



Entrepreneurial Skills, Self- Motivation and Self Employment in Anambra State, Nigeria

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ABSTRACT

This study investigated the effect of entrepreneurial skills acquisition on self employment in Anambra State, Nigeria. Descriptive survey research design was employed in the study, with questionnaire as the instrument of data collection. The questionnaire was tested for reliability and validity. The population of the study was people that have undergone entrepreneurial skills acquisition courses in Anambra State. The population size was unknown, the researcher using convenience sampling technique, selected a sample of 163 respondents that were used in the study. Data from the study was analyzed using descriptive statistics (tables, percentages and frequencies). The hypotheses were tested using ANOVA; with the help of E- View, version 9. The study found that entrepreneurial skills acquisition influences self employment initiative in Anambra State. Also self- motivation was found to play important role in enterprise creation. The study concluded that enterprise creation through private initiative is important in ensuring national development; and thus recommended that Federal, State and Local government authorities should encourage entrepreneurial skills acquisition through provision of entrepreneurial supportive infrastructures and policies.

Key words: Entrepreneurship Skills, Self Employment, Self Motivation

Introduction

The rate of unemployment is on increase globally, especially in developing economies. As a result, the policy makers in different countries have exerted much effort in reducing the incidence to ensure that everyone contribute to National development. The International Labor Organization (ILO), (as cited by Onuma, 2016) noted that global unemployment was on increase, despite the rapid recovery in the global economy that took place in 2010 following the two years of adverse labor market condition. According to ILO (Onuma *ibid*), the number of unemployed stood at 205 million (6.2%) in 2010. This quantum of capable hands if gainfully employed will alleviate poverty, hunger and social vices that plague the society today. According to Survey conducted by the National Bureau of Statistics, unemployment rate in Nigeria in first quarter of 2013 stood at 23.9% worse to the global rate (Odia & Odia, 2013); showing an increase, compared to 19.7% (C B N, 2009). This figure showed that over 38 million Nigerians, willing and able to work, were not able to find work. It is worrisome to acknowledge that a greater number of these people are graduates from tertiary institutions. Onuma (2016) opined that graduate/ youth unemployment is as a result of pre and post independence educational system era in Nigeria that placed emphases on liberal education as against acquisition of vocational skills which prepares school leavers and graduates with skills that ensures better employment potentials. Adeote, Oke and Aderonmu (2015) noted that despite various intervention programmes by Federal Government of Nigeria, such as establishment of National Directorate of Employment (NDE) and National Poverty Alleviation Programme (NAPAP), problem of unemployment remains unabated. Also different States and Local Governments have come up with programmes like entrepreneurship centers and women/ youth empowerment schemes aimed at encouraging entrepreneurship and alleviating unemployment. Also the National Universities Commission (NUC, 2007) directed all Nigerian Universities to introduce compulsory entrepreneurship courses from 2006/ 2007 academic year. The purpose of the scheme, according to NUC, is to make the beneficiaries think creatively on job creation during their undergraduate days and after graduation from the University. This is a welcome development, as skills acquisition has been proved to lead to enterprise creation in many countries of the world (Ekpe, Razak, Ismail & Abdullah, 2012). In the case of Nigeria, despite all the effort made by different interest groups, problem of unemployment has grown exponentially, calling for a concerted action. Studies have shown that entrepreneurial skills acquisition has been proved to lead to enterprise creation in many countries of the world (Ekpe, Razak, Ismail & Abdullah, 2012). Skills acquisition was found to have positive effect on entrepreneurial activity in Nigeria (ikegwu, 2014), in France (Brana, 2008), in Germany (Stohmeyer, 2007) and in Malaysia (Sumian & Buntat, 2012). However, there is scarcity of studies that measure the relationship between entrepreneurial skills acquisition and enterprise creation, with self- motivation and social influence as mediators (Ekpe & Razak, 2016); especially in developing countries. Udida, Ukwayi and Agodo (2012) confirmed that self- motivation can aid or hamper skill acquisition from leading to enterprise creation. This study thus aims at filling the gap in literature by investigating the moderating effect of

self motivation on the relationship between entrepreneurial skills acquisition and self employment in Anambra State, Nigeria. **The question is; how does entrepreneurial skills acquisition in tertiary institutions influence self- employment amongst youths in Anambra State, Nigeria.**

