

CHAPTER ONE

INTRODUCTION

Background to the Study

Youth joblessness is a fundamental development task in developing nations. This scenario has prompted the government of Nigeria into developing a plan agenda on entrepreneurship training for youths which consequently resulted to the emergence of the national directorate of employment (NDE) in 1986 and the work for yourself programme (WFYP) in 1987 which were centred on training and financial assistance to entrepreneurs. The NDE was however more encompassing and centred three fundamental-aspects namely; the youth empowerment and job-related skills development programme, the agricultural programmes and the small scale enterprise and graduates' scheme. These programmes contributed greatly to national development through self sufficiency programmes where graduates' were equipped with task of job and wealth creation through entrepreneurial philosophy.

However, the youths were threatened with the challenge of non- acquainted with sound knowledge of entrepreneurship and fundamental skills required to excel as entrepreneurs. In an attempt to fill this lacuna, various programmes were introduced by the National Directorate of Employment (NDE) among which were: entrepreneurship development programme (EDP) which produced functional training for the youth to make them become self-employed and self-reliant. Among others by the Nigerian government are the national economic empowerment and development strategy (NEEDS), youth enterprise with innovation in Nigeria (YouWIN), NPower and youth entrepreneurship support programme.

These efforts notwithstanding, the issues of graduate unemployment occasioned by inability of graduate to create jobs, continued to soar high and constituted a major challenge to the Nigeria as a nation with 7.53 million unemployed youth in 2017. This is largely due to

the curricula of the universities and other tertiary schools with emphasis on training for white-collar jobs. The institution of higher education in Nigeria has failed to meet the employment requirements of its teeming graduates. The monumental increase occurred despite the fact that all tiers of governments as well as the organized private sectors, (OPS), generated additional 1.2 million jobs, which thus put the estimated labour population at 85.1 per cent for the same period. The graduates' unemployment seems unbearable, therefore the National University Commission (NUC) introduced and mandated in the universities curriculum a course titled "graduates self-employment" (GSE) in 2016.

Entrepreneurship training is seen as a leeway to unravel or reduce the unemployment state in the country with adequate theoretical, vocational and practical training. It has the mandate to equip the youth with functional knowledge and skills to build up their characters, attitudes and visions. Moreover, it has vital role in developing eco-system that enhances innovations (European Union, 2006). The objectives of entrepreneurship training are; to provide practical training to the youths for them to be self-sufficient in their respective life and serve as catalyst for economic development; to equip the youth (students) with suitable training for creativity and innovation in term of identifying great enterprise opportunities; to create jobs and employment benefits for the citizenry and reduce the rural-urban unsweetable migration; and to balance regional development and increase in growth and development programme and per capital income.

Nwalado (2012) remarked that entrepreneurship training in Nigeria is structured to; provide functional training for the youths to enable them become empowered and self-reliant; give and equip university students adequate training that will make them to be creative and innovative in recognising novel business opportunities; offer tertiary institution students with sufficient training in risks management so to make certain bearing feasible; provide university students with enough training and support that will enable them to start a career in

small and medium sized businesses; supply university students adequate training in the acquisition of skills that will enable them to meet the manpower needs of the society; provide owners of private organisations with opportunities of recruiting employees who are trained and tutored in the skills applicable to the management and operations of the businesses; stimulate both individual and economic growth of rural and less developed areas; inculcate the spirit of perseverance in the youths and adults that will make them unrelent in any business venture they embark on; create a smooth movement from tradition to modern industrial economy; serve as way forward for economic growth and development.

Akudolu (2010) emphasized the need for students to acquire and exploit among others, such entrepreneurial skills and capacities as; resourcefulness, innovation, creativity, ingenious, self-motivated, risk daring, endurance, willingness to accept positive and negative results of life ventures, dynamic and management ability. In this regard, entrepreneurship is the ability to think creatively and become effective problem solver. To achieve these objectives, the students need to acquire core-skills needed for them to be creators of job/employment for themselves and other citizens through adequate vocational training and managerial skills acquisition, these can only be achieved when and if entrepreneurship training is done properly as it is ought to be done and resources are put in places. The universities are the main agent for developing these graduates or would be entrepreneurs. The question is whether these universities have what it takes or do what it takes to develop core-skills in the graduates to become established, employment creators rather than job seekers.

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 and vocational. Some institutions do not have qualified lecturers or trainers. These observations tally with that of Beckley (2018) who pointed out that poor societal attitude to

technical and vocational training, development and insufficient trainers or little knowledge of entrepreneurship by the university lecturers, inadequate budgetary allocation for education by the government, inadequate facilities and equipments for teaching and learning instructions, insufficient fund for the programme by the universities' administrators and unimpressive enterprising culture are amongst the challenges facing entrepreneurship training, skills acquisition and employment creation in Nigeria. Invariably, these horrible challenges need to be subsided and eradicated in order to have effective entrepreneurship training that will groom and equip the students with the relevant vocational knowledge and adequate managerial core-skills to develop their potentials and become self-employed also employers of labour thereby reduce the incessant unemployment rate and promote growth and development in Nigeria.

The alarming 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.

Statement of the Problem

There are more than 150 universities and 50 polytechnics and monotechnics in Nigeria who turn out Graduates year in year out, thereby increasing the level of joblessness in Nigeria. This is mainly because graduates are not trained to be self-reliant, innovative and creative enough to be able to become self-employed, but with mindset to depend solely on white collar jobs after graduation for sustenance. As a result, there are several graduates from Nigerian universities currently who are disappointedly not gainfully employed. Apart from

the book knowledge that they gained, there have no requisite core-skills needed to make them self-dependent.

The 2010 Global Monitoring Report (GMR) of the United Nation Education, Scientific and Cultural Organization (UNESCO), revealed that about 92 per cent of Nigerian population survive on less than 2 dollar daily, while about 71 per cent survives on less than 1 dollar daily, this is sadden and it is a condition many have described as inexcusable judging from the abundant natural deposits and high human population at the country's disposal, with an estimated population of about 200 million people (2017) and the high level of poverty in comparison to the abundant resources available in Nigeria.

It is evident that employment of Nigerian graduates, part-time, full-time or even under-employment can be said to have eluded Nigerian youths with Nigeria with highest rate of youth unemployment in the unindustrialized world (Akinola, 2010). Despite strong economic growth, youth's full-time unemployment rate for 2006 – 2008 in Nigeria was put at 55.9% while countries like Japan, China, India, Korea, have seriously been elevated and joined community of industrialized nations by strengthening their small scale industries development mainly by self-employed graduates. Nigeria is yet to harness the importance of entrepreneurship training as necessary to develop core-skills acquisition needed for graduates self-employability and National development.

Entrepreneurs otherwise known as small and medium enterprise managers (SME) in small organisations have inadequate skills, knowledge and are unable to compete with medium and large scale organisations or multinational companies as a result of their inadequate entrepreneurship training and core-skills required. According to Parsa, Self, Njite and King (2005), many enterprises liquidated within their first five years of existence while some go into extinction between the sixth and tenth years, leaving about five to ten per cent to survive, thrive and grow in maturity as a result of inadequate entrepreneurship training and

core-skills required. The extent of multifarious factors which is responsible for the unpalatable and premature extinction of private enterprises (self-employability) globally and Nigeria as a country has been widely outlined and acknowledged. One of these is inadequate entrepreneurship training and core-skills acquisition among the graduates, the practicing and prospective entrepreneurs (Ejenooafor, 2010). Many entrepreneurs have the initiative to establish new ventures but unfortunately lack the skills, tools and supports to succeed. Those skills, tools and supports are acquired and achieved through effective entrepreneurship training (filled with practical and vocational) which enhances entrepreneurs' productivity as well as graduates' self-employability.

Oyesiku (2010) emphasized that tertiary institutions are being reproached for dishearten declining in quality of educational outputs as a result of paucity of fund, poor and unimpressive quality of inputs into the tertiary institutions, irritating and unpleasant students' conduct arising from cultism and corruption, government and private sectors' inadequate support and the curricular for teaching the students not interesting and appreciable. The consensus opinion is that there is a sharp decline in required skills of graduates. Therefore, to survive as reputable entrepreneurs or successful employers of labour, graduates need to be professionally competent in their chosen fields and be adequately equipped with complementary life skills such as problem solving, reflective and critical thinking, interpersonal and teaming skills, effective communication character, integrity, self-esteem, self-discipline, organising skills, leadership skills and the ability to translate ideas into actions, thereby streamlines and reflect their yearnings and aspirations.

However, there are interesting researches on entrepreneurship training in relation to graduate' employability, for example, Owoseni (2009) investigated entrepreneurship education. Other researchers like Osuala (2010), Harvey (2010), Bridgstock (2009), Oliver (2015), Okorie (2010), have carried out some researches on skills acquisition, graduates'

employability in Nigeria but the gap identified by the researcher is that none of these mentioned researchers among others focused on the relationship among entrepreneurship training, core-skills acquisition and public university graduates' self-employability. This shows the gap this study consciously filled. Therefore, in achieving this, the researcher deemed it necessary and immensely important to investigate if the graduates of public university in the North-central acquire these needed core-skills and if the level of acquisition is quite related to the entrepreneurship training given and the level of self-employability of the graduates. Hence this study heartily filled this gap by investigating entrepreneurship training, core-skills acquisition and public university graduates' self-employability in North-central Nigeria.

Purpose 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 purposes are to investigate;

1. the availability of entrepreneurship training in public university in North-central, Nigeria.
2. the core-skills acquired by students of public university in North-central Nigeria.
3. the level of public university graduates' self-employability in North-central Nigeria.
4. the relationship between vocational training and public university graduates' self-employability in North-central Nigeria.
5. the relationship between theoretical training and public university graduates' self-employability in North-central Nigeria.
6. the relationship between practical training and public university graduates' self-employability in North-central Nigeria.

7. the relationship between vocational skills and public university graduates' self-employability in North-central Nigeria.
8. the relationship between communication skills and public university graduates' self-employability in North-central Nigeria.
9. the relationship between managerial skills and public university graduates' self-employability in North-central Nigeria.

Research Questions

In a sequential order to realise the objectives of the study, the following research questions were raised:

1. how available is entrepreneurship training in public university in North-central Nigeria?
2. what are the core-skills acquired by students of public university in North-central Nigeria?
3. what is the level of public university graduates' self-employability in North-central Nigeria?

Research Hypotheses

For the intuition purpose of this research work, the following null hypotheses were tested at 0.05 level of significance.

Main Hypothesis

H₀: there is no significant relationship among entrepreneurship training, core-skills acquisition and public university graduates' self-employability in North-central Nigeria.

Operational Hypotheses

H₀₁: there is no significant relationship between vocational training and public university graduates' self-employability in North-central Nigeria.

Ho2: there is no significant relationship between theoretical training and public university graduates' self-employability in North-central zone, Nigeria.

Ho3: there is no significant relationship between practical training and public university graduates' self-employability in North-central Nigeria.

Ho4; there is no significant relationship between vocational skills and public university graduates' self-employability in North-central Nigeria.

Ho5; there is no significant relationship between communication skills and public university graduates' self-employability in North-central Nigeria.

Ho6; there is no significant relationship between managerial skills and public university graduates' self-employability in North-central Nigeria.

Scope of the Study

This study investigated the relationship among entrepreneurship training, core-skills acquisition and public university graduates' self-employability. There are three variables in the study, two independent variables (entrepreneurship training and core-skills acquisition) and one dependent variable (graduates' self-employability). In context, entrepreneurship training was measured by vocational training, theoretical training and practical training. Core-skills acquisition was measured by vocational skills, communication skills and managerial skills while graduates' self-employability was measured by the comparison of the number of graduates of the public university in North-central Nigeria excluding those who are self-employed and those who are not self-employed. Their number was collected from the alumni units of the universities and chambers of commerce who are in charge of registered business organisations.

The geographical scope of the study was North-central geo-political zone of Nigeria. The zone comprises six states namely; Kwara, Kogi, Niger, Nasarawa, Plateau and the Federal Capital Territory, Abuja. The North-central was selected for the study because it

recorded high rate of youth redundancy. This study was conducted in North-central public university Nigeria, among which were; University of Ilorin, Federal University of Technology Minna, Federal University, Lokoja, University of Jos, Federal University Lafia, Nasarawa and University of Abuja, Gbagwalada (Federal Capital Territory). Also the State Universities which are; Kwara State University Malete, Ibrahim Gbadamosi Babangida University Minna, Kogi State University, Ayigba, Plateau State University and Nasarawa State University.

However, eight public universities were selected for the study which comprised both Federal and States. These are; Universities of Ilorin, Kwara State University, Federal University of Technology Minna; Ibrahim Gbadamosi Babangida University Minna, Federal University Lokoja ; Kogi State University, Federal University Lafia, Nasarawa and Nasarawa State University. These states were selected for the study because they recorded high rates of graduates' unemployment.

Significance of the Study

The findings of this study would be of immense benefits to the government, curriculum developers in entrepreneurship education and training, managers of institutions, academic staff, stakeholders and the entire Nation in identifying the critical factors affecting the public university graduates' self-employability and the nature of such effect.

The outcome of the study would serve as a platform for the government to identify and be humanitarians to provide the needed resources such as adequate infrastructural facilities, competent personnel, adequate facilities and equipments for effective entrepreneurship training and core-skills acquisition required for graduates' self-employability.

It would serve as a guide to curriculum developers for curriculum enrichment of the course contents to ensure that the desired objectives of entrepreneurship training are

continuously and optimally actualized. Through this, policy makers and curriculum developers would make necessary curriculum adjustments to ensure that the course contents become more innovative, competency-based and the objective are attainable.

The findings would enable management of institutions and supervisory agencies to discover areas that need special and urgent intervention on entrepreneurship training through constant internal monitoring and evaluation process. This will enable management provide timely redemptive measures to the observable deficiencies that would have been inimical to the instructional delivering practices. Specifically, the outcome of this study would serve as an impetus to improve the overall process of entrepreneurship training to ensure that graduates and prospective entrepreneurs acquire appropriate entrepreneurial training and core-skills required for effective service delivery as well as self-employability.

The findings of the study would also provide road map for the academic staff to adjust their instructional strategies in entrepreneurship education and training in that the standard of entrepreneur depends on their abilities in effective curricula delivering. It will acquaint them with new strategies such as collegial relationship, particularly collegial pair or group which will enable them to develop synergy in solving pedagogical challenges as a team that would have affect individual lecturer's turnover rate. They could equally engage in professional dialogue to increase their knowledge, skills and techniques to enhance their proficiencies in the contents of delivering to promote quality assurance.

The findings of this study would assist parents in supporting their children toward the acquisition of appropriate entrepreneurial knowledge and core-skills. The Nigeria economy would be improved through their contributions to the economic expansion by employing others and paying their income tax. The outcome of the study would enlighten the students on the core-skills expected to be possessed by them for self sufficiency. The findings of the study would equally serve as a reference purpose for further research studies. Since the world

is dynamic, training must be duly tailored to meet the socio-economic and technological changes in the society. Therefore, those who wish to carry out further studies to meet the current needs could do and utilise the findings of this study as reference point.

Operational Definition of Terms

For the paramount purpose of the study, the following terms and variables have been operationally defined as follows:

Entrepreneurship training: vocational training, theoretical training, and practical training that the students are exposed to, in order to become self-employed after graduation.

Core-skills acquisition: possession of vocational skills, communication skills and managerial skills needed to become self-reliant and self-employed after graduation.

Graduates' Self-employability: comparison of the number of graduates of universities in North-central Nigeria, those that are self-employed and those that are not self-employed.

Vocational training; detergent making, fashion designing, catering and confectioneries, textile designs, bar soap making, hair cream making, body cream making, bricklaying, shoe making among others, that students are exposed to, in order to become self-employed and employers of labour.

Theoretical training: entrepreneurship training courses received in different classroom teaching, workshops, conferences and seminars for empowerment and sustainability.

Practical training: These are practicum and SIWES, students are expected to independently carry out certain functions expected of the would-be entrepreneurs.

Vocational skills: textile design skills, hair dressing skills, fashion designing and accessory skills, leather work skills, soap making skills among others that the students acquired during entrepreneurship training.

Communication skills: ability to speak and hear English language, write legibly, understand body language, decode information and use information and communication technology gadget.

Managerial skills: This refers to the ability to plan, organise, coordinate, and utilise the available resources towards achieving self-reliance, self-employability as an entrepreneur.

Entrepreneur; one who set up his or her own enterprise, manage it and progress in it.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focused on the review of related and relevant literatures carried out by eminent scholars and researchers on entrepreneurship training, skills acquisition and graduate employability. The chapter is organised under the following sub-headings:

Theoretical Framework

Concept of Entrepreneurship Training

Small and Medium Enterprise Managers

The roles of Entrepreneurs in developing our country

Types of Entrepreneurship Training

Significance of Entrepreneurship Training Programme in Schools

Concept of Skills Acquisition

Students' Skills Acquisition

Unemployment trend across the Globe

Concept of Graduates' Self-employability

Training and Graduates' Self-employability

Issues in Entrepreneurship Training and Skills Acquisition Programme in North-central public university, Nigeria

Factors affecting Graduate Employability

Ways to improve Entrepreneurship Training and Skills Acquisition Programme

Entrepreneurship Training, Core-skills Acquisition and Graduates' Self-employability

Conceptual Framework

Empirical studies

Appraisal of literature reviewed

Theoretical Framework

Theoretically, the study is hinged on three major theories namely: Personality trait theory, entrepreneurial competence model and human capital development theory to explain the existing relationships among entrepreneurship training, skills acquisition and graduates' employability

Personality Trait Theory

Personality Trait theory is a psychological theory in which the level of analysis is the individual entrepreneur. To the personality trait theorists, there are enduring innate qualities or potentials of the individual which by nature make him/her an entrepreneur. The theory emphasises that personal characteristics such as: motivational traits, need for achievement, internal locus of control and need for autonomy, cognitive skills, such as problem solving orientation, tolerance of ambiguity, creativity, risk tolerance and degree of arousal, and social skills, such as interpersonal reactivity and assertiveness (Ford, 2009).

The personality theorist group affirms that these characteristics are special to entrepreneurs and a combination of these attributes stand to differentiate entrepreneurs from non-entrepreneurs. Put differently, these personality characteristics are basic for entrepreneurial success. It is held that those with characteristics peculiar with entrepreneurs tend to be more opportunity driven, show high degree of creativity, innovation, management skills and business know how. They have also been found to be optimistic, emotionally resilient and have mental energy. They are equally industrious, show intense commitment and perseverance, thrive on competitive desire to excel and win, tend to be dissatisfied with the status quo and desire improvement.

Entrepreneurs are also transformational in nature, and are life-long learners who always use failure as a tool and springboard. They also believe that they can personally make a difference, and are individuals of integrity and above all visionary. Previous studies have

pointed out the restrictions to this approach. On one hand, the size of the organization in terms of number of employees has been described as indispensable for the application of this theory on the impact of the owner's person on its success. On the other hand, there is no consensus on the impact of personality traits on entrepreneurs' productivity. These traits should be used to predict the development of employability qualities and productivity of an individual as entrepreneur (Henry, 2003)

The second expectation is that each individual variable will only be a weak predictor for organisation as well as entrepreneur's productivity. It is believed that no relationship exist between traits and the productivity of organisation and entrepreneurs. Nevertheless, the personality trait theory stands a good position in explaining personality skills of both employees and entrepreneurs' effectiveness in Nigeria (Henry, 2003). Based on this premise, the need for realization of entrepreneurial goal in the country in general and North-central in particular cannot be undermined. Entrepreneurship training is therefore an incubator for entrepreneurial mind set for the employees and entrepreneur's control for better internality towards entrepreneurial intentions thereby developing their skills and enduring characteristics to preserve and succeed in entrepreneurial ventures. Accordingly, employees and the small and medium enterprise managers could be trained to be able to conceive viable business ideas and skills needed to increase their productivity (Dekyser, 2007).

