

Entrepreneurial Skills' Acquisition and Employment Generation among Polytechnic Graduates in South West, Nigeria

OLUWAKEMI O. OYEFESOBI, OLAWALE L. ADETUNJI, QUDUS O. AYEDUN
Moshood Abiola Polytechnic, Ogun State, Nigeria

Abstract. This study investigates effectiveness of entrepreneurial skills acquisition as a tool for employment generation among polytechnic graduates in Nigeria. The study seeks to determine the stance of higher education and entrepreneurial skills acquisition in employment generation. The variables of interest are job orientation, job creation and self-employment; and its associated self-reliance, job satisfaction on employment generation. A descriptive design was adopted with a multi-stage sampling technique in selecting a sample size of 647 'Batch B stream2' Corp members from public polytechnics in Southwest, Nigeria. A multiple regression inferential statistics was applied in data analysis. The findings established that the state of higher education in entrepreneurship have no significant effect on employment generation. However, in Nigeria, other findings revealed that entrepreneurial skills acquisition increases job orientation, job creation and self-employment. It is therefore obvious that entrepreneurial skills' acquisition can lead to self-employment if strategically positioned.

Keywords: Entrepreneurship development, Skills acquisition, Strategic tool, Employment generation.

1. Introduction

The early 1980's heralds the need for entrepreneurship development in Nigeria. Prior to this period, unemployment and poverty were not a serious national concern as it is today.

Ojeifo (2013) opines that political instability and inconsistencies in the social-economic policies of successive government led to the emergence of unprecedented high rate of unemployment in Nigeria. Government efforts toward salvaging the situation gave birth to entrepreneurship education policies which directed the inclusion of entrepreneurship education in the syllabus of all higher institutions of learning with a magnificent idea to ensure that graduates cease to be job seekers but job and wealth creators (Anyadike, Emeh and Ukah, 2012). However, the enforcement of the policy rested on the National Council on Education (NCE) through its respective agencies, National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). The establishment of Entrepreneurship Development Centres in each institution is mandatory because it is a significant component of the policy. The Centre for Entrepreneurship Development was established to prepare students to be proactive, flexible and able to adapt to the changing demands of the modern economy. Entrepreneurship education is directed towards developing students' skills, competencies and knowledge to successfully manage personal, community, business, and work opportunities. Undertaking entrepreneurship education in the Nigerian polytechnic encourages the development of skills and attributes that employers are looking for such as teamwork, commitment and flexibility. It was also directed to help students

develop a realistic knowledge and understanding of business and working life. It is in line with the above that Entrepreneurship Development and Skills Acquisition Centre were established in Nigerian polytechnics and colleges of technology.

However, in spite of the significance of entrepreneurship development in Nigeria tertiary institutions to alleviate unemployment rate in the country, many problems and constraints hinder their development and growth. Okebukola (2002) observed that the trends of graduates' unemployment as a result of their low quality and inadequate training and skills may continue to promote crimes among the youths in Nigeria. It might just be right to commend the recent government directive concerning vocational training in all institutions of higher learning, a way forward, though request from the directive appears to be incubating. Therefore, no wonder the obvious challenges of unemployable graduates, placement of emphasis are quantity in place of quality by higher learning in their supply of graduate labour force (Abiodun, 2011). Aladekomo (2004) identify the missing synergy between Nigerian schools and the industries as major force of economic weakness in Nigeria.

It is in the light of the above that this study seeks to investigate the impact of entrepreneurship development and skills acquisition programmes on polytechnic graduates' in Nigeria. However, specific intent of the study includes finding the state of higher education, entrepreneurial skills' acquisition and employment generation; determining the effect of entrepreneurial skills' acquisition on job orientation and self-employment; and examining the relationship between entrepreneurial skills' acquisition and its associated job creation, self-reliance and employment generation.

In order to affirm the intent of the study, the following hypotheses were formulated and tested at .05 level of significance.

H₀₁: Entrepreneurial skills acquisition has no effect on job creation and self-employment.

H₀₂: There is no relationship between entrepreneurial skills acquisition and its

associated job creation, self-reliance and employment generation.

2. Conceptual Review

Entrepreneurship has been described by (Cole, 2002) as the process of identifying opportunities, developing and bringing a vision to life. An entrepreneur, on the other hand is an individual who establishes and manages a business for the principal purpose of furthering personal goals. Onuoha (2007) described entrepreneurship as the practice of starting new organizations or revitalizing mature organizations, particularly new businesses generally in response to identified opportunities. Drucker (1998) cited in Bankole (2007) further established that entrepreneurship is about taking risk. Bolton and Thompson (2000) have defined an entrepreneur as a person who habitually creates and innovates to build something of recognized value around perceived opportunities.

