhance business performance. Kiishi (2024) emphasizes that applying soft skills in entrepreneurship effectively fosters a proper approach to leadership, making businesses highly effective and successful and increasing the chances of adapting to uncertain environments.

2.4 Entrepreneurship Development

Entrepreneurship development is a complex concept and initiative aimed at creating and developing individuals with the skills, knowledge, and resources necessary to build and sustain enterprises. According to Braunerhjelm and Lappi (2023), entrepreneurship development systematically enhances specific entrepreneurial skills. The resources that could be used for this purpose are training, knowledge, and endowments or funds. Dabbous et al. (2023) also explain that entrepreneurial development plays a crucial role in a nation's economic growth, as it enhances employment opportunities and fosters innovation and the adoption of new technologies. Therefore, entrepreneurship development programs are crucial in equipping individuals with the relevant tools for managing the challenges inherent in new business ventures.

Entrepreneurship development differs from business knowledge, which consists of practical models that help an individual establish an enterprise. Dwivedi et al. (2021) identified areas that most such programs encompass: market access, finance, marketing strategy, and business law. These programs also provide opportunities for interaction with other like-minded individuals and guidance from experts who can help the business overcome the numerous challenges frequently encountered in business development. Almuzel et al. (2024) assert that entrepreneurship development programs play a crucial role in nurturing the mindset for entrepreneurship, including risk-taking, creativity, and determination. Thus, as a process of education and enhancing the practical competencies necessary for carrying out economic and business activities, entrepreneurship

development promotes economic and social advancement in areas not covered by formal business schools and organizational learning.

2.5 Entrepreneurial Intention

Entrepreneurial intention refers to the mindset of individuals who intend to start a new business. According to Gomes et al. (2024), entrepreneurial intention is an antecedent of entrepreneurial behaviour because it reveals an individual's preparedness and desire to act as an entrepreneur. Bayona-Oré (2023) emphasises that entrepreneurial intention is influenced by three key factors: intention based on perceptions towards entrepreneurship, perceived norms, and perceived self–control. This theoretical lens has been frequently used to understand the entrepreneurial choice process, as it strives to recognise the relationships between intrapersonal, interpersonal, and environmental factors.

Entrepreneurial intention is a critical success factor in transitioning ideas to practical dot-com ventures. Clauss et al. (2020) posit that intention is strongly influenced by education and skills, as exposure to these enhances an individual's confidence and exposes them to the necessary knowledge. To this, Salau et al. (2024) further argue that while technical skills are important in forming entrepreneurial intention since they boost self-efficacy and, thus, provide for entrepreneurial confidence, so too are the soft skills. Any business can be improved with the right skills in the areas of technical skills, including both manual and computer-based skills. Acquiring business acumen and leadership skills instils a higher level of intention to start and maintain a business venture, as they provide the focus, determination, knowledge, and ability to direct endeavours effectively. Entrepreneurs possess the right blend of skills and expertise.

2.6 Underpinning theory

Human capital theory, proposed by Gary Becker in the 1960s, posits that individuals utilise their earnings to acquire educational capital, skills, and knowledge, thereby enhancing their productivity and income, as well as the returns on both private and social investments. Becker (1964) defined human capital as the compensation individuals acquire through education and training in production processes. At the next level of abstraction, specifically when discussing business, human capital correlates directly to the possibility of success in entrepreneurship because those individuals who have a higher level of education and knowledge stand a better chance at making effective decisions, calculating risks, or even coming up with better ways to manage these risks (Teixeira, 2014). Human capital theory points out that the storage and creation of capital in the form of knowledge and experience brings benefits not only to the individual undertaker but also signifies the creation of adequate capital that will create jobs, cause innovations, and raise the level of productivity in the economy (Takawira et al., 2023). Thus, human capital plays a crucial role in generating entrepreneurship, as it identifies and defines opportunities and indicates the best ways to overcome difficulties encountered in the business arena.

