Nexus Between Entrepreneurial Development and Employment Generation. The Role of Entrepreneurship Centre in Yobe State.

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Abstract

This study has investigated the nexus between entrepreneurship development centres and employment generation in some higher institution in Yobe state. Yobe state was selected because of over depending of people on government employment than self-employed via some training in skill development centres in the state. The study employed quantitative method. The population of this study was five hundred and thirty 530 students of skill development centre/entrepreneurship development centre, of selected higher institution of the state. questionnaire was used as instrument for data collection. The instrument was personally administered by the researcher and some research assistant employed and retrieved back and analysed using descriptive statistic and Statistical Package of Social Science (SPSS). The study found that the skill development centres has enough qualified and trained personnel and facilities. The trainee was only limited to some trade, this mandate some trainee to go for trade which is not of their interest. This shows that the training centre are giving training to eligible youth in the state which lead to employment and economic growth. The finding recommends government and non-governmental organisations to establish more skill centres, provide tool to the trained youth to put in practice the skill gained at the centre.

Keywords: *skill acquisition, entrepreneur, development, employment, training*

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Introduction

The role of entrepreneurship development on vocational training in Nigeria is in evitable considering the number of unemployed youths in the country. Entrepreneurship development centres in polytechnic pay vital role in diverting students from job seekers to job providers, by getting the skill and the training in various centres they became self-employed, (Uche, E. 2021). Recently Tertiary Education Trust Fund (TETFUND) and NBTE shift emphasis from skill not Degree. With the directive of national technical education board (NBTE) polytechnic in Nigeria have become home of skill and entrepreneur in the country. In addition to discipline and of course of studies, students are expected to gained business knowledge and skill before they graduate to enable them to be self-employed. This makes it mandatory of all polytechnic in the country to own and managed well equipped centre for entrepreneurship development to provide the stated services to the student undergoing program in the institution. (Emmanuel, Dazala & Daniel 2016).

The TETFund in collaboration with NBTE has organised workshop improving skills in Nigeria polytechnic for economic growth, entrepreneurship and social inclusion.

The research identifies the impact entrepreneurship development centres on skill acquisition and employment generation

The issue of entrepreneurship and skill acquisition will not be complete without the background knowledge of the entrepreneurship history in Nigeria. The history of small and medium enterprises development in Nigeria was drew back to the colonial period, before the independence of Nigeria. The effort for the first was done in the year 1945 which name as crucial paper No. 24 (Developmental planning and Decolonization in Nigeria) this was design for number of ten(10) years . All the developmental plan and wellbeing package of the country was presented in the yea 1946, which made SMEs enterprises a necessity. This was the starting point of of small and medium enterprises (SMEs) in the Nigeria. Moreover, further progress was the acceptance of Economic Reforms in 1986 which come up with small and medium enterprises (SMEs) as a instrument or approach for poverty eradication and nation-wide economic development (Aremu, 2011). It is clear that entrepreneurship in Nigeria is in existence for decades and is of paramount important in term of job creation, self-employment and economic development. Nigeria polytechnic are to focus on providing technical workshop in their various entrepreneurship centres than given priority on graduating students with certificate only, this was started during the capacity building workshop organised by the fund to the head of the institutions. (Daily trust, 2022).

Daily post reported that the then executive secretary mandates the polytechnic to join the global perspective on skill base training and collaborating the informal sector to get certification. That is formalisation of informal from (informal to formal).

Small and Medium scale enterprises became one of the significant mechanisms of the economy. It provide a overall ninety eight percent (98%) of many developed nations as well as more than sixty percent (60%) of them of source employment in their countries, in developing nations in terms of Gross domestic product (GDP), for example in country like Malaysia it provides forty three point seven percent (43.7%), while in Korea it contribute fifty percent (50%), also in country like japan Japan it gives fifty percent (55%), furthermore in industrialise country like China sixty percent (60%) (Normah, 2006). The current figure shows SMEs contribute GDP of 58% to china, 32%-45% to Malaysia and 10% to Nigeria (Akinwale, et al. 2017; Musa and Chinnia, 2016; Hong and Lu, 2016).

