

AVAILABILITY AND UTILIZATION OF SKILLS ACQUISITION CENTRES FOR ENTREPRENEURSHIP ADVANCEMENT IN IKONO LOCAL GOVERNMENT AREA OF AKWA IBOM STATE NIGERIA.

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Abstract

This study scanned the relationship between skills acquisition and entrepreneurship advancement. The population for the study was 250 trainees of all skills acquisition centres in Ikono Local Government Area of AkwaIbom State. 100 trainees were used as sample for the research work. 50-item questionnaire titled: Skills Acquisition and Entrepreneurship Advancement Questionnaire (SEAQ) was used for data collection. Regression Analysis was used in testing hypotheses at .05 level of significance. The result of the study reveals that establishment and availability of skills acquisition centres for training of skills acquisition are strongly related to entrepreneurship advancement in Ikono Local Government Area of AkwaIbom State. It was concluded that the availability and utilization of skills acquisition centre relates significantly to entrepreneurial advancement. The study therefore recommended amongst others that policy makers should develop more sensitive programmes that will scaffold and improve skills acquisition and advancement in local government areas. Skills acquisition centres should also be built and well-found with amenities that will promote entrepreneurship advancement in Nigeria.

Key words: Skills acquisition, Entrepreneurship, advancement.

All over the country, there have been a high level of incompetency among graduate who contributes less to the national growth of the country. This has raised alarm which attention must be given through the education of the citizenry. Skills acquisition has been seen as the power house of any successful nation. This implies the ability to do something outstanding so as to function as a unique society.

Skills acquisition for entrepreneurial advancement involves those skills that individuals must possess as to be relevant in the society. Idada&Aiwansedo (2011) opined that entrepreneurial advancement is one manage by personalities which aim at building entrepreneurial potentials, supervised with a rational result. The proper implementation of skills acquisition programmes in the country determines the entrepreneurial advancement of the nation. Thus it therefore means that for any existing activity to qualify as skills acquisition, it must be creative and innovative. Then for the programme to be effective skills acquisition centres must be establish and equipped easy accessibility to the beneficiaries. The rationale behind the establishment and equipping of these entrepreneurship centres is for training of individuals in different fields and careers which in-turn determined the extent of entrepreneurial development of the local government.

Ajaji (2002) observed some of the major factors associated with lack of these entrepreneurship acquisition centres in any community to include poverty, unemployment, high rate of crime in the society etc. and that the only tool to salvage these factors is entrepreneurship education. The National Policy of Education (2014) also states the important of integration of entrepreneurial studies in to school curriculum so as enable the proper utilization of these skills acquisition centres in other to foster entrepreneurial advancement of the nations.

The study is anchored on Economic Growth and Dependency theory by John (2010) and Human Capital theory by Becher (1964). The Economic Growth and Dependency theory states that the economic and development of any society increases the human status of the society. John believes that the economic development of any nation involves the development of improving the well-being of people which must continue to mature as a career. While on dependency, the theory's emphasis is on the development of human resources. Applying this theory to this study stress the fact that local government as a social system of government is the least arm of government which determine the best need for its citizens in terms of resources utilization and policy options which must be geared towards the acquisition of skills and the entrepreneurial development of its citizens. This implies that local government can miss-out in the area of development opportunities if those in political positions are consciously betraying the interest of its citizens. This is the situation that most local government are facing where their financial resources are not channelled to skills acquisition and entrepreneurial development of its citizens.

Moreover, it is therefore expected that acknowledgement of the rank of developing humans and their roles in economic development of the nation includes

government at the local level. This acknowledgement of development requires the need for the use of economic growth and dependency theory as a tool.

The human capital theory by Becker (1964) states that human capital is similar to “physical means of production”. One can invest in human capital (training) and one’s output depends partly on the rate of return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output. Applying the concept of availability on skills acquisition centres in local government which aim at helping every individual to stand a better chance of becoming an entrepreneur (human capital) using skills acquisition centres in the local government for training.

The concept of skills acquisition refers to a programme of studies that promotes national stability, security of life and property and balance economic development by engaging the citizens in meaningful occupational explorations and activities in the areas of production, construction, service jobs, etc. which aim at preparing individuals to become self-reliance (Okozor, 2001).

