PERCEIVED IMPACTS OF ACQUISITION OF ENTREPRENEURIAL SKILLS ON UNIVERSITY STUDENTS' SELF-EMPLOYABILITY IN MINNA, NIGER STATE

BY

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2017/3/69242BE

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AUSGUST, 2021

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THESIS SUBMITTED TO THE DEPARTMENT OF SCIENCE EDUCATION,
SCHOOL OF SCIENCE AND SCIENCE EDUCATION,
FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA NIGERIA
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
COMPLETION OF UNDERGRADUATE PROGRAMME IN SCIENCE
EDUCATION

AUGUST, 2021

ABSTRACT

This study investigated the impact of acquisition of entrepreneurial skills on university students' self-employability; a study of F.U.T Minna, Niger State. The study adopted a survey research design. The research was guided by four research questions and two null hypotheses were tested at 0.05 level of significance. The target population was undergraduate students of Federal University of Technology Minna. A total sample of 400 students responded to the questionnaire from the School of Science and Technology Education and School of Physical Science. Krejie Morgan postulated sample size was used to determine the sample size. The instrument for data collection was Questionnaire on Employability Skills and it was validated by experts in person of Prof. D.I Wushishi, and Dr. I.I Kuta in the Department of Science Education. The instrument was then used for data collection and after which descriptive and inferential statistical tools were used for analyse. Analysis of Variance (ANOVA) was used to analyse the hypotheses. Findings revealed that entrepreneurship skills acquisition have a great impact on students' self-employability; The study also revealed that entrepreneurship skills acquisition have a great impact on students' self-employability on both male and female students but the male students appear to be more ready for self-employability than the female students. Recommendation were made which include among other things that the government should establish more entrepreneurial training and workshop programs that would serve as a guide for the youth in the acquisition of entrepreneurial skill in other to facilitate their self-employability.

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CHAPTER ONE

1.0 **INTRODUCTION**

1.1 **Background to the Study**

In the 21st world economy, the shifts in the types and nature of available jobs, and changes require people to adapt quickly to the needs of the world of work this is because the development of information technology has improved skills availability and usability. Thus, governments of many nations have striven to educate and train the human capital to address these challenges (Pemandu, 2012). Education is the process of learning and training; it is an instrument for change and development. Education is the springboard to socio-economic growth and development of every nation. It prepares an individual to live in a dynamic or constantly changing society and contribute to such changes and constantly advance the survival, growth and development of the society (Nwaham, 2010). Education generally, is a social process that helps to maintain a dynamic society since the creation of human beings. There are informal and formal system of education, the formal structure of education should be encouraged. On the other hand, obtaining certificate alone without a corresponding creative and mental power has no serious bearing on the purpose of education (Uloko, 2010). There is high increase in the demand for education at all levels in Nigeria that promotes skills acquisition for survival in the society; it is through such education that the acquired skills can be transferred into business development, which will in turn contribute to economic growth and development in Nigeria and such education is entrepreneurship education.

Entrepreneurship education, in the view of Olawolu and Kaegon (2012), prepares youths to be responsible and entering individuals who become entrepreneurial thinkers by exposing them to real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. Okereke and

Okorafor (2011) assert that entrepreneurship education is a potent and viable tool for self-empowerment, job and wealth creation. Entrepreneurship education entrails teaching students, learners and would-be business men, equipping the trainees with skills needed for teaching responsibility and developing initiatives of prospective trainees (Ezeani, 2012). Entrepreneurship education entails philosophy of self-reliance such as creating a new cultural and productive environment promoting new sets of attitudes and culture for the attainment of future challenges (Ogundele, Akingbade & Akinlabi, 2012).

Given the Nigerian youth unemployment situation, entrepreneurship education remains the viable option to become self-employed, reduce unemployment, poverty and empower the youths to develop their businesses, pursue their dreams and contribute to overall productive capacity and national economic growth and development (Lemo, 2013). Therefore entrepreneurial skill acquisition has become an essential bail out for youth self employability and the attainment of economic development. Existing literature such as Maigida, Saba and Namkere (2013), Paul, (2017), have discussed entrepreneurial skill acquisition from a concept exposition perspective without necessarily pointing out the strategic industries of the Nigerian economy which the youth can acquire necessary entrepreneurial skills in for facilitating their self- employability. In this research work entrepreneurial skill acquisition is defined as acquiring knowledge and expertise in skills that enhance the entrepreneur's personal livelihood through their involvement in enduring business startups, that can further enhance employment opportunities, and promoting economic development and growth.

Entrepreneurial skill acquisition, is a strong force in pushing self-employability. This has become among other things part of the policy thrust of the Nigerian Government. In order to promote self-employability and reducing high unemployment rate among Nigerian

youth entrepreneurial programmes was established in the country by former President Olusegun Obasanjo through the establishment of National Empowerment and Development Strategy (Needs), while the Directorate of Food, Roads and Rural infrastructure (DEFRI), the National Directorate of Employment (NDE), and the People's Bank of Nigeria was established under the former government of General Ibrahim Badamasi Babaangida, (Maigida, Saba & Namkere, 2013).

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 the Nigerian youth are unemployed and about 10% are under employed with 7 out of 10 graduates remaining unemployed or underemployed (Dike, 2009). As the former minister of labour and productivity Adelokunbo Kayode has asserted, "the greatest challenge confronting government today remains massive unemployment which has served as a breeding ground for anti-social vices" in Nigeria (Olayinka, 2010).

In today's competitive and challenging global world with diverse demands, many countries are facing serious problems of graduate unemployment (Adesina, 2013). As a result, the higher education sectors are under immense pressure from governments, employers and parents to produce quality graduates that can be economically engaged at the individual, national and global level (Teichler, 2007). Such graduates should possess a combination of attributes that will enable them to take an adaptive and proactive approach to their careers (Bezuidenhout, 2011). While there is consensus worldwide on the importance of addressing employability within higher education, there remains some debate on how best this can be achieved.

Although many countries are faced with problems of unemployment in general (Adesina, 2013), the scope of this paper is limited to graduate employability. A graduate here refers to someone who has a bachelor's or higher degree from a tertiary institution. The rationale for focusing on graduate employability arises from the realisation that governments, employers and communities are increasingly interested in what tertiary institutions have to offer as a source of recruitment and for the development of existing employees (Keech, 2006). In part, this has been driven by a growing awareness of the potential of tertiary institutions in the development of knowledge based economies and driving innovation and national development (Escrigas 2008).

Tertiary institution in Nigeria includes Universities, Polytechnics, Monotechnics and Colleges of education (Amaghionyeodiwe & Osinubi, 2007). These institutions have the goal of self-reliance, national unity and international understanding among its citizens (FRN, 2013). In pursuit of this goal, tertiary institutions are established in different part of the country and are being controlled, owned by the government, religious bodies, and individuals but majorly owned and controlled by the government. Nwachukwu (2009) identifies the challenges to entrepreneurship education in Nigeria to include: finance, manpower and education, data, inadequate infrastructures and entrepreneurial attitude. She advocates the need for entrepreneurial education for the youth. The government at all tiers; the Nigerian Universities Commission (NUC), professional bodies like Institute of Chartered Accountant of Nigeria and the academia have been attracted to it. In particular, some universities are redesigning their curricula and the ways they operate to create opportunities for the training of their students in practical entrepreneurial skills. The Federal Government of Nigeria issues directive through the Nigerian Universities Commission (NUC) to all Universities in the country to establish Centres for

Entrepreneurship Development to coordinate the offering of a benchmark entrepreneurship course to all students in Nigerian universities.

Therefore, the NUC has made course on entrepreneurship development (CED) to be mandatory for all Nigerian graduates irrespective of their disciplines since year 2000.The strategic objectives of the national policy are to: (1) improve the capacity of youths to develop positive independent and innovative thought process and overall entrepreneurial mind-set and (2) the development of vocational skills to stimulate future graduates towards venture and wealth creation. A recent survey of university undergraduates on their perception of CED by one of the authors reveals these objectives might be far from being achieved given the present traditional model. One of the approaches to achieve the contending in Nigeria is teaching and research at entrepreneurship and innovation centres by universities and other tertiary institutions and the promotion of universities-private sector collaboration. This should involve developing the capacity of staff and students in entrepreneurship and innovation, engaging in outreach activities with small and medium enterprises through such interventions as business incubators. Training entrepreneurs and conducting research and consultancies are inevitable as it pertains to entrepreneurial, industrial and economic growth in Nigeria. However, due to the way entrepreneurial programmes have assumed a global proliferation and dimension, it was suggested by Volkmann (2004) that entrepreneurship will become "the major academic discipline for business education in the 21st century".

1.2   Statement of the Research Problem

It is common knowledge that about 80% of graduates from most Nigerian universities find it hard to get employment every year. This is largely due to the curricula of the universities and other tertiary schools with emphasis on training for white-collar jobs.

Nigeria has an estimated population of 170 million people (NBS, 2004 & Ojo, Abayomi & Odozi, 2014). This population is endowed with abundant human and natural resources and a favourable geographical location in the world map. The current global financial crisis has impacted negatively on the macro and micro levels of the Nigerian economy. In the present, this situation has posed serious challenges and threats to government and a great number of the citizens. Nigeria like other developing countries is faced with a number of problems ranging from youth and graduate unemployment, high level of poverty, insurgency, conflict and diseases, insincerity, over dependency on foreign made goods, low economic growth and development, lack of capacity and required skills to move the economy forward and urbanization.

The National Population Commission (2013), Ojo, Abayomi & Odozi (2014) and Awogbenle and Iwamadi (2010) are of the view that sixty four (64) million of the Nigeria youths are unemployed while one million six hundred thousand (1.6million) are underemployed bringing the total of youths population to eighty (80) million representing youth population, when this percentage is deducted from the total population of Nigeria then you would agree with me that repositioning entrepreneurship education in our schools would salvage this gap as it were against the white collar job ambitions. This study will empirically examine the impact of acquisition of entrepreneurial skills on university students' self-employability in Minna, Niger State.

1.3   Aim and Objectives of the Study

The aim of this study is to investigate impact of acquisition of entrepreneurial skills on university students' self-employability in Minna, Niger State. Specifically, the objectives set to be achieved are:

1. To examine the basic entrepreneurship skills required of students for self-employability.

2. To examine the impact of acquisition of entrepreneurship skills on students' self-employability as perceived by the students.