The vision of an entrepreneur may be an innovative idea; it may also be an opportunity or simply, a better way to do something. The end product of this process is the creation of a new venture formed under conditions of risk and considerable uncertainty. Entrepreneurship is a factor to reckon with in Nigeria, but most unemployed graduates blame their predicaments on government rather than obtaining relevant skills in vocational jobs like leather works, water production, pet blowing, printing and publishing, metal works and fabrication, restaurant management, bakery, fish farming, tie and dye, soap and cosmetics, beads and wire jewelry cutting, hair dressing, interior decoration, vulcanizing etc. It just might be necessary for government to set up entrepreneurial training centres for youths to learn and acquire various skills at affordable rates (Pittaway and Cope, 2007). It is important that graduates utilize their time and resources to the fullest by not only engaging in academics, but also in skill acquisition as this will go a long way in assisting them while waiting for the white collar jobs that may not easily come (NIU, 2005). As observed by Tenibaje (2010) the importance of entrepreneurship skills and training for Nigerian youths cannot be

overemphasized. Therefore, it is important for graduates and youths in general to be fully involved in acquiring entrepreneurial skills and training while still in school. This will go a long way to help in developing them to face societal challenges.

The importance and necessity of experience in learning entrepreneurship is so crucial that many scholars believe there is no other way to learn entrepreneurship than personal experience (Lee and Chuang, 2009; Matlay, 2006). They also state that it is through the experience that students acquire requisite knowledge and skills not only to choose entrepreneurship as their future career path, but also to be able to face challenges and cope with the problems surrounding their enterprise (Matlay, 2006; Iwayemi, 2006). It is through experience that students can generate new meaning which consequently leads to change in thinking and behaviour (Fayolle, 2005). Moreover, experience develops students' entrepreneurial self-efficacy, the strong belief and the desire to successfully perform the roles and tasks of an entrepreneur (Peterman and Kennedy, 2003). Egai (2008) highlights experience as an influential factor in developing entrepreneurial self efficacy. He postulates that entrepreneurial self-efficacy develops through the journey from being completely inexperienced to becoming completely experienced (Fayolle, 2005).

Peterman and Kennedy (2003) observed that positive and pleasant experience with entrepreneurship programs increase students' desire to become an entrepreneur as well as to highly engage in the activities and thereby develop their entrepreneurial abilities. Harrison and Leitch (2005) further argue that high involvement in experimental activities can better enable students to reach their entrepreneurial potential via skill attainment and increased expectations for success.

Adeyemo (2010) described skill as a quality of performance that does not rest totally upon a person's innate capacities but which must be developed through training, practice and experience. In other words, skill stresses the flexibility with which a skilled operator reaches

a given end on different occasions according to precise circumstances. However, it must be emphasised that even though basic human capacities are not sufficient to produce skills, they form the necessary basis of their development (Bayon, Vaillant, and Lafuente, 2015). Skills acquired by Nigerian graduates represent a particular way of using their capacities in relation to societal demands, with human being and external situation together forming a functional system.

There are many fields on what make someone an entrepreneur and what an entrepreneurial skill is (Adejimola and Olufunmilayo, 2009). Olagunju (2004) sees entrepreneurial skill as the ability of an individual to exploit an idea and create an enterprise (small or big) not only for personal gain but also for social and developmental gain. Kilby (1971) cited in Pittaway and Cope (2007) states that the array of possible entrepreneurial skills encompasses the perception of economic opportunity, technical and organizational innovations, gaining commands over scarce resources, taking responsibilities for internal management and for external advancement of the firm in all aspects (of teaching enterprise). Aboyade (1983) further opines that it is only when a man extends his own innate mental force and raises the level of his skills that he can make the best use of all other productive factors at his disposal. The economist believes further change from one of a biological entity to that of a human capital embodying a growing stock of knowledge, skill and experience. This bundle of knowledge, skill and experience has its expected returns and benefits and so, the widespread provision of educational system services has spill-over benefits. Over and above the direct benefits to the individuals who receive it, in the terms of greater productivity, earning power and direct consumption benefits there are additional benefits to the economy and society as a whole (Gibb, 2008).

