



# Effect of Entrepreneurship Skills on the Economic Development of Selected Local Government Areas of Adamawa State, Nigeria.

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## ABSTRACT

*The research is titled “effect of entrepreneurship skills on the economic development of selected Local Government Areas of Adamawa State, Nigeria. Important skills for youth development were considered for economic development in the selected Local Government Areas. The lack of entrepreneurship skills can affect the youth and the economy, the major method of data collection was the questionnaire. The findings of the study revealed that majority of the youths have agreed that skills acquisition can contribute to economic development and can reduce unemployment in Adamawa State, selected Local Government Areas. The study conclude that skills acquisition are vital for reducing unemployment and opportunities are available but capital is not enough to start business with small amount of money business cannot be started. The study recommend that government including Local Government Areas should provide capital to the youth and the available opportunities should be exploited. The respondents were to brainstorm and come up with many ideas to start business*

## I. Background to the study

Skills acquisition in Nigeria by the youth are very important if the youth have different skills to use it will assist them to be independents. However, up to now many youths don't have the necessary skills to allow them to be independents. As a result of these problems there are high rate of unemployment in the country. In Adamawa state in the selected Local Government Areas, skills acquisition are vital for self-reliant. These are some of the reasons why this study was carried out.

## 1.2 Statement of the Problem

The population of Nigeria is increasing every day. Nigeria is about two hundred and thirty million today, this increase is giving a signal to the government to do something about the youths.

Majority of the people are youths who have graduated from the Secondary schools, Colleges of Education, Polytechnic and Universities, majority of them are staying idle without jobs or skills acquired which is advantage to the economy.

## 1.3 Objectives of the study

The main objectives of the study is to review the literature on the entrepreneurship skills.

The specifics objectives of the study are to:

- i. Identify the effect of entrepreneurship skills on the economic development of selected Local Government Areas of Adamawa State
- ii. Assess the effects of entrepreneurship support on the development of youths in selected Local Government Areas
- iii. Identify the importance of innovation on the development of the selected Local Government Areas

## 1.4 Research Questions

- i. What is the effect of entrepreneurship skills on the economic development of selected Local Government Areas of Adamawa State?
- ii. What is the effects of of entrepreneurship support on the development of youths in selected Local Government Areas?
- iii. What is the importance of innovation on the development of the selected Local Government Areas?

## II. LITERATURE REVIEW

### 2.1 Entrepreneurship skills for growth oriented SME business growth

Entrepreneurship is an area which long lacked consensus. However, in recent years lack key priority area. In 2015, the EU commissioned a study into the area resulting in a universal definition of entrepreneurship. The definition has modernized the view of entrepreneurship as a responsibility of society as a whole rather than the traditional businessperson.



*'EntreComp defines entrepreneurship as a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial). It builds upon a broad definition of entrepreneurship that hinges on the creation of cultural, social or economic value. It thus embraces different types of entrepreneurship, including entrepreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship. It applies to individuals and groups (teams or organizations) and it refers to value creation in the private, public and third sectors and in any hybrid combination of the three.'* (Bacigalupo et al, 2016).

Consequently there is a drive to incorporate entrepreneurship into all forms and levels of education so it is widely developed and disseminated, allowing all individuals to become active citizens. This modern view requires modern approaches to entrepreneurship education.

There are conflicting views of entrepreneurship ranging from leadership, innovation, risk taking and management as well as behaviorist and trait approaches (Emmanuel, 2010; Hamburg and O'Brien, 2014) To overcome ambiguity concerning the competence of entrepreneurship, the ENTRECOMP framework was developed by the EU commission in 2016 (Bacigalupo et al, 2016). It classifies entrepreneurship as having three competence categories and 15 different elements, which are interrelated. The three competencies are 'Ideas and opportunities', 'Resources' and 'Into Action'.

The 'Ideas and opportunities' category is concerned with identifying opportunities, developing initiatives to exploit these opportunities and determining the value that can be obtained from these. The 'Resources' category is concerned with planning and leveraging the personal, internal and external resources to develop initiatives to exploit such opportunities. 'Into action' is concerned with implementing initiatives, creating value from them and evaluating success. Many of these skills could be applied to the needs of stagnant SMES wishing to grow. Skills such as financial literacy and digital skills are key for SMEs during the scale up phase (Muller et al, 2017). The ENTRECOMP addresses such skills gaps, for example, financial literacy and digital entrepreneurship are identified as a competency in the resources classification of the framework whereby the learner identifies the financial and

technological resources required to exploit new business opportunities.