3. To find out male and female students perception on the impact of acquisition of entrepreneurship skills for self-employability.

1.4   Research Questions

The following are some of the questions which this study intends to answer:

1. What are the basic entrepreneurship skills required of students for self-employability?

2. What is the impact of acquisition of entrepreneurship skills on students' self-employability as perceived by the students?

3. Is there any difference between male and female students perception of impact of entrepreneurship skills acquisition for self-employability?

1.5   Research Hypotheses

The research hypotheses to be tested include:

HO_1:   There is no significant difference between the male and female students' perception of impact of entrepreneurship skills acquisition for self-employability.

1.6   Significance of the Study

This outcome of this research work will be of benefit to the following stakeholders: students, university administrators, National University Commission (NUC), researchers and the society at large. This study will benefit the students by providing them with opportunity to learn skills that will make them employable and become job creators rather than job seekers.

Again it will help the university administrators on the need to organize workshop, Seminars and conference for lecturers and students in order to orient them about the usefulness of entrepreneurial skills acquisition that can help to reduce unemployment in the country. Moreover, it will be of assistance to undergraduate curriculum, as the curriculum planners will be able to introduce into the curriculum various activities that could be taught through entrepreneurial skills acquisition and to make it compulsory for those in tertiary institutions. It will also make the curricula to relevant to varying need of the learners and to every change in the society. And it will also develop the curriculum in a way that both lecturers and students can easily access information on those topics thereby making teaching and learning activities more meaningful and less tedious.

One of the SDG (Sustainable Development Goal) goals highlights education (training) as a critical factor to reducing poverty and dependency. Allow the identification of the concept and framework of entrepreneurship. It will also be beneficial in the area of development and its contribution to Nigeria's economy as well as generating greater awareness among tertiary institutions on the importance of having proper and practical strategies for acquiring entrepreneurial skills.

1.7 Scope of the Study

The scope of this study was carried out in Federal University of Technology, Minna, Niger State. This study was restricted to the School of Physical Science and School of Science and Technology Education. Students in this school constituted the population and sample for this study. The study also examined the influence of gender on entrepreneurship skills acquisition on students' self-employability in Federal University of Technology, Minna. Questionnaire also was employed to elicit needed data from students of the selected university.

1.8   Operational Definition of Terms

The following terms were used in the course of this study:

Entrepreneurship Skills Acquisition: seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship skills are offered at all levels of schooling from primary or secondary schools through graduate university programs.

Self-Employability: the process of providing new jobs, especially for people who are unemployed: the government's job creation strategy.

Skills Acquisition: the ability to learn or acquire skills. It involves the development of a new skill, practice of a way of doing things usually gained through training or experience

CHAPTER TWO

2.0   REVIEW OF RELATED LITERATURE

2.1   Conceptual Framework

2.1.1   Employability Skills in the New Global Economy

Employability skills are the core skills and traits needed in nearly every job. These are the general skills that make someone desirable to an organization. Hiring managers almost always look for employees with these skills. Employability skills are sometimes called foundational skills or job-readiness skills. Employability skills include the soft skills that allow you to work well with others, apply knowledge to solve problems, and to fit into any work environment. They also include the professional skills that enable you to be successful in the workplace. These are also considered as transferable skills because you can apply them to a job in any industry.

Various researchers have defined employability skills according to the context of their studies and there is no consensus on a single definition. Apart from 'employability skills', they are also referred to in the literature as 'key skills', 'soft skills', 'generic skills', 'key competencies', 'transferable skills' or 'personal attributes' (Jackson, 2012; Lauder, 2013; Messum et al., 2015). Messum et al. (2015) defined employability skills as the "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions". Perreault (2004) has stated that employability skills are "personal qualities, attributes, or the level of commitment of a person that set him or her apart from other individuals who may have similar skills and experience". According to Saad and Majid (2014, p.111), "employability skills focus on graduates' abilities to adapt and use their personal and academic skills to create more tangible educational outcomes that associate graduate employability with employment". James and James (2004) argued that soft skills are a new

way to describe a set of abilities or talents that an individual can bring to the workplace. Ju et al. (2011) posit that employability skills are general and non-technical competencies required for performing all types of jobs.

In the present global economy, technical knowledge and skilfulness is not enough to cope with the increasing demand in the world of works. Technical knowledge has been known to be job specific which is usually not transferable. Soft skills which is referred to as employability skills are of vital importance to any individual worker that want to still maintain relevance to be able to continue to contribute to the growth and expansion of the economy through industries and corporation. Lorraine and Sewell (2007) defined employability skills as the skills, knowledge, understanding and personal attributes that enable a person to obtain employment, and to be successful and satisfied in their chosen career. Employability skills enable people to obtain suitable employment and at the same time develop their careers during social and technological change (Barnett, 2006). Employability skills are necessary across all areas and types of jobs. Alston, Cromartie, Wakefield, and English (2009) studied their importance in the agricultural sector in the U.S, suggesting that interpersonal communication skills, for example, are essential to the technical knowledge and abilities of university graduates in the industry. In addition, these skills are important to employers and employees in developing a company.

Technological developments require manufacturers to meet consumers' demands for cheaper and higher quality goods. Therefore, to remain competitive, front-line workers need to know and apply the technology to solve problems, communicate effectively, work in teams, and assume responsibility for quality and productivity. Hence, tertiary education institutions should provide a curriculum that emphasizes the development of soft skills. Rabey (2008) found that there is room for improvement in the way that secondary schools

prepare their students for the workforce, and suggested placing more emphasis on teaching organizational structure and interactions, money management and market dominance, communication, teamwork, and goal setting. These can be boiled down to three important areas: life skills, work skills, and knowledge of the workplace. At the high school level, adolescents between the ages of 16 and 17 years can assess and explore personal interests and needs, particularly in relation to a future career. In psychology, this is the best time to give exposure to the youth about the career world. Sharing knowledge about careers will indirectly strengthen adolescents' desire to continue their studies in technical and vocational schools thereby strengthening their skills for optimum productivity.

A skill is an ability to perform an activity in a competent manner. Skills can be classified into three main types: Transferable/Functional, Personal Traits/Attitudes, and Knowledge-based. There are different types of skills: Basic skills; Thinking skills; Resource Management Skills and Interpersonal skills. Basic skills are transferable or functional which could mean actions taken to perform a task, transferable to different work functions and industries based on ability and aptitude which is expressed in verbs for example organize; promote; analyze or write. Basic skills could also be in form of personal traits or attitudes that contribute to performing work which are developed in childhood and through life experience and expressed in adjectives for example; patient; diplomatic; results-oriented or level of independence. Basic skills could also be knowledge-based that is knowledge of specific subjects, procedures, and information necessary to perform particular tasks acquired through education, training, and on-the-job experience which is expressed in nouns for examples: personnel administration; contract management or accounting (Skillscan, 2012).

Thinking skills are the mental process involved in processing information. There are four types of thinking skills: convergent or analytical thinking, divergent thinking, critical

thinking and creative thinking. We use these skills to help us understand the world around us, solve difficult problems and puzzles, make logical choices and develop our own values and beliefs (Drew, 2020).

The 4 types of thinking skills are:

1. Convergent Analytical Thinking

Convergent thinking is the process of coming up with the best answer to a question using our memory, resources around us, or logic. This thinking skill does not require significant creativity or lateral thinking strategies. Instead, it uses very straightforward thought processes. A convergent thinker simply needs to apply already established procedures and memory recall to reach the 'correct' answer. Convergent thinking is very commonly used for standardized and multiple choice tests. These sorts of tests simply assess our knowledge and ability to apply knowledge to simple and logical situations. The key elements required to be a skilled convergent thinker are: speed, accuracy and logic.

2. Divergent Thinking

Divergent thinking is the exact opposite of convergent thinking. It involves coming up to solutions, paths forward or new ideas when there is no single correct answer. Questions like "should I study to become a doctor or a lawyer?" may not have a simple answer. You might be good at both, and both options might bring you happiness and a good life. So, which option should you choose? To come up with solutions to questions without clear answers, you need to break down the possibilities and analyze each part. You might create a pros and cons list, a venn diagram or a table to lay out your options and consider each one in turn. We often encourage divergent thinking from a very young age. For example, we encourage children to play or simply 'be playful' in order to discover how their world is complex and full of possibility.

3. Critical Thinking

Critical thinking involves analyzing something in order to form a judgement about it. A critical thinker does not take the assumptions of a topic for granted. Instead, the thinkers 'critiques' what they are viewing using their available intellectual knowledge. Critical thinkers can use three processes to develop critical insights on a topic: deduction, induction and abduction. Deduction is the process of drawing conclusions based on the facts at hand. You have all the facts available to you to come to a clear and unambiguous conclusion about a topic. For example, a doctor does blood tests to determine if someone has a virus. The blood tests come back positive, so we can deduce that you definitely have that virus. Induction is the process of drawing conclusions based on a generalization. You don't have all the exact information at hand. However, you are aware of patterns, clues and a methodology that can help you induce the answer For example, you come to the doctor exhibiting a fever, sneezing and coughing. The doctor doesn't do tests, but they induce that you probably have influenza because your symptoms are characteristic of someone with the flu. Abduction involves coming to a conclusion that is the most likely or logical based on the small amount of knowledge that you have. You can't be sure of the answer, but you can guess. For example, you may see that a cat is on the roof. The most logical answer is that the cat got up there by climbing a nearby tree and jumping from it to the roof, but you can't be sure (Drew, 2020).

4. Creative Thinking

Creative thinking involves thinking about a topic in unusual, unconventional and alternative ways to generate new ideas about an established topic. A creative thinker will try to address an issue from a perspective that hasn't been used before. While creative thinking may appear illogical, it is in fact a great driver of human development. Creative thinkers identify gaps in marketplaces or new, easier, faster and better ways of doing

things. When a creative thinker comes up with a great new way of approaching an issue, their new method can become the new orthodoxy.

Interpersonal skills are those essential skills involved in dealing with and relating to other people, largely on a one- to-one basis (McConnell, C.R. 2004). There are many models to assess interpersonal skills either by direct observation, feedback from patients, 360º reviews and videotaped consultation. As with any human skill, interpersonal skills can be improved through conscious effort. Therefore, the following steps could be adapted to develop interpersonal skills:

a.   The inclusion of these skills in the curriculum of all undergraduate schools;

b.   Inclusion in the assessment of an entry to specialty training;

c.   Be part of annual appraisal of students in training;

d.   Be used as a part of exit assessment for postgraduate students;

e.   Including these skills in the appraisal and revalidation process;

f.   Teaching these skills through courses and workshops as part of continuous education.

