Africa Journal of Arts, Science and Educational Issues (AJASEI)
Vol. 2 No. 1 April, 2014  ISSN: 2350 - 1642

Editorial Board

Editor-in-Chief
Dr. Emaikwu, S. O. (Associate Professor)

Associate Editors
Dr. Adejoh, M. J. (Associate Professor)
Dr. Iji, C. O. (Associate Professor)
Dr. Abakpa, B. O.
Dr. (Mrs.) Onekutu, P. O. (Editorial Secretary)
Mr. Agbo, T. O. O.

Consulting Editors

Professor Ada, N. A.
Benue State University Makurdi

Professor Amripour, P.
Azad University, Tehran Iran

Professor Onwuka, C. J. A.
University of Nigeria, Nsukka.
Enugu State.

Professor Sha'ato, R.
Federal University of Agriculture
Makurdi

Professor Eze, U.
University of Nigeria Nsukka.

Professor Ogwoeleka, U.
Federal University Wukari

Professor Utulu, R.E.
Benue State University
Makurdi

Professor Osinem, E.C.
University of Nigeria, Nsukka.

Professor Rostamy-Malkhalifeh, M.
Azad University, Tehran Iran

Professor Agbulu, O. N.
Federal University of Agriculture
Makurdi

Professor Deng, D. I.
University of Calabar
Cross River State

Professor Musa, D.
Kogi State University Ayigba

Professor Farook, R.A.
Northern University, Nowshera Pakistan

Professor Ekoja, A. A.
Federal University of Agriculture
Makurdi
Enhancing Sustainable Economic Development through Entrepreneurial Training among Woodwork Technology Students in Nigeria

Olabiyi Oladiran Stephen PhD
Department of Science and Technology Education, Faculty of Education, University of Lagos, Lagos

Abstract

The purpose of the study was to determine how to enhance sustainable economic development through entrepreneurial training among woodwork technology students. The study employed a survey research design. The study sample consisted of 110 respondents made up of 36 business owners (entrepreneurs) and 74 woodwork teachers in secondary and post secondary TVE institutions. Two research questions and two hypotheses, tested at 0.05% level of significance, guided the study. A questionnaire containing 24 items was designed and used for data collection. Mean and standard deviation were used to answer the research questions, while t-test statistics was employed to test the null hypotheses. The findings of the study revealed that: Entrepreneurial training boost national economy; helps in reducing crime rate in the community and is also potent in lowering poverty level of citizenry. It was recommended that: Practical needs based training should be provided to students in areas of technical skill, financial management, material management, marketing and sale management and operational management.

Keys words: Entrepreneurial training, Economic development, Woodwork Technology and Competencies
Background of the Study
Training is a key factor in enhancing the efficiency and expertise of the workforce. Training is concerned with acquisition of knowledge (facts, theory, concepts) attitudes (values, styles, beliefs) and skills (how-to-do-it) to enable individuals perform their specific tasks or current jobs to the required level of competence (Enemali, 2010). Competence is a standard requirement for an individual to properly perform a specific job, which encompasses a combination of knowledge, skills, and behaviors utilized to improve their performance. More generally, competence is the state or quality of being adequately or well qualified, having the ability to perform a specific role (Awe, 2006). To be competent according to Awe means the individual has acquired the knowledge, skills, attitudes and judgment which he requires in order to perform successfully at a specified proficiency level in any given work. It is seen as a way of promoting the improvement of relationship between education; training and work place requirement. Competency focus is on the level of the individual's ability to carry out a task in such away as would show a distinctive professional conduct or excellence. (Anaele, 2001) The purpose of training is to enable the individual student gain the knowledge and skills required to become proficient in undertaking a particular activity or range of activities.
Entrepreneurship training according to Ayeduso (2004) is a specialized training given to the students (e.g woodwork) to acquire skills, ideas and managerial abilities and capabilities for self employment than being employed for pay. Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, with accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich, 2002). Entrepreneurship begins with an idea but is concluded practically. The business plan replaces the traditional lesson notes which in most cases remain the same for years.

