

ACQUISITION OF EMPLOYABLE SKILLS THROUGH ENTREPRENEURSHIP EDUCATION AS PANACEA FOR POVERTY REDUCTION AND SUSTAINABLE NATIONAL DEVELOPMENT

BY

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Abstract

Entrepreneurship education is a viable alternative framework for poverty reduction through self-employment. This is because it prepares individuals to undertake sustainable development activities that lift persons from levels of low status to higher values with improved recognition. Acquisition of employable skills through entrepreneurship education enhances opportunities for meaningful living. The essential needs of the people will be met as each person gets involved in sustainable development efforts that will reduce poverty. Skill acquisition is the getting of new knowledge and skills, which are needed and relevant for self-employment for poverty reduction. Entrepreneurship education is a crucial tool for youth's unemployment problems and economic empowerment, which will lead to measureable and sustainable development. Conclusion was drawn that acquisition of employable skills through entrepreneurship education was the actual solution to poverty reduction and sustainable national development. Recommendations made included: 1. tertiary institutions should mount well-funded and equipped entrepreneurship education programme and that dignity of labour should be vigorously pursued by all persons. 2. Sustainable development is targeted at improving the living standard of the people through creative and intelligent use of human and material resources to transform the society from a state of backwardness to a better prosperous condition of living.

Introduction

Many authors have different views on what can be widely regarded as acceptable definition of entrepreneurship. The willingness and ability to seek out investment opportunities, establish and manage an enterprise successfully is said to be entrepreneurship (Ile, 2001). Entrepreneurship is the whole process or activities of an entrepreneur. Hornby (2006) defined entrepreneurship as the ability to organize a business undertaking and assume the risks for the sake of profit. It is the ability and willingness of a person to initiate, control and direct the processes of production of goods and provision services in order to make profit bearing the attending risks. Risk is regarded as being central to the whole process of entrepreneurship. Entrepreneurship development is promoted by the courage and ability of a person or persons that seek out investment opportunities to establish and manage an enterprise successfully (Onoh, 2006).

Entrepreneurship education is the type of education that is meant for productive investments in human capital resources development. It is an education targeted at the youths for the acquisition of employable skills for self-reliance and economic empowerment. The recipients

acquire new knowledge and skills designed to improve their managerial and self-employment abilities. Skill is the ability to perform expertly well, facility in performance with dexterity and tact through what one has learnt and practiced in training. Acquisition has to do with one getting new knowledge, skill and special abilities that are valuable and relevant to the individual, which the individual will later need to use to do other things well. Skill acquisition therefore is the getting of new knowledge and skills, which are needed and relevant for self-employment for poverty reduction. Entrepreneurship education is currently recognized as a viable alternative framework for poverty reduction through self-employment. Entrepreneurship education enhances the development of entrepreneurial qualities such as innovative and creative abilities, risk taking disposition, insatiable desire to achieve set objectives and a disposition to ably articulate favourable economic activities for profit purposes. Other qualities include skills for marketing and accounting functions.

Entrepreneurship education can also be considered as that which prepares individuals to undertake the formation and or operation of small business enterprises for the purpose of performing all the business functions relating to a product or service with emphasis given to the social responsibilities, legal requirements and risks for the sake of profit making in self-employment (Onoh, 2006). Acquisition of essential skills through entrepreneurship education improves the intellectual capabilities of the beneficiaries and raises them from a position of low value or status to one of high value and recognition. Furthermore, it frees their minds for quicker perception of issues. That is,

opportunity identification inspires the spirit of enquiry and experimentation, stimulates creativity and innovation, and imbues refined cultural behaviour and filtered discipline on the beneficiaries. Entrepreneurship development therefore is a crucial tool for youths' economic empowerment, which will lead to measurable and sustainable development, and drastic poverty reduction among the youths. With entrepreneurship education, these unemployed youths and unemployable graduates will acquire entrepreneurship skills that will assist them in knowing how to identify opportunities, skillfully plan on how to develop them, and bravely venture into actualizing their dreams by forming small - scale enterprises that can create employment thereby reducing poverty. There is dignity in labour and labour delivered with excellent skills speaks for itself. Acquirable entrepreneurship skills provide basis for self-employment and poverty reduction. These acquired skills when gainfully employed, break the drudgery of laziness and translate it to personal drive, hardwork, creativity, self-confidence and a daring determination for success.

