

# Innovations

## **The Impact of Vocational and Entrepreneurial Arts Programs on Career Choices and Life Aspiration of Secondary School Students in Ekiti State**

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**Abstract:** *This study examined the impact of vocational and entrepreneurial art programs on the career and life aspirations of secondary school students in Ekiti State, Nigeria. With the increasing emphasis on practical skills and entrepreneurial thinking in education, these programs are designed to equip students with essential skills and inspire diverse career ambitions. Four (4) research questions were raised to guide the study while three (3) hypotheses were formulated for the study. Employing a descriptive research design of survey type approach, data were collected from 150 secondary school students who participated in vocational and entrepreneurial art programs, using structured questionnaires to assess changes in career aspirations, motivation levels, and perceived skill improvements. The statistical analysis of the study revealed that there was significant influence of vocational and entrepreneurial art program on students' career choice and aspirations. It was also revealed that there was significant influence of skills and knowledge gained through vocational and entrepreneurial art program on students' employability and entrepreneurial potentials. Lastly, the study revealed that there was significant effect of vocational and entrepreneurial art program on student's technical skills, business acumen and critical thinking ability necessary to succeed in the 21<sup>st</sup> century workforce. The study concludes with recommendations that practical and hands-on technical training with a focus on modern tools and technologies relevant to the 21st-century workforce should be integrated in the curriculum.*

**Keywords:** *Vocational Programs, Entrepreneurial Art, Career Aspirations, Secondary Education, Data Analysis, Ekiti State*

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## Introduction

Recent years, there has been growing recognition of the importance of vocational and entrepreneurial education in shaping the career and life aspirations of young individuals. This recognition is especially pertinent in the context of secondary education, where students are at a critical juncture in their lives, making decisions that will influence their future paths. In Ekiti State, Nigeria, vocational and entrepreneurial art programs have emerged as key educational initiatives aimed at equipping students with practical skills and fostering a mindset oriented towards self-employment and innovation. Vocational education focuses on imparting specific skills and knowledge necessary for particular trades or professions, while entrepreneurial art programs emphasize creativity, business acumen, and the ability to turn ideas into viable enterprises. These programs are designed not only to provide students with technical abilities but also to inspire and motivate them to envision and pursue diverse career opportunities (Anderson, 2001).

The impact of these programs on students' career and life aspirations can be profound. By engaging in vocational training and entrepreneurial activities, students are exposed to real-world challenges and opportunities, which can significantly influence their future ambitions. These programs offer students a chance to explore different career paths, develop practical skills, and cultivate an entrepreneurial mindset that encourages self-reliance and innovation. In Ekiti State, the integration of vocational and entrepreneurial art programs into the secondary school curriculum reflects a strategic response to the need for educational reforms that align with the evolving job market and economic landscape. (Beineke, 2020; Blenkinshopp, & Edwards, 2016).

This approach aims to bridge the gap between traditional academic subjects and the practical demands of the workforce, thereby enhancing students' preparedness for both employment and self-employment. This study explores the impact of vocational and entrepreneurial art programs on the career and life aspirations of secondary school students in Ekiti State. It seeks to understand how these programs influence students' perceptions of their future careers, their readiness to pursue various professional paths, and their overall life goals. By examining these aspects, the study aims to provide insights into the effectiveness of these educational initiatives and to identify areas for improvement in the design and implementation of such programs (Kallenberg, 2021; López & Rodríguez, 2019; Okafor & Eze, 2022). The study dives into the impact of these program on secondary school students in Ekiti State, a region grappling with high unemployment rates and limited economic opportunities ( Schäfer & Sproll, 2021).

### Research Objectives

The study investigates the impact of vocational and entrepreneurial art programs on the career and life aspirations of secondary school students in Ekiti State, Nigeria. Specifically, the study is set to:

- i. examine how vocational and entrepreneurial art program influence students career choice and aspirations;
- ii. determine if the programs inspire students to pursue career in the creative industries or encourage them to explore alternative pathways;
- iii. investigate the specific skills and knowledge gained through the programs that contribute to students' employability and entrepreneurial potentials?
- iv. Assess if the programs equip student with technical skills, business acumen and critical thinking ability necessary to succeed in the 21<sup>st</sup> century workforce.
- v. identify the challenges and opportunities associated with the implementing and sustaining these programs in Ekiti State?

