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**PRE-RETIREMENT VOCATIONAL ENTREPRENEURSHIP SKILLS
DEVELOPMENT NEEDS OF UNIVERSITY ADMINISTRATIVE EMPLOYEES IN
SOUTHWEST NIGERIA**

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Abstract

The study investigated the pre-retirement vocational entrepreneurship skills development needs of university administrative employees in southwest Nigeria. A descriptive survey research design was used. Three hundred and fifty University administrative staff at the University of Lagos, Nigeria participated in the study. Three research questions were raised. A structured questionnaire based on a 5-point Likert scale, validated and piloted was used as an instrument for data collection. A reliability coefficient of the instrument yield $\alpha = .86$. Using Cronbach Alpha tests. Descriptive and inferential statistics including means, standard deviation and t-test statistics used for data analysis. Findings revealed that pre-vocational skills need are estate management; potato/ plantain utilization (processing and packing, chips); catering and hotel management services; metal works, furniture, motor bodies; plumbing and pipe fitting; air-conditioning and refrigeration repairs, block, bakery & confectionary; entrepreneurial skills needed to successfully start an enterprise are in the areas of operational management, personnel and administration, financial management, marketing, and making a business plan. it was recommended that proper and timely evaluation of the training programmes, and corrective measures should be established early enough to increase entrepreneurial training in educational institutions and workplaces

Introduction

Nigeria's vision 20-20-20 is a strategy for betterment and advancement which is built on the belief of the National Economic Empowerment and Development Strategy (NEEDS). One of the starring principles of NEEDS is developing the private sector which also involves youth empowerment. The goals of the vision 20-20-20 among others are wealth creation, employment, poverty reduction, and values reorientation. The macro-economic framework of the vision, on the other hand, focuses on empowering the citizenry, encouraging private business, and changing the means through which the government does its work. Financial and implementation strategies too, are developed to fast track the policies. The fundamental philosophy of the various development programmes currently being run in

the country is to increase the supply of adequately well-trained entrepreneurs who will excel in their business ventures. Entrepreneurship thus becomes a term used generally in relation to the innovative and creative contemporary industrial business leader.

Entrepreneurship connotes the process of identifying market opportunities. Arrange the resources required to continue these opportunities and invest resources to take advantage of long-term benefits opportunities. Entrepreneurship involves creating wealth by bringing together resources in new ways to start and run a business. Deutsche Stiftung Weltbevölkerung (DSW, 2014) Entrepreneurship as a practice and process results in creativity, innovation and business development and growth. (Olabiyi, 2014; 2015) It refers to an individual's knowledge to change ideas into action involving and engaging in wealth creation through the application of innovative thinking and execution to meet consumer needs, using one's labour, time, and ideas. Engaging in entrepreneurship transforms the citizenry from being job seekers to job creators, which is essential in Nigeria which has high levels of unemployment. Entrepreneurship requires a lot of creativity which is the engine of innovation. Entrepreneurship is important because it creates utility, increases society's welfare; promotes economic growth and development (Olabiyi & Oke, 2010). In 1983, the Federal Government of Nigeria exhort educational institutions to reorientate their programmes towards vocational relevance to produce graduates that possess relevant skills for self-employment and self-reliance.

However, it should be noted that entrepreneurship education hinged on the educational environment that propels the acquisition of skills, knowledge, and attitudes relevant to business practices. In other words, training programmes in Nigerian educational institutions, at all levels, should stress applied experiences in related disciplines (Odo & Olabiyi, 2012). This is important because, it is only through the inculcation of favourable values, skills, and competencies towards a specific discipline that is useful in real-life experience. The idea of developing entrepreneurial skills is founded on two important axes (Ajagu, 2005). These are: (i) entrepreneur should show his entrepreneurial attributes through engagement in some activities which will show the level of such attributes, and (ii) entrepreneur should be trained based on the deficiencies showing. In Nigeria, according to Aikhuomogbe (2016), 92% of retirees live in poverty blamed to insufficient professional preparation for entrepreneurship that could serve as an alternative retirement income. The Nigerian government constituted the National Pension Plan (NPP) to ensure that workers who have served in the public or private sector receive pension benefits to deal with the poverty that specifically afflicts retirees (National Pension Commission, 2012).