Conceptual Review

Entrepreneurial Skills Acquisition

Authors have defined the concept of entrepreneurship differently, but there is a consensus opinion that it involves identifying a problem (need) and turning it to opportunity (creation of product/services) through research with a view to satisfy the need and identifying customers who are able and willing to pay for the product/ service (Adetayo, Oke & Aderonmu; 2015). If this potential is well harnessed, could lead to self employment and employment generation to accommodate the jobless in the society. Amadi (2012) opined that entrepreneurial skills acquisition involves stages in acquiring or learning requisite skills or behavioral pattern needed for business through education or training. This will aid the individual to identify and exploit entrepreneurial opportunity for self- employment (Samian & Buntat; 2012). It also helps in inculcating self- confidence, self- esteem and participation in decision- making on entrepreneurs which ensures their full participation in the household and community engagements (Rufai, A.; Abdulkadir, M. & Abdul B.; 2013). Ikegwu (2014) concluded that entrepreneurial skills acquisition is a vital source of developing human capital. Hence, corporate leaders, businesses and government have realized the importance of skill acquisition in enhancing business development and success. Adetayo, Oke and Aderonmu (2015) contended that skills required by an entrepreneur to remain innovative, generate new ideas and remain competitive are: Technical Skills, Business Skills and Personal Entrepreneurial Skills. Technical skills include listening ability, writing skills, mastery of oral presentation, organizing skills, coaching ability, a good team player, and knowledge of the organizations core business. Business management skills include knowledge or experience in starting, grooming and managing a business. Personal entrepreneurial skills involve self control, risk management, innovativeness, being a change agent, consistent and forward- looking (Osugwu, 2016).

Self Employment: Self employment is where one chooses to work for oneself (Abdulkarim, 2012). It is a situation where one initiates starts and takes control of a business, takes relevant decisions rather than working for an employer. In this case, a self employer generates income directly from customers, clients or other businesses; rather than being an employee of another entity.

Self- Motivation: Self motivation is the determination to succeed (Osunloye, as cited by Ekpe & Razak, 2016). It is the force that drives one to do something, the internal drive to achieve, produce, develop and be forward looking. When one sets out to achieve e.g. business venture, self- motivation is what pushes one to achieve such a dream. Self motivation makes one to learn and grow, notwithstanding the obstacles and drawbacks.

Entrepreneurship Process: When an individual sets to acquire a new skill or to develop an innate skill; he or she starts with a communicable programme- receiving verbal instructions; which leads to acquisition and development of entrepreneurial skills. Hence entrepreneurship skills acquisition is achieved through a stepwise training and development. Okoro and Ursula (2012) outlined the four stages of acquisition and development of entrepreneurial skills to include:

- Analyze and identify the current and foreseeable skill needs to businesses, in terms of management, administrative and technical skills and relative importance of these.
- Specify personal goals and objectives of entrepreneurs, and analyze and evaluate the skills and resources in relation to these.
- Produce a realistic personal development plan for the potential entrepreneur.
- Monitor on- going performance on follow- up of the entrepreneur once the business has started and progress made towards developing the new skills that had been previously identified as necessary for the success of the business.

Entrepreneurial Skills Acquisition Influences on Self- employment Initiatives

Several scholars have established significant positive influences of entrepreneurial skills acquisition in tertiary institutions in Nigeria on self employment (Amadi, 2012; Ikegwu, 2014). In the process of entrepreneurial skills training, one learns some skills, behavior, attitudes needed for business; which is used to identify and exploit entrepreneurial opportunity for self- employment (samian & Brutat, 2012). Having hypothesise that there is a positive influence between skill acquisition and enterprise creation; motivation can hamper skill acquisition from leading to self employment initiative (Udida, Ukwai & Ogodo; 2012). The Researcher thus proposes a structural model that exposes the relationship between entrepreneurial skills acquisition and self employment initiative, moderated by self- motivation, as seen in figure 2.1 below.

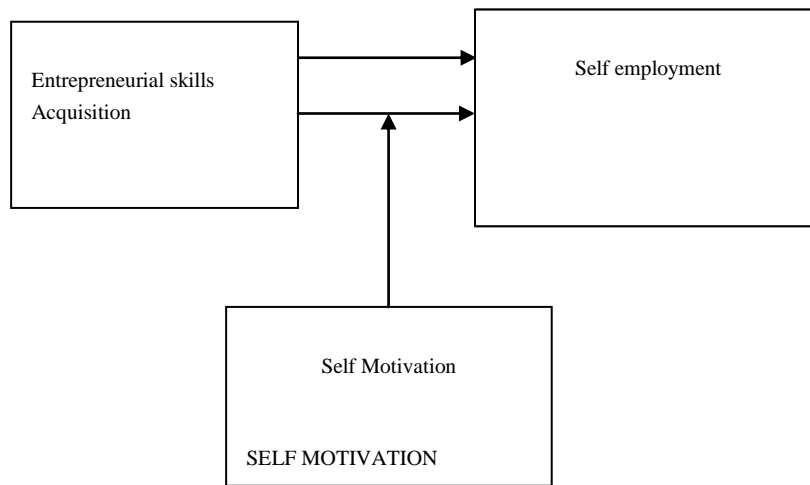


Figure 2.1: Conceptual Framework

Source: Adapted from Ekpe, I.; Razak, R.C.; Ismail, M. & Abdullah, Z. (2015).