Interpersonal skills are important tools and undergraduates should aim to acquire and develop them. Teaching these skills to undergraduate students and postgraduate students is vital. The setting of standards by regulatory bodies must include interpersonal skills and a robust system should be in place to assess these skills for graduates. Regular training courses are essential in developing and improving interpersonal skills for all members of the work force. If all is in place then greater larger number of employable graduates will be available for employment.

2.1.2 The Concept of Entrepreneurial Skill Acquisition in Nigeria

In the world of today, the functionality of entrepreneurial skill is vital to drive the prosperity of any economy through the private sector as individuals, industrial and corporations (Maigida, Saba & Namkere (2013). Entrepreneurial skill acquisition can be defined as not just about acquiring skill but acquiring knowledge and driving towards enterprise in skills that enhance personal livelihood through enduring business startups, enhancing employment opportunities, and promoting economic development and growth. According to Nkechi and Okechukwu (2012) entrepreneurial success depends on an entrepreneurial ability to identify opportunity in the environment, take initiatives towards desirable change and ensure value based solution in the market place. Uzochuwu, Lilian and Chidiebere (2015), observed that entrepreneurs successfully run innovative enterprises, nurture them to grow and sustain them, with a view to achieving broad socio-economic development goals. In essence entrepreneurs through entrepreneurial development such as in skill acquisition create job opportunities or become self-employed. Entrepreneurial skill acquisition is the ability to learn or acquire entrepreneurial skills.

Given the Nigerian youth unemployment situation, entrepreneurship remains the viable option to become self-employed, reduce unemployment, poverty and empower the youths to develop their businesses, pursue their dreams and contribute to overall productive capacity and national economic growth and development (Lemo, 2013). Therefore entrepreneurial skill acquisition has become an essential bail out for youth self employability and the attainment of economic development. Existing literature such as Maigida, Saba and Namkere (2013), Paul, (2017), have discussed entrepreneurial skill acquisition from a concept exposition perspective without necessarily pointing out the strategic industries of the Nigerian economy which the youth can acquire necessary entrepreneurial skills in for facilitating their self- employability. In this research work

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entrepreneurial skill acquisition is defined as acquiring knowledge and expertise in skills that enhance the entrepreneur's personal livelihood through their involvement in enduring business startups, that can further enhance employment opportunities, and promoting economic development and growth.

In Nigeria the emergence of entrepreneurship education on formal curricular of schools was as a result of the recommendations of the Ashby commission Report of 1960. It recommended that skills – based subjects (technical and vocational) should be made available to most young people as a basis for stimulating national growth. Borrowing from the experiences of the United States, Canada, the United kingdom and most of developed Western Europe, the Federal Government of Nigeria (2004) adopted education as an instrument for national integration, socio-economic development and technological growth. As following up, several measures were put in place to address the issues of growth and development from different fronts. The introduction of entrepreneurship education into the secondary school curricula was part of such measurers aimed at deliberately stimulating the teaching and learning of skill based subjects. These were believed would build capacity in the youths and empower them to participate actively in solving the socio-economic problems associated with poverty and unemployment (Obiyai & Ehimen 2012).

According to Omede (2012) entrepreneurship education is part of life-long learning where entrepreneurial skills are developed and supplemented throughout the stages of life. It is a question of life management, interaction, self-guided action, capacity for innovation to involve training that is capable to grant the individual a hedge in the development and use of creative abilities and at the same time take initiatives responsibility and risk. The conceptualization of Adidu & Olannye (2006) holds that entrepreneurship acquisition is

the persistent pursuit of opportunities for the purpose of creating wealth through the innovative creation of products and services that meet customers' needs. It also involves the application of prudence in the use of available resources that promote the growth of an enterprise that satisfies the expectation of stake holders, who work to keep the business alive. Egboh (2009) in Omede (2012) conceptualized entrepreneurship acquisition to involve the perception and identification of business opportunities, the taking of decisions about business location, creatively responding to opportunities, (innovation) bearing all risks and the management of business concern. To Nnadi (2012) entrepreneurship acquisition involves the acquisition of right habits, attitudes, skills and what it takes to survive in the face of unemployment. The aim being to help the learner or student to acquire skills which obviously would transform him to a job creator and provider thereby playing roles in the solutions to unemployment and poverty. There is therefore a strong and positive link between entrepreneurial education and economic growth and development. This nexus between entrepreneurship education and economic development has been severally emphasized and explained. Industrial and commercial development of nations, around the world have always used entrepreneurship education as a key element and most significant driver for economic development in recent business history (Egboh, 2009; Oviawe, 2010 and Zimmerer & Scorborough, 2005).

2.1.3 Importance of employability skills in today's workforce

Following the globalisation and digital revolution, the skills required to sustain the ever-changing demands of workplaces have changed (Messum et al., 2011). For job seekers who have no prior work experience, it is important to become employable (Saunders and Zuzel, 2010) by developing employability skills. Qomariyah et al. (2016) argue that employability skills are necessary for an individual's effective and successful participation in the workforce. Saad and Majid (2014) posit that young graduates entering the workforce

can make themselves valuable to their organisation by utilising those employability skills they possess and which are required by the organisation. In their recent study, Rahmat et al. (2016) have argued that the main reason for unemployment is lack of employability skills possessed by job seekers rather than lack of jobs. Hasan et al. (2016) support this argument through their research finding that the mismatch between employers' needs and graduates' possession of skills is one of the main causes of unemployment in Malaysia.

George, CEO of a management consulting firm: "the problem is not unemployment but lack of employability skills on the part of the graduates (Odebiyi, 2014)". Many researchers have concluded from their research that employers are more likely to recruit applicants with better soft skills rather than those with hard skills (Balaji & Somashekar, 2009; Fowler et al., 2013; Singh & Singh, 2008). Employers believe that they can instil and enhance the knowledge and technical skills of an employee, but it is very difficult to develop and teach soft skills. Hence they tend to hire people with a wide range of employability skills rather than technical skills (Fowler et al., 2013; Singh & Singh, 2008); employers argue that they "recruit for attitude and train for skill". Yang et al. (2015) also reported that possession of employability skills increases the chances for successful employment. As reported by Seth and Seth (2013), earlier studies by Stanford Research Institute and the Carnegie Mellon Foundation on Fortune 500 CEOs found that 75% of long-term job success depended on soft skills and only 25% on technical skills. According to a survey by Harvard University, 80% of career achievements are determined by soft skills and only 20% by hard skills (Seth & Seth, 2013). The importance of employability skills can be linked to the way organisations work in the modern age. The way jobs are designed in today's workplace requires people to interact with each other and work in teams to achieve their organisational goals (Seth & Seth, 2013). Higher mobility is being observed as people not only move within the organisation to work at different geographical

regions but also try to find new and challenging roles in search of better career opportunities. As a result of this, the knowledge and ability to use different languages, understanding of various cultures and awareness of working with diverse work teams have become imperative (Ramadi et al., 2015). Continuously changing technology demands that workers learn new software and systems, and strive towards a lifelong learning attitude. The modern world is characterised by innovation, where companies are competing with each other to bring innovative solutions to existing problems and introduce new products into the market. These rapid advances require solving problems with creativity and identifying new problems and creating solutions for them (Greenwood et al., 2015). Hence, acquiring, practising and utilising employability skills (like team-working skills, innovative and critical thinking skills and problem-solving skills) have become vital to survive and succeed in the workplace.

The higher education sector plays a leading role in the transition to knowledge-based economies through the supply of technological innovation and skilled human capital (e.g. National Committee of Inquiry into Higher Education (NCIHE), 1997; European Education + Training Commission (EC), 2003; National Academies of Sciences (NA), 2007). However, concerns have long been voiced about the suitability of graduates for employment, the applicability of their skills to a changing economic landscape and the subsequent impact on productivity that arises from an employability skills gap (Secretary's Commission on Achieving Necessary Skills (SCANS), 1991; Packer, 1993; NCIHE, 1997; Leitch, 2006). The debate over graduate skills and employability remains one of the core elements of a wider education debate that encompasses the compounding influences of the globalisation of education (Adelman, 2009), evolving workplace requirements and industry demographics wrought by new technologies (Levy, 2010; Frey and Osborne, 2013),

increased competition from rising eastern mega-economies (NA, 2007) and the current climate of global financial instability (National Academies of Sciences (NA), 2010).

In the current economic climate, employer demands centre on an expanded skills set, including the application of interpersonal and intrapersonal behaviours, to underpin the systemic innovation required for even medium-term business competitiveness (Finch et al., 2013; Skills Australia (SA), 2011; NA, 2010; Confederation of British Industry (CBI), 2011; Whitefoot and Olson, 2012). At the national level, Richens (1999) notes that the structure of education makes it difficult to implement systematic change even when collaborative processes exist between industry and education. At the university level, higher education institutions have failed to impart the necessary business and soft skills for graduate employment in economies that are increasing complex and competitive. At the level of the curriculum, academics are uncomfortable teaching skills beyond their discipline-specific experience (Barrie et al., 2009; De la Harpe et al., 2009). On the flip side, it has been claimed that employers have not communicated their skills requirements clearly to the higher education sector (Rosenberg et al., 2012) and that industry has its own responsibility to train graduates for each sector. Recent reports also note the lack of empirical data regarding the relationship between skills and employment (Mason et al., 2009; Pellegrino and Hilton, 2012; Rosenberg et al., 2012; Mourshed et al., 2012; Heimler et al., 2012).

Graduates are employed in non-routine work environments. Thus employment and career trajectories are simply not a matter of matching skills required and skills possessed (Hinchliffe & Jolly, 2011). Holmes (2001) paints the transition into the workplace from recent graduate to worthy employee as a process of developing a shared language between employee and employer around the value and application of skills in the specific industry. Pellegrino and Hilton (2012) draw attention to the lack of a shared meaning across and

between stakeholder groups (academics, industry and students) in their understanding of skills. In turn, the lack of a shared meaning has exacerbated the lack of engagement amongst these groups (Pellegrino & Hilton, 2012) to the extent that it has been claimed: "employers, education providers and youth live in parallel universes" (Mourshed et al., 2012). The biggest challenge requiring resolution relates to the different meanings used by each stakeholder group to describe skills and their application (Pellegrino & Hilton, 2012).