Although the human capital theory has been widely adopted, it has also been criticised, primarily because it focuses solely on education and technical skills as key factors in business success. Many critics have come to question the relevance of social capital, which encompasses elements such as networks, relationships, and resources in the context of entrepreneurship (Claridge, 2018). On a similar note, Rahman and Kutty (2022) suggest

that while human capital can predict entrepreneurial activities, it sometimes lacks sensitivity to the socio-economic or cultural environment that influences subsequent decisions on entrepreneurial intentions and actions by the respective businessperson. It is recommended that human capital is adopted alongside other theories and frameworks, including social capital theory and the theory of planned behavior, to provide a more holistic view of entrepreneurship development. Moreover, programs in entrepreneurship education should not only be technical but also develop soft skills, such as creativity and problem-solving, which are equally vital in entrepreneurship (Claridge, 2018). It will also help focus on the whole person so that entrepreneurs are better prepared for the challenges of the current business environment and foster economic development.

By aligning Human Capital Theory with a more comprehensive framework, entrepreneurship development programs in Osun State can better prepare technical college students to acquire skills and navigate the socio-economic challenges of the entrepreneurial journey, ultimately contributing to sustainable economic development.

2.7 Empirical Review

Mamman et al. (2021) investigated the training requirements for entrepreneurial skills among Business Education graduates from colleges of education in Nasarawa State, Nigeria, to promote self-employment. This research design was selected to be a survey. Two research questions and two hypotheses framed the study. The target population for this study was 112 respondents, comprising 49 graduates and 63 entrepreneurs. The tool used to enlist data was a questionnaire. Three experts experienced the validation of the questionnaire. The instrument's reliability was calculated using Cronbach's Alpha method, yielding reliability coefficients of 0.87 and 0.89 for expressed importance and the mean level of performance, respectively. The Training Needs Index (TNI) was used to answer the research questions. In contrast, the t-test statistic was used to test the null hypotheses at a 0.05 significance level. The analysis did not reveal a statistically significant difference in mean response between entrepreneurs and graduates in all training needs related to entrepreneurial skills, except for five out of ten items in managerial skills training needs.

Adebisi et al. (2024) examined the National Board for Technical Education assessment on skill acquisition among technical school leavers in Osun State. This study used descriptive survey research as its method of data collection. The population for this study consisted of 12 technical schools located in the three federal constituencies of Osun State. The population was grouped using a multi-stage sampling procedure. Overall, one LGA with a Technical College from each senatorial district that makes up the state was purposively selected from each of the senatorial districts in the state. A simple random sampling technique was used, whereby one technical College was chosen from each of the 15 Local Government Areas of the state. In each school, a total enumeration sampling technique was used to select all top management personnel to form a 15-member top management team. Additionally, 150 stakeholders in technical schools were surveyed using a convenience sampling technique, with 50 participants per senatorial district. Two self-designed research instruments were titled: '"Technical Education and Skill Acquisition Questionnaire (TESA-Q) and Stakeholders' Perception Questionnaire (SP-Q)". Therefore, measures of central tendency and dispersion in the form of mean and standard deviation of descriptive statistics were adopted in this study. The survey findings show that NBTE effectively supported skills improvement among school leavers

in Osun State by introducing, implementing, and assessing relevant policies in technical education schools.

Udo et al. (2023) studied the entrepreneurial skills and organizational success of enterprises in the Uyo metropolis, Akwa Ibom State. In the study, a survey research design was used, and adapted questionnaires were used to collect responses from the respondents. The study's target population consisted of 226 individuals, while the sampled population consisted of 144 individuals, as estimated using the Taro Yamane sample size estimation model. Additionally, an adapted questionnaire was used to collect the primary data required for the study. The data generated were analyzed using Pearson Product Moment Correlation (PPMC) analysis. This study revealed a significant correlation between personality skills and the success of enterprises located in Uyo Metropolis, Akwa Ibom State. Additionally, it found a significant correlation between communication skills and the success of enterprises located in Uyo Metropolis, Akwa Ibom State.

Jarrah et al. (2024) examined the effects of Story elements and narrative tools on skill enhancement in gamification. Original data from 500 individuals with diverse educational backgrounds were collected and analysed quantitatively using descriptive statistics, correlation analysis, and multiple regression techniques. The results indicate relatively high positive connections between the use of gamification in education and aspects such as the impact of storytelling narratives and variables, as well as the degree of newly acquired skills. Surprisingly, there has been a shift towards narrative variables in measuring mastery in gamified classrooms.

