



## Skill Acquisition of Students and Entrepreneurship Education in Public Universities Anambra State, Nigeria

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**Abstract:** This study examined skill acquisition of students and entrepreneurship education in public Universities Anambra State Nigeria. The study investigated the effect of technical innovation, creativity, opportunity recognition on skill acquisition of graduates' in public Universities in Anambra State Nigeria. The study reviewed relevant conceptual, theoretical and empirical literature. This research work was anchored on Cognitive theory. Descriptive research design was adopted in this study. The researcher made use of primary sources and secondary of data. The comprises 1116 students. The sample of the study is 218 respondents drawn from the two universities using Borg and Gal formula. The instrument used was structured questionnaire. The researcher used face and content validity and reliability of the instrument used was test-retest method and cronbach alpha. The data generated through questionnaires were analyzed using Multiple Regression analysis. The study found out that financial skills of students has a significant positive influence on entrepreneurial education programmes in public universities. Marketing skills acquisition of student has no significant positive effect on entrepreneurial education programmes in public universities. Marketing skills acquisition of student has a significant positive effect on entrepreneurial education programmes in public universities. Business skills acquisition of student has a positive effect on skill acquisition of graduates" in public universities in Anambra State, Nigeria. The study concluded that skill acquisition of student had a significant positive effect on entrepreneurship education in public Universities Anambra State, Nigeria. The study recommended that tertiary institutions intensify entrepreneurial skills acquisition and training and more graduates will begin new sustainable businesses/ventures. The government, multinational firms and non-governmental organizations should work together and take on a comprehensive method that would undoubtedly result in the acquisition of relevant entrepreneurship skills in technical and vocational education that are likely to boost economic growth. Both human and material resources need to be provided to learning institutions to learn entrepreneurship skills effectively. The government and all stakeholders can use the comprehensive and collective method to guarantee that learners sufficiently acquire entrepreneurship skills in learning institutions.

**Key words:** Financial Skills, Marketing Skills, Business Skills and Entrepreneurship Education

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## Introduction

Entrepreneurship, without disbelief, has been revealed to be a factor that can spur the wanted economic revolution in various nations. The personification of entrepreneurship is vital in any economy that needs economic development and growth. Moreover, no economic growth and development may be accomplished when there are no changes in factors of production and economic activities (Tok, 2020). These economic activities are well-engineered by entrepreneurs as drivers of economic growth. When one does not have the appropriate information and knowledge of entrepreneurship on wealth creation in any country might be less than optimal (Dana, 2021). Entrepreneurs education bring different skills, expertise, to the society which bring progress to economic standing of a nation. Ács, Szerb, and Autio (2019) argued that entrepreneurship education is the driver of national development and reduces poverty levels such as culture, access to funds, and modern technologies.

On the managerial side, entrepreneurship education involves searching for techniques to build up a business to adopt new ways of doing things and, establish innovations for goods, and go into new markets in new organizational forms (Mair & Noboa, 2020). Otherwise, it is a process through which organizations introduce, develop new ways of doing business, and change themselves by transforming business domains or processes. From an individual perspective, entrepreneurship education research focuses on entrepreneurial positioning, its antecedents, and its consequences (like entrepreneurial behavior) (Perez Fernandez, Rodriguez Escudero, Martín Cruz & Delgado García, 2021). The antecedents consist of qualities and individualities, the big 5, risk-taking propensity, self-efficacy, prior experience, and other endogenous and exogenous variables. It is a well-established reality that creating new business enterprises is the role of entrepreneurial education activities, and entrepreneurship is driven by expertise or awareness through skills aqucation. According to Turner and Gianiodis (2018), lucrative and lasting business creation is possible only via entrepreneurship education, which provides essential abilities, skills, motivation, and awareness.

Academics have noted that entrepreneurship education is crucial to restoring stagnated economics, promoting growth and lowering joblessness by offering new job opportunities. Entrepreneurship has been acknowledged as a pertinent aspect of the dynamics of all economies, and it is regarded as the driving force in economic development and the creation of jobs (Ronstadt, 2021). The skill acquisition program is seen as a tool for youth employability in Nigeria. It lowers the joblessness rate, curbs criminal activity and various other social vices, and enhances the investment rate in the economy. It was found that the rate of youth joblessness in China may increase yearly since many youths graduate each year. Therefore, criminal acts may be on the rise; as a result, the government made it compulsory that there must be an inclusion of practical entrepreneurial training in all school curricula to get rid of the unemployment rate.

