



**ENTREPRENEURIAL SKILLS ACQUISITION IN LEATHER BACKPACK MAKING ON
YOUTH EMPLOYABILITY IN ABEOKUTA, NIGERIA**

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ABSTRACT

This research seeks to examine effect of entrepreneurial skills on leather backpack making on youth employability in Abeokuta. The specific objectives were to examine the relationship between training and development and employment generation, the relationship between entrepreneurship education and employment generation and effect of creativity and innovation on employment generation.. The instrument for data collection was a structured questionnaire. The questionnaire was six point likert scale and was checked for reliability using a pilot survey method. The test of hypothesis revealed that training and development has significant effect on employment generation in Nigeria ($t\text{-cal}=2.56, p<.005$). The second hypothesis revealed that there is no significant effect of entrepreneurship education on employment generation in Nigeria ($t\text{-cal}=1.12, P>.005$). The third hypothesis revealed that creativity and innovation has significant effect on employment generation in Nigeria ($t\text{-cal}=12.0, r=0.068, p<.005$) respectively. The result of findings showed that entrepreneurship education coupled with a robust skill acquisition program will go a long way in creating employment, give young people the avenue to acquire enterprising skills, empowering the young to be job creators rather than job seekers. As such, it recommended that youths must actively involve in skill acquisition programs and learn how to use their acquired entrepreneurship skill, abilities and competencies in identifying and creating economic opportunities. In conclusion, the benefits of entrepreneurship education have direct bearing with the acquisition of skills that could be used in the resolution of the country's unemployment and poverty related issue.

Keywords: Creativity, Entrepreneurship, Entrepreneurial skills , Leather backpack, Innovation, Youth employability

Introduction

Nigeria is currently facing economic challenges which need urgent solution. One of these is the high level of unemployment which has increased poverty and other social problems. The depressed economy has affected both public and private sectors that they can no longer meet the employment needs of Nigerians after graduation from higher institutions. As a result, the school leavers are no longer optimistic of securing employment in almost all the sectors of the economy. The implication is that the people are falling deeper into poverty. NEEDS (2005) report shows that “more than two-thirds of the Nigerian people are poor, despite living in a country with vast potential wealth”. This has made a case for re-assessment and review of our educational policies. Presently, the nation has geared her educational programmes towards preparing graduates and school leavers to acquire knowledge and skills, which would make them to be competent for useful living in the society. Skill acquisition can be defined as 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. Ochiagha (1995) defined skill acquisition as the process of demonstrating the habit of active thinking or behaviour in a specific activity. He further stated that skill acquisition is seen as the ability to do or perform an activity that is related to some meaningful exercise, work or job. He maintains that for skill to be acquired, appropriate knowledge, attitudes, habits of thought and qualities of character are learnt to enable the acquirer develop intellectual, emotional and moral character which prepares him or her for a brighter future. Similarly, Donli (2004) is of the view that skill acquisition is the manifestation of idea and knowledge through training which is geared towards instilling 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 skill acquisition increases competition and cooperation among people. Many countries of the world have come to realize the import of entrepreneurship in economic development through

creativity, innovation, job creation and contribution to gross domestic product. In line with this, government has initiated various enterprise development programs to encourage her citizens, especially the youths, to venture into enterprise creation. Such programs include the introduction of entrepreneurship courses into the curriculum of many tertiary educational institutions in the country. This is due to the fact that skill acquisition has been proved to lead to enterprise creation in many countries of the world (Ekpe and Norsiah 2012).

A backpack or a leather backpack— also called book bag, kit bag, knapsack, rucksack, pack, or sack pack back sack — is, in its simplest form, a cloth sack carried on one's back and secured with two straps that go over the shoulders, but there can be variations to this basic design. Lightweight types of backpacks are sometimes worn on only one shoulder strap. Backpacks are commonly used by hikers and students, and are often preferred to handbags for carrying heavy loads or carrying any sort of equipment, because of the limited capacity to carry heavy weights for long periods of time in the hands. Large backpacks, used to carry loads over 10 kilograms (22 lb.), as well as smaller sports backpacks (e.g. running, cycling, hiking and hydration), usually offload the largest part (up to about 90%) of their weight onto padded hip belts, leaving the shoulder straps mainly for stabilizing the load. This improves the potential to carry heavy loads, as the hips are stronger than the shoulders, and also increases agility and balance, since the load rides nearer the wearer's own center of mass. When we are talking about leather backpack compare out with cloth backpack the strength is very good. Leather products are increased, the variety in leather is increasing along with the development of fashion industry. There are various ways of creating these leather backpacks, people invest their time in making a single piece of these leather backpacks, making them more fashionable and trendy and buyers die to have that single piece no matter how costly it may be. Accordingly, Magbagbeola (2004) posited that skills acquisition requires the accumulation of different skills that enhances task performance through the integration of both theoretical and practical forms of knowledge. He enumerated the guidelines for the sustenance of skill 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 have to be done by competent,

experienced and qualified instructors, Skill acquisition requires much practice, patience, interest, ability, aptitude and personality traits, Skill 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 above scenario, it can be stated that skill acquisition requires a holistic approach in the realization of creative ideas. It helps in the transformation of knowledge and skills into creative venture. Therefore, this study centered on the effect of entrepreneurial skill acquisition on leather backpacks making.

Statement of Problem

Available statistics tend to indicate that formal sector employment opportunities in Nigeria can no more keep pace with the number of entrants into the labour market. The informal sector of the economy has come to the rescue by providing employment and income for the youth and those retrenched from the formal sector employment (Akerle, 1997). It is found from studies that not less than 75% of the labour force is engaged in the informal sector activities (Akande and Akerle, op cit). The stagnation in the formal sector employment has increased the probability of those entering the labour market for the first time to be engaged in the informal sector. It is found that the growth rate of employment in the informal sector will be about 11% in the next five years (Akande and Akerle, op cit).

Nigeria is currently facing economic challenges which need urgent solution. One of these is the high level of unemployment which has increased poverty and other social problems. The depressed economy has affected both public and private sectors that they can no longer meet the employment needs of Nigerians after graduation from higher institutions. As a result, the school leavers are no longer optimistic of securing employment in almost all the sectors of the economy. The implication is that the people are falling deeper into poverty. NEEDS (2005) report shows that “more than two-thirds of the Nigerian people are poor, despite living in a country with vast potential wealth”. This has made a case for re-assessment and review of our educational policies. Presently, the nation has geared her educational programmes towards preparing graduates and school leavers to acquire knowledge and skills, which would make them to be competent for useful

living in the society. Therefore, this study is embarking on to investigate “effects of entrepreneurial skills acquisition on leather backpack making.

Research Questions

The study undertook the following research question

1. What is the relationship between training and development and employment generation in Nigeria?
2. Is there any relationship between entrepreneurship education and employment generation?
3. To what extent does creativity and innovation affect employment generation?

LITRATURE REVIEW

Skills Acquisition

Beach. (1990) opined that skill acquisition is the process of enlarging people’s choice for a long and healthy life, knowledge acquisition, healthy life, knowledge acquisition for a decent standard of living. He went further to expatiate that it is freedom from economic, social and education and access and opportunities for being creative and productive; and enjoying personal self-respect and guaranteed human rights. The central concern of human development is the quality of peoples’ lives, what they are capable of doing. Oluremi (2008), also buttress this point by saying that skill acquisition aims at transforming the human person so as to bring about his/her potentials and make him or her a leader, who will in turn inspires and empowers others to excel and articulate meaningful vision for the society.

