

Skills Acquisition and Entrepreneurship Development in Nigeria

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Abstract: This study examined the effect of skills acquisition on entrepreneurship development in Nigeria. To achieve this purpose, the study employed survey research design and Simple random sampling techniques with aid of Krejcie and Morgan Model (1970) was adopted to select the sample size of (220) respondents for the study. The data collected through a structured questionnaire was analyzed through the use of Statistical Package for Social Science (SPSS), while Pearson's correlation co-efficient as well as multiple regression analysis were used to test the hypotheses formulated, to determine whether significant relationship exist between Skills acquisition and entrepreneurship development in Nigeria. Consequently, the result of the findings revealed that there is a strong positive correlational relationship between entrepreneurial skills acquisition and entrepreneurship development in Nigeria .With the correlation co-efficient of 0.936, 0.863, and 0.827 respectively at 1% level of significance. Thus, the study concludes that entrepreneurial training is positively related to employment generation and entrepreneurship development. The more the youths develop entrepreneurial skills through trainings via necessary skills, the more their high level of efficiency in their chosen enterprise and the more they create employment opportunities for others and thus enhance entrepreneurship development in Nigeria. This study recommends that entrepreneurs should develop good mindset towards skills development in all concerned

aspects of entrepreneurship to help in improving and increasing their capacity for job creation, self reliant and sustainability as well as economic growth.

Keywords: Skills, acquisition, training, Orientation and Entrepreneurship development.

I. INTRODUCTION

Skill acquisition is the brain behind entrepreneurship development in Nigeria. Nigeria has a great population of about 206,139,589 people as at 2020 according to UN data. Nigeria population is equivalent to 2.64% of the total world population. (Olabode 2012).

Skill acquisition is Paramount to the entrepreneurship development in Nigeria. Onwumere (2018) saw education as the basis for the socio-political, economic and cultural development that enhances the production of skilled manpower for national development. The informal education must be encouraged because obtaining a certificate alone without a corresponding creative and mental power have no serious impact on the purpose of education (Uloko 2014).

The teaching and learning of Entrepreneurship Education in tertiary institutions is of paramount interest to all stakeholders. The National Policy on Education describes Education as an instrument „par excellence“ for effecting national development (FRN, 2004). It is conceived that education is capable of bringing about the desired socio-economic and political changes in the country.

The recent inclusion of Entrepreneurship Education in tertiary educational institutions in Nigeria is an indication of its importance to employment creation; as Nigeria continues to turn out graduates from our various institutions that are hardly self-reliant but solely dependent on white collar jobs for sustenance because they lack adequate skills that will make them function effectively and However, despite the recognition of entrepreneurship as having the potential to curb unemployment among Nigerian youth and the introduction of entrepreneurship education in Nigerian universities, about 80% of Nigerian youth are unemployed, 10% are underemployed with 7 out of 10 graduates remaining unemployed or under employed (Dike 2009) As the former minister of labour and productivity has asserted, the greatest challenge confronting government today remains massive unemployment which has served as a breeding ground for social vices in Nigeria (Olayinka 2017).

In today's challenging and competitive global world with diverse demands, many countries are seriously facing problems of graduate unemployment (Adeshina 2013). As a

result, higher education sectors are under immense pressure from government, employers and parents to produce quality graduates that can be economically engaged at the individual, national and global level (Teichler 2017)

However, due to the way entrepreneurial programme have assumed a global proliferation and dimension, it was suggested by Volkmann (2014) that entrepreneurship will become the major academic discipline for business education in the 21st century.

Nigeria tertiary institutions produce millions of graduates annually into an economy which is already overpopulated, thereby raising the level of unemployment. It is on this note that the government in conjunction with its agencies tend to introduce skill acquisition program in order to correct the anomaly and also ensure that these newly graduated students become self reliant and prepare for a future which is in turn devoid of the economy of miscreants.

Experience over the years has revealed that 70% of these graduates end up roaming about in the street as a result of lack of job opportunities. The unemployment rate in the country keep increasing each year as more graduates are being injected into the society and no job to do at the end of the day. The situation becomes so pathetic because job seekers/applicants end up going back to their aged parents who have invested in them and hoped that someday they will reap from their investment but all to no avail. The cankerworm called unemployment has eaten deep into the fabric of the society and must be reversed to avoid national crises.