The situation retirees go through is the delays caused by pension funds administrators who oftentimes fail to pay pension funds to retirees promptly (Akhueomonkhan, Raimi, & Sofoluwe, 2013). Employees in both the public and private sectors in Nigeria work for 35 years or 65 years of age before mandatory retirement (National Pension Commission, 2012). In the civil service sector. Umukoro, (2013) laments that up to 90% of workers retire without having acquired any vocational skill and knowledge about a business before retirement, this is a result of frequent job rotation, lack of specialised vocational training and inadequate development of company ability are some of the factors responsible for employees' failure to acquire vocational skills and knowledge about entrepreneurship before retirement (Matthew & Mary, 2012). Development of vocational entrepreneurship skills and knowledge about different small and medium scale (SMS) enterprise operations enable retirees in Nigeria to be responsible, enterprising, and self-employed.

Before retirement, real learning experiences are required in taking risks, managing the results, and learning from the set up of different businesses, for individuals in Nigeria to have an alternate source of retirement income (Baker, Islam, & Lee, 2014). In providing the resources by which workers could acquire business information effectively, employers could create a social unit for the development and exploitation of business ideas, as well as grouping staff with different educational and training backgrounds in the workplace (Bjerke & Hultman, 2002). Human resources departments could include progress in knowledge acquisition training as a key performance indicator (KPI) of the organisation to initiate and sustain the training of employees on SMS business information (Bjerke & Hultman, 2002). Training programmes basically be compatible with the acquisition of entrepreneurial knowledge on career: development, models, guidance, assessment, and interventions (Herr, 2013).

Retirement according to Josephine and Igbani (2014) is the crowning of serving for 35 years even when earnings, the condition is exceedingly poor. As the retirement date draws close, fear is susceptible to some prospective retirees, some too dreadful to cope with. In the Nigerian situation, one such change is the tendency for irregular earning as the

pension and other entitlements may not be immediately forthcoming as expected. Even as the scare of weakening is already shown in the expression of most potential retirees, some may still muster the courage and strength to embark on fresh enterprises to keep body and soul together. Even when the entitlements are paid as at when due and the pensions which may be a proportion of his earnings are paid, a regular income can be said to be assured but certain changes have been introduced into the sphere of life and activities of the retirees from activity to activity, from social interaction with co-workers to a solitary and lonely (probably relocated to the village where he was not used to. The above position justifies the need for pre-retirement engagement which may vary from working (full-time and part-time employment, home working, and self-employment.

Statement of the Problem

Inadequacy of relevant vocational skills and information on small and medium scale businesses justify why many retirees in Nigeria rely solely on pension fund administrators for their economic survival which does not come as expected (Adjekophori, 2014). Millions of retirees representing 92% of those who have worked in state and federal government ministries, departments and agencies remain trapped in impoverishment during their retirement due to a lack of entrepreneurship skills required for the development of small and medium scale business operations that would have qualified them with an alternative income generation (Ali,2014). The seriousness of the challenges that retirees face in old age due to lack of vocational skills and knowledge of small and medium scale business information required urgent attention. It is expected of universities to organise training for different categories of workers having less than five years to work before retiring from active service to prepare them for life during retirement age through vocational entrepreneurship skills development and information needs in preparation for entrepreneurship in retirement (Aikhuomogbe, 2016)

The facts are obvious that the high density of the population is suffering from impoverishment and the propensity to ecological and natural risks are not out of entrepreneurship problems. The poor payment of pensions and bonuses by pension fund administrators has caused hardship, and premature death for many retirees in Nigeria (Fapohunda, 2013). Training of workers in professional development will assist them to acquire entrepreneurial skills required to start a new business by preparing them to undertake all the responsibilities and outcomes of creating innovation in new products, a new process, a new organisation, or re-engineering an existing organisation (Aikhuomogbe, 2016). Employee engagement in vocational training will provide a stable platform for career-related learning outcomes that include entrepreneurship development for university administrative employees. It is in the realisation of this that the Government must engage in programmes of orientation (pre-retirement vocational entrepreneurship skills development) for serving university administrative employees preparing them for the unknown.