The UNDP’s Human Development Report (1990) defines people as the real wealth of a nation. It is through skill acquisition that creativity, initiative, capability, commitment and empowerment that true development can be achieved. Asante, (1998) said skill acquisition means releasing human energy, it means providing an opportunity for people to make the maximum contribution to their own development and to the self-sustaining development of their communities. It is therefore glaring that the need to provide skills is very crucial and vital if poverty is to be reduced or eradicated. What then can motivate and empower the people to put in their best to achieve highest level of productivity and being useful? For Adedeji (1987), is education, skill, technology, capital, level of remuneration are no doubt important”. Therefore in all ramifications, developing the human

person by providing skill is the real solution to greater part of our challenges especially it helps to reduce the poverty level. In conclusion therefore, attempts have been made to give some theoretical and conceptual framework, skill acquisitions have been examined and definitions of scholars have been expunged as it relates to our literature review.

Conceptualizing Skill Acquisition

Webster's Dictionary defines skill acquisition as developed or acquired ability. The skills acquisition which is a vital instrument of empowerment that seeks to provide the people with different skills, vocation and entrepreneurial ability like bead making, hat making, sewing, fashion designing, shoe making and making workers interested in their job and at the same perspective improving on their existing skills. Emeka, (2011) said there are things people can do to impact their generation, they can acquire skill. Skill acquisition is not left for the poor and middle class people. Even career women or professional woman and man as well as the youth can acquire these skills to make the versatile and self-sustaining and independent. Skills acquisition can also be in areas of making detergents, odour controls used in toilets for mopping the floor and bathrooms, production of Izal, Rob, Soda soaps, basket caps, school bags and a whole lot of skills. Buwai (2004) emphasized that the eradication or reduction of poverty is one of the central objectives of contemporary development policy. The International community and its determination to overcome poverty has been highlighted by the sustainable activities of the International Development Donors such as the United Nations (UN), The European Union (EU), the World bank, the International Monetary Fund etc. are all ready and ever since they have been empowering nations and people.

According to the United Nations Report (1999) Nigeria's Human Poverty Index was only 41.6% this placed the country among the twenty-five (25) poorest nations in the world. Various Governments have repeatedly asserted its determination to use skills development as the main vehicle for assisting poor youths to break-out of the poverty trap. The underlying assumption continues to be that the acquisition of skills supported by public funding is the positive answer to the problem of unemployment.

Importance of Skill Acquisition in Nigeria

According to Okorie and Ezeji (1988) the acquisition of the requisite skills is a means of increasing the productive power of any nations. Consequently,

they added that the Nigerian society should recognize the fact that every citizen should be equipped to contribute effectively to the welfare of the country. The acquisition of such practical skills is important because when efficient and skillful hands are employed in any fields of human endeavors, high productivity is usually achieved. Economically, maximum skills acquisition by VBE students and others will help to enrich the Nigerian society and in this way, tend to make possible sustainable development. Okorie and Ezeji (1988) opined that a rich nation is one that is capable of meeting the economic, social, moral and political needs of the citizenry.

Nigeria as a nation will enjoy sustainable development if VBE students in particular and all other students in general acquire maximum skills acquisition and competencies in their specialties.

Furthermore, politically, practical skills acquisition tends to promote personal and national greatness. Okorie and Ezeji (1988) pointed out that the behaviour of an individual in a society or the behaviour of a nation in a community of nations may be influenced by the skills and competencies possessed by that individual or nation. Socially, the acquisition of maximum skills helps a person to provide amusement, happiness, love, affection and enjoyment to other individuals as well as the entire nation at large. It also helps to reduce criminal activities such as armed robbery, kidnapping, and other social vices among the youths. To the VBE students, maximum skills acquisition helps them to be engaged in productive work either for themselves or for employers of labour. This enables VBE students to qualify for and hold productive employment as well as increases their productivity and earns more remuneration. Other importance of acquiring maximum skills and competencies includes: it reduces the drop-out rates among the Nigerian youths; it helps to make the youth intelligent users of the products of technology as well as the most reliable vehicle for economic prosperity and diplomatic supremacy of the Nigerian nation. These benefits of maximum skills acquisition are still there if VBE students will think twice and change their negative attitudes towards it and turn to develop themselves sufficiently in the skills and competencies inherent in VBE programmes of their institutions. In fact when VBE students fail to acquire maximum skills from the programme, this in turn affects sustainable development negatively.

Entrepreneurship Skills Creation for Undergraduate Studies

The development of any country lies on the shoulder of how productive and creative the youths are. Parents, teachers and government have the obligation to ensure that the youths are empowered. There is apparent economic depression in the midst of our so-called oil boom in Nigeria. The

problem with Nigerian educational programmes is the too much emphasis on the value on certificate rather than the skills required in the career. In other words, the individuals struggle hard through any means to attain the Golden Fleece which is the certificate rather than the knowledge and skills which should make them self-reliant. Hence, it is hoped and rightly too, that in the first place government should encourage a diversification of the economy through adequate support for private establishment and practical acquisition of skills in higher institutions. For this, education should be refined with a view to create and enhance the supply and entrepreneurship in the youth initiatives and activities (Osibanjo, 2006).

Apart from the entrepreneurship curriculum, there are other specific activities which can be carried out with a view to create an entrepreneurship skills creation in the Nigerian tertiary schools. Some of them as (Okojie 2008 and Ememe 2011), highlighted: establishment of entrepreneurship development centres; establishment of small and medium scale establishment resources centres; establishment of some clubs in the tertiary schools; organize business plan competitions; introduce networking events through workshops, seminars, symposia, lectures and stakeholders where cross fertilization of ideas could occur; identify entrepreneurship business opportunities; there should be role model interaction and mentoring to deliver motivated discussions in form of key notes or lectures; industrial visits and excursion for on-site field trip like students of mass communication could visit media houses, medical students could visit pharmaceutical company and education students could visit modern schools with facilities to mention but a few; make the students master at least one vocation that can guarantee self-reliance; inculcate in the students the knowledge of the modern information communication and technology that will enable them to interact effectively with their immediate and distant environment; to fashion out modalities for setting up a career/entrepreneurship centre where students can be counselled and guided on the right career to follow after their graduation; there should be a school based enterprise where students identify potential business plan, create and operate small business by using the school as a mini incubator; there should be some form of innovative for students who have done their practical work well during site supervision. This will motivate them to establish businesses after school graduation (Osibanjo, 2006).

Entrepreneurship education has been clearly observed here as vehicles to ride off the endemic problem of poverty, hunger and youth empowerment.

When the youths are provided with the right raining in practice, they explore opportunities in their immediate environment instead of chasing shadows in the cities. The development of Entrepreneurship education will go a long way in creating employment; give young people the opportunity to develop their enterprising skills, empowering the young to be job creators and not job seekers through the provision of necessary skills and knowledge to raise their output, income and wealth. Entrepreneurship education would also contribute to improve the image and highlight the role of entrepreneurs in the society. The current industrial decay and the subsequent unemployment crisis among the Nigerian graduates have been traced to the theory-oriented university programmes and certificate frenzy compiled with the celerial mentality of Golden Fleece (Okpukpara, 2009). The economic situation of Nigeria needs re-engineering in order to strategically reposition Nigeria as the true leader of Africa. It is recommended that curriculum review, sensitization, advocacy and mobilization of support for Entrepreneurship education, programme focus and funding together with the political will and stability of the government in order to achieve the goals and the policy thrusts of the Federal Government of Nigeria (Onuoha, Inyiama, Eze and Achi, 2013).