Entrepreneurship education is becoming a popular course in most of the Nigerian higher institution as it was introduced in 2006 effective from 2007/2008 academic sessions and this has made the acquisition of relevant skills for employment and self-employability more theoretical than practical. Entrepreneurship skill acquisition programme initiated by National Youth Service Corps (NYSC) in its activities has also avail the newly admitted youth corps the opportunity to partake in diverse entrepreneurial skill acquisition programmes during their first three weeks of the programme. This effort is not potent enough in reducing unemployment in Nigeria because unemployment rates continue to increase on daily basis and this posed a lot of social vices like, terrorism, thuggery, robbery, kidnapping etc (Williams 2018). It's against the backdrop that this study intends to examine the effect of skills acquisition on the entrepreneurship development in Nigeria with a view to providing recommendations that will improve graduates entrepreneurship and reduce the level of graduate unemployment rate in Nigeria.

. LITERATURE REVIEW

Entrepreneurial skills acquisition are said to be the necessary set of skills required to be an entrepreneur. In other words, entrepreneurial skills acquisition are those necessary skills an entrepreneur needs to successfully run a business or add value to work. Agu, Chiaha and Ikeme (2013) argued that acquisition skills must be nurtured through proper education so that it can be directed to responsible and enriching small business endeavours that will benefit the individuals and the communities in which the entrepreneurs live. Entrepreneurship skills acquisition can also be defined as those skills that an individual should possess to enable him/her succeed in a virtual learning environment.

Entrepreneurial skill acquisition can be defined as the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich and Peters, 2012). Entrepreneurial skill acquisition is the ability to of an individual to exploit an idea and create an enterprise (Small or Big) not only for personal gain but also for social and developmental gain (Olagunju, 2014). Formal descriptions/definitions characterize entrepreneurial skills acquisition as ability to have self-belief, boldness, tenacity, passionate, empathy, readiness to take expert advice, desire for immediate result, visionary and ability to recognize opportunity (Salgado-banda, 2015).

Skill acquisition as basic ability is the means by which man adjusts to life (Adeyemo, 2013). A person's attitude and work functions are required and necessary antidotes suggesting the suitable skills performance and acquisition of same by going through a given work sample. In the work place, skill is what the workers give in exchange for numeration. If the skill (or the cluster of skills popularly referred to as aptitudes) given is satisfactory, the worker gets satisfaction and the employer gets satisfactoriness in correspondence. This process, if sustained culminates in promotion, retaining and prolonged tenure that leads to productivity (Adeyemo, 2013). Skill is thought of as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience. Although skill depends essentially on learning, it also includes the concepts of efficiency and economy in performance. Modern concepts of skill stress the flexibility with which a skilled operator reaches a given end on different occasions according to precise circumstances.

However, it must be reiterated that even though basic human capacities are not sufficient to produce skills, they form the necessary basis of their development. Skills represent particular ways of using capacities in relation to environmental demands, with human beings and external situation together forming a functional system (Adeyemo, 2013). Skill therefore is the rapidity, precision, expertise, dexterity and proficiency exhibited through mental and manual repetition of performance of an operation. Etoneyeaku (2018) opine that skill is the capacity of a person to accomplish a task within desired precision and certainty. Skill involves a practical knowledge in combination with clearness, expertise, dexterity and ability to perform a function which could be acquired or learnt in the school or training centers through learning experience.

A. Entrepreneurship Skills Creation for Undergraduate Studies

The wheel of development of any country lies on the shoulder of how productive and creative the youths are. Parents, teachers and government have the obligation to ensure that the youths are empowered. There is apparent economic depression in the midst of our so-called oil boom in Nigeria. The problem with Nigerian educational programmes is the too much emphasis on the value on certificate rather than the skills required in the career. In other words, the individual struggle hard through any means to attain the golden fleece which is the certificate rather than the knowledge and skills which should make them self-reliant. Apart from the entrepreneurship curriculum, there are other specific activities which can be carried out with a view to create an entrepreneurship skills creation in the Nigerian tertiary schools. Some of them as (Okojie 2018, Osibanjo, 2016 and Ememe 2019), highlighted:

- Establishment of entrepreneurship development centres.
- Establishment of small and medium scale establishment resources centres.
- Establishment of some clubs in the tertiary schools.
- Organize business plan competitions
- Introduce networking events through workshops, seminars, symposia, lectures and stakeholders where cross fertilization of ideas could occur.
- Identify entrepreneurship business opportunities.
- There should be role model interaction and mentoring to deliver motivated discussions in form of key notes or lectures.
- Industrial visits and excursion for onsite field trip like students of mass communication could visit media houses, medical students could visit pharmaceutical company and education students could visit modern schools with facilities to mention but a few.