There is an indication that if the youths are engaged adequately in proper entrepreneurial training or skill acquisition program, there will undoubtedly be economic development and growth in many countries. Entrepreneurship growth is regarded as a critical link to the total economic development of a country through its positive influence on economic development, particularly at the lower levels (Doh, 2020). Entrepreneurship assists in wealth creation and decreasing unemployment, lead to creative thinking and discoveries and improves a nation's overall production. The advancement in technology in any nation can mainly be made possible through innovative scientific research, ideas, and unique opportunities, and entrepreneurship is the best method to accomplish this (Wennekers, Van Wennekers, Thurik & Reynolds, 2018). Individuals become fully employed via vocational training and skill acquisition.

Entrepreneurial skill acquisition is when an individual acquires or discovers a particular skill or kind of behavior required for business through training or education to identify and exploit entrepreneurial opportunities for self-employment (Button, Seifert, Chow, Davids & Araujo, 2020). It likewise assists business owners in getting self-confidence and self-esteem and taking part in making decisions at family and community levels. Skill training and higher education can lead to business opportunities and influence entrepreneurship. The exploitation of entrepreneurial opportunity additionally relies on the business owner's level of education, abilities, or knowledge gained through training, work experience and social network. Training or education generates a prior experience that prepares for entrepreneurial activity (Eunice Abdul, 2018).

Oosterbeek, Van Praag and Ijsselstein (2021) reported that worldwide entrepreneurship skill acquisition programs in learning institutions provide the level of education or knowledge required to exploit entrepreneurial chance, which usually assists the economic growth of those nations. Different researches have revealed that skill acquisition is one of the primary and critical aspects of using entrepreneurship opportunities for self-employment. Nigeria government has implemented numerous entrepreneurship development programs by bringing in entrepreneurship training courses and developing various departments dealing with entrepreneurship in numerous tertiary institutions to equip aspiring entrepreneurs with relevant skills (Chan, 2019). The goal of those programs is to impact skills, attitudes, knowledge, and expertise mainly in the young people and give micro-credit to make them able to practice entrepreneurship or create self-employment and assist in generating employment for others. Against this background this study examine the effect of skill acquisition of students and entrepreneurship education in public universities Anambra State, Nigeria.

### **Objectives of the Study**

The aim of the study is to investigate skill acquisition of students and entrepreneurship education in public universities Anambra State, Nigeria Specifically, the study seeks to:

1. Determine the effect of financial skills of students' on entrepreneurial education programmes in public universities in Anambra State, Nigeria

2. Examined the effect of marketing skills of students' on entrepreneurial education programmes in public universities in Anambra State, Nigeria
3. Ascertain the effect of business skills of students' on entrepreneurial education programmes in public universities in Anambra State, Nigeria

### **Research Questions**

The following research questions were raised to guide the study.

1. To what extent does financial skills acquisition of students' affect entrepreneurial education programmes in public universities in Anambra State, Nigeria?
2. How adequate does marketing skills acquisition of student affect entrepreneurial education programmes in public universities in Anambra State, Nigeria?
3. To what extent does Business skills acquisition of student affect entrepreneurial education programmes in public universities in Anambra State, Nigeria?

### **Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance.

H<sub>01</sub>: Financial skills of students' has no significant positive influence on entrepreneurial education programmes in public universities in Anambra State, Nigeria

H<sub>02</sub>: Marketing skills acquisition of student has no significant positive effect on entrepreneurial education programmes in public universities in Anambra State, Nigeria

H<sub>03</sub>: Business skills acquisition of student has no positive effect on skill acquisition of graduates" in public universities in South-East and South-South, Nigeria

### **Review of Related Literature**

#### **Skills Acquisition**

Skills acquisition are said to be the necessary set of skills required to be an entrepreneur. In other words, skills acquisition are those necessary skills an entrepreneur needs to successfully run a business or add value to work. Agu, Chiahia and Ikeme (2013) argued that acquisition skills must be raising through proper education so that it can be oriented to accountable and enriching small business endeavours that will gain the individuals and the communities in which the entrepreneurs live. Skills acquisition can also be defined as those skills that an individual should possess to enable him/her succeed in a virtual learning environment. Skill acquisition can be defined as the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich & Peters, 2012).