The framework also integrates some of the key competencies identified by the PICHE 103 EU in the LLL policy, for example, 'taking the initiative' in 'ideas and opportunities' are concerned with solving longstanding problems.

In general, entrepreneurship skills can be categorized into four main dimensions (Cooney and Bygrave, 1997; Kutzhanova et al, 2009; Bacigalupo et al, 2011, Hamburg, 2015)

- Technical Skills - Skills specific to the design and development of products or services that the entrepreneur would like to create for a particular industry e.g. engineering, business, science
- Entrepreneurship - creation or the availing of innovative opportunities
- Managerial - business and organizational skills such as people management, leveraging from resources, decision making and financial literacy
- Personal - emotional intelligence, self-awareness, risk taking.

How to develop these skills and values, particularly with relevance to growth- orientated business activities, remains a question to which many researchers are still seeking an answer

According to Gibb, this model embraces several key characteristics:

- Encouraging entrepreneurial values embedded in everyday life.
- Encouraging holistic long term thinking
- Encouraging individuals to seek and avail of opportunities and take initiative. Maximizing the opportunity for experiential learning and collaborative learning through communities of practice
- Being aware of the stages of organizational development and growth
- Widening entrepreneurship beyond commerciality through creating opportunities for individuals to explore what the above means for their own personal and career development.

Gibb's alternative model recognizes the need for a holistic approach to entrepreneurship education, which interfaces between industry, community and educational institutes and recognizes the need for collaboration and interactivity. The educational methodology needed in today's world is one, which helps to develop an individual's mindset, behavior, skills and capabilities and can be applied to create value in a range of contexts and environments from the public sector, charities, universities and social



enterprises to corporate organizations and new venture start-ups.

The next section explores how workplace research skills can potentially map to the skills associated with entrepreneurial competence outlined earlier.

## 2.2 Research Skills and Their Impact

Research is required for innovation and innovation is needed to generate ideas for entrepreneurship. Traditionally entrepreneurship programmes are focused on venture creation.

Research is a process of scientific inquiry, it is traditionally limited to academia however there is an increasing need for research to be applied to practical situations and societal needs (Plowright, 2016).

Research skills empower the employee to identify and gather the most appropriate material to their learning needs; as a result, it encourages a 'learning to learn approach'. The approach will allow employees to learn the skills to gather data in a systematic manner to fill knowledge gaps in their organization. These skills can be applied to a wide variety of contexts, disciplines and professions.

In the workplace, research skills are focused on the business tasks and the application of evidence based knowledge orientated towards practical outcomes. In addition to enhancing the company, the collaboration between academic and workplace learning provides individual skills by allowing the development of personal expertise in terms of proven high-level intellectual skills, vining skills of better judgement of success and ability to act as self-motivated learners.

However, pedagogical approaches to developing research skills are limited to doing so in an academic environment. Head, (2012) highlighted the importance of information skills in the workplace. In addition, there have been some studies into the development workplace information literacy in recent years (Head, 2012; Willison, 2012; Bird, 2016). However little research has been done on how to exploit workplace research skills to enhance entrepreneurial culture.

Research skills can be mapped to one of the four dimensions outlined earlier

**Table 1: Map of Research Skills to Entrepreneurial Dimensions**

Research Skill	Entrepreneurial Skill Dimension
Identify a focus of a study based on an Entrepreneurship opportunity, hypothesis, question, problem or gap in existing knowledge	Entrepreneurship
Systematic approach to gathering evidence Entrepreneurship and interpreting this evidence to identify potential approaches to address the problem, opportunity or gap.	Entrepreneurship
The leveraging of resources and technical Technical skills to provide a solution for the proposed solution or approaches	Technical
Management of resources and process to Management implement and evaluate this solution.	Management

Source: Authors' own research.

In an academic environment, a phased approach is preferred with tutors presenting increasingly complex scenarios for students to research, with the final stages extending student autonomy to choose their own research; this is usually the case for a final year student research project. (Symons et al 2017; Torres and Jansen, 2016) In addition, Inquiry Based Learning (IBL) approaches are favored due to the similarity between the phases of research and inquiry based teach (Davis et al, 2006)

Plowright, 2016 suggests a new model of research is needed that incorporates the rigor of

traditional research but explores the application of research at a contextual level. He uses a FRaIM model that contextualizes research questions from professional. organizational, policy, national and theoretical contexts to ensure research is directed at relevant emerging needs.