Usman and Markus (2024) examined the impact of students' learning of entrepreneurship skills on their sustainable growth at tertiary institutions in Jalingo City, Taraba State. Some of the study's goals include examining the entrepreneurship skills required by business education students, discussing the barriers to their development, assessing how these abilities impact sustainable development, and determining their overall contribution to student development. The sample size consisted of 650 students from various post-secondary institutions in Jalingo. The results indicate that sustainable development necessitates critical entrepreneurial competencies, including marketing, communication, and financial literacy. However, several issues, including a lack of financing, a poor curriculum, and inadequate hands-on training, make it challenging to develop these abilities.

Olaseigbe et al. (2024) examined the relationship between undergraduate students' use of marketing library services and their entrepreneurship abilities at Tai Solarin University of Education, Ogun State, Nigeria, as predictors of employment creation. The study used a self-structured questionnaire and a descriptive research method to collect data. 181 final-year library and information science (LIS) undergraduates comprised the population, and 153 (84.5%) responded to the data analysis. With an entrepreneurship skills coefficient (B) of 0.609 and a standard error of 0.026, the results showed a highly significant and positive correlation between entrepreneurship skills and job creation chances among final-year undergraduates. Furthermore, a strong and favourable correlation exists between job development opportunities and library service marketing. The highest mean scores were 3.03 for customer service abilities and 3.00 for leadership skills.

Ewegbenro and Oiku (2023) examined the evaluation of entrepreneurial abilities required of graduates from post-secondary institutions to start and run small businesses. This study employed a descriptive survey research design, which involves gathering data from stakeholders. The study's target population consisted of ten entrepreneurial teachers from the School of Education at Emmanuel Alayande College of Education, Oyo, and fifty-eight lecturers from the School of Vocational and Technical Education. Due to the small population, a sample size of six to eight (68) individuals reflecting the area was chosen for this study. A structured questionnaire was created for data collection using the research questions as a guide. The mean and standard deviation of the gathered data were used for analysis. To successfully launch and run a small business, the study found that entrepreneurial skills, including financial management, sales and marketing, digital skills, business administration and management, creative and critical thinking, as well as vocational and technical skills, are essential.

Salami et al. (2024) investigated the assessment of soft skill development among underprivileged children and orphans in Nigerian primary schools, particularly in the social studies curriculum. Multi-stage sampling was used in conjunction with a descriptive survey research methodology. The three states of Ogun, Osun, and Oyo in southwestern Nigeria were selected through random sampling techniques, and two significant schools for orphans and individuals with special needs were purposively sampled from each of the selected states. A total of 95 individuals were included in the enumeration, which encompassed all primary II students. The data collection tool employed was the Primary Pupils' Soft Skills Observation Schedule (r = 0.85). The data were examined at a significance level of 0.05 using descriptive and inferential statistics. In terms of development, the students' mean score for courtesy was the greatest (mean = 1.85), followed by flexibility (mean = 1.80), team spirit (mean = 1.74), responsibility (mean = 1.73), and integrity (mean = 1.67). A total of 95 individuals were included in the enumeration, which encompassed all primary II students. The data collection tool employed was the Primary Pupils' Soft Skills Observation Schedule (r = 0.85). The data were examined at a significance level of 0.05 using descriptive and inferential statistics. In terms of development, the students' mean score for courtesy was the greatest (mean = 1.85), followed by flexibility (mean = 1.80), team spirit (mean = 1.74), responsibility (mean = 1.73), and integrity (mean = 1.67).

2.8 Summary of Literature

The literature review emphasises the significance of technical training, soft skills, skill development, and entrepreneurship in promoting economic growth and enterprise success. Acquiring procedural and cognitive skills equips individuals with the problem-solving and strategic thinking skills necessary to succeed in challenging corporate settings. Technical training fosters specialized competencies essential for operational efficiency and creativity by bridging the gap between theoretical knowledge and real-world application. Soft skills, such as emotional intelligence, leadership, and communication, are equally important because they foster productive teamwork, flexibility, and resilience in volatile and changing marketplaces. In addition to offering crucial tools for handling business challenges, entrepreneurial development is a systematic process that aims to enhance creativity, risk management, and innovation. Human capital theory stresses the connection between entrepreneurial productivity, education, and training. Empirical research confirms the revolutionary effects of entrepreneurial skills on sustainable development, job creation, and company

performance. Still, it also highlights enduring issues, including curricular deficiencies and financial constraints.