The Encarta dictionary (2009) defined skills acquisition as experiences gained through training, which is a common opinion of the concept of skills that is refers to craft and trade at the lower level of the economic production. Skill acquisition is a tool of manpower development which prepares individuals for gainful employment for the future. It is a suitable skills in entrepreneurial activities that promotes co-operative activities and better resource management through culture and maintenance which reduce waste and abandonment of repairable goods and machines. This implies that an entrepreneur is a self-reliance individual.

Entrepreneurship refers to a situation that involves creation of new concepts which satisfies human beings with the aim of striking independence. It is a vibrant practice of apparition, change and creation that brings forth energy for its implementation. According to Essien (2006) Entrepreneurship is the totality of self-asserting features which enables humans to recognise hidden resources that are productive to humanities globally. It involves the ability of individual to strive for investment opportunities and establish them in a proper way. Babalala&Tiamiyu (2013) opined that entrepreneurship is a resourceful and innovative reaction in social ventures in which humans can invest, employ and benefit from it, thus it is not just skills acquisition but attainment of skills and ideas that provides employment opportunities for humanities. Onougha (2007) viewed entrepreneurship as a conceptualization and nurturing potentials of opportunities. It involves bringing creativity and innovative thoughts together with the aim of wealth creation. Hisrish (2007) saw entrepreneurship as an active process of creating wealth. It involves bringing creativity and innovative ideas with the aim of wealth creation.

Advancement on the other hand can simply be defined as the process aimed at helping individuals learn new skills. It simply refers to a successful attempt which aim at improving of the skills capacity of individuals within a particular location. Onocha

(2012) saw advancement as a gradual process of change in an individual which exhibits in physical, intellectual and passionate growth which occurs as a result of control process of environmental factors. It is a type of training exercise whose main focus is on knowledge building in order to prepare individuals for the future.

Several researches have been conducted on the availability and use of skills acquisition centre for entrepreneurship advancement. For instance the findings of Lasis&Nwoke (2009) on entrepreneurship education and human capital development in the university students who attend any form of entrepreneurship education course. The study of Nwafor (2009) on assessment of entrepreneurship education in secondary school in River State which is most important in the life of students. In line with Uche & Adepsope (2009) who pointed out the use of entrepreneurship education for national building and was recommended that entrepreneurship education should become a major component of school curriculum.

According to Uche, Nwabueze & Ememe (2009) who carried out a study on building entrepreneurial skills among university students. The result of their findings revealed among others that developing entrepreneurial skills among university students is a strong tool for attending MDGs. Hamidi, Wennberg& Berglund (2008) also conducted a study on creativity in entrepreneurship education in Sweden using 78 graduate students selected from five groups of students. The data collected for the study were analysed through ANOVA and Multivariate linear and ordinal Regression Analysis. The result of the study showed that students engaged in academic entrepreneurial programmes had higher intentions to start their own business. This therefore means that availability and utilization of skills acquisition centres can promote entrepreneurship advancement among humans by making them self-reliance personalities.

Moreover, it has been observed that the main causes of unemployment among graduates is lack of entrepreneurship skills, and this may be caused by incompetence's with the current state of demand, lack of required skills etc. This may stem from inadequacy and non-availability of skills acquisition centres for skills procurement by individuals.

Furthermore, it may be that skills acquisition centres might not have been available and utilized as evidence shows that some key areas of entrepreneurial advancement are not given proper attention especially in Ikono local government area. Regarding this fact, this study therefore seeks to investigate the availability and utilization of skills acquisition centres for entrepreneurial advancement for training of youths in various skills in Ikono local government area of AkwaIbom State. The study will specifically;

Find out the number of skills acquisition centres established for entrepreneurial advancement and ascertain the consistency of training of youths in skills acquisition programmes.

The following research questions guided the study

What is the relationship between the establishment of skills acquisition centres and entrepreneurship advancement?

Is there any relationship between training in skills acquisition and entrepreneurship advancement?

In the course of the study the following null hypotheses were formulated to guide the study:

There is no significant relationship between the establishment of skills acquisition centres and entrepreneurship advancement.

There is no significant relationship between training in skills acquisition schemes and entrepreneurship advancement.