Sustainable development is putting in place resources that aim at meeting present human needs and that of the generation to come while preserving the environment. It is a development geared towards meeting the needs of the present without compromising the ability for the future generation to meet their own needs. Sustainable development includes all activities that are in place in order that the previous ecosystem destroyed are restored for the future generation without sustaining further damage in the present ecosystem. Alumode (2010) noted that development implies human activity aimed at improving

the living standard or condition of the people through creative and intelligent use of resources, namely: human, material and financial to transform society from a state of backwardness to a better prosperous condition of living. Ette (2005) observed that development when measured in quantitative and qualitative terms of socio-economic functions, would embrace education at all levels, health within the reach of all, shelter for all and other social services support which included availability of clean water, good roads, improved power services, enhanced communication facilities affordable and less-risky transport and quality good network of roads. Sustainable development through technology education for poverty reduction is achievable by overcoming certain life challenges and limitations of the past. Human capacities and abilities to control both material and non-material environments are developed and sustained. Human beings develop skills to shape the natural environment, improve and add more meaning to life. Recently, the world's summit outcome document refers to the interdependent and mutually reinforcing pillars of sustainable development as economic development, social development and environmental protection. To this effect, the government of the day is making serious effort to ensure sustainability in the food industry.

Poverty is a word that is all embracing. It covers conditions and circumstances where there exists little or no material means of surviving. These essential material means include food, shelter, clothes, healthcare services, educational services and availability of public utilities such as electricity, portable water, good road network and so on. When these are not available or scarce, the people of such a location are poor. The standard of

healthy living is out of their reach for the generality of the people. Hence, poverty reduction refers to measures that should be put in place so that the required amenities are within the reach of the greater number of the populace in the society. This is to ensure enhancement in the standard of living of the people thereby cutting down on the suffering of the masses. The challenge of reducing poverty increases as the population increases because more people will be competing for the scarcely available ones. As a result and irrespective of the stability in their economy, the means and avenues of creating wealth remain scarce. For the majority of the people, the payment for public utilities becomes difficult and discouraging. Youth restiveness, moral deterioration and social evils become prevalent. The youths require empowerment and self-employment. The army of graduate unemployment will be reduced if the government of the day puts in place strategies to reduce poverty. The employable will become employed; while the unemployable ones will need to acquire entrepreneurship skills that will not only help them become self-employed but also to become employers of labour.

Good governance is an effective tool for reducing poverty. An efficient and fair government will strive to make and enforce good laws that provide security to lives, property and business. They will in turn obey the rule of law that is in place for checkmating the non-conformists. This way, they will not be corrupt. Long-term investments for the interest of the nation will be made, such as making the provisions of all the necessary equipment required for entrepreneurship education instead of squandering funds from aids and natural resources with which the nation is endowed through corruption. The government will have the will and authority

to create and maintain policies that can lead to long-term developments that benefit all their citizens and not just the wealthy. Multinational companies will be regulated so that they adhere to reasonable standards for labour conditions, pay reasonable taxes to help develop the country and participate in some community projects, especially where they are located to face-lift such communities. There is also the need for them to keep some of the profits within the country, reinvesting them to provide further development, more especially in the area of entrepreneurship education.

Skills acquisition is the surest way through which young people can find their way into the labour market either in the public or private sector (Ochiagha, 1995). This is why the Nigerian government at all levels is making great effort towards equipping individuals with skills in various areas of life (Olateju, 1992). Self-employment through skill development is one of the solutions to unemployment and poverty reduction (Okozor, 2001). Skills are acquired through training which is simply the expertise displayed in the performance of a job. The ability to perform is the outcome of being able to learn and practice what is learnt. Skills are usually associated with particular occupational areas.