3. Methodology

To meet the objectives of this study, a descriptive research method was employed, with data collected from respondents selected randomly. The target population consisted of 521 final-year students from the government technical college in Osogbo. This student is expected to have undergone advanced technical training and practical exposure in their chosen field, from which a sample of 266 was determined using Taro Yamane's (1967) method. Hence, purposive sampling techniques were adopted. A pre-tested, closed-ended questionnaire with fixed responses was administered among the final-year students of government technical colleges in Osogbo. The questionnaire used a 5-point Likert scale, ranging from "Strongly Disagree" (1), "Disagree" (2), "Neutral" (3), "Agree" (4), to "Strongly Agree" (5) to assess the students' attitudes and perceptions. This scale was used for quantitative analysis. The study used a survey research method, and data analysis was done using multiple regression analysis. The study employed face and content validity checks for the instruments and assessed inter-observer reliability in measurements, achieving a Cronbach's alpha coefficient of 0.7. Data was analyzed using a statistical package for social sciences (SPSS) version 26.

4. Data Analysis

The data analysis section outlines the methods and tools used to examine the collected data to address the research objectives. It explains how the data was processed, interpreted, and presented to draw meaningful conclusions.

The results assessing the quality of the regression model's fit are provided in Table 1, which includes a model summary and key statistics. Holding a coefficient of determination (R-squared) of around 0.416, the independent variables (technical training and soft skill acquisition) within the total can explain 41.6% of entrepreneurial intention. The model is expected to be high despite the complexity levels revealed by the adjusted R squared of 0.410, which indicates the number of independent variables. The standard error is such that the average of the difference between the actual and anticipated values of the estimate is 0.38479.

Table 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.645[a]	.416	.410	.38479

a. Predictors: (Constant), technical training, soft skill acquisition

Source: Survey, 2024

The results assessing the quality of the regression model's fit are provided in Table 1, which includes a model summary and key statistics. Holding a coefficient of determination (R-squared) of around 0.416, the independent variables (technical training and soft skill acquisition) within the total can explain 41.6% of entrepreneurial intention. The model is expected to be high despite the complexity levels revealed by the adjusted R squared of 0.410, which indicates the number of independent variables. The standard error is such that the average of the difference between the actual and anticipated values of the estimate is 0.38479.

Table 2
ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4235.802	2	2117.901	444.937	.000[b]
	Residual	1804.045	264	4.760		
	Total	6039.846	266			

Dependent Variable: entrepreneurial intention among government technical college students in Osun state
b. Predictors: (Constant), technical training and soft skill acquisition
Source: Survey, 2024

The variation analysis in the ANOVA table reveals that the model explains the differences in entrepreneurial intention among government technical college students in Osun state. With a significance level of .000 and an F-value of 444.937, the p-value threshold of 0.05 ($p < 0.05$) is significantly exceeded. This suggests that the entrepreneurial intention of government technical college students in Osun State is significantly influenced by technical training and the acquisition of soft skills.

Table 3
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.530	1.676		4.493	.000
Technical training	.134	.101	.604	4.507	.014
Soft skill acquisition	.755	.107	.702	7.060	.000

a. Dependent Variable: Entrepreneurial intention among government technical college students in Osun state
Source: Survey, 2024

The results revealed that technical training has a strong effect on the entrepreneurial intentions of students at government technical colleges in Osun State, with a beta coefficient (B) of 0.134. The estimated t-statistic value is 4.507, and the calculated p-value is 0.014. This result highlights the need to enhance technical training for these students, enabling them to gain practical experience in identifying and exploiting business opportunities. Education, including technical and vocational courses, enables students to develop confidence and the capacity to undertake entrepreneurial activities. The results are consistent with Kiishi (2024), who claimed that technical education provides practical experience and skills in innovation, which necessitate entrepreneurship. Similarly, this study and Jarrah et al. (2024) both noted that students who underwent technical training were more likely to have business intentions and start their businesses. Similarly, the study supports Lattacher and Wdowiak (2020), who noted that technical skills education prepares entrepreneurs by improving their problem-solving skills and technical knowledge. Mamman et al. (2021) also supported these findings, arguing that technical skills are the fundamental building blocks for entrepreneurial processes, particularly innovation among students, in response to new market challenges.