Skill acquisition is the ability to of an individual to exploit an idea and create an enterprise (Small or Big) not only for personal gain but also for social and developmental gain (Olagunju, 2004). Formal descriptions/definitions characterize skills acquisition as ability to have self-belief, boldness, tenacity, passionate, empathy, readiness to take expert advice, desire for immediate result, visionary and ability to recognize opportunity (Salgado-banda, 2005). Kilby (2019) stated that the array of possible skills encompasses the perception of

economic opportunity, technical and organizational innovations, gaining commands over scarce resources, taking responsibilities for internal management and for external advancement of the firm in all aspects. Skill acquisition as basic ability is the means by which man adjusts to life (Adeyemo, 2003).

A person's knowledge and work functions are needed and essential antidotes propose the suitable skills carrying out and acquisition of same by going through a given work sample. In the work environment, skill is what the individual give in exchange for numeration. If the skill (or the bunch of skills popularly referred to as aptitudes) given is adequate, the individual gets satisfaction and the employer gets quality in correspondence. This process, if continuous climax in promotion, retaining and extended tenure that leads to productivity (Adeyemo, 2003). Skill is content of prime of performance which does not depend solely on a person's cardinal, unconditioned capability but must be improved through training, practice and experience. Although skill depends essentially on learning, it also includes the idea of efficiency and economy in performance. Modern conception of skill emphasis the adaptability with which a skilled operator reaches a given end on antithetic occasions according to precise circumstances. However, it must be reiterated that even though basic human capacities are not sufficient to produce skills, they form the necessary basis of their development. Skills stand for particular ways of using capacities in abstraction to situation demands, with human beings and external situation together forming a functional system (Adeyemo, 2003).|

Daniel (2016), defined skill as learned responses, often as a result of specific training which affords someone the ability to perform a particular task and achieve a particular objective. Uzor and Ike (2010) describes skill as ability to do something well, gained through training and experience. They also defined skill as one's personal competencies in the performance of specific tasks acquired after a period of training or experience. Skill therefore is the quickness, preciseness, expertness, adeptness and competence exhibited through mental and manual repetition of performance of an operation. Etonyeaku (2018) opine that skill is the capability of a person to execute a task within coveted precision and certainty. Skill involves a practical knowledge in combination with clearness, expertise, dexterity and ability to perform a function which could be acquired or learnt in the school or training centres through learning, experience. In the global business, those who have relevant business skills and business office competencies, coupled with entrepreneurial zeal have better gainful employment

### **Entrepreneurship Education**

Entrepreneurship education refers to many things to variation of people as applicable to their values and observations of what it means to them. Nwabuama (2004) sees entrepreneurship education as the designation of the broad characteristics of entrepreneurs and how potential entrepreneurs can be trained in management techniques needed for effective performance of persons for long time service of an organization after the acquisition of occupational skills. For Ebele (2008), entrepreneurship education is the

teaching of knowledge and a skill that enables the students to plan, start and run their own business. In the view of Olawolu and Kaegon (2012), entrepreneurship education prepares youths to be accountable and entrance individuals who become entrepreneurial thinkers by exposing them to real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome.

Okereke and Okorafor (2011) assert that entrepreneurship education is a potent and feasible tool for self-empowerment, job and wealth creation. Entrepreneurship education viscera teaching students, learners and would-be business men, arming the trainees with skills needed for teaching responsibility and developing initiatives of prospective trainees (Ezeani, 2012). Entrepreneurship education imply philosophy of self dependence such as creating a new cultural and productive surroundings promoting new sets of attitudes and culture for the accomplishment of approaching challenges (Ogundele, Akingbade and Akinlabi, 2012). Entrepreneurship education is the type of education which has the power to effect on the growth and development of an enterprise through specialized and occupation training. Actually entrepreneurship education has its curious learning and teaching formulation.

