

THE EFFECTS OF ENTERPRENEURIAL SKILL ACQUISITION PROGRAMMES ON FRESH TERTIARY INSTITUTIONS GRADUATES' SELF-EMPLOYMENT AMBITION IN SOUTHWEST, NIGERIA

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Abstract

The study investigated the effects of entrepreneurial skill acquisition programmes on fresh tertiary institutions graduates' self-employment ambition in Southwest, Nigeria. The specific objective of the study was to examine the impact of entrepreneurial skill acquisition programmes on fresh tertiary institutions graduates' self-employment ambition in relation to the growth of Small Scale Enterprises (SSEs) in South-west, Nigeria. In achieving the highlighted objective, a structured questionnaire was administered for data collection. A simple random sampling technique was used for the selection of respondents from the study area. A total of 114 respondents participated in the study. The analysis of data was done using simple percentage, standard deviation, mean, and regression statistics. The results of the study showed that National Poverty Eradication Program ($R^2 = 0.137$, $p = 0.000$), youth enterprise with innovation (YOUWIN) ($R^2 = 0.207$, $p = 0.000$). Small and Medium Scale Enterprises Development Agency (SMEDAN) ($R^2 = 0.126$, $p = 0.000$) significantly impact fresh tertiary institution graduates' self-employment ambition and the resultant growth of Small Scale Enterprises in the study area. Based on the findings of this study, it is recommended that more entrepreneurial skill acquisition centers should be established in every local government area in Southwest, Nigeria. Also, Federal and State Ministries of Education should mobilize support for entrepreneurial skills acquisition centers to run their activities in tertiary institutions to boost the thirst for entrepreneurial skills and self-employment drive of would-be graduates.

Keywords: Entrepreneurial skill acquisition, Entrepreneurial skill acquisition programmes, Fresh tertiary institutions' graduates, Self-employment ambition, Small scale enterprises

Introduction

Entrepreneurial skill acquisition programmes are programmes of activities which can activate the potential of dynamic idea or thoughts in the beneficiaries for use in self-employment

situations. Ochiagha (1995) opined that entrepreneurial skill acquisition is the process of demonstrating the habit of active thinking or behavior in a specific self-employment activity. Self-employment happens when an individual of working age opts to engage in a trade or vocation to earn his livelihood. Such vocations may take the form of small and medium scale enterprises. Self-employment opportunities are being fostered by both governmental and private organisations in Nigeria. Such organisations provide avenues for people to unlock the potentials necessary for self-employment ambitions (i.e. drives to establish a trade or vocation as a means of livelihood). According to Ogundowolo (1998), the purpose of entrepreneurial skill acquisition programmes as means of youth empowerment is to prepare and equip the youths with appropriate entrepreneurial skills that can be beneficial to them in the future. He explained that ideal entrepreneurial skill acquisition programmes are capable of ensuring value re-orientation among the youths and transforming them into creators of wealth and employment instead of job seekers. Idoko, and Usman (2014) submitted that the creation of wealth and employment often lead to poverty reduction and increase of welfare status of individuals in the country. This will bring to reality the fact that Nigerian youths should not only be leaders of tomorrow but leaders of today as well. Therefore, in their training and education, they need to aggressively know, understand and apply entrepreneurship thought and action in the resolution of societal problems. These have the capacity to stimulate in them clear thinking with the ability to use both creative and extrapolative approaches in their work endeavors; whether or not they own their businesses or work for others. Also, youths while in school must learn how to use their acquired entrepreneurial skills, abilities, and competencies in identifying and creating economic opportunities, acquire resources, improve on their human relations skills, locate information, have the ability in managing both human and material resources, plan finances, build a team and create something of social or economic value.