Challenges of Skill Acquisition

Despite the various interventions to ensure that technical institute graduates are well equipped with the requisite practical skills for the job market and the campaign about the benefits of technical and vocational education, it has not attracted the youth in Nigeria to move into technical and vocational training at all because most technical graduates have not been able to enter into employment in their respective fields of training. One dilemma which has preoccupied many countries for a long time is whether to concentrate investment in general or vocational education. The former has the advantage of flexibility and, therefore, the possibility of moving from one job to another, while the latter does not. In this regard, many people consider general education as a suitable type of education that is capable of responding to economic and labour force changes in society. On the other hand, technical and vocational education has the advantage of imparting specific job-relevant skills which make the worker more readily suitable for a given job and more productive. Hence, both are important. It is in this light that most educational systems in Africa try to combine both general and vocational streams of education in varying proportions to suit

their educational goals and aspirations (Osunloye, 2008). Conversely, Pallant (2007) noted that, despite the advantages of imparting job-related skills and the high level of unemployment amongst those with general education, the recognition and preference for general education by the youth in the Sub-Saharan Africa is high. The reason for this is that personnel in administrative and leadership roles are generally chosen from people with a general education background. Therefore, talking about the importance of skill acquisition, without any deliberate action to follow up the rhetoric, will not change its poor image and low status. Numerous concerns have been raised about the effectiveness of skill acquisition programme which Rufai, Abdulkadir and Abdul (2013) summarized to be attributed to: poor quality in the delivery of skill acquisition programmes; high cost of training; training not suited to actual socio-economic conditions; disregard of the needs of the informal sector; and disregard of the labour market and high unemployment rate among graduates. In an attempt to provide solutions to these challenges, Reddan and Harrison (2010) argued that skill acquisition institutions need to restructure their programmes to be responsive to the needs of the job market, especially the industry. To achieve this goal, skill acquisition curricula must focus on outcomes in terms of the skills, knowledge and attitudes required industry. That is, skill acquisition provision should be responsive to the demands of industry. With skill acquisition being more diverse because of the changes in the labour market, it should be able to integrate the youth into the working world. Given the prevailing economic trend, Buwai (2004) identified the two major objectives of skill acquisition as the urgent need to train the workforce for self-employment and the necessity to raise the productivity of the informal sector. They point out that lack of resources have led to cuts in the volume of training provided in public institutions. These cuts are a hindrance to pursuing the critical objectives of providing training and raising production.

Considering the expensive nature of skill acquisition as a form of education, it is imperative that an expanded system with necessary and adequate facilities and equipment will lead to the effectiveness of the system (Salman, 2009). Other relevant studies carried out by Islam and Mia (2007) showed that both formal and non-formal skill acquisition lacked an effective linkage between training and the world of work. It further noted that because of its lack of coherent mode, practical skills training which does not produce the requisite skills for the job market. Additionally, the

trainees also lacked training experience, initiative and motivation to discharge their duties effectively.

Impediments to Practical Skill Acquisition among VBE Students

Efforts to improve the standard and quality of acquisition of skills and competencies inherent in VBE courses to maximum level seems to be slowed down by a number of factors such as VBE students low interest in the skills and competencies, curriculum structure, inadequate personnel, inadequate equipment and facilities for the teaching and learning of the skills, inadequate material resources for training and others. Many of the VBE students have very low interest in the skills and competencies inherent in VBE courses. This has made them to develop poor attitudes towards the skills and competencies inherent in the VBE courses. Because of such negative attitudes, the personal interest and willingness to concentrate and acquire maximum level of skills expected of them are not there. One of such negative attitudes is failure to sit down and make wise use of their time and energy in acquiring maximum skills for self-development and fulfillment. This is because time is a critical matter in everybody's lives. Consequently, the VBE students fail to find time to engage themselves in practical exercises in courses such as in accounting, typewriting, word-processing, and shorthand to mention just but a few.

When assignments and home work are given in any of the subjects listed above, it is often discovered that about ninety percent of the VBE students in the class did not find time and/or take time to do it. Such students fail to take their studies seriously as they often come late to the lesson and even when they know that they are terribly late, yet they would be listening to pop music/other music or talking to people with their phones. A careful examination shows that they put more efforts in playing with their mobile phones and in making calls than they do with their studies. In fact, many of the VBE students often left practical subject lessons to stand outside to answer calls as well as make calls. A great majority of them does not consider the length of time spent outside the classroom for such calls neither do they consider that they have lost quite an important part of the lessons. In view of the utilitarian nature of maximum skills acquisitions, VBE students should cultivate the habit of working hard, commitment and dedication to studies in order to achieve maximum skills acquisition needed by the employers of labour. Indeed many business students who enroll for VBE programmes do not show commitment and dedication to their studies

because they are often attracted by very many unimportant issues during their studies. Such unimportant issues range from peer group pressure to friendship issues and joining the group of students popularly known as NFA – No future Ambition. The latter group can be said to be students who do not worry or who are not concerned about their poor performances at their varsities. All business students should regard hard work, commitment and dedication to studies as the sole reason why they are in school. When they are driven by such forces, they will discover that they are breaking new grounds in their area of specialties and that they are acquiring maximum level of skills expected of them by labour market.

Furthermore, all business students should be determined to overcome the poor reading culture prevalent in the Nigerian society. In fact without a strong determination to overcome it, they will not be able to read their study materials and textbooks intensively and extensively. Globally, very many Nigerians are often associated with poor reading culture. In fact, there is a dictum among the people of colour, that if you have something worth millions of dollars to be given to Nigerians, then hide that inside a textbook and give it to the Nigerians to read and discover it, they said they are sure the Nigerians will never read the textbook to discover that treasure. Poor reading culture has affected the fabrics of our society so much so that many Nigerian students are held captive to it. Intensive and extensive reading is very pertinent because it equips the readers with all the information and knowledge required for success in the acquisition of VBE skills and competencies. However, many Nigerian students hate being given voluminous materials to read and in this way miss out the knowledge, skills and competencies that go with such materials. Some of them will even nickname the lecturers trying to involve them in intensive and extensive reading exercises as a way of discouraging them. Such students forget that a well-read student is bound to do far better than a poorly read one in all facets of life.

Another issue that affects maximum skills acquisition among VBE students in particular is their refusal to use their money to buy material resources for their own training. Indeed, most of them prefer to use their money to buy expensive handsets and recharge cards to phone their parents, friends and relatives at the expense of their studies. They forget that there is no substitute for having the correct textbooks, and other necessary materials when it comes to learning a skills to the maximum level of it. The VBE students should remember that having a personal laptop nowadays can

help them to obtain knowledge, skills and competencies in information, and communication technology which in turns will help them to secure a lucrative job in the labour market. In disregard of this, VBE students prefer to use their money to go for anything that does not help them to learn business subjects at all. The other issue about the negative attitude of Business Education students is their unwillingness to change their thinking and behaviour positively. It is a common place that one hundred (100%) percent of Business Education Students' success in life or in their studies is dependent on positive attitude to whatever they are taught. Indeed, the willingness to change positively their attitudes and behaviours help the students to acquire maximum skills expected of them for the labour market. Unfortunately, many of the business students are often unwilling to change their negative attitudes. In fact, a majority of the business students in our schools and colleges are often unwilling to concentrate and study the skills content of business education to maximum level. For example, in the teaching and learning of typewriting, many students only want to operate the typewriter or computer keyboards with two or three fingers instead of their nine fingers. When teaching the students that they should use their nine fingers to type so that they could achieve maximum skills level, those who are used to operating the keyboard with two or three fingers would remain adamant and would be unwilling to change. Consequently, such students would not be able to achieve maximum skills level for the labour market.