Skills are well established habits / methods of doing things. Through technology education, skilled human resources who are able to become entrepreneurs, self-reliant and sufficiently competent to meet the global needs in order to reduce poverty will be produced (Onoh, 2006). They will be competent men and women with great passion to sustain development that will reduce poverty and make the human environment an enviable place to live. Such persons will be able to use the available raw materials within their particular

environment to create entrepreneurship activities that can trigger up overall development of the area. Better methods and efficient ways of performing such tasks as well as the effective mastering of the new technology will be acquired. Improved skills through technological development will yield services and products that are readily marketable to the public. Technological development takes its basis from technology education. Through technology education, skills for carrying out functions in various fields of life are acquired. Technology education entails the human ability to change the environment in both materials and aesthetics to meet human needs and desires. This involves manipulations and exploiting of his surroundings and materials available with the use of machinery through acquired skills in order to improve his existence.

Statement of the Problem

Skills acquisition is the surest way through which young people can find themselves into the labour market either in the public or private sector. This is why the Nigeria government at all levels is making great efforts towards equipping individuals with skills in various areas of human life for self-employment and poverty reduction. Since life is dynamic and the processes of doing things change with technology, there is the need for improvement or updating of skills in the various professions. There will be better methods and efficient ways of performing such tasks, and through which, effective skills mastering of the new technology must be acquired. Improved skills through technological development will yield services and products that are readily marketable to the public. The provision of the products and services in a more efficient and effective way lifts the society from poverty to a level of stable

sustenance. Poverty is a phenomenon known to be prevalent in developed and developing economies. Developed countries have mechanisms and agencies in place to checkmate and reduce poverty to almost zero level; while developing countries are besieged by many social problems together with instability of government and security challenges. Skills for stable food production, which will go a long way to reducing poverty, cannot be acquired without entrepreneurship education. With the exposure of the populace to an organized formal education

through which saleable and employable

skills are acquired, there is bound to be

more food on the table. The army of

unemployed and unemployable youths and

graduates will be made to contribute meaningfully to food needs of the nation through skills acquirable from entrepreneurship education. The statement of problem of the study was therefore that the lack of acquisition of employable skills through entrepreneurship education was responsible for the increase in poverty level, high rate of unemployment, poor sustainable national development and other social vices plaguing our country.

Purpose of the Study

The main purpose was to identify the acquirable skills through entrepreneurship education that will be the panacea to promote

Research Questions

The following research questions guided the study:

- (1) What are the skills that are acquirable through entrepreneurship education for poverty reduction and sustainable national development?
- (2) What are the benefits in acquiring entrepreneurship skills for poverty reduction and sustainable national development?

Methodology

A descriptive survey research design was adopted for the study. The

researcher chose this design because the

views of the respondents were sought

without interrupting the variables of the

study. The population for the study was 120

graduate entrepreneurs in the six educational zones of Enugu State, namely: Agbani, Enugu, Awgu, Obolo Afo, Nsukka and Udi. Purposive sampling technique was adopted, as there were no data anywhere in the state relating to the actual number of graduate entrepreneurs. The instrument used for data collection was a five point Likert scale-structured questionnaire based on the two research questions formulated for the study with 47 items. Opinions of the experts that validated the instrument were used to restructure the instrument. The reliability of the instrument was also established using Cronbach alpha model and indicated high

Research Question 1

What employable skills are acquired through entrepreneurship education for poverty reduction and sustainable national development?

Table 1: Mean responses on employable skills acquirable through entrepreneurship education.