The analysis also shows that soft skill acquisition significantly influences entrepreneurial intention entrepreneurship ($B = 0.755$, $t = 7.060$, $p < 0.001$) than technical training. This shows that social and intellectual skills, including communication skills, leadership skills, flexibility in decision-making, and other people skills, are essential in promoting entrepreneurial inclination. Soft skills also enhance students' ability to develop their people skills and build networks, as well as improve their organizational and

interpersonal skills, which are crucial components of entrepreneurial processes such as customer relations and team management. These conclusions are related to the findings of Cantrell et al. (2022), who noted that detailed focused insight, excellent communication, decision-making power, and performance management skills are important for risk management among entrepreneurs. The findings confirm Adebisi et al. (2024), who emphasized that communication and networking skills enhance students' entrepreneurial readiness by providing them with the necessary resources and opportunities to develop their businesses. Additionally, the research supports Usman et al. (2024), who noted that interpersonal skills and the ability to negotiate and manage relationships play a crucial role in entrepreneurial success. Similarly, Salau et al. (2024) also support this view, asserting that leadership skills and decision-making skills play a crucial role in enhancing entrepreneurial intention and sustaining business capabilities.

5. Implication of Findings

The findings emphasize the importance of integrating technical training and soft skill acquisition into the curriculum of Government Technical Colleges to enhance entrepreneurial intentions. Institutions should prioritize hands-on, practical training that equips students to identify and capitalize on business opportunities. Additionally, programs focusing on soft skills, such as communication, leadership, and teamwork, should be expanded, as these skills significantly influence students' ability to manage relationships, build networks, and handle business operations effectively. Policymakers and educators should design entrepreneurship education that balances technical and interpersonal competencies to prepare students for real-world business challenges. By fostering both technical and soft skills, technical colleges can create a skilled and entrepreneurial workforce that contributes to local and national economies. Increased entrepreneurial activity among students could lead to the establishment of small and medium enterprises (SMEs), which are critical for job creation, innovation, and economic growth in Osun State and beyond. Encouraging entrepreneurship among technically trained students could also reduce unemployment rates and improve socio-economic conditions by promoting self-reliance and business development.

The theoretical implications of the findings contribute to the literature on entrepreneurship development by validating the role of technical and soft skills as critical components of entrepreneurial intention. This study aligns with and extends previous research, such as those by Kiishi (2024), Cantrell et al. (2022), and others, by demonstrating that while technical training provides foundational knowledge for innovation, soft skills amplify the entrepreneurial readiness of students by enhancing their ability to manage relationships and navigate complex business environments. These results underscore the need for a more integrative approach in entrepreneurship education, supporting frameworks such as the Human Capital Theory and emphasizing the interplay between technical and interpersonal skill development.

5.1 Conclusion

The study's findings demonstrate the importance of both technical training and the acquisition of soft skills in encouraging students' aspirations to start their businesses at Osun State's government technical colleges. Technical training equips students with the practical, hands-on expertise they need to successfully navigate the intricacies of today's competitive business environments, laying a strong foundation for future entrepreneurial endeavours. However, it is impossible to overestimate the significance of soft skills, such

as communication, leadership, and flexibility, as these are essential for seizing opportunities and overcoming obstacles in modern enterprises.

The results emphasize the importance of educational institutions adopting a well-rounded approach that incorporates technical expertise, interpersonal skills, and theoretical understanding. In addition to preparing students to meet the demands of an entrepreneurial ecosystem, this comprehensive approach positions them to succeed in dynamic and competitive business contexts. Furthermore, by producing well-rounded, creative, and resilient entrepreneurs who can adapt to the market's changing needs, cultivating such a diverse skill set among students enables them to turn their business goals into actual accomplishments, thereby advancing more significant socio-economic development.

5.2 Recommendation

i. **Strengthen technical training programs:** To enhance the level of technical training in educational organisations, the necessary tools, technologies, and practical training must be utilised in industry-specific settings. This will also position students to successfully identify and capitalize on opportunities by gaining practical, hands-on skills.

ii. **Prioritize soft skill development:** Schools should incorporate soft skills into their learning curriculum by organizing unique workshops and activities that focus on communication, leadership, flexibility, and teamwork. Hence, it will help students better manage the interpersonal and dynamic aspects of entrepreneurship.