In recent time, there has been increase in the rate of unemployment among the youths which form the high percent of the teeming Nigerian population (Olayinka, 2010; Akhuemonkhan, Raimi, and Sofoluwe (2013). The much sort after white-collar jobs by every tertiary institution's graduate is no longer readily available in Nigeria. Fresh tertiary institutions' graduates may have to pay more attention to starting a small business as securing employment in the existing private and public enterprises are increasingly becoming difficult. Unfortunately, most of these youths lack the necessary skills to start and sustain a profitable venture. As a result, various governmental and non-governmental organizations in Nigeria have initiated policies through support agencies to address the problems of unemployment. These organizations were formed with the focus that the development of self-employment and small scale enterprise initiatives would serve as measures to unlock the economic potentials of the Nigerian populace as well as add to their competences to facilitate economic development which could lead to transformation. Tijani-Alawiye (2004) emphasized that entrepreneurship development is the process of adding to the stock of existing small, medium and large enterprises available to a nation. In modern dispensation, the concept of entrepreneurship was much pronounced as the functions of entrepreneurs became popular because of the state of unemployment in Nigeria. Unemployed youths and other categories of people who were not employed were encouraged to organize businesses that would in the first instance cater for their immediate needs. Oladejo, (2019) opined that entrepreneurship as a process of venture creation has been recognized as a catalyst boosting the growth of the Nigerian economy. However, unemployment rate in the country keeps escalating yearly as a result of continuous injection of tertiary institutions' graduates who

cannot secure jobs for their livelihoods. This situation has become pathetic because these job seekers end up going back to their aged parents who have invested in them, hoping that someday, they will get back the dividends of their investments and give back to their societies where they were raised.

Although, Dionco-Adetayo, (1998) opined that the business courses offered in tertiary institutions have enhanced the potentials of the students in entrepreneurship; also, the advent of improved technology that paved the way for entrepreneurship to increase its ability to spread according to its usefulness in economic development is of great value that cannot be underestimated in any developing economy like Nigeria. All these have not made the acquisition of relevant entrepreneurial skills for self-employment ambition of fresh tertiary institutions' graduates realistic. This was not unconnected with inadequate curriculum devoid of practical skills in schools. Therefore, this study empirically investigates the effects of entrepreneurial skill acquisition programmes such as National Agency for Poverty Eradication Programme (NAPEP), Youth Enterprise with Innovation in Nigeria (YOUWIN), and Small and Medium Enterprises Development Agencies (SMEDAN) on fresh tertiary institutions graduates' self-employment ambition in Southwest, Nigeria. The conjectural statements of relation for the study are stated in null form: there is no statistically significant effect of National Agency for Poverty Eradication Programme (NAPEP) on fresh tertiary institutions graduates' self-employment ambition; there is no statistically significant effect of Youth Enterprise with Innovation in Nigeria (YOUWIN) on fresh tertiary institutions graduates' self-employment ambition; and there is no statistically significant effect of Small and Medium Scale Enterprises Development Agencies (SMEDAN) on fresh tertiary institutions graduates' self-employment ambition in the study area. The study explains the contribution of different entrepreneurial skill acquisition programmes to self-employment ambition among fresh tertiary institutions' graduates which might lead to Small Scale Enterprises growth in Southwest, Nigeria.

Literature Review

Conceptual Clarifications

Skills can be described as the ability, talent or experience of a person to execute a task (Akutson&Udeh, 2015). These authors also refer to vocational skills as special skills (non-academic based) pertaining to a vocation. To them, a vocation is a certain type or kind of trade or work. Therefore, a vocational skill is that ability or talent that has a tendency to lead to a particular trade or work. Akutson and Udeh (2015) are of the opinion that skills acquisition is an important component of entrepreneurship and without the skills a small business owner is bound to fail. A skill is seen as ability to try and do something well, usually gain through training or experience. Skills are often acquired after a training session or after a practical experience. Vanpatten and Benati (2010) opine that the defining attributes are that skill is learned; skill involves motivation, purpose and goals; skills are prerequisite for skilled performance; skills require content and context knowledge; skills are performed and transferred in the presence of specific stimuli; skills involve problem solving relevant to the context; skill involves relative judgments with individual differences in skilled performance evidence; standards of excellence are important; skill involves comparable replication. In sum, considerable periods of time are required to succeed in high levels of skills.