Methodology

The area of the study was Ikono local government of Akwa Ibom State. The design of the study was a descriptive survey design. The population of the study consisted of 250 trainees of all skills acquisition centres in Ikono local government area. The sample of the study consisted of 100 trainees. The study adopted simple random sampling techniques. The data for the study were collected using a set of instrument tagged: Skills Acquisition and Entrepreneurship Advancement Questionnaire (SAEAQ). The questionnaire were used to elicit responses from the respondents on acquisition of entrepreneurial skills using a modified four points rating scale with SD= strongly agreed (4points), A= agree (3points), D= disagree (2points), SD= strongly disagree (1point). The instrument was validated by three experts and the reliability was established using cronbach's Alpha Analysis and the reliability coefficient of 0.85 was obtained. The data obtained were analysed using Regression Analysis and the formulated hypotheses were tested at .05 level of significance.

Findings

Hypothesis one: No significance relationship exist between establishment of skills acquisition centres and entrepreneurial advancement.

Table 1: Table of regression on the relationship between establishment of skill acquisition centres (x) and entrepreneurship advancement (y)

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	69.31741	8.03194	4.295456	0.0000
X	0.132068	0.1487436	1.371856	0.1428
R-squared	0.014574	Mean dependent var		68.45268
Adjusted R-squared	0.009770	S.D. dependent var		7.564014
S.E. of regression	6.815748	Akaike info criterion		4.325326
Sum squared resid	5834.671	Schwarz criterion		3.476736
F-statistic	1.9772160	Durbin-Watson stat		2.168058
Prob(F-statistic)	0.76765			

$Y=69.29+0.126x,$

$R=0.132$

Table 4.1 showed that the relationship between establishment of skill acquisition centres and entrepreneurship advancement was positive and low($r=.100$). The R-square value of 0.014 showed roughly the contribution of 1.6% of establishment of skill acquisition centres to entrepreneurship advancement. The regression equation ($Y=69.29+0.126X$) showed that any increase in the value of establishment of skill acquisition centres (x) will lead to an associated increase in the value of entrepreneurship advancement(y).When put to statistical test, the F-statistics reveals no significant relationship between establishment of skill acquisition centres and entrepreneurship advancement ($p=0.147$). The null hypothesis one was not rejected at .05 alpha level.

Hypotheses two: No significant relationship between training in skills acquisition schemes and entrepreneurship development.

Table 2 Table of regression on the relationship between training in skills acquisition (x) and entrepreneurship advancement (y)

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	119.7763	5.289128	13.11814	0.0000
X	-0.232832	0.053919	-5.157761	0.0000
R-squared	0.203126	Mean dependent var		65.45098
Adjusted R-squared	0.202227	S.D. dependent var		6.864054
S.E. of regression	5.212387	Akaike info criterion		5.206173
Sum squared resid	4562.3221	Schwarz criterion		5.152623
F-statistic	28.62350	Durbin-Watson stat		2.124138
Prob(F-statistic)	0.000001			

$$Y=121.8-0.231X,$$

$$R=-0.35$$

Table 2 showed that the relationship between training in skills acquisition schemes and entrepreneurship advancement was negative and high ($r = -.35$). The R-square value of 0.203 showed roughly the contribution of 18.0% of training in skills acquisition schemes to entrepreneurship advancement. The regression equation ($Y=121.8-0.321X$) showed that any increase in the value of training in skills acquisition (x) may not automatically lead to a resultant increase in the value of entrepreneurship advancement (y). When put to statistical test, the F-statistics indicate no significant relationship between training in skills acquisition schemes and entrepreneurship advancement ($p=0.000$). The null hypothesis two was rejected at .05 alpha level.

Discussion of findings

The result of analysis presented in hypothesis one showed a positive low relationship between establishment of skills acquisition centres and entrepreneurship advancement. The result of this findings agrees with the findings of McClelland (1995) who recognised the fact that entrepreneurship educational training can only be effective if adequate provision is made.

In testing hypothesis two the result showed a high negative relationship between training in skills acquisition schemes and entrepreneurship development. The R-square value indicates a contribution of 18.0% of training in skills acquisition schemes to entrepreneurship advancement. The result is in agreement with the findings of Okozor (2001) who opined that training of skills acquisition programmes promotes national advancement.

Conclusion

Based on the findings the establishment of skills acquisition centres and training in skills acquisition programme were related to entrepreneurship development in order to ensure effective national development and building of self-reliance youths in our various local government.

Recommendations

The following recommendations were made based on the findings of the study:

1. Policy makers should create more policies that relates to skills acquisition in various local government areas.
2. More entrepreneurship training centres should be created in the local government areas.
3. Entrepreneurship training should be encourage by both government and non-governmental organizations.

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