3. Higher Education and Entrepreneurial Training for Employment Generation Appraised

The main problem facing the Nigeria higher education is how to maintain the exhilarating

rate of expansion and desired quality in the system. Adesina (2004) pointed out that the criterion of quantitative goal realization is not the most important criterion for educational development, but the criterion of how well a nation's educational output measures up to the needs of its own aspiration, drive for development and utilization of the production of its programmes. The realization of this objective depends on how the input factors in educational programme are adequately addressed by the policy makers. These factors, as earlier mentioned, are qualified teachers, curriculum, learning environment (including the physical facilities and the social environment) and funding (Aliu, 2007).

Bangura (1994) opines that availability of adequate and qualified academic staff is another major factor to be considered when seeking qualitative goals in higher education. A survey of the staffing situation in Nigeria tertiary institutions, however reveals a striking imbalance between the ever increasing growth rate in students' enrolment and numbers of academic staff. Between 1988 and 1990, over 1000 lecturers left the federal university system. This trend has continued ever since, even on the increase (Bangura, 1994). It is a fact that the sources of many problems facing educational system in Nigeria today can be traced to insufficient funding. Short falls in funding have become the norm for many years as enrolments have increased more quickly than government's capacity to maintain its proportional financial support. El-Khawa (2001) advocated three broad areas of public interest which the financing of higher education should address. These are (i) the need to provide hope and educational opportunity to over large segment of a country's population i.e. increase access (ii) the need to encourage possibly subsidized study in certain fields important to a country's economic development and (iii) the need to ensure steady flow of talent into careers such as Medicine or Teaching where dramatic shifts in supply and demand can negatively affect the quality of life of a country. In Nigeria, these three needs have been partially addressed.

Closely related to funding problems is the issue of physical facilities needed for effective teaching/learning within the system. The facilities, where they are available are obsolete or totally inadequate to cater for the large number of students available. In many of the universities, about six lecturers are parked in a six by ten office accommodation. Where decency is employed, the office may be partitioned by plywood, reducing each partitioning into cubicle that can hardly occupy a chair and a table (Oni and Dabalén, 2000).

The lecture rooms are grossly inadequate to accommodate students during a lecture period. Those peeping through windows and entrance doors are more than those inside the room. For those inside, it is a case of "25 sitting, 99 standing". Mostly, academic curriculum will never be completed and they are often being changed without good reasons. Contents of the curriculum lack practical and skills exhibitions. All these put together, combined with the politicization of issues relating to higher education system, have had negative consequences on the system and unless something tangible is done in this direction, the nation's higher educational system may continue experiencing growth without a corresponding development (Igbo, 2006).

Employers want their graduate recruits to be technically competent in their chosen fields. They also want them to come to school well equipped with complementary life skills such as problem solving, reflective and critical thinking, interpersonal and training skills, effective communication, good character, integrity and high level of personal ethics, self-esteem, self-discipline, organizing skills and abilities to translate ideas to action among others (Bubou, Ejim-Eze and Okrigwe, 2013). The typical problems of higher educations' curriculum, yet as soft as they are, but only cover school importance in making a success out of school as the specific technical skills in a graduate's chosen field (Dike, 2009).

The neglect of entrepreneurship education is robbing the nation of the contributions their graduates could make on the economy, or the

graduates could establish rather than roam the streets. It is therefore socially injurious to neglect this important area or look down on our graduates (Arogundade, 2011). He further identified that the society needs competent auto mechanics and truck drivers, carpenters, plumbers, electricians, electronics and computers, data base, web and network technicians, book keepers and clerks, medical technicians and nursing assistants (and other personnel in this category) to function well. These are some skills in short supply in Nigeria. If properly checked, the problems of entrepreneurial skills acquired will go a long way in addressing the issue of unemployment in the country.

4. Theoretical Underpinning

Entrepreneurship theory of (Schumpeter, 1934 and 2011) was found relevant in this study to support the phenomena of entrepreneurship development and skills' acquisition for opportunity discovery.

The theory consists of opportunity discovery, evaluation of the opportunity and the decision to exploit the opportunity. Other elements of the theory include self-employment, business operation and performance. The theory highlights four operational measures of performance which are survival, growth, profitability/income, and experiencing initial public offering. Survival refers to continuation of entrepreneurial activity while growth refers to increase in the venture's sales and employment. Profitability refers to new surplus of revenue over cost while experiencing initial public offer refers to the sale of stock to the public (Rissman, 2006).