Entrepreneurial skill acquisition

Entrepreneurial skills are vital to the survival and growth of Small Scale Enterprises. Entrepreneurial development has been conceived by governments at different levels as a

program of activities to reinforce the knowledge, skill, behavior and attitudes of individual and groups to assume the role of entrepreneurs. Entrepreneurship education therefore should feature a positive impact on the entrepreneurial mindset of undergraduates in tertiary institutions in term of their drives towards entrepreneurship, their employability and eventually on their role in society and the economy (European Commission, 2012). From the various research works, it can be seen that entrepreneurship training and education is a prerequisite to many entrepreneurs gaining entrepreneurial skills.. These skills enable the entrepreneurs to run their businesses better and may assist them to live a longer time. Entrepreneurial skill acquisition is a process whereby a person acquires or learns a particular skill or type of behavior needed for business through training or education in order to identify and exploit entrepreneurial opportunity for self-employment (Stohmeyer, 2007; Amadi, 2012). It also helps entrepreneurs to acquire self-confidence, self-esteem and participate in decision-making at household and community levels (Cheston& Kuhn, 2002). skill training and tertiary education may lead to business opportunities and impact on entrepreneurship (Emaikwu, 2011). Exploitation of entrepreneurial opportunity also depends on the entrepreneur's level of education, skills or knowledge acquired through training, work experience and social network (Sinha (2010). Training and/or education produce prior experience which results in preparedness for entrepreneurial activity (Shane, 2003).

Furthermore, the awareness of the necessity for entrepreneurial skills training and supports so as to stimulate entrepreneurial activity and reduce business failure are increased among stakeholders within the industry, business and government of the many countries because entrepreneurs can be born or made. It is also a significant source of developing human capital Ikegwu, Ajiboye, Aromolaran, Ayodeji, A. & Okorafor (2014). Though Dasmani (2011) found that entrepreneurship graduates couldn't get employment because they possessed low skills and low self-confidence required by industries since there was no industrial exposures while at school, however; numerous studies asserted that skill training and tertiary education may lead to entrepreneurial activity or self-employment (Amadi, 2012). Skill acquisition training was found to possess positive effect on entrepreneurial activity in Nigeria (Ikegwu, 2014). Skill acquisition training was also found to have positive effect on entrepreneurial activity in Malaysia (Buntat, 2012). However, Otsuka, (2006), argues that basic managerial skills acquired through training programs are found to be important in the performance of small scale enterprises. They opined that business training can be classified into two categories namely operational and strategic. In operational training, start-up entrepreneurs can acquire basic operational business training in areas such as accounting, marketing, inventory control, costing, pricing and sales forecasting. Once entrepreneurs received basic operational training, they have an opportunity and increased skills to move their business forward. The formalized nature of the training allows them to learn the above business basics in a supportive learning environment. They become better-rounded business people and have a basic understanding of the business cycle (UNDP, 2004). According to a report by the Global Business School Network (2013), in order to be successful, entrepreneurs need skills such as creativity, problem solving and communication skills. These skills can also be developed through entrepreneurship education and training pro-grams specifically targeting enterprise founders and owners. Such programs focus on providing individuals with practical education and experiential learning that builds both soft skills, such as communication, social intelligence, and critical thinking, as well as hard skills like accounting and financial management. Additionally, such programs foster networks of like-minded individuals that support each other and can lead to the creation of entrepreneurial ecosystems which can

promote increased entrepreneurial activity. Skills have a positive effect on labour productivity and innovation activity and it brings about a relationship between a country's levels of skills and its economic growth.

Small Scale

Enterprises' (SSEs) State of affairs in Nigeria

Simply put, small scale enterprises (SSEs) are business concerns that are owned and run, either by individual(s). The United States Small Business Administration (USSBA) sees Small Scale Enterprises as "a small firm independently owned and its operation is not dominant in its field of operation". Agbonifoh, Ehiamefor, Ineghenebor, and Iyaji (1999) opine that a small scale enterprise is "a set of interrelated activities carried out or undertaken with a view to making a profit". The central idea about a small scale business is that it refers to a set of interrelated activities undertaken by individual(s) to meet anticipated people's needs at a profit.