- Make the students master at least one vocation that can guarantee self-reliance.
- Inculcate in the students the knowledge of the modern information communication and technology that will enable them to interact effectively with their immediate and distant environment.
- To fashion out modalities for setting up a career/entrepreneurship centre where students can be counselled and guided on the right career to follow after their graduation.
- There should be a school based enterprise where students identify potential business plan, create and operate small business by using the school as a mini incubator.
- There should be some form of innovative for students who have done their practical work well during site supervision. This will motivate them to establish businesses after school graduation.

B. Challenges Facing Entrepreneurship Education and Youth Empowerment in Nigeria

Entrepreneurship education has received a boost as a source of job creation, empowerment for the unemployed and the underemployed in a globalized economy worldwide. For Nigeria, the following reasons hinder Entrepreneurship education:

- Poor entrepreneurial culture,
- Lack of fund.
- Poor knowledge based economy and low spirit of competition.
- Lack of entrepreneurial teachers, materials and equipment.
- Non-inclusion of entrepreneurship practical programme in the school curricula.
- Poor societal attitude to technical and vocational education development.
- Inadequate facilities and modern equipment for teaching and learning.
- Insensitivity of government to enterprise creation and expansion strategy
- Poor plan and execution of processes of action.
- Isolated or pockets of ineffective programmes and management in competencies.
- Inadequate parental care.
- Breakdown of family values and indiscipline.
- Political manipulation of youth organizations.

Despite the difficult situation and the dire need for change, the government has done little to reduce the misery and frustration of its citizenry, fostering hopelessness in the majority of young people who have resorted to any means including crime to succeed in life. The youth are expected not to involve in crime but to channel their energy towards the development of our dear country Nigeria. Nwangu, (2016); and Ojeifo, (2013)

This study was anchored on Cognitive Approach Theory. Cognitive theory was propounded by Taylor (1998). The theory assumes that individuals do not possess a perfect knowledge of the world because there is too much information out there to handle. As a consequence they have to select information and interpret them based on their previous experiences and so, see and know the world differently.

Behavioural patterns are the products of two psychological processes. The first process operates through the selection of environments and the second through the product of environments. When people have gained certain preferences and standards of behaviour, they tend to choose activities and individuals who share the same set of preferences, thereby mutually reinforcing pre-existing personal inclinations and fixed courses of actions. More precisely, the individual characteristics leading to an entrepreneurial career are only activated when exposed to a favourable socialization process, where an entrepreneurial career is as a viable possibility among others. Thus the social environment is of primary importance to foster future entrepreneurs. The general idea is that individual characteristics are precursor traits and in the context of a given „cafeteria of experiences“ help to determine both how experiences are weighted or attended to and how the individual reacts to those experiences. That is, individuals will only activate their entrepreneurial potential if they have a certain specific ability and sensitivity, there are environmental possibilities and if they have social support.

Actually, this interaction between ability or skills, environmental possibilities and social support is likely to lead to a positive reinforcing spiral where the entrepreneur is supported and therefore can further develop his specific set of skills. Hence basic intelligence coupled with an interest in becoming an entrepreneur leads the individual to develop the skills needed to become successful. This theory explains why people engage in an entrepreneurial behavior. Thus, the social environment is of primary importance to foster future entrepreneurs. The general idea is that, individuals will activate their entrepreneurial potential if there are environmental possibilities and also if they have social support. According to empirical literature, entrepreneurial potential could be activated through entrepreneurship education because; Entrepreneurship education equips individuals with adequate skills to be successful in life.