The curriculum should therefore, take into consideration its community needs assessment 4-to make a valuable impact. Sylvester (2012) views entrepreneurship as a creative process where established ways of doing things are destroyed by creation of new ideas and better ways of producing new things. Creativity and innovation are often used interdependently but they are not exactly the same. Creativity is the ability to think and bring the thought into existence. Innovation is bringing that new idea through a process into new products. In a general sense, creativity comes before innovation, it improves on technologies, services and products, thus the importance of incubation, analytical planning, organizational resources, implementation and commercial application and finally the benefits in salary, security, assets, parks and fulfillment. While these come natural to a few gifted individuals, it is best achieved through teaching and learning.

Woodworking is the application of scientific knowledge and skill in the design, selection of materials, construction, assembling and fastening two or more pieces of wood together. Woodworking is one of the vocational subjects offered in senior secondary schools in Nigeria. The programme for woodwork in Nigeria senior secondary schools are designed to produce, competent craftsmen who are skilled in the art of joinery work. According to National Board for Technical Education (NBTE, 2001) a woodwork craftsman is expected to design, construct, service and repair any fault to the conventional in the building structure to the design and construction specification. Woodwork teaches individuals the systematic skills, knowledge and attitude involved in the production of specific products or services. It incorporates the total learning experiences offered in our educational ideas.
and abilities to make matured judgments and be in a position to create goods and services in the area of carpentry, furniture/cabinet making and upholstery. Sustainable economic development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs. Sustainable national development according to Abdur-Rahman (2012) is normally assessed by reference to parallel progress in its three pillars; economic growth/development, human development/social development and environmental protection. Economic development is the increase in the standard of living in a nation's population with sustained growth from a simple, low-income financial system to a modern, high-income financial system, if the local quality of life could be improved, economic development would be enhanced. Its scope according to Stewart, and Ramirez, (2000) includes the process and policies by which a nation improves the economic, political, and social well-being of its people. Country's economic development is related to its human development, which encompasses, among other things, health and education. These factors are, however, closely related to economic growth so that development and growth often go together (Anand and Sen, 2000) With the increase in economic growth, families and individuals will likely increase expenditures with the increased in incomes, which leads to increase in human development. Further, with the increased in expenditures, health, education tend to increases in the country and later will contribute to economic growth. In addition to increasing private incomes, economic growth also generates additional resources that can be used to improve social services such as healthcare, safe drinking water among others. By generating additional resources for social services, unequal income distribution will be limited as such social services are distributed equally across each community; benefiting each individual, thus, increasing living standards for the public.

Entrepreneurs in training and practice need a peaceful environment to thrive on. The more people are productively engaged the less tendencies for civil strife and violence and the right education will curtail riots and clashes. Sylvester (2012) aver that students have intentions, but lack equipment and infrastructure to actualize these intentions and slowly but surely inactions kill good and useful intentions. Without facilities learners are bored because they are not motivated. This is where the curriculum is expected to establish learning situations that allow the learner apply/put to use the knowledge acquired. Thus, the mood and drumbeats of the time dictate the specific approach to entrepreneurship training. The present situation in Nigeria, according to Olabiyi (2012) are characterized by insecurity, as a function of terrorist tendencies, civil strife, violence, communal clashes, riots among others has left a sour taste in the mouth of many Nigerians. There is the need for a multi-pronged approach to confront this national crisis. Entrepreneurship training is a potent force for mobilizing people for peaceful coexistence in communities and developing effective framework that would enable people acquire skills of value for sustainable living in their environment (Sylvester, 2012). It is only through the acquisition of right entrepreneurial training that woodwork students can successfully establish and manage small and medium enterprise and contribute their quota to the industrial development of this nation. It becomes necessary therefore, to prepare woodwork students through entrepreneurial training towards sustainable economic development

**Purpose of the Study**

The purpose of the study was to determine how to enhance sustainable economic development through entrepreneurial training among woodwork technology
students in Oyo and Lagos states of Nigeria. Specifically, the study sought to determine the relationship between entrepreneurial training and economic development and the entrepreneurial competencies required by woodwork graduates in establishing and managing business enterprises.