Objective of the Study

The study determined the pre-retirement vocational entrepreneurship skills development needs of university administrative employees.

Research Questions

- a) What are the pre-retirement vocational skill development areas needs of university administrative staff?
- b) What are the pre-retirement entrepreneurial skill development needs of university administrative staff?
- c) What are the means of empowering university administrative staff having less than 5 years to retire from service with vocational entrepreneurship skills need in preparation for retirement?

Research Hypotheses

The following null hypotheses were tested at .05 level of confidence:

H₀₁: There is no significant difference between the mean responses of junior and senior University administrative staff regarding the pre-retirement vocational skill development areas need.

H₀₂: There is no significant difference between the mean responses of junior and senior University administrative staff regarding pre-retirement entrepreneurial skill development needs in preparation for retirement.

H₀₃: There is no significant difference in the mean responses of male and female University administrative staff on means of empowering university administrative staff having less than 5 years to retirement from service with vocational entrepreneurship skills need in preparation for retirement.

Methods

The descriptive survey research design was employed. Three hundred and fifty-six University administrative staff at the University of Lagos, Nigeria was purposely chosen to take part in the study. The instrument used for data collection was a structured questionnaire, grouped into four sections A to D. Section "A" found out information on personal data of the respondents such as status, qualification, length of service, age, and sex. Sections B, C & D provide an answer to the three research questions. The questionnaire was face and content validated by three experts. Cronbach Alpha was used to determine the internal consistency of the instruments, yielding an alpha value of $\alpha = .86$. The instruments were administered to the respondents through research assistants and personal contact. Out of 356 questionnaires administered, 302 were duly filled and returned to the researchers. These represented an 88.8% questionnaire retrieval rate. Data generated from the questionnaire were analysed using descriptive and inferential statistics particularly mean, SD and t-test at .05% level of significance, through the Statistical Package for Social Sciences (SPSS) version 2

Results

Table 1: *Responses of university administrative staff on pre-retirement vocational skill development areas need in preparation for retirement (N=302)*

S/N	Items	Mean	SD
1	Real estate management	3.91	.81
2	Potato/ plantain utilization (processing and packing, Crisps)	3.69	.46
3	Catering and hotel management services	3.80	.61
4	Event planning and management	3.84	.85
5	Metal fabrication (windows/gates/doors) (hand tools, machinery/equipment, furniture (e.g. shelves, beds) vehicle bodies	3.79	.40
6	Plumbing and pipe fitting	3.71	.45
7	Air-conditioning and refrigeration repairs and services	3.69	.46
8	Block, brick and ring molding	3.77	.40
9	Graphics, painting, sign writing and decoration	3.68	.67
10	Furniture making and interior decoration services	3.69	.46
11	Radio, television, and electrical works services	3.78	.88
12	Poultry production services	3.89	.77
13	Horticulture services	3.85	.72
14	Vegetable/crop production	3.72	.88
15	Palm/vegetable oil production	3.89	.76
16	Cattle/piggery/rabbit production	3.98	.95
17	Fish pool (fish drying, fish feeds making and packing, poultry feeds making)	4.00	.58
18	Childcare center	3.82	.81
19	Handcrafts (bead making, weaving, hat-making)	3.69	.68
20	Meal management and services	3.71	.61
21	Garment making (men/ladies)	3.81	.48
22	Cosmetology	3.78	.88
23	Tying, dyeing, and bleaching	3.69	.46
24	Cybercafé management	3.80	.61
25	Office management	3.84	.85
26	Sales management	3.79	.40
27	Data processing	3.71	.45
28	Bakeshop & confectionary (bread of all sorts, biscuits, cakes, cookies from cassava, soya, banana)	3.69	.46
29	Advertising services	3.77	.40
30	Auditing services	3.68	.67
31	Business center	3.69	.46
32	Retailing	3.79	.40
33	Motor rewiring/electrical equipment repairs	3.71	.45
34	Automobile services and repairs	3.69	.46
35	Electrical installation and maintenance	3.77	.40
36	Land surveying and building drawing	3.58	.67

