

ENTREPRENEURSHIP SKILL ACQUISITION FOR WEALTH CREATION OF YOUTHS IN AGIDI DEVELOPMENT AREA, NASARAWA STATE

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Abstract

The study investigated how graduate youths can create wealth through acquisition of entrepreneurship skills in Agidi Development Area of Nasarawa State. Three research questions and one null hypothesis guided the study. A total of 450 graduate youths (male & female) from 9 towns in Agidi Development Area formed the sample. A 25 item structured questionnaire developed by the researchers on a 4 point scale was used for data collection. Three experts validated the instrument. . Using Cronbach Alpha, the reliability of the instrument was calculated to be .81. The researchers employed the assistance of two research assistants in the administration of the questionnaire on the respondents. A total of 511 copies of the questionnaire were distributed to the respondents. Four hundred and fifty copies of questionnaire were retrieved and analyzed. Mean ratings were utilized in answering the research questions while t-test was used to analyze the hypothesis at .05 level of significance. The findings revealed that most graduate youths in Agidi Development Area of Nasarawa State lack sufficient entrepreneurial skills and mind-set of self reliance before coming out from the tertiary institutions. Therefore, it was recommended among others that Government should furnish section of entrepreneurship education of institutions with human and material resources needed for its growth and production of resourceful graduate youths.

Key words: Entrepreneurship; Skill; Acquisition; Wealth Creation; Youth; Agidi Development Area

According to Anyaemeh (2010), an entrepreneur is a person who is willing and able to convert a new idea or innovation into a successful invention. By this definition, an entrepreneur should be able to originate a business idea and create an innovation there from. Earlier, Kayode (2006) defines an entrepreneur as a person who tries to create something new, organizes production, undertakes risks and handles properly the economic uncertainties involved in an enterprise. Ogbu (2011) described entrepreneurship as a process of using available capital in any form of business endeavor in an open free-market economy for the sole purpose of making profits.

Entrepreneurship therefore would involve the willingness and ability of an individual to seek investment opportunities in an environment, and be able to establish and run an enterprise successfully. The ability and capability of entrepreneurship differ from those acquired to enable an individual obtain paid employment. This will involve the acquisition of skills, ideas and business management expertise necessary for self-reliance and self employment (Ajiye, 2005).

In this study, Entrepreneurship Education is therefore a type of education that prepares an individual to become an entrepreneur, hence equipping him to be a manager of a business outfit as well as an employer. The education aims at helping individuals acquire saleable skills which can enable them become both self-employed and self-reliant. The crux of the matter in entrepreneurship is the 'Bold Heart and Hand' to enter into a business; bear the business risk until progress and profit are achieved. Individuals would need orientation, motivation and information. These basic facts are relevant for anyone who wants to venture into entrepreneurship no matter where he/she is domicile. An advantage exists however for an individual who has acquired already saleable skills especially those needed in the business chosen by the entrepreneur. Vocational skills for instance are essential in entrepreneurship. Whatever business, skill is needed to drive it. The skill may be vocational, commercial or educational. Nwaoba, (2013) explained that entrepreneurship education aims at instilling in an individual ability to turn ideas into actions. It includes creativity, innovative and risk taking as well as the ability to turn and manage project in order to achieve objectives. Entrepreneurship education motivates students to develop comprehensive knowledge of entrepreneurship and the background required to start a business such as writing a business plan, funding the business, financial and managerial accounting and sale and marketing, strategic planning, business law, ethics, business management, leadership, business communication and networking. Kanno, (2011) stated that the well cherished objectives of tertiary education cannot be achieved if emphasis is not laid on importance of entrepreneurship skill acquisition while implementing curriculum at the tertiary education level. Therefore, the objective of entrepreneurship education is to equip our university graduates with the knowledge and skills required to set up and manage small scale business.

Skill is explained by (Uzoagulu,2011) as the ability to perform an activity expertly. The authors further added the skill is a well established habit of doing things

and involves the acquisition of performance capability through repetitive performance of an operation. Ogbuanya (2013) viewed skill as a well established habit of doing something and involves the acquisition of performance capability. Skill in the context of this study involves elements or activities that make up an enterprise. For somebody to be skilled in an enterprise such skills must be acquired. To acquire something means to gain something by your own efforts, ability or behavior. Acquisition in Ombugus (2015) is defined as the act of getting something especially knowledge or a skill. In the context of this study, skill acquisition is viewed as a process of gaining manipulative skills by learners to make them perform more expertly and improve on their businesses or jobs.