Research Questions
In line with the purpose of this study, the following research questions were raised for the study:

1. What are the relationships between entrepreneurial training and sustainable economic development?
2. What are the entrepreneurial competencies required by woodwork graduates in establishing and managing business enterprises?

Research Hypotheses
The following null hypotheses tested at 0.05% level of significance guided the study.

H01: There is no significant difference between the mean responses of business owner (entrepreneurs) and woodwork teachers in secondary and post-secondary TVE institutions on the relationship between entrepreneurial training and sustainable economic development

H02: There is no significant difference between the mean responses of business owner (entrepreneurs) and woodwork teachers in secondary and post-secondary TVE institutions on entrepreneurial competencies required by woodwork graduates in establishing and managing business enterprises.

Research Methodology
The study adopted descriptive survey research design. It was conducted in Oyo and Lagos State, South-West, Nigeria. The sample for the study was 110 respondents which consist of 36 business owners (entrepreneurs) and 74 woodwork teachers in secondary and post-secondary TVE institutions. A simple random sampling technique was employed to select the sample for the study. The instrument for data collection was a questionnaire. The questionnaire had three sections A, B and C. Section 'A' sought, information on personal data of the respondents section 'B' and 'C', sought answers to research questions 1 and 2 respectively. The items were structured on a Likert scale. The questionnaire was subjected to face validation by three experts from department of Science and Technology Education UNILAG. The internal consistency of the instruments was determined using Cronbach Alpha. The instrument was administered on 10 technical teachers in north central Nigeria. The reliability coefficient established were as follows: Section B - α = .81; Section C - α = .76; and overall- α = .90. The instrument was administered by the researcher through personal contact. Out of 110 questionnaires administered, 95 were duly filled and returned by the respondents. These represented 86% rate of return. SPSS was used in the data computation. Mean was used to answer the two research questions. Any item with mean of 3.50 and above was considered agreed upon while less than 3.50 were considered disagreed upon, Hest statistics was used to test the two null hypotheses at 0.05% level of significance.

Results
Research Question and Hypothesis 1
1. What are the relationship between entrepreneurial training and sustainable
Hoi: There is no significant mean difference between the responses of business owner (entrepreneurs) and woodwork teachers in secondary and post-secondary TVE institutions on the relationship between entrepreneurial training and sustainable economic development.

Table 1: Mean and t-test Analysis of the Responses of Respondents on the Relationship between Entrepreneurial Training and Sustainable Economic Development N=95

<table>
<thead>
<tr>
<th>S/No</th>
<th>Relationship between entrepreneurial training and sustainable development</th>
<th>( X_1 )</th>
<th>( X_2 )</th>
<th>( X_3 )</th>
<th>Remark</th>
<th>t-cal</th>
<th>Sig(2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Entrepreneurial training boost to national economy</td>
<td>3.78</td>
<td>3.79</td>
<td>3.79</td>
<td>Agree</td>
<td>-1.13</td>
<td>.260 .915 .915</td>
</tr>
<tr>
<td>2</td>
<td>It serve as potent in reducing crime rate in the community</td>
<td>3.85</td>
<td>3.59</td>
<td>3.58</td>
<td>Agree</td>
<td>1.06</td>
<td>.106</td>
</tr>
<tr>
<td>3</td>
<td>Entrepreneurial training prepares students for world of work</td>
<td>3.99</td>
<td>3.89</td>
<td>3.95</td>
<td>Agree</td>
<td>-1.13</td>
<td>.861</td>
</tr>
<tr>
<td>4</td>
<td>Entrepreneurial training improves quality of life of citizenry</td>
<td>4.01</td>
<td>4.01</td>
<td>4.03</td>
<td>Agree</td>
<td>.800</td>
<td>.425*</td>
</tr>
<tr>
<td>5</td>
<td>Entrepreneurial training serves as an instrument for promoting peace among people</td>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
<td>Agree</td>
<td>.325</td>
<td>.745</td>
</tr>
<tr>
<td>6</td>
<td>Leads to improve in quality of skill required in securing and managing enterprises</td>
<td>3.88</td>
<td>4.00</td>
<td>3.91</td>
<td>Agree</td>
<td>.158</td>
<td>.875</td>
</tr>
<tr>
<td>7</td>
<td>Entrepreneurial training contributes towards income generation for both individuals and government</td>
<td>4.00</td>
<td>3.98</td>
<td>3.99</td>
<td>Agree</td>
<td>-.169</td>
<td>.866</td>
</tr>
<tr>
<td>8</td>
<td>It contributes in creating of new jobs leading to wealth creation. It promotes revitalization of local community by providing valuable goods and services</td>
<td>3.82</td>
<td>3.79</td>
<td>3.68</td>
<td>Agree</td>
<td>-.322</td>
<td>.747 .915 .106</td>
</tr>
<tr>
<td>9</td>
<td>Entrepreneurial training helps in develop new skills and experiences that can be applied to other challenges of life</td>
<td>3.88</td>
<td>4.00</td>
<td>3.92</td>
<td>Agree</td>
<td>.159</td>
<td>.875</td>
</tr>
<tr>
<td>10</td>
<td>It creates smooth transition from traditional to a modern industrial economy</td>
<td>3.89</td>
<td>3.77</td>
<td>3.83</td>
<td>Agree</td>
<td>-.162</td>
<td>.915</td>
</tr>
</tbody>
</table>