The Research skill development (RSD) framework is a model that aims to formalize an approach for developing research skills in academia. It specifies six key phases which are conceptualizing/clarifying and posing questions/finding and generating data/evaluating/reflecting upon and critiquing



research methods/source credibility and arguments/organizing and managing info/analyzing data/synthesizing data/communicating with awareness of ethical and social issues throughout the process. (Willson, 2012)

To allow us to exploit research skills as a method of developing entrepreneurial capacity in SMEs, we require a learning method which aligns to both the pedagogy of developing research skills and entrepreneurship education. Inquiry based learning is a methodology which is adopted in both contexts. For example, Kakouris, 2015, highlights the use of problem-based learning and the importance of reflection at both the individual level (metacognition) and organizational level (reflective practice) as being key in developing entrepreneurial skills. The next section will explore the conceptual learning methodology for our project in more detail.

As this paper is focused on the exploitation of research skills to develop entrepreneurial capacity, it aligns the phases of inquiry-based learning with the research phases. As a result, an adapted version of the inquiry-based learning model will be used as a conceptual framework.

However, from a workplace research perspective, these stages appear linear and learners do not communicate or reflect on their progress, until last phase. Both elements are critical in a workplace environment. There is also no mention of ethical considerations, which are necessary when examining opportunities from an Inter-organizational perspective

### **2.3 Strategies for Promoting Creativity, Problem-Solving and Entrepreneurship among Nigerian Youths**

The world of business is facing increasing pressure on a variety of ways. They are faced with the challenges to release new- products, find market, while distributing and servicing their customers efficiently. These challenges have equally prompted the need for them to examine how they function. The bureaucratic approach to business currently employed by the developing world have been found not to be effective, instead creative ways of responding that will move the entrepreneurs towards the idea age that has characterized the world of business is the in-thing. This challenge therefore of utilizing ideas has made many companies to turn to creativity training.

Creativity is defined as the ability to develop ideas that are unique, useful and worthy of elaboration. It involves the use of ideas (working

on ideas) until something comes out of it. Creativity is the ability to solve problems, fashion products, and define new questions in a particular cultural setting. This implies that what is considered creative in one setting may be a regular occurrence in another. The key word to creativity therefore is insight which emphasizes the might or ability to see a new thing (Woolfolk, 1998). The question then is, will people with insight automatically become creative? The answer is that the possession of creative ability ensures that an individual might exhibit creative behaviour to a noteworthy degree. However, the individual's motivation, temperamental traits and willingness to learn will also count. It also includes the urge to engage in new things, tendency to favour or not to favour objects, self-confidence and willingness to take risks. These are all contributing factors that determines who will exhibit creativity (Onu, 2006).

Training in creativity can help the individual view problems from different perspective. It is also useful in generating unique solution (Vangundy, 1992). The need for training in creativity can be explained based on recent technological advances, short production cycles, global trade possibilities and fluctuating labour force. The link between creativity and problem-solving skills are therefore strong. Creativity will ensure that the individual is involved in initiating new projects, create opportunities while solving problems. Knowledge of creativity will also ensure that the individual learns to produce practical solutions to newly defined initiatives. These and other things are what creative problem-solving in the realm of creativity encourage.

In getting creative people to work together, heterogeneous mix of preferred creative process style outperform teams with homogeneous mix in innovative work (Vangundy, 1992). This means that in entrepreneurship, getting people who are implementers, generators, optimizers and conceptualizers work with like minds will give a better result than mixing all forms of creative individuals in a group. This obvious mix-match of creativity traits may be contributory to the obvious failures witnessed by many establishments in Nigeria.

In a creative and competitive world of entrepreneurship, the drive is to deliver creative and innovative wares. These innovations that add values to human welfare, results in a better resource utilization. The creative process, a complicated process, involves the ability to generalize, evaluate, design, trouble shoot, make decisions, create, modify, simplify, synthesize,



hypothesize, learn new skills and memorize while utilizing various forms of higher order cognitive processes. The individual's ability to solve problems creatively therefore is dependent on his/her ability to utilize knowledge required to solve specific problems (Onu, 2006). These abilities can be classified by the type of problems to be solved and the strategies (that must be structured) to be utilized in solving the problems.

Problem-solving cannot be divulged for creativity. The process of thinking, finding fact, seeking ideas and solution are processes involved in creativity. In creative problem-solving, ideas are generated; solutions found and evaluated so as to select best ideas. The sum total must be for the purposes of doing business.

Linking entrepreneurship with creative problem-solving therefore make the entrepreneur a 'system thinker', one who intuitively, an inventor, with an entrepreneurial mindset (Eno-Obong, 2006). The entrepreneurial mindset sees needs, problems and challenges as opportunities. He/she comes up with innovative ways to deal with the challenges, utilizes and consolidates opportunities. He/she is equally an optimist, a strategist, one who is confident and hardworking. He/she is never afraid of failure.