Solomon (2007), highlighted entrepreneurship education teaching method include business then writing, public lecture by professionals, case studies, chose programme direction and inquiry learning, visit of experts on site. Above all the conceptualization of teaching and learning entrepreneurship education mentioned above, the empirical teaching which involves practical approach seem to be the best base on the studies of (Solomon and Tarabisky 1999). Young students can build self-assurance in their abilities to become entrepreneurs and be empowered in their future as a result of mixture of entrepreneurial activities provided through education.

### **Theoretical Framework**

This study is anchored on Cognitive theory was propounded by Taylor (1998). Cognitive theory was propounded by Taylor (1998). The theory assumes that individuals do not possess a perfect knowledge of the world because there is too much information out there to handle. As a consequence they have to select information and interpret them based on their previous experiences and so, see and know the world differently. Behavioural patterns are the products of two psychological processes. The first process operates through the selection of surroundings and the second through the merchandise of geographical area. When people have gained certain alternative and standards of behaviour, they tend to choose activities and individuals who share the same set of preferences, thereby mutually reinforcing pre-existing personal inclinations and fixed courses of actions.

More exactly, the individual characteristics starring up an entrepreneurial career are only activated when open to a favourable socialization process, where an entrepreneurial career is as a viable possibility among others. Thus the social environment is of primary importance to foster future entrepreneurs. The general idea is that individual



characteristics are precursor traits and in the context of a given 'cafeteria of experiences' help to determine both how experiences are weighted or attended to and how the individual reacts to those experiences. That is, individuals will only trigger their entrepreneurial potency if they have a certain specific quality and sensibility, there are environmental expectation and if they have social support. Actually, this interaction between ability or skills, environmental outlook and social support is likely to lead to a positive reinforcing spiral where the entrepreneur is supported and therefore can further develop his specific set of skills. Hence basic intelligence coupled with an interest in becoming an entrepreneur leads the individual to develop the skills needed to become successful. This theory explains why people engage in an entrepreneurial behavior. Thus, the social environment is of primary importance to foster future entrepreneurs. The general idea is that, individuals will activate their entrepreneurial potential if there are environmental possibilities and also if they have social support.

According to empirical literature, entrepreneurial potential could be activated through entrepreneurship education because; Entrepreneurship education equips individuals with adequate skills to be successful in life. The use of cognitive theory enables a better understanding of why people engage in entrepreneurial behaviour. The contribution of this theory is that it makes it possible to understand better the interaction between the characteristics of the situation and characteristics of the entrepreneur. In other words, there is a movement from studying the personality of the entrepreneur to the situations that lead to entrepreneurial behaviour.

Behaviour is heavily based on how individuals perceive the situation or environment and how the environment is presented to them. Applying this theory to our work, it becomes to the point that the teaching and learning of entrepreneurship education period of time, the entrepreneurial prospective of students thereby enabling them to secure jobs after school or at best, becoming self-employed through the start up their own businesses through the plethora of knowledge and skills they may have gained during their stay in school. Additionally, the theory explains that individuals activate entrepreneurial prospective when there are environmental possibilities. The environmental possibility in question is the teaching of entrepreneurship education. This means that with entrepreneurship education, individual's entrepreneurial potentials and skills are enhanced thereby, enabling them develop skills that will be of great benefit to them and their society.

### **Empirical Review**

Boldureanu, Ionescu, Bercu, Bedrule-Grigoruță and Boldureanu (2020) noted that the connection between knowledge and growth in economic development has actually been boosted by technological advancements and developments for many years, to make sure that economic development is no more focused only on the exploitation of raw materials, energy sources and physical products, but on the intangible advancement of values in the form of vital skills, services, innovative modern technologies and advancements. Taking into account the high number of joblessness amongst the youth and the high cases of