Understanding how skills are described and applied in industry is an important step in deriving shared meanings between stakeholders. To understand the evolving industry demands around graduate skills required in an increasingly knowledge-intensive industry environment we have sought to assess industry expectations and experiences of graduates working in industry organisations at the front of the technology innovation curve. Specifically, our study examines perceptions of the employability skills gap through the eyes of the CEOs and senior managers of the Australian innovation and commercialisation sector. We breakdown and contextualise broad skills descriptions into component elements relevant to the sector and apply a quantitative and inductive exploratory analysis of the perceived gap between employers' demands and what they see in newly hired graduates. Our survey explores skills in use at the organisational interface of the individual, the team and the firm in a knowledge-intensive industry focused on bringing innovation to the marketplace. Such insights add to the greater skills debate by assessing skills requirements that will filter through to other industry sectors over time. Such insights are also essential to the design of education programmes in the higher education sector that address employer demands.

2.1.4 Employers' demand for employability skills

The growth of an educated global population has imposed a significant pressure on employers to identify and recruit the candidates with the right mix of technical and employability skills (Saad and Majid, 2014). Although academic qualifications and previous work experience are listed as important in many job vacancies, emotional intelligence and soft skills take over once the job commences (Messum et al., 2015). Seth and Seth (2013) posited that employers consider technical skills as a basic requirement of a job and look for the possession of employability skills in their potential employees when filling a job position.

Lim et al. (2016) concluded that employers require accounting graduates to possess other generic skills in addition to basic accounting skills when hiring entry-level auditors. Australian health graduate employers rate leadership low on the scale of highly required attributes from new hires as they believe this can be developed once the employment commences (Messum et al., 2015). On the other hand, Indonesian health employers require new graduates to possess leadership skills when they start employment (Qomariyah et al., 2016). Saad and Majid (2014) conducted a study to identify the differences between expectations of employers in different types of organisations [i.e., government-linked companies (GLCs), government agencies (GAs), multinational companies (MNCs) and small-to-medium sized enterprises (SMEs)]. They concluded from their research that, although all employers demanded problem solving, knowledge of modern engineering and ICT and ability to present ideas clearly, employers from GAs did not regard the ability to work as a team as important. On the other hand, GAs and MNCs require their employees to continuously acquire new skills, knowledge and technology. Hence, type of industry and geographic location highly impact the employability skills demanded by employers.

Emerging economies are working towards the improvement and expansion of their technical and professional education to cope with their economies' ever-growing demands (Singh et al., 2017). The aim is to go beyond academic achievement and attain a wide range of skills (Tan et al., 2010). Young people in emerging economies are expected to display quality employment rather than focusing on quantity (Pieters, 2013). Tan et al. (2010) posited that a majority of well-educated job seekers in emerging economies face a problem of securing employment that matches their educational and skills calibre. Significant differences are observed in the employability skills requirements in emerging and developed economies. Employers in emerging economies require employees to be friendly (Warraich & Ameen, 2011), dedicated, committed and loyal (Mirza et al., 2014; Srivastava & Khare, 2012). The reason for these required skills is that employees in these countries generally stay in their job for a long period because job security is regarded as very important, whereas employers from developed economies expect their employees to have a global mindset, accept diversity, work with people from various backgrounds (Andrews & Higson, 2008; Mitchell et al., 2010; Zaharim et al., 2009) and be socially responsible (Jackson, 2013a; Robles, 2012), because global mobility among workers is observed more in developed than in emerging economies. Ayoubi et al. (2017) studied the views of business executives on employability skills requirements in Syria and concluded that employers in Syria are less likely to regard social skills as important in comparison with employers from developed countries like Australia and the UK.

2.1.5 Entrepreneurial Skill Acquisition and Self Employability in Nigeria

Entrepreneurial skill acquisition, is a strong force in pushing self-employability. This has become among other things part of the policy thrust of the Nigerian Government. In order to promote self-employability and reducing high unemployment rate among Nigerian youth entrepreneurial programmes was established in the country by former President

Olusegun Obasanjo through the establishment of National Empowerment and Development Strategy (Needs), while the Directorate of Food, Roads and Rural infrastructure (DEFRI), the National Directorate of Employment (NDE), and the People's Bank of Nigeria was established under the former government of General Ibrahim Badamasi Babaangida, (Maigida, Saba & Namkere, 2013). According to Odia and Odia (2013), "entrepreneurial skills acquisition can be obtained through various avenues such as: attending entrepreneurial training classes, development programmes, seminars, workshops, etc. universities, job rotation, special (intensive) training, article ship or apprenticeship, organizational learning, research and development institutions, consultants, national and international agencies and bodies, non-governmental organizations (NGOs) and professional bodies." That is to say once these training have been obtained by the Nigerian youth from the various avenues as stated above this would help them acquire the necessary skill to be self-employed. Ogundele, Akingbade and Akinlabi (2012), cited Mullins (2010), that "training is the process of systematically acquiring job related knowledge, skill and attitude in order to perform with effectiveness and efficiency specific tasks in an organization."

The entrepreneurship acquisition refers to many things to variation of people as applicable to their values and observations of what it means to them. Nwabuama (2004) sees entrepreneurship acquisition as the identification of the general characteristics of entrepreneurs and how potential entrepreneurs can be trained in management techniques needed for effective performance of persons for long time service of an organization after the acquisition of occupational skills. For Ebele (2008), entrepreneurship acquisition is the teaching of knowledge and a skill that enables the students to plan, start and run their own business. In the view of Olawolu and Kaegon (2012), entrepreneurship acquisition prepares youths to be responsible and entering individuals who become entrepreneurial

thinkers by exposing them to real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. Okereke and Okorafor (2011) assert that entrepreneurship acquisition is a potent and viable tool for self-empowerment, job and wealth creation. Entrepreneurship acquisition entrails teaching students, learners and would-be business men, equipping the trainees with skills needed for teaching responsibility and developing initiatives of prospective trainees (Ezeani, 2012).

Entrepreneurship acquisition entails philosophy of self-reliance such as creating a new cultural and productive environment promoting new sets of attitudes and culture for the attainment of future challenges (Ogundele, Akingbade and Akinlabi, 2012). Entrepreneurship acquisition is the type of acquisition which has the ability to impact on the growth and development of an enterprise through technical and vocational training. Actually entrepreneurship acquisition has its peculiar learning and teaching approaches. Solomon (2007), highlighted entrepreneurship acquisition teaching approaches to include business then writing, lecture by professionals, case studies, chose programme supervision and experimental learning, visit of experts on site. Young people can build confidence in their abilities to become entrepreneurs and be empowered in their future as a result of varieties of entrepreneurial activities provided through acquisition.

Maigida, Saba and Namkere (2013), competencies of individual's entrepreneurial skill acquisition in Technical Vocational Education and Training (TVET) are tailored in a way that it will bring self-employability, employment generation and economic self-sufficiency to Nigerian youths. Through short and long-term training, many African countries including Nigeria have been made to understand that there is no substitute for training in TVET as it is necessary for the alleviation of poverty and to foster self-employability

through skill acquisition. In describing TVET it is any form of education whose primary purpose set Nigerian youth towards gainful employment in a going concern. It was revealed through a study of entrepreneurship development and growth of enterprises in Nigeria, that several policy interventions in Nigeria that were aimed at improving entrepreneurship development via small and medium scale enterprises have not been successful but instead in the areas where building in-country entrepreneurial capacity should have existed, entrepreneurs have been found to be distribution agents of imported products (Ebiringa 2012). There is need for the government and organized private sector to employ more efforts to support entrepreneurial training programs in tertiary education system. It was shown that the regression results reflected high rate of unemployment associating with low level of entrepreneurial development in economy of Pakistan, (Asad, Ali & Islam 2014).

Entrepreneurial training and education employs Nigerian youth to become jobs creator rather than job seekers. It also equips them with skills for constant improvement and innovations in their undertaken. The skill for entrepreneurial acquisition leading to self-employability can be classified into three main areas such as; Technical skills, Business management, Personal entrepreneurial skills. Writing, listening, oral presentation, organizing, coaching, being a team player, and technical know-how are entailed in the technical skills. While starting, developing and managing an enterprise are what constitute the area of business management skills. And Skills such as inner control (discipline), risk-taking, being innovative, being change-oriented, being persistent, and being a visionary leader among others, makes up the personal entrepreneurial skills, which is what also differentiates an entrepreneur from a manager, (Ogundele, Akingbade & Akinlabi, 2012). In the work of Maigida, Saba & Namkere (2013), the only way to empower the youth is to encourage them in acquiring adequate and qualitative entrepreneurial skill in order to make

them job creators and self-employed. Maigida, Saba and Namkere, further opined that entrepreneurship skills is a platform that helps the youth acquire the mind set and know-how tailored towards successfully being self- employed or having a viable career option.

The main barriers to higher education graduates in entering the world of work are the gap between the graduate job skills and the skills needed in the workplace. The workforce in the 21st century not only requires graduates with high academic qualifications as represented by the subject and degree class but also equipped with a number of skills and attributes. Employer surveys indicate that occupation-specific skills are no longer sufficient for graduates to meet the needs of national labour markets (OECD, 2013). In addition to basic and specific knowledge and skills, workers are nowadays expected to have an additional set of skills. A number of skills and attributes also called employability skills, are required by students to prepare themselves to meet the needs of various occupations after graduation. Employability skills are considered one missing link between education and training and the world of work.

The current working environment differs from the previous age. The global job market characterized by change and increased competition for jobs. Research conducted by Think Global and British Council found that for job seekers, knowledge and awareness of the wider world are more important than degree classification (Think Global and British Council 2011). Today's global competition and the process of new management required the employee to have critical thinking, able to solve problems besides excellent in communication skills. In order to respond the technology advances and the competitive world of work, it is necessary to prepare graduates to have the skills and ability to adapt working environment (Saunders & Zuzel 2010). Employability becomes

very important as it facilitates them to move from one job to another, within and between organizations.

