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MANAGEMENT OF ENTREPRENEURSHIP SKILL PROGRAMMES AND JOB CREATION AMONG POST GRADUATE STUDENTS OF PUBLIC UNIVERSITIES IN CROSS RIVER STATE, NIGERIA.

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ABSTRACT

The study aimed at examining management of entrepreneurship skill programmes and job creation among post graduate students of public own universities in cross river state, Nigeria. To achieve the purpose of this study, two research questions were raised and two hypotheses were formulated to guide the study. Correlational research design was adopted for the study. The population of the study consists of two thousand eight hundred and twenty (2820) post graduate students of public own Universities in Cross River State. The sampling technique adopted for this study was simple random sampling technique which was used to select two hundred (200) respondents from the study area. The instrument used for data collection was questionnaire titled: Management of Entrepreneurship Skill Programmes and Job Creation among Post Graduate Students of Public Universities Questionnaire (MESPJCPGSPUQ) was developed by the researchers' and was validated by three experts in department of Educational Management, Guidance and Counselling and Measurement and Evaluation Department, Faculty of Educational foundations, University of Calabar, Calabar. Data collected were subjected to statistical analysis using Pearson moment product correlation analysis. The result revealed that the effective management of entrepreneurship skill programmes significantly relate with job creation among post graduate students of public own universities in cross river state, Nigeria. It was recommended among others that management of the universities should ensure adequate management of entrepreneurship skill programmes in order to enhance job creation among post graduate students.

Keywords: Management of entrepreneurship skill programmes, job creation, post graduate students' and public own universities in cross river state, Nigeria.

Introduction

Entrepreneurship serves as the key driver of our economy; wealth and a high majority of jobs are created by small business started by entrepreneurially-minded individuals, many of whom go on to create big businesses. There is more creative freedom for people who are exposed to entrepreneurship education. There is higher self-esteem, and an overall greater sense of

control over their own lives. It is the believe of many experienced business people, political leaders, economists and educators that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale. It is with this in mind that the National Standards for Entrepreneurship Education were developed – to prepare youth and adults to succeed in an entrepreneurial economy (Atah, Bessong, &Wonah, 2017).

The term enterprise is primarily used in reference to or focusing more broadly on personal development, mindset, skills and abilities, whereas the term entrepreneurship education has been defined to focus more on the specific context of setting up a venture and becoming self-employed (QAA, 2012). Thus, being entrepreneurial can mean many things to many people. A common conception according to Gartner (2010) is that entrepreneurship is about entrepreneurial individuals creating innovative organizations that grow and create value, either for the purpose of profit or not. But entrepreneurship does not have to include the creation of new organizations, it can also occur in existing organizations (Shane & Venkataraman, 2017). It is not only limited to the entrepreneurial individual, but also to entrepreneurial opportunities and the relation between the individual and the opportunity, that is, the individual-opportunity nexus as described by Shane (2013). Stevenson and Jarillo (2010) define entrepreneurship as a process by which individuals - either on their own or inside organizations - pursue opportunities without regard to the resources they currently control. Bruyat and Julien (2011) use a constructivist approach and propose a definition incorporating not only the entrepreneur, but also the new value created, the environment within which it takes place, the entrepreneurial process itself and the links between these constructs over time. They also propose the terms "individual" and "entrepreneur" to represent teams whenever applicable. According to the wide definition of entrepreneurship it is about personal development, creativity, self-reliance, initiative taking, action orientation, that is becoming entrepreneurial. What definition and approach is used profoundly affects educational objectives, target audiences, course content design, teaching methods and student assessment procedures, leading to a wide diversity of approaches (Mwasalwiba, 2010).

An entrepreneur is a person who wisely combines available capital with other abilities and takes a risk to run a business enterprise for making profit. An entrepreneur is the person who has the potential to establish and manage his own business for the purpose of making profit in order to attain growth (Okute&Olom, 2012). Entrepreneurial skill acquisition is a process whereby a person acquires or learns a particular skill or type of behaviour needed for business through training or education (Amadi, 2012; Chukwunenye&Igboke, 2011; Ibru, 2009; IFC, 2007) in order to identify and exploit entrepreneurial opportunity for self-employment (Samian&Buntat, 2012; Stohmeyer, 2007). It also helps entrepreneurs to acquire self-confidence, self-esteem and participate in decision making at household and community levels (Cheston & Kuhn, 2002;

Rufai et al., 2013). Exploitation of entrepreneurial opportunity also depends on the entrepreneur's level of education, skills or knowledge acquired through training, work experience and social network (Shane, 2013; Shastri& Sinha (2010).