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PROBLEM STATEMENT

In Nigeria the issue of under employment and unemployment is universal problem in all the parts of the country, this led to poverty and insecurity issues. The government in country employment level is less than fifty percent of job seeker that is half of people graduating annually in the country, and also small and medium scale enterprises in Nigeria were were performing below the expected due to lack of enough trained skill labour, government make it mandatory for each graduate to received skill acquisition training to become employer not employee in the country. In Nigerian the federal and state government were making a budgetary allocation to the small and medium scale sector and there being carry different strategies and other policies in terms of developmental policies and programs to enhance the growth of the sector (entrepreneur's centres), (Oghajafor et al., 2011) but with all these measures take by the government, the outcome is negligeable. Furthermore seventy percent (70%0 of SMEs in country have failed in their first five years of formation due deficiency in skilled labours (Idemobi, 2012; Basil, 2005).

Furthermore, another problem entrepreneur's centres concert in the nation is less priority given to innovation, risk taking and proactive (Abereijo, 2008). Lack of financing knowledge, innovation and resources tradition are among other difficulties being provoked the entrepreneur's centres in developing countries (Zeneli & Zaho, 2014).

Moreover, detected from prevailing literature some origin of the problems confronted by Skill centres in some developing nations generally and particularly Nigeria, it was revealed that the problems of skill centre are lack of orientation, awareness and perception of the students, this is the major bottle-necks to the performance level of skill train to SMEs and centres. Kreiser, et al. (2013) found that innovation and proactiveness has positively and significantly effect on skill development and performance, Krauss, et al. (2012) innovation and risk taking has effect on entrepreneur's centres performance while proactiveness has also effect.

Therefore, the focus of this study is on the impact attach to the skill acquisition centres in higher institution of the country. This study pursues to analytically examine the nexus between skill acquisition and job creation. Also, those the programme enables to provide employment opportunities as employment and to become employer instead of employee.

OBJECTIVE OF THE STUDY

The general objective of this research is to examine the nexus of entrepreneurship development centres on skill acquisition and employment generation in Yobe State.

This study has three 3 objective which are listed as follows;

1. To study the impact of entrepreneurship development centres.
2. To evaluate the level of skill acquired on employment generation.
3. To examine the practical skill in "entrepreneurship's development centres"

LITERATURE REVIEW

Entrepreneurship development.

Academically lifelong ride of entrepreneurship Education and development in Nigeria starting in Primary school continues to universities and embedded in the workplace, equipping employees and owners with tools, skill and knowledge to unlock the entrepreneurial talent. Hassan, D.Y., Maina, M.G., and Shaibu, G., (2017). Entrepreneurship education development entail's philosophy of independence such as a new skill, cultural and

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productive environment encouraging new sets of attitudes and culture for accomplishment of future challenges (Ogundele, Akingbade and Akinlabi, 2012).

Entrepreneurship education been an experimental vehicle to ride off in solving problems associated by poverty, hunger and employment. Training youth with skill and entrepreneurial mine set to explore the opportunities in the communities as an alternative to chasing them to the cities. This result in creating employment, youth empowerment and economic growth. Youth will turn to be job employer instead of employees. Florence, A,U., and Ekpungu, A.O.,(2021). Further suggested Curriculum review, sensitization advocacy visit on funding and political will and stability on government on skill and employment genera

The concept Skill

The term "Skill acquisition is the method of demonstrating the habit of active rational, behaviour, consideration, intention, belief in specific handwork training and learner to partialize", (Ochiagha, 2014). He further explains skill acquisition as capability to perform any activity that is that is related to trade, work or any craft job. Furthermore, he added that for skill to be acquired, appropriate knowledge, habit, though and qualities of character enable to be enabled to acquirer develop intellectual, emotional and moral character for the brighter of future life.