The use of cognitive theory enables a better understanding of why people engage in entrepreneurial behaviour. The contribution of this theory is that it makes it possible to understand better the interaction between the characteristics of the situation and

characteristics of the entrepreneur. In other words, there is a movement from studying the personality of the entrepreneur to the situations that lead to entrepreneurial behaviour. Behaviour is heavily based on how individuals perceive the situation or environment and how the environment is presented to them. Applying this theory to our work, it becomes pertinent that the teaching and learning of entrepreneurship education releases the entrepreneurial potentials of students thereby enabling them to secure jobs after school or at best, becoming self-employed through the establishment of their own businesses through the plethora of knowledge and skills they may have acquired during their stay in school. Additionally, the theory explains that individuals activate entrepreneurial potentials when there are environmental possibilities. The environmental possibility in question is the teaching of entrepreneurship education. This means that with entrepreneurship education, individual's entrepreneurial potentials and skills are enhanced thereby, enabling them develop skills that will be of great benefit to them and their society.

Jacob, and Ariya, (2020) examined the teaching of entrepreneurship education in tertiary institutions and the disposition of Social Studies students towards self-reliance in Plateau State. The study strongly recommend among others that a well-funded model entrepreneurship centre should be established in all tertiary institutions in Nigeria, where practical exposure and functional skill acquisition will be well emphasized.

Onuma (2019) investigated entrepreneurial education for post-graduation job creation ability. The population consisted of all the final year students of educational administration, using Ebonyi state University 2013/2014 academic year totaling 200 respondents. The result implies that entrepreneurial education is relevant to students with regard to equipping them with skills for post-graduation job creation ability rather than job seekers. The study recommended collaborative efforts of National University Commission with Department of Educational Administration to identify other entrepreneurship programmes to address graduate unemployment on graduation.

Jiddah (2018) examined the effect of entrepreneurship education on graduates' business Start-Up in North Central Nigeria. The major finding of this study revealed that entrepreneurial career aspirations have a significant impact on graduates' business start-up. More so, the study result shows that entrepreneurial culture has impacted on graduate's business start-up significantly. The study recommended amongst other recommendations, that tertiary institutions and government need to play more proactive role by devising a strategy to assist the students that indicate their intention to start enterprise while in school

and after graduation through incubator program. This will encourage graduates career aspiration towards business Start-up and further motivate graduates entrepreneurial attitude towards self-employments.

Chinonye, Olumuyiwa, Mosunmola, Agboola, Oluyomi, Oluwatobi and Achugamonu (2018) examined the impact of Entrepreneurship Education in alleviating poverty among the graduates of Covenant University. The theoretical and managerial implications of the results show that entrepreneurship culture among entrepreneurs, entrepreneurship education should be integrated into the education curriculum and be made effective at all levels of education. Entrepreneurship programmes should not only focus on the use of entrepreneurial competences in the world of business, but also on the personal and social life of the entrepreneur. The study recommend that Nigerian Universities Commission (NUC) and other regulatory agencies for tertiary institutions in Nigeria should ensure that practical vocations are incorporated side by side into the entrepreneurship education curriculum for institutions of higher learning. These vocations will expose students to the practical dimension of entrepreneurship thereby entrepreneurial traits and personality can be developed at an earlier stage making the start -up of entrepreneurial business smooth and feasible for graduates.

Abiodun, Ireferin and Olaposi (2017) evaluated entrepreneurship education in selected Nigerian Universities. Results of correlation analysis show that factors such as: relevance of entrepreneurship lectures; full knowledge of the entrepreneurship courses; adequacy of course duration and feasibility of the principles learned have significant and positive relationship with number of business opportunities identified by the graduates. There was no significant relationship between venture creation and content of entrepreneurship lectures given. It was discovered that venture creation requires some other factors beside entrepreneurship education providing enabling environment and other factors that may be needed to translate the theoretical knowledge to practical venture creation. The study concludes that the Nigerian government still needs to do more. Students' economic development in Imo state of Nigeria. From the findings of the study, the researchers recommended among others that the ministry of education should provide adequate number of human and material resources needed for entrepreneurship education for the transfer and acquisition of knowledge, skills and competencies.

Akpotohwo, Seidougha and Ogeibiri (2017) studied entrepreneurial skills needed by business education students for self-sustainability in Bayelsa State. Based on the findings of this study, it could be concluded that entrepreneurial skills are required for

effective business operation. Lack or absence of these skills affects graduates in embarking on any business venture. The entrepreneurial skills would enable the students to handle all types of documents for their customers and thereby meet their customers' satisfaction successfully. The skills could serve both as operational guidelines for those in the business as well as training package for new entrants. Based on the findings, the following recommendations were made. Business education students should endeavour to acquaint themselves with all the relevant skills necessary to create, and maintain customers' needs.