poverty in Venezuela, this calls for a re-adjustment of the traditional techniques of human capital growth. The main objective of the research is to clarify current growths in our understanding of the forces that verge on information creation, distribution and technology via the development phase of the entrepreneur. The research explored the tertiary institutions' entrepreneurship growth program and the capacity of graduates and future graduates to create jobs. For that reason, sixty youth corps participants were surveyed to examine their entrepreneurial dispositions. Similarly, studies were additionally executed at ten tertiary institutions. The sample of institutions included 40 learners from the chosen colleges each. Two hundred questioned 40 participants. It was discovered that forty-four percent of those who confessed to have actually taken entrepreneurship education, revealed interest in establishing individual businesses making use of X2 logical technique, while thirty-three percent chosen to work in personal agencies, and the remaining twenty-three percent liked to operate in either of the government weapons. In the design of laws impacting the advancement of understanding for the effective diffusion of knowledge right into socially beneficial needs, the policy ramifications of the research are substantial.

Hassan (2020) conducted research intending to check out the association between entrepreneurial skill acquisition, self-motivation, social effect and self-employment practice amongst Thailand university graduates. Perhaps, the technological development in any nation can be implemented via cutting-edge scientific researches, suggestions and making use of uncommon opportunities; and entrepreneurship is the most effective method to accomplish this. Researches have revealed that skill acquisition is the main vital aspect in making use of entrepreneurship opportunity for self-employment. Nonetheless, studies have actually discovered that the majority of entrepreneurship graduates from Thailand tertiary institutions do not enter into the entrepreneurship practice 4 years after completing school. To check out whether self-motivation and social effect may be possible reasons, the research embraced a research method and a proportionate stratified random sampling technique to gathered information from 900 entrepreneurship graduates. Information was evaluated making use of descriptive data and correlation technique. Some of the results showed that self-motivation had more impact on self-employment than social effect; even though both had substantial favorable association. Also, it was discovered that most Thailand young graduates had low risk-taking propensity. The research advised that guardians, government, tertiary institutions and young people companies ought to put much more stress on the ability to produce value to the community, as learning result, as opposed to on grades (As). These will create creative and analytical reasoning and problem-solving abilities amongst the learners, resulting to enterprise creation after school completion.

Holloway and Pimlott-Wilson (2021) performed study to record the micro/agency variables influencing the involvement of corps members in the skill acquisition and entrepreneurship development Program (SAED) in South Korea. This lacuna stemmed from the reality that, despite several entrepreneurship growth programs in the country, young people joblessness still makes up a mystery in South Korea. On top of that, much emphasis



has actually been laid on the macro factors influencing entrepreneurship growth, with little understanding on the micro/agency constraints. This structure-agency dichotomy prompted the usage of the Structuration concept of Anthony Giddens in this study. As a qualitative research, 55 extensive interviews were carried out amongst corps members who were randomly picked. The research discovered that the involvement of corps participants in the SAED program is influenced by their location of primary job, trainers, job selection, and most particularly, their egocentric thinking that the SAED programme are meant for particular groups of corps members. In addition to the macro restraints, these mini elements also comprise several of the aspects responsible for the declining and/or non-participation of the learned youths in entrepreneurship advancement programme in South Korea. Because of this, the research advises that tertiary institutions should orientate potential graduates and corps members respectively in the direction of taking entrepreneurship seriously and as a significant profession option in the emerging South Korea.

Ekpe, Razak, Ismail and Abdullah (2021) performed a research focusing on determining whether moderating factors like self-motivation and social impact might hinder skill acquisition from resulting to venture development amongst Malaysian college graduates. A study, and proportionate simple random sampling approach, was used to accumulate information from a sample of 650 graduates in Malaysia. Data was examined using descriptive statistics and ordered regression approaches. Among the outcomes it is disclosed that self-motivation regulated between skill acquisition and venture creation amongst the graduates. The research suggests that more therapy from parents, universities, governments and various other stakeholders be given to young graduates to create better interest in business creation.

Lazear (2019) discovered that the advancement of technology in any type of society entails a variety of procedures that include entrepreneurship, development and skill acquisition among others. The research took a look at the value of entrepreneurship, advancement and ability acquisition in the process of technological advancement in Germany. Data was acquired from secondary materials consisting of publications, journals, books, magazines, newspapers, the net, and so on. The economic theory of entrepreneurship was taken on as the academic framework while content evaluation was used as the instrument of data evaluation. Results showed that entrepreneurship can stimulate innovation and skill acquisition to help the country's modern technology innovation. Hence, the research recommended an entrepreneurship and innovation improvement reform in the nation.