References

Abdul Rani, N. S., Sarojani, K., Saidun, Z., & Ahmad, H. (2019). The relationship between entrepreneurship education and entrepreneurial intention of Universiti Kuala Lumpur – Teknoputra alums. *Humanities & Social Sciences Reviews*, *7*(1), 147–155. Https://doi.org/10.18510/hssr.2019.7118

Adam, N. A., & Alarifi, G. (2021). Innovation practices for survival of small and medium enterprises (SMEs) in the COVID-19 times: the role of external support. *Journal of Innovation and Entrepreneurship*, *10*(1). Springer open. Https://innovation-entrepreneurship.springeropen.com/articles/10.1186/s13731-021-00156-6

Adebisi, A. L., Oparinde, O. R., & Yusuf, M. A. (2024). Assessment of National Board for Technical Education on skill acquisition among technical school leavers in Osun state. *International Journal of Research and Innovation in Social Science, 8*(3), 4446–4456. https://doi.org/10.47772/ijriss.2024.803323s

Bayona-oré, S. (2023). The theory of planned behaviour and the entrepreneurial intention of university students. *Journal of Turkish Science Education*. Https://doi.org/10.36681/tused.2023.008

Braunerhjelm, P., & Lappi, E. (2023). Employees' entrepreneurial human capital and firm performance. *Research Policy*, *52*(2), 104703. Https://doi.org/10.1016/j.respol.2022.104703

Cantrell, S., Griffiths, M., Jones, R., & Hiipakka, J. (2022). *The skills-based organization: A new operating model for work and the workforce*. Deloitte Insights. Https://www2.deloitte.com/us/en/insights/topics/talent/organizational-skill-based-hiring.html

Claridge, T. (2018). *Introduction to social capital theory*. Social Capital Research. https://www.socialcapitalresearch.com/wp-content/uploads/edd/2018/08/introduction-to-social-capital-theory.pdf

Clauss, T., Kraus, S., Kallinger, F. L., Bican, P. M., Brem, A., & Kailer, N. (2020). Organizational ambidexterity and competitive advantage: The role of strategic agility in the exploration-exploitation paradox. *Journal of Innovation & Knowledge*, *6*(4). Https://doi.org/10.1016/j.jik.2020.07.003

Dabbous, A., Barakat, K. A., & Kraus, S. (2023). The impact of digitalization on entrepreneurial activity and sustainable competitiveness: A panel data analysis. *Technology in Society*, *73*, 102224. Https://doi.org/10.1016/j.techsoc.2023.102224

Dwivedi, Y. K., Ismagilova, E., Hughes, D. L., & Carlson, J. (2021). Setting the future of digital and social media marketing research: Perspectives and research propositions. *International Journal of Information Management*, *59*(1), 1–37. Science Direct. Https://doi.org/10.1016/j.ijinfomgt.2020.102168

Ewegbenro, E. F., & Oiku, P. O. (2023). Assessment of entrepreneurial skills needed by tertiary institution graduates to establish and manage small-scale business enterprises. *International Journal of Education, Library and Information Communication Technology*, *2*(1). Https://ijelict.acu.edu.ng/index.php/ijelict/article/view/120

Gaede, B. (2018). Decentralized clinical training of health professionals will expand the training platform and enhance the competencies of graduates. *South African Medical Journal*, *108*(6), 451. Https://doi.org/10.7196/samj.2018.v108i6.13214

Gomes, S., Lopes, J. M., & Trancoso, T. (2024). The green seed: The influence of pro-sustainable orientation on social entrepreneurship in higher education students. *Industry and Higher Education*. Https://doi.org/10.1177/09504222241297550

Habiyaremye, A., Habanabakize, T., & Nwosu, C. (2022). Bridging the labour market skills gap to tackle youth unemployment in South Africa. *The Economic and Labour Relations Review*, *33*(4), 103530462211384. Https://doi.org/10.1177/10353046221138400

Hani, H., Doha A., Halim, M., Mamdouh, M., Rommel, A., Atwa, A., & Saleem, A. (2024). The impact of storytelling and narrative variables on skill acquisition in gamified learning. *International Journal of Data and Network Science*, *8*(2), 1161–1168. Https://doi.org/10.5267/j.ijdns.2023.11.018