The importance of employability skills is increasingly emphasized in recent times. Employability skills are a group of essential abilities that involve the development of a knowledge base, expertise level and mindset that is increasingly necessary for success in the modern workplace (Cassidy, 2006; Yorke, 2006). Employability skills are typically considered essential qualifications for many job positions and hence have become necessary for an individual's employment success at just about any level within a business environment. According to the American Management Association, employability skill attributes such as critical thinking and problem-solving, creativity and innovation, collaboration, and communication skills are becoming increasingly important in today's global economy (AMA, 2010). Other research also shows the employability skills essential for career success of graduates in the workplace (Klibi & Oussii 2013; Abayadeera & Watty (2016). Skills such as communication, problem-solving, decision-making, analytical and critical thinking, synthesizing information, teamwork, interpersonal, and continuous learning are some of the employability skill attributes required by graduates in entering the workforce, as well as being a prerequisite for professional recognition.

Employability skills become a very important issue at the national, regional, and international labour market. Employability skills are considered one missing link between education and training and the world of work. Labor market as one of the driving forces of the content and quality of education attributes high value to international recognition of qualifications and education. Since labour market uses and applies the learning outcomes in real life, quality of education and training policy cannot exist separately

from it. The pressure of global competition means that graduates need to offer an employer more than academic skills traditionally represented by the subject and degree class. Since the 1990s, there were numerous reports from government, industry, higher education agencies and researchers urged the higher education sector to bring employability skills into the students' learning experience (Mason, Williams & Cranmer 2006). The reports suggest that the universities and colleges should plan to support graduates in developing the skills of employability, which represent graduates' work readiness. In 21st century workplace, important for higher education institutions to design and implement programs that are appropriate to the missions and goals to supply the workforce relevant to the needs of stakeholders or employers. Higher vocational education has the responsibility to provide graduates with knowledge in the professional field with intellectual skills and ability to apply theory to practical situations.

2.1.6 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. Hence, it is hope and rightly too, that in the first place government should encourage a diversification of the economy through adequate support for private establishment and practical acquisition of skills in higher institutions. For this, education should be refined with a view to create and enhance the supply and entrepreneurship in the youth initiatives and activities.

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 (Ememe 2011), 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 on site 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.

Entrepreneurship education has been clearly observed here as a vehicle to ride off the endemic problem of poverty, hunger and youth empowerment. When the youths are provided with the right raining in practice, they explore opportunities in their immediate environment instead of chasing shadows in the cities. The development of Entrepreneurship education will go a long way in creating employment, give young people the opportunity to develop their enterprising skills, empowering the young to be job creators and not job seekers through the provision of necessary skills and knowledge to raise their output, income and wealth. Entrepreneurship education would also contribute to improve the image and highlight the role of entrepreneurs in the society. The current industrial decay and the subsequent unemployment crisis among the Nigerian graduates have been traced to the theory-oriented university programmes and certificate frenzy compiled with the celerial mentality of golden fleece.

Every Nigerian youth stands the chance to be self-employed and must be encourage not to take entrepreneurial skill acquisition for granted. As reflected in this work there are opportunities for youth in the non-oil sector of the Nigerian economy which is made up of major sectors with strategic industrial activities such as in the Agricultural, Industry and service sectors, and acquiring entrepreneurial skills in them will be the key in facilitating their self-employability. Youth must also endeavor to build in themselves the entrepreneurial traits and characteristics such as passion, perseverance, persistence and willingness to work hard which will give any individual what it takes to operate a successful going concern (Efe-Imafidon, Ade-Adeniji, Umukoro & Ajitemisan 2017).

2.1.7   Trends and Practices in Entrepreneurship Education in Nigeria

Entrepreneurial education and training is becoming a global phenomenon due to world growing unemployment and poverty driven crimes and crises. This has made many countries of the world-developed, developing or underdeveloped to be interested and making progress though slow. The Federal Republic of Nigeria Government has been making various efforts to enhance skill acquisition of youths and unemployment. However, Education For All (EFA) reported by Babalola (2011) showed that sufficient attention is not give to skill training for youth and adults. This form the basis of the then President Obasanjo to mandate all university students in Nigeria, regardless of which major, to be exposed to entrepreneurship development study. However, as Babalola (2011) reported, efforts at integrating entrepreneurship into the curriculum of Nigeria public university seen to be inadequate. As at 2010, the most coordinated entrepreneurship education in Nigerian public universities is reported to be at the University of Ibadan which commenced in the 2003/2004 academic session. The programme is reported to be integrated into the curriculum and only concentrated on few students who are interested in developing their entrepreneurial skills. At the University of Nigeria, Nsukka, in 2010 the Centre for Entrepreneurship and Development Research (CEDR) was set up to promote entrepreneurial culture and mind-set, skill acquisition, self-employment economic independence and self-actualization. The University of Ilorin was reported to have agreed since 2005 to create a directorate to handle entrepreneurship training however it was only in 2008/2009 the University established the directorate of Technical and Entrepreneurship Centre (TEC).

University of Benin also established an entrepreneurship development centre to; develop and offer courses, seminars, workshops and conferences to advance and propagate entrepreneurship. - Offer a 2 credit course to penultimate analyzed student. Provide clinics

in entrepreneurship to students, staff and members of the public. Serve as a national centre for the training and development of experts in entrepreneurship. Promote research and experimentation in entrepreneurship and Commercialize innovation and inventions. Considering the importance of entrepreneurship education in the life of Nigeria citizens in general and university graduates in particular, the National Universities Commission (NUC) made it a national policy to encourage Nigerian Universities to provide entrepreneurship education for undergraduates to address the challenges of unemployment. This made NUC design an entrepreneurship course titled Graduate Self Employment (GSE, 301) with the theory and practice components to be taught in Nigerian Universities. In Delta State University, it is the policy of the University that those reading Business Management or Accounting courses must register study and pass courses in entrepreneurship. While it forms part of the general courses required to be passed before graduating. In other state Universities in Nigeria, it is only offered as general courses.

However, the case of Covenant University, Sango Otta is an outstanding example of where a serious effort has been made to integrate entrepreneurship development study into the curriculum since the inception of the University in 2001. All the students from 100 to 400 levels are made to register for, study and pass Entrepreneurship Development Study (EDS). It is therefore observable that; there is a missing link in the National Universities Commission (NUC) policy on entrepreneurship education with the absence of a standard curriculum and course outline/content to guide and develop entrepreneurship in the Universities, since entrepreneurship education in Nigeria schools, colleges, polytechnics and universities is not given serious attention it deserves. Therefore there should be a systematic coordinated planning and implementation carried at producing well course structured, teaching contents, methods and materials.

2.1.8 Challenges Facing Entrepreneurship Skills Acquisition 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.

2.2 Theoretical Framework

2.2.1 Skill Acquisition Theory

According to Speelman (2005), there are two groups of theories regarding skill acquisition. The first group holds that skill acquisition results from a process of strategy refinement. This is the idea underlying the theories of Crossman, Anderson (ACT-R), Newell et al. (SOAR), MacKay, and some connectionist theories. And the other group holds that skilled performance is the results of improved memory retrieval. According to Vanpatten & Benati (2010), Adaptive Control of Thought (ACT) model, developed by John Anderson, is the most well-known models of skill-based theories. Anderson (1982) proposed a framework for skill acquisition including two major stages in the development of a cognitive skill, i.e., declarative and procedural stage. In this framework "facts are encoded in a propositional network and procedures are encoded as productions" (Anderson, 1982, p. 369). According to Vanpatten & Benati (2010, p. 33), "Within this theory, development involves the use of declarative knowledge followed by procedural knowledge, with the latter's automatization." Therefore, SLA is conceived to be a progression through three stages, declarative, procedural, and autonomous.

The scientific roots of Skill Acquisition Theory can be found in different branches of psychology, which ranges from behaviorism to cognitivism and connectionism (Dekeyser & Criado, 2013). This theory draws on Anderson's Adaptive Control of Thought (ACT) model which itself is a kind of cognitive stimulus-response theory (Ellis & Shintani, 2013). Advocates of such theories consider practice to play the key role in learning. The basic claim of Skill Acquisition Theory, "is that the learning of a wide variety of skills shows a remarkable similarity in development from initial representation of knowledge through initial changes in behavior to eventual fluent, spontaneous, largely effortless, and highly

skilled behavior, and that this set of phenomena can be accounted for by a set of basic principles common to acquisition of all skills" (p. 97).

In sum, as mentioned by Speelman (2005), skill acquisition can be considered as a specific form of learning, where learning has been defined as "the representation of information in memory concerning some environmental or cognitive event" (p. 26). Therefore, according to him, skill acquisition is a form of learning where "skilled behaviors can become routinized and even automatic under some conditions" (p.26). In other words, this theory assigns roles for both explicit and implicit learning in SLA. And, as a general theory of learning, it claims that adults commence learning something through largely explicit processes, and with subsequent sufficient practice and exposure, move into implicit processes. Development, within this theory, entails the utilization of declarative knowledge followed by procedural knowledge, with the latter's automatization (Vanpatten & Benati, 2010). According to Richards & Schmidt (2010), declarative knowledge is conscious knowledge of facts, concepts or ideas that can be stored as propositions. And procedural knowledge refers to unconscious knowledge of how an activity is done. As elaborated by Vanpatten & Benati (2010), using declarative knowledge involves explicit learning or processes; learners obtain rules explicitly and have some type of conscious awareness of those rules.

In Pawlak's view (2011), the transformation from declarative knowledge to procedural knowledge entails qualitative and quantitative changes in the initial declarative representation. And such changes take place through automatization and restructuring, where the former refers to "speeding up the performance of a skill, reducing the error rate and inference from other tasks" and the latter to "changing the subcomponents of knowledge and the way in which they interact" (p. 13). Of course, as also mentioned later on such terms are not easy to define. It should be mentioned that the great advantage of

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proceduralized knowledge over declarative knowledge is that it is available as "a ready-made chunk to be called up in its entirety each time the conditions for that behavior are met". Moreover, Ellis & Shintani (2013) have referred to the skill-specificity in Skill Acquisition Theory. That is, as mentioned by them, this theory predicts that the effects of instruction are skill-based. In other words, input-based and output-based instructions will benefit receptive and productive skills respectively.

2.2.2 Risk Taking Theory (RTT)

Another theory that supports entrepreneurship education is the risk taking theory of Richard Cantillon and John Stuart Moll. The theory perceives entrepreneurship as a mental education that stimulates individuals to take calculated risk for which future streams of benefits are guaranteed and people taking the big risk have to content with a great responsibility (Alam & Hossan, 2003). The summary of the theory is that entrepreneurship education improves the ability, capability and potentials of individuals to undertake risks for which economic benefits are assured.