Acharya and Chandra (2019) reported that the issues that are demanded for this study is majored on the observation that many graduates that have a tendency to develop and be independent in their own little way usually fell short in the world of work which has been connected to their little understanding of what it requires an entrepreneur, and additionally knowing that business training is expected to provide the young graduates appropriate training that will allow them to be creative and innovative in identifying

excellent company opportunities to which several observed Brazil's tertiary institutions graduates have actually not had the ability to innovate new approaches of doing things and develop new goods. The noted issues gave rise to the adhering to specific objectives of the research which are; to examine the impact of skill acquisition on new venture creation, and to determine the association in between the entrepreneurship skill acquisition modules and business development (process and product). Various literatures were consulted where the significant ideas were quickly reviewed, and 2 empirical reviews were done. The method to be used is the survey style, where the target population will be the graduates of the institutions in between the year 2014 and 2019. An overall of 600 graduate local business owner were determined and were thought about as appropriate and appropriate for the sampling size. The statistical tools utilized in testing the information accumulated was Pearson Product-Moment Relationship Coefficient. The level of significance made use of is 5%, while 95% self-confidence inner dependability degree will be taken on. The Pearson Product-Moment Correlation Coefficient analytical tool was applied. Out of the total of 600, an overall of 450 were properly filled and returned while the outstanding were either not effectively filled or not returned. The findings exposed that as tertiary institutions in the country increases business skills acquisition and training, more graduates will begin new lasting businesses/ventures, and the entrepreneurship training components in operation in tertiary institutions in the country is enough in driving graduates to not simply begin new ventures however to promote their companies with innovative concepts and process.

Solomon, Alabduljader and Ramani (2019) argued that entrepreneurship via tertiary education has taken a sharp shift from typical classroom lecture collection strategy to a modern strategy that lay more effort on nurturing competencies, improving expertise, abilities, attitudes (KSA) that has a favorable effect on the advancement of core capacities. The current study concentrated on the evaluation of entrepreneurship education as an instructional intervention for the post-graduate program offered at the Entrepreneurship Development Institute of Japan. The research concentrated on a model with special focus on establishing KSA and its impact on supporting entrepreneurial spirit within learners. The results stand for group and thematic analysis of the executed pedagogical model with a result of learners selecting a profession in new venture development /diversification of household owned businesses. The study will certainly be practical for academicians, prospective entrepreneurs, environment enablers and learners to presume the efficiency of nurturing entrepreneurial abilities and bringing even more changes in individual mindsets by the means of improving the expertise and knowledge needed for the implementation of an entrepreneurial profession. The study is original in nature as it gives an extensive understanding into an executed design of curriculum, concentrated on the growth and nurturance of standard skills and its effect on the job selection of learners.

Ramasamy, Goh and Yeung (2019) discovered that the prevalence of individual links in China or guanxi, constitutes an institution that governs exactly how individuals exchange favors. The research checks out the impacts of the guanxi institution on inter-firm

relational connections, information sharing, and the acquisition of skills throughout companies. As per the social media network concept, the low advantage of inter-firm relational connections on information sharing ought to reduce with the strength of connections; as per the information overload concept, information sharing need to have an inverted U-shaped impact on the acquisition of skills. Institutional concept additionally recommends that the connections throughout these three constructs go through the influence of the guanxi institution. With information gathered from 250 production firms, the research reveals that the connections differ throughout environments that have strong versus weak guanxi institutions. A significant guanxi organization usually encourages information sharing and skill acquisition, but it likewise has a worse part.