37	Leatherworks (shoe, wallet, belts, seat cover and handbags)	3.69	.46
38	Fruit processing (fruit juice, fruit jam, tinned fruits, and solar dried fruits)	3.78	.88
39	Laundry and dry-cleaning services	3.89	.77
40	Meat processing (meatballs, burgers, sausages, samosas, meat pies)	3.85	.72
41	Honey (Honey processing and Wax making)	3.72	.88
42	Milk from cattle, goats, and sheep (ghee, butter, yogurt, milk-packing)	3.89	.76

The result as presented in table 1 above, revealed the mean responses of university administrative staff regarding the pre-retirement vocational skill development areas needed in preparation for retirement suggested. A close look at the mean score of each item shows that respondents agreed that all the suggested vocational areas are essential in preparation for retirement. The pre-retirement vocational skill development areas identified through the study among others are real estate management; potato/ plantain utilization (processing and packing, crisps); catering and hotel management services; event planning and management; plumbing and pipe fitting; air-conditioning and refrigeration repairs and services; block, brick, and ring moulding; graphics, painting, signwriting, and decoration; leather works (shoe, wallet, belts, seat cover, and handbags); fruit processing (fruit juice, fruit jam, tinned fruits, and solar dried fruits); meat processing (meatballs, burgers, sausages, samosas, meat pies) and milk from cattle, goats, and sheep (ghee, butter, yoghurt, milk-packing). The items on the scale had mean values ranging from 3.68 to 4.00 which are above the cut-off point of 3.50.

Table 2: Responses of university administrative staff regards pre-retirement entrepreneurial skill development needs in preparation for retirement (N=302)

S/N	Items	Mean	SD
1	Ability to identify a business opportunity and take risk of creating a business that adds value to individual	3.71	.61
2	The capacity of getting values from using his time to improve the quality of life.	3.81	.48
3	Devote appropriate time for generating data regards customers, competitors, suppliers, relevant technology, and markets demands	3.78	.88
4	Knowledge of how to manage risks and create new ideas to improve products or services	3.69	.46
5	Skills to persuade and communicate ideas effectively with people.	3.80	.61
6	Ability to cooperatively work with others to improve tasks that cannot accomplish personally.	3.84	.85
7	Ability to set and achieve the set goals based on the resources available and skills possessed.	3.79	.40
8	Skilled to evaluate job performance, looking for areas of improvement.	3.71	.45
9	Ability to effectively plan and implement the set goals to achieve business ideas.	3.69	.46
10	Ability to sacrifices time and resources to complete jobs to deliver as promised customer.	3.77	.40
11	Capability to manage time and resources towards producing good products	3.58	.67
12	Ability to identify business opportunities and harness resources to satisfy society needs.	3.69	.46
13	Ability to devote required time, money, and efforts towards successful delivery of products or services	3.79	.40
14	Readiness to make personal decisions and taken suggestions and ideas from colleagues to improve service or products.	3.89	.46

Table 2 shows that respondents agreed to all the items regarding the pre-retirement entrepreneurial skill development needs of university administrative staff in preparation for retirement. This means that there was general agreement that prospective entrepreneurs should develop the: Ability to identify a business opportunity and take risk of creating a business that adds value to an individual; the capacity of getting value from using their time to improve the quality of life; devote appropriate time for generating data regards customers, competitors, suppliers, relevant technology and markets demands; knowledge of how to manage risks and create new ideas to improve products or services; ability to identify business opportunities and harness resources to satisfy society needs; ability to devote required time, money and efforts towards the successful delivery of products or services, and readiness to make personal decisions and take suggestions and ideas from colleagues to improve service or products. With means scores of 3.58 to 3.84 which

is above the benchmark of 3.50; it was evident that university administrative staff considered entrepreneurial skill development needs in preparation for retirement.