Youths in the view of (Dumbiri,2011) are young people of 15-25 years bracket; this age range may go up to 30years in developing countries like Nigeria. Youths in the context of this study refer to young people who are looking for job after their graduation from different higher institutions. They are seen roaming the streets searching endlessly for white collar jobs, which are nowhere to be found. Some youths lose their lives in the process of this search for jobs. Unemployed youths are not only financially incapable of feeding themselves; they are also incapable of housing and clothing themselves. Thus increasing their parents' anxiety, hardship, hopelessness and feeling of turmoil each time they think of employment challenges. All these help to weaken their desire and natural ability to cope with not only the employment difficulties but also other life challenges (Okezie, 2013). According to Agbulu, Asogwa & Ekele (2013) youths are the most vulnerable individual in the society, especially in terms of means of livelihood. The authors listed some characteristics of youths that could be exploited for skill acquisition to include: having less fear of failure, stronger and generally healthier than the aged, less conservative and ready to welcome innovation faster than adults, having sound memory and very conscious of their personal, occupational and community development.

The youth rural-urban migration crops up as result of search for white collar jobs from rural areas to urban areas. The youths leave the village to city when they found nothing to do, in order to make ends meet some engage in other societal unacceptable behaviors such as kidnapping, robbery, stealing, forgery, 419, thuggery among others. With acquisition of entrepreneurship skills and knowledge, the youth will now be able to initiate ideas on how to utilize their local talents or native acts to make ends meet, thereby limiting the rate of rural-urban migration. Acquiring entrepreneurship skills at tertiary institutions make the students/graduates job providers instead of job seekers. It helps the graduate youths to turn the knowledge of theoretical aspects learnt into practical use and this is done small and big businesses will be opened when young graduates will employ themselves and also employ others (Obunadike, 2013). Onyeachu (2011) remarked that entrepreneurship education will help Nigerian youths to achieve their desire which is transition from school to work to earn a living.

Acquisition of entrepreneurial skills is a strong source of wealth creation that helps to alleviate poverty. Providing opportunities wealth through the establishment of skill acquisition centre by the government could aid the youths in their quest for jobs. Though the federal and the state governments have started to introduce entrepreneurship education in school, much is yet to be put in place for its embracement by unemployed youths. Whether appropriate staffing, full equipment of teaching laboratories and provision of other facilities for the effective teaching and learning of entrepreneurship education could help the recipients upon graduation to create jobs for the improvement of societal living is yet to be ascertained in this study. The need for self-reliance of our graduates has made the government to introduce, adopt and implement entrepreneurship education programme in school to enable youths be self –employed and self- reliant. It also aims at offering graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities. Despite government efforts to produce self-reliant youth graduates, the trend is that of young graduates roaming about the streets in search of white collar jobs. This trend can never lead any nation to wealth creation. Thus the researcher is interested in finding out how poverty in Nigeria could be minimized by equipping youths with entrepreneurial skills. Hence the problem of this study is to find out what extent entrepreneurship skill acquisition in youths could ensure wealth creation?

Purpose of the Study

The major purpose of the study is to examine how entrepreneurship skill acquisition could help our youths in wealth creation.

Specifically, the study seeks to:

1. Find out entrepreneurship tendencies of the youths.
2. Establish the extent entrepreneurship skill acquisition could help the youths to create job.
3. Examine the hindrances to job creation among the youths.

Research Question

1. What are the entrepreneurship tendencies of the youth?
2. To what extent could entrepreneurship skill acquisition help youths in job creation?
3. What are the hindrances to job creation among the youths?

Hypothesis

Ho₁. There is no significant difference between the mean scores of male and female unemployed youths on the extent entrepreneurship skill acquisition could help them in creating jobs ($P < 0.05$).

Methodology

The study employed a descriptive survey design. The population of the study includes all the graduate youths in Agidi Development Area. The population of the graduate youths in the Development Area (DA) was one thousand four hundred and thirty one 1,431-(attendance from Annual meeting held in 1st January 2016 at local government headquarters in Mada Station). The study utilized a stratified random sampling technique, through stratified random sampling of balloting, fifty (50) graduate youths each was selected from the nine towns that made up the D.A. The towns are Kagbu, Lizzi-Keffi, Iggah, Mada Station, Brum-brum, Izzan, Labamga, Arikpa and Watta. Therefore the total sample for the study was 450 graduate youths. The researchers developed instrument titled Youth Entrepreneurship Skill Acquisition for Wealth Creation Questionnaire (YESAWCQ) which was used to obtain data. The instrument was structured into sections- ‘A’ solicited background information of the respondents. Section ‘B’ was on entrepreneurship tendencies for youth and the extent entrepreneurship skill acquisition could help in job creation while ‘C’ was on hindrances to job creation among youths. The instrument was face validated by three experts and pilot tested using 20 youth graduates from Akwanga L.G.A. The reliability co-efficient of the questionnaire was .81.