Opportunities are created by the institutional or external environment for those entrepreneurs who could identify them to start or improve their business and subsequently, their welfare (Shane, 2003). Entrepreneurs' ability to identify and tap such opportunities differs among entrepreneurs. It also depends on their ability to access information and willingness to act upon the information in terms of risk; that is their attitude (Shane, 2003). Individual attributes affect discovery of entrepreneurial opportunity. This is

made up of psychological and demographic factors such as motives, attitude to risk, education and training, career experience, age and social status (Hisrich, 1990).

Changes in the business environment such as economic, financial, political, legal, and socio-cultural factors also affect discovery of opportunity (Rissman, 2006). For example, the income level of the entrepreneur, capital availability, political stability, laws concerning private enterprise and property rights, and desire for enhanced social status by the entrepreneur could affect discovery of entrepreneurial opportunity (Abati, 2002). Other scholars differ as evident in assertions like that of Folahan and Omoniyi (2006); Aliu, (2007); Gray (2008) that the type of industry also affects opportunity discovery. Industrial sectors such as distribution, manufacturing, agriculture, catering, and business services are more attractive to entrepreneurs.

The concentration of industries in a particular location could also influence discovery of entrepreneurial opportunity by those in that location. Evaluation of the identified opportunity is another stage in the entrepreneurial process, and appropriate decision at this stage leads to the decision to exploit the opportunity. The decision to exploit the opportunity depends on the intention of the entrepreneur, and the appropriate measure of entrepreneurial decision-making which leads to recognition of entrepreneurial opportunities (Shane, 2003). Adama and Keneth (2015) observed that in Nigeria, exploitation of opportunities depends on the entrepreneur's level of education, skills acquired through work experiences that a graduate undergone during vocational training in school. However, the decision to exploit the opportunity leads to the quest for micro-finance; that is, acquisition of resources. Acquisition of resources could also lead to opportunity for entrepreneurial activity; that is new business or business expansion. The appropriate use of the acquired resources in terms of business strategy and organizational design could lead to profit performance (Salman, 2009; Aliu, 2007; Keisfer, 2005). Meanwhile the environment play a greater role in opportunity exploitation than individual attributes (Kuzilwu,

2005 and Wu, 2008). The vocational environment of most tertiary institutions in Nigeria lack essential facilities needed by the students for skills acquisition. Hence, there is deficiency in the practical knowledge acquired by Nigerian graduates.

5. Methodology

A descriptive survey research design was adopted for this study. The design was used to gather detailed information that describes existing phenomena, identify problems or justify current conditions practices, make comparisons, evaluations, and determine the opinions, attitudes, preferences and perceptions of persons of interest to the researcher. This study was conducted during NYSC Orientation Camp for ‘Batch B Stream2’ held from January 24th – 25th 2017 in Lagos State. Lagos State Orientation Camp was chosen because it receives highest number of prospective Corp members covering different geo-political zones in the country. A population of three thousand nine hundred and eighteen (3918) Corp members in Nigeria was used for this study. The list of all the graduates from public polytechnics in Southwest Nigeria was made available by the mobilization officer totaling six hundred and forty-seven (647) Corp members who form the sample size for this study. During the compulsory lecture on Skill Acquisition and Entrepreneurship Development (SAED), papers were passed to Corp members to indicate their name and educational status. They were told of the importance of the research and the need for cooperation. All the names in the list was collected and collated. A total of 647 questionnaires were sent out to Corp members who graduated from public polytechnics in the Southwest, Nigeria. This was carried out with the concerted effort of two research assistants. A well-structured questionnaire was adapted to collect relevant information from the study. Key constructs of entrepreneurial skills, job creation, entrepreneurial development and employment generation were effectively measured using six points Likert scale (ranging from strongly agree to strongly disagree). The scales were tested on Cronbach alpha reliability test and the result indicated that all the scales were highly reliable with Cronbach alpha of 0.804. This shows high degree of reliability of the measuring instrument

relatively to the recommended reliability value of .70.

Data collected from the field through questionnaire administration was analyzed using multiple regression inferential statistics to test the relationship between the dependent variable (employment generation) and independent variable entrepreneurial skills’ acquisition proxy by job orientation, self-employment, job creation, and self-reliance. Statistical Package for Social Science (SPSS Inc. 21) was used as analytical tool.

