



SCRUTINIZING ENTERPRENUERSHIP SKILLS AS A DEVICE FOR REDUCING UNEMPLOYMENT AMONG BUSINESS EDUCATION STUDENTS IN FEDERAL UNIVERSITY OF KASHERE, GOMBE STATE

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ABSTRACT

The study examined entrepreneurship skills as an apparatuses for reducing unemployment among business education students in Federal University of Kashere, Gombe State. The study adopted a descriptive survey research design. Population comprised of all Students in business Education Department in Federal University of Kashere, Gombe State. Simple random sampling technique was used to select 100 students from business Education Department were randomly selected from each of the chosen school to make a total of 100 as sample for study. Instrument for data collection was an item questionnaire on four point 4 scale. The instrument was subjected to a test-retest reliability using teachers outside the population. Data analysis was done using simple percentage. The study revealed that unemployment is a threat that requires all-inclusive attention as seen in the study, bill of entrepreneurial skills for curbing unemployment among business education students in in Federal University of Kashere, Gombe State. In the same vain, entrepreneurial skills clearly seen in the study is a vehicle that propels employment generation towards riding off unemployment and poverty. As a matter of this, the study reveals a significant relationship between innovative skills, self-motivation skills and unemployment among business education students in Federal University of Kashere, Gombe State. Based on these. Some recommendations were made that business education students should be equipped with informative innovativeness for discovery of business opportunities and entrepreneurial education in tertiary institutions should be practically oriented rather than theory as this will exposed the students to various profitable skills.

Keywords: Entrepreneurship Skills. Apparatus. Reducing Unemployment, Business Students, Federal University of Kashere, Gombe State

1.0 Introduction

Today, In Nigeria education and learning is beginning to take a new a length as many people are diving, driving and embracing education in its totality. This singular act of being educated has resulted to massive number of graduates from various universities, polytechnics, colleges of education etc. The perceptions of earning a living with university (tertiary institutions) certificate after graduation has endangered Nigerian system of education and have also generate an increase in the number of unemployed graduates. In fact, unemployment is an epidemic economic issue whose social implications almost every country of the world and her citizens either directly or indirectly. Olubukola (2013) asserted that unemployment is a global phenomenon where eligible workforce of a nation is disengaged in the service of the nation

while World Bank (2012) defined unemployment as the share of the labour force that is without work but available for and seeking employment. In order to reduce the rate of unemployment among Nigerian number of graduates roaming about on the street with certificate qualification without having a meaningful source of livelihood, the concept of entrepreneurial education (training) was introduced into tertiary education in Nigeria especially in federal university of Kashere in Gombe state.

The aim of entrepreneurial education was for knowledge acquisition by students to enable them setting up and floating a business with other skills needed for its survival and also to become successful entrepreneurs. Musa (2015) saw entrepreneurial education as part of the total educational system that involves the acquisition of skills, ideas and management abilities necessary for job creation. The concept of entrepreneurship is nebulous and many academic disciplines have contributed their perspectives including economic administration, sociology, economics and management. An economist views entrepreneurship in the context of the combination of resources, labor, materials, and other assets such that their value is greater together than individually. From a management perspective, entrepreneurship would entail the introduction of a change, an innovation, or a new order. To a business administrator, an entrepreneur would be analyzed as a person typically driven by the need to obtain or attain a specific goal, to experiment, to accomplish, or perhaps to escape the authority of others