From time immemorial, different governments in Nigeria have claimed to be acquainted with the significance of small scale enterprises in their efforts toward economic growth and development (Oladejo, 2019). They have put forward policies and programmes aimed at encouraging the indigenous entrepreneurs. In the light of this, government made provision for soft loans to entrepreneurs for them to establish or for the expansion of the existing small scale enterprises. These efforts were seen across the six Southwestern states of Nigeria covered by the present study. It was also observed in the course of this study that state governments in Southwestern, Nigeria established some industrial projects to act as catalyst for Small Scale Enterprises growth such as the Fertilizer Blending Plant, Beef Factory, Seeds Cleaning Plant, among others. Government initiatives and incentives to sponsor the growth of Small Scale Enterprises include special government programmes designed to assist indigenous entrepreneurs include the Small Scale Industries Credit Scheme" (SSIC), Industrial Development Centers (IDA) industrial estates, provision of industrial extension services and training of entrepreneurs and their staff. The aforementioned steps by different governments in Nigeria had only led to proliferation of Small Scale Enterprises in Southwest, Nigeria which often face extinction. Such extinction or Small scale Enterprises failure has not really place SSEs in their rightful position of economic emancipation among other useful functions they are expected to perform. This is the lacuna this study will fill as it considers the impact of different governmental and non-governmental agencies to enhance continual profitable growth of Small Enterprises in Nigeria as a whole.

Theoretical Foundation for the Study

This study is anchored on Dreyfus model of skill acquisition which opines that, in gaining a skill, an individual will experience five different levels of skill acquisition namely proficiency, novice, advanced beginner, competent, and expert. These stages mirror changes in two broad aspects of skill performance. The first is a movement from dependence on intangible principles to the use of past, concrete experience as model. The other is a change in the perception and understanding of a demand situation as a complete whole in which only certain parts are germane. In the novice level, beginners do not have any experience with the situations during which they are expected to perform given tasks. In order to offer them entry to those states of affairs, they are taught about them in terms of objective attributes. These attributes are features of the task which will be recognized without situational experience. At novice level, a novice and unlearn practitioner is taught rules to steer his action with regards to different attributes. A novice practitioner lacks discretionary judgment.

Advanced beginner practitioner is capable of demonstrating a little acceptable performance. Competent level typified the period by which the learner has been on the job for few years. The competent learner's conscious, deliberate planning helps to realize A level of efficiency and organization. The competent level is supported and reinforced institutionally, and many learners may stay at this level because it is perceived as the ideal by their supervisors. The standardization of procedures, geared to manage the high turnover in most organizations, often reflect the competent level of performance. Most in-service education is aimed toward the competent level of accomplishment. With unrelenting efforts put into practice, the experienced practitioner moves to the proficient stage. Typically, the proficient practitioner sees situations as wholes, rather than in terms of parts, and performance is steered by truisms. Getting to the expert level, the practitioner does not rely on an analytical principle such as truisms or rules or guides to attach her/his understanding of things for the required and exact action to be taken. The expert practitioner with vast background of skills has spontaneous grasp of the situation and touch on the exact portion of the problem without inefficient consideration of unfruitful possible problem situations. It is very frustrating to try to capture verbal descriptions of an expert performance because the expert operates from a deep understanding of the situation, as the Dreyfus model of skill acquisition hypothesis states - the expert performance is holistic rather than fractional, procedural, and based upon incremental steps. The application of this model as the theoretical foundation for this study is germane as it clearly shows a process of becoming skillful in a vocation one wishes to engage in for her/his livelihood. This is the case of fresh tertiary institutions' graduates in this study that are willing to be self-employed.

Empirical Framework

Olanipekun and Adeyera (2011) examined the impact of entrepreneurial skill acquisition on the employability status of Nigerian graduates. Although they discovered exposure to entrepreneurship education influences students' intentions of becoming self-employed and improve their employability status, the study also found out that most students were not confident about their intentions due to fear of finance to start business, as well as inexperience to own and manage profitable business concerns. Uchendu (2015), assessed the level of university students' skill acquisition for employability in Cross River State. Given the results from his study, he concludes that the level of university students' skill acquisition for employability is significantly low.