The next issue to discuss here on impediments to maximum level of skills and competencies needed to enhance sustainable development in Nigeria is that VBE students do want to be hard-working enough in their chosen careers. It is quite unfortunate that many business students choose to study a particular business subject and yet to refuse to work hard enough to acquire enough skills expected of them. In fact often times, when business teachers want their students to become serious and very hard-working in their studies; such teachers are often called nicknames by those lazy students. A majority of the business students would not appreciate the efforts of their teachers who want them to be hard working for wellbeing in the future; instead they looked at them as being wicked, cruel and not cooperating with them.

The Concept of Youth Empowerment

The term youth is the time of life when the individual is young especially the period between childhood and maturity of the early period of existence,

growth or development. The word youth, adolescent, teenage and young persons are usually used interchangeably. A youth generally refers to a time of life that is neither childhood nor adulthood but rather somewhere in between. Youth is an alternative word to the scientifically oriented adolescent and common terms of teen or teenage. Jega (2012) define youth as a special group of people with strong stamina and passion for realizing some goals and purpose. Different countries define the word youth relating to their objectives, conditions and realities existing on ground based on history, contemporary socio-economic and political issues as need to be addressed. For this, different parameters and variables are used in defining their youths in the country. In Nigeria the National Youth Development Policy refers to all young persons of age 18 – 33 years as youths. This category is present in most cultures, the most volatile and yet the most vulnerable segment of the population, socio-economically, emotionally and in other aspects. The youths share certain characteristics that distinguish them from other generation. These characteristics include: impatience for change, zealousness, radicalism, rebellions, curiosity, hard work, ego and ambition. The youths are the engine and actualize of national development if their mindsets are channeled in the right direction. Springing from the need to enable young people to have a say in decisions which affect them and to have heard voices this give rise to young people who have economic, social and cultural advancement of their countries and to gain self-fulfillment. Young people are empowered when they acknowledge that they have or can create choices in life, are aware of implications of these choices, make an informed decision freely, take action based on that decision and accept responsibility for the consequences of that action. Youth empowerment is an attitudinal, structure and cultural process whereby young people gain the ability, Authority and agency to make decisions and implement change in their own lives and the lives of other people including youths and adults (Ezeani, 2012).

Youth empowerment means creating and supporting the enabling conditions under which young people can act on their own behalf, on their own terms, rather than at the direction of others. These enabling conditions includes economics and social base, political will, adequate resource allocation and supportive legal and administrative frameworks, a stable environment of equality, peace and democracy and access to knowledge, information and skills and a positive value system.

Challenges Facing Entrepreneurship Education and Youth Empowerment in Nigeria

Entrepreneurship education has received a boost as a source of job creation, empowerment for the unemployed and the underemployed in a globalized economy worldwide. For Nigeria, the following reasons hinder Entrepreneurship education:

- Poor entrepreneurial culture,
- Lack of fund.
- Poor knowledge based economy and low spirit of competition.
- Lack of entrepreneurial teachers, materials and equipment.
- Non-inclusion of entrepreneurship practical programme in the school curricula.
- Poor societal attitude to technical and vocational education development.
- Inadequate facilities and modern equipment for teaching and learning.
- Insensitivity of government to enterprise creation and expansion strategy.
- Poor plan and execution of processes of action.
- Isolated or pockets of ineffective programmes and management in competencies.
- Inadequate parental care.
- Breakdown of family values and indiscipline.
- Political manipulation of youth organizations.

Despite the difficult situation and the dire need for change, the government has done little to reduce the misery and frustration of its citizenry, fostering hopelessness in the majority of young people who have resorted to any means including crime to succeed in life. The youth are expected not to involve in crime but to channel their energy towards the development of our dear country Nigeria.

Entrepreneurship Skills Creation for Undergraduate Studies

The wheel of development of any country lies on the shoulder of how productive and creative the youths are. Parents, teachers and government have the obligation to ensure that the youths are empowered. There is apparent economic depression in the midst of our so-called oil boom in

Nigeria. The problem with Nigerian educational programmes is the too much emphasis on the value on certificate rather than the skills required in the career. In other words, the individual struggle hard through any means to attain the Golden Fleece which is the certificate rather than the knowledge and skills which should make them self-reliant. Hence, it is hope and rightly too, that in the first place government should encourage a diversification of the economy through adequate support for private establishment and practical acquisition of skills in higher institutions. For this, education should be refined with a view to create and enhance the supply and entrepreneurship in the youth initiatives and activities.

Apart from the entrepreneurship curriculum, there are other specific activities which can be carried out with a view to create an entrepreneurship skills creation in the Nigerian tertiary schools. Some of them as (Okojie 2008, Osibanjo, 2006 and Ememe 2011), highlighted:

- Establishment of entrepreneurship development centres.
- Establishment of small and medium scale establishment resources centers.
- Establishment of some clubs in the tertiary schools.
- Organize business plan competitions
- Introduce networking events through workshops, seminars, symposia, lectures and stakeholders where cross fertilization of ideas could occur.
- Identify entrepreneurship business opportunities.
- There should be role model interaction and mentoring to deliver motivated discussions in form of key notes or lectures.
- Industrial visits and excursion for on-site field trip like students of mass communication could visit media houses, medical students could visit pharmaceutical company and education students could visit modern schools with facilities to mention but a few.
- Make the students master at least one vocation that can guarantee self-reliance.
- Inculcate in the students the knowledge of the modern information communication and technology that will enable them to interact effectively with their immediate and distant environment.
- To fashion out modalities for setting up a career/entrepreneurship centre where students can be counseled and guided on the right career to follow after their graduation.

- There should be a school based enterprise where students identify potential business plan, create and operate small business by using the school as a mini incubator.
- There should be some form of innovative for students who have done their practical work well during site supervision. This will motivate them to establish businesses after school graduation.

Entrepreneurship education has been clearly observed here as vehicles to ride off the endemic problem of poverty, hunger and youth empowerment. When the youths are provided with the right raining in practice, they explore opportunities in their immediate environment instead of chasing shadows in the cities. The development of Entrepreneurship education will go a long way in creating employment; give young people the opportunity to develop their enterprising skills, empowering the young to be job creators and not job seekers through the provision of necessary skills and knowledge to raise their output, income and wealth. Entrepreneurship education would also contribute to improve the image and highlight the role of entrepreneurs in the society. The current industrial decay and the subsequent unemployment crisis among the Nigerian graduates have been traced to the theory-oriented university programmes and certificate frenzy compiled with the clerical mentality of Golden Fleece.

The economic situation of Nigeria needs re-engineering in order to strategically reposition Nigeria as the true leader of Africa. We strongly recommend curriculum review, sensitization, advocacy and mobilization of support for Entrepreneurship education, programme focus and funding together with the political will and stability of the government in order to achieve the goals and the policy thrusts of the Federal Government of Nigeria.