According to speelman (2005) a skill is been defined as an ability to perform something well, usually gained through training practice. They are being acquired after training session or after practical session. It involves development of new skill, practice of ways to perform it training and retraining.

Accordingly, Magbagbeola (2004) recommended that all skills acquisition needs

the gathering of different skills that improves task performance through the incorporation of both practical and theoretical systems of knowledge. He also added that calculated the guidelines for the sustenance of skill acquisition programme to include the followings;

- ✓ Delivery of training which gives the trainees the chances to obtain skills that are suitable for preparation in a field of trade for profitable employment.

- ✓ Providing of definite skills that relate to all trade that makes one a professional in one field instead of the others.

- ✓ that training has to be done by perfect, knowledgeable and qualified trainer

- ✓ Skill acquisition needs much practice, endurance, interest, capability, aptitude and personality traits.

- ✓ Skill acquisition needs favourable environment.

- ✓ Drill requires constructive human relationship, business skills, imitation and constructive ideas.

- ✓ The ethics supervisory training in a particular field in terms of attitude, customer-relationship, productivity, efficiency, supply and demand needs to be appreciated.

Since the above mention situation, it can be stated that skill acquisition necessitates a all-inclusive technique in the getting of creative thoughts. It helps in the translation of knowledge and skills into imaginative venture.
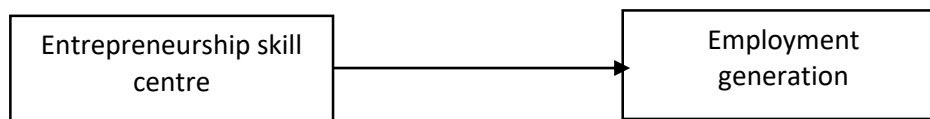
Skills acquisition can be on various areas such as of making detergents, tailoring, welding and fabrication, electrical installation, fish farming, barbing saloon, carpentry, building, computer software and hard ware maintenance, basket caps, school bags and many more of skills. The

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concept of skill acquisition is aimed at eradicating poverty and minimising unemployment level in Nigeria and Yobe state in particular. The outcome of this phenomenon of poverty include state of powerlessness, helplessness, despair and thus the inability to protect oneself against economic, social and political discrimination and marginalization. (Omene, G.R., 2021)

The difficulty may further lead to distraction which in turn produces violence, high rate of stealing, robbery, thuggery and other non-standard human behavioural inclinations. (Donjor, Stephen Tamaraye, 2011)

Different programs by succeeding governments were initiated for the survival of the people who are ready to work through self-reliance programmes. The government's attempts to empower the youth initially focused on agricultural output, but as time went on, the concept was diversified to include agricultural, industrial, and handcraft production that could generate. It is worth nothing that changed training programs have been established by the Federal and State governments to instil in the youth a culture of innovation and entrepreneurship in recent years in order to attain the intended result. The question that should come to mind is "what are the impacts of these programs on economic development?"

Conceptual model

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┌─────────────────────┐           ┌─────────────────────┐
│  Entrepreneurship   │           │     Employment      │
│    skill centre     │──────────▶│     generation      │
└─────────────────────┘           └─────────────────────┘
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Methodology

Population of the study

The population is defined as, any well-defined members, class of people, object or event, (Ary, et al., 2002). The population for this study comprises of the students in higher institutions of Yobe state. Therefore, the target population consists of 15596 students of higher institutions of the state.

Sample size and sampling technique

The sample size of this study will consist of 530 students from the higher institution of the state. The total of 550 students will be selected from all institutions, which is 50 from each institution. This choice of the sampling size is in line with Cochran's (1997) study on how to estimate the sample size, by given number to each student will be drawn without replace to

avoid bias and give equal chance to each students to be selected

Procedure of Data Collection

The researcher have used a structured questionnaire which is self-explanatory and started with introducing the researcher to students of higher institutions of Yobe state. Assured them information gathered is mainly for academic purpose and is confidential to avoid any bias. The researcher personally administered the questionnaires to the respondent (students of higher institution) together with a few hired research assistants and getting back the completed questionnaire to the researcher due to the long distance of the locations and time management.