Theoretical Framework

In Neoclassical era, Marshal (1948) viewed the level of knowledge of an entrepreneur as an important factor in whether or not that person will make a lot of profit. Knowledgeable entrepreneurs are thus successful entrepreneurs (Marshal, *ibid*). Schumpeter (1934) however gave a contrary view that innovation is a key factor in any entrepreneurial field of specialization (Schumpeterism). Hence, knowledge and innovation are the key catalysts of successful entrepreneurship. Kirzner (1997) in synthesizing the two views concluded that sound knowledge of the market is critical to successful entrepreneurship (Alert theory of Entrepreneurship). McClelland (1961) Achievement Motivation theory is a shift to psychological view point and emphasized the need for achievement motivation as the basis for entrepreneurial behavior. McClelland (*Ibid*) argued that the drive towards achievement is the basis of activity for most entrepreneurs. This drive is innate, and drives people to take up entrepreneurial initiative.

The theories reviewed provide a background for understanding and advancing this study. In Marshal's view, entrepreneurial skills acquisition can provide entrepreneurship knowledge for students to take up new business ventures. Also in Schumpeter's view entrepreneurial skills acquisition training acts as impetus for creating new ideas, improved techniques, new technologies and new products. More so, Kirzner (1997) led credence to understanding the market as key to entrepreneurial initiative. As such knowledge of entrepreneur and its exposure in innovation will enhance understanding of markets which Kirzner (*ibid*) outlined as topical to successful entrepreneurs. Finally, the import of McClelland (*opcit*) is that when students, lecturers are sufficiently motivated to have high need for achievement in life through entrepreneurial skills acquisition, there is greater tendency for them to set up their own businesses on graduation.

Methodology

This study adopted a descriptive survey research design. The population of the study is unknown but includes people that have passed through the compulsory entrepreneurship courses in Anambra State. Since the population size is not known, the researcher using convenience sampling technique selected third and fourth year students of Paul University that have passed through the compulsory skills acquisition courses (GST 205 & GST 206) to be respondents for the study.

Test of Hypotheses

The respondents' responses in section B of the questionnaire, where respondents were asked specific questions that were directed towards answering the research questions were used in the hypotheses test. This is as seen in table 4.4 of the questionnaire.

Table 4.4: Response to Section B of the Questionnaire

S/N		SA	A	UN	D	SD
1.	You are likely to be self employed after study.	71	79	11	2	0
2.	Exposure to entrepreneurial skills needs affects likelihood to be self employed.	60	67	16	13	7
3.	Knowledge of goals of entrepreneurs affects likelihood to be self employed.	64	69	13	11	6
4.	Exposure to development and monitoring of entrepreneurial ventures affects your likelihood to be self employed.	68	71	10	9	5
5.	Awareness of business opportunities influences likelihood of self employment.	60	86	11	5	1
6.	Knowledge of customers' needs and wants influences likelihood to be self employed.	66	80	13	3	1
7.	Knowledge of profitable businesses in a given area influences likelihood to be self employed.	72	74	15	1	1
8.	Learning trade skills influences likelihood of self employment.	50	82	26	4	1
9.	Knowledge of trade skills influences likelihood of self employment.	55	77	22	8	1
10.	Exposure to trade skills influences likelihood of self employment.	60	72	18	12	1
11.	Self- determination influences likelihood of self employment.	112	40	6	3	2
12.	Desire to succeed influences likelihood of self employment.	103	49	4	5	2
13.	Drive to achieve influences likelihood of self employment.	94	58	2	7	2

Source: Researchers Survey 2018.

The hypotheses tested are as follows:

H₀₁: Exposure to entrepreneurship process does not have positive significant influence on self employment in Anambra State.

H₀₂: Awareness of business opportunities does not have positive significant influence on self employment in Anambra State.

H₀₃: Exposure to hands- on trade skills does not have positive significant influence on self employment in Anambra State.

H₀₄: Self- motivation does not have positive significant influence on the relationship between entrepreneurial skills acquisition and self employment in Anambra State.

Test of Hypotheses H₀₁, H₀₂, H₀₃ & H₀₄

The results of the ANOVA on the 4 hypotheses are seen in table4.5 and 4.6 below.