Entrepreneurial Competencies Model

The entrepreneurial competencies model has been credited to McClelland (McClelland, 1973). Competency has been defined to encompass clusters of skills, knowledge, abilities and behaviours required for people to be effective in service delivery. It is assumed that with the possession of needed entrepreneurial skills, knowledge, abilities and behaviours, an entrepreneur is expected to be skillful enough to carry out entrepreneurial tasks. According to Mansfield (1996), the competency models is a detailed of behaviours

needed by employees to effectively perform the assigned tasks. Basically, competency model is a set of success factors that contribute significantly towards improved and enhanced performance (Harvey, 2010). There are three layered concept of entrepreneurship competencies that are helpful when undertaking to start an enterprise and to help it survive and grow. These are; the ability to identify and evaluate market opportunities; the ability to communicate, identify mentally, persuade and discuss with all stakeholders in the enterprises environment; and the ability to establish network links with entrepreneurs and stakeholders for natural learning and collaboration undertaking.

The competency approach has become an increasingly popular means of studying employees and entrepreneurs' productivity and characteristics. Competencies are seen as behavioural pattern and therefore are more closely linked to productivity than other entrepreneurial characteristics such as personality traits, intentions or motivations (Harvey, 2010). The entrepreneurial competencies give little preference to education as a means of developing entrepreneurial skills. It is on this regard that education as a process of skills acquisition that the theory of competencies model is being criticised. Notwithstanding this flaw, this theory is adopted as it emphasises on the need for entrepreneurial skills to employees and entrepreneurs' productivity. In its application, employees and entrepreneurs in the North-central public university must be competent enough to recognise and analyse market opportunities, communicate, persuade and discuss with all stakeholders within the enterprises environment as well as establishing a network that will link their enterprises with the enterprises environment.

Human Capital Development Theory

Human capital development theory was postulated by Schultz in 1963 as an economic theory which is rigidly based on the assumption that education increases and promotes the stability and productivity of workers through acquisition of basic and vital skills with respect

to individuals. The notion of human capital theory emerged after the Second World War, when it was discovered that investments in health and education sectors would significantly expand the levels of economic growth and development, and that investment in physical and capital could not (Becker, 1964). One of the basic components of this theory, Becker (1962; 1964), asserts that the level of manpower productivity has positive relationship with the educational training form in which the higher the level of education and training in which a person acquires, the higher that person's productivity and progress.

The reasons behind the investment in human capital development has emphasised by Babalola (2003) are as follow;

- the new generation must be given the adequate components of the profitable knowledge already been nourished and accumulated by previous and past generations.
- the present generation should be taught and nurtured how existing and available knowledge could be utilised to develop and enhance new production strategies and social services.
- Employees' must be advised and urged to develop new ideas, processes and techniques through creative approaches.

Education and training is the most vital components of investing in human capital and that income of a better educated and trained person is usually higher than average wage rate (Becker, 1962). There are three types of training, education and other knowledge that are closely related to return rate and human capital (Dubra, 2010), they are;

- Training at work place: these are training to gain contemporary skills and enhance at work place.
- General training: are skills that can be used at any enterprises.
- Specific training: it makes no impact on the employee's productivity if the employee works for another enterprise.

- Education at school: to gain knowledge in the institution that concentrates its activity on training process and offers education as a product.
- Other knowledge: any other information obtained by an individual to improve own economic situation.

However, Babalola (2003) emphasized further that formal education has the potential for propagating and stimulating economic growth and development of economic progress because of the inherent ability of the former to increase capital productivity. Human capital model of Robert (1991) therein advocated education as an instrument of improving human capital, stimulating labour productivity and enhancing the level of technology across the globe. The theory (Human capital) is immensely influenced by neoclassical economic conception of human behaviour which believes that human behaviour is driven by the compulsion to maximise individual benefits. Actions and decisions have been believed to be based on economically rational decision-making that utilises market information to make a balanced and informed assessment of probable outcomes.

The education factor as regards increasing productivity has never been disputable, especially in modern situation of technical and scientific progress (Gods, 2008). Labour perceived the education level of employees as a productivity signal which affirms that ‘the higher the education level, the greater the productivity’. Besides the education level, there are several other productivity signals which are educational institution, educational programme and the country where the education has been disseminated and obtained. Therefore, the major and fundamental task in the process of human capital development is to provide and ensure the educational system that would be able to meet graduates’ employability requirements so that the educational system would be able to produce graduates that will meet up to the needs and corresponding to needs of the future economic development tendencies and orientation towards knowledge based on economy (Babalola, 2003). This theory is relevant to the present

scenario in under developed country like Nigeria where the demand for employability is due to the belief of owners of private organisations that graduates are not adequately trained enough and unemployable because they could not meet up with employability requirements. Human capital development theory, thereby, provides the premise upon which this study seeks to investigate the concept of entrepreneurship training, core-skills acquisition and graduates' self-employability in North-central public university, Nigeria.

Concept of Entrepreneurship Training

Entrepreneurship training is an amorphous concept that has no precise definition. Scholars and business practitioners have literarily defined entrepreneurship training from varying perspectives, Sofoluwe (2007) defined entrepreneurship training as the capability to recognize the existing occurrence in the environment (resources) and the capability to transmit new philosophy to the trainees, so that their creativity, innovative abilities, beliefs and commendation skills would be enhanced. This definition portrays entrepreneurship training concept as a mentorship, which enables entrepreneurship facilitator to impart entrepreneurial philosophy to trainees otherwise known as students. It is therefore assumed that entrepreneurship training could also be offered by qualified academicians who are not necessary employers in organisations. It is the stimulant of learners to better their lives by generating good values through the creation, expansion and exploitation new products, processes or markets. When entrepreneurship training is efficiently, adequately and effectively taught, the likelihood to precipitate self-employability expected among learners and accelerating sustainable growth and development in the society becomes inevitable.

From another perspective, Suleiman (2010) believes that entrepreneurship training seeks to prepare people particularly the youths to become responsible, enterprising or entrepreneurial thinkers by immersing them in real life situations, learning experiences whereby they can take necessary risks, manage results and learn from the outcome of their

choices. Entrepreneurship training entails equipping people with vocational skills which will make them to become employer of labour or be self-reliant. Entrepreneurship training could be given to interested individuals both adults and students through workshops, seminars and conferences thereby infusing them with basic ideas required for starting their own enterprises and effectively manage them for sustenance.

According to Nwosu and Ohia (2009) entrepreneurship training is that aspect of education which equips an individual and creates in the person's the mind set to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school. This definition centred principally on formal type of entrepreneurship training, while informal type of entrepreneurship training is yet to be embedded. Entrepreneurship training is used broadly in connection with innovative and creative modern industrial entrepreneurial leaders (Emeruwa, 2005). It is often defined in respect to the functions of an entrepreneur as the man who perceives business opportunities and takes advantages of the scarce resources to use them profitably (Akinbode, 2009).

Oduwaiye, Abdulkareem and Oyeniran (2011) remarked that entrepreneurship training is training designed to change the orientation and attitudes of the recipient, equip him/her with knowledge and skills needed to establish and manage an enterprise. This definition explains that entrepreneurship training is a special training designed to provide the recipient knowledge and skills to embark on a self-employed enterprise instead of constituting a nuisance in the environment in pretence of joblessness.

According to Onuma (2016) entrepreneurship training is a tool that empowers youths to be their own controller. It creates jobs for them and they have more opportunities to exercise their creative freedom, higher self-esteem and all-round sense of control over their lives. Entrepreneurship training is a lifelong learning process that one starts from elementary

school gradually through all levels of education by building the appropriate objective based on what one desires to be in life depending on interest and talents of the individual.

Owoseni (2009) asserted that entrepreneurial training is a special training given to students of vocational and technical education to acquire skills, ideas and managerial abilities and capacities for self-employment rather than being employed for pay. This definition exemplified the essence and importance of entrepreneurship training. It is a specialised training that can be acquired in either formal or informal institutions which enable entrepreneurs to possess some traits, skills, ideas and abilities that would enable them to foresee uncertain events in the pursuit of profit and bring about a change in the economy.

Osuala (2010) opined that entrepreneurship training is a programme or part of a programme that prepare individuals to be able to undertake the formation and or operate small business enterprises which also includes franchise operations for the purpose of performing all business functions relating to a product or service with emphasis on social responsibilities, legal requirements and risks for the sake of profit involved in the conduct of private business enterprises.

Adelaja (2010) contented that entrepreneurship training could take diffrents forms. To him, the programmes of entrepreneurship training are mentorship, SIWES, workshops, practicum, business incubation and teaching and learning. The essence of which is to provide entrepreneurship skills to students or potential entrepreneurs. Therefore, formal and informal education has the ability to impart on the growth and development of an enterprise.

Lilan (2010) cited in Ifeolu, Asimegbe and Yusuf (2014) in which entrepreneurship training is defined as the acquisition of knowledge, skills and attitude to enable the learners apprehend life challenges in whatever form and to take decisive steps in materialising new trends and opportunities for meeting those challenges in all aspects of human life. Thus, entrepreneurship training is considered a panacea for unemployment and increased

employment opportunities for citizens, it is a strategic for social and economic transformation. The focus of education system all over the world is the development of the human capital required to meet present and future challenges of globalization and knowledge economy (Orji & Job, 2013; Kennedy, 2011; Banabo & Ndiomu, 2011).

Creativity of entrepreneurs: Creativity is the ability to make or bring into existence something new, whether a new solution to problem, a new method of device, or a new artistic object or form (Okpara 2007). It is also widely described as the ability to develop new ideas and to discover new ways and manners to threat an opportunity. Creativity is also seen as the generation of ideas that result in the improved efficiency and effectiveness of the system. There are two important aspects of creativity; these are process and goal. A process is goal oriented; it is designed to give a way forward (solution) to a problem. The people are the resources that determine the solution. The process remains the same but the approaches that people use will differ (kuratko, 2009).

Creative outcomes seldom emerge in an instant; recognised process is involved even if it appears to be rather chaotic. It begins with recognition of a problem or anticipation of an opportunity, and then through understanding the situation and reflecting on the issues, new linkages are contemplated and possible, also new combinations of components are considered. From these emerge visible solutions of possibility that are subjected to valuation, which may be continuous, with judgement being suspended while the search process is prolonged and pursuit of genuine newness, (Mihaly, 1997). Entrepreneurs take bold creative steps but situations encourage creativity as it deserved.

Creativity is, however, enhanced when people have some freedom but not too much such as; high internal commitment to the task; but not too high a commitment; high proportion of intense rewards, but some extrinsic rewards as well; some competition but not the type of winner takes it all competition (Thombson, 2007). Expertise encompasses

everything that a person knows and can do in the broad domain of his or her work-knowledge and technical ability.

Creative thinking of Small and Medium Enterprise Managers; refers to how they approach to problems and solutions, the capacity to put existing ideas together in new combinations. The skill itself depends quite a bit on personality as well as on how they think and works expertise and creative thinking at the enterprises, the raw materials or natural resources. According to Okpara (2007) creative thinking of entrepreneurs is the act of generating solutions to problems by the force of imagination and reasoning, it is the ability of seeking to find answers to some life's questions by the mind. The issues surrounding man are not static they are of various forms that require deep understanding of the creative approach. Obviously, every idea is a product of thinking and every product is the manifestation of a naked idea in the thinker's mind. They see problems as opportunities which pave ways to improve and do something new or something better. They are people that keep two vital questions on their mind such as what can I do to make things better, or what can I do to make better things.

These are the result of thinking, the goals of making things better are normally to improve productivity as well as efficiency, achieve speed, enhanced comfort and convenience, influence returns positively, and much more, on the other hand, making better things thinking can produce various alternatives leading to making better things. Thinking can produce various alternatives leading to evolution of a complete new idea, new product process, or a total departure from the conventional. Whatever the goal, thinking is an indispensable in the life of all successful entrepreneurs. Moreover, thinking begins with engaging in a conversation with oneself by oneself and in oneself. That is to get to a conviction and conclusion as to what steps to adhere and what strategies to adopt, one should always document one's thoughts because it unveils every illusion surrounding one, the place

of asking the right and relevant questions in thinking cannot be overemphasized such as questions is the string tool to get the mind provoke so as to respond to challenges and derive new things.

Creativity manifests when one expand upon it, uphold the idea and make it progress. No wrong in emulating others ideas and ability to adapt ideas is what make small and medium enterprise managers (entrepreneurs) successful. Application of creativity thinking can help in great deal to resolve mankind's crying need for the basic products, basic support services, better homes, better jobs, and a better way of life. Creativity thinking must lead to the articulation of a strategy and a strategy is a way of organising available resources for the achievement of results. The concept of what to do, what steps to adopt, the approach, the timing and, the positioning, all come to play when developing strategy.

It is not an extinct knowledge that successful entrepreneurs that is the small and medium enterprise managers emerge not by strength or some kind of force but only by superior strategy through creative thinking (Okpara, 2007). Also , celebrating achievements of great investors were not really important by accident but by product of deep creative thinking that has delivered the visible products we see and enjoys such as the Bill Gates (the computer),The Steve job (the computer), the Wright brothers (Aeroplane), Ford (Motor car), Rock Fellers (Oil drilling), Edison (electricity), Graham Bell (telephone), Michael Faraday (electricity), Isaac Newton (physical law of science), Adenuga (Consolidated oil), Atedo Peteside (investment Banking), Raymond Dopkesi (Daar Communications), and much more. We lives in thinker's world, therefore not astonishes to see the men who are ahead and they are those who see ahead with their minds eyes, they are people who have engaged their minds in resourceful thinking to generate ideas and products which have stood the test of time.

Motivation; is the drive to do something, an inner sensation, passion and interest. When people are intrinsically motivated, they engage in their works for the challenges and enjoyment of it; by implication the work itself must be motivating. People will be more creative when they feel motivated primarily by the interests, satisfaction and the challenges of the work itself, this is reflected by the phrases such as the labour of love, love of work, the enjoyment of searching and seeing outstanding solution, a break through and the i have found it factor all combined.

Innovation: The Oxford Dictionary defined innovation as the introduction of something new or different. Innovation is the implementation of creativity inspiration. The American national initiative (ANI) defines innovation as the inter-section of invention and in sight, leading to the creative of social and economic value. Innovation is value the creation of value, adding value to customer's satisfaction (delighting the customers), innovation is the basis of all competition advantages, the means of anticipating and meeting customer's needs and the ways of utilization of technology (Okpara, 2007).

Innovation comes from the Latin word innovare that means to make something new. It is defined as including something new to an existing product or process, the key words are including and existing. The product or process as already been created from the beginning and as materialize reasonably well. When it is changed to work better or fulfils a different need, then, there is innovation on what already exist (Mihaly, 1997). Also Innovation is means of applying creative solution identified issues and opportunity to enhance or enrich peoples life. It is the successful exploitation of new ideas, the process of bringing best idea into reality, those that triggers a creativity idea and generate a series of generative event, innovation is the process that combines ideas and knowledge into new value, no innovation without creativity and without innovation an enterprise becomes obsolete (Okpara 2007).

Innovation requires a new way of seeing things, understanding entrepreneurial willingness in taking risks and to take risks and to succeed. An idea doesn't become an innovation except it is widely accepted and incorporated into people's life therefore innovation is showing other people that one's idea is a good one by incorporating their help and helping them to see the usefulness of the idea. Innovation is the key to entrepreneurship and the entrepreneurs are the dreamers that take hand on responsibility for creating responsibility and that differentiate entrepreneurs from others. Innovation increase competitiveness through effort aimed at rejuvenation renewal and redefining of organization.

The entrepreneur otherwise refers to as the small and medium enterprise manager is the key actor in developing an enterprise idea, directing resources and creating an enterprise to produce new product or service to the market. In a competitive enterprise environment, both the entrepreneur and the enterprise are to continue to find opportunities and provide sequel of converting the opportunities to new goods and services. Kuratko, (2009) identified four types of innovation: invention, extension, duplication and synthesis. While invention is the creation of a new product service or process, the one that is novel or untried, extension is the expansion of an existing product, service or process that is already in existence that the concept is not the same application of a current idea. Also, duplication in term is the replication of an existing product, service or process. Although the duplication effort aimed at summing the entrepreneur's own creative-touch to improve or promote the concept and defeat the competition. Lastly, synthesis is the combination of existing concepts and factors into a new formulation. The principles of innovation are; Action oriented. Make the product, process or services simple and understandable. Make the product or services customer based. Start small. Aim high. Try/ test/ revise (this help work out flaws in the product, process or service). Learn from failure and follow a mile-stone schedule.

Zimmer and Scarborough (2013) identified sources of innovation to be: Trend that is signal shift in the current paradigm of the major population. Trend need to be observed in the society through technology, economy and government. Unexpected occurrence is the events such as natural disasters, act of terrorism, wars which has given rise to innovating new product and services. Incongruities occur when a gap of is created between expectation and reality. Process needs as source of innovation occur when an answer is expected. Enterprise capitalists often refer to the needs as pains that exist in the market. The entrepreneur must identify an innovative solution or a pain killer. Again is the industry and market structure which means the shifts in enterprise places and are caused by development as a result of customer attitude, advancement in technology and Industrial growth. Demographic as a source arise from changes in population, age, education, occupation and geographic location and lastly is the new knowledge which is the basis for the creation or advancement of company's newly product or service. The so called inventions are knowledge based, they are product of new thinking, new methods and new knowledge, and such inventions do need longest time period between initiation and enterprise implementation as a result of the need for testing and modification.

Products; A product is anything which can be offered to market to satisfy people's need or want. Product could be physical goods, services, experiences, events, person's, places, properties, organizations, information, and ideas (kotler & keller, 2006) products are classified on the basis of characteristics, durability and tangibility and use it as paramount for entrepreneurs to have adequate knowledge of the products they want to offer their customers so that appropriate marketing-mix strategy may be used by them for each of them for each product. Durability and tangibility: these are the products that are in three groups: non durable, durable and services. The nondurable goods are tangible goods consumed quickly and frequently purchased such as bread, soap, toothpaste and others. They are advertised to

industrial and build preference among customers. The durable goods are goods that require personnel selling and services.

Services are intangible, unseperable, variable and perishable products. Hence, services require quality control, supplier credibility and adaptability. Such as hair cuts, repairs. Consumers- goods classification are goods grouped on basis of shopping habits of consumers, such as convenience shopping, speciality and unsought goods.

Convenience goods: these are usually purchased frequently, immediately and with little effort by the customer. Convenience goods are divided into staples impulse and emergency goods. Staples are purchased regularly by customers such as biscuit, drinks (kunu, zobo) paste.

Impulse goods are purchased without planning or search effort, yoghurt, magazines and news papers.

Emergency goods are purchased when there is urgent need for it such as umbrella during rainy season, drugs for treating ailments and fan or air conditioner during heat period.

Shopping goods: are those goods bought and compared by consumers in terms of suitability, quality, price and style. Homogenous shopping goods are furniture, clothing, used cars, and some major appliances.

Special goods: these are goods of unique characteristics which buyer are willing to make a special purchasing effort such as stereo, photographic equipment, cars and men's suit.

Unsought goods: these are goods that the customers normally think of buying or know about, such as goods as life insurance, cemetery plots, gravestones, smoke detectors, caskets and encyclopaedias. Unsought goods need a great deal of personal selling and advertising.

Industrial-goods classification; this is categorised as materials and parts, capital items and supplies and business services. Materials and parts are in form of raw materials and manufactured materials and parts. Raw materials can be farm products like wheat, cotton, groundnut, livestock, fruits and vegetables or natural products such as fish, crude petroleum,

lumber, gold, copper, aluminium, clay and iron-ore. Nigeria is blessed with resources in abundant and as entrepreneurs there are a lot of available opportunities to tap and utilise them for venture purposes.

Manufactured materials and parts are component material like yarn, iron, cement and wires or component parts such as small motors, tines, casting and others. Component materials are usually fabricated for the manufacture of a new product while component parts get in the finished product without changing form.