Ijieh, S. O. (2021). Entrepreneurship, skill acquisition and economic growth. *Ujah: Unizik Journal of Arts and Humanities*, *21*(3), 102–116. Https://doi.org/10.4314/ujah.v21i3.6

Isabirye, A. K., Moloi, K. C., & Lebelo, R. S. (2024). Enhancing networking skills for professional success: Strategies and tactics. *Mitteilungen Klosterneuburg Rebe und Wein, Obstbau und Früchteverwertung*. https://doi.org/10.61586/rd6tw

Kiishi, D. (2024). The role of emotional intelligence in effective leadership and its impact on team performance: A study of the University of Ibadan, Nigeria. *International Journal of Business and Management Review*, *12*(2), 75–138. Https://doi.org/10.37745/ijbmr.2013/vol12n275138

Landry, L. (2019). Why emotional intelligence is important in leadership. *Harvard Business School Online*. https://online.hbs.edu/blog/post/emotional-intelligence-in-leadership

Lattacher, W., & Wdowiak, M. A. (2020). Entrepreneurial learning from failure. A systematic review. *International Journal of Entrepreneurial Behavior & Research*, *26*(5), 1093–1131. Https://doi.org/10.1108/ijebr-02-2019-0085

Maldonado, I. C., & Márquez, M.-D. B. (2023). Emotional intelligence, leadership, and work teams: A hybrid literature review. *Heliyon, 9*(10). https://doi.org/10.1016/j.heliyon.2023.e20356

Mamman, B., Ugwoke, E. O., & Ezhim, I. A. (2021). Entrepreneurial skill training needs of business education graduates of colleges of education for self-employment in Nasarawa state, Nigeria. *Integrity Journal of Education and Training*, *5*(1), 1–10. Https://doi.org/10.31248/ijet2021.091

Masterson, V. (2023). Future of jobs: These are the most in-demand core skills in 2023. *World Economic Forum*. https://www.weforum.org/stories/2023/05/future-of-jobs-2023-skills/

Memon, K. R., Ghani, B., Hyder, S. I., Han, H., Zada, M., Ariza-Montes, A., & Arraño-Muñoz, M. (2022). Management of knowledge and competence through human resource information system—a structured review. *Frontiers in Psychology*, *13*. Https://doi.org/10.3389/fpsyg.2022.944276

Mustafa, A., Daim, T. U., Birol, Y., Dabić, M., & Gulin, B. (2024). Developing an assessment model for entrepreneurship ecosystems using hierarchical decision model. *Journal of Innovation & Knowledge*, *9*(4), 100562–100562. Https://doi.org/10.1016/j.jik.2024.100562

Ogundipe, C. F., Obalakin, I. O., Bankole, O., & Eguabo, R. O. (2019). Effects of entrepreneurial orientation and organizational learning on performance of small and medium scale enterprises in Southwest Nigeria. *Journal Of Humanities and Social Sciences*, *25*(1), 14–25. Https://doi.org/10.9790/0837-2501051425

Ojubanire, O. A., & Adegboyega, S. A. (2020). Vocational skill acquisition and venture creation among undergraduates in Osun state. *Covenant Journal of Entrepreneurship*, *4*(1). Https://doi.org/10.47231/yskb3329

Olaseigbe, Y. F., Ilori, M. E., & Dodo, M. (2024). Entrepreneurship skills and marketing library services as correlates of job creation among undergraduates at Tai Solarin University of Education, Ogun state, Nigeria. *Library and Information Perspectives and Research*, *6*(2), 1–15. Https://doi.org/10.47524/lipr.v6i2.5

Phạm, M., Anh, N., Nhi, B., Tefo James T., & Vinh, N. (2023). The impact of entrepreneurship knowledge on students' e-entrepreneurial intention formation and the moderating role of technological innovativeness. *Journal of Innovation and Entrepreneurship*, *12*(1). Https://doi.org/10.1186/s13731-023-00351-7

Poláková, M., Suleimanová, J. H., Madzík, P., Copuš, L., Molnárová, I., & Polednová, J. (2023). Soft skills and their importance in the labour market under the conditions of industry 5.0. *Heliyon*, *9*(8), e18670. Https://doi.org/10.1016/j.heliyon.2023.e18670