2.2.3 Human Capital Theory (HCT)

The human capital theory advocates education as a tool for improving human capital, stimulating labour productivity and boasting the levels of technology across the globe (Robert, 1991). Human capital theorist encourage spending on nation's workforce (people working in private and public sector organizations) because expenditure on training and development is a productive investment. Besides, human capital enhancement through quality education is a critical factor that propels economic growth and sustainable development.

2.3   Empirical Studies

Exposure and experiences in the working world has a key role in preparing young people for adult world (Chandler, Ringsell, & Lindop, 2007) and also will help students to make a decision whether to continue schooling or not (Onstenk & Blokhuis, 2007). Close cooperation between the school, students and employers is essential to enhance employability skills. It is important for a school to create an environment that is conducive to creating a positive self-concept in students. This present study showed that those with a positive self-concept have high employability skills. In fact it is the main predictor, at least for this particular study, of employability acquisition among students. Teachers who organize the placement of students have stated that this is the right time to encourage students to think, to use their initiative and to be responsible in the new environment. From this experience, students can become highly motivated and improve their performance when returning to school.

Chan and Murphy (2010) found that key skills cannot be developed or learned by reading books alone. Knowledge of the key skills should be strengthened through instruction and demonstrations, and by providing opportunities for students to practice. The present study found that industrial training experience related to the acquisition of employability skills. This finding contradicts those of Omar et al. (2012) who found that industrial training did not necessarily helps students acquire soft skills, though it did helps students increase their technical skills. However, finding by C. Paisey and N. Paisey (2010) shows that experience gained through work placement successfully develops a range of transferable personal skills. Participation in career development activities and a positive self-concept significantly predicted the students' level of employability skills.

Nanighe and Ibebietei (2012) examined the entrepreneurship skills acquired by students in secondary schools in south-south Nigeria. The survey research design was adopted for the study. A sample of 2,753 students was drawn using the multistage sampling technique. The data collection instrument was a researchers developed "Entrepreneurship Skills Acquisition Questionnaire (ESAQ)" structured in 4- point Likert type. The Pearson Product Moment technique was used to obtain a reliability coefficient of 0.69. The findings revealed that among the six entrepreneurship skills measured-business managerial, farming, electrical works, home economics, fine arts and computer s kills, only farming and home economics skills were acquired by secondary school students in south-south Nigeria. The tested hypotheses also revealed a significant difference in mean rating of male and female students in the acquisition of entrepreneurship skills with a t-calculated value of 8.44. It was therefore recommended that comprehensive and collaborative approaches be used by government and all stake holders to ensure that students adequately acquire entrepreneurship skills in secondary schools in South South Nigeria.

Danial, Bakari and Mohammed (2014) carried out a study to assess the acquisition of employability skills by vocational students in Malaysia. A total of 214 students participated in the study. We used the SCANS instrument to assess vocational students' employability skills. The overall mean of vocational secondary students' employability skills was 3.81 (SD = 0.34). Students' employability skills were found to be correlated with gender (r_{pb} = -.172, p = .012), industrial training (r_{pb} = .137, p = .046), involvement in extracurricular activities (r = .177, p = .010), participation in career development activities (r = .218, p = .001) and self-concept (r = .429, p = .000). We used a step-wise multiple regression to determine the variables that best predict students' acquisition of employability skills. We found that three variables (self-concept, participation in career development activities, and industrial training) explained 23.1% of the total variance in the

acquisition of employability skills, with self-concept being the main predictor ($\beta = 0.39$), followed by participation in career development activities ($\beta = 0.29$), and industrial training ($\beta = 0.19$).

Kuttim, Kallaste, Venesaar and Kiis (2014) carried out a study to identify the content of university entrepreneurship education and its impact for students' entrepreneurial intentions. The study design used was cross-sectional study and the sample consisted of the students from 17 European countries that have been grouped for the purpose of analysis by the level of economic development into two country groups: efficiency-driven and innovation-driven economies. Frequencies and binary logistic regression was used to analyze the impact of different factors, including participation in entrepreneurship education, for entrepreneurial intentions. Results indicate that what is offered is not necessarily the most demanded in entrepreneurship education as lectures and seminars are provided more, but networking and coaching activities are expected more by the students. Participation in entrepreneurship education was found to exert positive impact on entrepreneurial intentions.

Undiyaundeye and Ekpungu (2015) advocated the adoption of re-positioning the economic development and entrepreneurial drive for job creation, wealth creation and global competitiveness of Nigeria youths and graduates. The basic truce of this paper is to enhance a match between theory and practice as facilitated by research and development centers in the Nigerian universities to serve as a technology laboratory and incubate entrepreneurship skills. The entrepreneurship education as a compulsory course in some Nigerian university system is actually viewed as a means to empower the youths through entrepreneurship education. The paper critically looked at the role of entrepreneurship education. The purpose is to equip the individual and create the mindset to undertake the

risk of venturing into applying the knowledge and skills gotten from school. Other issues like the provision of individuals with enough training to enable creativity and innovation relevant to skill acquisition to encourage self-employment and self-reliant were x-rayed. Some techniques like industrial training exercise, workshop and seminar, excursion as a vehicle in the youth empowerment and eradication of poverty and extreme hardship were mentioned. Challenges like inadequate funding, lack of training personnel and men availability of equipment were identified as issues facing entrepreneurship education. Recommendations like entrepreneurial base curriculum at all levels of education, provision of enabling environment for entrepreneurial development required for economic advancement and youth empowerment should be the key focus in Nigeria for youths and graduates from various tertiary schools as applicable.

Efe-Imafidon, Ade-Adeniji, Umukoro and Ajitemisan (2017) presented argument in favor of the concept of entrepreneurial skill acquisition as a panacea for unemployment among youths in Nigeria. Based on a conceptual analysis, the study examines strategic industries in which youths should focus efforts in, in developing innovative skills that can stimulate self-employment, create jobs and enhance economic growth and development. The outcome from this research will guide efforts of youths and government towards strategic areas that can promote entrepreneurial practices in Nigeria. The implication of the research to Nigerian youth showed that there are presently strategic industrial sector in Nigeria that contribute to the GDP asides the Oil Sector. The researcher recommended among other things that facilitators of entrepreneurial skill training and workshop program, must ensure that skill being taught to the youth match the requirements of the strategic industries in Nigeria.

2.4   Summary of Literature Review

The study reviewed conceptual framework on the employability skills in new global economy; entrepreneurial skill acquisition and self-employability, entrepreneurship skills creation for undergraduate studies, challenges facing entrepreneurship skills acquisition and youth empowerment in Nigeria among others. The study reviewed three theories: skill acquisition theory; risk taking theory and human capital theory. Skill acquisition theory which ranges from behaviourism to cognitivism and connectionism. It draws on Anderson's Adaptive Control Thought (ACT) Model which itself is a kind of cognitive stimulus response theory. This is because skill acquisition can be considered as a specific form of learning, where learning has been defined as "the representation of information in memory concerning some environmental or cognitive events. Finally, empirical studies were also reviewed.

CHAPTER THREE

3.0   **RESEARCH METHODOLOGY**

3.1   **Research Design**

The study adopted export factor research design. This design is aimed at finding, describing, and reporting events without manipulation. The design found relationship among opinions, views of respondents through the use of questionnaire, interviews and other techniques. Ajayi (2013) stated that, survey method tends to be quantitative in nature and aims to collect information from a sample of the population such that the results are representative of the population within a certain degree of error and survey is a method of collecting data in a consistent way. Survey research is useful for documenting existing community conditions, characteristics of a population, and community opinion.

3.2   **Population of the Study**

The population of the study constitute 14,786 of persons in all the 9 faculties/schools in Federal University of Technology, Minna.

Table 3.1   **Population of Each School in Federal University of Technology, Minna**

S/N	Schools	Population
1.	School of Agriculture and Agricultural Technology	1479
2.	School of Electrical Engineering and Technology	2218
3.	School of Infrastructure, Process Engineering and Technology	591
4.	School of Entrepreneurship and Management Technology	1922
5.	School of Environmental Technology	2366
6.	School of Life Sciences	887
7.	School of Physical Sciences	1183
8.	School of Information and Communication Technology	1774
9.	School of Science and Technology Education	2366
	TOTAL	**14,786**

3.3 Sample Size and Sampling Techniques

The sample size was statistically determined using Krejie Morgan postulated sample size for research studies. This study used the total number of 400 students.

Table 3.2   Questionnaire Distribution to two different Schools

S/N	Schools	Population
1.	School of Physical Sciences	200
2.	School of Science and Technology Education	200
	TOTAL	**400**

3.4 Instrument for Data Collection

This study used questionnaire to generate data for the study. This tool is very useful in data collection. Unlike the interview, it is very much less sociological because the interaction in most cases need not be face-to-face. This is a device for getting answers to questions by using a form which is filled in by the respondent. In many ways a questionnaire is similar to an interview, both interview and questionnaire attempt to get the feelings, beliefs, experiences or activities of the respondents. For the purpose of this study, the questionnaire was structured to reflect the feelings, beliefs and experiences of the respondents under study.

Questionnaire is the most appropriate instrument for the study because it is easy and cheap to administer and data could be collected within a short period of time (Ibrahim, 2013). The questionnaire will contain the following sections. Section 'A' demographic variables of the respondents such as: Gender, Department and School, Section 'B: contain items the Communication Skills**.** Section C: determined skills in Team Work. Section D: contains items on skills of Initiative and Enterprise. Section E: contains items on Planning and Organising Skills. Section F: contains items on Self-Management Skills. Section G contains items on Learning Skills while Section H contains items on Technological Skills.

The questionnaire also made use of a four point rating scale Strongly Agree (SA), Agree (A), Disagree (D) Strongly Disagree (SD).