METHODOLOGY

The study focused on some selected backpack making enterprise in Abeokuta, Ogun state, South West Nigeria In this study, survey research design was adopted. A simple random sampling technique was used to select consumers that constitute the sample sizeA sample size of one hundred and seventy-one (171) out of the three hundred enterprise population was chosen. The questionnaire served as the major instrument was use in this studyThe data was analyzed by the use of descriptive statistics suchas Pearson Correlation analysis test for hypotheses 1 to 3

since they are measuring relationship between variables. There was a pre-testing of the instru, a pilot study was conducted by the researcher to test the outcome, using the test-and-retest method to arrive at the reliability of the instrument on several respondents before the actual data collection exercise was done.

DATA ANALYSIS

A total of one hundred and seventy one (171) questionnaires were distributed among the respondents, out of which one hundred and fifty five (155) were correctly filled and returned. This implies a response rate of 90% which serve as a good representation of the population. The tabular presentation of the questionnaire analysis is given below:

Table 1 Analysis of Response rate

<i>Questionnaires</i>	<i>Respondents</i>	<i>Percent (%)</i>
<i>Returned</i>	155	90
<i>Not returned</i>	16	10
<i>Total distributed</i>	171	100

Source: Field Survey, 2019.

Table 2: Frequency and Percentage Distribution of Respondents by their demographic characteristics $N = 155$

Socio-Demographic Data	Frequency	Percentage (%)
<u>Sex</u>		
Male	87	56.1
Female	68	43.9
Total (%)	155	100
<u>Age</u>		
20-25years	58	37.4
26-30years	43	27.8
31-35years	26	16.7
36 -40years	18	11.6
41years & Above	10	6.5
Total (%)	155	(100.0)

Business Type

Trading	27	17.4
Production	45	29.0
Services	68	43.9
Others	15	9.7
Total (%)	155	(100.0)

Educational Qualification

FSLC	18	11.6
SSCE	26	16.8
ND/NCE	52	33.5
BSC/HND	44	28.4
POSTGRADUATE	15	9.7
Total (%)	155	(100.0)

Years of Experience

1 -5years	58	37.4
6-10years	59	38.1
11 -15years	35	22.6
16years & Above	3	1.9
Total (%)	155	(100.0)

Religion

Christianity	75	48.3
Islam	61	39.4
Traditional	15	9.7
Others	4	2.6
Total (%)	155	(100.0)

Source: Field survey, 2019.

Table 2 below provides the demographic distribution of the respondents.

Sex: The result of sex in table 2 revealed that 56.1% of the respondents were male, while 43.9% of the respondents were female from the sample size. This implies that we have more males in the sample than that of females in the sample. This shows that female respondents are also involved in Leather Backpack Making. This also conforms to the finding of Silvola(2008) who reported that males are more dominant in manufacturing activity.

Age: Table 2 also reveals that 37.4% of the respondents were of age between 20-25years. 27.8% were within 26-30years, 16.7% were within 31-35years while 11.6%, were 36-40years while 6.5% were 41years and above are 22%. The implication of these is that the sampled population was middle aged and was mainly youth, energetic and economically active. This is supported by the work of Terungwa (2011), who found that the similar age group for active work force in Nigeria

Business Types: The result of business type of the respondents is also in table 2. 17.4% of the respondents were into trading, 29% were into production while 43.9% were into services while 9.7% account for others. The distribution clearly revealed that most of the respondents were into the production of Leather Backpack Making.

Educational Qualification: The table shows that 11.6% of the respondents have FSLC. 16.8% owned SSCE, 33.5% had NCE/ND, 28.4% owned BSC/HND while 9.7% are post graduates. By implication, most of the respondents are ND.NCE holders and had to acquire relevant skills such as leather making as a means of livelihood in the face of intent unemployment(Ikherehon2004)

Years of Experience: The table revealed that 37.4% of the respondents have experience of 1-5years, 38.1% had 6-10years experience, 22.6% had experience of 11-15years while 1.9% had experience of 16years and above. The implication is that all the sampled respondents had substantial number of years of experience in the leather work line of business and are therefore in better position as respondents.

Religion: It was revealed that 48.3% of the respondents were Christians, 39.4% were Muslims 9.7% are traditional worshippers while 2.6% practised other religion. This shows that majority of the respondents are Christians. By implication, all religion supports the involvement of skill acquisition such a leather backpack making as it is not seen as a forbidden practice (Oluremi 2008).

Table 3: Descriptive Analysis of Research Questions on Training and Development

<i>ITEMS</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Fairly Disagree</i>		<i>Fairly Agree</i>		<i>Agree</i>		<i>Strongly Agree</i>		<i>Mean</i>
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	
<i>Training and development makes enable gainful employment opportunity</i>	15	9.7	18	11.6	14	9.0	18	11.6	48	31.0	42	27.1	4.98

<i>to members of the society</i>													
<i>Skill acquisition and training programs are enough to stimulate entrepreneurship.</i>	26	16.8	23	14.8	14	9.0	31	20.0	34	21.9	27	17.4	3.94
<i>Entrepreneurial competency in Leather Backpack Making can be acquired through training.</i>	11	7.1	17	11.0	14	9.0	29	18.7	50	32.3	34	21.9	3.83
<i>Technical skills needed to successfully run an entrepreneurial ventured in in Leather Making can be obtained through training.</i>	18	11.6	18	11.6	12	7.7	38	24.5	38	24.5	31	20.0	3.83
<i>Training grooms aspiring entrepreneurs with the necessary managerial skills</i>	17	11.0	36	23.2	10	6.5	13	8.4	40	25.8	39	25.2	4.28
<i>Confidence to start and run ones business in leather making can be obtained through a good training and development program</i>	10	6.5	13	8.4	10	6.5	17	11.0	33	21.3	72	46.5	3.98
<i>Training and development boost morale for being self-employed.</i>	20	12.9	19	12.3	15	9.7	37	23.9	40	25.8	24	15.5	3.96
<i>Training help meet manpower needs for employment generation.</i>	17	11.0	21	13.4	14	9.0	23	14.8	43	27.7	37	23.9	3.89
<i>Training help meet manpower needs for employment generation.</i>	5	3.2	4	2.6	7	4.5	64	41.3	44	28.4	31	20.0	3.82
<i>Training and development lead to employment generation particularly in Leather Backpack Making.</i>	21	13.4	33	21.3	14	9.0	21	13.4	35	22.6	31	20.0	4.28

Source: Field survey, 2019.

Table 3 classifies opinion of respondents based on Training and development makes one capable of ensuring gainful employment opportunity to members of

the society. It reveals that 15(9.7%) strongly disagree, 18(11.6%) disagree, 14(9.0%) fairly disagree, 18(11.6%) fairly agree, 48(31.0%) agree, while 42(27.1%) strongly agree. This implies that majority of the respondents agree that Training and development makes one capable of ensuring gainful employment opportunity to members of the society. This agrees with findings of Donli (2004).

Table 3 classifies opinion of respondents based on Skill acquisition and training programs are enough to stimulate entrepreneurship in individuals. It reveals that 26(16.8%) strongly disagree, 23(14.8%) disagree, 14(9.0%) fairly disagree, 31(20.0%) fairly agree, 34(21.9%) agree, while 27(17.4%) strongly agree. This implies that majority of the respondents agree that Skill acquisition and training programs are enough to stimulate entrepreneurship in individuals.