Ogundele, Akingbade, and Hammed (2012) investigated the intensity of entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria. Their findings confirmed that entrepreneurship training and education are significantly related to the youth empowerment and social welfare services. Onasanya (2012) studied the determinants of entrepreneurial skill acquisition among agricultural students in Nigeria universities in Ogun State. The study concludes that economic policy and programs that are geared towards self reliance for individuals such as Open Apprenticeship Scheme, Graduate Employment Programs etc and other policies that encourage or make it easy for entrepreneurs to acquire the needed funds for take-off should be adopted. Uduak and Christiana, (2016), investigated how unemployment problem is tackled through skill acquisition by the National Directorate of Employment (NDE) in Akwalbom State, Nigeria, the results of the study showed that income contributions of Skill Acquisition by NDE to the States' economy were mixed while 48% asserted to a positive link, 40% accepted a minimal influence.

Furthermore, Adewusi, and Adisa, (2018) identified the factors affecting the participation of corps members in the Skill Acquisition and Entrepreneurship Development Programme (SAED) in Nigeria. They found out that despite several entrepreneurship development programmes in the country, youth unemployment is on the increase. They stressed that much emphasis has been laid on the macro factors affecting entrepreneurship development and growth, with little emphasis on the constraints resulting from the micro agencies. Maryrose and Obiajulu (2017) opine that innovative and entrepreneurial skill acquisition in Nigeria should focus on what should be done to bridge the gap between the school and labor market, where the learner will work after graduation, so as to be self-reliant in the society. Their findings revealed that a lot of skills were needed in science education for job creation; the teachers were required to use practically oriented methods in teaching the students. Uranta, and Nlerum (2017) carried out a research on the effectiveness of the Skill Acquisition Programmes of SPDC and NDDC. The study concludes that the Government and the private sector should ensure timely supports for firms' operations. Nanighebald and ibebietei (2008) looked at the entrepreneurship skills acquired by students in secondary schools in south-south Nigeria. The results of the study revealed a significant difference in mean rating of male and female students in the acquisition of entrepreneurship skills.

Methodology

Research Design

A descriptive research design was adapted to enhance generalization of results of the study. A structured questionnaire was used to obtain information on the subject matter from the study participants. The population of study was 160. One hundred and fourteen (114) fresh tertiary institutions' graduates from Southwest, Nigeria who participated in the study were chosen using random sampling formula by Yaro Yamane (1967):

$$n = \left[\frac{N}{1 + Ne^2} \right]$$

Where

n = Sample size

N = Total population in Nigeria

e = Error margin

the error margin adopted is 5%.

$N = 160$, $e = 0.05$

$$n = \left[\frac{160}{1 + 160(0.05)^2} \right]$$

$$n = \left[\frac{160}{1 + 160(0.0025)} \right]$$

$$n = \left[\frac{160}{1 + 0.4} \right]$$

$$n = \left[\frac{160}{1.40} \right]$$

$$n = 114.2857143 \cong 114$$

Operationalization of Research Constructs

The research topic has two variables namely; independent variable and dependent variable to be represented as X and Y respectively. X= independent variable (**entrepreneurial** skill acquisition programmes) Y= dependent variable (fresh tertiary institutions graduates' self-employment ambition in relation to SSEs growth)

Elements of (X): Entrepreneurial skill acquisition programmes

X_1 = National Agency for Poverty Eradication Programme (NAPEP)

X_2 =Small and Medium Enterprises Development Agencies (SMEDAN)

X_3 = Youth Enterprise with Innovation in Nigeria (YOUWIN)

DATA ANALYSES

Table 1: Descriptive Analysis on National Poverty Eradication Programme (NAPEP)

