

## EXAMINE THE IMPACT OF ENTREPRENEURSHIP TRAINING CORE-SKILLS ACQUISITION ON GRADUATES' SELF- EMPLOYABILITY IN PUBLIC UNIVERSITIES

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**Abstract.** Globally, youths unemployment is a negated socio-political and economic development of a given societies. This challenge has affected African socio-economic development including Nigeria. The problem of unemployment has spread not only among the youths but to various cultures, ethnics, race, gender and religious. The government of Nigeria developed a policy framework for youth's entrepreneurship, purposely to reduce the problem of unemployment among the youths. The policy came up with the creation of National Directorate of Employment (NDE) in 1986 and the work for yourself programmed (WFYP) in 1987. The study adopted descriptive survey research design. The relevant data for the study were collected with aid of questionnaires among purposely selected students in north central public university and eight (8) Directors of entrepreneurship centers. In all a total of 382 respondents participate in the research. Quantitative data generated was analyzed using descriptive statistic measurement of data presentation. The finding of the study revealed that theoretical training is the mostly available entrepreneurship training among the students in public universities in north central, Nigeria. Based on the finding of the study, it was recommended that university administrators should partner with the community so as to lessen the burden of recruiting core-skill personal that can aid effective vocational and practical training.

**Keywords:** *entrepreneurship, core-skills acquisition, graduate self-employability, vocational training*

### Introduction

Youth unemployment can be essentially considerable growth obstacle within the African continent. In Nigeria, the concern of unemployment as well as poverty spurred the Nigerian Governing administration towards generating a Policy Framework for Youth Entrepreneurship Education. This element observed the birth belonging to the National Directorate of Employment (NDE) in 1986 as well as in addition, the Work For Yourself Programmed (WFYP) in 1987. Both programmed happened to be joint programmed of economic help as well as coaching to Entrepreneurs (Okolie et al., 2019; Oliver, 2015; Okpilike and Atoi, 2013). The NDE was no matter how significantly more substantial plus provided 3 cores programmed specifically the youth jobs as well as Vocational Skills Development Programmed, the farming programmed and furthermore, the Small Scale Industries as well as graduate work Scheme. These programmed created large impacts on Nigeria's National Economy and development since they're able to motivate youthful students within the system of business conferences plus money generation by using Entrepreneurial thinking (Blenker et al., 2011; Awogbenle and Iwuandi, 2010; Aroundale, 2011).

Nonetheless, the youths had been furthermore confronted along with the issue of non possession of good understanding of entrepreneurship as well as core skills must allow

them excel as entrepreneurs. In attempt to power up the gap the NDE presented numerous programmed like Entrepreneurship Development Programmed (EDP) which includes offered practical training of the Youth in allowing them for being self-reliant and self-employed. Various alternative attempts by the Nigerian Government consist of the National Economic Development plus Empowerment Strategy (NEEDS), Youth Enterprise with Innovation in Nigeria (YouWIN), NPower as well as Youth Entrepreneurship Support Programmed (Anele et al., 2014).

In exactly the same vain, Ojeifo (2012) and Pitan and Adedeji (2012) asserted which entrepreneurship education in Nigeria is organized to; provide useful training for the youths so to allow them being empowered and self reliant; offer faculty pupils ample knowledge which will allow them being innovative and creative in identifying novel business opportunities; offer tertiary institution pupils with sufficient training in risks management to make certain bearing feasible; provide faculty pupils with sufficient help and training which will enable them to build a career in small and medium sized businesses; offer faculty pupils adequate training in the acquisition of abilities which will enable them to meet up with the manpower requirements of the society; offer owners of individual organisations with chance of recruiting personnel that are educated and tutored in the abilities applicable on the management and operations of the businesses; stimulate equally economic and individual development of rural and less developed areas; inculcate the spirit of tenacity within the youths and people that will enable them to persist in any business venture they get started on; develop a smooth transition from tradition to contemporary manufacturing economy; perform as method for economic development and growth.