All the items were structured on a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The items were weighted 4,3,2,1 respectively. The highest score in each item is 4 points while the least is 1. Any mean score of 2.00 and above was accepted whereas mean score below 2.00 was rejected. Four hundred and fifty (450) copies of questionnaire were administered through the assistance of the various towns’ student union leaders and collected on that day of their rally. All the copies were retrieved. The data collected were analyzed using Weighted Mean and Standard Deviation.

Results

Research question 1: What are entrepreneurship tendencies of the youth?

Table 1: Mean Ratings on Entrepreneurship Tendencies of the Youth

Items	\bar{X}	SD	Remark
1. Entrepreneurial skill tends to in create a youth’s comfort level to become self-reliant.	3.60	0.68	Agreed
2. Entrepreneurial skill tends to arouse enterprising spirit in youth.	3.70	0.81	“
3. Vocational courses offered to students are supposed to in create item readiness aptitude to embark on income generation activities.	3.24	0.70	“
4. Entrepreneurship education opens the business eye of youths to view a mismatch between education being offered in schools and the demand for entrepreneurship	3.70	0.58	“
5. Have centre in entrepreneurship	3.70	0.58	“
6. Have an entrepreneurship web page	3.20	0.63	“
7. Association for graduates entrepreneurs	3.00	0.69	“
8. With entrepreneurship education the youths will be independent minded	3.80	0.55	“
9. How to start small scale business	3.30	0.67	“
10. Business management skills	3.06	0.72	“

Table 1 indicates that all the items in 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 had mean scores above the criterion mean of 2.00, it was accepted that the graduate youths have the tendencies of being independent if entrepreneurship education would be well taught to them both in school and outside the school.

Research Question 2

To what extent could entrepreneurship skill acquisition help youth in job creation?

Table 2: Mean rating of the extent entrepreneurship skill acquisition for job creation in youths

Item	Male			Female		
	\bar{X}	SD	Remark	\bar{X}	SD	Remark
11. Entrepreneurship education is the act of starting a company.	2.80	0.60	Agreed	2.70	1.00	Agreed
12. Arranging business deals and taking risk to make profit through education skills acquired	3.00	1.00	“	3.05	1.20	“
13. Entrepreneurship education could help bring together creative and innovative ideas and skills in order to combine people, money and create wealth.	3.02	1.60	“	3.20	1.30	“
14. Entrepreneurship education could help bring together creative and innovation ideas and skills in order to combine people, money and resources to meet an identified need and create wealth.	2.80	1.20	“	3.00	1.50	“
15. It will help in inculcating into youths the spirit of perseverance in a business venture	3.00	1.30	“	3.40	1.06	“
16. Entrepreneurship is not just acquisition of skills and ideas for the sake of creating employment for one's self and also for others	3.00	1.00	“	3.20	1.05	“
17. It reduces poverty rate with visible increment of employment rate among the youths	3.40	1.03	“	3.60	1.06	“
18. Entrepreneurship has laid and will continue to lead the economic revolution that has proved repeatedly to improve the standard of living for youth/people everywhere.	2.60	1.01	“	2.90	1.65	“
Total	2.95	1.09		3.13	1.23	

Table 2 revealed that all the items 11, 12, 13, 14, 15, 16, 17, 18, and 19 had mean scores above the criterion mean of 2.00. This is an indication that if the youth are well grounded in entrepreneurship education before leaving school; they will do well to strive for self-reliance. This will alleviate the problem of looking for white-collar-jobs.

Research Question 3

What are the hindrances to job creation among the youth?

Table 3: Mean Ratings of the Hindrances to Job Creation among the Youths

	Items	\bar{X}	SD	Remark
20.	Lack of orientation and re-orientation	3.80	0.78	Agreed
21.	Inadequate funding	3.82	0.68	“
22.	Poor knowledge of entrepreneurial skill	3.50	0.72	“
23.	Lack of facilities	3.30	0.68	“
24.	Population explosion	3.60	0.68	“
25.	Electricity supply	3.80	0.59	“

Table 3 revealed that all the items 20, 21, 22, 23, 24 and 25 had mean scores above the criterion mean of 2.00 and were therefore accepted as the major hindrances to job creation among the youths.

