

Entrepreneurship skill acquisition; a tool for sustainable development

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Abstract

The study investigated entrepreneurship skill acquisition; A tool for sustainable development. The descriptive type of research design was used for the study. The sample size of three hundred (300) respondents was used for the study. A purposive sampling techniques was used in selecting the respondents for the study. The reliability coefficient of 0.78 was obtained at 0.05 level of significance. It was concluded that there was a strong relationship that exist between entrepreneurship skill and sustainable development, indicating that a good entrepreneurship programme will have a positive influence on economic growth and sustainable development. It was also concluded that entrepreneurship skills acquisition help in fighting against unemployment and eradicate poverty the researcher recommended that entrepreneurship education should be more emphasized from primary school to tertiary institutions, as this would give better progression and consistency in individual area of specialization.

Keywords: Entrepreneurship; Skill Acquisition; Sustainable Development

1. Introduction

Entrepreneurship is a process of bringing together innovative and ideas, combining them with management and organizational skills in order to combine people, money and resources to meet an identified outcome and thereby create wealth. It is the willingness and ability of an individual to seek out investment opportunities, established and run an enterprise successfully.

It is to the knowledge of every individual that graduates in Nigerian universities find it difficult to secure employment every year. This is largely due to the curricula of the universities and other tertiary schools with emphasis on training for white-collar jobs leaving behind entrepreneurship skills. The current global financial crisis has impacted negatively on the macro and micro levels of the Nigerian economy. In the present, this situation has posed serious challenges and threats to government and a great number of the citizens. Nigeria like other developing countries is faced with a number of problems ranging from youth and graduate unemployment, high level of poverty, insurgency, conflict and diseases, over dependency on foreign made goods, low economic growth and development, lack of capacity and required skills to move the economy forward and urbanization (Undiyaundeye & Otu, 2015).

Lemo (2013) opined that, given the Nigerian graduates unemployment situation, entrepreneurship skills acquisition remains the viable option to become self-employed, reduce unemployment, poverty and empower the youths to develop their businesses, pursue their dreams and contribute

to overall productive capacity and national economic growth and development. Therefore entrepreneurial skill acquisition has become an essential bail out for youth self employability and the attainment of economic development.

The integration of entrepreneurship skills into the university education curriculum in Nigeria was to equip undergraduates with skills to function well and contribute to society upon graduation (Davwet et al, 2019). This goal is reflected in the Nigerian universities' strategic plans to provide the chance for undergraduates to become entrepreneurs and lifetime learners. entrepreneurship was introduced to equip undergraduates from various disciplines with entrepreneurial skills needed to possess life-sustaining essentials, be a person, and be free from social servant hood (Mensah, 2019).

Sustainable development emerged as a response to a growing concern about human society's impact on the natural environment. Sustainable development was defined in 1987 by the Brundtland Commission (formally the World Commission on Environment and Development) as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'(Brundtland, 1987) cited by Peter-Ajayi et al (2019). The sustainable development movement has grown and campaigned on the basis that sustainability protects both the interests of future generations and the earth's capacity to regenerate.

The SDGs define global priorities for development up to the year 2030 and are pivotal for addressing the global economic, social and environmental challenges faced by the communities. They promote a wide range of actions in public and private sectors that can foster economic growth through new and innovative ways. The sustainable development goals are inter-dependant and indivisible (Le Blanc, 2015; Nilsson et al, 2016). Entrepreneurial activities usually cover more than one SDG. Entrepreneurship can be a transformational driver, offering the scaffolding for both attaining and delivering the SDGs whilst fuelling economic growth led by the principles of sustainable development. Within the domain of sustainable development (Shepherd & Patzelt, 2011), entrepreneur-ship is championed as a vehicle for empowerment and an enabler of economic development, poverty alleviation and other forms of social value (Kaijage et al, 2013).