S/N	ITEM	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	S.D
1	NAPEP is a tool for poverty eradication	83 (52.9)	54 (34.4)	6 (3.8)	14 (8.9)	—	4.31	0.912
2	NAPEP has made profound contribution to fresh tertiary institutions graduates' self-employment ambition	62 (39.5)	75 (47.8)	11 (7.0)	9 (5.7)	—	4.21	0.809
3	Alleviation of poverty by NAPEP has influenced youth entrepreneurial intentions.	57 (36.3)	77 (49.0)	23 (14.6)	—	—	4.22	0.682
4	There should be intense creation of awareness about the benefits of NAPE to its beneficiaries	97 (61.8)	51 (32.5)	6 (3.8)	3 (1.9)	—	4.54	0.665
5	Entrepreneurial skill acquisition programmes should be included into the school curriculum to promote entrepreneurial ambition among youths	107 (68.2)	37 (23.6)	7 (4.5)	3 (1.9)	3 (1.9)	4.54	0.828
6	Poverty is a major setback for entrepreneurial ambition among fresh tertiary institutions' graduates	83 (52.9)	53 (33.8)	21 (13.4)	—	—	4.38	0.716
	AVERAGE						4.37	0.767

Source: Researcher's Field work, 2021

Table 2: Descriptive Analysis on Youth Enterprise With Innovation (YOUWIN)

S/N	ITEM	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	S.D
1	YOUWIN has assisted in supporting aspiring fresh tertiary institutions graduates' self employment drive	79 (50.3)	63 (40.1)	9 (5.7)	6 (3.8)	—	4.37	0.762
2	YOUWIN has encouraged the expansion, specialization and spin- offs of existing business.	51 (32.5)	79 (50.3)	18 (11.5)	6 (3.8)	3 (1.9)	4.08	0.874
3	Fresh tertiary institutions' graduates are able to show case their business acumen, skills and aspiration through this program.	65 (41.4)	72 (45.9)	14 (8.9)	6 (3.8)	—	4.25	0.773
4	Fresh tertiary institutions' graduates should consider YOUWIN programmes to unlock their entrepreneurial potentials	49 (31.2)	81 (51.6)	21 (13.4)	6 (3.8)	—	4.10	0.769
5	YOUWIN equips fresh tertiary institutions' graduates with adequate knowledge of business plan	71 (45.2)	53 (33.8)	22 (14.0)	6 (3.8)	5 (3.2)	4.14	1.009
6	The process of registration into YOUWIN programmes is too formal and cumbersome.	48 (30.6)	40 (25.5)	52 (33.1)	17 (10.8)	—	3.76	1.009
	AVERAGE						4.12	0.866

Source: Researcher's Field work, 2021

TABLE 3: Descriptive Analysis on Small and Medium Enterprise
 Development Agency of Nigeria (SMEDAN)

S/ N	ITEM	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	S.D
1	SMEDAN activities had helped in Stimulating self-employment ambition among fresh tertiary institutions' graduates.	73 (46.5)	66 (42.0)	15 (9.6)	3 (1.9)	—	4.33	0.728
2	SMEDAN hold regular consultations with international donor agencies thus assisting self-employment ambition among fresh tertiary institutions' graduates in Southwest, Nigeria.	47 (29.9)	72 (45.9)	29 (18.5)	6 (3.8)	3 (1.9)	3.98	0.902
3	Some programs organized by SMEDAN are directed towards enhancing ICT skills among would-be young entrepreneurs	74 (47.1)	35 (22.3)	36 (22.9)	12 (7.6)	—	4.09	1.002
4	SMEDAN is an agency aimed at facilitating development programmes, instruments and support services to accelerate the development and modernization of SME's operations among youths	59 (37.6)	69 (43.9)	21 (13.4)	5 (3.2)	3 (1.9)	4.12	0.894
5	Fresh tertiary institutions' graduates view programmes organized by SMADAN as effective.	59 (37.6)	63 (40.1)	30 (19.1)	3 (1.9)	2 (1.3)	4.11	0.867
6	SMEDAN major challenge is in the area of diminishing budgetary allocation which affects its smooth operations.	56 (35.7)	51 (32.5)	33 (21.0)	14 (8.9)	3 (1.9)	3.91	1.046
	AVERAGE						4.09	0.910

