

# Entrepreneurship Skill Acquisition Centre and Job Creation in Countering Insurgency in Some Selected L.G.As of Yobe State.

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**ABSTRACT:** Skill is noteworthy in everybody's life. Many technicians earn more than some school graduates because they acquire more practical skills than the theories unlike graduates who were sustained with theoretical encounters while in the universities. This study Examines Entrepreneurship Skill Acquisition centre and Job Creation in Countering Insurgency in Yobe State. The quantitative research design was used in the study in order generate data. However, a survey questionnaire was administered among beneficiaries of 3 Entrepreneurship Development Institutions (EDIs) Namely Mai Idris Aloomo Polytechnic Geidam, Yobe State University Damaturu and Umar Suleiman College of Education Gashua, 300 beneficiaries of some empowerment programmes namely Youth Employment and Social Support Operation (YESSO), North East Regional Initiative (NERI) Government Empowerment Programmes under the EDIs. Nevertheless, the samples were analysed using SPSS statistical software. The result of the study reveals that is expected to reveal the number of Entrepreneurs that are born out of the skill acquisition exercise and the rate of investment opportunities that have been created in these Town, demonstrate and show the extent to which various Skill acquisition programmes conducted by Government and Non- Governmental Organizations toward reducing the rate of unemployment in the State and The study will give an insight on some challenges of the programme such as disposal of empowerment tools and stamped mismanagement provided by the skills acquisition trainees and drivers for such actions by the Youths

**Keywords:** Entrepreneurship, Skill Acquisition, Job Creation, Countering, & Insurgency

## I. INTRODUCTION

The major problem confronting Nigeria Youths today is joblessness. These youths constitute greater fraction of Nigeria's economically active population. According to Awogbenle and Iwuamadi (2010), the statistics from federal bureau of statistics showed that Nigeria has a youth population of 80 million representing 60 percent of the total population of the country. Also, 64 million of them are unemployed, while 1.6 million are underemployed. This implies that a lot of energies that would have been used to generate revenues and improve the economy are being wasted. Youths, like other classes of the population have needs to meet (Nnabuiife, 2009), but since 1980's the important roles of the youths have continued to suffer some set back as they can hardly engage themselves in meaningful work (Davies, 2006). The consequence is frustration expressed through various vices that constitute insecurity in the country. Joblessness is further compounded by the fact that a good number of organizations were closed down due to inadequate training of staff, poor understanding of the market, poor infrastructural services, unstable political environment, lack of clear and suitable marketing strategies. Other challenges are insecurity, inadequate funding, lack of innovativeness, lack of good corporate social responsibility and community friendship. Unemployment problems pervade almost all countries of the world, but at varying degree of intensity. In some countries, unemployment rate could be very low as in advanced countries of the world such as United States of America, Japan and England. In a developing country, such as Nigeria, unemployment rate with its attendant problems is very high. The problems created by unemployment ranges from idleness, gossiping, stealing, robbery,

prostitution, money launderings, political thuggery, insurgency, kidnapping, cultism, and many more. Previous governments in Nigeria had tried to solve these problems in the past through various programmes like Better Life for Rural dwellers, Operation Feed the Nation, Green Revolution and Mass Mobilization for Rural Women. However, these have not achieved reasonable result because while job creations were growing at arithmetic progression, graduates' turnouts from our increasing tertiary institutions were growing at geometric

## II. PROBLEM STATEMENT/JUSTIFICATION

Entrepreneurship can be currently regarded as part of a strategy to boost the economy. It could be a challenging task, training vulnerable youth to be self-reliant and realise their future aspiration, by the creation of new businesses that are sustainable in a market and in a complex economic environment (Odia & Odia, 2013). Despite the fact that entrepreneurship training is supposed to promote the development of personal qualities such as creativity, risk-taking and responsibility and provide the technical and business skills that are needed in order to start a new business venture (Schaltegger & Wagner, 2011). If Nigerian government wants to be a major player in the global market place of ideas and prepare her citizens for the new environment of today and the future, the country should embrace vocational skill for entrepreneurship development and advance in technology. This will help her citizenry to be creative, innovative develop feasible business plans and set up new business ventures (Uzoka & Bayode 2010). It is therefore, the concern of this study to look at the strategic approach to surmount the present economic recession in Nigeria through vocational skills acquisition in industrial technology education for entrepreneurship development and technological advancement, hence, the problem of this study. However, looking at the importance of skill acquisition and entrepreneurship knowledge it may play a significant role in encouraging youth to be self-reliant, that will deter them from being recruited by the insurgence.