Table 3 classifies opinion of respondents based on Entrepreneurial competency in Leather Backpack Making can be acquired through training and development. It reveals that 11(7.1%) strongly disagree, 17(11%) disagree, 14(9.0%) fairly disagree, 29(18.7%) fairly agree, 50(32.3%) agree, while 34(21.9%) strongly agree. This implies that majority of the respondents agree to the statement. A study by Ekpe & Norsiah(2012) has similar findings

Table 4.2.1 classifies opinion of respondents based on the technical skills needed to successfully run an entrepreneurial ventured in in Leather Making can be obtained through training. It reveals that 18(11.6%) strongly disagree, 18(11.6%) disagree, 12(7.7%) fairly disagree, 38(24.5%) fairly agree, 38(24.5%) agree, while 31(20.0%) strongly agree. This implies that majority of the respondents agree to the statement. This is supported by Magbagbeola (2004).

Table 4.2.1 classifies opinion of respondents based on Development and training groom aspiring entrepreneurs with the necessary managerial skills to run their own business. It reveals that 17(11.0%) strongly disagree, 36(23.2%) disagree, 10(6.5%) fairly disagree, 13(8.4%) fairly agree, 40(25.8%) agree, while 39(25.2%) strongly agree. This implies that majority of the respondents agree to the statement.

Table 3 classifies opinion of respondents based on Confidence to start and run ones business in leather making can be obtained through a good training and development program. It reveals that 10(6.5%) strongly disagree, 13(8.4%) disagree, 10(6.5%) fairly disagree, 17(11.0%) fairly agree, 33(21.3%) agree, while 72(46.5%) strongly agree. This implies that majority of the respondents agree to the statement (Oluremi, 2008).

Table 3 classifies opinion of respondents based on Training and development boost morale for being self-employed. It reveals that 20(12.9%) strongly disagree, 19(12.3%) disagree, 15(9.7%) fairly disagree, 37(23.9%) fairly agree, 40(25.8%) agree, while 24(15.5%) strongly agree. This implies that majority of the respondents agree that training and development boost morale for being self-employed.

Also table 3 classifies opinion of respondents based on Training help meet manpower needs for employment generation. It reveals that 5(3.2%) strongly disagree, 4(2.6%) disagree, 7(4.5%) fairly disagree, 64(41.3%) fairly agree, 44(28.4%) agree, while 31(20.0%) strongly agree. This implies that majority of the respondents fairly agree that Training help meet manpower needs for employment generation.

Table 3 classifies opinion of respondents based Training and development lead to employment generation particularly in Leather Backpack Making. It reveals that 21(13.5%) strongly disagree, 33(21.3%) disagree, 14(9.0%) fairly disagree, 21(13.5%) fairly agree, 35(22.6%) agree, while 31(20.0%) strongly agree. This implies that majority of the respondents agree to the statement. This finding is supported by Emeka (2011).

Table 4 : Descriptive Analysis of Research Questions on Entrepreneurship Education

ITEMS	Strongly Disagree		Disagree		Fairly Disagree		Fairly Agree		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	F	%	
<i>Entrepreneurship education prepares students to be alert for opportunity recognition</i>	14	9.0	28	18.1	18	11.6	15	9.7	30	19.4	50	32.3	4.68
<i>Through entrepreneurship education, one is prompted to develop and actualize a viable business idea.</i>	21	13.5	15	9.7	11	7.1	15	9.7	59	38.1	34	21.9	4.24
<i>Budding entrepreneurs gain the managerial competence through entrepreneurship education</i>	15	9.7	17	11.0	14	9.0	33	21.3	33	21.3	43	27.7	5.81
<i>Entrepreneurship education offers</i>													3.83

<i>graduates a career option and improves their employability rate.</i>	21	13.5	22	14.2	13	8.4	19	12.3	36	23.2	44	28.4	
<i>Entrepreneurship education make students well equipped to favour the labour market rather.</i>	37	23.9	16	10.3	13	8.4	23	14.8	45	29.0	21	13.5	4.28
<i>Entrepreneurship education helps to awaken an enterprising intention among youths.</i>	11	7.1	18	11.6	8	5.2	14	9.0	39	25.2	65	41.9	3.98
<i>With entrepreneurship education I have acquired, I prefer to be an entrepreneur.</i>	13	8.4	33	21.3	15	9.7	15	9.7	42	27.1	37	23.9	4.96
<i>Entrepreneurship education improves ones perception toward self-employment.</i>	22	14.2	17	11.0	15	9.7	37	23.9	35	22.6	29	18.7	4.89
<i>Entrepreneurship education motivates youths to employment generation.</i>	15	9.7	25	16.1	18	11.6	24	15.5	47	30.3	36	23.2	3.82
<i>Entrepreneurship education eventually leads to employment generation.</i>	11	7.1	41	26.5	13	8.4	5	3.2	72	46.5	13	8.4	4.28

Source: Field survey, 2019.

Table 4. classifies opinion of respondents based on Entrepreneurship education prepares students to be alert for opportunity recognition. It reveals that 50(32.3%) strongly disagree, 30(19.4%) disagree, 15(9.7%) fairly disagree, 18(11.6%) fairly agree, 28(18.1%) agree, while 14(9.0%) strongly agree. This implies that majority of the respondents agree to the statement.

Table 4. classifies opinion of respondents based on through entrepreneurship education; one is prompted to develop a viable business idea and kick start a venture to actualize it. It reveals that 21(13.5%) strongly disagree, 15(9.7%) disagree, 11(7.1%) fairly disagree, 15(9.7%) fairly agree, 59(38.1%) agree, while 34(21.9%) strongly agree. This implies that majority of the respondents agree that through entrepreneurship education, one is prompted to develop a viable business idea and kick start a venture to actualize it. Supported by Buwai (2004)

Table 4 classifies opinion of respondents based on budding entrepreneurs gain the managerial competence needed to keep a venture alive through entrepreneurship education. It reveals that 15(9.7%) strongly disagree, 17(11.0%) disagree, 14(9.0%) fairly disagree, 33(21.3%) fairly agree, 34(21.3%) agree, while 43(27.7%) strongly agree. This implies that majority agreed.

Table 4. classifies opinion of respondents based on Entrepreneurship education offers graduates a career option and improves their employability rate in Leather Backpack Making. It reveals that 21(13.5%) strongly disagree, 22(14.2%) disagree, 13(8.4%) fairly disagree, 19(12.3%) fairly agree, 36(23.2%) agree, while 44(28.4%) strongly agree. This implies that majority of the respondents agree to the statement (Ememe 2011).

Table 4. classifies opinion of respondents based on with entrepreneurship education; graduate students are well equipped to favour the labour market rather being favoured. It reveals that 37(23.9%) strongly disagree, 16(10.3%) disagree, 13(8.4%) fairly disagree, 23(14.8%) fairly agree, 45(29.0%) agree, while 21(13.5%) strongly agree. This implies that majority of the respondents agree to the statement. Supported by Okojie (2008)

Table 4. classifies opinion of respondents based on Entrepreneurship education helps to awaken an enterprising intention among youths and love for Leather Backpack Making. It reveals that 11(7.1%) strongly disagree, 18(11.6%) disagree, 8(5.2%) fairly disagree, 14(9.0%) fairly agree, 39(25.2%) agree, while 65(41.9%) strongly agree. This implies that majority of the respondents agree to the statement.