Mustapha and Maitilee (2017) examined the influences of personal attributes, family and peer, and entrepreneurship education on the students' inclination towards entrepreneurship entrepreneurial inclination among undergraduate students in Malaysian universities. The results of the study indicate that the respondents have a positive inclination towards entrepreneurship. The hierarchical regression results show that personal characteristics, family influence, entrepreneurial education have positive and significant influence on the students' intention to be entrepreneurs when the variables are added into the equation. However, gender is not an important factor in influencing the students to choose entrepreneurship as their future career pathway. Entrepreneurship skills development according to Anho (2016) goes beyond training and education, it involves a process of human capacities building through formal and or informal training inculcating in the entrepreneur basis skills such as financial skills, technical skills, creative skills, management skills and intellectual skills, marketing skills, communication skills and technological skills. Danju (2016) opined that the best option for empowerment is skills acquisition as it will ensure financial independence and a better standard of living. This agreed with the findings of this study that skills acquisition will bring about societal empowerment by providing jobs, develop entrepreneurial ability which in turn will ensure financial independence and assure a better standard of living.

III. METHODOLOGY

The study adopted a survey research design. The target populations for this study are the undergraduate final year students of Covenant University Otta -Ogun state with total population of 500 according to the registry department of the university as at September, 2021. The researcher used random sampling techniques with the aid of sample determination formula by Krejcie and Morgan Model (1970) to select the sample size for the study .The interpolation of the sample size determination formula will be written as follows:

$$S = \frac{x^2NP(1 - P)}{e^2(N - 1) + x^2P(1 - P)}$$

$$= \frac{3.8416 (129)}{1.2875 + 0.9604}$$

$$= \frac{495.5664}{2.2479}$$

$$= 220.45$$

$$= 220 \text{ Approximately}$$

Therefore, this brought the sample size to a total of 220.

The data for the study were collected using primary source of data collection with the aid of a structured questionnaire. The questionnaires were designed to cover all relevant aspects of the research topic. Diligent efforts were made to avoid double barrel questions, vague questions, irrelevant questions and biased questions. The questionnaire statements concerning the research variables were structure with a four point Likert scale: Strongly Agreed, 2- Agree, 3- Disagree, 4- Strongly Disagree) that best describes the extent to which the respondents agree with each items in the questionnaire. Descriptive statistics which involves the collection, presentation and characterization of a set of data in order to properly describe the various features of that set of data was employed. Also, linear regression and correlation analysis was used to test the hypotheses formulated for study to measure the degree of effects of independent variables on the dependent or outcome variables.

IV. DATA ANALYSIS

Table 1: Correlation Output

Correlations		Entrepreneurship Development	Entrepreneurial Training	Entrepreneurial Knowledge	Entrepreneurial Orientation
Entrepreneurship Development	Pearson Correlation	1	.936**	.827**	.863**
	Sig. (2-tailed)		.000	.000	.000
	N	180	180	180	180
Entrepreneurial Training	Pearson Correlation	.936**	1	.855**	.944**
	Sig. (2-tailed)	.000		.000	.000
	N	180	220	220	220
Entrepreneurial Knowledge	Pearson Correlation	.827**	.855**	1	.868**
	Sig. (2-tailed)	.000	.000		.000
	N	180	220	220	220
Entrepreneurial Orientation	Pearson Correlation	.863**	.944**	.868**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	180	220	220	220

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's computation using SPSS

The Pearson correlation shows a strong positive correlation between entrepreneurship development and the independent variables: entrepreneurial training (0.936), entrepreneurial knowledge (0.827), and entrepreneurial orientation (0.863). The p-values of 0.000 for the independent variables further lend credence to the significant relationship between entrepreneurship development and the independent variables

Table 2: Regression Output

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics						Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change		
1	.942 ^a	.888	.886	.19031	.888	465.578	3	176	.000	1.887	

a. Predictors: (Constant), Entrepreneurial orientation, entrepreneurial knowledge, entrepreneurial training

b. Dependent Variable: Entrepreneurship development

Table 3: Regression Output

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.136	.047		2.876	.005
	entrepreneurial training	.964	.072	1.044	13.338	.000
	Entrepreneurial knowledge	.158	.045	.175	3.499	.001
	Entrepreneurial orientation	.229	.067	.272	-3.387	.001

a. Dependent Variable: Entrepreneurship development

From the regression output above, the coefficient of determination also called R-square (R^2) stood at 0.942, this means that the independent variables (predictors) predicts customer patronage by 94.2% efficiency. The model can be said to have high predictive power. Furthermore, the Durbin Watson of 1.887 denotes an absence of auto-correlation. The regression model is as follows;

$$\text{entrepreneurship development} = 0.066 + 1.044\text{entrepreneurial training} + 0.175\text{entrepreneurial knowledge} + 0.272\text{entrepreneurial orientation} + e$$