Capital items; Are long lasting goods that facilitate the development of finished product, such as installations and equipments. Installations are major purchases that are usually brought directly from the producer and it consists of building and heavy equipments. Equipments are portable factory equipments and tools, and office equipments. These equipments are not part of a finished product and they are of shorter life than installations but of a longer life compare to the operating supplies.

Supplies and business services; these are short term goods and services that facilitate development or management of the finished goods. This is inform of maintenance and repair items such as nails, paints, brooms or operating supplies such as lubrications, coal, writing paper, pencil. Business services include maintenance and repair services such as window cleaning, copier repair and the likes, also business advisory service such as legal, management consulting, and advertising. (Kotler et al, 2006).

Service; is seen as any act or performance that one party can offer to another that is essentially intangible and do not result in the ownership of anything (Kotler, et.al, 2006).

Service may or may not be tied to a physical product. There are four distinctive

Small and Medium Enterprise Managers

Historically, the word entrepreneur was derived from the French word, *entreprendre*, which means “to undertake”. In a business context, it means to start a business. The

Merriam-Webster Dictionary (2016) gave the definition of an entrepreneur as one who organises, manages, and assumes the risks of a business or an enterprise. The term entrepreneur was firstly used in the early 18th century by an Irish man called Cantillon who lived in France. The use of any single definition of entrepreneur or small and medium enterprise (SME) for multiple countries in diverse stages of economic development leads to additional distortions. Therefore, there is a very little consensus on the definition of small and medium enterprise managers both within and across disciplines. However, most definitions highlight qualities such as compositeness, creativity and the ability to grow a business (Wennekers & Thurik, 1999). Also the word ‘entrepreneurs’ has been used interchangeably with “small and medium enterprise managers” creating more confusion on whether entrepreneurs are or not SME managers. This informed why Idam (2014) cleared it that in entrepreneurship literature, entrepreneurs are generally defined as small scale business owners.

Before the colonial masters in our country, trading and manufacturing activities were in existence in every part of Nigeria. That was why family compounds were named after the trading activities of its members. In the light of this and with a view of promoting the business activities in Nigeria, the first three national development plans were targeted to the development of large and heavy industries. A decline in the international price of oil made the Nigerian government under its fourth National plan (1981-1985) to put greater emphasis on self-sufficiency and the development of small businesses in Nigeria. The coming of European missionaries, later traders also changed the nature and kind of business activities in Nigeria. The coming of united trading company (UTC) also expanded the frontiers of entrepreneurial activities in the country. Olagunju, (2008). The fall in crude oil prices that resulted in acute shortage of foreign exchange to produce the required industrial raw materials and spare parts for the large industries in the country (Charles, N.O. et al. 2010).

The failure of the first National plan (1962-1968), second National plan (1970-1974) and the third National plan (1975-1980) which was on the large scale import substituting industries to achieve its desired goals for alternative development strategy. However, the increasing awareness of the potential roles of small and medium scale enterprises in the sustained growth and development of Asian Countries prompted the Nigerian government to shift its priorities to the promotion of SMEs under the fourth National development plans (Kadiri, 2014) and Charles, N.O. et al, (2010).

According to the World Bank, one of the strongest factors in the growth of any Nation's gross National product (GNP) is the presence of small and medium enterprises (Bamford and Bruton, 2006). Countries all over the world have continued to encourage the establishment and development of small and medium enterprise stakeholders, such as the government, the entrepreneur as well as the World bank have contributed to the development of the small and medium enterprises such that the world bank assisted the Nigerian Government over the years loans for the small and medium enterprise (Charles, 2010). Assistance also came from the Nigeria Government for the small and medium enterprises with the establishment of Nigerian bank for commerce and industry (NBIC). The small scale industries credit scheme (SSICS), the Nigerian industrial development bank Ltd (NIDB), the Nigerian export-import bank (NEXIM) and much more to assist the small and medium enterprises because of the numerous advantages derivable from the sector.

Previous studies shown that small and medium enterprises have propelled Asian tigers into the world limelight. China, Malaysia and Japan have developed as a result of their un-relented interest in the development of small and medium enterprises. Small and medium enterprises contribution over the years to the development of the country cannot be over emphasized, such as its tremendous efforts in the the provision of employment in the country; Reduction in poverty; Income generation to the individuals and government;

Utilisation of the abundant raw materials; Provision of foreign exchange; Availability of various kinds of goods; Stimulation of indigenous entrepreneurship; Transformation of traditional and local industry; Linking up the various sectors and sub-sectors of the nation's economy; Greater innovation and creativity; Mobilising savings and investments; Dispersal of business enterprise; Competing globally with similar enterprises across the globe.

Egbon (1997) emphasize that small scale enterprenureship can be explained as enterprises that employs between 1-35 people. They utilise the products or intermediate products from larger firms. They also make use low raw materials. Some scholars defined small/medium scale enterprise as those that employs less than 100 people in the enterprises. While some organisations described small scale enterprises in relation to the values of assets, others descriptions is about turnover and the number of staff employed. The Nation council of industries described small scale enterprises as: cottage industry with costs excluding land not more than N1 million. Small scale is that with costs excluding land but including working capital not more than N10 million. Medium is those with total costs excluding but including capital above N40 million. However, with their differences, all the descriptions share common idea that small scale enterprises are totally low in the aspect of the number of persons employed and in the amount of investment and annual enterprise turn over.

The major criteria used all over the world to explain or describe small scale enterprise are: number of employees, sales value, financial strength, relative size, initial capital outlay, comparison with its past standards, independent ownership and the types of industry. The committee for economic development of the united state of America (USA) states that a small enterprise will have at least two of: managers are also owners, they supplied capital, their operation areas are local and the small size is within the organisation. Moreover they have prestigious advantages aside being self-reliant such as: they have closer touch with customers, employees and the suppliers, they have more cordial relationship with customers

and employees, they can offer customers personalised services, they have more intimate knowledge of the community and therefore easier, environment in a beneficial way, they have less complex organisation to manage and they also have low overhead and operating costs.

Okeke and Eme (2014) says that an entrepreneur defined as one who organises and manages a business, undertakes the risk for the sake of profit. An entrepreneur evaluates perverted opportunity and strives to make decision that will enable the firm to ravage sustained growth. This definition emphasises the decision making ability as a basic characteristic of an entrepreneur. However, it does not include any process or characteristics thought to be important at least in high growth ventures. According to Wikipedia (2015), the entrepreneur recognises a new business opportunity and often exhibits preference in his/ her perception and subsequent decision to adhere the opportunity. Moreover, an entrepreneur is of very high aptitude, they are those who pioneer change, having qualities that only found in few number of the populace, he/she is one who wants to work for himself/herself (QuickMBA, 2010).

Gottlieb (2014) observed that an entrepreneur is one who can take any idea or risks, whether it be a product or service, and have the skill set, will and courage to take extreme risk to perform whatever it takes to turn the concept into reality and not only bringing it to the market but make it a viable product or service that people want or need.

Many people believe that setting up enterprise require sufficient capital, this may be true for medium to large scale enterprise but not necessarily for small scale. Also, many think about the money before the setup and since money is not easy to come by, so they draw back and never embark on one, over one hundred small and medium enterprise categories are out for interested youth and individuals.

Concept of Self-reliance; the paramount aim and objective of entrepreneurship training is to provide meaningful as well as functional and adequate training for youth self-reliance and subsequent self-independent. Nwaigburu and Eneogwe (2013) conceptualised the term self-reliance as the ability to depend on one self and one's resources instead of those of others. It could also mean what one can do for himself or herself. Self-reliance could be perceived as relying on one's own capabilities and efforts so to be independent. Many researchers have observed that the desire of some developing countries such as Nigeria is to have a self-reliant and resilient economy capable of generating an internally self-sustaining growth (Evans-Obinna, 2016).

According to Evans- Obinna (2016), self-reliance is synonymous with self-sufficiency. It implies that doing things for oneself instead of others to do for one. The authority buttressed that self-reliance is the personal initiative in the capability and power to identify, harness and manage effectively and efficiently the personal and collective resources, human or natural in the immediate environments to promote one or others life quality, standard and condition of existence. In this sense, self-reliance warns against dependence-syndrome on the government as the monopoly of development. Self-reliance also draws attention to people's major role as principal agents of development and self-determination both on the personal and group levels.

The Management of Small Enterprise

Business enterprise does not have universal definition. It varies based on scholars and individuals perspective and understanding (Hammed & Olusola, 2005). Careful efforts made to the production of goods and services to the satisfaction of the living and non-living things is referred to as business enterprise. Business enterprises are originally created to produce

profit to the entrepreneurs. Any business enterprise that is not making profits can be referred to as a charitable enterprise or organisation. However, in starting or management of small or large business enterprise there is a need to consider the personality of the entrepreneur, financial capability, experience and skill, also attitude, vision and perseverance. Small and medium scale enterprises are important in any economy that really desired development. The business sector contributes up to 30-40 per cent of all employment in United State of American and Europe. Even the Asian Tigers such as Malaysia, Indonesia and Thailand also improved through the development of their small and medium enterprises. The business sector is targeted as engine of growth and development.

The characteristic of small business ventures in Nigeria according to Olawale (2010) and Olagunju, (2004) includes; Labour intensive purposely to generate employment nation, Capital formation to improve national development, Affordability by most people, Open opportunities for greater participation by many people such that it has free entry into the market, there is free entrance from the market, Effective use of local resources, there is foreign exchange savings through import substitution, It has owner plan, organisation, co-ordination and control of all the human and material resources to meet the business objective, The small enterprise can be found in limited area, It can only serve as a small part of the market.

The process of setting up of a business enterprises in Nigeria according to Bamford and Bruton (2006), it really does not follow hierarchy and these are; identification of the need of customers, acquisition of productive resources, registration with appropriate authorities, installation of plant and availability machineries for the production of goods and services and, pricing, promotion, advertisement and distribution of goods and services to intending consumer.

The Roles of Entrepreneurs in Developing our Economy

Entrepreneurs are the backbone of a successful countries economy like USA where over 23 millions small ventures employ more than 50 per cent of the private workforce and generate more than half of the nation's goal. Small and medium enterprises are seen largely as essential for European employment. Each year one million new entrepreneurs are set up in the united state, SME's account for 99.per cent of all companies and 65 per cent of enterprise turn over in the state. In Taiwan, 70 per cent of jobs are generated by production activities that employed less than 20 workers each 40,000 firms account for 75 per cent of it exports. Therefore, it is undoubtedly accepted that enterprise forms the bedrock of any nation's industrial take off especially in a typical developing country like Nigeria in the following ways.

1. Small and medium enterprises provide more employment per unit of capital invested because they are generally more labour intensive.
2. Small and medium enterprises would aid larger industries by manufacturing raw material input and generally act as catalyst to larger industries thereby generating the desired forward and backward linkages required to build a healthy vibrant industrial base.
3. Small and medium enterprises encourage indigenous entrepreneurship which will help to develop manpower techniques. SMEs will also help to develop our non-oil sector especially agro allied industries which may offset rural migration.
4. Small and medium enterprises will help form the technological base where such industries would start from units operating and innovating indigenous technology to suit our particular needs and utilizing local value of resources products, equipment's and man power.

5. Small and medium enterprises generally source their raw materials locally while a good number of larger units rely on imported raw material. In this era of scarce foreign exchange, industries that source for their raw materials locally stand a better chance of becoming more prosperous Bamiduro (2003).

Entrepreneurship training is a lifelong learning starting as early as basic school and progressing through all levels of education, including adult education. The standards and their supporting performance indicators are a framework for teachers to use in building appropriate objective learning activities, experiences that will enable them get the insight needed to discover and create entrepreneurial activities and the expertise to successfully start and manage their own businesses to take advantage of these opportunities (Wikipedia, 2010). Arvanites, Glasgo and Stumptf (2009) share the views when they state that innovation education methods are needed to develop the entrepreneurial spirit and talents that are necessary to function effectively in an environment of strong market forces and divergent people. They added that for entrepreneurship training to be most useful, it must address and develop in students, the skills as entrepreneurs. Basically, to them, entrepreneurship training is oriented towards four methods, these methods identified by Arvanites, Glasgo and Stumptf (2009) include;

Regular entrepreneurship; this is most popular and suitable for opening of a new organization or starting of a new business.

Corporate entrepreneurship; this is suitable for promoting innovations or introducing new products or markets in existing firms.

Social entrepreneurship or social venturing; this involves creating charitable organisations that are expected to be self-financing in addition to doing their usual activities.

Public sector entrepreneurship; this is designed to improve innovation and customer service delivery.

Types of Entrepreneurship Training Programme

- . Case study
- . Internship/Mentorship
- .SIWES
- .Workshop
- .Practical training
- .Business incubation
- .Teaching & learning

Case study: Is a process of record of research into the development of a particular individual, group or situation over a period of time. It is an analysis of person, events, decisions, periods, projects, policies, institutions or other systems that are studied historically by one or more methods. It can be single or multiple case study, a case study of a successful business persons in the society, the hope is that learning gained from the study can be generalised to many others to bring about success which is aimed for in establishment of the business, though case studies tend to be highly subjective and it is difficult to generalise result to a larger population.

Internship/Mentorship;- This is an opportunity that is offered by an employer to potential employees called interns, this experience is valuable to students as a means of allowing them to experience how their students are performing.

Mentorship; It is a personal developmental relationship in which a more experience or more knowledgeable person in a certain field helps to guide a less experienced or less knowledgeable person. The mentor maybe older or younger, but have a certain area of expertise, it is a learning and developmental partnership between someone with vast experience and someone who wants to learn. Different methods may be used by mentors according to situation and the mindset of the learners and the methods, used in the modern

organisations can be found in ancient education systems, from the Socratic techniques of harvesting to the accompaniment methods of learning used in the apprenticeship or itinerant cathedral builders during the building ages. Mentorship methods can be used to facilitate matches allowing learners to search and select a mentor based on their own development need and interest. This learners-driven methodology increases the speed in which matches are created and reduces the amount of administrative time required to manage the programmes. The quality of matches increase as well with self match programs because the greater the involvement the greater the skills acquired.

SIWES; This is Students Industrial Work Experience scheme, it was initiated by the industrial training fund (ITF) it is a tripartite programme involving the students, the universities and industries in which they are enrolled into, it is a programme designed to expose and prepare the students of tertiary institutions for the industrial work situation they are likely to meet after graduation. The scheme also affords students the opportunity of familiarising and exposing themselves to the needed experience in handling equipments and machinery. Students are attached to schools, industries, companies to acquire skills and experience so that they are prepared for work through active practices and with the corrections and guides of the staffs, so that their transition phase to the world of working environment would be easier and facilitated their jobs placement after graduation.

Workshop; this refers to a room where things are manufacture or light industry work is done. It is a concise intensive course of education for small group emphasises interaction and practical problem solving. A room where furniture were gathered and made to enhance beautify homes decoration (chairs, tables, dressing mirrors) where clothes are made to beautiful styles ,where hair are carefully cared for , where beauty accessories are made (bags, shoes, necklaces, ear rings, bangles made of beads).

Practicum; From the word practice it is a course designed to give students supervised practical knowledge of a subject previously studied theoretically , so that their knowledge, skills, motivation and recommendation would be enhanced.

Business Incubation; a business incubator in business speak is a company that helps new set up companies to develop by providing services such as management training or office space business, incubator differ from research and technology parks in their dedication to start up and early stage companies. Among the most common incubator service are;

- . Help with business basics
- . Networking activities
- . Marketing activities
- . High speed internet access
- . Help with accounting/ financial management
- .Access to bank loans, loan funds and guarantee programs
- . Help with presentation skills
- . Links to higher education resources
- . Intellectual property management
- . Advisory boards and mentors.
- . Links to strategic partners
- . Help with business etiquette.

Teaching & learning; lessons taught by the teachers with philosophical authority and students learned, this is so theoretically based, and not good for real entrepreneurship training.

Significance of Entrepreneurship Training Programme in Schools

Entrepreneurship training programme in this study refers to an educational training which has been systematically designed to enable individual students acquire the basic

knowledge, skills, abilities and understanding needed for efficient and effective performance in chosen occupational carriers to be self-employed or employed based on employability and for self-reliance. Education is the bedrock of any meaningful development while vocational training in particular refers to the cornerstone for any sustainable technological development programme. The aims and objectives of entrepreneurship training programme and technical education as contained in the National Policy of Education revised in (2004) are to provide trained manpower in applied science, technology and business particularly at craft, advanced craft and technical level. Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development. To give quality training and impart the necessary skills to individuals who shall be self-reliant economically and to form a practical segment of educational concern or targeted at skills acquisition.

Entrepreneurial training in schools has been an integral part of National developments strategies in many societies as a result of the impact on human resource development, productivity and economic growth. In order to achieve sustainable development attention should be paid to strengthen the bridge between education and schooling and preparation for the world of work with attributes to improving vocational education and training in Nigeria. Technological development of a Nation depends on available technical know-how, the rudiment which is the function of the quantity and quality of available vocational and technical training.

Nigerians paid an enormous sum of money to hire engineers to build great companies, construct roads and bridges, the hired professionals are graduates of vocational colleges and the reasons for the inefficiency of those works is simply because most of our graduates lack employability skills which entrepreneurial programme offers in schools. Therefore, the society needs competent vocational and managerial personnel who are skilled manpower such as Computer operators, Plumbers, Electricians among others which are

apparently in short supply. According to Enatioro (2008), entrepreneurship education as a training is utilitarianism and it is a concept of recognising the importance of labour. vocational, technical education and entrepreneurial programme in schools are the type of education Nigeria needs presently to reshape her crumbling socio-economic status because, it is directed towards the preparation of students for different occupations, since the students are equipped and ready to face the challenges of the world of work.

The Federal Government felt the need to promote the collaborative efforts of the town and gown in Nigeria, hence the directive of Nigerian Universities through the National Universities Commissions (NUC) to set in motion entrepreneurial centre in each of the universities. The realisation of this need is an instrument for creating wealth, business opportunities, economic development and global market competitiveness for university graduates, also to equip the graduates to meet the challenges of self-reliance in contemporary Nigeria and the world at large.

The objectives of the centre through the various courses designed and approved for the National University Commission (NUC, 2004) are to:

- Train teachers who are proficient in their respective discipline and of quality in one vocation that can guarantee self-reliance.
- Equip the students with the needed knowledge and to make them successful entrepreneurs.
- Inculcate in the students' knowledge of the modern information communication and technology (ICT) that will enable them to interact with their immediate and distant environment.

The ultimate goal of the centre is to be equipped to meet up and cope with challenges of unemployment as well as poverty by being self-reliant. Students were expected to be active in practical work of projects, in groups and individually. They were expected to be

actively involved in practical activities, outside the classroom and at their leisure periods, no doubt this enhances their acquisition of the relevant skills. The available vocational and entrepreneurial courses are; Plastic making, Training and consultancy, Barsoap making, powdered detergent making, Liquid detergent making, Hair cream making, Body cream and ointment making, Hair shampoo making, Piggery Apiculture (bee keeping), Photography, Food processing and packaging, Shoe making, Leather bag making, Belt making, Pastries, Men native garment making, Female native garment making, Men English garment making, Female English garment making, Textile stone application, Vegetable oil production, Juice extraction and production, Bead making and wire works, Fisheries and aquaculture, Fish feed making, General printing, Screen printing, Book binding, Building, drawing and draughtsmanship, Water treatment and packaging, Paint application skill, Domestic electrical wiring, Radio and Television repair, Poultry, Poultry feed making, Auto electrical repair, Auto body spraying, Small engine repair (generator and motorcycle), Plumbing and pipe fitting, Refrigeration and air conditioning, Welding and fabrication, Ceramics production, Tiles production, Tiles works, Inverter building, Music, Dance, Creative arts, Stage/scenic design, Interior decoration, Web designing, Blogging, Computer repair, Computer graphics design, Computer programming, Fumigation and pest control, Waste management and recycling, Biogas technology, Moringa production and marketing, Events management, Heliciculture (snailry), Grass cutter production, Quail production and management, Horticulture and landscaping, Audio and video production, Choreography, Acting, Directing, Lighting, Instrumentation, Composition, Yoghurt production, Dry cleaning, Bread making, Germicide and disinfectants, Make-up and cosmetologist, Tie and dye, Hat making, Hair dressing, Hair weaving, Braiding, Barbing and stylistics, Interlocking tiles laying, Weaving/Aso-oke, Plastic welding, POP decoration, Aluminium fabrication, Embroidery, Key smith (key cutting), Bag making, Knitting, Glass blowing, Commercial herbal

cultivation, collection and packaging, Upholstery, Store keeping, Salesmanship, Marketing, Book keeping, Tourism, Carpentry and joinery, Auto parts merchandising, Machine woodworking, Block laying, brick laying and concrete work, Electrical installation and maintenance work, Stenography, Catering craft practice, Furniture making, Wig making, Cattle breeding, Sheep breeding, Goat breeding, Rice cultivation, Soya beans cultivation, Cashew cultivation, Ginger cultivation, Vegetable cultivation, Yam cultivation, Palm oil production, Potatoes (sweet/ Irish) cultivation, Fruit cultivation, Block, brick and concrete making.