Source: Researcher's Field work, 2021

TABLE 4: Descriptive Analysis on Fresh Tertiary Institutions Graduates' Self Employment Ambition in Southwest, Nigeria

S/N	ITEM	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	S.D
1	Fresh tertiary institutions' graduates increased ambition improves Small Scale enterprises growth	102 (65.0)	49 (31.2)	—	6 (3.8)	—	4.57	0.691
2	Entrepreneurial skills acquired enhance SSE growth	63 (40.1)	75 (47.8)	13 (8.3)	6 (3.8)	—	4.24	0.763
3	Fresh tertiary institutions' graduates who are entrepreneurs consider entrepreneurial Skill Acquisition programmes as catalysts to starting their own ventures	69 (43.9)	76 (48.4)	6 (3.8)	6 (3.8)	—	4.32	0.727
4	Accelerated efforts on the growth of investment in entrepreneurial activities have become an important area of recent government policy and academic debate.	83 (52.9)	54 (34.4)	17 (10.8)	3 (1.9)	—	4.38	0.756
5	Government participation through allowing Entrepreneurial Skills acquisition programmes to run in schools enhances Small Scale Enterprises' growth in Southwest, Nigeria	86 (54.8)	56 (35.7)	12 (7.6)	—	3 (1.9)	4.41	0.793
6	Lack of seed capital by Fresh tertiary institutions' graduates to start their own businesses may hinder Small Scale Enterprises' growth in Southwest, Nigeria	87 (55.4)	45 (28.7)	16 (10.2)	6 (3.8)	3 (1.9)	4.32	0.941
	AVERAGE						4.37	0.778

Source: Researcher's Field work, 2021

Hypotheses Testing

H₀₁: There is no statistically significant effect of National Agency for Poverty Eradication Programme (NAPEP) on fresh tertiary institutions graduates' self-employment ambition.

Table 5 ANOVA^a Model Summary

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5.701	1	5.701	24.559	.000 ^b
Residual	35.982	155	.232		
Total	41.683	156			

a. Predictors: (Constant), National Poverty Eradication Programme

Dependent Variable: Fresh tertiary institutions graduates' self-employment ambition.

R Square = 0.137

Adjusted R Square = 0.131

B = 0.776

Decision: The null hypothesis was rejected as there exists a statistically significant relationship between NAPEP and Fresh tertiary institutions graduates' self-employment ambition (R Square = 0.137, P= 0.000)

H₀₂: There exists no statistically significant effect of Youth Enterprise with Innovation in Nigeria (YOUWIN) on Fresh tertiary institutions graduates' self-employment ambition.

Table 6 ANOVA^a Model Summary

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	8.638	1	8.638	40.519	.000 ^b
1 Residual	33.045	155	.213		
Total	41.683	156			

a. Dependent Variable: Fresh tertiary institutions' graduates self-employment ambition

b. Predictors: (Constant), YOUWIN

R Square = .207

Adjusted R Square = .202

B = 0.440

Decision: The null hypothesis was rejected as there exists a statistically significant effect of YOUWIN on Fresh tertiary institutions graduates' self-employment ambition (R Square = 0.207, P= 0.000)

H₀₃: There is no statistically significant effect of Small and Medium Enterprises Development Agencies (SMEDAN) on Fresh tertiary institutions graduates' self-employment ambition.