A. Hypothesis Testing

Hypothesis 1: The null hypothesis states that there is no significant relationship between entrepreneurial training and entrepreneurship development. From the correlation output

above, the p-value of Entrepreneurship training is 0.000. Therefore, at 0.01 level of significance, we reject the null hypothesis and conclude that there is a significant relationship between entrepreneurial training and entrepreneurship development

Hypothesis 2: The null hypothesis states that there is no significant relationship between entrepreneurial knowledge and entrepreneurship development. From the correlation output above, the p-value of reliability is 0.000. Therefore, at 0.01 level of significance, we reject the null hypothesis and conclude that there is a significant relationship between entrepreneurial knowledge and entrepreneurship development

Hypothesis 3: The null hypothesis states that there is no significant relationship between entrepreneurial orientation and entrepreneurship development. From the correlation output above, the p-value of responsiveness is 0.000. Therefore, at 0.01 level of significance, we reject the null hypothesis and conclude that there is a significant relationship between entrepreneurial orientation and entrepreneurship development

B. Discussion of Findings

The Pearson correlation shows a strong positive correlation between entrepreneurship development and independent variables (entrepreneurial training, entrepreneurial knowledge, and entrepreneurial orientation). Furthermore, from the regression analysis carried out, it is evident that a significant relationship exists between the independent variables (predictors) and entrepreneurship development.

CONCLUSION

Having assessed both theoretical literatures and empirical findings relating to skills Acquisition and entrepreneurship development in Nigeria, the results of the analysis have brought to light that entrepreneurship skills development is a key determinant of youth Employment, and the extent to which more jobs are created depends on the availability and effectiveness of skills development platforms.

The study has established the fact that entrepreneurial training is positively related to employment generation and entrepreneurship development. The more their entrepreneurship skills through training are developed, the more they effectively perform in their enterprises and the more they create employment opportunities for others and thus enhance entrepreneurship development in Nigeria.

The study has also shown that adequate Entrepreneurial knowledge through Personal, technical, business and management skills positively affect youth employment. Entrepreneurial Knowledge are vital requirements to successfully run a venture. The absence of personal, technical, business and management skills/ knowledge will hamper

the abilities of entrepreneurs to perform the simple and complex operations in their enterprise and manage their businesses well towards achieving their predetermined objectives.

The study has also shown that entrepreneurial orientation is another key ingredient for entrepreneurship development because entrepreneurial orientations fascinate and induce each an individual's to undertake a business venture for self reliant and sustainability

The final conclusion of the study is that entrepreneurial skills development has impact on the productivity of business enterprise. In a market characterized by competition, continuous delivery which is dependent on productivity is what will keep businesses and the entrepreneurship development at the top. is not achievable without the presence of a workforce with up-to-date skills applicable in operations and management. Therefore, entrepreneurial skills development is a good call for increase in productivity.

RECOMMENDATIONS

The following recommendations were made in line with the conclusions drawn from the discussions of findings of the study:

- i. The relationship between skills acquisition and entrepreneurship development. This study recommends that entrepreneurs should develop good mindset towards skills development in all concerned aspects of entrepreneurship to help in improving and increasing their capacity for job creation.
- ii. There is also need for sound and continuous entrepreneurial training to awaken interests of people and guide them towards investing in small business and giving them the necessary entrepreneurial orientation because of its invaluable contribution to the economy.
- iii. Although there are private sectors involved in entrepreneurial skills development, higher institutions, government and all stakeholders with larger capacities also should invest in entrepreneurial development schemes and programmes. The creation and sustenance of these programmes is not only beneficial to the entrepreneurs but also the economy at large because societal resources will be maximized and tons of jobs will be created, all towards economic growth and development.
- iv. The importance of such skills as technical, business, personal and management, government in all its entrepreneurial programmes and institutions should

integrate the acquisition of these skills and emphasize their importance in all learning activities.

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