According to Reynolds (2005), entrepreneurship can be conceptualized as the identification of opportunities and the creation of new businesses or organizations. It is a dominant driver of economic growth and job creation: it creates new companies and jobs, opens up new markets, and nurtures new skills and capabilities. Entrepreneurship has grown as a concept and in the level of importance, placed on the development and sustainability of the economy.

Entrepreneurs are individuals who take significant risks regarding capital, time and the commitment of his/her career providing value through the products or services that may be new or exclusive, but the value somehow must be infused by the employer to locate and obtain the skills and resources (Ronstadt 1984). From this point of view, the entrepreneur not only risks his money but also his prestige. Entrepreneurial action is conceived as a human attribute, including the willingness to face uncertainty (Kihlstrom and Laffont 1979).

Drucker (1985) describes the entrepreneur as an individual exploiting opportunities that are created by the changes in the environment.

#### 2.4 Theoretical Unpinning

The study was anchored with Kirzner's theory of "entrepreneurship alertness". The study of

Kirzner (1984) was focused on "entrepreneurial alertness" potential opportunities which are available, but as yet to be exploited. The whole essence of the theory is that an individual has the instinct to potentially discover something which has eluded others for a long time. That means that at every time, there is a potential opportunity waiting to be exploited. Kirzner (1984) asserted that the sharp alertness must reside in every successful entrepreneur in order to have a competitive advantage over others. As Friedman (1953), Kirzner (1984) also posits that entrepreneurship plays an important role in the market process through a careful consideration of the decisions of all the participants in the market process.

Three methods of encouraging entrepreneurship skills acquisition in Nigeria were found based on extensive literature review, entrepreneurship website reports and the researcher's personal experiences and observations. They are namely:

- Entrepreneurship Development Programme (EDP)
- Contextual Intelligence (CI)
- Entrepreneurial Networks (EN)

#### 2.5 ENTREPRENEURSHIP DEVELOPMENT PROGRAMME (EDP)

Employment is one of the life lines of any economy. "Human development will definitely be heavily undermined and impaired without employment" (NEEDS document, 2004). In a bid to address the challenges of mass unemployment, low productivity, high inflation and poverty to a large extent in Nigeria, it is important to promote entrepreneurship skills so as to develop the millions of its labour force into a knowledgeable and skilled people required for positive change. The world in the 21st century is witnessing a wave of entrepreneurship happening with more people looking for opportunities of self-empowerment and creation of valuable goods and services. The role of governments and big businesses as a provider of jobs is declining and people are looking to empower themselves in other ways.

The Entrepreneurship Development Programme, is a means of informing Nigerians about the world of business and empowering them to exploit existing opportunities or to create their own businesses/new opportunities. EDP is a means to build entrepreneurship skills in individuals. This has the advantage of providing them with better information to exploit existing opportunities or create new opportunities. Awogbenle and Iwuamadi (2010), provides insights into



entrepreneurship and enterprise, it aims to help individuals acquire practical skills required for starting a small business or for providing services. The followings are some of the important reasons for acquiring entrepreneurship skills in Nigeria:

- Ability to create employment opportunities as well as employ other individuals.
- Willingness to lead the alienated and marginalized individuals back into the economic mainstream and giving them a sense of livelihood and belonging.
- Gaining the courage to fix some of the socio-psychological challenges and delinquency that arises from joblessness.
- Helping individuals to develop new skills and experiences that could be germane to other life scenarios.
- Encouraging innovation and flexibility in individuals.
- Promoting the transformation of the local communities by providing required demands of goods and services and;
- Responsiveness to new economic opportunities and realities.

The EDP programs are short term and long term depending on the skills to be acquired. That is, they are in form of formal institutions like universities where entrepreneurship studies are taken or as an active learning entrepreneurship institute aimed to introduce individuals to the basics of managing businesses and/or tools to explore valuable ideas. The EDP is an attempt to foster the belief that every Nigerian has a bit of entrepreneurship in them at least as a matter of necessity. The main activities of the Entrepreneurship Development Centers in Nigeria includes intensive learning and training schemes of four weeks for graduates, eight weeks for non-graduates and one week managerial enhanced trainings that are tailored to comprehensively give practical and demonstrable skills which are valuable and wealth generating to all participants. The EDP is guided by curriculum-based learning with much emphasis on problem/project based approach. The basic teaching and learning methods adopted at the EDP are such that encourages capacity building and develop skills acquisition. The EDP schemes provide access to start-up loans (though not functioning properly) which could help jump start small business across the country. Consequently, the EDP has monitoring units to constantly check on its economic impact across the nation. Constant checks are being carried out on numbers of businesses created and employment

generated from time to time to access where additional value could be created or where solutions are easily provided to problems identified in different regions across the country.