However, in some of the universities in North Central Nigeria, there is inadequate entrepreneurial training course curriculum. Many of the universities do not have appropriate workshops for entrepreneurship training. Training is more theoretical rather than practical. Some institutions do not have qualified trainers (Nwekeaku, 2013; Anyaogu, 2009; Akande, 1994). These observations align with that of Beckly (2018) and Pitan and Adedeji (2012) suggested that poor societal attitude to vocational and technical training development plus little understanding or inadequate trainers of entrepreneurship by the colleges lecturers, inadequate financial allocation for training by equipments, inadequate facilities, and the government for coaching, poor fund of the system by the universities' administrators and also bad enterprising way of life are several of the problems facing entrepreneurship education, core skills acquisition and employment development in Nigeria. Invariably, these challenges need to be eradicated in order to have effective entrepreneurship training that will equip the graduates with the relevant vocational knowledge and adequate managerial core-skills to become self-employed and employers of labour thereby reduce the unemployment rate in Nigeria (Oliver, 2015; Owoseni, 2009; Anao, 2005; Osuala, 2004). The rate of unemployment in Nigeria necessitates pro-active policy interventions in favour of entrepreneurship training, thus initiating fruitful discussions on entrepreneurship training, core-skills acquisition and graduates self-employability. It is against this background that this study investigated entrepreneurship training, core-skills acquisition and public university graduates' self-employability in North central zone, Nigeria.

### ***Conceptualizing of graduates' employability***

During the beginning several years of Nigeria, securing work immediately after graduation wasn't a tough job. Ogundele (2010) found which the faculty, colleges and

polytechnics of academic students as well secured employment from the last seasons of themselves within the college. Obikeze maintained that in a number of situations, appointment papers have been given to students that happen to be youthful at the orientation camps during the National Youth Service Corps (NYSC). So, acquiring work wasn't the issue of the younger pupils next though the head ache of the companies to obtain them. Nowadays the scenario happens to be seemingly diverse. In the speed of graduate jobless is now source of worrying for the students, the parents, relations & not to be excluded the federal government. This's currently an economic, social and political issue in Nigeria politic plus interpersonal concern in Nigeria especially involving students. The zeal for Tertiary certification is slowly becoming eroded due to regard of discouraging trend of graduate's unemployment.

Nevertheless, other researchers (Oliver, 2015; Okoh, 2010; Hort, 2009; Oladipo et al., 2009; Pool and Sewell, 2007) have conceptualised employability from an holistic view but in various contexts. Daramola (2006) see employability as being a pair of accomplishments (skills, personal attributes and understandings) that make people more apt to increase work and succeed with their selected occupations, which benefits themselves, the work force, the economic system as well as the neighborhood. Pool and Sewell (2007) viewed employability as set of personal attributes, understanding, knowledge, or skills which create an individual attributes also make someone much more apt to choose, secure and also keep occupations where they could be happy and profitable in his or maybe the chosen career of her without getting satisfied. Additionally, Oliver (2015) defined employability as that pupils and students are able to know, acquire, adjust and continuously improve the skills, understanding and individual characteristics which cause them to become much more prone to come across and make meaningful paid and unpaid work which gains themselves, the workforce, the economic system as well as the neighborhood. Thus, faculty pupils require more powerful plus more innovative linkages between pupil life and planet of labor in relation to the dynamics of the advanced schooling curriculum in Nigeria.

### ***Objectives of the study***

The main purpose of the study is to investigate the relationship among entrepreneurship training, core-skills acquisition and public university graduates' self-employability in North central Nigeria. Specifically, the study intends to investigate; (1) to assess the impact of theoretical training on public university graduate self-employability in north central, Nigeria; (2) to determine the influence of vocational training on public university graduate self-employability in north central, Nigeria; and (3) to investigate the role of practical training on public university graduate self-employability in north central, Nigeria.

### ***Research questions***

In order to realise the objectives of the study, the research questions were raised; (1) Is there any relationship between theoretical training and student's self-employability? (2) How does vocational training influence self-employability among public university graduate in north central, Nigeria? (3) What are the effects of practical training on self-employability among university graduate in north central, Nigeria?

### ***Research hypotheses***

The research hypotheses are formulated to guide this study; (1) there will be significant relationship between theoretical training and public university graduate self-employability in north central, Nigeria; (2) there will be significant relationship between vocational training and public university graduates' self-employability in north central Nigeria; and (3) there will be significant relationship between practical training and public university graduates' self-employability in north central Nigeria.

## Materials and Methods

This's a descriptive survey analysis as it sought to explore entrepreneurship training, core skills acquisition among the directors of entrepreneurship education centres and 400 volumes pupils of north main public universities. Daramola (2006) defined descriptive survey analysis as an organized effort for describing the qualities of a certain area or population of fascination factually. The public because of this research include 8 (eight) directors of entrepreneurship education centres in north central public colleges along with 3 100 and eight two 400 levels pupils in north central public universities. The respondents had been selected utilizing proportional random sampling techniques. It applied researchers drown questionnaire to obtain information from the selected respondents for the research. The descriptive statistics of standard deviation and means were utilized to evaluate the information while multi regression analysis were utilized to answer re-search concerns and also evaluate the hypotheses.