Results presented in Table 1, show the mean responses of woodwork teachers in secondary and post-secondary TVE institutions on the relationship between entrepreneurial training and sustainable economic development. The respondents indicated from this findings that the relationships of entrepreneurial training to economy development which include: Entrepreneurial training boost to national economy of country; It serve as potent in reducing crime rate in the community; Entrepreneurial training is a potent in lowering poverty level of citizenry; entrepreneurial training prepares students for world of work; entrepreneurial training contributes towards income generation for both individuals and government.

Findings also indicate that entrepreneurial training promotes revitalization of local community by providing valuable goods and services; it promotes revitalization of local community by providing valuable goods and services and entrepreneurial training helps in develop new skills and experiences that can be applied to other challenges of life. Those items had their mean score ranges from 3.5 to 3.89.

Research Question and Hypothesis 2
What are the entrepreneurial competencies required by woodwork graduates in establishing and managing business enterprises?
H0: There is no significant mean
difference between the responses of business owner (entrepreneurs) and woodwork teachers in secondary and post-secondary TVE institutions on entrepreneurial competencies required by woodwork graduates in establishing and managing business enterprises.

Table 2: Mean and t-test Analysis of the Responses of Respondents on Entrepreneurial Competencies required by Woodwork Graduates in Establishing and Managing Business Enterprises N=95