For Farida (2014), entrepreneurial education is defined as the process of using private initiative to transform a concept into a new venture or to grow and diversify an existing venture or enterprise with high great potential. Entrepreneurial education is a lifelong process, starting as early as the elementary school and progressing through all levels of education, including adult it is seen as a tool which equips an individual to be an entrepreneur (Antoncic & Hisrich. 2003). As Emaikwu (2011) succinctly put it that entrepreneurial education focuses on developing understanding and capacity, for pursuit of entrepreneurial skills and attributes. It enhances all-round development of body: mind and spirit. Entrepreneurial education involves opportunity recognition, commitment, of resources and creation of a business of value to deliver goods and services, Moreland (2011) stressed that the inculcation of entrepreneurial education which leads to the acquisition of skills in the students of tertiary institutions will lead to the creation of awareness and understanding of the socio-economic and environmental situation for sustainable national development. Olagunju (2004) viewed entrepreneurial skill as the dexterity of an individual to exploit an idea and create an enterprise that is not only for personal gain but also for social and developmental gain Salgado-banda (2005) in his research asserted the entrepreneurial skill is the ability to have passion, empathy, boldness, tenacity, self-belief readiness to take expert advice, desire for immediate result and ability to recognize opportunities Ubulom (2003) defined entrepreneurial skills as vocational business skills, which an individual acquires to enable him function effectively in the economic environment, as an entrepreneur of a self-employed or a self-reliant. The entrepreneurial skills identified by Ubulom (2003) included the ability to: plan, organize and manage small-scale or medium scale business; source for fund for running small-scale business; develop skill of keeping the accounting records of small-scale business, develop human and public relations skills, develop the skills for the maintaining of law relating to the registration and running of small-scale business and co-ordination of both human and material resources; acquire the skills for effective supervision and coordinating of both human and material resources, develop the skills for effective utilization of the profit for the growth and development of the firm: apply integrating business skills; acquire proprietorship and high productivity skills: and develop the broad base investment planning and implementation skills. Ubulom and Enyoghasim (2012) further identified entrepreneurial skills to include ability to initiate strict guidelines for tardiness, business exploration and discipline: express work value through entrepreneurship activities; encourage self-esteem in

the customers, promote and require timeliness, effort, responsibility and other values, and use the available tools to illustrate the importance of entrepreneurship skills development.

According to Umunadi (2010), entrepreneurship skill is the ability to envision and chart a course for a new business venture by combining information from the functional discipline and from the external environment in the context of the extra ordinary uncertainty and ambiguity which faces a new business venture. Okolie and Ogbackingwe (2014) in their study identified entrepreneurial skills to include innovative skills, self-motivation skills, marketing skills, administrative skills, Information and Communication Technology (ICT) skills and secretarial skills which form basis of the modular approach to business education. To this end. Okolie and Ogbackirigwe (2014) defined business education as a field of study that provides learning situations for skill acquisition and application of such skills in occupational choice, managing of personal or group business for personal living and ultimate growth and development of the economy.

American, Vocational Association (AVA) (1981) in Osuala (1993) viewed Business Education as a programme of instruction which consists of two parts: (a) Office Education, a vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation (b) General Business Education; a programme to provide students with information and competencies which are needed by all in managing personal and business affairs and in using the services of the business world. Aliyu (2007) described business education as the education for the acquisition and development of competencies and skills, attributes and attitudes that are necessary for productiveness of the economic system. He further sees business education as the intellectual and vocational preparation of recipient for earning a living in the coetaneous industrial and business environment as n's prepare the recipients for jobs in business administration, teaching, industries and entrepreneurship Salami (2011) in his research on entrepreneurship and youth unemployment in Nigeria associated high youth unemployment to the disconnection between development of entrepreneurship culture and effective technical/vocational education

In order to achieve viable entrepreneurship skills that will enhance economic reliance in Nigeria, the following strategies according to Ayodele (2006) will help to alleviate the problem of entrepreneur as it affects small business innovation in Nigeria. This include genuine school based learning incorporated in some studies as part of the national economic development strategies, Pool local public and private funds to create a small venture capital fund and School-based enterprises where students identify potential business, plan, create and operate small business using the school as mini- incubators and provide small business schools where interested students and community members can participate

2.0 Purpose of the Study

The main purpose of this research was to examine entrepreneurship skills as apparatuses for reducing unemployment among students in Federal University of Kashere, Gombe State. The specific objectives are sought to:

1. Investigate out how innovative skills can help carb unemployment among business education students of in Federal University of Kashere, Gombe State., and
2. Determine bow self-motivation skills can help curb unemployment among business education students of Federal University of Kashere, Gombe State.

2.1 Research Questions

The following research questions were raised to guide the study.

1. In what way can innovative skills help to curb unemployment among business education students of Federal University of Kashere, Gombe State.?
2. How can self-motivation skills help to curb unemployment among business education students of Federal University of Kashere, Gombe State.?

3.0 Methodology

The study adopted a descriptive survey design. Population comprised all students in Business Education Department in Federal University of Kashere, Gombe State. Simple random sampling technique was used to select 100 students from Business Education Department were randomly selected from each of the chosen school to make a total of 100 as sample for study. A self-developed questionnaire was used as instrument for data collection. It was developed in closed-ended of Yes or No. The instrument was moderated by an expert in the field of educational management and psychology who affirmed its validity. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage statistical tool.