### Objective (s) of the Study

This study is to achieve the following objectives:

- (a) To determine the extent to which the entrepreneurial skill acquisition create employment
- (b) To examine the success of at least two skills acquisition programme conducted and initiated

by government and non-governmental organisations.

- (c) To what extent does skill acquisition programme counter insurgent activities in Geidam
- (d) Determine the degree at which practical training can reduce unemployment rate amongst the youth.

## III. LITERATURE REVIEW

Skills Acquisition Training is an education program which is meant to give different skills on the participants, and address immediate issues, for example, employments, independence and control restiveness among young people (Uranta and Nlerum, 2017).

Mike (2014) contended that skill acquirement is the ability to be willing on a specific task or capacity.

Likewise, Magbagbeola (2004) as referred to in Idoko (2014) argued that skill acquirement requires the gathering of various abilities that enhances task execution through the coordination of both theoretical and practical form of knowledge. He identified the rules for the sustenance of skill acquirement program to include the followings;

Providing training that gives the trainees the ability to acquire skills that are suitable for willingness in a field of trade for positive business.

Providing of diverse skills that relate to each trade that makes one an expert in one field rather than the others.

## ENTREPRENEURIAL SKILLS

The primary aim of every skills Acquisition Programme is to equip the target recipients with relevant skills that make them economically important and help them earn a living. With the current situation of massive unemployment in the country, skill acquisition and training is perceived as the only solution.

The important role played by entrepreneurship education cannot be over emphasised. Transversal skills such as creativity, spirit of initiative and entrepreneurship will help those who go through entrepreneurial education programs to develop potentials to think creatively and innovate to develop proactivity, flexibility, autonomy, ability to manage and track a project and pursue getting results.

Odia and Odia (2013) in their contribution contended that entrepreneurial skills acquisition can be acquired through numerous avenues such as: attending entrepreneurial training classes, development programme seminars and workshops.

Universities, job rotation, special (intensive) training, internship or apprenticeship, organisational learning, R&D institutions, consultants, natural and international agencies and bodies, non-governmental organisations (Ngos) and Professional Bodies.

Similarly, Akibu (2002) notes that entrepreneurial skills include perception of business opportunities where others do search for change, responding to it and exploiting it as an opportunity.

Schumpeter (1939), Steinhoff and Bureass (1993), Nelson and Leach (1981), as cited by Anyakoya (1995) perceived entrepreneurial skills as capitalist makings which help to identify and concentrate on money-making opportunities, gather resources, assume risks through the imitation of actions, organized and manages these resources to exploit the opportunities so identified.

Gujrati (2013) sees entrepreneurial skill as an important mechanism for economic development through employment, innovation and welfare effects.

Entrepreneurial skills help to create and develop enterprise in various areas (Ewubare, 2010). In similar vein Entrepreneurial skills is associated with various activities such as; innovation, imitative, creativity resourcefulness, need achievement driven, profit oriented persistent and persevering, adjustment to challenges and future looking (Anho, 2011).

#### **SKILL ACQUISITION THEORY**

The fundamental claim of Skill Acquisition Theory, as per Dekeyser (2007), "is that the learning of a wide variety of skills shows an exceptional similarity in development from introductory representation of knowledge through starting changes in conduct to eventual fluent, unconstrained, to a great extent, and profoundly gifted behaviour, and that this phenomenon can be accounted for by a lot of essential principles regular to acquisition of skills". Overall, as referenced by Speelman (2005), skill acquisition can be considered as a particular type of learning, where learning has been characterized as "the representation of information in memory concerning some natural or psychological event". Thusly, as indicated by him, skill acquisition is a type of learning where "skilled behaviours can become routinized and even programmed under certain conditions". What's more, as a general theory of learning, it guarantees that adult starts learning something through largely unequivocal procedures, and with subsequent adequate practice

and exposure, move into verifiable procedures. Subsequently, the study is hinged on this theory

#### **IV. METHODOLOGY**

This study will be conducted using quantitative and qualitative approaches of survey design. The quantitative approach is used to obtain data through questionnaire and the qualitative using interview to be administered to the identified respondents within the communities. Five hundred questionnaires will be administered to the respondents in 3 Entrepreneurship Development Institutions (EDIs) Namely Mai Idris Aloomo Polytechnic Geidam, Yobe State University Damaturu and Umar Suleiman College of Education Gashua.