Radicic, D., & Petković, S. (2023). Impact of digitalization on technological innovations in small and medium-sized enterprises (SMEs). *Technological Forecasting and Social Change*, *191*(122474), 122474. Https://doi.org/10.1016/j.techfore.2023.122474

Rahman, R. S. A. R. A., & Kutty, F. M. (2022). Relationship between entrepreneurial personality, human capital, and social capital with social entrepreneurial intention (SEI) among students in higher education institutions. *Creative Education, 13*(12), 3873–3888. https://doi.org/10.4236/ce.2022.1312248

Salami, I. A., Oyefeso, E. O., Adenike Akinjobi, & Owolabi, F. (2024). Assessing soft skills development among orphans and vulnerable children in Nigerian primary schools: A focus on social studies. *Primaryedu: Journal of Primary Education*, *8*(2), 1–12. Https://doi.org/10.22460/pej.v8i2.4644

Salau, A., Brimah, A., Lanre, K., Ibraheem, A., & Adegbemile, S. (2024). Entrepreneurial skills acquisition and employment generation in Kwara state. *International Journal of Advanced Research*, *4*(1). Https://alhikmahuniversity.edu.ng/centraljournal/my_portal/user/event/bookurl874.pdf

Takawira Munyaradzi Ndofirepi, & Steyn, R. (2023). An international study of early-stage entrepreneurship using global entrepreneurship monitor data. *Journal of Small Business and Enterprise Development*, *30*(7), 1329–1351. Https://doi.org/10.1108/jsbed-02-2023-0066

Teixeira, N. (2014). Gary Becker's early work on human capital – collaborations and distinctiveness. *Iza Journal of Labor Economics*, *3*(1). Https://doi.org/10.1186/s40172-014-0012-2

Udo, A., Emmanuel, & Christabel, B. (2023). Entrepreneurial skills and organizational success of enterprises in Uyo Metropolis, Akwa Ibom State. *International Journal of Advanced Academic Research*, 9(6), 2488–9849. https://www.ijaar.org/articles/v9n6/ijaar9622.pdf

Unachukwu, G. (2010). Issues and challenges in the development of entrepreneurship education in Nigeria. *African Research Review*, *3*(5). Https://doi.org/10.4314/afrrev.v3i5.51153

Unimna, F., Abunimye, O., Oqua, G., Ambang, & Atelwhobel, A. (2024). *Entrepreneurial skills' acquisition and self-employability of social studies graduates in the labour market in Calabar education zone of Cross River state, Nigeria*. ResearchGate. https://www.researchgate.net/publication/377905164_entrepreneurial_skills

Usman, F. O., Kess-Momoh, A. J., Ibeh, C. V., Elufioye, A. E., Ilojianya, V. I., Oyeyemi, O. P., Usman, F. O., Kess-Momoh, A. J., Ibeh, C. V., Elufioye, A. E., Ilojianya, V. I., & Oyeyemi, O. P. (2024). Entrepreneurial innovations and trends: A global review — Examining emerging trends, challenges, and opportunities in the field of entrepreneurship, with a focus on how technology and globalization are shaping new business ventures. *International Journal of Science and Research Archive, 11*(1), 552–569. https://doi.org/10.30574/ijsra.2024.11.1.0079

Usman, M., & Markus, D. (2024). Influence of entrepreneurship skills acquisition on students' sustainable development in tertiary institutions in Jalingo Metropolis, Taraba state. *International Journal of African Research Sustainability Studies*. https://cambridgeresearchpub.com/ijarss/article/view/295

Yang, H., Shi, H., Wu, Y. J., Zhang, L., & Xie, S. (2021). Entrepreneurial passion and venture capitalists' willingness to invest: The role of relational capital. *Frontiers in Psychology*, *12*. Https://doi.org/10.3389/fpsyg.2021.728589

About the Authors

Mr. Dolapo Stephen Akinwumi, *Department of Business and Entrepreneurship, Kwara State University, Malete. <dolapoakinwumi96@gmail.com> https://orcid.org/0009-0000-7221-2297*

Mr. Kayode Muhammed Ibrahim, *Department of Business and Entrepreneurship, Kwara State University, Malete. <ibrahim.kama93@gmail.com> https://orcid.org/0009-0009-9091-348X*