S/N	Employable Skills	SA	A	UD	D	SD	\bar{X}	Decision
1.	Business centre management skills	80	25	7	6	2	4.46	Agree
2.	Confectioneries skills	70	40	6	4	-	4.47	Agree
3.	Fashion and designing	80	40	-	-	-	4.67	Agree
4.	Photographing	75	30	5	-	-	4.25	Agree
5.	Computer skills	100	20	-	-	-	4.83	Agree
6.	Poultry skills	80	30	5	3	2	4.53	Agree
7.	Piggery skills	80	35	2	2	1	4.59	Agree
8.	Trading Skills	53	67	-	-	-	4.44	Agree
9.	Fishing farming skills	68	32	-	-	-	3.90	Agree
10.	Snail farming skills	60	45	5	5	5	4.25	Agree
11.	Rabbitry	82	28	4	6	-	4.55	Agree
12.	Block making	65	45	5	3	2	4.40	Agree
13.	Painting	90	25	2	2	1	4.68	Agree
14.	Cabinet making	85	30	3	2	-	4.23	Agree
15.	Carpentry	75	40	5	-	-	4.58	Agree
16.	Foundry	65	55	-	-	-	4.54	Agree
17.	Masonry	90	30	-	-	-	4.75	Agree
18.	Blacksmithing	45	53	12	5	5	3.73	Agree
19.	Welding and fitting	86	30	2	2	1	4.63	Agree
20.	Upholstery	90	30	-	-	-	4.75	Agree
21.	Autobody Building skills	85	30	0	4	1	4.61	Agree
22.	Glazing skills	94	20	2	2	2		Agree
23.	Plumbing skills	87						
24.	Electronic skills							

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Introduction

Many authors have different views on what can be widely regarded as acceptable definition of entrepreneurship. The willingness and ability to seek out investment opportunities, establish and manage an enterprise successfully is said to be entrepreneurship (Ile, 2001). Entrepreneurship is the whole process or activities of an entrepreneur. Hornby (2006) defined entrepreneurship as the ability to organize a business undertaking and assume the risks for the sake of profit. It is the ability and willingness of a person to initiate, control and direct the processes of production of goods and provision services in order to make profit bearing the attending risks. Risk is regarded as being central to the whole process of entrepreneurship. Entrepreneurship development is promoted by the courage and ability of a person or persons that seek out investment opportunities to establish and manage an enterprise successfully (Onoh, 2006).

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acquire new knowledge and skills designed to improve their managerial and self-employment abilities. Skill is the ability to perform expertly well, facility in performance with dexterity and tact through what one has learnt and practiced in training. Acquisition has to do with one getting new knowledge, skill and special abilities that are valuable and relevant to the individual, which the individual will later need to use to do other things well. Skill acquisition therefore is the getting of new knowledge and skills, which are needed and relevant for self-employment for poverty reduction. Entrepreneurship education is currently recognized as a viable alternative framework for poverty reduction through self-employment. Entrepreneurship education enhances the development of entrepreneurial qualities such as innovative and creative abilities, risk taking disposition, insatiable desire to achieve set objectives and a disposition to ably articulate favourable economic activities for profit purposes. Other qualities include skills for marketing and accounting functions.

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Sustainable development is putting in place resources that aim at meeting present human needs and that of the generation to come while preserving the environment. It is a development geared towards meeting the needs of the present without compromising the ability for the future generation to meet their own needs. Sustainable development includes all activities that are in place in order that the previous ecosystem destroyed are restored for the future generation without sustaining further damage in the present ecosystem. Alumode (2010) noted that development implies human activity aimed at improving

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Poverty is a word that is all embracing. It covers conditions and circumstances where there exists little or no material means of surviving. These essential material means include food, shelter, clothes, healthcare services, educational services and availability of public utilities such as electricity, portable water, good road network and so on. When these are not available or scarce, the people of such a location are poor. The standard of

healthy living is out of their reach for the generality of the people. Hence, poverty reduction refers to measures that should be put in place so that the required amenities are within the reach of the greater number of the populace in the society. This is to ensure enhancement in the standard of living of the people thereby cutting down on the suffering of the masses. The challenge of reducing poverty increases as the population increases because more people will be competing for the scarcely available ones. As a result and irrespective of the stability in their economy, the means and avenues of creating wealth remain scarce. For the majority of the people, the payment for public utilities becomes difficult and discouraging. Youth restiveness, moral deterioration and social evils become prevalent. The youths require empowerment and self-employment. The army of graduate unemployment will be reduced if the government of the day puts in place strategies to reduce poverty. The employable will become employed; while the unemployable ones will need to acquire entrepreneurship skills that will not only help them become self-employed but also to become employers of labour.