3.5   Validation of the Instruments

The data collection instruments went through face and content validation. Face validity is a simple form of validity where superficial and subjective assessment applied to determine whether or not the test measures what it is supposed to measure and content validity was done by relying on the knowledge of the validators who are familiar with the construct being measured. These subject-matter experts or validators were provided with access to the measurement tool and were asked to provide feedback on how well each question measures the construct in question. Their feedback was then analyzed, and informed decisions were made about the effectiveness of each question. The questionnaire was validated by the researcher's supervisors, two lecturers from the Department of Science Education, Federal University of Technology, Minna. They are to determine the appropriateness of the instrument. A useful and constructive suggestion made by validators into consideration and was used to improve on the instrument

3.6   Method of Data Collection

The researcher collected an Introduction Letter from the Department of Science Education, Federal University of Technology, Minna and the letter was taken to the Dean of the schools in the areas selected for the study. A structured questionnaire and interview schedule was developed by the researcher to collect both quantitative and qualitative data. For the administration of the questionnaire to the respondents, to ensure high rate of returns, the researcher employed the services of research assistants. The research assistants were trained by the researcher to carry out this assignment. Direct delivery and retrieval method was employed in the administration and retrieval of the copies of the questionnaire in order to attain high response rate.

Table 3.3   The Strategic Plan and Time Frame for the Research.

S/No	Steps	Activities	Duration
1.	Visitation	Visiting to the Dean's offices. This will allow the respondents to be adequately informed before administration of the questionnaires.	2 week
2.	Research Assistants Orientation	Training of research assistants who are co-students in the different schools selected for the study.	1 week
3.	Treatment	Administering of Questionnaire to the Respondents.	2 Week
4.	Retrieval of Questionnaire	Retrieval of Questionnaire	2 week
		Total: Seven (7) weeks	7 Weeks

3.7   Method of Data Analysis

The data collected were analysed using simple descriptive statistics and inferential statistics. The research questions were answered using mean, standard deviation and simple percentage. Inferential statistical tool of Analysis of Variance (ANOVA) were used to analyse the hypotheses. The hypotheses were tested at 0.05 level of significance with the usage of Statistical Package for Social Sciences (SPSS) Version 23.

CHAPTER FOUR

4.0   **RESULTS AND DISCUSSION**

4.1   **Results**

4.1.1   **Demographic Information**

Table 4.1   **Distribution according to Schools**

S/N	Schools	Questionnaires Distributed	Questionnaires Returned	Percentage of Return
1.	School of Physical Sciences	200	194	97%
2.	School of Science and Technology Education	200	191	96%
	TOTAL	**400**	**385**	

Table 4.1 revealed sample size distribution of the two schools randomly selected for the study. Out of the 200 questionnaires administered in School of Physical Sciences, 194 were returned filled which represents 97% of return while out of 200 questionnaires administered in School of Science and Technology Education, 191 were filled and returned which represent 96%.

Table 4.2   **Distribution according to Gender**

S/N	Gender	Questionnaires Distributed
1.	Male	218
2.	Female	167
	TOTAL	**385**

Table 4.2 revealed distribution according to gender. 218 represents male students while 167 represents female students from both School of Physical Sciences and School of Science and Technology Education.

4.2   Answering research questions

Research Question 1: What are the basic entrepreneurship skills required of students for self-employability?

In order to find out the types of entrepreneurship skills that are needed to be acquired by students for self-employability, simple percentage was used to answer the research question 1. This is shown in Table 4.3.

Table 4.3:   Frequency and Percentage Distribution of the Types of Skills Needed to be acquired by Students for Self-Employability

Skills	Frequency (YES)	Percentage (%)	Frequency (NO)	Percentage (%)
Basic Reading Skills	358	93	27	7
Information Skills	372	97	13	3
Thinking Skills	385	100	0	0
Resource Management Skills	320	83	65	17
Interpersonal Skills	385	100	0	0
Personal Quality Skills	345	90	40	10
Systems and Technology Skills	358	93	27	7

Table 4.3 reveals the frequency distribution of the types of entrepreneurship skills that are needed to be acquired by students for self-employability. The respondents admitted that Thinking Skills and Interpersonal Skills are totally needed to be acquired by students for self-employability with frequency of 385 (100%) which was followed by Information Skills with 372 (97%) students that responded in the affirmative, followed by Basic Reading Skills and Systems and Technology Skills with 358 (93%) responses respectively. The least was Resource Management Skills which had a response of 320 (83%) responses.

Research Question 2:

What is the impact of acquisition of entrepreneurship skills on students' self-employability as perceived by the students?

In order to find out the impact of acquisition of entrepreneurship skills on students' self-employability as perceived by the students, mean and standard deviation was used to answer the research question. This is shown in Table 4.2.

Table 4.4: **Mean and Standard Deviation on Impact of Acquisition of Entrepreneurship Skills on Students' Self-Employability as Perceived by the Students**

S/N	Items	No	$\bar{X}$	S.D	Remark
	Reading and Writing Skills				
1.	Listening and understanding	385	4.61	0.55	Agree
2.	Speaking clearly and directly	385	4.08	0.59	Agree
3.	Writing to the needs of the audience	385	2.58	1.01	Agree
4.	Negotiating responsively	385	4.07	0.95	Agree
5.	Reading independently	385	4.43	0.49	Agree
	Informational Skills				
1.	Developing creative, innovative solutions	385	3.47	0.97	Agree
2.	Developing practical solutions	385	4.44	0.81	Agree
3.	Showing independence & initiative in identifying problems & solving them	385	4.75	0.57	Agree
4.	Applying a range of strategies to problem solving	385	4.25	0.50	Agree
5.	Testing assumptions taking the context of data & circumstances into account.	385	4.08	0.62	Agree
	Thinking Skills				
1.	Developing a strategic, creative, long term vision	385	4.16	0.67	Agree
2.	Identifying opportunities not obvious to others	385	2.62	0.97	Agree
3.	Adapting to new situations	385	2.30	1.22	Agree
4.	Translating ideas into action	385	4.54	0.79	Agree
5.	Generating a range of options	385	3.44	0.73	Agree
	Resource Management Skills				
1.	Managing time & priorities- setting time lines, co-ordinating tasks for self & with others	385	4.39	0.49	Agree
2.	Taking initiative & making decisions	385	4.61	0.72	Agree

3.	Adapting resource allocations to cope with contingencies	385	4.28	0.67	Agree
4.	Establishing clear project goals & deliverables	385	4.32	0.64	Agree
5.	Allocating people & other resources to tasks	385	4.43	0.75	Agree
	Interpersonal Skills				
1.	Having a personal vision and goals	385	3.67	0.70	Agree
2.	Evaluating and monitoring own performance	385	4.25	1.17	Agree
3.	Having knowledge and confidence in own ideas and visions.	385	4.10	0.73	Agree
4.	Articulating own ideas and visions.	385	4.44	0.67	Agree
5.	Taking responsibility	385	4.23	0.56	Agree
	Personal Quality Skills				
1.	Managing own learning	385	3.38	1.11	Agree
2.	Contributing to the learning community at the workplace	385	3.64	0.88	Agree
3.	Using a range of mediums to learn – mentoring, peer support & networking, IT, courses	385	4.47	1.03	Agree
4.	Having enthusiasm for ongoing learning	385	4.60	1.14	Agree
5.	Being prepared to invest time & effort in learning new skills	385	4.33	0.67	Agree
	System and Technology Skills				
1.	Having a range of basic IT skills	385	3.67	0.70	Agree
2.	Applying IT as a management tool	385	4.25	1.17	Agree
3.	Using IT to organise data	385	4.10	0.73	Agree
4.	Being willing to learn new IT skills	385	4.44	0.67	Agree
5.	Having the OHS knowledge to apply technology Having the physical capacity to apply technology e.g. manual dexterity	385	4.23	0.56	Agree
	Grand Mean		**4.03**	**0.78**	**Agree**

Decision Rule = 2.5

Table 4.4 shows the Mean and Standard Deviation of response of impact of acquisition of

entrepreneurship skills on students' self-employability. The table revealed the calculated

mean score of 4.03 with Standard Deviation of 0.78. The table reveals further that, calculated mean average is greater than the decision mean. This shows that entrepreneurship skills acquisition have a great impact on students' self-employability.

Research Question 3: Is there any difference between male and female students perception of impact of entrepreneurship skills acquisition for self-employability?

In order to find out the difference between the entrepreneurship skills acquisition for self-employability of male and female, mean and standard deviation was used to answer the research question. This is shown in Table 4.5.

Table 4.5: Mean and Standard Deviation on Impact of Acquisition of Entrepreneurship Skills on Students' Self-Employability

S/N	Items	$\bar{X}_1$	S.D$_1$	$\bar{X}_2$	S.D$_2$
	Reading and Writing Skills				
1.	Listening and understanding	3.36	1.11	3.40	1.11
2.	Speaking clearly and directly	4.61	0.54	4.61	0.55
3.	Writing to the needs of the audience	4.07	0.59	4.01	0.59
4.	Negotiating responsively	2.58	1.00	2.57	1.02
5.	Reading independently	4.07	0.94	4.06	0.96
	Informational Skills				
1.	Developing creative, innovative solutions	4.42	0.49	4.43	0.49
2.	Developing practical solutions	3.63	0.88	3.64	0.89
3.	Showing independence & initiative in identifying problems & solving them	3.46	0.97	3.47	0.98
4.	Applying a range of strategies to problem solving	4.44	0.80	4.42	0.82
5.	Testing assumptions taking the context of data & circumstances into account.	4.74	0.58	4.74	0.57
	Thinking Skills				
1.	Developing a strategic, creative, long term vision	4.25	0.50	4.25	0.51
2.	Identifying opportunities not obvious to others	4.50	0.63	4.49	0.62
3.	Adapting to new situations	4.08	1.03	4.07	1.03
4.	Translating ideas into action	4.47	0.67	4.46	0.68
5.	Generating a range of options	4.15	0.98	4.15	0.98
	Resource Management Skills				
1.	Managing time & priorities- setting time lines, co-ordinating tasks for self & with others	2.61	1.22	2.61	1.23