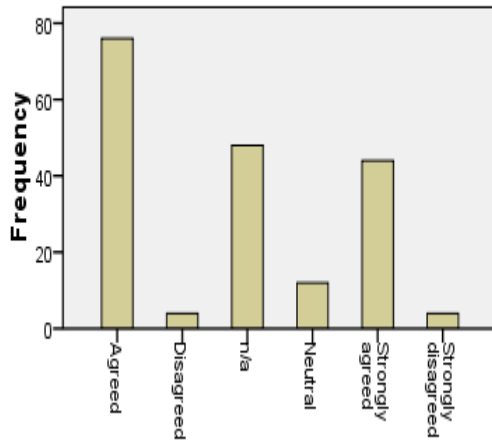
The random sampling technique is adopted in order to identify the study population of 300 beneficiaries of skills acquisition programmes.

To serve the objectives of this research study, the researcher has chosen a quantitative and Qualitative method which is presumed to be suitable to conduct this study and furthermore, it was surveyed at a particular period of time. On top of it, many kinds of research undertaken for such purposes are time constraint so cross-sectional studies with a survey method are more preferred approaches (Saunders et al, 2012). Therefore, the quantitative method is the most common data analysis method, in which questionnaires are employed to collect quantitative data as directed in structural design (Bechor et al, 2010).

#### **V. FINDINGS OF RESULTS AND DISCUSSIONS** **ENTREPRENEURIAL SKILL ACQUISITION AND SELF-EMPLOYMENT**

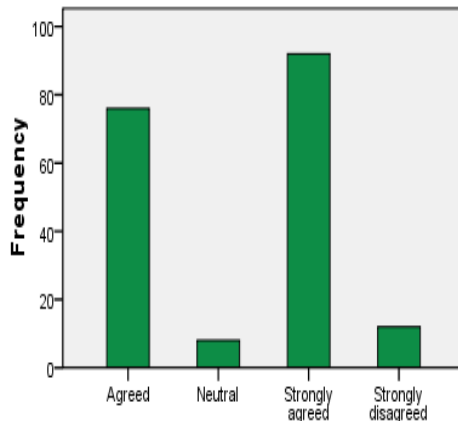
The essence of the table below is to buttress the finding of the study which reveals that entrepreneurship skills training is one the fundamental element that prepare our teaming youth for self-employment.

**Does the training prepared you for self-employment?**



From the above table it shows that 75% of the respondent agreed that skill acquisitions will prepare them for employment. This arises as a result of knowledge acquired during the training program. This clearly shows the impact or the benefits of skill acquisition programs

**Do you agree that skill acquisition will reduce unemployment in your locality?**



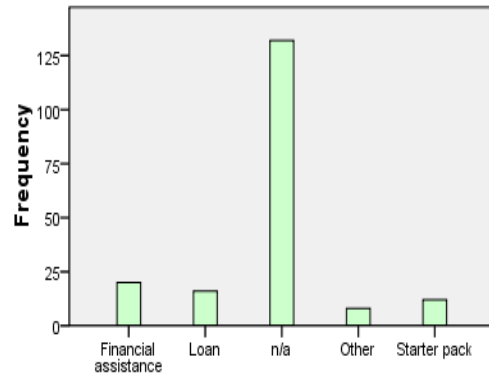
The above table seek to know to what extent does skill acquisition programs reduces unemployment. From the responses given, it shows that about 90 percent of the respondents strongly agreed that skill acquisition programs reduce unemployment greatly. By this it means that Entrepreneurial Skill acquisition, is a force to recon with in minimising self-employability. It was based

on this regard that the Nigerian Government made many efforts to promote self-employability and reduce high unemployment rate among Nigerian youth. Realising the impact of this skill acquisition programs, Nigerian government came out with the following bodies, Youth employment and social support operation (Yesso), the Directorate of Food, Roads and Rural infrastructure (DEFRI), the National Directorate of Employment (NDE), and the People’s Bank of Nigeria (Maigida, Saba&Namkere, 2013).