<table>
<thead>
<tr>
<th>SNO</th>
<th>Entrepreneurial competencies required by woodwork graduates</th>
<th>( \bar{X}_1 )</th>
<th>( \bar{X}_2 )</th>
<th>( \bar{X}_3 )</th>
<th>Remark</th>
<th>t-cal</th>
<th>Sig(2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to manage oneself in a way that things are more meaningful gets done.</td>
<td>3.78</td>
<td>3.79</td>
<td>3.79</td>
<td>Agree</td>
<td>-1.06</td>
<td>.915</td>
</tr>
<tr>
<td>2</td>
<td>Woodwork graduates need to possess a great deal of administrative skills to succeed as a manager of business.</td>
<td>3.75</td>
<td>3.65</td>
<td>3.71</td>
<td>Agree</td>
<td>-1.86</td>
<td>.852</td>
</tr>
<tr>
<td>3</td>
<td>Graduates of woodwork should have ability to handle money most especially their capital.</td>
<td>3.60</td>
<td>3.61</td>
<td>3.61</td>
<td>Agree</td>
<td>.734</td>
<td>.862</td>
</tr>
<tr>
<td>4</td>
<td>He should be propelled and se himself as a manager of himself and resource at his disposal.</td>
<td>3.85</td>
<td>0.80</td>
<td>3.77</td>
<td>Agree</td>
<td>.734</td>
<td>.862</td>
</tr>
<tr>
<td>5</td>
<td>Understanding the concept of marketing in changing the perception of their targeted audience.</td>
<td>3.57</td>
<td>3.59</td>
<td>3.81</td>
<td>Agree</td>
<td>-1.75</td>
<td>.861</td>
</tr>
<tr>
<td>6</td>
<td>Entrepreneurs must have extra drive and commitment to make their dream reality.</td>
<td>4.01</td>
<td>4.01</td>
<td>4.01</td>
<td>Agree</td>
<td>-3.42</td>
<td>.510</td>
</tr>
<tr>
<td>7</td>
<td>Carryout effective marketing and research.</td>
<td>3.86</td>
<td>3.86</td>
<td>3.86</td>
<td>Agree</td>
<td>.321</td>
<td>.747</td>
</tr>
<tr>
<td>8</td>
<td>Ability to organize office space, file papers and mails.</td>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
<td>Agree</td>
<td>.738</td>
<td>.462</td>
</tr>
<tr>
<td>9</td>
<td>Ability to plan daily activities and manage time is important for entrepreneurs.</td>
<td>3.92</td>
<td>3.79</td>
<td>3.87</td>
<td>Agree</td>
<td>-3.22</td>
<td>.747</td>
</tr>
<tr>
<td>10</td>
<td>Implement and adjust organizational budgets to accomplish organization programs.</td>
<td>3.81</td>
<td>3.80</td>
<td>3.81</td>
<td>Agree</td>
<td>.396</td>
<td>.693</td>
</tr>
<tr>
<td>11</td>
<td>Ability to raise funds from internal and external generating revenue for new business.</td>
<td>4.01</td>
<td>4.02</td>
<td>4.02</td>
<td>Agree</td>
<td>-0.09</td>
<td>.993</td>
</tr>
<tr>
<td>12</td>
<td>Possess depth of knowledge and skills in 4.00 woodwork programs (i.e., be a competent person).</td>
<td>3.99</td>
<td>3.98</td>
<td>3.98</td>
<td>Agree</td>
<td>.203</td>
<td>.468</td>
</tr>
</tbody>
</table>

Result as can be seen in the data presented in Table 2 above, revealed that the mean responses of business owner (entrepreneurs) and woodwork teachers in secondary and post-secondary TVE institutions are generally in agreement with all the items posed to determine the entrepreneurial competencies required by woodwork graduates in establishing and managing business enterprises, those items had their mean score ranges from 3.5 to 3.89, which include: Ability to manage oneself in a way that things are more meaningful gets done; woodwork graduates need to possess a great deal of administrative skills to succeed as manager of business; graduates of woodwork should have ability to handle money most especially their capital; understanding the concept of marketing in changing the perception of their targeted audience and entrepreneurs must have extra drive and commitment to make their dream reality.
difference between the responses of business owner (entrepreneurs) and woodwork teachers in secondary and post-secondary TVE institutions on entrepreneurial competencies required by woodwork graduates in establishing and managing business enterprises.