5.1 Model Specification

The functional relationships in line with the conjectural statements of this study lead to the given models below:

Y = f(X)
 Y = Employment Generation
 X = Entrepreneurial Skills’ Acquisition
 X = (x₁, x₂, x₃, x₄)

Where;
 x₁= job orientation; x₂= self employment; x₃= job creation; x₄= self reliance

Given the above representations, the following equations and models are thus derived;

Y= f(x₁ and x₂)..... (eq₁)
 Y= f(x₃ and x₄)..... (eq₂)

Thus, we have
 Y = α₀ + β₁x₁ + β₂x₂ + e₁ (eq₃)
 Y = α₀+ β₃x₃ + β₄x₄ + e₁ (eq₄)

Where;
 f = functional relationship
 e_i= standard error
 α = constant factor
 β = coefficient of Beta

The research study is expected to evaluate the derived model.

6. Results and Discussion

A survey was conducted across polytechnic graduates in Southwest, Nigeria. Out of 647 questionnaires distributed, a total of 612 questionnaires were completely filled and returned, representing 94.6% response rate. The rate of response was considered extremely high to provide reliable and adequate data for analysis.

Table 1: Respondents General Information

Respondent's Sub-sector	Frequency	Percent	Cumulative percent
Respondent's Sex			
Male	363	59.3	59.3
Female	249	40.7	100.0
Total	612	100.0	
Respondent's Age			
20-24	126	20.6	20.6
25-27	313	51.1	71.7
28-30	173	28.3	100.0
Total	612	100.0	

Source: Fieldwork, 2017

Table 1 presents that out of six hundred and twelve (612) respondents sampled, majority 59.3% were male Corp members while the remaining 40.7% represent the female. Fifty one percent were between the age ranges of 25-27 years, 28.3% represent the age category of 28-30 years while 20.6% were in their early twenties. The result in the table above shows that the respondents were well represented. This increases the authenticity of the information supplied.

Test of Hypotheses

Hypothesis One

H₀₁: Entrepreneurial skills' acquisition has no effect on job orientation and self employment.

Table 2: Model Evaluation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.884 ^a	.779	.755	.25198

Source: Fieldwork from SPSS output, 2017

a. Predictors: (Constant), job orientation and self -employment

From Table 2, *R* value of 0.884 indicates that there is a strong and positive relationship between the predicted variable (entrepreneurial skills' acquisition) and the predictor variables (job orientation and self-employment). *R*² value of 0.779 implies that approximately 77.9% of the variation in entrepreneurial skills is explained by job orientation and self-employment.

Table 3: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.086	.061		1.412	.158
Job orientation	.030	.032	.036	.925	.355
Self employment	.526	.044	.542	12.051	.000

Source: Fieldwork from SPSS output, 2017

a. Dependent Variable: Entrepreneurial skills acquisition

From the result in Table 3, entrepreneurial skills' acquisition predictive model is deduced as:

$$0.086 + 0.030x_1 + 0.159x_2 + 0.526x_3$$

β_0 and $B_2 = 0.086$ implies that without prior knowledge of entrepreneurial skills acquisition in terms of job orientation and self-employment; entrepreneurial skills will be 0.086 (Constant), 0.030 (job orientation) and 0.526 (self-employment). The positive sign suggests that entrepreneurial skills' acquisition has positive significant effect on job orientation and self-employment. Hence, an increase in the level of entrepreneurial skills' acquisition will lead to an increase in job orientation and self-employment. The entrepreneurial skills' acquisition under study conforms to its expected sign.

Hypothesis Two

H₀₂: There is no significant relationship between entrepreneurial skills acquisition and its associated job creation, self reliance and employment generation.

Table 4: Model Evaluation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.813 ^a	.788	.732	.30929

Source: Fieldwork from SPSS output, 2017

a. Predictors: (Constant), Job creation, Self reliance

From Table 4, *R* value of 0.813 indicates that there is a strong and positive relationship between the predicted variable (entrepreneurial skills acquisition) and the predictor variables of job creation and self-reliance. *R*² value of 0.788 implies that approximately 78.8% of the variation in entrepreneurial skills' acquisition is explained by job creation and self-reliance.

Table 5: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.646	.075		8.595	.000
	Job creation	.186	.040	.220	4.652	.000
	Self reliance	.178	.037	.174	4.783	.000

Source: Fieldwork from SPSS output, 2017

a. Dependent Variable: Entrepreneurial skills acquisition

From the result in Table 5, entrepreneurial skills' acquisition predictive model is deduced as: $0.646 + 0.186x_1 + 0.178x_2$

$\beta_0, \beta_2 = 0.646$ implies that without prior knowledge of entrepreneurial skills' acquisition in terms of job creation and self-reliance, entrepreneurial skills' acquisition will be 0.646 (Constant), 0.186 (job creation), and 0.178 (self-reliance). The positive sign suggests that there is positive significant relationship between entrepreneurial skills acquisition and its associated job creation, self-reliance, on employment generation under study. This means that acquisition of entrepreneurial skills will instill job creation and self-reliance leading to employment generation. The entrepreneurial skills under study conform to its expected sign.