Bolt, Lee and Foster (2003) perceived skills as the art and the act of possessing the ability to have power, authority or competency to do the task required of an individual on the job. Skills acquisition is the process of acquiring or gaining effective and available knowledge in developing one's aptitude and ability in a particular field of study (Kikechi, Owano, Ayodo & Ejakait, 2013).

Concept of Skills Acquisition

Defining skills is a herculean task because of the elusiveness and the controversy on the concept. This emerging problem of definitional fluidity arises out of various definitions provided by scholars in various regions and Nations of the world. Nevertheless, skill is being used in both professional and common parlance in the narrower sense of ability to do something. It is generally regarded as a basic ability by which man adjusts to life. According to Osuala (2004) skills is the capability of accomplishing a job with precision of certainty, practical knowledge in combination with cleverness and expertise. This suggests that skills often make individuals astute enough in carrying out a task with precision of certainty and expertise. However, the definition did not consider skills from a procedural perspective. The acquisition of skills may be difficult without learning process (Speelman, 2005, Dekeyser 2007).

The quest of finding the challenges of reforming Nigeria's tertiary institution and educational system to achieve its ultimate goal of empowerment is possible. This goes back as a primary and secondary schools where students are streamlined to their strength through career talk while their emphasis should be on not just accumulating certificates but also enriched with necessary skills. The Nigerian educational system as witnessed many transitions from a grammar oriented one during the days of colonization to a theoretically oriented one. This system has not significantly equipped school leavers with the practical skills needed to earn a living as there is no proper orientation on tapping of the abundant available resources. If ergonomics can adapt machinery to the physiological and psychological principle of man then we can link skills to productivity, employment and development. The educational system curriculum should reflect and match the necessary skills.

Okebukola (2012) aptly observed that most graduates resort into kidnapping business probably because they lack entrepreneurial skills to start up legitimate business. This means that the Nigeria educational programmes emphasize theory and as cherishers of certificate oriented than practical or skills acquisition. Kareem, Ademoyewa, Ojenike and Sodiq (2015) substantiated the above observation when he opined that the training programmes in Nigeria at both secondary and tertiary levels have focused more on teaching knowledge and skills in principles that lacked practical experience in various fields of studies. Many programmes are deficient of the required skills that are necessary for self-employed jobs to meet their basic needs and economic growth. Ubah (2012) stated that due to the dwindling economic condition in Nigeria and the resultant massive unemployment of the youths and adults in Nigeria, the federal government has emphasised the need for every Nigerian youth to strive for self-reliance through self-employment.

Okorie (2010) defined skills as a well-established habit of doing something or manual dexterity acquired through repetitive performance of an operation, unlike Osuala (2004), considered skills as a continuous habit which must be leaned and practiced repeatedly. Okorie, (2010) however, limits skills to a manual dexterity giving lesser consideration to the social construction of skills. Meanwhile, skills should not be seen as primarily objective processes but very much the result of social construction (Ribgy & Sanchin, 2006).

Jibril (2012) defined skills as a fact, dexterity and practice, the ability one has to develop in order to accomplish work especially in vocational and technical occupation. This skills implies that are as sequential organised proficiency action executed in a flexible but systematic pattern. It further potrays that to possess skills is to demonstrate the habit of acting, thinking and behaving in a specific activity in such a way that the process becomes natural to an individual through repetition or practice. This study, therefore, considers skills as the acquired knowledge and understanding of how to operate business as well as the ability to apply them in the challenging business environment.

Skills acquisition can be explained to mean the form of training by individuals or group of individuals that can lead to acquisition of knowledge for self-sustenance. It involves the training of people in different fields of trade under a legal agreement between the trainers and the trainees for certain duration and under certain conditions. Similarly, Douli (2004) is of the view that skills acquisition is the manifestation of idea and knowledge through training which is geared towards instilling those training in individuals, the spirit of entrepreneurship needed for meaningful development. He stressed that if individuals are given the opportunity to acquire relevant skills needed for self-sustenance in the economy, it will promote their charisma in any work environment. He further maintains that skills acquisition increases competition and cooperation among people.

Accordingly, Magbagbeola (2004) propine that skills acquisition entails the accumulation of different skills that enhances task performance through the integration of both theoretical and practical forms of knowledge. He highlighted the guidelines for the sustenance of skills acquisition programme to include the followings;

- Provision of training that gives the trainees the opportunities to acquire skills that are appropriate for preparation in a field of trade for gainful employment.
- Provision of definite skills that relate to each trade that makes one a professional in one field instead of the others.
- That training should be done by competent, experienced and qualified instructors.
- Skills acquisition requires much practice, patience, interest, ability, aptitude and personality traits.
- Skills acquisition requires conducive environment.
- Training requires constructive human relationship, business skills, imitation and constructive ideas.
- The principles guiding training in a particular field in terms of attitude, customer-relationship, productivity, efficiency, supply and demand needs to be appreciated.

From the scenario, it can be stated that skills acquisition requires a holistic approach in the realisation of creative ideas. It helps in the transformation of knowledge and skills into creative venture.

Students' Skills Acquisition

The preparation of students for acquisition of skills for self-reliance is dependent on the acquisition of basic knowledge about employment opportunities and possession of marketable skills. Suleiman, 2013; Ogundele, Fayisetan and Gana (2014) asserted that during the pre-colonial era which ended in the latter part of the 15th century, vocational skills such as crop and animal husbandry tailoring, blacksmith, carpentry and bricklaying were traditionally

passed from parents to the offspring as a means to keep the family name going at that time, the education of these vocational skills included a high degree of self-reliance among children.

According to Oviawe (2011), secondary education in Nigeria hardly prepare students for their roles as self-reliant citizens and workers in the 21st century. Moreover, the structure of most the schools appears to inhibit knowledge-based teaching and learning as they lack the necessary conditions, and appropriate skills necessarily needed for production of quality graduates for the labour market and subsequent employment. Lack of productive and marketable skills has been identified as the major cause of unemployment as many school leavers are not adequately prepared to fit into the productive sector of the economy and cannot provide the services that can generate sustainable income (Yakubu and Abbas, 2012; Akinyemi, 2014). Bolt-lee and foster(2003) perceived skills as the art of possessing the ability to have power, authority or competency to do the task required of an individual on the job. Ezeani (2012) stated that skills are not a person's fundamental, innate capacities but must be developed through training, practice and experience.

Skill acquisition is the process of acquiring or gaining effective, efficient and ready knowledge in developing one's aptitude and ability in a particular field (kikechi, Owano, Ayodo & Ejakait, 2013). The preparation of the students for skills acquisition in order to be self-reliant and independent is dependent on the acquisition of basic knowledge about employment opportunities, requirements and trend as well as the possession of marketable skills. According to Ogundele, Feyisetan and Gana (2014), skills acquired by students would have aid job creation, youth empowerment and poverty alleviation, which in turn have the capacity to solve various social problems. Mbionwu (2008) averred that students who acquire adequate work-skills have better options to become entrepreneurs after graduation. In support of this, Kikechi et al., (2013) maintained that skills acquisition provides a platform for

technological excellence in the face of globalization of the world economy. Akpotowoh and Amahi (2006) confirmed that skills acquired through business related subjects promote training in entrepreneurship as well as equip students with the requisite skills to establish and run small businesses for their own.

Ada, Omalle and Okedi (2008) attributed to the poor level of skills acquisition to the implementation of the different subject matter, or among many other things such as poor infrastructural facilities. Suleiman (2008) observed that pre-vocational subjects like introductory technology were poorly implanted with obsolete and non-functional equipment. Also Uwameiye and Oviame (2006, as cited in Oviame, 2011) emphasized that pre-vocational subjects should be taught through field trips and practical activities as is expected. Due to lack of materials, laboratories, equipment needed for exploratory activities, these subjects were taught in the traditional teacher's centre classroom while students copy inputs from chalkboard. The present day's scope, however, was on the ability of the students in term of their affective, cognitive and psychomotor on entrepreneurship training and core-skills needed to become a good entrepreneurs.

Unemployment Trend across the Globe

The phenominum of the global economic crisis which began in 2007 has had a huge effect on the number of unemployed people around the world. According to International Labour Organisation (ILO) Global Employment Trends 2013 report prepared by Guy Ryder, the number of unemployed people around the globe increased from 178 million in the year 2007 to 197 million in 2008 with a peak of 212 million reached in 2009. After 2013, the rate is again on the rise. The economic outlook and the inadequacy of policy to counter this havoc has weakened investment and hiring. This has prolonged the labour market slump in many countries, lowering job creation and opputunities and increasing unemployment duration.

A concluded Statistics from Eurodata in February 2012, sourced from www.gfmag.com. Compares the level of unemployment situation globally from the United States of America (U.S.A), Europe and also the United Kingdom (U.K), In the U.S the unemployment rate had a record high in 2010 (9.6%), steadily and slowly decreasing to 7.7% in 2013. The Euro Area was very had hit, 9.6% in 2009, growing steadily to 11.7% in 2012. Greece had 7.7% in 2008, which grew to 23.8% in 2012. Ireland 6.3% in 2008 to 14.8% in 2012. In Spain, 8.3% in 2007 to 24.9% in 2012. In the U.K, 5.4% in 2007 to 7.9% in 2010 to 8.1% in 2012.

In a developing country like Nigeria, this situation is gloomier and more apparent. Statistics according to National Planning Commission's Performance Monitoring report on government's Ministries. Department and Agencies (MDA's), shows the imminent rate of unemployment in 2010 was 21% which rose to 23.9% in 2011. A National Baseline Youth Survey Report by National Bureau of Statistics (NBS) reveals that the total of 54 % of Nigerian Youths were unemployed in 2012 out of a total population of 64 million comprising youths aged between 15 and 35 years. Of this figure, 51.9% are female, compared to 48.1% male. This alarming situation which is a real, serious social problem if not tackled can be a huge time bomb that could blow up in the face of the nation. No wonder the high incidence of these menace of crimes such as armed robbery, kidnapping, cultism, terrorism (Boko-Haram menace), prostitution, drug peddling and other social vices, being exhibited brazenly in the country. All these can be traced as the effect of the high rate of employment in the country. The people in this category are becoming more and more hopeless and desperate. The recent incidence of recruitment exercise across 33 states of the country and Abuja organized by the Nigerian Immigration Services (NIS) which left the total of 18 Nigerian Youths including 3 pregnant women dead at Abuja, Minna and other centres while 100 people got injured during a stampede (P.M News, March 18, 2014) shows the level of degradation the issue of

unemployment has sunk into. Employment requirement in most establishment have been changing which is as a result of technological impact, and as such educational institutions have an enormous task of ensuring that students acquire and utilize necessary marketable skills (Ottah, 2008).

Concept of Graduates' Employability

In the early years of Nigeria, securing a healthy job after graduation was not a difficult task. Obikeze (2010) observed that the university, polytechnics and colleges of education graduates alike secured jobs in their final years in the schools. Obikeze maintained that in some instances, appointment papers were issued to young graduates at the orientation camps during the National Youth Service Corps (NYSC). So, getting a job was not the problem of the young graduates then but the head ache of the employers to get them. Today the situation is apparently different. The rate of graduate unemployment has become a big source of worry to the graduates, the parents, relations and of course, the government. This has become an economic, political and social problem in Nigeria politic and social problem in Nigeria particularly among graduates. The zeal for Tertiary education is gradually being eroded and eradicated because of the discouraging menace of graduate's unemployment. The tertiary institutions (university, polytechnic and colleges of education) were particularly established to train and prepare students for employment upon graduation. Hence, Oladipo, Adeosun and Oni (2010) in their book asserted that in the early Nigeria, tertiary institutions were regarded as the single most important industry for the production of high-level man power needed for the transformation of Nigerian economy. Similarly, world-Bank (2009) reported that tertiary education in general is fundamental to the construction of knowledge economy and society in all nations.

Consequently, young people struggle a lot to get admission into tertiary Institutions and while there, efforts are made to enable them secure jobs and contribute to the transformation

of the society. But unfortunately, many students complete their education and come out with good grades without hope of securing jobs. According to Denga (1992), getting a job in Nigeria is fast becoming a job on itself. It is a common feature in Nigeria, roaming the streets in urban areas in search of white collar jobs that do not exist while some have resorted to illicit acts as means of consolation and engagement. This is really counterproductive for a developing nation like Nigeria.

One of the core problems of most societies in the modern time is how to stem the ever rising tide of unemployment and achieve appreciable success in wealth creation and poverty reduction and foster socio-economic development. Stakeholders in education have constantly lamented the unfortunate trend in which our tertiary institutions annually turn out graduates who roam our streets daily in search of non-existing jobs. They have placed this really ugly phenomenon on the door step of a dysfunctional education system that has structurally failed to capture the dynamic nature of education as agent of transformation and a catalyst for individual and societal self-reliance. In apposite reaction to this development, federal government in (2007) revised the curricula of university education to include entrepreneurship education in order to equip the Nigeria graduates in an effort to reduce the growing rate of unemployment and to create more jobs as well as wealth.

The concept of employability is sometimes confusing because it is a term used with various meanings and can lack good understanding without carefulness and concentration. Some researchers viewed the possession of generic skills as employability skills which has been criticised for being too narrow and shallow (Harvey 2010, Bridgstock 2009). The generic skills include verbal and written communication skills, interpersonal skills, and analytical and critical thinking skills, applicable in a range of contexts (Luk 2014, Pitan 2015).

It should be noted that generic skills are basically the subsets of employability skills, and its development could lead to enhanced employability. Also, for many persons, employability is as well the same thing as being employed (Harvey 2003, Pool & Sewell 2007). It should be noted that employability and employment do not have the same meaning and should be segregated. According to Weligamage (2009) and Oliver (2015), to be employed means having a job, while employability means the possession of necessary qualities to get employment, maintain it and progress in it. Therefore, employability means more than ordinarily getting a job.

However, several other researchers (such as Yorke & knight 2006, Pool & Sewell 2007, Bridgstock 2009, Harvey 2010, Cavanagh 2005, Oliver 2015) have conceptualised employability from a more holistic perspective but in different contexts. Yorke and knight, (2006), see employability as a set of achievements (skills, understandings and personal attributes) that make individuals more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the work force, the community and the economy. Yorke and Knight (2006) formed a framework for enhancing the concept of employability, which is popularly referred to as the USEM model that summarises employability as four interrelated components, these being understanding (of course of study and how organisations work), skilful practices (academic, employment, and life generally), efficacy belief (the student's self-concept and self-belief), meta-cognition (including self-awareness and a capacity to reflect on learning).

Moreso, the USEM model has been abandoned because it's academic nature and that it does not explain the real meaning of employability to non-expert on the field, especially the students and their parents. Also, the additional element of satisfaction was provided by Pool and Sewell (2007), they defined employability as set of skills, knowledge, understanding and personal attributes that make a personal attributes also make a person more likely to choose,

secure and retain occupations in which they can be satisfied and successful in his or her chosen profession without being satisfied. They also develop a model of employability known as Career Edge. The Career Edge model's components include career education, experience, degree subject knowledge, generic skills, emotional intelligence, reflection and evaluation, and self-efficacy/self-confidence/self-esteem.

Oliver (2015) also defined employability as that students and graduates can discern, acquire, adapt and continually enhance the skills, understanding and personal attributes that make them more likely to find and create meaningful paid and unpaid work that benefits themselves, the workforce, the community and the economy. The continuous enhancement in this definition emphasize the fact that employability is not static but a continuous process .No wonder lifelong learning is one of the characteristics of employability.

It is prominent from the foregoing discussion that the concept of employability transcends just the possession of both academic and generic skills, it also connotes the utilisation and development of such assets and is a lifelong process .For this study, employability can be defined as ability of graduates to possess, exhibit and manifest the knowledge, skills, attributes and attitudes needed to attain and maintain jobs in which they can be successful and fulfilled. It could be deduced that employability skills consist of knowledge, attributes and attitudes that will enable students to obtain and maintain jobs in which they can be fulfilled not only in their occupations but also in life. It is therefore the responsibility of the university in conjunction with institutionalised and a well functional career management service to familiarise the students to the components of employability right from their early stage in the university (Cole & Tibby 2013).

Skills shortage remains a serious constraint in Nigeria. Over 80% of graduates in Nigeria are still unemployed, yet they have the qualifications. Unemployment in Nigeria appears to be a labour market paradox, and is attributed to prevailing skills deficit and skills

mismatch. The skills deficit among university graduates is considered to be constraint to economic growth and a contributing factor to incidence of graduates' unemployment. Employability is a multi-dimensional concept and there is a need to distinguish between the factors relevant to obtaining a job and factors relevant to the preparation for work (Little, 2001). Employability is not just about students making deposits in a bank of skills (Morley, 2001). Knight (2001) and Yorke (2001) it is considered employability to be a synergic combination of personal qualities, skills of various kinds and subject understanding. According to Knight and Yorke (2001), there are two main concepts of employability. These are the educational conception relating to the ability of graduates to tackle graduate jobs and the ability of the graduate to get a job.

However, university graduates lack the necessary generic competencies and are not work place ready. Therefore, university students need stronger and even more creative linkages between student life and world of work in relation to the nature of the higher education curriculum in Nigeria. There is a calling for greater application and practice in conjunction with a clear emphasis on economic and social relevance. An individual's employability asset comprises their knowledge (what they know and how to do it) skills, what they do together with what they know and attitudes (how they do it). There are many detailed categories in the literature, for instance, to differentiate between baseline assets such as basic skills and essential personal attributes (such as reliability and integrity). Intermediate assets such as occupational specific skills (at all levels) generic or key skills (such as communication and problem solving) and key to personal attribute (such as motivation and initiative). Also, the high level assets involving skills which helps to contribute to organisational performance (such as team working, self-management, commercial awareness).

Aside the objective of minimising unemployment among youths and graduates, entrepreneurship has many potential benefits, for example, youths run enterprises have a direct impact on employment, if new young entrepreneurs hire fellow youths this could help address some of the social psychological issues and delinquency that comes out of joblessness. The enterprises can also create linkage between youth entrepreneurs and other economic factors, such as those sub-contracting and so on. Moreover, youth entrepreneurship promotes innovation and resilience as it encourages young people to crave for new solutions, ideas and ways of doing things through experience based learning. In-addition, one of the aims of this research is to inculcate a new orientation of excellence that will empower the graduates to become men and women of influence through the activities of entrepreneurship training,

Stoner, Freeman & Gilbert (2011) started that entrepreneurs are originator and the creator of new enterprise and new organisations for those ventures. The definition explains that entrepreneurs see opportunities which others do not see. Stoner, et.al, 2011), the entrepreneurs are those seen as risk takers who creates organisation which offers new things to customers, employees or other stakeholders. According to Schumpeter (2009), the inception of new combination may occur in the forms of introduction of new products to the market, new method of production, opening of new market, discovery of new source of raw materials and bringing out of the new form of organisation. Schumpler further made difference between an inventor and innovation: An inventor is the one that discovers new methods and new materials while an innovator utilises inventions and discovers to make new combination (Havinal, 2009).