**Table 2: Mean and t-test Analysis of the Responses of Respondents on Entrepreneurial Competencies required by Woodwork Graduates in Establishing and Managing Business Enterprises N=95**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Entrepreneurial competencies required by woodwork graduates</th>
<th>X̄₁</th>
<th>X̄₂</th>
<th>X̄₃</th>
<th>Remark</th>
<th>t-cal</th>
<th>Sig(2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to manage oneself in a way that things are more meaningful gets done.</td>
<td>3.78</td>
<td>3.79</td>
<td>3.79</td>
<td>Agree</td>
<td>-.106</td>
<td>.915</td>
</tr>
<tr>
<td>2</td>
<td>Woodwork graduates need to possess a great deal of administrative skills to succeed as a manager of business.</td>
<td>3.75</td>
<td>3.65</td>
<td>3.71</td>
<td>Agree</td>
<td>-.186</td>
<td>.852</td>
</tr>
<tr>
<td>3</td>
<td>Graduates of woodwork should have ability to handle money most especially their capital.</td>
<td>3.60</td>
<td>3.61</td>
<td>3.61</td>
<td>Agree</td>
<td>.734</td>
<td>.862</td>
</tr>
<tr>
<td>4</td>
<td>He should be propelled and see himself as a manager of himself and resource at his disposal</td>
<td>3.85</td>
<td>0.80</td>
<td>3.77</td>
<td>Agree</td>
<td>.734</td>
<td>.862</td>
</tr>
<tr>
<td>5</td>
<td>Understanding the concept of marketing in changing the perception of their targeted audience.</td>
<td>3.57</td>
<td>3.59</td>
<td>3.81</td>
<td>Agree</td>
<td>-.175</td>
<td>.861</td>
</tr>
<tr>
<td>6</td>
<td>Entrepreneurs must have extra drive and commitment to make their dream reality.</td>
<td>4.01</td>
<td>4.01</td>
<td>4.01</td>
<td>Agree</td>
<td>-.342</td>
<td>.510</td>
</tr>
<tr>
<td>7</td>
<td>Carry out effective marketing and research</td>
<td>3.86</td>
<td>3.86</td>
<td>3.86</td>
<td>Agree</td>
<td>.321</td>
<td>.747</td>
</tr>
<tr>
<td>8</td>
<td>Ability to organize office space, file papers and mails.</td>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
<td>Agree</td>
<td>.738</td>
<td>.462</td>
</tr>
<tr>
<td>9</td>
<td>Ability to plan daily activities and manage time is important for entrepreneurs.</td>
<td>3.92</td>
<td>3.79</td>
<td>3.87</td>
<td>Agree</td>
<td>-.322</td>
<td>.747</td>
</tr>
<tr>
<td>10</td>
<td>Implement and adjust organizational budgets to accomplish organization programs.</td>
<td>3.81</td>
<td>3.80</td>
<td>3.81</td>
<td>Agree</td>
<td>.396</td>
<td>.693</td>
</tr>
<tr>
<td>11</td>
<td>Ability to raise funds from internal and external generating revenue for new business</td>
<td>4.01</td>
<td>4.03</td>
<td>4.02</td>
<td>Agree</td>
<td>-.009</td>
<td>.993</td>
</tr>
<tr>
<td>12</td>
<td>Possess depth of knowledge and skills in woodwork programs (i.e. be a competent person)</td>
<td>3.99</td>
<td>3.98</td>
<td>4.00</td>
<td>Agree</td>
<td>.203</td>
<td>.468</td>
</tr>
</tbody>
</table>

Result as can be seen in the data presented in Table 2 above, revealed that the mean responses of business owner (entrepreneurs) and woodwork teachers in secondary and post-secondary TVE institutions are generally in agreement with all the items posed to determine the entrepreneurial competencies required by woodwork graduates in establishing and managing business enterprises, those items had their mean score ranges from 3.5 to 3.89, which include:

Ability to manage oneself in a way that things are more meaningful gets done; woodwork graduates need to possess a great deal of administrative skills to succeed as a manager of business; graduates of woodwork should have ability to handle money most especially their capital; understanding the concept of marketing in changing the perception of their targeted audience and entrepreneurs must have extra drive and commitment to make their dream reality.
Findings also reveal that entrepreneurs should have ability to organize office space, file papers and mails; ability to plan daily activities and manage time is important for entrepreneurs; Implement and adjust organizational budgets to accomplish organization programs; ability to raise funds from internal and external generating revenue for new business and possess depth of knowledge and skills in woodwork programs (i.e. be a competent person).

**Discussion of findings**

Results from Table 1 show that the mean responses of business owner (entrepreneurs) and woodwork teachers in secondary and post-secondary TVE institutions are generally in agreement with all the items posed to determine the relationship between entrepreneurial training and sustainable economic development which include:

- Entrepreneurial training boosts to national economy of country;
- It serve as potent in reducing crime rate in the community;
- Entrepreneurial training is a potent in lowering poverty level of citizenry;
- Entrepreneurial training prepares students for world of work;
- Entrepreneurial training contributes towards income generation for both individuals and government.

The findings are in line with the findings of previous researchers, Stewart and Ramirez (2000); Anand and Sen, (2000) who found out entrepreneurial training is the process and policies by which a nation improves the economic, political, and social well-being of its people. A country's economic development is related to its human development, which encompasses, among other things, health and education. These factors are, however, closely related to economic growth so that development and growth often go together, with the increase in economic growth, families and individuals will likely increase expenditures with the increased in incomes, which leads to increase in human development.