However, those efforts have yield a positive result because in this research the respondent are drawn from beneficiaries of the empowerment programme under the entrepreneurship development centres in Mai Idris Alooma Polytechnic Geidam, Yobe State University and Umar Suleiman College of Education Gashua.

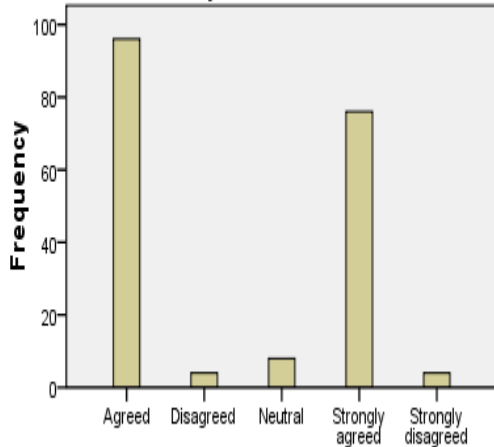
**SKILLS ACQUISITION PROGRAMME AND ROLES OF GOVERNMENT AND NON-GOVERNMENTAL ORGANISATIONS.**

**In what form the assitance rendered?**

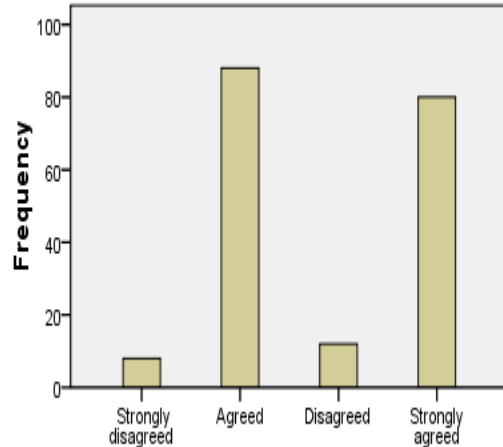


The table shows the responses of the trainees as to the role of government and non-governmental organisations in skills acquisition programmes. From the responses given, about 15 percent agreed that they have access to financial assistance to venture in to business, another 10 percent have access loan to supplement their efforts in their businesses. However, about 80 percent of the respondents are of the view that they are not aware of any financial assistance or they don’t have access to the loan by banks and other financial institutions. This may be due to lack of collateral securities, lack of connection, poor business plan and corruptions within the financial systems.

Did you agree that skill acquisition training will give rise to the development of new enterprise among youths?

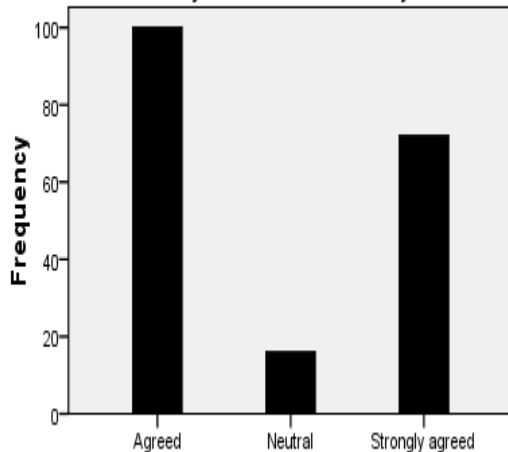


Did you agree that skill acquisition program will reduce crime rate in the community?



Response from the above table indicated the skill acquisition exercise give rise to creation of new venture this may be as a result interest

Did you believe that skill acquisition program will facilitate the exploitation of opportunities among vulnerable youth in the community?



## VI. RECOMMENDATION

1. Government and non-governmental organisations should try to reach out to numbers of Entrepreneurs that are born out of the skill acquisition exercise and the rate of investment opportunities that that will create employment opportunities in the state.
2. Government and Non- Governmental Organizations should give support and encouragement to youth by paying the training cost for them and proving them with starter packs that will help them to venture in to business and become entrepreneurs that are self-reliant.
3. Entrepreneurship development centres monitor and evaluate the applicability of skill learnt during the training and how it impacted on the youth to become Entrepreneurs.

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