Table 1: Results Research Question one: How can innovative skills help to curb unemployment among business education students of Federal University of Kashere, Gombe State.?

S/n	Terms used for ATR	Yes		No		Total	
		Freq.	%	Freq.	%	Freq.	%
1.	Ability to identify and exploit new technological trends ensures employment generation	63.00	63.00	37.00	37.00	100.00	100.00
		45.00	45.00	55.00	55.00	100.00	100.00
2.	Ability to improve production and delivery methods guarantee	50.00	50.00	50.00	50.00	100.00	100.00
	Total	160.00	53.30	140.00	46.7	300.00	100.00

The study shows that that majority of the respondents 63.00% chose 'Yes' for item 1 while the remaining 27.00% opted for 'No'. For item 2, majority of the respondents 48.00% chose 'Yes' while the remaining 54.00% selected 'No'. 50 of the respondents 50.00% selected 'Yes' for item 3 while the remaining 50.00% chose 'No'. Since, the cumulative values of YES (53.3%) is higher than NO (46.7%) responses,

Table 2: Research Question Two: How can self-motivation skills help to curb unemployment among business education students of Federal University of Kashere, Gombe State?

S/n	Terms used for ATR	Yes		No		Total	
		Freq.	%	Freq.	%	Freq.	%

1.	Ability to pursue goals helps in converting challenges to business opportunities	96.00	96.00	4.00	4.00	100.00	100.00
		52.00	52.00	48.00	48.00	100.00	100.00
2.	Ability to develop self-confidence leads to successful management of business enterprise	84.00	84.00	16.00	16.00	100.00	100.00
	Total	232.00	77.30	68.00	22.70	300.00	100.00

Yes (77.3) is greater than No (22.7%) value, it is therefore shows the African Traditional approaches that seem to dominate conflict resolution activities in Africa.

4.0 Discussion

Table 1 indicated how innovative skills can help to curb unemployment among economic education students of Federal University of Kashere, Gombe State. This indicated that respondents agreed that ability to identify and exploit new technological trends, identify available business opportunities, introduce new goods or services that meet people's needs, improve production and delivery methods and other innovative skills acquired and utilized by economic education students could help curb unemployment in Federal University of Kashere, Gombe State.. The above findings is in agreement with the opinion of Ezeanokwasa and Nwachukwu (2014) who submitted that contribution of entrepreneurial skills towards reducing unemployment in Nigeria include amelioration in standard of living through innovation that lead to introduction of quality goods and services. This is also in agreement with Daluba and Odiba (2013) who revealed that entrepreneurship skill like communication, creativity, innovativeness and many more is needed by students of vocational and technical education for self-reliance.

Table 2 revealed that, the ways self-motivation skills can help to curb unemployment among business education students of Federal University of Kashere, Gombe State. Students agreed that to goals, develop self-confidence, meet certain standards in the face of challenges and other motivation skills acquired and utilized by business education students could help curb unemployment in Federal University of Kashere, Gombe State. The finding in line with the studies by Ukommi and Okeagu (2015) who revealed that youth's firmly belief that they can radically change their life, influences their motivation, decision, and ability to establish and run an enterprise, and that self- motivation plays a crucial role in developing appreciable levels of self-efficacy and entrepreneurial spirit in the youths.

5.0 Conclusion

Based on findings, it was concluded that unemployment is a threat that requires holistic attention as seen in the study, bill of entrepreneurial skills for curbing unemployment among economic education students in Federal University of Kashere, Gombe State.. In the same vain, entrepreneurial skills as clearly seen in the study is a vehicle that propels employment generation riding off unemployment and poverty. To this matter, the study revealed that innovative skills and self-motivation skills can reduce unemployment among business education students in Federal University of Kashere, Gombe State.

5.1 Recommendations

In the light of the above clarifications, the following recommendations were made

- Business education students should be equipped with informative innovativeness for discovery of economic opportunities.
- Entrepreneurial education in tertiary institutions should be practically oriented rather than theory as this will expose the students to various lucrative skills.
- Seminars and conferences on self-confidence should be organized for business education students regularly. Multiple taxation system such as personal income tax, company tax, stamp duties and value-added tax VAT should control the government.
- Provision of infrastructure like stable electricity, good roads, and free movement of production goods should be adequately improved in the country.
- Federal Government of Nigeria should formulate policies that have bearing on effective transformation for national development.

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