Table 3: *Responses of university administrative staff regards means of empowering administrative staff having less than 5 years to develop vocational entrepreneurship skills in preparation for retirement N=302*

S/N	Items	Mean	SD
1	Early retirement programmes should be organise for staff to increase the chances of more investment hence employment creation.	3.85	.36
2	Acquire vocational training, to develop specific vocational skill areas of your interest.	3.59	.51
3	Enroll in courses that are relevant to develop entrepreneurship skills in preparation for retirement.	3.66	.51
4	Get work as an assistant/ apprentice in your vocational areas to become a successful businessperson	3.56	.50
4	Carry out proper and timely evaluation of the training programmes should be carried out to improve on the training output.	3.57	.50
5	Get relevant information on how to improve business ideas or products in newspaper, journal, and magazines.	3.54	.50
6	Join entrepreneurial groups where your strengths can be compliment and work on your weakness, to improve business ideas.	3.61	.49
7	The retirees need business orientation to ensure that their early retirement benefits are not used for basic consumption rather for investment.	3.68	.47
8	ability to evaluate risks and take the options with many benefits and little failure	3.73	.45
9	Examine successful businessmen and women locally and internationally to learn secret of improving business idea.	3.81	.49
10	Governments should organise intervention to assists retiree to fund business because pension bodies may not be prepared with that.	3.61	.51
11	Develop the skills and attitudes required for successful business plan by making using them in daily activities	3.56	.50
12	Carry out personal assessment exercise to understand how his attitudes and characteristics affect how a business	3.85	.36

Table 3 reveals the mean responses of the respondents regarding the mechanism for developing vocational entrepreneurship skills in preparation for retirement. The mechanism for developing vocational entrepreneurship skills identified through the study among others includes that: Early retirement programmes should be organised for staff to increase the chances of more investment hence employment creation; acquire vocational training, to develop specific vocational skill areas of your interest; enrol in courses that are relevant to develop entrepreneurship skills in preparation for retirement; carry out a proper and timely evaluation of the training programmes should be carried out to improve on the training output; join entrepreneurial groups where your strengths can be a compliment and work on your weakness, to improve business ideas; examine successful businessmen and women locally and internationally to learn the secret of improving business idea, and carry out a personal assessment exercise to understand how his attitudes and characteristics affect how a business. All the items have their mean scores of 3.56 and above. This signifies that entrepreneurship skills in preparation for retirement can develop if these mechanisms are put into consideration.

University administrative staff responses regarding the pre-retirement vocational skill development areas need by status

There is no significant difference between the mean responses of junior and senior University administrative staff regarding pre-retirement vocational skill development areas need. An independent sample t-test was used to determine if the difference in the opinion of junior and senior administrative university staff is statistically significant. The mean ratings of junior university administrative staff (n= 197) and senior university administrative staff (n= 105) were 3.84 and 3.80 respectively, summarized in Table 4.

Table 4: Independent samples t-test statistics of mean responses of university administrative staff regarding the pre-retirement vocational skill development areas need of (N=302)

Group	N	Mean \bar{X}	SD	Df	t-value	ρ.
Junior Administrative staff	197	3.84	0.23	354	1.67	0.867
Senior Administrative staff	105	3.80	0.21			

The result as shown in Table 4 shows the difference in the mean rating of university junior administrative and senior administrative staff regards pre-retirement vocational skill development areas need was not statistically significant, ($t= 1.67, >.05$), establishing that a significant difference does not exist in the responses of junior and senior University administrative staff regarding the pre-retirement vocational skill development areas need.

University administrative staff responses regarding the pre-retirement entrepreneurial skill development need in preparation for retirement by status.

There is no significant difference between the mean responses of junior and senior University administrative staff regarding pre-retirement entrepreneurial skill development needs in preparation for retirement. An independent sample t-test was used to find out if the difference in the mean ratings of junior and senior administrative staff is statistically significant. The mean rating of junior university administrative staff ($n= 197$) and senior university administrative staff ($n= 105$) were 3.81 and 3.68 respectively, summarized in Table 5.

Table 5: Independent samples t-test of university administrative staff with respect to pre-retirement entrepreneurial skill development need in preparation for retirement (N=302)

Groups	N	Mean \bar{X}	SD	df	t-value	ρ
Junior Administrative Staff	197	3.81	0.33	354	0.81	0.963
Senior Administrative Staff	105	3.68	0.31			

The result in Table 5 shows the difference in the mean ratings of junior and senior administrative staff in universities regarding pre-retirement entrepreneurial skill development needs in preparation for retirement, was not statistically significant, ($t= 0.81, >.05$), thus establishing that a significant difference does not exist in the mean responses of junior and senior administrative university staff regarding pre-retirement entrepreneurial skill development need in preparation for retirement.