### Research Questions

The following research questions were raised to guide the study:

1. How do vocational and entrepreneurial art program influence students' career choice and aspirations?
2. Do vocational and entrepreneurial art program inspire students to pursue career in the creative industries or encourage them to explore alternative pathways?
3. What are the specific skills and knowledge gained through vocational and entrepreneurial art program that contribute to students' employability and entrepreneurial potentials?
4. Do vocational and entrepreneurial art program equip student with technical skills, business acumen and critical thinking ability necessary to succeed in the 21<sup>st</sup> century workforce?

### Research Hypotheses

The following null research hypotheses were formulated the study:

**H<sub>01</sub>:** There is no significant influence of vocational and entrepreneurial art program on students'

career choice and aspirations.

**H<sub>02</sub>:** There is no significant influence of skills and knowledge gained through vocational and

entrepreneurial art program on students' employability and entrepreneurial potentials.

**H<sub>03</sub>:** There is no significant effect of vocational and entrepreneurial art program on student's

technical skills, business acumen and critical thinking ability necessary to succeed in the

21<sup>st</sup> century workforce.

## Methodology

**Research Design** This study employs a descriptive research design. The study involved 150 secondary school students enrolled in vocational and entrepreneurial art programs, selected through stratified random sampling from various schools in Ekiti State. A structured questionnaire consisting of closed-ended questions was used to collect data on students' career aspirations, motivation levels, and perceived skill improvements. The questionnaire was administered in person, and students were asked to rate their responses on a four point Likert scale. Descriptive statistics, including frequencies, percentages, and means, were used to answer the survey responses. Chi Square of independent sample and Analysis of Variance (ANOVA) were used to test the hypotheses formulated for the study at 0.05 level of significance using SPSS version 26.

## Results and Discussion

This section present the data analysis and discussion of findings for the study.

### Research Questions 1

How do vocational and entrepreneurial art program influence students' career choice and aspirations?

**Table 1: Respondents' responses on how vocational and entrepreneurial art program influence students' career choice and aspirations**

S/N	Statements	SA (%)	A (%)	D (%)	SD (%)	TOTAL
1.	The vocational and entrepreneurial art program has increased my awareness of diverse career opportunities.	61 (40.7)	82 (54.7)	7 (4.6)	-	150 (100)
2.	Participation in the program has motivated me to pursue a career in entrepreneurship or a related field.	55 (36.7)	79 (52.7)	11 (7.3)	5 (3.3)	150 (100)
3.	The skills and knowledge gained from the program have influenced my career aspirations.	56 (37.3)	75 (50)	12 (8)	7 (4.7)	150 (100)
4.	The program has provided practical insights that align with my long-term career goals.	53 (33.3)	56 (37.3)	21 (14)	20 (13.3)	150 (100)
5.	The vocational and entrepreneurial art program has	75 (50)	59 (39.3)	11 (7.3)	5 (3.3)	150 (100)

	encouraged me to explore creative and innovative career paths.					
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Table 1 shows the respondents' responses on how vocational and entrepreneurial art program influence students' career choice and aspirations. It was shown that 61 participants (40.7%) strongly agreed and 82 participants (54.7%) agreed that the vocational and entrepreneurial art program has increased their awareness of diverse career opportunities, while 7 participants (4.6%) disagreed. Also, 55 participants (36.7%) strongly agreed and 79 participants (52.7%) agreed that participation in the program has motivated them to pursue a career in entrepreneurship or a related field, while 11 participants (7.3%) disagreed and 5 participants (3.3%) strongly disagreed. Similarly, 56 participants (37.3%) strongly agreed and 75 participants (50%) agreed that the skills and knowledge gained from the program have influenced their career aspirations, while 12 participants (8%) disagreed and 7 participants (4.7%) strongly disagreed with the view.