Training and Graduates' Self-Employability

Nwangwu (2007) articulates the objectives of entrepreneurial training at the tertiary education to include that: Offer functional training for youths to enable them to be independent, self-employed and self-reliant. Providing graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities. Offering graduates adequate training in the acquisition of skills that will enable them to meet the manpower needs of the society. These objectives buttress the need for youth entrepreneurial empowerment through entrepreneurship training at the tertiary level to harness their potentials and intellectual creativity for job creation.

Sidney (2012), in his study pointed out the fact that entrepreneurship training provides various opportunities for students in social interactions with their teachers and peer groups which has effects on the entrepreneurial learning process and provides a source for entrepreneurial intention. The author recommended that entrepreneurship training should be included at all training levels which develop entrepreneurship intention and can contribute in social development of entrepreneur as well as the country. In support of this, Postigo and Tamborini (2002) maintain the position that entrepreneurship training stimulates and develops in the individuals the zeal to be an entrepreneur as well as equipping the person with the tools necessary to set-up new ventures. This means that entrepreneurship training aims at empowering the youths through the adoption and promotion of problem-solving pedagogical approach, familiarity with information and communication technology, environmental awareness and entrepreneurship skills (Enaohwo, 2009).

It is therefore, a major source of job creation, empowerment and economic dynamism and also in the global world. In support of this, Donaldson and Scannell (2000) stress the need for the teacher to trigger the desire to learn in the learner by relating the benefits of learning to personal and job needs of the students. In this regard, entrepreneurial training

program should be designed to meet the relevant needs of the students for job creation on graduation. Singh and Sharma (2011) describe the concept of entrepreneurship as the ability to create and build something from practically nothing and it involves the process of creating value by pulling together a unique package of resources to exploit an opportunity. According to them, the need of the time is to empower people technically through entrepreneurship training to cope with the changing times and productivity using their entrepreneurial skills for setting and sustaining enterprises.

In a related study, Okiti (2009) discovered in her study that a greater or a higher percentage of university lecturers agreed that entrepreneurship training would enhance graduates' self-employment through job creation and enable graduates to be self-reliant and relevant to the society. The study also revealed that entrepreneurship training would eradicate graduates unemployment since it would create entrepreneurial mindset for undergraduates. Researchers have discovered in their various studies that the fundamental principle of entrepreneurship training is that it deals with the organisation of knowledge in a particular subject in such a way that it commands more of the hidden potentials in that subject area for self-employment and job creation with system values that are not ordinarily treated as part of the normal university curriculum (Onwukwe, 2009). Thus, as students are exposed to these principles and values in the course of teaching and supervision, they would be able to use the knowledge to help in the development of their community (Uche & Adesope, 2009). In this study conducted by Uche and Adesope (2009), it was discovered that lecturers of entrepreneurship imparted in the students entrepreneurial skills such as independent minded skills, skills to start a small scale business. Communication/ proposal presentation skill, time management skill, risk taking skill, business management skill, corporate management skill and attitude to work.

The use of any single definition of employers of graduates otherwise referred to as (owners of private organisations) for multiple countries in diverse stages of economic development leads to additional distortions. Therefore there is a very little consensus on the definition both within and across disciplines. However, most definitions highlight qualities such as compositeness, creativity and the ability to grow a business (Wennekers & Thurik 1999). Also the word ‘entrepreneurs’ has been used interchangeably with small and medium enterprise managers ,creating more confusion on whether entrepreneurs are or not small and medium enterprise managers .This informed why Idam (2014) cleared it that entrepreneurs are generally defined as owners of private organisations.

Shaw (2003), defined the owners of private organisations as those who undertake innovations, finance and business acumen in an effort to transform innovations into economics goods. This may be in new organisation or may be part of revitalising matured organisation, in response to a perceived opportunity. Hirsch and peters (2002), put owners of private organisations as the quintessence capitalist individuals who recognises opportunity and set up businesses to exploit them. This implies that private organisation owners possess the ability to seek new ideas and make new products that creates business opportunity .Hirsch and Peter definition, however, limits the activities of the owners of private organisations to capitalism alone, meanwhile they can as well operate in a socialist state or be socialists.

Okeke and Eme (2014) defined an “entrepreneur” as one who organises and manages a business, undertakes the risk for the sake of profit. An entrepreneur evaluates perverted opportunities and strives to make decision that will enable the firm to grow. This definition emphasises the decision making ability as a basic characteristic of an entrepreneur. It however, does not include any process characteristics thought to be important at least in high growth ventures.

Brunette (2009) asserted that owners of private organisations are those who use their knowledge and resources to develop or create new business opportunities. They are also those who are actively involved in managing their business and own at least 50 percent of the business and have been in operation for longer than a year. Brunette's definition seems encompassing and comprehensive. In the context of this study, private organisation owners are those individuals who perceive a vision, commit themselves to that vision for longer than a year and also manage relevant activities to successfully attain the stated objectives of the enterprise. They may be the owners of the business enterprises or hired by the owners to handle the day to day activities of the organisations based on their training and experience.

Training is a process of learning a sequence of programmed behaviour. It is the application of knowledge and gives people an awareness of rules and procedures to guide their behaviour. Training helps in bringing about positive change in the knowledge, skills and attitudes of employees. Training is refers to as a planned effort by a company to improve employees' learning of job related competencies such as knowledge, skills, or behaviours unpleasant for successful job performance. However, the important of training is for employees to master the knowledge, skill, and behaviours that is employed in training and to incorporate them to their day to day activities.

According to Dessler (2000), training is important for organisational improvement and success. It is advantageous to both employers and employees of an organisation. Employees become more efficient and productive when they are trained well with lots benefits of: helping to get job security and job satisfaction as in the more satisfied the employees the greater their morale and the more they will contribute to the organisational success and the lesser will be employee absenteeism and turnover. The well trained employees will be well acquainted with the enterprise or organisation and will need less supervision. The more trained employees, the less their chances of committing accidents in job and more proficient

they becomes. Employees become more eligible for promotion because they have acquired skills and efficiency during training therefore they become assets for the organisation. Training as exercise improves efficiency and productivity of the employees, the employees display both quantity and quality performance. It is also less waste of time, money and resources.

Some commentator use a familiar term for workplace learning to improve performance, such as on-the- job or off-the-job. On-the-job training takes place in a normal working situation, using the same tools, instrument, equipment, documents or materials that trainees would use when fully trained. On-the-job training has a peculiar reputation as most effective for vocational work. On the other hand off-the-job training takes place away from normal work situations, this means that the employee does not count as a directly productive worker while at training. Off-the-job training is of great advantage that it allow the people to get away from work and concentrate more thoroughly on the training itself, and it has proven more effective in inculcating concepts and ideas.

Issues in Entrepreneurship Training and Skills Acquisition Programme in Public University North-central, Nigeria

It is incontrovertible that the success of a society in which entrepreneurship training programme depends on skills or training acquired by the entrepreneurs. Entrepreneurship training, therefore, has been widely recognised to be formidable in providing entrepreneurs with adequate and required training on entrepreneurial knowledge and skills in developing countries like Nigeria. Ezech (2011) posited entrepreneurship training promote the awareness of the career purpose and provides skills training for business creation and development. Abdullahi (2002) believed that the concept of entrepreneurship training is an aspect of total education programme which provides the recipients with knowledge, skills, understanding and attitude needed to perform well in the business world as a producers or consumers of

goods and services. However, the implementation of entrepreneurship training and skills acquisition programme in Nigerian institutions especially North-central Public University is facing several constraints which affect its effectiveness in yielding the desired benefits. Some of these issues are discussed below:

Inadequacies in the Curriculum Content of Entrepreneurship Training;

Curriculum is basically concerned with the why, what and how of instruction. In other words, it is concerned with the goals and objectives of instruction, the content organisation and evaluation (Akudolu, 2010). These curriculum elements form the beacon for the development and implementation of entrepreneurship curriculum. Curriculum in an education system is a planned sequence of learning experiences through which specific behavioural changes will be achieved for students within a given learning setting. Udeiyen and Okoye (2012) therefore defined curriculum as an aggregate of all experiences planned for learners under the auspices of the school. In this case, curriculum embraces all the activities and experiences that contribute to the balance development of the learners throughout their academic career. The place of curriculum cannot be overemphasised in training. It is the mechanism through which the educational system inculcates into the learners, the knowledge, skills and attitudes which society prescribed. If the needs of the society continue to change, the curriculum arrangements ought to change with such needs.

However, the educational curriculum in Nigeria cannot boast of possessing entrepreneurial modules that prepares her students for self-reliance skills necessary for self employability. The content of entrepreneurship training curriculum has been reported as inadequate at all levels. An example of such could be seen in a study by Njoku, (2007) on tertiary institutions. Most of the courses do not cover the scope of knowledge and skills required for the effective preparation of entrepreneurship education teachers. Highly needed courses such as administrative office, management and transcription are not included in the

curricula of some institutions. Such inadequacies in the curriculum especially North-central, Nigeria could lead to the production of half-baked graduates who do not possess the necessary skills for effective performance nor compete with the performance of graduates in other parts of the world.

A probable reason for the above inadequacies may be such that entrepreneurship education experts and relevant stakeholders who are not often invited to participate during the development of the curriculum. Some ministries thereby handpick people to develop the curriculum for teachers at certain levels and this could generate lots of problems, not only for the institutions, but also for their products.

Non Relevance of the Course Content: An entrepreneurship training and skills acquisition programme should include core courses that would prepare the students for saleable skills, help them have an understanding of the economic system and how a business operates. It was also to be geared towards helping people to acquire knowledge, and attitude/value that would enable them function in the world they live. To this end, subjects that would meet the objectives set or goals must be in the content of the curriculum. A good curriculum should also be geared towards enabling and helping the students to acquire knowledge, attitudes and values that would enable them function efficiently in the world of work. Therefore, subjects that would meet the objectives or set goals must be included in the curriculum.

Poor implementation of the curriculum: Today the training of entrepreneurship educators tend to deviate from what is contained in the curriculum: Industrial training is no longer carried out the way it was and should be originally done.

Time Allocation: Another aspect that shows the inadequacy is the time allotted to the subjects on the school time-table. In some schools, Njoku (2007) observed that inadequate number of hours allotted to entrepreneurship subjects at all levels was considered a major issue that needed proper attention.

Qualification and quality of teachers: An entrepreneurship education teacher is a person who holds a degree in entrepreneurship education from a recognised university or an NCE (National Certificate of Education). Holders of National Certificate in Education from the recognised colleges of education in entrepreneurship education are competent to teach the five components of the Junior Secondary School entrepreneurship training programme. He or she is a person who is constantly aware of the state of art in entrepreneurship education and has a thorough knowledge of the requirements of entrepreneurship training and skills acquisition programme. The entrepreneurship education teacher has to have 3 qualifications. Business qualities, personal qualities for him/her to do the job as a trained entrepreneurship education teacher and professional qualities such as entrepreneurship education teacher should belong to a professional association.

Facilities: facilities for teaching and learning in any programme are usually given a prominent position in the field of instructional technology. Just as Nolan (2010) said, it is not possible to achieve the objectives of a well-designed programme without adequate facilities. This means that facilities must be adequate and functional. Facilities in entrepreneurship training are as important as the entrepreneurship trainers. The facilities you will need for your entrepreneurship training courses would depend on, the content of each course, the objective of the programme for each course, in some cases the method of teaching, the level and number of students. Adequacy which means that facilities needed for instruction must be capable of taking care of all those who need them. For instance, in a class of 30 to 36 computers must be made available. So that the teacher would have 1 for demonstration and the rest would be left as stand-by and relevant in case of need to replace or an additional in the number of the students.

Factors Affecting Graduates' Self-employability

While employers are often searching for skills that go beyond qualifications and experience, experience may make one eligible for a job. To be successful at the job, one needs to exhibit necessary mix of skills - employability skills that can be transferred between different jobs and different employment sectors. For employers, getting the right people means identifying people with the right set of skills and qualities to fulfil the role and contribute to the organization success. The candidates may have the qualification and the 'hard skills' needed to be able to manage the job role but without a well-honed set of 'soft skills' to be self-employable. Self-employability skills are those skills necessary for creating, keeping and being successful in a job. These are the skills and attitudes that enable graduates to get along well with their colleagues and employees, to make critical decisions, solve problems, develop respect and ultimately become strong ambassadors for their own organization. These skills (soft) are usually lacking in graduates that are just out of school, even those already in employment and those who are self-employed. Such skills according to Skills You Need (2013) include:

Interpersonal Skill: are used to interact with people, participate effectively as members of a team, negotiate, satisfy customers, make decisions, manage time and work effectively with colleagues

Communication Skill: Verbally and in Writing. Writing clearly and succinctly, demonstrates good vocabulary and listening actively.

Critical thinking Skill: is the ability to solve problems and make decisions is a huge asset to employers. This also includes ability to effectively plan and organize creative thinking are innovative and inventive and are more likely to devise new ways of doing things that add value to the work environment.

Personal Development: Having the right attitude towards work and the organization you work for. Employers look for people who are open to learning and embrace change. Such a person will be more successful than the person who is afraid of learning and resistant to changes in the organization.

Self-management skill: Self-motivation, self-confidence, self-control-skills that are used to manage personal feelings and how people react to challenges and problems both at work and in their private lives.

Presentation Skill: Needed for presenting information clearly and effectively in the work place. This includes business plans, reports, minutes etc.

Leadership Skill: Ability to efficiently influence others towards the achievement of a goal.

Numeracy: Involves the understanding of numerical data, statistics and graphs. It is also a part of making decisions and reasoning.

Information Technology Skill: Acquiring basic IT skills and being familiar with the computer open a wide range of employment opportunities and increase marketability in work places (www.skillsyouneed.com).

According to the United Nations educational, scientific and cultural organization (UNESCO, 2005), the aims of various governments to combat the menace of poverty through the establishment and creation of poverty reduction programmes failed because university graduates lack practical training. Many stakeholders and political leaders vehemently believe that fostering a robust entrepreneurial culture and training through entrepreneur training will maximise individual and collective economic and social success on local, national and global scales. Akpomi (2009) stated that entrepreneurial skills and attitudes provide benefits to the society even beyond their application to activities of the enterprises. She further stated that personal qualities that are relevant to entrepreneurship such as creativity and a spirit of initiative can be useful to everyone in their responsibilities

and in their daily existence. Thus graduates' self employability will lay a solid foundation for the emergence of generations of innovators willing to apply necessary capital into the production process for new products, open and expand new markets, explore new sources of materials and ensure the organisation of new industries. Through this process, there would be an emergence of small unit of enterprises that would burgeon into bigger industries with the application of the right managerial skills. The economies of Asian countries that are now competing favourably with the economies of America, Germany, United Kingdom attained their present levels of development through the entrepreneurial activities of individuals and groups with their government.

By building entrepreneurship culture and instilling entrepreneurship spirit in the graduates, we lay a strong foundation for the reduction of general unemployment and associate social problems bedevilling the country, then we have self-employed graduates, who will provide jobs, create wealth, enlarge and fast-track the economy to attain the status of one of the twenty most developed economies of the world by the year 2025.

Ways to Improve Entrepreneurship Training and Skills Acquisition Programme in North-central public university, Nigeria

Considering the relevance of entrepreneurship training and skills acquisition programme and some factors that could pose imminent challenges to their successful implementation, there is the need for this study to discuss the ways in which entrepreneurship training and skills acquisition can be effectively enhanced to realise optimal results. Some of the strategies that can contribute to the positive enhancement of entrepreneurship training and skills acquisition are:

The Teachers' Factor: Teachers are the most important human resources to achieve the objectives of any educational programme including entrepreneurship training. Teachers are usually responsible for teaching and learning process in the schools, they are the drivers to

the proposed destination of success of the training of entrepreneurship. They are important inputs in the educational system which involves highly-skilled labour resources that combine with educational materials. Like in other aspect of education, one of the most important issues that will impart entrepreneurship training in the students is the quality of training students receive. Only a good and qualified teacher can provide adequate entrepreneurship training and skills acquisition programme. The lecturers whose roles are crucial in entrepreneurship training and skills acquisition need training and re-training through in-service training programme such as seminars, workshops, conferences and symposia to update and upgrade their knowledge and skills to be innovative, creative and vigorous in entrepreneurship curricula delivering (Pitan, 2010).

National Policy of Education (2004) stated that in-service training is an integral part for continuing teacher's development. When teachers are re-trained on a continuous basis, their teaching proficiencies will greatly improve and quality assurance will be guaranteed. They can now vary their methods of teaching and will be acquainted with current trends that emerge from research findings to meet the needs of socio-economic and technological dynamic changes in the society.

In addition, they could make teaching/learning even more practical oriented rather than theory-based. Agbamu (2011) opined that teaching approach requires a shift from telling to learning through hands-on and active participation in a real life entrepreneurial environment. In the view of Ataha in Afe and Egbochuku (2000), teachers as curriculum implementers should device the most suitable method to impart unto the students' knowledge, skills, and values that are desirable in the society.

School-Industry Synergy; Entrepreneurship training is no doubt aimed at equipping its recipients with skills and values to become self-reliant and more employable in the world of work. For entrepreneurship training to be resourceful, the need for academic – industrial

synergy is necessary. The principle underlying this synergy is that the students will benefit through the combining of theories and practical. Okolocha and Ile (2011) posited that entrepreneurial ideas and activities can be developed, learned, practiced and demonstrated through instructional strategy to stimulate students' entrepreneurial spirit to think critically, create awareness of business opportunities and skills in a new way or modify existing one. Realin (2000) observed that the theoretical nature of training in schools without students' exposure to work-based skills hampers learning. Okoh (2010) stated that institutions of higher learning spend tremendous time on theories at the expense of developing practical skills because of lack of teaching materials and facilities needed to impart in the students the necessary skills needed in the industries.

This strategy will not only be beneficial to the students but could also enhance team-teaching, meritorious scholarship award to students, organising seminars, workshops, conferences for both students and lecturers, providing curriculum support, exchange programme, procuring equipment for schools, organise work-base development for lecturers, make corporate donations, act as role model for students and so on. Odu (2010) posited that an excellent relationship between the schools and industries will compel the industries to make their expertise, equipment and expendable materials available for the effective training of the students. The synergy can facilitate new knowledge and skills which could be learnt using team/collaborative teaching. In the final analysis, a good academic-industrial synergy guarantees students free access to facilities and equipment for effective, comprehensive and creative training in entrepreneurship education. Therefore, it should be employed to enhance entrepreneurship education in the Nigerian tertiary institutions.

Lecturers' Collegiality: Lecturers' collegiality presupposes that the relationship that exists between them to engage in professional dialogue and share ideas, knowledge technique, observe one another's work and solve teaching problems and difficulties together to ensure

effectiveness in their teaching careers. Through collegial relationship, lecturers improve their instructional techniques, have staff development and increase productivity. The relationship could be collegial pair, collegial group or mentoring. Abdallah (2011) opined that through collegiality teachers pursue a course of action together involving such things as team teaching, collaborative planning, peer-coaching, mentoring and at times action research. If lecturers engage in collegiality in entrepreneurship training it will incontrovertibly motivate them and enhance their in-depth understanding of subject matter and improve their instructional strategies.

Abdallah (2011) opined that collegiality helps newer and less-experienced teachers to build on their strengths and develop the ability to turn their weaknesses into strengths. Entrepreneurship education lecturers require collegial relationship to learn new beliefs, values and assumptions to enable them adapt to changes in teaching styles and practices particularly where conventional teaching practice do not necessarily work for indigenes. Jarzabkowshi (2002) posited that collegiality creates a sense of inter-dependence and teachers are able to lighten their individual workloads when they collaborate together in planning, assessment and even instruction. Teaching in urban setting seems more challenging than teaching in rural setting being that in urban setting resources are usually scarcely shared and moral laxity is relatively high among students than in rural setting. The lecturers need collaborative efforts to be effective in curricular delivering in the face of challenges in entrepreneurship training and skills acquisition programme.