It was observed by the researcher that students in Nigeria tertiary institutions show a negative attitude towards participating in entrepreneurial class, this was as a result of institutional poor implementation, lack of personnel and insufficient facilities. Many individual had believe that entrepreneur programme was designed to meet the need of average students who can not attain their desired educational aspiration forgetting its importance to self development and national sustainability. Based on the observation, the researcher examine entrepreneurship skill acquisition; a tool for sustainable development.

Objectives

The specific objectives of the study are as follows;

1. to investigate the relationship that exist between entrepreneurship skill acquisition and sustainable development.
2. to examine the influence of entrepreneurship skill acquisition in reducing unemployment
3. to find out the influence of entrepreneurship skill acquisition on poverty eradication

Hypotheses

Based on the objectives derived for this study, the following hypotheses was tested at 0.05 level of significance.

1. There is no significant relationship between entrepreneurship skill acquisition and sustainable development
2. There is no significant influence of entrepreneurship skill acquisition in reducing unemployment
3. There is no significant influence of entrepreneurship skill acquisition on poverty eradication.

2. Methodology

The researcher used survey design of the descriptive type of research for the study. This is because it gave the researcher the opportunity to elicit the needed information from the respondent. The area of the study was University of Nigeria, Nsukka, Ikere-campus, the population of the study consisted of all undergraduate students in the institution. Both male and female students were considered as population target for the study. The degree one to degree four male students are one thousand three hundred and fifty three students (1,353), while the degree one to degree four female students are one thousand five hundred and eighty four students (1,584). Total population for both male and female is two thousand nine hundred and thirty seven students (2937), (Source: Academic Planning Unit, 2019).

Sample size of two hundred (200) was used for the study, while simple random sampling technique was used in selecting the respondents for the study. In ascertaining the validity of the instrument used for the study, a copy of the self structured close ended questionnaire was given to experts in the field of vocational and technical Education for face, content and construct validity. The reliability coefficient of the instrument was 0.78 at 0.05 alpha level. Data gathered was analysed using Pearson's Product Moment Correlation (PPMC) and Chi-Square (χ^2) at 0.05 level of significance.

3. Results and Discussion

Hypothesis 1: There is no significant relationship between entrepreneurship skill acquisition and sustainable development

Table 1: Pearson Correlation Coefficient for relationship between entrepreneurship skills and sustainable development

		Entrepreneurship Skills	Sustainable Development
Entrepreneurship	Pearson Correlation	1	.729**
	Sig. (2-tailed)		.000
	N	300	300
Sustainable development	Pearson Correlation	.729**	1
	Sig. (2-tailed)	.000	
	N	300	300

The result of analysis presented in Table 6 revealed that the relationship between entrepreneurship skill and sustainable development was high as r-coefficient was 0.729. Also, the

P-value (0.000) was less than 0.05 level of significance. This result led to the rejection of hypothesis one. This means that there is relationship between entrepreneurship skills acquisition and sustainable development.

Hypothesis 2: There is no significant influence of entrepreneurship skill acquisition in reducing unemployment

Table 2: Chi-square Statistics on influence of entrepreneurship skill acquisition in reducing unemployment

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Table Value
Pearson Chi-Square	45.059 ^a	1	.000		
Continuity Correction ^b	42.144	1	.000		3.841
Likelihood Ratio	51.850	1	.000		
Fisher's Exact Test				.000	
Linear-by-Linear Association	44.909	1	.000		
N of Valid Cases	300				

P < 0.05 (Significant)

The result of analysis presented in table 2 revealed that Chi-Square (χ^2) calculated value (45.059) was greater than Chi-Square (χ^2) table value (3.841) at 0.05 level of significance. This indicated that the hypothesis was rejected. This indicated that acquisition of entrepreneurship skills helps to reduce unemployment.

Hypothesis 3: There is no significant influence of entrepreneurship skill acquisition on poverty eradication.