Findings also revealed relationship between entrepreneurial training and sustainable economic development to include: entrepreneurial training promotes revitalization of local community by providing valuable goods and services; it promotes revitalization of local community by providing valuable goods and services and entrepreneurial training helps in develop new skills and experiences that can be applied to other challenges of life. The findings is also in line with what Adewale and Bamiro (2012) identified as reasons for the importance of entrepreneurial training to economic development are creating employment for self-employed youth as well as the other young people and promoting innovation and resilience in youth. Entrepreneurial training serves as an instrument for promoting peace among people (Sylvestor (2012)). She emphasized that entrepreneurship training is a potent force for mobilizing people for peaceful coexistence in communities and developing effective framework that would enable people acquire skills of value for sustainable living in their environment. The result in Table 1 shows that all the items had their calculated significant (2-tailed) values greater than 0.05. This implied that there was no significant mean difference between the responses of respondents on the relationship between entrepreneurial training and sustainable economic development.

Analysis in Table 2 which provided answer to research and hypothesis two, revealed the mean responses of business owner (entrepreneurs) and woodwork teachers in secondary and post-secondary TVE institutions on entrepreneurial competencies required by woodwork graduates in establishing and managing business enterprises revealed. Ability to manage oneself in a way that things are more meaningful gets done; woodwork graduates need to possess a great deal of...
administrative skills to succeed as a manager of business; graduates of woodwork should have ability to handle money most especially their capital; understanding the concept of marketing in changing the perception of their targeted audience and entrepreneurs must have extra drive and commitment to make their dream reality. The findings of the study also revealed that entrepreneurs should have ability to organize office space, file papers and mails; ability to plan daily activities and manage time is important for entrepreneurs; Implement and adjust organizational budgets to accomplish organization programs; ability to raise funds from internal and external generating revenue for new business and possess depth of knowledge and skills in woodwork programs (i.e. be a competent person). These findings are supported by Olabiyi (2012), Abdur-Rahman (2012) and Osuala (2004) emphasized that the prospective small business manager should have adequate technical ability working knowledge of the physical operation of the business, sufficient conceptual ability, the power to visualize, co-ordinate and integrate the various operations of the business into a synergistic whole and an ample interpersonal ability - the skill to manage the people in the organization and to motivate them to higher level of performance. The finding of study revealed understanding the concept of marketing in changing the perception of their targeted audience and entrepreneurs must have extra drive and commitment to make their dream reality this is supported by Okorie (2000) and NBTE (2001) which recommend that woodwork craftsman is expected to design, construct, service and repair any fault to the conventional in the building structure to the design and construction specification. The result in Table 2 shows that all the items had their calculated significant (2-tailed) values greater than 0.05. This implied that there was no significant mean difference between the responses of respondents on the competencies required by woodwork graduates in establishing and managing business enterprises. Possess depth of knowledge and skills in woodwork programs (i.e. be a competent person).

Conclusion
The study was to determine how to determine how to enhance sustainable economic development through entrepreneurial training among woodwork technology students in Nigeria, The study has identified the relationship between entrepreneurial training and sustainable economic development and entrepreneurial competencies required by woodwork graduates in establishing and managing business enterprises. It is hoped that if proper training is giving to woodwork students and youth in general, they will develop the necessary entrepreneurial competencies and make their contribution to society and reduce poverty and crime rates.

Recommendations
1. School curriculum that will be entrepreneurial and learner's conscious should be developed to ensure economic development.
2. Practical need based training should be provided to students in areas of technical skill, financial management, material management, marketing and sale management and operational management.
3. Ministry of education in conjunction with National Board for Technical Education (NBTE) should always conduct instructional supervision aimed at improving the teaching of entrepreneurial skills in the technical Vocational institutions.
should introduce removable collateral scheme for TVET graduates to establish and manage SMSEs

5. Seminars and conferences on entrepreneurial skill required for establishing and managing small and medium scale enterprises should be organized. This will sensitize graduates and youths invest their time and money in viable ventures rather than engaging in crimes.

References


Sylvester, V.M (2012): Entrepreneurial