Table 4.5: Categorical Statistics (t- test)

Variable	Count	Mean	Std. Dev.	Std Err. Of Mean
X ₁	5	70.80000	12.93058	5.782733
X ₂	5	12.60000	6.426508	2.874022
X ₃	5	5.800000	3.701351	1.655295
X ₄	5	3.000000	2.345208	1.048809
ALL	20	32.60000	33.85878	6.771755

Source: Researchers Survey 2018.

Decision Rule for Hypotheses Testing (t- test)

Reject H₀ if t-cal > t-tab at 5% level of significance; otherwise accept H₀.

H₀₁: The calculated t-value (t-cal) is 70.8 > table value (t-tab), which is 2.015; so we reject H₀₁

H₀₂: The calculated t-value (t-cal) is 12.6 > table value (t-tab), which is 2.015; so we reject H₀₂.

H₀₃: The calculated t- value (t-cal) is 5.8 > table value(t-tab), which is 2.015; so we reject H₀₃.

H₀₄: The calculated t- value (t-cal) is 3.0 > table value(t-tab), which is 2.015, so we reject H₀₄.

From the hypotheses tested, the variables at individual level are all significant.

Table 4.6: F- test Statistics

Method	df	Value	Probability
ANOVA F- test	(4.20)	55.82862	0.0000
Welch F- test*	4,9.22055	43.04107	0.0000

*Test allows for unequal cell variance

Decision Rule for testing the Aggregate hypotheses (F- test):

Reject H₀ if F-cal > F-tab at 5% level of significance, otherwise accept H₀. From table 4.6, the calculated F- value (F- cal) is 55.8 > tabulated F- value (F- tab), which is 2.87, so we reject the H₀. The result of the F-test thus shows that in aggregate all the variables are statistically significant.

Discussion of Findings

The study confirmed that entrepreneurial skills acquisition has a significant influence on enterprise creation, as the four hypotheses formulated (H₀₁, H₀₂, H₀₃ and H₀₄) exhibited a positive relationship with self- employment; having a t- cal values ranging from 3.0 to 70.8 which is higher than the table value (t- tab) of 2.015 at 5% level of significance. The current findings thus support previous studies reviewed (Adetayo et al, 2015; Igbongidi, 2017; Muogbo & John- Akamelu, 2018; Onuma, 2016; Afolabi et al., 2017; Ekpe & Razak, 2016 and Ekpe et al., 2015). The findings also revealed that self- motivation played a moderating influence on relationship between entrepreneurial skills acquisition and self employment (t- cal value of 3.0 > the table value of 2.015, at 5% level of significance) in Anambra State. This shows that entrepreneurial skills acquisition can certainly lead to self employment, only if the individual is self motivated. The low self employment propensity in Nigeria could probably be explained by absence of self- motivation amongst youths, coupled with peer group influence. Nigerian youths prefer white collar jobs in big cities; otherwise they join family businesses, and not use their self initiative to start- up their personal businesses.

Furthermore, the F- test statistics (F- cal: 55.8 > F- tab: 2.87 at 5% level of significance) indicated that entrepreneurial skills acquisition and self- motivation had joint positive effect on self employment in Anambra State. More so, the study supports the suggested theories (Marshal, 1948; Schumpeter, 1934; Kirzner, 1997 and McClelland, 1961) on which the study was anchored.

Summary of Findings

The result of the statistical analyses indicated the following:

1. Exposure to entrepreneurial process has positive significant influence on self employment in Anambra State.
2. Awareness of business opportunities has positive significant influence on self employment in Anambra State.
3. Exposure to hands- on trade skills has positive significant influence on self employment in Anambra State.
4. Self- motivation has positive significant influence on relationship between entrepreneurial skills acquisition and self employment in Anambra State.

Conclusion

The study concluded that entrepreneurial skills acquisition influences self employment initiative in Anambra State. Also self motivation was found to play an important role in the decision to start- up ones business, or no. This is because not all the students that passed through these courses have the intention of starting up ones business, as most of them have interest in acquiring best grades and graduating with first class degrees. Enterprise creation through private initiatives is important in ensuring national development and so there's need to encourage students to pay attention to skills acquisition and also effort must be geared towards attitudinal change to ensure that these students take- up private enterprise after their National Youth Service.

Recommendations

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

1. Suitable skills acquisition centers need be established in tertiary institutions and state capitals with well qualified trainers, mentors and practical business people to train and educate prospective students' entrepreneurs.
2. Skills acquisition courses which are meant to be two semester courses will be enlarged to run for six semesters to enable students master the trade of their interest.
3. Entrepreneurship Education Programme (EEP) should be formalized and embedded fully into the National Youth Service Corp (NYSC) scheme in the same spirit as the weekly Community Development Service (CDS). This is for continual nurturing of entrepreneurship on school leavers.
4. The University authorities must make effort to motivate and re-orientate the students on self employment which is against their peer culture.

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