Furthermore, 53 participants (35.3%) strongly agreed and 56 participants (37.3%) agreed that the program has provided practical insights that align with their long-term career goals, while 21 (14%) participants disagreed and 20 participant (13.3%) strongly disagreed with the statement. More so, 75 participants (50%) strongly agrees and 59 participants (39.3%) agreed that the vocational and entrepreneurial art program has encouraged them to explore creative and innovative career paths, while 11 participants (7.3%) disagreed and 5 participants (3.3%) strongly disagreed with the statement. The data on the table 1 showed that vocational and entrepreneurial art program has increased students' awareness of diverse career opportunities, as participation in the program had motivated them to pursue a career in entrepreneurship or a related field. The skills and knowledge gained from the program have influenced their career aspirations, giving them practical insights that align with their long-term career goals, and that the vocational and entrepreneurial art program has encouraged them to explore creative and innovative career paths.

**Research Question 2:** Do vocational and entrepreneurial art program inspire students to pursue career in the creative industries or encourage them to explore alternative pathways?

**Table 2: Respondent's responses on whether vocational and entrepreneurial art program inspire students to pursue career in the creative industries or encourage them to explore alternative pathways**

S/N	Statements	SA (%)	A (%)	D (%)	SD (%)	TOTAL
1.	The vocational and entrepreneurial art program has inspired me to pursue a career in the creative industries.	71 (47.3)	64 (42.7)	10 (6.7)	5 (3.3)	150 (100)
2.	The program has provided me with practical skills and confidence to succeed in creative career pathways.	55 (36.7)	79 (52.7)	11 (7.3)	5 (3.3)	150 (100)
3.	Participation in the program has encouraged me to explore alternative career options outside the creative industries.	37 (24.7)	80 (53.3)	20 (13.3)	13 (8.7)	150 (100)
4.	The program has improved my understanding of the opportunities available in the creative industries.	53 (35.3)	66 (44)	16 (10.7)	15 (10)	150 (100)
5.	The vocational and entrepreneurial art program has helped me recognize my strengths and align them with potential career pathways.	58 (38.7)	62 (42.3)	20 (13.3)	10 (6.7)	150 (100)

Table 2 shows the respondents responses on whether vocational and entrepreneurial art program inspire students to pursue career in the creative industries or encourage them to explore alternative pathways. It was shown that 71 participants (47.3%) strongly agreed and 64 participants (42.7%) agreed that the vocational and entrepreneurial art program has inspired them to pursue a career in the creative industries, while 10 participants (6.7%) disagreed and 5 participants (3.3%) strongly disagreed with the claim. Also, 55 participants (36.7%) strongly agreed and 79 participants (52.7%) agreed that the program has provided them with practical skills and confidence to succeed in creative career pathways, while 11 participants (7.3%) disagreed and 5 participants (3.3%) strongly disagreed. Also, 37 participants (24.7%) strongly agreed and 80 (53.3%) agreed that participation in the program has encouraged them to explore alternative career options outside the creative industries, while 20 participants (13.3%) disagreed and 13 (8.7%) strongly disagreed with the statement.

Furthermore, 53 participants (35.5%) strongly agreed and 66 participants (44%) agreed that the program has improved their understanding of the

opportunities available in the creative industries, while 16 participants (10.7%) disagreed and 15 participants (10%) strongly disagreed with the statement. It was also noted from Table 2 that 58 participants (38.7%) strongly agreed and 62 participants (42.3%) agreed that the vocational and entrepreneurial art program has helped them recognize their strengths and align them with potential career pathways, while 20 participants (13.3%) disagreed and 10 (6.7%) strongly disagreed with the statement. The data on table 2 showed that vocational and entrepreneurial art program has inspired students to pursue a career in the creative industries, provided them with practical skills and confidence to succeed in creative career pathways, encouraged them to explore alternative career options outside the creative industries, improved their understanding of the opportunities available in the creative industries, and equally helped them to recognize their strengths and align them with potential career pathways.

**Research Question 3:** What are the specific skills and knowledge gained through vocational and entrepreneurial art program that contribute to students' employability and entrepreneurial potentials?