One of the major goals of tertiary education as stated in National Policy of Education of Federal Republic of Nigeria (FRN, 2013) is that students will acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. But this goal is yet to be achieved, Musari in Chukwurah and Atah (2017) reported that about 4.5 Million youths enter the labour market every year without any hope of getting employment for life sustenance due to lack of employability skills.

Entrepreneurship education according to Paul (2015); Ojeifo (2013) is structured to achieve the following objectives. To offer functional education for the youth that will enable them to be self-employed and self-oriented; Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities; To serve as a catalyst for economic growth and development; Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible; To reduce high rate of poverty; Create employment generation; Reduction in rural – urban migration; Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses; To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark and Create smooth transition from traditional to a modern industrial economy.

Training or education produces prior experience which leads to preparedness for entrepreneurial activity (Shane, 2013). The awareness of the need for entrepreneurial skill training and supports in order to stimulate entrepreneurial activity and reduce business failure have been increased among stakeholders in the industry, business and government of many countries because entrepreneurs could be born or made (Abdullah et al., 2009). It is also a vital source of developing self-motivation, Weihrich (2008) refers to motivation as a general term applying to the entire class of drives, desires, needs, wishes and similar forces. Therefore, one can be motivated by personal/self-drive or desire to achieve success. Attitude towards behaviour means the degree to which an individual has a favourable or unfavourable evaluation of the behaviour (Ajzen, 1991). For entrepreneurial intentions to be translated into self-employment, it depends on the entrepreneur's personality and abilities (Majumdar, 2008). Studies, such as Crisp and Turner (2007), found that attitude and behavioural intentions are positively related; and attitude towards behaviour leads to I ntention which eventually leads to actual behaviour (Ajzen, 1991). It has also been posited by Emaikwu, (2011); Onuoha et al. 2013; Salman, 2009; Shane, 2013; Stohmeyer, 2007) that skill training and tertiary education could lead to entrepreneurial activity or self-employment. Other studies also found a positive relationship between skill acquisition and

self-employment (Kickul et al., 2007; Ojo, 2009; Samian&Buntat, 2012).

However, self-motivation can aid or hamper these variables' relationship because an entrepreneurship graduate may not venture into self-employment if he/she is not determined to work hard, is risk-averse or misuses the acquired skill (Udida et al., 2012). This is in line with attitudinal studies (Ajzen, 1991) which place the 'individual' at the centre of employees' motivation. Similarly, the acquired skills may not lead to self-employment if there is a negative social influence. Social influence involves the social ties, the influence of friends and family, role models and advisors. This could affect aspiring entrepreneur's decision for self-employment (Asikhia, 2010; Shastri& Sinha, 2010). Society's perception about, and attitude towards, entrepreneurship is poor (Mayer et al., 2007); whereas social networks was found to be positively related to entrepreneurial opportunity for self-employment in USA, UK and Nigeria respectively (Carter & Shaw, 2006; Lawal et al., 2009; Shane, 2013). Perceived social environment also had positive impact on students' entrepreneurial intentions in China (Yun & Yuan-qiong, 2010). A weak relation was found to exist between social norms and entrepreneurial intention, indicating that social environment affect individual's attitude to entrepreneurial intention (Ajzen, 1991; Kruger, 2004). On the other hand, Vob and Muller (2009) concluded that entrepreneur's behaviour towards entrepreneurial activity is influenced by a set of factors such as personality in form of attitude, resources and environment. Other studies concluded that the possession of education, right attitude to risk, motivation and work experience aside; social environment could hinder identification and exploitation of entrepreneurial opportunity (Ekpe& Mat, 2012; Shastri& Sinha, 2010).

Entrepreneurship education is the kind of education given to people with a view if developing entrepreneurship qualities properly followed-up with support services for smooth take-off and successful running of business (Idada, Okosun, Anolu, Atagana and Aiwansedo, 2011). According to Mauchi *et al.* (2011), entrepreneurship education is defined as the process of providing individuals with the ability to recognize commercial entrepreneurship education as a specialized training to the students or trainees to acquire skills, ideas, managerial abilities and capabilities for self-employment than employed for wage pay.

In a similar vein, Ekankumo and Kemebaradikumo (2011) stressed that entrepreneurship education seeks to provide students (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. From these assertions, it is obvious that a well implemented entrepreneurship education will climax in economic empowerment and development.

The above views show that entrepreneurship education in scope, nature and characteristics is a rebranding education culture meant to guarantee a comprehensive educational system re-engineering obvious deficiencies of the existing education system. It aims at equipping the students with requisite skills and capacities needed for the global workforce.