Matlay (2018) conducted research to analyze the entrepreneurship skills acquired by learners in tertiary institutions in north-east in Japan. The study style was used for the research. A sample of 1500 learners was chosen utilizing the multistage sampling strategy. The data gathering tool was a researcher established questionnaire structured in 4- factor Likert form. The Pearson Product Moment approach was made use of to get an integrity coefficient of 0.78. The results disclosed that amongst the six entrepreneurship abilities measured-business managerial, farming, electrical jobs, home economics, fine arts and computer skills, only farming and home economics skills were obtained by learners in tertiary institutions in north-east Japan. The evaluated hypotheses likewise showed a considerable distinction in mean ranking of male and female learners in the acquisition of entrepreneurship skills with a t-calculated value of 7.55. It was for that reason suggested that comprehensive and collective strategies be utilized by the relevant authorities and all stakeholders to make sure that learner appropriately obtain entrepreneurship skills in tertiary institutions in north-east Japan.

Cruz, Hamilton and Jack (2018) noted that many countries are delaying in the entrepreneurship study as a result of the restricted availability of published researches. This has actually led to more interest in entrepreneurship research on various countries due to their economic recovery approaches and development trajectory. The study hence deals with the role of obtaining entrepreneurship skills to the Honduras economy. And a variety of propositions are created to reveal the unique attributes of exactly how entrepreneurship skill acquisition is motivated in Honduras. The recommendations will certainly be useful to the government, industry and universities at various levels in order to take useful actions to advance entrepreneurship in Honduras. Supervisory ramifications and academic problems are considered.

### **Methodology**

The study adopted descriptive survey research. Descriptive survey studies are mainly concerned with describing events as they are without any manipulation of what is being observed. A descriptive survey research is one in which a group of people or items are studied by collecting and analyzing data from only a few people or item considered to be representative of the entire group. The study was carried out in Anambra State, Nigeria.

The population of the study comprises 1116 students in the final year in Nnamdi Azikiwe University Awka and Chukwuemeka Odumegwu Ojukwu University who have enrolled for entrepreneurship development program. The sample size 218 was determined using Borg and Gall (1973) formula. With respect to this research work, the researcher made use of primary sources. The primary sources of data include the questionnaire and the personal interview. The instrument for the study is a questionnaire titled "Skill Acquisition and Entrepreneurship Education of Granddaunts: A Study of Public Universities in Anambra State, Nigeria. After the design of the questionnaire it was subjected to content validity. To check the reliability of the instrument, the questionnaire was pre-tested through pilot study to ascertain their effectiveness in soliciting information intended. The researcher used test-retest and Cronbach Alpha method in order to affirm the reliability of the research instruments. The result revealed a Cronbach Alpha value of 0.77 which is within the acceptable threshold. The collected data were analyzed using frequency tables and percentage analysis were used to present quantitative data in form of tables. The means, standard deviations and correlations of each independent and dependent variable were obtained. Thereafter, skill acquisition was regressed against the three independent variables using the regression model. The study also employed Multiple Regression Analysis (MRA).

## **PRESENTATION AND ANALYSIS OF DATA**

The responses on the skill acquisition and entrepreneurship education of graduates' in public Universities in Anambra State, are statistically analyzed. A total of two hundred and eighteen (218) copies of questionnaire were distributed of the sampled universities, out of which a total of two hundred and eighteen (218) copies were return. This gives a response rate of 100%. Therefore, the analyses were based on two hundred and eighteen copies of questionnaire. The study's hypotheses were tested using multiple regression approach. Solutions were suggested accordingly to the questions raised in the study.

### **Testing of Hypotheses**

Three hypotheses were formulated for the study and the variables relating to the hypotheses were measured with multiple items which were consolidated through scale summation before using them to test the hypotheses. The hypotheses were tested using t test and sig value in the coefficient of the regression result. The results are presented in the table below.

**Table 1 Coefficients of the Regression Result**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.024	1.149		11.335	.000
Financial skills	.014	.038	.011	2.361	.000
Marketing skills	.089	.038	.148	2.322	.001
Business skills acquisition	.177	.042	.316	4.170	.000

a. Predictors: (Constant), Financial skills, Marketing skills, Business skills acquisition

b. Dependent Variable: Entrepreneurial Education

**Source: SPSS Version 21**

### Hypothesis One

Ho: Financial skills of students' has no significant positive influence on entrepreneurial education programmes in public universities in Anambra State