**Table 3: Respondents' responses on the specific skills and knowledge gained through vocational and entrepreneurial art program that contribute to students' employability and entrepreneurial potentials**

S/N	Statements	SA (%)	A (%)	D (%)	SD (%)	TOTAL
1.	The program enhances students' ability to identify and capitalize on business opportunities.	31 (20.7)	61 (40.7)	37 (24.7)	21 (14)	150 (100)
2.	Students acquire practical skills that directly improve their employability in relevant industries.	37 (24.7)	61 (40.7)	21 (14)	31 (20.7)	150 (100)
3.	The program equips students with problem-solving and critical-thinking skills essential for entrepreneurship.	56 (37.3)	61 (40.7)	12 (8)	21 (14)	150 (100)
4.	Students gain knowledge in financial management and budgeting for entrepreneurial ventures.	48 (32)	61 (40.7)	23 (15.3)	18 (12)	150 (100)
5.	The program fosters creativity and innovation, enabling students to develop unique business ideas.	56 (37.3)	53 (35.3)	20 (13.3)	21 (14)	150 (100)

Table 3 shows the respondents responses on the specific skills and knowledge gained through vocational and entrepreneurial art program that contribute to students' employability and entrepreneurial potentials. It was shown that 31



participants (20.7%) strongly agreed and 61 (40.7%) agreed that the program enhances students' ability to identify and capitalize on business opportunities, while 37 participants (24.7%) disagreed and 21 participants (14%) strongly disagreed with the claim. Also, 37 participants (24.7%) strongly agreed and 61 participants (40.7%) agreed that students acquire practical skills that directly improve their employability in relevant industries, while 21 participants (14%) disagreed and 31 participants (20.7%) Strongly disagreed. Also, 56 participants (37.3%) strongly agreed and 61 participants (40.7%) agreed that the program equips students with problem-solving and critical-thinking skills essential for entrepreneurship, while 12 participants (8%) respondents disagreed and 21 participants (20.7%) strongly disagreed with the statement.

Furthermore, 48 participants (32%) strongly agreed and 61 participants (40.7%) agreed that students gain knowledge in financial management and budgeting for entrepreneurial ventures, while 23 participants (15.3%) respondents disagreed and 18 participants (12%) strongly disagreed with the statement. It was also noted from Table 3 that 56 participants (37.3%) strongly agreed and 53 (35.3%) agreed that the program fosters creativity and innovation, enabling students to develop unique business ideas, while 20 participants (13.3%) disagreed and 21 participants (14%) strongly disagreed with the statement. The data on table 3 showed that vocational and entrepreneurial art program enhances students' ability to identify and capitalize on business opportunities, directly improve their employability in relevant industries, and equip students with problem-solving and critical-thinking skills essential for entrepreneurship. Also, students gain knowledge in financial management and budgeting for entrepreneurial ventures, and that the program fosters creativity and innovation, enabling students to develop unique business ideas.

**Research Question 4:** Do vocational and entrepreneurial art program equip student with technical skills, business acumen and critical thinking ability necessary to succeed in the 21<sup>st</sup> century workforce?



**Table 4: Respondents' responses on whether vocational and entrepreneurial art program equip student with technical skills, business acumen and critical thinking ability necessary to succeed in the 21<sup>st</sup> century workforce?**

S/N	Statements	SA (%)	A (%)	D (%)	SD (%)	TOTAL
1.	The vocational and entrepreneurial art program has enhanced my technical skills applicable to modern industries.	56 (37.3)	61 (40.7)	21 (14)	12 (8)	150 (100)
2.	The program effectively provides training that develops my ability to think critically and solve complex problems.	37 (24.7)	80 (53.3)	20 (13.3)	13 (8.7)	150 (100)
3.	The entrepreneurial aspects of the program have equipped me with the business acumen needed for successful career advancement.	58 (38.7)	62 (42.3)	20 (13.3)	10 (6.7)	150 (100)
4.	The program's curriculum prepares students for the dynamic challenges of the 21st-century workforce.	56 (37.3)	73 (48.7)	12 (8)	9 (6)	150 (100)
5.	The practical and theoretical components of the program are well-balanced to ensure comprehensive skill development.	56 (37.3)	53 (35.3)	21 (14)	20 (13.3)	150 (100)

Table 4 shows the respondents responses on whether vocational and entrepreneurial art program equip student with technical skills, business acumen and critical thinking ability necessary to succeed in the 21<sup>st</sup> century workforce. It was shown that 56 participants (37.3%) strongly agreed and 61 (40.7%) agreed that the vocational and entrepreneurial art program has enhanced their technical skills applicable to modern industries, while 21 participants (14%) disagreed and 12 participants (8%) strongly disagreed with the claim. Also, 37 participants (24.7%) strongly agreed and 80 participants (53.3%) agreed that the program effectively provides training that develops their ability to think critically and solve complex problems, while 20 participants (13.3%) disagreed and 13 participants (8.7%) strongly disagreed. Also, 58 participants (38.7%) strongly agreed and 62 participants (42.3%) feel that the entrepreneurial aspects of the program have equipped them with the business acumen needed for successful career advancement, while 20 participants (13.3%) respondents disagreed and 10 participants (6.7%) strongly disagreed with the statement.