University administrative staff responses regarding the means of developing vocational entrepreneurship skills in preparation for retirement by gender.

To find out if a significant difference exists between the mean responses of female and male University administrative staff with respect to means of developing vocational entrepreneurship skills in preparation for retirement. An independent sample t-test was used to determine if the difference in the mean ratings of female and male University administrative staff on mechanisms of developing vocational entrepreneurship skills in preparation for retirement is statistically significant. The mean rating of female university administrative staff ($n= 196$) and male university administrative staff ($n= 106$) were 3.95 and 3.77 respectively, summarized in Table 6.

Table 6: Independent t-test responses of university administrative means of developing vocational entrepreneurship skills in preparation for retirement by gender (N=302)

Gender	N	Mean \bar{X}	SD	df	t-value	ρ
Female Administrative staff	196	3.95	.56	354	0.88	.741
Male Administrative staff	106	3.77	.53			

Independent t-test scores were presented in Table 6. As seen in Table 6, female administrative staff had relatively higher mean scores than male administrative. However, this difference in their mean score was not statistically significant between females' and males' university administrative staff means scores on mechanisms of developing vocational entrepreneurship skills in preparation for retirement. ($t=0.88, >0.05$). The result shows that gender does not influence female and male administrative university staff mechanisms of developing vocational entrepreneurship skills in preparation for retirement.

Discussion of Findings

Literature is replete with the need to develop pre-retirement vocational skills to ease the problem of unemployment, the findings revealed that pre-retirement vocational skills can be obtained in any of the following areas: real estate management; potato/ plantain utilization (processing and packing, Chips); restaurant and hotel management services; event planning and management; metal work (windows/gates/doors) (woodworking hand tools, machinery/equipment, furniture (shelves, beds) motor bodies; plumbing and pipe fitting; air-conditioning and refrigeration repairs and services; block, brick, and ring moulding; graphics, painting, signwriting, and decoration; bakery & confectionery among others. These findings are supported by Moira (2015) and Olabiyi (2012) who observed that employee engagement in vocational training provides a stable platform for career-related learning outcomes that include entrepreneurship development.

These findings are also in line with Jeroen, (2003) explained that specific courses or modules should be made accessible for pre-retirement skills, explicitly design for entrepreneurship training, changing from business and business training to entrepreneurial skills development and specializations in preparation for bakers, farmers, potters, or hairdressers among others. furthermore, Okorie (2000) and Olabiyi (2014) emphasised that those with relevant training and skills quickly create employment while those who lack sufficient academic or vocational skills live on a subsistence level and often out of desperation and disappointment become a nuisance to society. Jacob and Catherine (2013) also, observed that entrepreneurial training will lessen dependence on clerical jobs in Africa, Jacob and Catherine added that entrepreneurial training is required as much as technical training in educational institutions. Jacob and Catherine further advised that training should be shifted from the theoretical base to a more functional approach. The study is highly collaborated by Ndedi (2009) (2013) studies who found out that, entrepreneurship training drives innovation, generates output, improves incomes, and creates jobs from carried out on entrepreneurship training and job creation in South Africa.

In addition, entrepreneurial training enhance well-being, yields socio-economic empowerment, and increases the appraisal and self-levelling of citizenship. Ndedi (2013) suggests that entrepreneurship training should be introduced at all levels of learning and well-incorporated into higher education programmes. Jeroen, (2003) observed that it is important to intensity learning courses connected actually and actively introduce students to the personal, entrepreneurial and managerial aspects of entrepreneurship by participating in long simulations, student competitions or mini-companies, as well as having contacts with real entrepreneurs, which could involve visits enterprises, attend guest lectures and actively undertaking assignments for or collaboration together with entrepreneurs, entrepreneurship education contributes to the social and economic emancipation of the nation by creating jobs and reducing poverty.