Good governance is an effective tool for reducing poverty. An efficient and fair government will strive to make and enforce good laws that provide security to lives, property and business. They will in turn obey the rule of law that is in place for checkmating the non-conformists. This way, they will not be corrupt. Long-term investments for the interest of the nation will be made, such as making the provisions of all the necessary equipment required for entrepreneurship education instead of squandering funds from aids and natural resources with which the nation is endowed through corruption. The government will have the will and authority

to create and maintain policies that can lead to long-term developments that benefit all their citizens and not just the wealthy. Multinational companies will be regulated so that they adhere to reasonable standards for labour conditions, pay reasonable taxes to help develop the country and participate in some community projects, especially where they are located to face-lift such communities. There is also the need for them to keep some of the profits within the country, reinvesting them to provide further development, more especially in the area of entrepreneurship education.

Skills acquisition is the surest way through which young people can find their way into the labour market either in the public or private sector (Ochiagha, 1995). This is why the Nigerian government at all levels is making great effort towards equipping individuals with skills in various areas of life (Olateju, 1992). Self-employment through skill development is one of the solutions to unemployment and poverty reduction (Okozor, 2001). Skills are acquired through training which is simply the expertise displayed in the performance of a job. The ability to perform is the outcome of being able to learn and practice what is learnt. Skills are usually associated with particular occupational areas.

Skills are well established habits / methods of doing things. Through technology education, skilled human resources who are able to become entrepreneurs, self-reliant and sufficiently competent to meet the global needs in order to reduce poverty will be produced (Onoh, 2006). They will be competent men and women with great passion to sustain development that will reduce poverty and make the human environment an enviable place to live. Such persons will be able to use the available raw materials within their particular

environment to create entrepreneurship activities that can trigger up overall development of the area. Better methods and efficient ways of performing such tasks as well as the effective mastering of the new technology will be acquired. Improved skills through technological development will yield services and products that are readily marketable to the public. Technological development takes its basis from technology education. Through technology education, skills for carrying out functions in various fields of life are acquired. Technology education entails the human ability to change the environment in both materials and aesthetics to meet human needs and desires. This involves manipulations and exploiting of his surroundings and materials available with the use of machinery through acquired skills in order to improve his existence.

Statement of the Problem

Skills acquisition is the surest way through which young people can find themselves into the labour market either in the public or private sector. This is why the Nigeria government at all levels is making great efforts towards equipping individuals with skills in various areas of human life for self-employment and poverty reduction. Since life is dynamic and the processes of doing things change with technology, there is the need for improvement or updating of skills in the various professions. There will be better methods and efficient ways of performing such tasks, and through which, effective skills mastering of the new technology must be acquired. Improved skills through technological development will yield services and products that are readily marketable to the public. The provision of the products and services in a more efficient and effective way lifts the society from poverty to a level of stable

sustenance. Poverty is a phenomenon known to be prevalent in developed and developing economies. Developed countries have mechanisms and agencies in place to checkmate and reduce poverty to almost zero level; while developing countries are besieged by many social problems together with instability of government and security challenges. Skills for stable food production, which will go a long way to reducing poverty, cannot be acquired without entrepreneurship education. With the exposure of the populace to an organized formal education

through which saleable and employable
skills are acquired, there is bound to be more food on the table. The army of unemployed and unemployable youths and graduates will be made to contribute meaningfully to food needs of the nation through skills acquirable from entrepreneurship education. The statement of problem of the study was therefore that the lack of acquisition of employable skills through entrepreneurship education was responsible for the increase in poverty level, high rate of unemployment, poor sustainable national development and other social vices plaguing our country.

Purpose of the Study

The main purpose was to identify the acquirable skills through entrepreneurship education that will be the panacea for poverty reduction and promote sustainable national development. Specifically, the study sought to:

- (1) Determine skills that are acquirable through entrepreneurship education for poverty reduction and sustainable national development.
- (2) Determine the benefits in acquiring these skills for poverty reduction and sustainable national development.