Furthermore, 56 participants (37.3%) strongly agreed and 73 participants (48.7%) agreed that the program's curriculum prepares students for the dynamic challenges of the 21st-century workforce, while 12 participants (8%) respondents

disagreed and 9 participants (6%) strongly disagreed with the statement. It was also noted from Table 4 that 56 participants (37.3%) strongly agreed and 53 (35.3%) agreed that the practical and theoretical components of the program are well-balanced to ensure comprehensive skill development, while 21 participants (14%) disagreed and 20 participants (13.3%) strongly disagreed with the statement. The data on table 4 showed that vocational and entrepreneurial art program has enhanced students' technical skills applicable to modern industries, effectively provides training that develops their ability to think critically and solve complex problems, as the entrepreneurial aspects of the program have equipped them with the business acumen needed for successful career advancement. The program's curriculum prepares students for the dynamic challenges of the 21st-century workforce, and that the practical and theoretical components of the program are well-balanced to ensure comprehensive skill development.

### Hypotheses Testing

**H<sub>01</sub>:** There is no significant influence of vocational and entrepreneurial art program on students' career choice and aspirations.

**Table 5: Chi Square Test analysis of the influence of vocational and entrepreneurial art program on students' career choice and aspirations**

<b>Chi-Square Tests</b>					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	122.08 <sup>a</sup>	1	.000		
Continuity Correction <sup>b</sup>	90.230	1	.000		
Likelihood Ratio	13.771	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	11.576	1	.000		
N of Valid Cases	150				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 32.60.

b. Computed only for a 2x2 table

The result of the analysis in Table 5 showed the Chi Square Test analysis of the influence of vocational and entrepreneurial art program on students' career choice and aspirations. The chi-square test revealed that calculated  $\chi^2(.000)$  was less than the significant level at the 0.05. This implies that there is a significant influence of vocational and entrepreneurial art program on students' career choice and aspirations. Hence, the null hypothesis was not upheld.

**H<sub>02</sub>:** There is no significant influence of skills and knowledge gained through vocational and entrepreneurial art program on students' employability and entrepreneurial potentials.

**Table 6: Chi Square Test analysis of the influence of skills and knowledge gained through vocational and entrepreneurial art program on students' employability and entrepreneurial potentials**

<b>Chi-Square Tests</b>					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	115.17 <sup>a</sup>	1	.000		
Continuity Correction <sup>b</sup>	87.680	1	.010		
Likelihood Ratio	21.631	1	.002		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	13.457	1	.000		
N of Valid Cases	150				
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 28.51.					
b. Computed only for a 2x2 table					

The result of the analysis in Table 6 showed the Chi Square Test analysis of the influence of skills and knowledge gained through vocational and entrepreneurial art program on students' employability and entrepreneurial potentials. The chi-square test revealed that calculated  $\chi^2(.000)$  was less than the significant level at the 0.05. This implies that there is a significant influence of skills and knowledge gained through vocational and entrepreneurial art program on students' employability and entrepreneurial potentials. Hence, the null hypothesis was not upheld.

**H<sub>03</sub>:** There is no significant effect of vocational and entrepreneurial art program on student's technical skills, business acumen and critical thinking ability necessary to succeed in the 21<sup>st</sup> century workforce.