In the final analysis, lecturers' collegiality in entrepreneurship training will influence their motivation and enhance their career commitment to modify classroom practice. Lecturers can make important career decisions based on collegiality to enhance their quality service delivering. (Donaldson, 2009) opined that collegiality leads to high quality professional development and it is helping many schools in their work towards implementing

curriculum for excellence and motivates experiences for learners. Therefore, collegial relationship in entrepreneurship training and skills acquisition programme will enhance lecturers' effectiveness in curricula delivering to ensure quality assurance therefore it should be adopted by lecturers.

Predictive Expectancy as a Motivational Strategy; Predictive expectancy is the forecasting of a probable successful outcome in a given achievement task which could either be positive or negative. Tassone (2001) defined predictive expectancy as an individual perceived probability of success on a particular achievement task. This perceived probability is influenced by self-concept of ability, perception of task difficulty, perceptions of others expectations, causal attributions, locus of control, sex role identity, personal experiences, cost of success and affective experiences. Predictive expectancy as a motivational strategy can enhance entrepreneurship training to provide youth's meaningful training to become self-reliant.

Using predictive expectancy to motivate students in entrepreneurship studies will make them to become proactively committed and autonomous towards goal attainment. In forecasting their outcome as to be successful in the achievement tasks, they could be strategic in their zeal and quest to attain their set targets. Consequently, their study habits, styles, rate, time and techniques will be geared towards achieving positive outcome as predicted. Conversely, their rate of prediction could be affected by their sex role identity, self-concept of ability, perception of task difficulties and affective experience resulting from past performances.

In order to ensure effective entrepreneurship training and skills acquisition programme, using predictive expectancy will make students to be more committed and strategic to goal attainment to acquire competent entrepreneurial skills prior to graduation. When lecturers use this method to motivate students, effective teaching and learning will be

guaranteed. We no longer need talkative lecturers in the classroom situation rather lecturers who are dynamic and can make innovation and changes by swinging the pendulum using motivational strategy to the direction of students' academic progress.

Follow-up Services; Follow-up service is guidance oriented service given to students who have successfully completed participation to ensure successful transition to employment or further education. It is keeping track record of graduates who have transited to employment or further education after participation in a school programme. It could take the form of leadership and supportive service activities, regular contact with youths' employers, assistance in addressing work-related problems that may arise, assistance in securing better paid jobs, support for career development and promotion, adult mentoring, proactive and reactive intervention to encourage job retention, helping them overcome barriers that may affect the attainment of their career objectives and so on. More importantly it provides feedback information regarding the effectiveness or deficiencies of the curriculum or school programme.

Unfortunately, these awesome services are grossly lacking in our educational system, including entrepreneurship education. Follow-up service as guidance oriented service can help graduates to become more successful than if they are left on their own to thrive in entrepreneurial studies or in employment. Wonacott, Wagner and Jackson (2010) stated that full range of follow-up services can help fill the gaps in the family, education and social framework that may be missing in the lives of many youth at risk. So, follow-up service could give all round development to the youths to ensure successful future living. The purpose of follow-up services could be said to provide youths a continuous assistance to ensure their successful transition and retention in employment (self or paid). It will equally provide feedback information about the effectiveness or deficiencies of the programme. In the view of James and Pollard (2010) the role of educational policy is to provide guidance,

resources and accountability to support high quality teaching and learning. Through the feedback information from former students, deficiencies identified could be rectified to ensure better instructional delivering that could guarantee quality assurance in entrepreneurship training. So, follow-up service is needed in entrepreneurship training to ensure effective instructional delivering that could guarantee quality assurance and accountability.

Provision of little guidance services to students seem to end immediately on completion of participation in the programme which ought not to have been so. We need a functional guidance service programme in entrepreneurship training to guarantee students appropriate entrepreneurial skills acquisition and gainful employment of graduates. Esere, Omotosho and Ewenyi (2010) noted that guidance service yields higher levels in the quality of education. This could equally be applicable in employment situations therefore guidance or follow-up service will make graduates to become more employable and functional in employment opportunities whether self or paid to minimise the risk of unemployment.

Effective Monitoring and Evaluation Mechanism; Effective instructional delivering for quality assurance is needed in entrepreneurship training to salvage the preponderance of unemployment challenges that is soaring amongst young and tertiary school graduates in Nigeria. Entrepreneurship training needs effective constant monitoring and evaluation in order to guarantee this quality assurance for employment generation and to rejuvenate the economy. Monitoring is observing periodically the progress of a programme activity and implementation strategy to identify its strength and weakness for the purpose of making redemptive intervention where deficiencies are observed to ensure effective and efficient continuity of the programme. Monitoring is an input for evaluation which judge the worth or value of the programme in ensuring accountability to stakeholders. It is a management process and it is guidance oriented for programme implementation and management.

Ineffective monitoring mechanism has adverse effect on any programme, the case of vocational education at the junior secondary school level which suddenly fizzled out was as a result of ineffective monitoring mechanism.

We need to learn from our past mistakes to be able to manage entrepreneurship education particularly the recent Government serious intervention in funding entrepreneurship training through effective monitoring mechanism control. Omoruyi (2008), posited that monitoring is a tool for improving and maintaining the effectiveness and efficiency of a given operations or programme. He emphasised that the indicator which could serve as a parameter for measuring change must be provided for to ensure effective monitoring. Patton (1988), defines evaluation as the systematic collection of information about the activities, characteristics and outcomes of programme, personnel and products for use by specific people to reduce uncertainties, improve effectiveness and make decisions.

Scriven (1967), in his formative evaluation model, advocated that internal monitoring should be consistently carried out while the programme activities are on-going to determine how the programme objectives are being met. In the final analysis effective monitoring and evaluation mechanism will guarantee quality assurance to meet the yearnings and aspirations of Nigeria in entrepreneurship training and skills acquisition.

Entrepreneurship Training, Core-skills Acquisition and Graduates' Self-employability;

Entrepreneurs do not operate in vacuum. They operate under a business environment that requires certain skills of entrepreneurship which are varied and can be acquired through different training programme. As cooper (2005) in his words puts it, entrepreneurship has grown in legitimacy, particularly in business schools, While entrepreneurship involves mental activities such as creativity, innovativeness and pro-activeness, entrepreneurship training is designed to prepare students for engaging in a self-directed economic future such as seeking opportunities, taking risks and having tenacity to push an idea through to reality combined

into a special perspective that permeates entrepreneurs. Awojobi (2011) opined that entrepreneurship training strives to fulfil the function of entrepreneurship development to this effects, entrepreneurship therefore cannot be isolated from entrepreneurship training and skills acquisition.

In Nigeria, entrepreneurship education covers a wide spectrum of accounting, business studies, computer education, secretarial studies, and office technology as well as business teacher education. The national policy on education (Federal Republic of Nigeria, 2013) outlined entrepreneurship education courses to include stenography, typewriting, store keeping, book keeping, and office practice. Graduates of business education have the comparative advantage of becoming employees in the labour market, entrepreneurs and employers of labour who are also the functions of entrepreneurship.

Gidado and Akaeze (2014) concluded in their work that entrepreneurship training is a skills based course which inculcates entrepreneurial skills (skills acquisition) in the recipients. To these scholars, entrepreneurship training has the potentials of promoting entrepreneurship in Nigeria as it could lead to the acquisition of skills for identifying viable investment opportunities, proper marketing, financial management, proper management and improving both entrepreneurs' productivities and graduates' employability.

Brown (2000) opined that entrepreneurship training focuses mainly to develop students with the passion and skills needed to create inherently risky entrepreneurial enterprises and guides the enterprise successfully through its initial stage to the maturity stage. To him, entrepreneurship training inculcates in students the skills needed to recognise business opportunity and process starting new business venture.

Ubulom (2000) also is of the view that entrepreneurship training is that aspect of education or training process which an individual receives with the primary motive of enabling him to acquire adequate attitudes, concept, knowledge and skills in business

activities for his personal or for vocation usage, for career as an administrator or manager or teacher wherever he may find himself in the business world. According to Ojeifo (2012), entrepreneurship training in Nigeria amongst other things seeks to provide students in tertiary institutions with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. Variations of entrepreneurship training are offered at all levels of schooling in Nigeria, from primary to secondary schools through the graduate university programmes.

Henry (2003) posed that, there is no doubt on the continuity of debates on the purpose, goals, values and pedagogy of enterprise education, together with new thinking. Lewis (2011) concluded that entrepreneurship struggled to gain academic legitimacy at a moral, pedagogical and theoretical level, with the quality and focus of research being challenges. Controversially, she asserted that the unresolved tension between the twin goals of enabling students to become entrepreneurs or to understand and operate within an enterprising society, together with an over-dependence on government policy initiatives, have prevented the legitimacy.

Relating entrepreneurship training and skills acquisition to graduates' employability, research studies by different scholars revealed that there are different perspectives and approaches that can be adopted (Charnney & Hibecap, 2000, Cowling & Taylor, 2001). The adoption of these approaches depends on the institution decision and programme design (Izedonmi & Okafor, 2010). Aside formal classroom setting, researchers are of the view that entrepreneurship can also be communicated through conference, seminars, journals, publications, workshop programme and using the platform of research centre (Adenipekun, 2004; Uwameiye & Uwameiye, 2006; Miettinen, 2006). According to Bawuah, Buame and Thinson (2006), research evidence from different sources seems to suggest that individuals attending entrepreneurship training courses have a higher tendency to

be employed or to start their own business at some point in their career than those attending other courses.

In the view of Ogbojafor, Kuye, Sulaimon and Okonji (2009), the set of skills traditionally taught in business schools are necessary but not sufficient to make successful employment of graduates. As students need to develop their business skills and understanding more attention is required for the development of their entrepreneurial skills, attributes and behaviour (Bawuah, Buame & Thinson, 2006). Owualah and Obokoh (2008) posited that there should be a long term strategy that will focus on development of some set of programme at different stages of the enterprises education drive. Such enterprises education programme could offer a progression from awareness, increase to real activities to develop entrepreneurship and employability skills, culmination in a desire to be employed based on employability or own and run a business.

Gidado and Akaeze (2014) argued that the concept of entrepreneurship training plays an important role in employability and productivity of entrepreneurs in Nigeria. According to international labour organisation in (2008) employability skills are the skills, knowledge and competences that enhance workers ability to secure and retain a job, process the job and cope with the change, also can secure another job if he wishes or has been laid off and enter more easily into the labour market at different period of the life circle. Individuals are most employable when they have broad base education and training, basic and portable high level skills, including teamwork, problem solving, information, and communication language skills.

The combination of those set of skills enables them to adapt to changes in the world of work. Employability result from factors such as foundation of core- skills, access to education, available training opportunities, motivation, ability and support to take advantage of opportunities to continues learning and recognition or acquired skills. This is to enable

workers to attain decent work, manage change and to enable enterprise to adopt new technology in the organisation. Roberson (2000) described employability skills as the basic skills needed for one to get job and enables him or her to carry out duties appropriately. Employability skills are significant subset of a broader set of generic skills, which is of four major concepts (multifunctional, relevant across many field, a high order of mental complexity and multidimensional).

According to Skills (2013) Employability skills are interpersonal skills which are used in interacting with people, particularly as members of the organisation, negotiates, satisfy customers, to make decisions, manage time, and work efficiently with colleges, communication skills which consist of the abilities to write clearly and succinctly, to demonstrate good vocabulary and listen actively, critical thinking that refers to ability to solve problems and make decisions, these are huge aspect to employees, these includes ability to plan and organise creative thinking, innovations and inventive ways of performing task in the work environment. Personal development which is having the right attitude towards work and the organisation, employers look for people who are open to learning and embrace changes because such person will be more successful than the person who is afraid of learning and resistant to changes in the organisation.

Self-management skills; refers to self-motivation and self-control, skills that are used to manage personal feelings and how people react to challenges and problems both at work and their private lives. Presentation skills these skills are needed for presenting information clearly and effectively in organisation, such as reports and minutes. Leadership skills which is the ability to influence others towards the achievement of a goal also numeracy which involves numerical data, statistics and graphs, it is also a part of making decisions and reasons, human relation skills which enhances cooperation to achievement of organisational

goals, information/communication and technology skills and increase marketability in work places .

An Entrepreneur is the one that assumes the position of taking on the responsibility and the risk for business operation with expectation of making profit, he/she decides on the product, acquires the facilities, and brings together the labour force, capital, and production materials. The entrepreneur reaps the reward of profits or takes the loss. According to IOP (2009) entrepreneurship is about driving innovation in a constrained environment (such as limited money or time). He/she maintain the environment that allows innovation (people, money, goals, and others), an entity with enough understanding of the technology and commercialisation process to drive the technology from invention to commercial application.

Entrepreneurship regulatory agencies

The government of Nigeria has established regulatory agencies for entrepreneurship activities to facilitate supervision, regulates entrepreneurship so that it would be able to cope with the dynamics of the economy. Such agencies are; Standards Organisation of Nigeria (SON), National Agency for Food and Drugs Administration and Control (NAFDAC), National Drug Law Enforcement Agency (NDLEA), Federal Environmental Protection Agency (FEPA), and State Environmental Protection Agency (SEPA).

A major innovation in the companies and allied matters Act (CAMA) of 1990 is the establishment of the corporate Affairs Commission (CAC). The companies Act 1968 was administered by the federal ministry of trade. Corporate Affairs division were in charge of company registrations and incidental matters. The company registry was headed by a registrar designated as the registrar of companies, usually posted to the ministry of trade from the ministry of justice on secondment and other members are from the ministry of trade. The registry had numerous issues among which are; lack of fund, along with other bureaucratic bottlenecks also compounded the situation with outcome that the registry became grossly in

efficiently in the preliminary responsibility of the company registration and supervision could not be efficiently observed under the situations. In stance it was observed that negligence in some cases outright delay of its preliminary functions and was inevitable.

Therefore, it is not new and surprising that when there is opportunity for a review of the 1968 Companies Act, the registry of the company could not jump-off the eyes of the review committee. Also, series of options such as: that to allow the registry to remain, with so improvements in the issue areas earlier identified; to establish a board within the ministry of trade to monitor as well as supervise the work of the registry; to form a guarantee company similar to the stock exchange with the mandate of running the registry. Also, to establish an independent statutory body to perform the functions being performed by the company registry and was the last option. Thus the CAMA 1990 in S. 1-17 made provisions for the establishment of a commission to be known as the corporate affairs commissions (CAC) as a body corporate with perpetual succession and a common seal, the headquarters must be located in Abuja, the federal capital territory of Nigeria and offices are to be established in each state of the federation.

The corporate affairs commission (CAC) has 15 members appointed from various professions. The appointment of the chairman of the commission is done by the president and the chairman must have experience or specialise knowledge in the areas of corporate, industrial, commercial, financial or economic affairs and he is in a position to make reasonable contribution to the work of the commission. They provide for the appointment of a registry general for the commission who is to be appointed by the commission, after which he becomes a member of the commission. The quality for the appointment as the registry general of the CAC is that the entity must have been qualified to practise law in Nigeria for not less than ten good years and must have had professional experience in company law practice or administration for not less than same ten years.

However, the registry general stands as the chief executive officer of the commission, who is subject to the directives of the commission. Also, he is the chief accounting officer of the commission likewise the qualified to personally represent the commission in legal proceedings in court. He is also of reputable and competent to practice as a solicitor and barrister for the purposes of the office. The other 13 members are appointed by the minister of finance and economic development also the recommendation of the needful and relevant bodies to represent the following interests and sectors of the economy, the labour, the legal profession, manufacturers' Association of Nigeria, accounting profession, Association of the small scale industries, the business community, the institute of chartered secretaries and administrations, the securities and exchanged commissions and the ministries of trade and tourism, finance and economic development, justice, industry and internal affairs. A member of the commission is appointed for 5years as a term in the first instance and is eligible for another term of 5years with exception of registrar general, other members serves on part-time basis. By the provision of s.3 (3) a member of the commission seized to hold office if he becomes unhealthy or is order wise unable to carry out his duties as a member.

The commission membership can be terminated if there is bankruptcy conviction for an offense involving dishonesty or felony, serious misconduct connected to his duties, if he is disqualified, removed or suspended from practicing his profession by competent authority apart from his request. Quorum of the meeting of the commission is five, apart from the representative of the institution of chartered secretaries and administrators, the securities and, exchange commission and the ministries. The exclusion of the representatives of the ministries from quorum is understandable as the CAMA presumably treated them as a part of the establishment. It is strange that the representatives of the ICSA and SEC are excluded.

This may be due to the interests they represent, as they appear to have been treated as unavoidable technical inputs as opposed to being representative of the diverse views which is necessary for a balanced deliberation at the meeting of the commission.

Functions/Powers of the Corporate Affairs Commission

The early and primary functions of the commission are to administer the CAMA, alongside the supervision of the formation, incorporation, registration, management and winding up of companies; to establish and maintain company's registries in all the states of the federation; to arrange or conduct investigation into the affairs of any company, where the interest of shareholders and the public so demand; to undertake such other activities as are necessary or expedient, for giving full effect to the provisions of the Act and, to perform such other functions as may be specified by the CAMA or any other law. However, in the course of discharging the primary duties the commission performs some other functions such as; receiving and registering stipulated documents, orders and resolutions delivered to it, giving approvals, direction and extension of time, registration of charges created by companies, keeping for each company a register of its charge requiring registration, calling or directing the calling of an annual general meeting where there has been default: determining the standard of a small company within the context of the Act for the purpose of preparing and delivering a modified and simpler financial statement; applying to the court for an order directing a defaulting receiver or manager of a company to render proper accounts of his receipt, demand the filing of returns or other document, receiving a liquidator's account and causing it to be audited.

Sequel Steps Entrepreneur take to Register Enterprise

Registration of enterprise is very important for a successful entrepreneur, a registered business name or company is an asset to the entrepreneur. However, it is paramount to seek legal advice prior to registering of an enterprise name or incorporate a company. It entails;

choosing a business or company name which must be related to the product or service one intent to sell to the public; Visit corporate affairs commission to obtain a search form (CAC Form 008), the form is to search for availability of a proposed name such as to check whether or not a business or company has not been registered with the same name or a name similar with one's proposed name.

The form is the application for registration of business or company name which is aimed at preventing identified problem with existing business or company name already registered and should clearly state the name that one intend to register; After a week or two one need to check back at the corporate affairs commission office and if one's business or company's name is not available, one need to propose other names and if the proposed name is available, one need to obtain another set of forms,. Registration of business name or company and pay registration fee. After the payment of the registration fee, the set of forms to be obtained include attestation form and one will proceed to the court to sign the oath after filling the forms; Certificate of registration, the set of forms returned is processed and a certificate is issued confirming the business registration. It is essentially important to note that this is better done with the concern and professional touch of one's lawyer.

Conceptual Framework

Below is the model that shows the relationship among entrepreneurship training, core-skills acquisition and graduates' self-employability.