7. Discussion

The first hypotheses of this study established that entrepreneurial skills' acquisition has effect on job orientation and self-employment among polytechnic graduates in Nigeria. This finding

corresponds with research conducted by (Omolayo, 2006; Arogundade, 2011). Their study findings confirmed that graduates entrepreneurial skills' acquisition would create jobs and promote industrialization. The development process of any country is determined by the way the production forces in and around the economy is organized. Many countries in the world depend greatly on the role of private sector. Hence, entrepreneurial skills' acquisition has played major role in this regard. This assertion is supported by Ogundele (2007) that the promotion and development of entrepreneurial activities aid diversification and promote economic activities in a country. Osuagwu (2006) noted that entrepreneurial development should be perceived as a catalyst to increase economic growth, create job opportunities, reduce importation of goods and decrease the trade deficits that result from such imports. Similarly, Ariyo (2008) added that if Nigeria must attain its potential in terms of economic and social development, emphasis must be placed on indigenous entrepreneurs in

order to increase their contributions on the country's economy.

All the above study's findings corroborated with the results of this findings that entrepreneurial skills' acquisition will positively affect job orientation, job creation of the polytechnic graduates hence disposing them towards establishing their own businesses. This will empower them to contribute positively towards the nation's economic development.

The second hypothesis revealed a strong positive significant relationship between entrepreneurial skills' acquisition and its associated job creation, self-reliance and employment generation. The focus of entrepreneurship education in Nigeria tertiary institutions is to sensitize students that creating a new venture can be an alternative to employment. According to Kurako (2005), the perception of graduates as to whether founding one's own business is desirable personally and socially also impacts entrepreneurial activity. Generally, it is necessary to sensitize students to entrepreneurial thinking and taking action in the right direction.

Another view that corresponds with the findings of this study is the one reported in the research finding in the same area of study by Agbeze (2012). He concluded that entrepreneurship education in the narrower sense involve direct development of students' competences and entrepreneurial intentions towards starting a business as a career option. Youths and graduates' development, empowerment and entrepreneurial skills' acquisition programme have been identified and recognized by Emeh (2012) as vital stages in life for building the human capital that allows young people to avoid poverty and live better; possibly have a mere fulfilling life.

8. Conclusion and Recommendations

This study has been able to establish that entrepreneurial skills acquisition can lead to self-employment, as long as necessary skills' required were taught in various entrepreneurial vocational centres. This is the finding of this study as it relates to entrepreneurship

development and skills' acquisition for employment generation in Nigeria. This study also concludes from the findings through literatures that the state of higher education and the implementation of the entrepreneurial development and training for gainful employment in Nigeria is yet to yield the desired results. Therefore, it is recommended that government should increase its efforts in promoting entrepreneurship education objectives that will be of benefit to educational development. A review of entrepreneurship study curriculum is essential in order to meet the ever growing market needs and to actualise the reality of entrepreneurial skills' acquisition.

This study also recommends that entrepreneurship programmes and modules can have various objectives, such as: developing the entrepreneurial drive to identify and exploit opportunities as well as training students in the skills they need to set up a business and manage its growth. This can be achieved through the use of appropriate entrepreneurial related educational materials that will sensitise the students and awaken their entrepreneurial skills for job creation and self-employment.

References

- Abati, A. (2002). "Facilities for Business Education (Sectional Option) in a computerized age". *Journal of Vocational and Technical Education: Ijebu-Ode Tai Solarin College of Education* 7(1), 49-58.
- Abiodun, S.O. (2011). "Analysis of mismatch between demand and supply of skills and University Graduate unemployment in Nigeria". Unpublished Management Education Dissertation, Lagos State University.
- Aboyade, O. (1983). "The Economic of Education and Training, Integrated economic study of Development Economics". Britain Addison. Wesley Publishers Ltd., 349 - 356.
- Adama, J.I. & Kenneth, C.A. (2015). Micro-Credit as a Strategy for Poverty Alleviation among Women Entrepreneurs in Nasarawa State,