## Results and Discussion

### Hypothesis testing

**H<sub>01</sub>:** there is no significant relationship between theoretical training and public university graduates' self-employability in North central zone, Nigeria

*Table 1* revealed a p-value of 0.001 which is less than the significance value of 0.05 (0.000<0.05), the null hypothesis that stated that there is no significant relationship between theoretical training and Public university graduates' self-employability in North central Nigeria is rejected. Hence there is a significant relationship theoretical training and public university graduates' self-employability in North central Nigeria

**Table 1.** Relationship between theoretical training and graduates' self-employability.

Variables	N	Mean	SD	R-square	p-value	Decision
Theoretical training	87 429	11.34	7.94			
Graduates' self-employability	87 429	10.62	7.28	.212	0.05	H <sub>01</sub> : Rejected

**H<sub>02</sub>:** there is no significant relationship between vocational training and public university graduates' self-employability in North central zone, Nigeria.

*Table 2* revealed a p-value of 0.000 which is less than the significance value of 0.05 (0.000<0.05), the null hypothesis that stated that there is no significant relationship between vocational training and Public university graduates' self-employability in North central Nigeria is rejected. Hence there is a significant relationship vocational training and public university graduates' self-employability in North central Nigeria.

**Table 2.** Relationship between vocational training and graduates' self-employability.

Variables	N	Mean	SD	R-square	p-value	Decision
Vocational training	87 429	11.66	8.44			
Graduates' self-employability	87 429	10.62	7.28	.227	0.05	H <sub>02</sub> : Rejected

**H<sub>03</sub>:** there is no significant relationship between practical training and public university graduates' self-employability in North central Nigeria.

Table 3 revealed a p-value of 0.002 which is less than the significance value of 0.05 (0.000<0.05), the null hypothesis that stated that there is no significant relationship between practical training and Public university graduates' self-employability in North central Nigeria is rejected. Hence there is a significant relationship practical training and public university graduates' self-employability in North central Nigeria.

**Table 3.** Relationship between practical training and graduates' self-employability.

Variables	N	Mean	SD	R-square	p-value	Decision
Practical training	87 429	12.44	7.97			
Graduates' self-employability	87 429	10.62	7.28	.219	0.05	H <sub>03</sub> : Rejected

The answering of research question one revealed that theoretical training is the most available entrepreneurship training, followed by practical training while vocational training is the lease available entrepreneurship training in public universities in North central Nigeria. It was observed during the field work that many universities engage mostly in classroom teaching of entrepreneurship training. Practical training and vocational training are not usually made available to the students. This was not in connection with the challenge of getting skilled personnel from outside because many of the lecturers assigned to handle the courses are not practically skilled enough to handle the courses. Inadequate funding is another challenge pointed out.

## Conclusion

This finding also tallies with that of Beckly (2018) who pointed out that poor societal attitude to vocational and technical training development plus little understanding or inadequate trainers of entrepreneurship by the colleges lecturers, inadequate financial allocation for training by the government, inadequate equipment and facilities for coaching, poor fund of the system by the universities' administrators and also bad enterprising way of life are several of the problems facing entrepreneurship training, core skills acquisition and employment development in Nigeria. In the same vein, In a study conducted by Baah-Boateng (2013), which assessed the effectiveness of entrepreneurship education as a general course in a university in south-south zone of Nigeria Benin, Edo State. It was revealed that entrepreneurship education as a general studies course is adequately offered and that the objectives are goal oriented and achievable but facilities and equipment are grossly inadequate for effective teaching/learning. More so, lecture method was the most employed than teaching method but had low level of motivation resulting from lack of practical training opportunities. It could be concluded that the availability of vocational and practical aspect of entrepreneurship training was found to be low, despite government

investment. It seems that little or no progress has been made towards improving self-employability of graduates, particularly in north central, Nigeria. The following recommendations are made based on the finding of this study. The university administrators should partner with the community so as to lessen the burden of recruiting core- skilled personnel that can aid effective vocational and practical training rather than class room theoretical training in order to improved and encourage self-employability among the public university graduate in north central, Nigeria.

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### Conflict of interest

Musa Aloba Fatimah and Warrah Saleman Mashood declare that they have no conflict of interest.

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