Table 7: ANOVA^a Model Summary

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5.247	1	5.247	22.322	.000 ^b
1 Residual	36.436	155	.235		
Total	41.683	156			

a. Dependent Variable: Fresh tertiary institutions graduates' self-employment ambition

b. Predictors: (Constant), SMEDAN

R Square = .126

Adjusted R Square = .120

B = 0.287

Decision: The alternate hypothesis was accepted as there exists a statistically significant effect of SMEDAN on Fresh tertiary institutions graduates' self-employment ambition (R Square = 0.126, P= 0.000)

Discussion of Findings

The study investigated the impact of entrepreneurial skill acquisition programmes on fresh graduates' self-employment ambition in relation to small scale enterprises' growth in southwest, Nigeria. It is obvious from the results of this study that the National Poverty Eradication Programme (NAPEP), Youth Enterprise with Innovation (YOUWIN), Small and Medium Scale Enterprises Development Agency provide rooms for ensuring that the quest by Nigerian youths, especially fresh tertiary institutions graduates to be self-employed are realized; hence, the resultant growth in Small Scale Enterprises discovered by this study. Most participants in the study agreed that NAPEP is a programme that provides avenue for entrepreneurial skill acquisition and the fulfillment of fresh graduates' drive to be self-employed (mean=4.37, S.D = 0.767). (R square = 0.137, Fcal = 24.559, p= 0.000). This shows that 13.7% of the amount of entrepreneurial skills acquired by fresh tertiary institution graduates in the study area was accounted for by NAPEP.

Furthermore, it was discovered that YOUWIN has assisted in generating jobs by unlocking the entrepreneurial potentials in Nigerian youths who are mostly fresh tertiary institutions' graduates (mean=4.12, S.D = 0.866), (R square = .207, Fcal =40.519 , p= 0.000) . From these results, it can be inferred that 20.7% of the amount of entrepreneurial skills acquired by fresh tertiary institution graduates and the perceived Small Scale Enterprises growth in the study area was accounted for by YOUWIN.

In addition, the result from the study revealed that Small and Medium Scale Enterprises Development Agency of Nigeria (SMEDAN) played a significant role in the perceived growth rate of Small Scale Enterprises in Southwest, Nigeria (R square = 0.126, Fcal = 40.519, p= 0.000). This is evidence that 12.6% of the amount of entrepreneurial skills acquired by fresh tertiary institution graduates and the resultant Small Scale Enterprises growth in the study area was contributed by SMEDAN.

However, it was found out that for every percent increase in Small Scale Enterprises growth in the study area, NAPEP, YOUWIN and SMEDAN as different entities contributed 37% (B=0.37, P=0.000); 45.5% (B= 0.455, P=0.000); and 35.5% (B=0.355 , P=0.000) respectively.

The findings of this study corroborate the study of Olanipekun and Adeyera (2011), which examined the impact of entrepreneurial skill acquisition on the employability status of Nigerian graduates. They discovered that exposure to entrepreneurship education influences students' intentions of becoming self-employed and improve their employability status. The results of the present study also confirmed the findings of the study by Ogundele, et al (2012) which investigated the intensity of entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria. Their findings confirmed that entrepreneurship training and education are significantly related to the youth empowerment and social welfare services.

Conclusion

Entrepreneurial skill acquisition programmes have been observed in this study as vehicles for entrepreneurial growth. When the citizens possess the right entrepreneurial skills to start their own business ventures, they will explore opportunities in their immediate environment

instead of chasing shadows in the cities. The spread of entrepreneurial skill acquisition programmes will go a long way in creating employment; give Nigerian teeming population of youths the opportunity to develop their entrepreneurial skills; and empower them to be job creators and not job seekers. Also, the provision of avenues necessary to acquire entrepreneurial skills and knowledge by different agencies as found out by this study would raise entrepreneurs' output, income and wealth.

Recommendations

Based on the findings of this study, the following recommendations are put forward

- i. Government agencies, the organized private sector, multinational corporations, public spirited individuals and non-governmental organizations should collaborate and adopt a comprehensive strategies that would lead to the acquisition of appropriate entrepreneurial skills in technical and vocational education that are likely to stimulate economic growth.
- ii. Skill acquisition centers should be established in every local government area in the study area for further development of entrepreneurial skills among the youths.
- iii. Adequate resources, both human and material should be provided for citizens that participate in one entrepreneurial skill acquisition programme or the other for effective operation of new ventures.
- iv. Nigerian government should increase her commitment on curriculum review in schools to enhance entrepreneurial ambition in students, as well as mobilize support for new venture creation by Nigerian youths.

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