According to the Commission Communication (2006), entrepreneurship education is "the individual ability to turn ideas into action". It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives and to master one's own life. Entrepreneurship education according to this description is the kind of training given to awaken sense of initiative of individuals and their ability to turn ideas into reality. Entrepreneurship education in a school curriculum ensures that each learner has a chance to become an entrepreneur and each student is the architect of his/ her fortune. Entrepreneurship education is an approach to stimulate students to be curious and creative. Towobola and Raimi (2011) explained entrepreneurship education as pragmatic and meaningful interaction between learner and instructor developing the ability of the learners to identify, evaluate and generate ideas and solving business problems in a unique way.

UNESCO (2008) stated that entrepreneurship education is all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. It is about increasing student's ability to anticipate and respond to societal changes. It is seen by UNESCO as education and training which allows students to develop and use their creativity and to take initiatives, responsibility and risks. To Lee and Wong (2008), entrepreneurship education is a catalyst for economic development and job creation in any society. This is because it seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Okafor, 2014).

Dieter and Eddy (2009), conducted a study on "Relationship between Curriculum of Formal Education and Skill Acquisition". In carrying out the research, six (6) null hypotheses were formulated. Descriptive survey design was adopted and the researcher randomly interviewed 600 students to generate data on educational training and labour market career choice. Data collected were subjected to Pearson Product Moment Correlation Coefficient in testing of all the null hypotheses. The result of the findings shows among others that the level of formal education and level of participation or skill acquisition depends on the curriculum. The study is relevant to the present study as it investigates issues relating to skill acquisition, but differs just as it failed to proffer recommendations that will solve the problem of lacking self-reliant skills and the study also differ as it uses interview for data collection while the present research work will use questionnaire for data collection. The researcher recommends among others that secondary schools have to address the need to equip student with learning experiences knowledge as well as their transferable skills.

The dissatisfaction with the skills and knowledge demonstrated by Entrepreneurial Development students' graduates (carpentering option) entering the workforce has been of concern by employers for a number of years (Cory and Pruske, 2012). A question that often comes to mind is how academics can help entrepreneurial development students' graduates (carpentering option) meet the sets of skill

demands both at recruitment and in their advanced for self-reliance (De Villiers, 2010; Kavanagh and Drennan, 2008). An understanding of the broad and complex set of skill demands of employers is therefore essential. It was on these considerations that the researchers intend to examine management of entrepreneurship skill programmes and job creation among post graduate students of public own universities in cross river state, Nigeria.

Statement of the problem

The important of entrepreneurship programme skill acquisition cannot be over emphasize because it serves as the capacity to harness the right quantity, quality and combination of resources that are consistent with profit making under risks and uncertainty. In line with, Essien (2006) viewed entrepreneurship as the totality of self-asserting attributes that enable a person to identify latent business opportunities, together with capacity to organize need resources with which to profitably take advantage of such opportunities in face of calculated risks and uncertainty. Regrettably, the researchers' observation and experience have showed that there is problem of poor management of entrepreneurship skill programmes in the university. The entrepreneurship programme skill acquisition that supposed to put food on table of the university students' before or after graduation from the university has not been taking serious by the students' and this seem to affect the students after graduation, some will be roaming on the street seeking for white-collar job even when they have the opportunity of creating job for themselves. Also, the researchers' is of the viewed that these problems may be attributed to poor management of tailoring skill and carpentering skill acquisition by the students. However, several attempt such as changing in management of the center, re-introduction of more skills programmes and reduction in students' registration fees. Despite all these efforts made, the problems still persist. It is against this backdrop that the researchers intend to provide answer to the question, in what does management of entrepreneurship skill programmes relates with job creation among post graduate students of public own universities in cross river state, Nigeria?

Purpose of the study

The purpose of this study is to examine management of entrepreneurship skill programmes and job creation among post graduate students of public own universities in cross river state, Nigeria. Specifically, the study intends to find out whether:

1. Management of tailoring skill acquisition relate with job creation among post graduate students of public own universities in Cross River State.
2. Management of carpentering skill acquisition relate with job creation among post graduate students of public own universities in Cross River State.

Research questions

The following research questions were raised to guide the study:

1. In what ways do management of tailoring skill acquisition relate with job creation among post graduate students of public own universities in Cross River State?
2. In what ways do management of carpentering skill acquisition relate with job creation among post graduate students of public own universities in Cross River State?

Research hypotheses

The following hypotheses were formulated to guide the study:

1. Management of tailoring skill acquisition has no significant relationship with job creation among post graduate students of public own universities in Cross River State.
2. Management of carpentering skill acquisition has no significant relationship with job creation among post graduate students of public own universities in Cross River State.