Research Questions

The following research questions guided the study:

- (1) What are the skills that are acquirable through entrepreneurship education for poverty reduction and sustainable national development?
- (2) What are the benefits in acquiring entrepreneurship skills for poverty reduction and sustainable national development?

Methodology

A descriptive survey research design was adopted for the study. The researcher chose this design because the views of the respondents were sought without interrupting the variables of the study. The population for the study was 120 graduate entrepreneurs in the six educational zones of Enugu State, namely: Agbani, Enugu, Awgu, Obolo Afo, Nsukka and Udi. Purposive sampling technique was adopted, as there were no data anywhere in the state relating to the actual number of graduate entrepreneurs. The instrument used for data collection was a five point Likert scale-structured questionnaire based on the two research questions formulated for the study with 47 items. Opinions of the experts that validated the instrument were used to restructure the instrument. The reliability of the instrument was also established using Cronbach alpha model and coefficient was 0.85, which indicated high reliability of the instrument. The researcher also personally administered the instrument which lasted for two months. The mean was used to analyze the data. Any item with a mean 3.00 and above was regarded as agreed while items with means below 3.00 were regarded as disagreed.

Research Question 1
What employable skills are acquired through entrepreneurship education for poverty reduction and sustainable national development?

Table 1: Mean responses on employable skills acquirable through entrepreneurship education.

[illegible]

Table 1 shows the means responses of the respondents on the employable skills acquirable through entrepreneurship education for poverty reduction and sustainable national development. The grand mean of 4.50 shows that indeed employable skills are the panacea for poverty reduction and sustainable development.

Research Question 2

What are the benefits in acquiring employable skills for poverty reduction and sustainable national development?

Table 2: Mean responses on benefits of acquiring skills for poverty reduction and sustainable national development.

S/N	Employable Skills	SA	A	UD	D	SD	\bar{X}	Decision
28.	Young persons become employable.	90	30	-	-	-	4.75	Agree
29.	The employable secure paid employment.	80	40	-	-	-	4.67	Agree
30.	People seek entrepreneurship opportunities after acquiring necessary skills.	85	30	2	2	1	4.63	Agree
31.	People become self-employed and self-reliant.	88	32	-	-	-	4.73	Agree
32.	It boosts economic activities.	86	43	-	-	-	4.72	Agree
33.	It promotes the provision of social amenities.	78	38	3	1	-	4.61	Agree
34.	It brings economic empowerment of youths.	85	35	-	-	-	4.71	Agree
35.	Local raw materials will be exploited.	65	50	2	2	1	4.47	Agree
36.	Improved methods of doing things will be acquired.	78	37	2	3	-	4.58	Agree
37.	Improved quality of market goods will be assured.	75	40	3	2	1	4.58	Agree
38.	Human capacities to control material and non-material environments will be developed.	87	33	-	-	-	4.73	Agree
39.	The people will start to have more meaningful life.	82	38	-	-	-	4.68	Agree
40.	Labour that is developed with excellent skills speaks for itself.	75	30	8	5	2	4.43	Agree

41.	It breaks the drudgery of laziness.	90	30	-	-	-	4.75	Agree
42.	It rekindles interest for self employment.	87	33	-	-	-	4.73	Agree
43.	It promotes personal drive.	84	20	10	4	1	4.49	Agree
44.	It enhances creativity and innovation.	93	26	1	-	-	4.77	Agree
45.	It promotes hardwork with its rewards.	96	24	-	-	-	4.80	Agree
46.	It imbues self-confidence.	95	25	-	-	-	4.79	Agree
47.	It inculcates a daring	88	22	5	3	2	4.59	Agree

Table 2 shows the mean responses of the respondents on the benefits of acquiring entrepreneurship skills for poverty reduction and sustainable national development. They overwhelmingly agree that the benefits are numerous with a high grand mean of 4.67.