2.	Taking initiative & making decisions	2.28	0.79	2.28	0.79
3.	Adapting resource allocations to cope with contingencies	4.53	0.73	4.53	0.73
4.	Establishing clear project goals & deliverables	3.44	1.14	3.41	1.14
5.	Allocating people & other resources to tasks	4.60	0.49	4.60	0.49
	Interpersonal Skills				
1.	Having a personal vision and goals	4.39	0.72	4.38	0.72
2.	Evaluating and monitoring own performance	4.61	0.67	4.60	0.67
3.	Having knowledge and confidence in own ideas and visions.	4.27	0.65	4.28	0.64
4.	Articulating own ideas and visions.	4.31	0.75	4.31	0.76
5.	Taking responsibility	4.43	0.67	4.45	0.68
	Personal Quality Skills				
1.	Managing own learning	4.61	0.55	4.43	0.86
2.	Contributing to the learning community at the workplace	4.08	0.59	3.75	1.08
3.	Using a range of mediums to learn – mentoring, peer support & networking, IT, courses	2.58	1.01	3.06	1.39
4.	Having enthusiasm for ongoing learning	4.07	0.95	3.94	1.29
5.	Being prepared to invest time & effort in learning new skills	4.43	0.49	3.31	1.53
	System and Technology Skills				
1.	Having a range of basic IT skills	3.47	0.97	3.24	1.25
2.	Applying IT as a management tool	4.44	0.81	4.00	1.11
3.	Using IT to organise data	4.75	0.57	4.50	0.50
4.	Being willing to learn new IT skills	4.25	0.50	4.00	0.79
5.	Having the OHS knowledge to apply technology Having the physical capacity to apply technology e.g. manual dexterity	4.08	0.62	4.18	1.07
	Grand Mean	**4.04**	**0.77**	**3.82**	**0.78**

Decision Rule = 2.5

$\overline{X}_1$: The mean response for Male

$S.D_1$: Standard deviation for Male

$\overline{X}_2$: The mean response for Female

$S.D_2$: Standard deviation for Female

Table 4.5 shows the Mean and Standard Deviation of response of impact of acquisition of entrepreneurship skills on students' self-employability. The table revealed the calculated mean score of 4.04 with Standard Deviation of 0.77 for male students while the calculated mean score of 3.82 and standard deviation of 0.78 was recorded for female students. The table reveals further that, calculated mean average for male students is greater than the female students. This shows that entrepreneurship skills acquisition have a great impact on students' self-employability on both male and female students but the male students appear to be more ready for self-employability than the female students.

4.3   Research Hypotheses

The research hypotheses to be tested include:

HO_1:   There is no significant difference between the impact of entrepreneurship skills acquisition for self-employability of male and female students.

Table 4.6 Summary of Analysis of Variance (ANOVA) on Impact of Entrepreneurship Skills Acquisition for Self-Employability of Male and Female Students

Source of Variation	Sum of Squares	df	Mean Squared	F-Value	P-Value
Between Groups	4.719	1	4.719	0.256	0.613
Within Groups	7046.642	383	18.399		
Total	7051.361	384			

Not Significant (NS) at 0.05 Level of Significance

Table 4.6 showed the ANOVA result of the comparison of impact of entrepreneurship skills acquisition for self-employability of male and female students. An examination of the table shows no significant difference in the scores of the two groups $F (1, 383) = 0.256$, P-Value $= 0.613$, $p > 0.05$). Therefore, there was no significant difference in the mean scores of male and female students on impact of entrepreneurship skills acquisition for self-employability. On the basis of this, Hypothesis One was accepted.

4.4   Summary of Research Findings

1.   The respondents admitted that Thinking Skills and Interpersonal Skills are totally needed to be acquired by students for self-employability with frequency of 385 (100%) which was followed by Information Skills with 372 (97%) students that responded in the affirmative, followed by Basic Reading Skills and Systems and Technology Skills with 358 (93%) responses respectively. The least was Resource Management Skills which had a response of 320 (83%) responses.

2.   The study revealed that entrepreneurship skills acquisition have a great impact on students' self-employability.

3.   The study also revealed that entrepreneurship skills acquisition have a great impact on students' self-employability on both male and female students but the male students appear to be more ready for self-employability than the female students.

4.5   Discussion of Findings

The respondents admitted that Thinking Skills and Interpersonal Skills are totally needed to be acquired by students for self-employability with frequency of 385 (100%) which was followed by Information Skills with 372 (97%) students that responded in the affirmative, followed by Basic Reading Skills and Systems and Technology Skills with 358 (93%) responses respectively. The least was Resource Management Skills which had a response of 320 (83%) responses. This was supported by Chan and Murphy (2010) who found that

key skills cannot be developed or learned by reading books alone. Knowledge of the key skills should be strengthened through instruction and demonstrations, and by providing opportunities for students to practice. The present study found that industrial training experience related to the acquisition of employability skills. This finding contradicts those of Omar et al. (2012) who found that industrial training did not necessarily helps students acquire soft skills, though it did helps students increase their technical skills. However, finding by Paisey and Paisey (2010) shows that experience gained through work placement successfully develops a range of transferable personal skills. Participation in career development activities and a positive self-concept significantly predicted the students' level of employability skills.

The study revealed that entrepreneurship skills acquisition has a great impact on students' self-employability. This was supported by Nanighe and Ibebietei (2012) who examined the entrepreneurship skills acquired by students in secondary schools in south-south Nigeria. The survey research design was adopted for the study and found out that among the six entrepreneurship skills measured-business managerial, farming, electrical works, home economics, fine arts and computer skills, only farming and home economics skills were acquired by secondary school students in south-south Nigeria.

The study also corroborates the finding of Efe-Imafidon, Ade-Adeniji, Umukoro and Ajitemisan (2017) who presented argument in favor of the concept of entrepreneurial skill acquisition as a panacea for unemployment among youths in Nigeria and found out that strategic industries in which youths should focus efforts in, in developing innovative skills that can stimulate self-employment, create jobs and enhance economic growth and development. The outcome from this research will guide efforts of youths and government towards strategic areas that can promote entrepreneurial practices in Nigeria. The

implication of the research to Nigerian youth showed that there are presently strategic industrial sector in Nigeria that contribute to the GDP asides the Oil Sector. The researcher recommended among other things that facilitators of entrepreneurial skill training and workshop program, must ensure that skill being taught to the youth match the requirements of the strategic industries in Nigeria.

CHAPTER FIVE

5.0   **CONCLUSION AND RECOMMENDATION**

5.1   Conclusion

Every Nigerian youth stands the chance to be self-employed and must be encourage not to take entrepreneurial skill acquisition for granted. Youth must also endeavor to build in themselves the entrepreneurial traits and characteristics such as passion, perseverance, persistence and willingness to work hard which will give any individual what it takes to operate a successful going concern. When youth are trained, they explore opportunities in their immediate rural environment instead of chasing shadows and uncertainties in the urban centres.

From this study it was found that Federal University of Technology, Minna students had a moderately high level of employability skills, which was influenced by students' self-perception, their level of industrial training, and their participation in career development activities. Therefore, the important factors to be highlighted within the school environment include the formation of positive self-concept, involvement in extracurricular activities and the engagement of students in related industries.

5.2   Recommendations

The following recommendations are made on how to achieve entrepreneurial skill acquisition as a facilitator of self-employability among Nigerian youths.

1.   The government should establish more entrepreneurial training and workshop programs that would serve as a guide for the youth in the acquisition of entrepreneurial skill in other to facilitate their self-employability.

2.   Government should ensure that the created entrepreneurial training and workshop fees are affordable.

3. Government should ensure that fair policies are put in place in other to encourage the youths involvement in the acquisition of entrepreneurial skills.

4. Facilitators of the entrepreneurial skill training and workshop program, must ensure that skill being taught to the youth match the requirements of the strategic industries.

5. Youth must be able to maintain entrepreneurial characteristics and traits so as to be successful.

6. Youth must read and seek for information so as to assist in their quest for entrepreneurial skills acquisition in a strategic industry within Nigeria.

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Impact of Acquisition of Entrepreneurial Skills on University Students' Self-Employability: A Study of Federal University of Technology, Minna, Niger State

Research Questions

The following are some of the questions which this study intends to answer:

1. What are the types of entrepreneurship skills that are acquired by students for self-employability in Federal University of Technology, Minna?

2. What is the impact of acquisition of entrepreneurship skills on students' self-employability in Federal University of Technology, Minna?

3. What is the impact of acquisition of entrepreneurship skills on male and female students' self-employability in Federal University of Technology, Minna?

4. Is there any difference between SSTE and SPS schools on the impact of entrepreneurial skills acquisition on students' self-employability?

Appendix I: Questionnaire on Employability Skills

The questionnaire is meant to collect information on the needed skills to become employable. Kindly answer the questions by ticking in the boxes provided as will be applicable.

SECTION A: Demographic Information

1. Gender: Male ☐ Female ☐

2. Department:

…………………………………………………………………………

3. School:

…………………………………………………………………………

Section B: Questionnaire on the Research Questions

S/N	Types of Skills	Yes	No
1.	Basic Reading and writing Skills		
2.	Information Skills		
3.	Thinking Skills		
4.	Resource Management Skills		
5.	Interpersonal Skills		
6.	Personal Quality Skills		
7.	Systems and Technology Skill		

1. What are the ypes of entrepreneurship skills that are acquired by students for self-employability?

S/N	Items	SA	A	D	SD
	Reading and Writing Skills				
1.	Listening and understanding				
2.	Speaking clearly and directly				
3.	Writing to the needs of the audience				
4.	Negotiating responsively				
5.	Reading independently				
	Informational Skills				
1.	Developing creative, innovative solutions				
2.	Developing practical solutions				
3.	Showing independence & initiative in identifying problems & solving them				
4.	Applying a range of strategies to problem solving				
5.	Testing assumptions taking the context of data & circumstances into account.				
	Thinking Skills				
1.	Developing a strategic, creative, long term vision				
2.	Identifying opportunities not obvious to others				
3.	Adapting to new situations				
4.	Translating ideas into action				
5.	Generating a range of options				
	Resource Management Skills				
1.	Managing time & priorities- setting time lines, co-ordinating tasks for self & with others				
2.	Taking initiative & making decisions				
3.	Adapting resource allocations to cope with contingencies				
4.	Establishing clear project goals & deliverables				
5.	Allocating people & other resources to tasks				
	Interpersonal Skills				
1.	Having a personal vision and goals				
2.	Evaluating and monitoring own performance				
3.	Having knowledge and confidence in own ideas and visions.				
4.	Articulating own ideas and visions.				

5.	Taking responsibility
	Personal Quality Skills
1.	Managing own learning
2.	Contributing to the learning community at the workplace
3.	Using a range of mediums to learn – mentoring, peer support & networking, IT, courses
4.	Having enthusiasm for ongoing learning
5.	Being prepared to invest time & effort in learning new skills
	System and Technology Skills
1.	Having a range of basic IT skills
2.	Applying IT as a management tool
3.	Using IT to organise data
4.	Being willing to learn new IT skills
5.	Having the OHS knowledge to apply technology Having the physical capacity to apply technology e.g. manual dexterity
	Grand Mean

Thank You.