- Nigeria. *Journal of Business Studies*, 6(3).
- Adejimola, A.S. & Olufunmilayo, T. (2009). "Spinning off an Entrepreneurship culture among Nigerian University students: Prospect and Challenges". *Business Management*, 1 (3), 80-88.
- Adesina, S. (2004). "Growth without Development". Nigerians Educational Experience 1914-2004, Abeokuta. Educational Industries Nig. Ltd.
- Adeyemo, S.A. (2010). The Need for Skill Development/Acquisition in Science, Technology and Mathematics Education (STEME) in Nigeria. *Journal of Science and Technology Education Research*, 1(1), 1 – 9.
- Agbeze, C. (2012). "Entrepreneurship": The Need to Create Wealth... Why not now? *Ohafia Today*. 2(32), 10-12.
- Aladekomo, F.O. (2004). "Nigeria Educational Policy and Entrepreneurship". *Social Science* (9) 2.
- Aliu, S. (2007). "Entrepreneurship Education: An Overview". Teacher's Guide on Entrepreneurship Education for Polytechnic and Monotechnics in Nigeria.
- Anyadike, N., Emeh, I.E.J. & Ukah F.O. (2012). Entrepreneurship development and employment generation in Nigeria: Problems and prospects. *Universal Journal of Education and General Studies*, 1(4), 088-102, Available online <http://www.universalresearchjournals.org/ujegs>
- Ariyo, D. (2008). "Small firms are the backbone of the Nigerian economy". Retrieved No. 8, 2005 at <http://www.africaeconomicanalysis.org>.
- Arogundade, B.B. (2011). "Entrepreneurship Education: An Imperative for Sustainable Development in Nigeria". *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(1), 26-29.
- Bangura, Y. (1994). "Intellectuals, Economic Reform and Social Change: Constraints and Opportunities in the Formation of a Nigerian Technology". *Development Change*, 25(2), 261-305.
- Bankole, O. (2007). "Graduate Unemployment in Nigeria". A Report by National Institute for Social Economic Research (NISER).
- Bayon, M.C., Vaillant, Y. & Lafuente, E.J. (2015). Antecedents of Perceived Entrepreneurial Ability in Catalonia: The individual and the Entrepreneurial context. *Journal of Global Entrepreneurship Research*, 5(3). Assessed 22/04/2017. Available online <https://link.springer.com/article/10.1186/s40497-015-0020-0>
- Bolton, W.K. & Thompson, J.L. (2000). "Entrepreneurs: Talent, Temperament, Technique". Butterworth Heinemann, Oxford.
- Bubou. G.M., Eji-Eze, E.E. and Okrigwe, F.N. (2013). 21st Century Skills and the Engineer: Graduate Students' Perceptions of Teamwork at METI, University of Port Harcourt. *International Journal of Scientific & Engineering Research*, 4(12), ISSN 2229-5518 1961
- Cole, G.A. (2002). "Personnel and Human Resources Management". London, Thomson.
- Dike, V.E. (2009). "Technical and Vocational Education: Key to Nigeria's Development (II)". Daily Triumph, March 30.
- Drucker, P. (1998). The Discipline of Innovation, *Harvard Business Review*, 67-72.
- Egai, N.A. (2008). "Entrepreneurial Development: for Increased Competiveness and Business Growth". Institute of Chartered Economists of Nigeria, Abuja, National Centre for Women Development, 6th June.
- El-Khawa, E. (2001). "Today's University": Responsive Resilience Rigid? *Higher Education Policy*, 14, 241-248.
- Emeh, I.E.J. (2012). Tackling Youth Unemployment in Nigeria; The Lagos State Development and Empowerment Programmes initiatives. *Afro Asian Journal of Social Sciences*, 3(3.4), 1-30.
- Fayolle, A. (2005). "Evaluation of Entrepreneurship Education: Behaviour