Findings on pre-retirement entrepreneurial skill development need in preparation for retirement revealed that entrepreneurial skills are needed to successfully start a business, run the market and grow it in the areas of operational management, personnel and organization, financial administration, marketing, financial management, and making a business. The finding is in agreement with Tolentino (1998) and Jeroen (2003) who observed that to operate a new business successfully requires structures and networks of relationships, the entrepreneur needs to develop new skills, such as having global perspective and judgement for the implications, opportunities and threats of a global business environment, understanding of the encompassing production chain and business network, or constant attention to the market and technology changes. A competent entrepreneur according to Kämäräinen (2002) and Odo and Olabiyi (2012) must be able to use his knowledge, attitudes, and skills in such a way as to be able to deal effectively with tasks, problems, dilemmas, and contradictions resulting, another important competency is the ability to recognize and analyses market opportunities.

The entrepreneur must develop personal entrepreneurial behaviour and characteristics, learning effectively from and in business interactions and the personalization (knowledge circulation in personal and Internet/email supported networks) of global information (Olabiyi, 2014; Ndedi, 2003). The ability to connect with other businesspeople and

other interested parties to mutual learning, collaborative commitments and other joint activities aimed at achieving common goals. (Gielen et al, 2003), Ndedi (2003) suggested that entrepreneurship training includes the advancement in personal qualities and positive attitudes, proper knowledge acquisition, and information that will give retirees the skills needed to succeed in entrepreneurship. Entrepreneurial training marked improvement in entrepreneurial characteristics, entrepreneurial orientation, business knowledge, and entrepreneurial business skills and a significant change in factors such as business systems and strategies, financial metrics and direction of change once supported by entrepreneurial mentoring (Botha, 2006) The finding is highly corroborated by Edoho (2015) who justified that adequate preparation for entrepreneurship is a means to exploiting business opportunities, coping with business uncertainties, and assumption of risk associated with the business. Adequate preparation for entrepreneurship during the working years would help employees have sufficient knowledge and attitude required in starting a new business at retirement as the business venture becomes a practice of the past training, experience, and knowledge on entrepreneurship (Olabiyi & Oke, 2010; Taneja, Pryor, & Hayek, 2016)

Regarding the means of developing vocational entrepreneurship skills in preparation for retirement, it was found out that early retirement programmes training should be rolled out to increase opportunities for investments rather than employment, government intervention to finance retirement programmes because pension fund administration may not be prepared retire with that, and retirees need to be taken through a thorough entrepreneurial training to ensure that their early retirement benefits are not used for basic consumption instead of investment, timely evaluation of the training programmes should be done and corrective measures put in place early enough to increase entrepreneurial training in educational institutions and The finding is corroborated by Aikhuomogbe (2016) and SBP (2009) who emphasised that other than funding youth groups, there should be training concerning the concepts and principles of entrepreneurship and business for young people and the promotion of a wider and more flexible range of learning pathways, through higher education and vocational training, and the development of entrepreneurial skills, incubation and mentoring of budding entrepreneurs in high growth sectors.

Furthermore, the study is supported by Herr (2013) who stressed that university staff should acquire the strategies and opportunities of entrepreneurship during their service years, as knowledge acquired would stipulate other sources of income for retired retirees. Also, Jeroen (2003) suggested that entrepreneurial training should be part of the retirement package conditions. Schools, colleges, and universities' curricula need to be enhanced in terms of entrepreneurial training.

Conclusion

Given the diverse views expressed by university administrative staff concerning pre-retirement vocational entrepreneurship skills development needs of university administrative employees in Nigeria. There is a need for administrative staff to acquire the strategies and opportunities for developing entrepreneurship skills during their service years before retirement. The study concluded that it is worthwhile for government and vocational educators to improve the curriculum of vocational education to involve essential entrepreneurial training in educational institutions and retirement programmes, staff should be equipped with the strategies and opportunities of entrepreneurship during their service years before retiring from employment.

Recommendations

Based on the findings of the study, it is recommended that:

- a) University employees should be supported and encouraged to retire early by giving adequate training required to put their pensions and gratuities in investments other than domestic use.
- b) educational institutions should be taken as bases where entrepreneurial training begins since at every level of education there are early completers. Such early completers should always be equipped with knowledge and skills to implement whatever plans they might have, and
- c) When pension bodies are not able to give the financial returns to the retirees immediately the governments should be able to extend the same and follow up with the pension bodies
- d) The federal government of Nigeria through the office of the civil service of the federation should make it mandatory for all employees to get training on a particular vocation before retirement.

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