H0₁:

There is no significant difference between the mean scores of male and female and unemployed youths on the extent entrepreneurship skill acquisition could help them in creating jobs (P<0.05).

Table 4: T-test Statistics on the Mean Scores between Male and Female Unemployed Youths on the Extent Entrepreneurship Skill Acquisition could help them in Creating Jobs

Group	N	\bar{X}	SD	Df	Level of sig.	t-cal.	t-crit.	Decision
Male	220	39.12	23.02	448	0.05	1.58	1.96	Accepted
Female	230	46.65	24.5					

Since the t calculated (1.58) is less than the t critical (1.96) the null hypothesis stated in the study is accepted at 0.05 level of significant factor in determining entrepreneurship skill acquisition by youths.

Discussion of the Findings

Findings in table 1 revealed that all the items in entrepreneurship education, preparing youths for self-reliance, development of enterprising spirit, covering existing courses, mismatch education in school and demand for entrepreneurship should be in the centre in entrepreneurship, have a web page of youth being independent, have association for graduates entrepreneurs, start small scale business and have business management skill are relevance to youth as far as entrepreneurship skills will help the in job creation. This is in consonance with Dumbiri (2011) who pointed out that

entrepreneurship education is a lifelong learning process and consists of five (5) stages- basic, complementary, awareness, creative applications start-up and growth. This indicated that the youths should be equipped with all the entrepreneurial skills before coming out of the tertiary institutions. This also concurred with the views of Agbulu, Asogwa and Ekele (2013) who confirmed that the teaching of entrepreneurship education should begin in secondary schools.

Secondly, it was found out in research question two that entrepreneurship education if well inculcated to the youths in school will boost them to start-up business, taking risks, providing them with knowledge, skills and motivation, make them creative and innovation, strong, firm and courageous, acquisition of skills and ideas for creating employment, reduce poverty rates, and improve their standard of living among others. This is in agreement with Ogbu (2011) and Ombugus (2016) who opined that the survival of any society is determined by its ability to its younger population through the school curriculum. Also entrepreneurs are not born but nurtured. With the early exposure to entrepreneurship competencies, the youth and the business education graduates will develop a mind set for creating jobs instead of seeking for the non-existent jobs (Obunadike, 2013)

In table 3 all the items from 20-25, lack of orientation and re-orientation, inadequate funding, poor knowledge of entrepreneurial skills and lack of facilities, population explosion, electricity supply and others, were the youths hindrances to entrepreneurial skills/wealth creation. This is in agreement with Nwaoba (2013) who enumerated most of the above mentioned points as problems militating against youth acquisition of skills. This finding is in consonance with the view of Kanno (2011) that inadequate electricity supply and lack of basic infrastructure and facilities are the major obstacles to successful implementation of entrepreneurship education programme in our tertiary institutions.

Table 4 showed that t-calculated (1.58) is less than t-critical (1.96) therefore the null hypothesis is accepted. This signified that gender is not a significant factor in determining the rate of male and female unemployed youth on the extent entrepreneurship skill acquisition could help in creating jobs. This was in line with the findings of Okezie (2013) and Onyeachu (2011) who postulated that gender is not an issue in entrepreneurship skill acquisition. In their separate studies the authors explained that entrepreneurial skills provide equal opportunity to graduate youths in respective of sex. Dakara, Osifiahia and Bojafor (2011) in a study on Entrepreneurship in Nigeria University Curriculum: A strategic tool for reduction of unemployment and economic growth, found out that the absence of entrepreneurial skills in the graduate youths in Nigeria, incompetence in managing businesses among others were critical constraints to youths participation in small scale enterprises. These findings added value to the validity of the findings.

Conclusion

Entrepreneurship education deals with the acquisition of skills, creativity, confidence, drive, courage in order to create employment. This study investigated the entrepreneurship skills acquisition for youth, the panacea for wealth creation. The findings revealed that entrepreneurship education helps to prepare the youths in skills acquisition which will expose them (youth) to different risks and ventures that will help them to be independent, thereby making money without waiting for white-collar-job. More also, it was made clear that gender was not an issue in acquiring entrepreneurship skills by youth for wealth creation.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. The government should empower graduates with grants and materials to go into self-employed ventures.
2. Basic infrastructure and facilities should be provided in our tertiary institutions for education of youths with developed spirit of preservation in business ventures.
3. Both male and female students be given equal opportunity in entrepreneurship education that will inculcate in them creative and innovative ideas for job creation.
4. Adequate fund should be allocated to institutions for better organization of students' industrial attachment.

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