Table 3: Chi-square statistics analysis on influence of entrepreneurship skill acquisition on poverty eradication.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Table Value
Pearson Chi-Square	193.433 ^a	1	.000		
Continuity Correction ^b	189.645	1	.000		3.841
Likelihood Ratio	222.900	1	.000		
Fisher's Exact Test				.000	
Linear-by-Linear Association	192.788	1	.000		
N of Valid Cases	300				

P < 0.05 (Significant)

The result of analysis presented in table 3 revealed that Chi-Square (χ^2) calculated value (193.433) was greater than Chi-Square (χ^2) table value (3.841) at 0.05 level of significance. This indicated that the hypothesis was rejected. This implies that entrepreneurship skill acquisition help eradicate poverty.

The results from this study revealed that there is a relationship between entrepreneurship skills acquisition and sustainable development. Entrepreneurship is increasingly being recognized as a significant channel for bringing about a transformation to sustainable products and services and the implementation of new projects addressing various social and environmental concerns. Paying attention to the entrepreneurial spirit and in general the expansion of entrepreneurship culture creates the possibility for an entrepreneur that while identifying resources, existing

opportunities and problems, invents new solutions to grow various dimensions of his working area and thereby provides a context for sustainable development (Korsgaard et al., 2015).

Since the goal of development is to improve the quality of individuals' life, then entrepreneurship with its advantages would be able to be considered as one of the most important and best options for development. Since entrepreneurship reduces unemployment and increases the productivity of individuals and resources, and consequently increases the income of the people of community (Tousi et al., 2014). Due to the special role and position of entrepreneurs in the process of economic growth and development of community, many governments in developed and leading countries with maximum opportunities and exploiting research achievements are trying to lead a number of the people of community who have entrepreneurial features toward entrepreneurship education and entrepreneurial activities (Newbery et al., 2017).

The finding from the study also revealed that acquisition of entrepreneurship skills helps in reducing unemployment. The finding goes in line with observation of Adama and Keneth (2015) who are of the opinion that exploitation of opportunities depends on the entrepreneur's level of education, skills acquired through work experiences that a graduate undergone during vocational training in school. However, the decision to exploit the opportunity leads to the quest for micro-finance; that is, acquisition of resources. Acquisition of resources could also lead to opportunity for entrepreneurial activity; that is new business or business expansion.

The study also goes in line with the assertion of Isike (2008) who asserted that entrepreneurship has been identified globally and nationally as a tool for generating a sustainable economy which is the core value of the National Economic Empowerment Development Strategies (NEEDS). Through such Skills Acquisition, the establishment of small businesses helps to generate substantial amount of employment and income which are essential parts of a country's Gross National Product (GNP) on the one hand and reduce unemployment on the other. For the laudable benefits of entrepreneurship skills acquisition to manifest in our youths' and the general public, skills must be learned through formal or non-formal settings.

The finding from the study also revealed that entrepreneurship skill acquisition help to eradicate poverty. The finding was in line with the opinion of Akpama et al. (2011) who opined that acquisition of vocational skills lead to a significant reduction of poverty among young adults who participated on skills acquisition programmes. Entrepreneurship development contributes to poverty alleviation when it creates employment through the start up of new entrepreneurship or the expansion of existing ones and they increases social wealth by creating new markets, new industries, new technology, new institutional forms, new jobs and net increases in real productivity, increases income which culminates in higher standards of living for the population then it is logically to state that if the number of entrepreneurs of any given country increase, the poverty indicators will decrease and vice verse (Anekwe et al, 2018).

4. Conclusion

Based on the findings derived from this study, it was concluded that there was a strong relationship that exist between entrepreneurship skill and sustainable development, indicating that a good entrepreneurship programme will have a positive influence on economic growth and sustainable development. It was also concluded that entrepreneurship skills acquisition help in fighting against unemployment and eradicate poverty. To make entrepreneurial programme an effective one that will help in national sustainability, the researcher recommended that entrepreneurship education should be more emphasized from primary school to tertiary institutions, as this would give better progression and consistency in individual area of

specialization. Government at all level should include in their annual budget to facilitate the effectiveness of entrepreneurship programme, as this will further motivate the general public to participate actively in the programme given the fact that it will help meet their daily needs..

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