Discussion of Results/Findings

Research question one treated the employable skills that are acquirable through entrepreneurship education for poverty reduction and sustainable national development. These skills include skills for self-employment and paid employment. The respondents view showed that they were in agreement with Ochiagha (1995); Okozor (2001); Osuala (2004); and Onoh (2006). These researchers posited that skills acquisition is the surest way through which people can find their way into self-employment or paid employment in public and private sectors of the economy. The respondents reiterated by their agreement that those employable skills and special abilities assist in improving the service-provision of the self-employed and empowers them economically. By extension, they were saying that these employable skills are the only viable alternative framework for poverty reduction. It observed that the only item with their means below 4.00 (even though

the level of their agreement is above 3.00 for decision rule) are items 9 and 18. The probable reason for item 1 on Business Centre Management could be because business centre activities have been proliferated and people do not think that the business is still lucrative. For item 9 on fish farming skills with a mean of 3.90, the position of the respondents can be traceable to the fact that there are no water resources facilities in the area of study as compared to item 24 on electrical/electronic skills that had the highest mean of 4.82. The respondents opinion on item 18 with a mean score of 3.73 on black smithing though it is in the agreement category, could as well be as a result of the respondents ignorance of the fact that it appears that black smithing in this part of the world is no longer a skill area that people admire a lot. However, the researcher would want to state that the most important thing is that efforts should be geared towards acquiring the digitized procedures on black smithing as skill acquisition area for self-employment. The grand mean of 4.31 buttresses the fact that these employable skills have no substitutes in any nation that are sincerely pursuing poverty reduction and sustainable national development.

Research question 2 revealed the enormous benefits derivable in acquiring these employable skills for poverty reduction and sustainable national development with a

grand mean of 4.67. The overwhelming agreement by the respondents is in support of ILO (2005), ILO (2007) and Lawanson (2007). Isioboh (2008) posited that more jobs would be created, productivity and placement of adequate food on the tables of the poor ones in the society will be guaranteed, harnessing of available human and material resources will be achieved, sustenance and stimulation of economic dynamism and growth in all sectors of the economy will be benefits of acquiring these employable skills. Onoh (2006) also agreed with them and finally stated that the acquisition of these skills would further lead to more business opportunities, stimulate creativity, generate more interest in the people to meaningful participate in positive economic activities, stabilize their self-confidence levels, promote hardwork and drive for greater innovative activities for poverty reduction and sustainable economic development.

Ahaegbulam (2001) in Olowe (2011) agreed that when employable skills were acquired there would be increased in the wealth base of the people, needs would be met and there would also be a stimulation of rural economic and industrial development, thus reducing poverty and sustaining national development.

Conclusion

In concluding this study and its findings on the acquisition of employable skills through entrepreneurship education, unemployable members of the society will be able to acquire employable and saleable skills. Acquisition of these employable skills would enable them to become self-employed and as well as become employers of labour. There would be improvement in the quality of life of the members of the society as they move about with the "air of importance" as entrepreneurs making life meaningful for others. People will be

elevated from a position of low value or status to that of high value and recognition as their wealth base increases. All will appreciate the dignity that is associated with labour. With the turning-out of more employable people as entrepreneurs, more opportunities will be created through which more industries would spring up thereby reducing to the barest minimum the level of poverty within the society. These self-employed entrepreneurs would be individuals that acquired high technological skills and would be the backbone of the nation's sustainable economic development and poverty reduction.

Recommendations

The following were recommended:

1. All tertiary institutions should run entrepreneurship education programmes that should be well funded and equipped with the right human and material resources.
2. Professionals and practitioners of entrepreneurship process with skills should be empowered by the government to enable them thoroughly impart the necessary knowledge and skills required to new entrants for entrepreneurship development and poverty reduction.
3. There should be good governance in all agencies, institutions and the society at large whereby provisions made available in form of aid or funds for enhancement of entrepreneurship education are judiciously used.
4. Entrepreneurship education should be enshrined at all levels of the nation's educational programme.
5. More emphasis on 'dignity in labour' should be carried out by all government agencies and the media to ensure that all hands will be on deck for poverty reduction and sustainable national development.

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