Validity and Reliability
To test the validity and reliability of this study, a pilot study of 50 respondents will be used for

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sample testing using SPSS. This is best on Cronbach's alpha, the accepted Cronbach's alpha ranges from 0.7-1 anything below is regarded as questionable or not acceptable. Also, the questions adapted will be checked by an expert before taking to the field for the main data collection to make sure it will capture the information needed in the research.

Data Analysis

After the data collection process was completed, the respondent and the items are coded before entering into the system for analysis. The hypothesis test will be done using SPSS version 22, specific statistics will be used to answer the three objectives using the hypothesis. In this research, invariant and multivariate, such as correlation, regression analysis analysis have been employed. Prior to the higher-level analysis, Exploratory Data Analysis (EDA) will be carried out to examine and explore the raw data for the purpose to

check the level of violation of assumption that strengthens the statistical analysis.

These data collected using the questionnaire will be analysed using statistical package for social sciences (SPSS) statistical software version (22) descriptive statistics and regression will be employed.

Testing for Relationship

Generally, a relationship have been tested using regression analysis. "However, regression analysis shows to be better in presenting mathematical information" as argued by Kenny (2011) that, most regression analysis measures the causal relationship between predictor (X) and outcome (Y) by using a regression coefficient. Below chart show how the relationship be; x=independent variable and y = the dependent variable.

X-y

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.927	2	6.464	81.811	.000^b
	Residual	24.097	305	.079		
	Total	37.024	307			
2	Regression	12.976	3	4.325	54.675	.000^c
	Residual	24.049	304	.079		
	Total	37.024	307			

a. Dependent Variable: EMPLOYMENT GENERATION_M

b. Predictors: (Constant), ENTREPRENUERSHIP

c. Predictors: (Constant), SKILL

Table 1 ANOVA show skill acquisition has significant effect of employment generation

	Sum of square	df	f-cal	f-cri	P
Skill acquisition	497.716	2	254	3.817	≤0.56
Entrepreneurship centre	976.879	196	3.817		
Total	1474.879	198			

Conclusion

The study investigated the nexus between Skills Acquisition entrepreneurship centres in Yobe

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State, Nigeria as medium of unemployment reduction in the state. the researcher employed primary data to conduct our analysis. Structured questionnaires were administered, trainees that is student of higher institution of learning in the Skills Acquisition training centres. Our findings suggest that there is a positive nexus between Skills Acquisition, entrepreneurship centres and unemployment reduction in Yobe State. These positive effects are not however without challenges, ranging from student mindset to applied the skill learn, lack of capital to establish the trade, political willingness of the government to actually implement and care for the training facilities to regional proximities of the unemployed to the training centres, among others.

Skill Acquisition centres are very important to the national economic development via job creation and employment generation. This require the establishment of more entrepreneurship centre to train more skill-oriented youth with self-employed, skill centre generate more skill-oriented job to many youths in the world, Nigeria is inclusive, in develop positive mindset, will be of paramount important to be included in the entrepreneurship courses in the institution of learning. This will make the graduate to accept the skill learn and became self-employed. By this working class will be utilise in the country and will contribute to the GDP and economic growth of the state and country at large.

However, the outcome of the research contributions of skill centres in the state. Though Thus, we make some policy recommendations to boost their nexus.

- The researchers recommend that the Location of the centres be more central to aid convenience. For both student and non-student benefit from the programme.

- Straight following the above, the researchers also recommended that additional skill centres should be establish in the 17 local government areas of the state (Yobe). This will give many indigenes of the state, if the state the chance of benefiting from skill.

- many of the skill centres are under staff, therefore more staff should recruit

- furthermore, if available data of the graduated trainees at the State office, a data bank of all the successful trainees and recipients of the training should be formed at the training centres and maintained.

- The failure of the Graduate trainees to establish the businesses in themselves is suspected. We therefore recommend government / private assistance to fund their business set-up

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