- Performing or intention increasing". *International Journal of Entrepreneurship and small Business*, (2), 89-98, 701-720.
- Folahan, S.A. & Omoniyi, J. O. (2006). "Entrepreneurial development prospects for the modern society". *Business Education Journal*, 5(2), 59-71.
- Gibb, A. A. (2008). "Towards the Entrepreneurial University, Entrepreneurship Education as a lever for change" Accessed at www.nge.org.uk.
- Grey, W. (2008). DNA of an Entrepreneur. Retrieved at <http://www.dnaofanentreneur.com>.
- Harrison, R.T. & Leitch, C.M. (2005). Entrepreneurial learning: researching the interface between learning and the entrepreneurial context. *Entrepreneurship Theory & Practice* 29(4), 351-371.
- Hisrich, R.D. (1990). "Entrepreneurship / Intrapreneurship". *Am Psychol* 45(2), 209 - 222.
- Igbo, C.A. (2006). "Developing Entrepreneurship through Entrepreneurship education". *Journal of Home Economics Research* (7), 50-54.
- Iwayemi, A. (2006). "Modeling the Nigerian Economy for Growth and Employment". In *Employment Generation in Nigeria: Selected papers for the 2006 Annual Conference* (31-66). Ibadan: Nigerian Economy Society.
- Keisfer, L.A. (2005). "Entrepreneurship". Elsevier Ltd, Netherland (ed).
- Kurako, D.F. (2005). "The emergence of Entrepreneurship Education: Development, Trends and Challenges". *Entrepreneurship Theory and Practice*, 29(5), September, 577-597.
- Kuzilwu, J. (2005). "The role of credit for small business: A study of the National Entrepreneurship Development Fund in Tanzania". *The Journal of Entrepreneurship*, 12(2), 131-161.
- Lee, W. & Chuang, F. (2009). "The Impact of Leadership Styles on Job Stress and Turnover Intention: Taiwan Insurance Industry as an Example". www.hclee@ttu.edu.tw
- Matlay, H. (2006). "Researching Entrepreneurship and Education" Part 2: What is entrepreneurship Education and does it matter? *Education Training*, 48(8/9), 704-718.
- NIU Outreach (2005). "The Role of Higher Education in Economic Development" Accessed online 26/10/2016 from <http://www.hearr.org/pdf/HEARRRWhitePaper.pdf>
- Ogundele, O.J.K. (2007). "Introduction to Entrepreneurship Development and Small Business Management". Lagos. Molofin Nominees.
- Ojeifo, S.A. (2013). Entrepreneurship Education In Nigeria: A Panacea For Youth. *Journal of Education and Practice*, 4(7), 62-66.
- Olagunju, Y.A. (2004). "Entrepreneurship and Small Scale Business Enterprises Development in Nigeria, Ibadan". Publish by University of Ibadan.
- Okebukola, P. (2002). "The state of University Education in Nigeria". National University Commission (NUC), June 2, Abuja.
- Omolayo, B. (2006). "Entrepreneurship in Theory and Practice". In Omotosho, F., Aluko, T.K.O., Wale-Awe, O., & Adaramola, G. (eds). *Introduction to Entrepreneurship*.
- Oni, B., & Dabalén, A. (2000). "Labour Market for University Graduates in Nigeria". World Bank.
- Onuoha, G. (2007). "Entrepreneurship". *AIST International Journal* (10), 20-32.
- Osuagwu, L. (2006). "Small Business and Entrepreneurship Management". Lagos: Grey Resources Limited.
- Oyebade, S.A. (2009). "Education and Unemployment of Youths in Nigeria: Causes, Impacts and Suggestion". Paper presented at Faculty of Business and Management Sciences, University of Lagos, Akoka, Yaba, Lagos.
- Peterman, N.E., & Kennedy, J. (2003). "Enterprise Education Influencing Students' Perceptions of

- Entrepreneurship". *Entrepreneurship Theory and Practice*, Winter.
- Pittaway, L., & Cope, J. (2007). "Simulating Entrepreneurial Learning: Integrating experiential and collaborative approaches to learning". *Management Learning*, 38(2), 211-233.
- Rissman, E. (2006). "The self-empowerment duration of younger men over the business cycle". *Economic Perspectives, Federal Reserve Bank of Chicago*, 30, 14-21.
- Salman, A. (2009). "How to start a business: A guide for women". Pakistan: Centre for International Private Enterprises. Institute of National Endowment for Democracy, Affiliate of the USA Chamber of Commerce.
- Shane, S. (2003). "A General Theory of Entrepreneurship: The individual opportunity". Nexus U.K: Edward Elgar.
- Schumpeter, J. (1934 & 2011). "The Theory of Economic Development". Cambridge, Mass Havard University Press.
- Tenibaje, D.J. (2010). "Personality traits, parenting and interest are precursors to successful entrepreneurial skills". *Journal of Emerging Trends in Educational Research and Policy Studies*, 1(1), 25-28, Manchester, United Kingdom: Scholarlink Research Institute.
- Wu, S. (2008) "The impact of Higher Education on Entrepreneurial Intentions of University students in China". *Journal of Small Business and Enterprise Development*, 15(4).