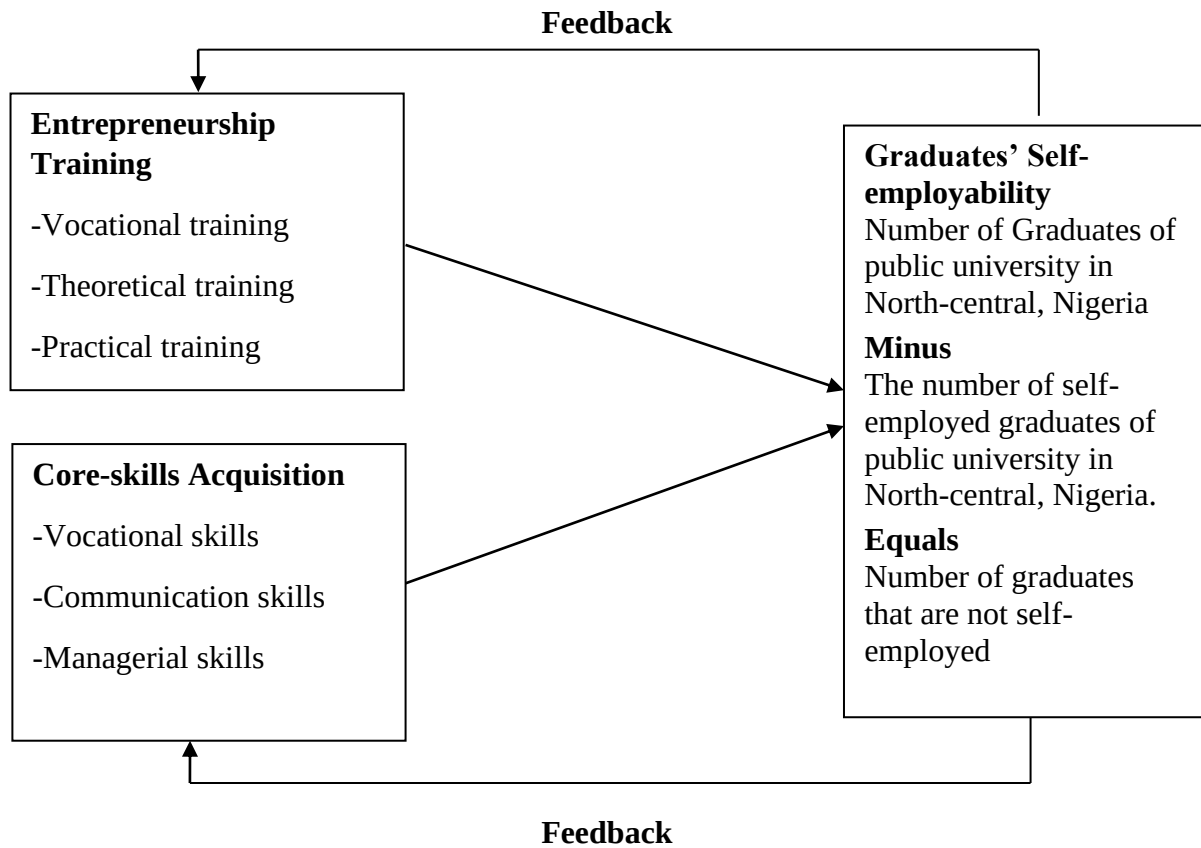


Figure 1: Conceptual Framework

Source: Researcher's Design 2019

From figure one, it can be deduced that entrepreneurship training and core-skills acquisition are the independent variables and the dependent variable is the public university graduates' self-employability. Entrepreneurship training was determined using vocational training, theoretical training and practical training. Core-skills acquisition on the other hand comprised vocational skills, communication skills and managerial training. The dependent variable was determined by comparing the number of graduates of the public university in North-central Nigeria that were self-employed with those that were not. The two independent variables have direct and straight forward relationship with the dependent variable. The nature of the relationship between each of the independent variables and the dependent

variable (either negative/positive or significant or not significant) send a signal back to the administrators on the next line of action. This is referred to as the feedback. The cycle continues that way.

Empirical Studies

Review of related empirical studies is necessary for congruency to identify specific gap which other research studies have filled and the intended contribution of the study to existing gap in knowledge. Nigerians must not relent in their oars to continuously search for better means to enhance entrepreneurship training and skills acquisition in our tertiary institutions since it has been highly acknowledged to enhance graduates' employability and to rejuvenate the economy now and in the future.

Ikpesu (2014) came out of a study on entrepreneurial human capital development and economic future of Nigerian graduates. The study thereby examined the acceptance and adoption of entrepreneurship education as a multi-disciplinary approach in all Nigerian universities curriculum for the development of the needed entrepreneurial human capital. A sample of 300 graduates currently under-going their mandatory National youth service corps (NYSC) in Portharcort, River state, having entrepreneurship education background prior to graduation in their various universities and entrepreneurship training program during orientation camp were selected.

The constructed instrument titled "entrepreneurial human capital and graduates economic future questionnaire" was analysed with descriptive statistics. The findings revealed some socio-economic implication of entrepreneurial human capital development as wealth creation, employment generation, increasing life expectancy and living standard, poverty and crime reduction which have direct impact on the national economy. It was however recommended that educators should use teaching methodologies that will specifically enable future graduates acquire essential employable skills and develop strong

entrepreneurial character of ownership mentality, autonomy and independence which is in complete favour for the private enterprises.

Chiacha and Amaechi (2013) came up of a study on entrepreneurship education and graduate employability in Nigeria. The purpose of the study was to investigate if the employability skills needed by employers were embedded in the entrepreneurship education being offered to undergraduates and if it actually brings about high employability index in graduates. A descriptive survey design was used on 220 employers of labour and 100 university graduates in Nigeria. That was selected through a multistage sampling technique. Therein three research questions and two hypotheses guided the study. Mean, standard deviation, Chi square and multivariate regressions were together employed for data analysis. Nine employability skills were found to be required by Nigerian employers. The study also found out that the entrepreneurial education currently offered did not lead to high employability index. The study thereby recommended that there should be a paradigm shift in the content used in entrepreneurship education delivery in Nigeria.

Ediagbonya and Oyadongha (2013) carried out a survey on employability skills among post graduate student of business education in Edo state. The study investigated the concept of employability of business education graduates. Human capital theory which was popularised by Schultz formed the theoretical frame work for this study the main purpose of this work was to ascertain the mean ratings of employability skills possessed by business education graduate. Four research questions were raised to guide the study and three hypotheses were formulated. The case study research design was adopted for this study. The systematic random sampling was used in selecting 60 respondents from the population of 130. The questionnaire titled 'Employability of Business Education Graduate Questionnaire (EBEGQ)' was used in eliciting information from the students. The researcher together with the research assistant administered the instrument. The mean, standard deviation percentage,

frequency and tables were used in analysing the data. One of the findings was that business education graduate employability skills was high. A major recommendation made was that shorthand and typing teachers should be encouraged to be more active in imparting these skills.

Olumese and Clark (2010) examined the effectiveness of entrepreneurship education as a general course in a university in south-south zone of Nigeria, Benin and Edo State. The population of their study comprised 65 final year students of the department of vocational and technical education, university of Benin, Benin-City. They adopted the survey research design for the study and used a 22-items structured questionnaire to elicit the data. The study was guided by six research questions and one hypothesis while the mean and standard deviation were employed to analyse the data gathered in respect of six research questions and t-test technique for testing the formulated null hypothesis at 0.05 level of significance. The study revealed that entrepreneurship education as a general studies course is adequately offered and that the objectives are goal oriented and achievable but facilities required and equipment needed are grossly inadequate for effective teaching and 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. Arising from the findings, they recommended that adequate facilities/materials should be provided to expose students to practical opportunities and that they should equally be expose to varying teaching methods to enhance learning.

Ezemoyih and Nwaiwu (2011) undertook a study on procedure for effective teaching of entrepreneurship education in tertiary institutions in Imo and Anambra States. They adopted the survey design method on a population of two hundred and ten (210) teachers teaching entrepreneurship courses. They used 14-items structured questionnaire to gather the required data. One research question and one hypothesis guided the study. The data collected

were analysed using descriptive statistic of mean and standard deviation and the hypothesis was tested using the t-test technique at 0.05 level of significance. The findings revealed that appropriate organisation of learning and materials will guarantee effective teaching and learning of entrepreneurship courses in tertiary institutions.

The study recommended that frequent workshops and conferences, seminars, and in-service training should be organised by authorities to improve the appropriate teaching of entrepreneurship education. There again, the study reviewed looked at the strategies for effective teaching of entrepreneurship course which is an aspect of entrepreneurship education but the current study took a holistic approach to determine the status of entrepreneurship training and skills acquired by North-central public university graduates.

Appraisal of Literature Reviewed

Entrepreneurship training and skills acquisition represents an aspect of total educational programme which provides the recipients with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or employee in charge of goods and services. It is through entrepreneurship training and skills acquisition that the principles of effective entrepreneurship are taught. Theories of personality traits, entrepreneurial competencies model and human capital development are inherent and have bearings with the concept of entrepreneurship. The role of entrepreneurship training in promoting graduates' employability has been emphasized in the literature reviewed. It is seen that entrepreneurship training and skills acquisition help graduates/ entrepreneurs to perform tasks accurately, communicate tremendously, and interact excellently for efficient and effective performances in the organisations to utilize proper skills acquisition and be employed on bases of possession of those skills. Entrepreneurship training in North-central public university, Nigeria, faces numerous challenges such as funding and inadequate

provision of teaching. Many related empirical studies exposed the existing gap in knowledge which the current study filled.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the methodology adopted in carrying out this study. The chapter is subdivided into the following subheadings;

Research design

Population, Sample and Sampling Techniques

Instrumentation

Procedure for data collection

Method of data analysis

Research Design

This study adopted the descriptive survey research design. This design enabled the researcher to seek the opinions of the directors of entrepreneurship training centres in North-central public university, Nigeria, the 400 level students of North-central public university, Nigeria and collected secondary data to determine the self-employability of the graduates. Besides, the design allowed the researcher to collect information from a sample of a large population in their natural setting without manipulating them. This view was buttressed and supported by Alli (2000) who asserted that descriptive survey is always useful for gathering information that requires respondent's opinion.

Population, Sample and Sampling Techniques

The population of the study comprised 11 directors of entrepreneurship training centres of public university of North-central, Nigeria and the 400 level students of the public university North-central, Nigeria. The target population of this study consisted of the 11 directors of the public university of North-central, Nigeria and 50,957 (400 level) students of public university, North-central Nigeria. Proportional random sampling techniques was used to select eight public university for the study in both Federal and States, these are; University

of Ilorin. Kwara State University, Malete. Federal University of Technology, Minna. Ibrahim Gbadamonsi Babangida University, Lafia. Federal University Lokoja. Kogi State University, Anyingba. Federal University Lafia, and Nasarawa State University.

Table 1: Sample Frame

State	Population	Sample
University of Ilorin	10,729	80
Kwara State University, Malete.	3,250	24
Federal University of Technology Minna (Niger state)	8, 888	67
Ibrahim Gbadamonsi Babangida University Minna (Niger state)	4,578	34
Federal University Lokoja	5, 694	43
Kogi state University, Anyingba	3,497	26
Federal University Nasarawa	6,986	52
Nasarawa state University	7,335	56
Total	50, 957	382

The sample of the study consisted of 8 directors of entrepreneurship centers of the selected Universities. The sample of the study also includes 382 students (400 Level) in North-central Public University, Nigeria. There are 50,957 students in 400 Level in the 8 Universities. A sample of 80 students in 400 level were selected out of 10,729 in University of Ilorin, 24 out of 3,250 in Kwara State University Malete, 67 out of 8,888 in Federal University of Technology Niger State, 34 out of 4,578 in Ibrahim Gbadamonsi Babangida University Niger state, 43 out of 5,694 in Federal University Lokoja, 26 out of 3,497 in Kogi State University; 52 out of 6,986 in Federal University Nasarawa and 56 out of 7,335 in Nasarawa State University. This was done using proportional random sampling technique (with the aid of research advisor, 2006) as shown in table 1.

Instrumentation

There were two researcher- designed questionnaires to elicit relevant data for the study. The first questionnaire was titled “‘Entrepreneurship Training Questionnaires (ETQ)’” which was responded to by the directors of entrepreneurship training centres of public university North central, Nigeria. The second questionnaire titled “‘Core-Skills Acquisition Questionnaire (CSAQ)’” which was responded to by the 400 hundred level students of public university, North central Nigeria. The ETQ comprised 30 items, designed to elicit information on entrepreneurship training. The CSAQ comprised 32 items designed to elicit information regarding core-skills acquired. The ETQ was structured on a four points Likert-type scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and the second questionnaire (CSAQ) was structured for respondents to tick either VHE (very high extent), HE (high extent); ME (moderate extent); LE (low extent) and VLE (very low extent).

Secondary data were used to derive information about graduates’ self-employability. The secondary data include the number of graduates of the selected public university, between 2014- 2018 (deduced from the graduation brochure of the eight selected universities) and number of public university graduates who are self-employed (collected from the Alumni unit of each of the universities and chamber of commerce in the zone).

The validation of the instrument was ensured by given draft copies of questionnaires to researcher’s supervisor and three experts from the Department of Educational Management, and one expert from the Department of Business Administration, University of Ilorin, Ilorin, Nigeria. Their corrections, modifications and suggestions were incorporated in the final copies of the questionnaires.

To ascertain the reliability of the instrument, 30 respondents that were not part of the sample were given the questionnaires to fill. The data were analysed using Crumbach Alpha

and the coefficient value of 0.67 was achieved. This showed that the instrument was truly reliable.

Procedure for Data Collection

The researcher and 6 trained research assistants administered the copies of the questionnaires to the directors of entrepreneurship training centres and the 400 level students of the eight selected public universities. Before that, a letter of introduction was collected from the Head of Department of Educational Management, Faculty of Education, University of Ilorin, Nigeria to aid the cooperation of the (chosen universities) authorities and the respondents. The collection of the instrument was also aided with the collaboration of two researcher assistants (Ph.D. research students) who handled the administration of the instruments in Kogi state and Nassarawa state.

Ethical Considerations

Considering the importance of ethical in research, the researcher sought the permission of the participants (the directors of entrepreneurship training centers and the 400 level students) and assured them of confidentiality before proceed on the administration of the copies of the questionnaires. More importantly, no respondent was neither compelled nor induced to act against his or her consent in responding to the questionnaires. Also, the right to privacy of the respondents were seriously consideration. Plagiarism was reduced to the barest minimum and every author cited was gladly and duly referenced. Conclusively, permission was obtained from the various authorities of the universities that were sampled in North central, Nigeria.

Data Analysis Technique

The descriptive statistics of mean and standard deviation were used to answer the research questions raised in the study, inferential statistics of multiple regression analysis was used to test the main hypothesis, while Pearson Product Moment-Correlation (PPMC)

statistic was used to test the operational hypotheses. The hypotheses were tested at .05 level of significance.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter presents the results of the data analysis and discussion of findings. The study focused primarily on entrepreneurship training, core-skills acquisition and public university graduates' self-employability in North-central, Nigeria. Therefore, it presented the answers to the research questions raised and the results of the analysis of the data gathered from the hypotheses generated.

Answering of Research Questions

Research Question One: how available is entrepreneurship training in public university, North-central Nigeria?

Table 2: Mean and Standard Deviations of the availability of entrepreneurship training in public university, North-central Nigeria

Entrepreneur Training	Mean	SD
Vocational Training	2.33	1.64
Theoretical Training	6.38	2.32
Practical Training	5.42	2.25

It was revealed on table two that theoretical training with highest mean of 6.38 is the mostly available entrepreneurship training, followed by practical training with mean of 5.42 while vocational training with the lowest mean of 2.33 is the lease available entrepreneurship training. Thus theoretical training entrepreneurship training, followed by practical training while vocational training is the lease available entrepreneurship training in public university, North central Nigeria.

Research Question Two: What are the core-skills acquired by students of public university, North-central zone, Nigeria?

Table 3: Mean and Standard Deviation of the Core-skills Acquisition in Public University, North-central, Nigeria

Core-skills Acquisition	Mean	SD
Vocational Skills	2.76	1.64
Communication Skills	4.24	2.12
Managerial Skills	2.42	1.22

Table three showed that acquisition of communication skills is with the highest mean of 4.24, followed by vocational skills with the mean of 2.76 and managerial skills acquisition is the lowest with the mean of 2.42. Therefore, communication skills acquired is of a higher extent compared to vocational skills while the least acquired skills is the managerial skills.

Research Question Three: What is the level of graduates' self-employability in public university, North-central, Nigeria?

Table 4: Graduate Self-employability in Public University, North-central Nigeria

Graduates' Self-employability	Number	Percentage
Number of Graduates between 2014-2018	87,429	100%
Number of Self-employed Graduates	8,541	10.24%
Number of Graduates that are not self-employed	78888	89.76%

Table four revealed that the total number of graduates (2014-2018) in public university in North-central, Nigeria is 87,429 while the number of self-employed graduates is 8,541 (10.24%). This implies that about 89.76% of the graduates are not self-employed. Since the percentage of self-employed graduates is far lower than that of those that are not self-employed (civil servants or unemployed graduates), it was adjudged that the level of self-employability of graduates in public university in North-central, Nigeria is very low.

Research Hypotheses

One main hypothesis and six operational hypotheses formulated to guide this study were tested at 0.05 level of significance.

Main Hypothesis

H₀: there is no significant relationship among entrepreneurship training, core-skills acquisition and public university graduates' self-employability in, North-central Nigeria.

Table 5

Multiple Regression Analysis of the Relationship among Entrepreneurship Training, Core-skills Acquisition and P.U. Graduates' Self-employability

Model	R	R Square	Adjusted R Square	Std Error of Estimate
1	0.285	0.39	0.19	11.34

Table five revealed the model summary of the regression analysis of the relationship among entrepreneurship training, core-skills acquisition and public university graduates' self-employability in North-central Nigeria with R value of 0.285, R square value of 0.39, the adjusted R square value of 0.19 and the standard error of estimate of 11.34. The R square value of 0.39 implies that only 39% of the independent variables (entrepreneurship training and core-skills acquisition) contributed to the dependent variable (public university graduates' self-employability).

Table 6

Relationship among Entrepreneurship Training, Core-skills Acquisition and Graduates' Self-employability.

Model	SS	DF	Mean Square	F-ratio	P-value	Decision
Regression	1873.42	2	936.71	3.973		
Residual	91362.23		380	226.38	0.000	H ₀ Rejected
Total	93235.65		382			

P < 0.05

Table six revealed that the p value is 0.000 and the level of significance is 0.05. Thus the p-value is less than the level of significance. Therefore the main hypothesis which states that there is no significant relationship among entrepreneurship training, core-skills acquisition and public university graduates' self-employability in North-central Nigeria was rejected. It can then be concluded that there is significant relationship among entrepreneurship training, core-skills acquisition and public university graduates' self-employability in North-central Nigeria.

Table 7

Model Coefficient

Model	Standard Error	T	Sig.
Constant	143.43	1.9754.32	0.000
Entrepreneurship Training	0.210. 41	2.91	0.014
Core-Skills Acquisition	0.240.05	2.24	0.132

From table seven, it can be deduced that the B (coefficient) of entrepreneurship training is 0.21 while that of core-skills acquisition is 0.24. Thus the B (coefficient) of core-skills acquisition is greater than that of entrepreneurship training. This means that core-skills acquisition contributes more (than entrepreneurship training) to public university graduates' self-employability.

Operational Hypotheses

H₀₁; there is no significant relationship between vocational training and public university graduates' self-employability in North-central, Nigeria.

Table 8

Relationship between vocational training and graduates' self-employability

Model	N	Mean	SD	r-value	P-value	Decision
Vocational Training	87,429	11.66	8.44			
				2.27	.000	H ₀ Rejected
Graduates' Self-employability	87,429	10.62	7.28			

Table eight 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 between vocational training and public university graduates' self-employability in North-central Nigeria.

H₀₂; there is no significant relationship between theoretical training and public university graduates' self-employability in North-central Nigeria.

Table 9

Relationship between theoretical training and graduates' self-employability

Model	N	Mean	SD	r-value	P-value	Decision
Theoretical Training	87,429	11.34	7.94			
				2.12	.001	H ₀ Rejected
Graduates' Self-employability	87,429	10.62	7.28			

Table nine 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 between theoretical training and public university graduates' self-employability in North-central Nigeria.

H₀₃; there is no significant relationship between practical training and public university graduates' self-employability in North-central Nigeria.

Table 10

Relationship between practical training and graduates' self-employability

Model	N	Mean	SD	r-value	P-value	Decision
Practical Training	87,429	12.44	7.97			
				2.19	.002	H ₀ Rejected
Graduates' Self-employability	87.429	10.62	7.28			

Table ten 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 between practical training and public university graduates' self-employability in North-central Nigeria.