Table 4. classifies opinion of respondents based on Entrepreneurship education improves ones attitude and perception toward self-employment particularly in Leather Backpack Making. It reveals that 22(14.2%) strongly disagree, 17(11.0%) disagree, 15(9.7%) fairly disagree, 37(23.9%) fairly agree, 35(22.6%) agree, while 29(18.7%) strongly agree. This implies that majority of the respondents agree to the statement.

Table 4. classifies opinion of respondents based on Entrepreneurship education motivates youths to employment generation by exposing the treasures and benefit of self-employment in Leather Backpack Making. It reveals that 15(9.7%) strongly disagree, 25(16.1%) disagree, 8(5.2%) fairly disagree, 24(15.5%) fairly agree, 47(30.3%) agree, while 36(23.2%) strongly agree. This implies that majority of the respondents agree Entrepreneurship education motivates youths to employment generation by exposing the treasures and benefit of self-employment.

Table 4. classifies opinion of respondents based on Entrepreneurship education lead to employment generation. It reveals that 11(7.1%) strongly disagree, 41(26.5%) disagree, 13(8.4%) fairly disagree, 5(3.2%) fairly agree, 72(46.5%) agree, while 13(8.4%) strongly agree. This implies that majority of the respondents agree that entrepreneurship education lead to employment generation. This agrees with the findings of Osibanjo, (2006).

Table 5.: Descriptive Analysis of Research Questions on Creativity and Innovation

ITEMS	Strongly Disagree		Disagree		Fairly Disagree		Fairly Agree		Agree		Strongly Agree		Mean
	F	%	F	%	F	%	F	%	F	%	F	%	
<i>I have the ability to think divergently and differently as a result of knowledge of entrepreneurship</i>	15	9.7	18	11.6	14	9.0	18	11.6	48	31.0	42	27.1	4.82
<i>I can device alternative ways of solving human problems through new concepts and ideas.</i>	17	11.0	21	13.5	14	9.0	23	14.8	43	27.7	37	23.9	4.24
<i>Entrepreneurship education has increased my creative abilities that can be applied in Leather Making</i>	8	5.2	8	5.2	9	5.8	27	17.4	30	19.4	73	47.1	5.81
<i>Through innovation and creativity one can understand and exploit locally available resources.</i>	19	12.3	19	12.3	14	9.0	38	24.5	41	26.5	24	15.5	4.00
<i>Opportunity is easily spotted when one is creative and innovative.</i>	17	11.0	21	13.5	14	9.0	23	14.8	43	27.7	37	23.9	4.20
<i>With my knowledge on entrepreneurship I have been able to develop novel business ideas.</i>	14	9.0	17	11.0	14	9.0	27	17.4	32	20.6	51	32.9	4.23
<i>Creativity and innovation is a product of</i>													4.62

<i>entrepreneurship education.</i>	18	11.6	16	10.3	13	8.4	21	13.5	35	22.6	52	33.5	
<i>Acquiring necessary education on entrepreneurship enhances your innovative skill.</i>	18	11.6	18	11.6	12	7.7	38	24.5	38	24.5	31	20.0	4.89
<i>Creative and innovative enable ground breaking products and services.</i>	12	7.7	36	23.2	12	7.7	27	17.4	42	27.1	26	16.7	4.12
<i>Creative and innovative help to establish new ways to make things better.</i>	6	3.9	25	16.1	11	7.1	28	18.1	49	31.6	36	23.2	4.28

Source: Field survey, 2019.

Table 5 classifies opinion of respondents based on I have the ability to think divergently and differently from others as a result of the knowledge of entrepreneurship. It reveals that 15(9.7%) strongly disagree, 18(11.6%) disagree, 14(9.0%) fairly disagree, 18(11.6%) fairly agree, 48(31.0%) agree, while 42(27.1%) strongly agree. This implies that majority of the respondents agree with the statement.

Table 5 classifies opinion of respondents based on I can device alternative ways of solving human problems through new concepts and ideas applicable in Leather Backpack Making. It reveals that 17(11.0%) strongly disagree, 21(13.5%) disagree, 14(9.0%) fairly disagree, 23(14.8%) fairly agree, 43(27.7%) agree, while 37(23.9%) strongly agree. This implies that majority of the respondents agree with the statement.

Table 5 classifies opinion of respondents based on Entrepreneurship education has increased my creative abilities that can be applied in in Leather Backpack Making. It reveals that 8(5.2%) strongly disagree, 8(5.2%) disagree, 9(5.8%) fairly disagree, 27(17.4%) fairly agree, 30(19.4%) agree, while 73(47.1%) strongly agree. This implies that majority of the respondents strongly agree. Ojo, (2009) found out that entrepreneurship increase creative abilities of individuals. Table 5 classifies opinion of respondents based on through innovation and creativity one can understand and exploit locally available resources to improve in Leather Backpack Making. It reveals that 19(12.3%) strongly disagree, 19(2.3%) disagree, 14(9.0%) fairly disagree, 38(24.5%) fairly agree, 41(26.5%)

agree, while 24(15.5%) strongly agree. This implies that majority of the respondents agree with the statement. Supported by Okpukpara, (2009).

Table 5 classifies opinion of respondents based on Opportunity is easily spotted when one is creative and innovative. It reveals that 17(11.0%) strongly disagree, 21(13.5%) disagree, 14(9.0%) fairly disagree, 23(14.8%) fairly agree, 43(27.7%) agree, while 37(23.9%) strongly agree. This implies that majority of the respondents agree Opportunity is easily spotted when one is creative and innovative.

Table 5 classifies opinion of respondents based on Creativity and innovation is a product of entrepreneurship education. It reveals that 18(11.6%) strongly disagree, 16(10.3%) disagree, 13(8.4%) fairly disagree, 21(13.5%) fairly agree, 35(22.6%) agree, while 52(33.5%) strongly agree. This implies that majority of the respondents strongly agree that Creativity and innovation is a product of entrepreneurship education (Onuoha, Inyama, Eze & Achi, 2013).

Table 5 classifies opinion of respondents based on Acquiring necessary education on entrepreneurship enhances your innovative skill in Leather Backpack Making. It reveals that 18(11.6%) strongly disagree, 18(11.6%) disagree, 12(7.7%) fairly disagree, 38(24.5%) fairly agree, 38(24.5%) agree, while 31(20.0%) strongly agree. This implies that majority of the respondents agree with the statement. Osunloye, (2008).

Table 5 classifies opinion of respondents based on creative and innovative enable ground breaking products and services. It reveals that 12(7.7%) strongly disagree, 36(23.2%) disagree, 12(7.7%) fairly disagree, 27(17.4%) fairly agree, 42(27.1%) agree, while 26(16.8%) strongly agree. This implies that majority of the respondents agreed with the statement.

Table 5 classifies opinion of respondents based on creative and innovative help to establish new ways to make things better especially in Leather Backpack Making business. It reveals that 6(3.9%) strongly disagree, 25(16.1%) disagree, 11(7.1%) fairly disagree, 49(31.6%) fairly agree, 36(23.2%) agree, while 28(18.1%) strongly agree. This implies that majority of the respondents fairly agree that creative and innovative help to establish new ways to make things better especially in Leather Backpack Making business (Pallant (2007).

HYPOTHESIS TESTING

The following hypothesis were tested, using a multiple regression analysis

H₀₁: There is no significant effect between training and development and employment generation in Nigeria.

H0₂: There is no effect between entrepreneurship education does not significantly affect employment generation.