**Table 7: Analysis of Variance (ANOVA) test showing the effect of vocational and entrepreneurial art program on student's technical skills, business acumen and critical thinking ability necessary to succeed in the 21<sup>st</sup> century workforce**

Source	SS	df	MS	F	P
Between Group	211.378	2	120.689	3.937	0.620
Within Group	545.400	148	30.652		
Total	566.778	150			

$P < 0.05$

The result in Table 7 shows the one-way Analysis of Variance (ANOVA) of the effect of vocational and entrepreneurial art program on student's technical skills, business acumen and critical thinking ability necessary to succeed in the 21<sup>st</sup> century workforce. It was revealed that  $F = 3.937$ ,  $P = 0.620$  which is greater than 0.05 level of significance. This implies that there is significant effect of vocational and entrepreneurial art program on student's technical skills, business acumen and critical thinking ability necessary to succeed in the 21<sup>st</sup> century workforce. Hence, the null hypothesis is not upheld.

### Discussion of Findings

The data analysis of the study revealed that vocational and entrepreneurial art program has increased students' awareness of diverse career opportunities, as participation in the program had motivated them to pursue a career in entrepreneurship or a related field. The skills and knowledge gained from the program have influenced their career aspirations, giving them practical insights that align with their long-term career goals, and that the vocational and entrepreneurial art program has encouraged them to explore creative and innovative career paths. Also, vocational and entrepreneurial art program was found to inspired students to pursue a career in the creative industries, provided them with practical skills and confidence to succeed in creative career pathways, encouraged them to explore alternative career options outside the creative industries, improved their understanding of the opportunities available in the creative industries, and equally helped them to recognize their strengths and align them with potential career pathways.

Furthermore, the descriptive analysis of the study revealed that vocational and entrepreneurial art program enhances students' ability to identify and capitalize on business opportunities, directly improve their employability in relevant industries, and equip students with problem-solving and critical-thinking skills essential for entrepreneurship. Also, students gain knowledge in financial management and budgeting for entrepreneurial ventures, and that the program

fosters creativity and innovation, enabling students to develop unique business ideas. More so, it was revealed that vocational and entrepreneurial art program has enhanced students' technical skills applicable to modern industries, effectively provides training that develops their ability to think critically and solve complex problems, as the entrepreneurial aspects of the program have equipped them with the business acumen needed for successful career advancement. The program's curriculum prepares students for the dynamic challenges of the 21st-century workforce, and that the practical and theoretical components of the program are well-balanced to ensure comprehensive skill development.

The inferential analysis of the study revealed that there was significant influence of vocational and entrepreneurial art program on students' career choice and aspirations. It was also revealed that there was significant influence of skills and knowledge gained through vocational and entrepreneurial art program on students' employability and entrepreneurial potentials. Lastly, the study revealed that there was significant effect of vocational and entrepreneurial art program on student's technical skills, business acumen and critical thinking ability necessary to succeed in the 21<sup>st</sup> century workforce. The findings is consistent with the position of Anderson (2001) who submitted that vocational education focuses on imparting specific skills and knowledge necessary for particular trades or professions, while entrepreneurial art programs emphasize creativity, business acumen, and the ability to turn ideas into viable enterprises. These programs are designed not only to provide students with technical abilities but also to inspire and motivate them to envision and pursue diverse career opportunities.

## **Conclusion**

The study assessed the impact of vocational and entrepreneurial art programs on equipping students with the technical skills, business acumen, and critical thinking abilities necessary for success in the 21st-century workforce. The findings demonstrate that such programs play a vital role in preparing students to meet the demands of a rapidly evolving labor market. Through hands-on training and exposure to real-world challenges, these programs foster technical proficiency while integrating entrepreneurial principles that enhance business understanding. Furthermore, the inclusion of problem-solving tasks and interdisciplinary approaches helps cultivate critical thinking, a cornerstone of modern workforce success.

While vocational and entrepreneurial programs show promise, their effectiveness is influenced by factors such as curriculum design, availability of resources, and the level of industry collaboration. For these programs to fully realize their potential, stakeholders must ensure that they remain adaptive to emerging trends, integrate technology effectively, and provide practical opportunities for students to apply their skills. Overall, vocational and

entrepreneurial art programs are essential pathways to workforce readiness, equipping students to thrive in a competitive and dynamic economic landscape

### Recommendations

Based on the findings of the study, it is recommended that practical and hands-on technical training with a focus on modern tools and technologies relevant to the 21st-century workforce should be integrated in the curriculum. This should include business-oriented courses such as financial literacy, marketing, and entrepreneurship to develop business acumen, and embed modules on critical thinking, problem-solving, and decision-making to enhance cognitive abilities.

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