H₀₄; there is no significant relationship between vocational skills and public university graduates' self-employability in North-central Nigeria.

Table 11

Relationship between vocational skills and graduates' self-employability

Model	N	Mean	SD	r-value	P-value	Decision
Vocational Skills	87,429	10.18	8.17			
				1.79	.000	H ₀ Rejected
Graduates' Self-employability	87.429	10.62	7.28			

Table 11 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 skills and public university graduates' self-employability in North-central Nigeria is rejected. Hence there is a significant relationship between vocational skills and public university graduates' self-employability in North-central Nigeria.

H₀; there is no significant relationship between communication skills and public university graduates' self-employability in North-central Nigeria.

Table 12

Relationship between communication skills and public university graduates' self-employability

Model	N	Mean	SD	r-value	P-value	Decision
Communication Skills	87,429	10.18	8.17			
				1.96	.000	H ₀ Rejected
Graduates' Self-employability	87.429	10.62	7.28			

Table 12 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 communication skills and public university graduates' self-employability in North-central Nigeria is rejected. Hence there is a significant relationship between vocational skills and public university graduates' self-employability in North-central Nigeria.

H₀₆; there is no significant relationship between managerial skills and public university graduates' self-employability in North-central Nigeria.

Table 13

Relationship between managerial skills and graduates' self-employability

Model	N	Mean	SD	r-value	P-value	Decision
Communication Skills	87,429	12.11	9.27			
				2.59	.002	H ₀ Rejected
Graduates' Self-employability	87.429	10.62	7.28			

Table 13 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 managerial skills and public university graduates' self-employability in North-central Nigeria is rejected. Therefore, there is a significant relationship between managerial skills and public university graduates' self-employability in North-central Nigeria.

Discussion of Findings

Research question one revealed that theoretical training is the most available entrepreneurship training, followed by practical training while vocational training is the least available entrepreneurship training in public university 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.

This finding tallies with that of Beckley (2018) who affirmed in his study that poor societal attitude to technical and vocational education, inadequate possession of knowledge

and skills for entrepreneurship training by the university' lecturers, poor budgetary allocation for education by the government, inadequate facilities and equipment for teaching and poor enterprising culture are some of the challenges facing entrepreneurship training, core-skills acquisition and employment creation in the country. The study of Agbamu (2011) further buttressed the findings of the study. Agbamu (2011) opined that teaching approach requires a shift from telling or narrating to effective learning through hands-on and active participation in a real life entrepreneurial environment. Realin (2000) also observed the same trend in entrepreneurship training and thereby advised that the theoretical nature of training in schools without students' exposure to work-based skills hampers learning and should be improved upon for the betterment of the Nigeria.

In this answers to research questions two revealed that communication skills is acquired to a higher extent compared to vocational skills while the least acquired skills is the managerial skills. This is connected to the fact that the mostly available training is theoretical training. The students rather learn communication skills rather than the core-skills like vocational skills and managerial skills. This is a great problem because it is likely going to be difficult for any entrepreneur to be successful without vocational or managerial skills. This is against the findings of Uche and Adesope (2009), which discovered that lecturers imparted in the student only entrepreneurial skills which out training such as skills to start a small scale business, independent minded skill, communication/ proposal presentation skill, risk taking skill, time management skill, business management skill, attitude to work and corporate management skill..

Answering research question three showed that the level of self-employability of graduates in public universities in North-central, Nigeria is very low. This conforms to the observation of Parsa, Self, Njite and King (2005), that many enterprises died within their first five years of existence while some go into extinction between the sixth and tenth years,

leaving about five to ten percent to survive, thrive and grow to maturity. The finding of study of Ediagbonya and Oyadongha (2013) is not in countenance with the finding of this study as the study revealed that business education graduate employability skills was high.

However, the testing of the main hypothesis in this study showed that there is significant relationship among entrepreneurship training, core-skills acquisition and public university graduates' self-employability in, North-central Nigeria. This finding conforms to that of Okiti (2009), that a greater percentage of university lecturers agreed that entrepreneurship training would enhance graduates' self-employment through job creation and enable graduates to be self-reliant and thereby relevant to the society. The study also revealed that entrepreneurship training would surely eradicate graduates unemployment since it would create entrepreneurial mind set for undergraduates. More so, Ezech (2011) posited that entrepreneurship training promotes awareness and enlightenment for career purpose and provides skills training for business creation and development. This finding of the study was further corroborated by that of Gidado and Akaeze (2014), who in their perspectives argued that entrepreneurship training plays paramount role in employability and productivity concepts of entrepreneurs in Nigeria.

The testing of operational hypotheses one, two and three revealed that there is no significant relationship between entrepreneurship training (vocational, theoretical and practical) and public university graduates' self-employability in North-central Nigeria. In the study conducted by Chiacha and Amaechi (2013), it was revealed that the entrepreneurial education currently offered in tertiary institutions in Nigeria, did not lead to high employability index. The study recommended that there should be a paradigm shift in the content used in entrepreneurship education delivery in Nigeria.

In the same vein, In a study conducted by Olumese and Clark (2010), 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.

The testing of hypotheses four, five and six revealed that there is no significant relationship between core-skills acquisition (vocational, communication and managerial) and public university graduates' self-employability in North-central Nigeria. This conforms to Sodipo (2010) findings that 50% of the respondents agreed that the level of competency is alarmingly poor; 33.3% of the respondents agreed that they truly do not possess the necessary skills required on the job; all the respondents disagreed that the graduates' knowledge in their areas of specialization is quite outdated; 4. 40% of them agreed that the graduates are not resourceful enough; 5. 40% of them agreed that their command of English which is majorly for general expression is poor; 6. 33.3% of them agreed that they could not and are not able to operate the equipment they are to work with, without retraining them; 90% of the respondents agreed that for the graduates to satisfy the requirement of the employers' establishment, they would need to be retrained in areas which include effective communication; ICT training related their schedule e.g. AutoCAD, data processing and maintenance, geographic information system, work ethics, professional ethics, practical aspect of the job, management and citizenship training; 8. 20% of them rated them good on ICT skill; and 9. 30% rated them good in numeracy or computation skills, organizational skills, and interpersonal skills.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary of the results, conclusions and needful recommendations based on the findings of the research work.

Summary

This study investigated the relationship among entrepreneurship training, core-skills acquisition and public university graduates' self-employability in North-central, Nigeria. The study was purely descriptive survey research design in which entrepreneurship training and core-skills acquisition served as predictors determining public university graduates' self-employability in North-central Nigeria. The study is considered relevant and applicable in the present time because of unsuitable unemployment situations and incessant poverty conditions of the youth and citizens, hence previous researchers described the present graduates as lazy and half-baked graduates because they contributes to youth unemployment and poverty, therefore unable to improve the economy of the Nation. The study reviewed and appraised related literatures with intention to position the present study in context.

Based on the problems established in this study and the information gathered from the review of literature, three research questions were raised and six research hypotheses were generated to guide the study. The study identified and pointed out strategies and procedures for data collection as well as the development of the instruments used in obtaining data from the respected respondents.

The population of the study covers the public university of North-central, Nigeria. There are five states and federal capital territory (FCT) in North-central (Kwara, Kogi, Niger, Nasarawa, Plateau and FCT). Four states were randomly selected using proportional random techniques. The target population for this study consisted of the directors and the public university students, specifically, the 400 level students which is estimated to 50,957 across

the selected states (Kwara, Kogi, Niger and Nasarawa). Proportional sample technique was used to select 8 directors of entrepreneurship training centres across the universities and 382 (400 level students) were selected across the universities, University of Ilorin 80, Kwara State University, Malete 24, Federal University of Technology, Minna 66, Ibrahim Gbadamosi Babangida University 34, Federal University Lokoja 43, Kogi State University 26, Federal University Lafia 52 and Nasarawa State University 56. Also 382 were selected using research advisor (2006) table to determine sample size of known population.

The instruments used to elicit data from the respondents were ‘’ Entrepreneurship Training Questionnaire’’ (ETQ) and ‘’ Core-skills Acquisition Questionnaire’’ (CSAQ). The two set of the questionnaires consisted of items on statements which were responded to by the directors and 400 level students of the selected public university of North-central, Nigeria. Secondary data which were used to derived information from the Alumni unit and chamber of commerce about the numbers of the 400 level students of the selected universities between (2014- 2018) and the registered self-employed graduates of public university North-central, Nigeria.

The instruments were validated by the experts in the fields of educational management and department of business administration, also, the instrument (core-skills acquisition) were pilot tested and reliability coefficient of it was 0.67. This values buttressed the reliability of the instrument (CSAQ) in this study.

Descriptive statistics of mean and standard deviation were used to answer the research questions, while the hypotheses formulated were tested using multiple regression analysis for the main hypothesis and Pearson Moment Correlation Statistics were used for the operational hypotheses. The hypotheses were tested at .05 level of significance.

The summary of the finding are:

1. The findings on how available entrepreneurship training is in public university North-central, Nigeria presented on table 2 showed that theoretical training is the most available entrepreneurship training, followed by practical training while vocational training is the least available entrepreneurship training in public university in North-central Nigeria.(Mean=6.38, SD=2.32)
2. Table 3 shows that the core-skills acquisition was majorly communication skill and it is to a higher extent compared to vocational skill while the least acquired skill is the managerial skill. (Mean=4.24, SD=2.12)
3. Table 4 indicated that the level of self-employability of graduates in public university in North-central, Nigeria is obviously very low with (Number; 87,429/8,541, Percentage; 100%/10.24%).
4. There was significant relationship among entrepreneurship training, core-skills acquisition and public university graduates' self-employability in, North-central Nigeria($R^2=0.39$; $F=3.973$, $P<0.05$). This means that the constructs of entrepreneurship training and core-skills acquisition were predictors of graduates' self-employability in public universities North-central Nigeria.
5. There was significant relationship between vocational training and public university graduates' self-employability in North-central zone, Nigeria($r=2.27$, $p>0.05$). This means that the hypothesis was rejected and there was correlation between vocational training and public university graduates' self-employability.
6. There was significant relationship between theoretical training and public university graduates' self-employability in North-central zone, Nigeria($r=2.12$, $p<0.05$). This means that the hypothesis was rejected.

7. There was significant relationship between practical training and public university graduates' self-employability in North-central zone, Nigeria($r=2.19$, $p<0.05$). This means that the hypothesis was rejected.
8. There was significant relationship between vocational skills and public university graduates' self-employability in North-central zone, Nigeria($r=1.79$, $p<0.05$). The hypothesis was rejected.
9. There was significant relationship between communication skills and public university graduates' self-employability in North-central zone, Nigeria($r=1.96$, $p<0.05$). The hypothesis was rejected.
10. There was significant relationship between managerial skills and public university graduates' self-employability in North-central zone, Nigeria($r=2.59$, $p<0.05$). This means that the hypothesis is rejected.

Conclusions

The study focuses on determining the relationship among entrepreneurship training, core-skills acquisition and public university graduates' self-employability in North-central, Nigeria. Based on the findings of the study, the availability of vocational aspect of entrepreneurship training was found to be low, the managerial aspect of core-skills acquisition required was also low and the level of public university graduates' self-employability between years (2014-2018) was also low. However, the government of Nigeria has invested greatly in Entrepreneurship training in order to develop core-skills acquisition in students of universities so that they can become self-employed and employers of labour rather than job seekers. This will reduce the incessant increase in youth unemployment menace in the country occasioned by increasing number of graduates with less corresponding skills to enable them become self-reliant. Upon all the investments, it seems that little progress has been made towards enhancing self-employability of graduates,

particularly in North-central, Nigeria. Therefore, more efforts need to be made or improve on by the government in term of adequate needed resources, curriculum developers need to enrich the curriculum in favour of entrepreneurship training, management of institutions need to carry out constant internal monitoring and evaluation, lecturers need adjustment of their instructional strategies, guidance to all the stakeholders on implementation strategies and the respective students need to adhere to entrepreneurship training courses to meet the objectives for which the training was developed.

Recommendations of the Study

Based on the findings and conclusions of the study, the following recommendations were made:

1. The university administrators should partner with the community to lessen the burden of recruiting core-skilled personnel that can aid effective vocational and practical training.
2. More funds should be made available to allow procurement of needed resources (both human and materials) to enhance effectiveness of entrepreneurship training in Nigeria universities.
3. More attention should be paid to the development of vocational skills acquisition. The findings showed low extent of acquisition of vocational skills and it is very important for graduates to survive and strive as self-employed.
4. Efforts should also be intensified on developing students on the managerial skills acquisition. This can be done by involving more lecturers from business and educational management to train potential graduates on the managerial aspect of self-employability.

Limitation of the Study

Quite a number of limitations exist when conducting a study. In this study, the findings were in some ways. For instance, the two constructs examined (entrepreneurship training and core-skills acquisition) were measured with vocational training, theoretical training and practical training as to the first variable while measuring instruments for the second variable were vocational skills, communication skills and managerial skills, although, there are other useful elements to this but reason for this choice was to examine the relationship among the three variables.

This study was limited to public university in North-central, Nigeria. The research adopted the use of questionnaires and secondary data for data collection. The generalization of the findings of this work is limited as a result of sample and sampling techniques used, which does not accommodate private universities and the unregistered entrepreneurs of public university of North-central, Nigeria. Also, the time frame of the data used for this study was years 2014-2018.

Suggestions for Further Studies

Further studies could be carried out in the following areas:

1. In the light of the limitations identified, the study suggest that further studies could be conducted to cover longer time frame in order to assess the accelerating acquisition of skills required by the students and their level of self-employability.
2. The study could be replicated in any other geo-political zone in Nigeria to show variation.
3. Further investigations could be conducted to replicate this study at comparative level between the public and private universities in Nigeria as well as between Nigeria and other countries in the view of promoting self-reliant and self-employability of the university students.

4. The study could be conducted in the Nigerian colleges of Education, Monotechnics and Polytechnics.

Contribution to Knowledge

This study has contributed immensely to the body of knowledge in the area of contemporary university students by bringing into focus the need for effective creativity and innovative approaches for adequate entrepreneurship training introduced by the Federal Government of Nigeria which is improving the menace of youth unemployment and poverty. However, there is need to acquire adequate core-skills for self-reliance, self-employability and economic growth of our country. Therefore, the government and stakeholders in the field of education in Nigeria should create a policy action that will bring about adequate entrepreneurship training in our universities.

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APPENDIX I

Sample Size Table from the Research Advisors Require Sample size⁺

Population Sizes	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	736
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	633	1353	2651	16478
10,000,000	384	784	1536	9594	633	1354	2653	16560
100,000,000	384	784	1537	9603	633	1354	2654	16584
300,000,000	384	784	1537	9603	633	1354	2654	16586

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APP]

APPENDIX 11**UNIVERSITY OF ILORIN, ILORIN****FACULTY OF EDUCATION****DEPARTMENT OF EDUCATIONAL MANAGEMENT****ENTREPRENEURSHIP TRAINING QUESTIONNAIRE (ETQ)**

(To be filled by the Directors of Entrepreneurship Training Centres)

Dear Sir/Madam.

The questionnaire is designed to elicit information on entrepreneurship training in public university north-central, Nigeria. The information to be provided shall be basically treated in absolute confidentiality and shall be truthfully used for research purpose only. Therefore, your sincere cooperation in completing this questionnaire would be highly appreciated. Thank you for your kind assistance.

Yours faithfully

ALoba, Fatimah Musa
Ph.D student

ENTREPRENEURSHIP TRAINING QUESTIONNAIRE (ETQ)

Please put a tick (✓) in the appropriate response column based on your opinion to indicate your degree of agreement or otherwise against each stated item as it applied to your school.

PLEASE NOTE; SA = Strongly Agree; A = Agreed; D = Disagreed; SD= Strongly Disagreed

S/N	VOCATIONAL TRAINING	SA	A	D	SD
1	Students are exposed to fashion designing and accessory.				
2	Students are exposed to catering & confectioneries.				
3	Students are exposed to Textile Design.				
4	Students are exposed to soap making.				
5	Students are exposed to Hair Dressing.				
6	Entrepreneurship training exposed students to practical work of bricklaying.				
7	Entrepreneurship training programme exposed students to carpentry.				
8	Entrepreneurship training exposed students to shoe making.				
9	Students are exposed to computer servicing and maintenance.				
10	Students are exposed to fish farming.				
11	Students are exposed to wood work.				
12	Students are exposed to leather work.				
13	Students are exposed to deluxe mixing and painting.				
14	Students are exposed to livestock and poultry.				
15	Students are exposed to tie and dye cloth design.				
16	Students are exposed to crops farming.				
17	Students are exposed to music and entertainment.				
18	Students are exposed to graphic work and design.				
19	Students are exposed to photographic.				
	THEORETICAL TRAINING				
20	They organise different workshops for them				
21	They organise regular conferences for them				
22	They organise seminars for them				
23	They are thought different entrepreneurship training courses				

	PRACTICAL TRAINING				
24	Students are attached to several companies to learn about administrative responsibility				
25	Students are assessed at the end of the exercise to evaluate the extent of the goal achievement				
26	Their punctuality are ensured through supervision and inspection				
27	Students in my school go for industrial training courses				
28	Students learn how to perform task accurately in group or individually				
29	SIWES students are exposed to business techniques				
30	Their competence are sometimes rewarded with compensation /employment				

APPENDIX III

UNIVERSITY OF ILORIN, ILORIN

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

CORE-SKILLS ACQUISITION QUESTIONNAIRE (CSAQ)

(To be filled by the 400 level students)

Dear Respondents.

The questionnaire is designed to elicit information on skills acquisition in public university north-central, Nigeria. The information to be provided shall be treated in absolute confidentiality and shall be used for research purpose only. Your sincere cooperation in completing this questionnaire would be highly appreciated. Thank you for your kind assistance.

Yours faithfully

ALoba, Fatimah Musa
Ph.D student

Instruction: Please indicate by tick (✓) the level of acquisition of core skills during your entrepreneurship training courses: where VHE= Very High Extent; HE= High Extent; ME= Moderate Extent; LE= Low Extent; VLE= Very Low Extent.

S/N	VOCATIONAL SKILLS	VHE	HE	ME	LE	VLE
1	Fashion Designing and Accessory					
2	Catering and Confectioneries					
3	Textile Design					
4	Computer Servicing and Maintenance					
5	Production of fruit juice and alcoholic drinks					
6	Fish Farming					
7	Wood work					
8	Leather Work					
9	Livestock and Poultry					

10	Decoration and Events Management					
11	Laundry Services					
12	Soap Making					
13	Hair Dressing					
14	Beauty plus and Makeup					
15	Deluxe mixing and Painting					
16	Livestock and Poultry					
17	Tie and dye Design					
18	Crops Farming					
19	Music and Entertainment					
20	Graphic Work					
21	Photo-Graphic					
	COMMUNICATION SKILLS					
22	Ability to speak English language					
23	Ability to hear English Language					
24	Ability to write legibly					
25	Ability to understand the body language of people					
26	Ability to effectively decode information					
27	Ability to use ICT gadget					
	MANAGERIALSKILLS					
28	Ability to plan ahead of time					
29	Ability to efficiently utilize available resources					
30	Ability to organize resources made available					
31	Ability to handle and bring tensed situations to normal					
32	Ability to socialize with general public.					

APPENDIX IV

LISTS OF PUBLIC UNIVERSITY IN NORTH CENTRAL NIGERIA

Federal Universities	State of Location
University of Ilorin, Ilorin	Kwara State
University of Abuja, Gwagwalada, Abuja	Federal Capital Territory
Federal University of Technology Minna	Niger State
Federal University Lafia	Nasarawa State
Federal University Lokoja	Kogi State
University of Jos	Plateau State
State Universities	State of Location
Kwara State University, Malete	Kwara State
Ibrahim Badamasi Babangida University Minna	Niger state
Nassarawa State University	Nassarawa state
Kogi State University	Kogi State
Plateau State University	Jos

APPENDIX V

SOME ENTREPRENEURS PRODUCTION