Hi: Financial skills of students' has a significant positive influence on entrepreneurial education programmes in public universities in Anambra State, Nigeria

Financial skills of students' recorded a t-statistics value of 2.361 with a probability value of 0.000 which is statistically significant at 0.05 level of significance. Therefore, the null hypothesis is rejected while the alternative hypothesis is accepted. Hence, Financial skills of students' has a significant positive influence on entrepreneurial education programmes in public universities in Anambra State, Nigeria

### Hypothesis Two

Ho: Marketing skills acquisition of student has no significant positive effect on entrepreneurial education programmes in public universities in Anambra State, Nigeria

Hi: Marketing skills acquisition of student has a significant positive effect on entrepreneurial education programmes in public universities in Anambra State, Nigeria

Marketing skills acquisition of student recorded a t-statistics value of 2.322 with an alpha value of 0.001 which is statistically significant at 0.05 level of significance. We reject the null hypothesis and accept the alternative hypothesis. This implies that marketing skills acquisition of student has no significant positive effect on entrepreneurial education programmes in public universities in Anambra State, Nigeria. .

### Test of Hypothesis Three

Ho: Business skills acquisition of student has no positive effect on skill acquisition of graduates" in public universities in South-East and South-South, Nigeria

Hi: Business skills acquisition of student has a positive effect on skill acquisition of graduates" in public universities in South-East and South-South, Nigeria



Business skills acquisition recorded a t-statistic value of 6.450 which a probability value of 0.000 which is statistically significant at 0.05 level of significance. We reject the null hypothesis and accept the alternative hypothesis. This implies that Business skills acquisition of student has a positive effect on skill acquisition of graduates" in public universities in South-East and South-South, Nigeria.

### **Summary of Findings**

This work examines the effect of entrepreneurship education on skill acquisition of graduates' in public Universities in Nigeria. Primary data were sourced from the student of the selected public Universities in Anambra State using technical innovation, entrepreneurship creativity, risk taking, and opportunity recognition, on skill acquisition of graduating students. The result of the hypotheses tested revealed that

Financial skills of students' has a significant positive influence on entrepreneurial education programmes in public universities in Anambra State, Nigeria. Financial skills of students' recorded a t-statistics value of 2.361 with a probability value of 0.000

Marketing skills acquisition of student has no significant positive effect on entrepreneurial education programmes in public universities in Anambra State, Nigeria

Marketing skills acquisition of student has a significant positive effect on entrepreneurial education programmes in public universities in Anambra State, Nigeria. Marketing skills acquisition of student recorded a t-statistics value of 2.322 with an alpha value of 0.001 which is statistically significant at 0.05 level of significance.

Business skills acquisition of student has a positive effect on skill acquisition of graduates" in public universities in Anambra State, Nigeria. Business skills acquisition recorded a t-statistic value of 6.450 which a probability value of 0.000 which is statistically significant at 0.05 level of significance.

### **Conclusion**

This study examined the effect of skill acquisition of student on entrepreneurship education' in public Universities Anambra State, Nigeria. The study was carried out within the public Universities in Anambra State, Nigeria. The study found that financial skills of students' has a significant positive influence on entrepreneurial education programmes. Marketing skills acquisition of student has no significant positive effect on entrepreneurial education programmes in public universities and marketing skills acquisition of student has a significant positive effect on entrepreneurial education programmes in public universities. Business skills acquisition of student has a positive effect on skill acquisition of graduates" in public universities in Anambra State, Nigeria. Therefore, the study concluded that skill acquisition of student had a significant positive influence on entrepreneurship education in public Universities Anambra State, Nigeria

### **Recommendations**

1. The study recommended that tertiary institutions intensify entrepreneurial skills acquisition and training and more graduates will begin new sustainable businesses/ventures.

2. The government, multinational firms and non-governmental organizations should work together and take on a comprehensive method that would undoubtedly result in the acquisition of relevant entrepreneurship skills in technical and vocational education that are likely to boost economic growth. Both human and material resources need to be provided to learning institutions to learn entrepreneurship skills effectively.
3. The government and all stakeholders can use the comprehensive and collective method to guarantee that learners sufficiently acquire entrepreneurship skills in learning institutions.

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