Methodology

The study adopted the Correlational research design. The population of the study consists of two thousand eight hundred and twenty (2820) post graduate students of public own Universities in Cross River State. The sampling technique adopted for this study was simple random sampling technique which was used to select two hundred (200) respondents from the study area. The instrument used for data collection was questionnaire titled: Management of Entrepreneurship Skill Programmes and Job Creation among Post Graduate Students of Public Universities Questionnaire (MESPJCPGSPUQ) was developed by the researchers' and was validated by three experts in department of Educational Management, Guidance and Counselling and Measurement and Evaluation Department, Faculty of Educational foundations, University of Calabar, Calabar. The instrument was divided into two Sections. A and B. section A sought for respondents' demographic data such as name of school, sex, rank, and qualification. Section B consisted of ten (10) items constructed in a four (4) point modified Likert scale ranging from strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. Data collected were subjected to statistical analysis using Pearson Product Moment Correlation Coefficient (r) of Statistical Package for Social Science (SPSS) version 25 was used for data analysis and the results are presented as follows.

Results

Hypothesis 1: Management of tailoring skill acquisition has no significant relationship with job creation among post graduate students of public own universities in Cross River State. The calculated result is presented in table 1.

Table 1: Summary of Correlation analysis of the relationship between management of tailoring skill acquisition and job creation among post graduate students of public own universities in Cross River State (n=200).

Variables	Mean	Std.Dev.	r cal.	P-value
Management of tailoring skill acquisition	15.94	2.568	.934**	.001
Job creation among post graduate students'	15.28	2.496		

- Significant at .05 level; df = 198 critical –r.138

The result in table 1 revealed that the calculated r-value of .934** was significantly greater than the critical value of .138 when tested at .05 level of significance with 198 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between management of tailoring skill acquisition and job creation among post graduate students of public own universities in Cross River State

Hypothesis 2: Management of carpentering skill acquisition has no significant relationship with job creation among post graduate students of public own universities in Cross River State. The calculated result is presented in table 2.

Table 2: Summary of Correlation analysis of the relationship between management of carpentering skill acquisition and job creation among post graduate students of public own universities in Cross River State (n=200).

Variables	Mean	Std.Dev.	r cal.	P-value
Management of carpentering tailoring skill acquisition	15.63	2.816	.782**	.00
Job creation among post graduate students'	15.28	2.496		

- Significant at .05 level; df = 198 critical –r.138

The result in table 2 revealed that the calculated r-value of .782** was significantly greater than the critical value of .138 when tested at .05 level of significance with 198 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between management of carpentering skill acquisition and job creation among post graduate students of public own universities in Cross River State.

Discussion of the finding

The findings on the hypothesis one shows that there is a significant relationship between management of tailoring skill acquisition and job creation among post graduate students of public own universities in Cross River State. This implies that most students' lacking beneficial infrastructural

facilities such as workshop stations that creates enabling environment for effective teaching and learning of entrepreneurship skills. the shortage or unavailable of educational resources required for effective teaching and learning often result in overcrowding and stretching of available facilities and invariably translate to unwholesome behaviours by students and teachers. This finding agrees with UNESCO (2008) opinion, which states that, entrepreneurship education is all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. It is about increasing student's ability to anticipate and respond to societal changes. It is seen by UNESCO as education and training which allows students to develop and use their creativity to take initiatives, responsibility and risks. Crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods, because the teacher will be tired early as a result of burnout. This can result in higher absenteeism of students from school, reduced level of effort and effectiveness in the classroom, low morale and reduce job satisfaction.

The finding on the hypothesis two indicates that there is a significant relationship between management of carpentering skill acquisition and job creation among post graduate students of public own universities in Cross River State. The finding is in line with Vob and Muller (2009), they assert that, entrepreneur's behaviour towards entrepreneurial activity is influenced by a set of factors such as personality in form of teachers, attitude, resources and environment. The finding also agrees with Odo (2010) opinion that in a bid to meet up with the increased demands for teachers, government may recruit those less qualified to teach. As a matter of fact, this is already happening in the system. The implication of this is that, teachers will either be overloaded or they may be of the right caliber in terms of training and experience.

Conclusion

This study has discussed the various learning resources which are beneficial in self-learning as well as encouraging students' learning outcome in Cross River State. Based on the findings of the data collected and analyzed, the study concluded that that there is a significant relationship between management of tailoring skill acquisition and job creation among post graduate students of public own universities in Cross River State. Also, that there is a significant relationship between management of carpentering skill acquisition and job creation among post graduate students of public own universities in Cross River State.

Recommendations

Based on the findings and conclusion of the study, it was recommended that:

1. University management should encourage students in tailoring skill acquisition in order to enhance job creation among for them.
2. Students should be encouraged by university management in carpentering skill acquisition in order to enhance job creation after graduating from the university.

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