H0₃: Creativity and innovation does not have a significant effect on employment generation.

Table 6 Multiple Regression Output

. regress Emp_Gen Train_Dev Entp_Edu Creat_Innov

Source	SS	df	MS			
Model	24.8813002	3	8.29376672	Number of obs =	155	
Residual	12.3186998	151	.081580794	F(3, 151) =	101.66	
Total	37.2	154	.241558442	Prob > F =	0.0000	
				R-squared =	0.6689	
				Adj R-squared =	0.6623	
				Root MSE =	.28562	

Emp_Gen	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
Train_Dev	.1113306	.0438406	2.54	0.012	.0247103	.1979508
Entp_Edu	.0016707	.0136049	0.12	0.902	-.0252098	.0285511
Creat_Innov	.3121213	.0259997	12.00	0.000	.2607511	.3634915
_cons	.4023981	.0832219	4.84	0.000	.2379683	.5668279

** Significant at 5%

Source: Researchers Computation, 2019.

The table above shows the output of the corrected multiple regression analysis and highlights that the estimated model has a R-squared of 0.6689, adjusted R-squared of 0.6683, and a F-ratio test of $F(3, 151) = 101.66$ at $p = 0.0000 < 0.05$, all validating the estimated model and indicating that the regression model is a good fit of the data, consequently the validity of the use of the results for drawing inference. The adjusted R^2 of 0.6683 indicate that 67% of the systematic variations in Employment generation in Nigeria are influenced by the effect training and development, entrepreneurship education, creativity and innovation while the remaining 33% is accounted for by other factors.

The first hypothesis tested in this study states that “There is no significant effect between training and development and employment generation”. The result is significant at 5% since the P-value of 0.012 is less than 0.05 and the t-calculated of 2.54 is greater than the t-critical of 1.96, also, the result shows that training and development has a positive relationship with employment generation. A unit increase in training and development affects employment generation by 11.1%. Thus, the null hypothesis is rejected, while the alternative hypothesis which

states that training and development has significant effect on employment generation in Nigeria.

The result of the second hypothesis tested in this study is insignificant at 5% since the P-value of 0.902 is greater than 0.05 and the t-calculated of 0.12 is less than the t-critical of 1.96, more so, the result shows that entrepreneurship education has no relationship with employment generation. By implication, a unit increase in entrepreneurship education will lead to 0.00 increase in employment generation. Thus, the null hypothesis is accepted. We therefore conclude that there is no effect between entrepreneurship education and employment generation in Nigeria. This is in consonance with findings of van Smoorenburg and Van der Velden, (2007) & Heijke et al., (2008).

The result of the third hypothesis tested in this study revealed that creativity and innovation has significant effect on employment generation in Nigeria. The result is significant at 5% since the P-value of 0.000 is less than 0.05 and the t-calculated of 12.00 is greater than the t-critical of 1.96, also, the result shows that creativity and innovation has a positive relationship with employment generation. A unit increase in creativity and innovation affects employment generation by 31.12%. Thus, the null hypothesis is rejected, while the alternative hypothesis which states that training and development has significant effect on employment generation in Nigeria. Alberti, (2011) found out his study that creativity and innovation are entrepreneurial trait within individuals and if discovered and well harnessed can bring about the establishment of a viable entrepreneurial venture thereby reducing the level of unemployment.

SUMMARY OF FINDINGS

Empirical Findings

- I Ekpe and Morsiah(2012) in their study call for Nigeria education curricula to concentrate on developing skill acquisition programme in Nigerians, found out that skill acquisition programme will equip the people with skills for constant improvement and innovation in their undertaken. (Wiklund and Shepherd 2009). However, this makes training and development has significant effect on employment generation in Nigeria. This findings is consistence with this research study.
- II A study by Okebukola, (2005) confirmed that most of the economically active populations (youths) in Nigeria are over dependent and oppressed by the bourgeoisies due to their insufficient funds, resources and low level of entrepreneurial skills. Though these problems have been associated with lack of accessibility to loan, poor infrastructural

development/facilities, inadequate funding by the government. All these are indicators to acquiring the necessary skills and competencies needed for proper adaptation and integration within the environment of competitive rivalry. This findings is consistence with the result of this research study as shown that there is no significant effect of entrepreneurship education on employment generation in Nigeria

III Luthje and Frank (2009), Charney and Liecap(2008) all put forward that a positive correlation exists between skill acquisition programme and business creation. The skill acquisition programme in Nigeria is designed to help an individual in strengthening his/her entrepreneurial motivation and in acquiring skills and capabilities necessary for playing his/her entrepreneurial role effectively and bringing about creativity. Moreover, this makes creativity and innovation has significant effect on employment generation in Nigeria. This findings is consistence with the result of this research study as shown that creativity and innovation has a strong impact on employment generation in Nigeria.

CONCLUSION

The development of entrepreneurship education coupled with a robust skill acquisition program will go a long way in creating employment, give young people the avenue to acquire enterprising skills, empowering the young to be job creators and not job seekers through the provision of necessary skills and knowledge to become more industrious and productive, as well as generate income and create wealth. Previous researchers have argued that Entrepreneurship education would contribute to improve the image and highlight the role of entrepreneurs in the society and therefore generate employment themselves. However the result of this study is not in consonance with this assertion because the current industrial decay and the subsequent unemployment crisis among the Nigerian youth graduates have been traced to the theory-oriented university entrepreneurship education programmes with little or no practical. The awareness of the need for entrepreneurial skill training and supports in order to stimulate entrepreneurial activity and reduce business failure has been increased among stakeholders in the industry, business and government of many countries. The benefits of entrepreneurship education have direct bearing with the acquisition of skills that could be used in the resolution of the country's unemployment and poverty related issued. Therefore, It must be recognized that the Nigerian youths of today needs practical training, skills and education in order to aggressively know, understand and apply entrepreneurship

thought and action in their solution of societal problems and also to develop the capacity to stimulate in them ambidextrous thinking, with the ability of using both creative and predictive approaches in their work endeavours.

RECOMMENDATIONS

This study uncovered some areas of concern that require attention of various stakeholders in the field of entrepreneurship and the following recommendations are made to address those concerns:

- 1 Youths must actively involve in skill acquisition programs and learn how to use their acquired entrepreneurship skills, abilities and competencies in identifying and creating economic opportunities, acquire resources, improve on their human relations skills, locate information, have ability in managing resources both human and material, plan finances, build a team and create something of social or economic value.
- 2 Entrepreneurship education should incorporate and mentoring activities, workshops and conference into the curriculum. In developed nations, entrepreneurship education has gone beyond material taught. Therefore, an avenue should be created for students to voluntarily choose a mentor and be granted unlimited access to the mentor for business coaching in order to obtain more exposures in their chosen field.
- 3 Government agencies, the organized private sector, multinational corporations, public-spirited individuals and non-governmental organizations must collaborate and adopt a comprehensive strategies that would lead to the acquisition of appropriate entrepreneurship skill in technical and vocational education that are likely to stimulate economic growth.
- 4 Government should ensure Entrepreneurship is stimulated among by formulating policies targeted at aiding the process of starting up a business venture and executing capital intensive infrastructural projects such as information technology, stable electricity, and good road networks with the aim of creating an enabling environment for business.
- 5 To reduce unemployment particularly among Nigerian youths and lessen the anti-social actions such as cultism and cybercrime due to joblessness, Youths must be provided with increased access to networks, finance and international markets.

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