Apart from the directive from the Federal Government of Nigeria and the National Universities Commission that all tertiary institutions in Nigeria should establish a centre for entrepreneurial studies as a motivation and hope of a self-sustaining economy in the near future. Other avenues of skills acquisition are the students industrial work experience scheme (SIWES) where students acquire business and practical skills while they are still in the university in order to associate theory with practice. Multinational companies for example:

Total, Oando, GE among others are following the Federal Government's drive to encourage the gaining of entrepreneurship skills in Nigeria by training graduates and artisans to obtain or hone valuable skills as well as providing them with new set of skills relevant to their entrepreneurial efforts. That as well is a bid towards increasing the localization efforts of the Multinational enterprises.

## 2.5 Entrepreneurship Support Strategies in Nigeria

In any developing nation, entrepreneurship and entrepreneurial capacity building, formation or accumulation can be enhanced through two sets of strategies. They are government intervention strategies and private or market-led strategies. Tijani (2002) gave the explanation as thus;

## 2.7 Government-Intervention Strategies (GIS)

GIS has other names such as government-led, "under-the authorities, centralisation etc. This approach to entrepreneurship promotion may be direct or indirect. Direct public policy consists of direct investment (government participation in business), establishment of SMES (Small and Medium Scale Enterprises) promotion institutions or agencies (e.g. technological development institutions, credit lending institutions, technical and management training institutions, extension services institutions, regulatory institutions etc) provision of infrastructural facilities such as industrial estates (parks), nationalisation of foreign firms and facilitating the ability of entrepreneur via enabling policies, incentives subsidies, programmes and open campaign for the promotion of cottage, small and medium scale entrepreneurship. Indirect public policy relating to entrepreneurship promotion consists of regulatory



provision, encouraging savings and reinvestment, restricting imports especially consumer goods, introduction of various measures that protect infant enterprises, imposing tariff on imported goods, provision of various inducements or incentives to small scale companies (e.g. tax concessions), preferential treatment of small scale industrialists and various other measures aimed at redistributing income to the poor (whose structure of consumer demand is both less import-intensive and more-labour intensive than the rich). Both direct and indirect government policies are designed as finance, training, marketing, infrastructural, technology, advisory extension services, material procurement and sometimes poverty alleviation programmes to assist or promote young entrepreneurship.

Remember that most of the theories of development assigned pivotal role to government as an entrepreneurship development agent. While the classicists believe that all market operators must submit to the free market regime in order to swim or sink on their own merits, the behavioural, systems and contingency experts believe that the government, SME operators and private institutions in any given business environment have roles to play in reducing inequalities, generating employment and building entrepreneurship capacity. That is, all stakeholders in an economy have a stockholder's model asserts that government has no business being in business, that the business is business and must be performed only by business. This argument has led to privatization of government enterprises in most developing countries. That is through experience, direct involvement of government in business has been a colossal waste in developing economies. This does not however preclude the government from providing institutional support for SMEs, if the nation must develop. National development of course, is a major function and goal of any serious government. For instances, in what he calls the vacuum theory of government, assigned a pivotal role to government intervention in economic development. He submits that apart from the traditional areas of government involvement the provision of public goods (as with police and fire protection, national defense, flood control, public health, roads, bridges etc), provision of external economies (as in the case of schools, hospitals and perhaps housing), avoidance of public external diseconomies by private interests (as in matters of erosion, population, resource depletion and variations in standards); and the prevention of wasteful competition (as with duplicate railroads,

electric, gas or telephone companies) - the government as the body charged with the public interest, is required in cases where private enterprises won't or can't proceed with the business of development, there is every reason for government to move in.

## 2.8 Participation Strategy: An Opportunity for Marketing in Nigeria

This is a very direct strategy of government involvement in business activities. This strategy is no longer popular in developing economies as most governments are now divesting their interests and privatizing their erstwhile business institutions. In Nigeria for instance, the government dabbled into the establishment of hotels, banks paper mills, transport, insurance, publications, communication, iron and steel, petrochemical plant and very many investments such as the *Odua* Investments. The government poked nosed into business activities in the areas of agriculture, mining, quarrying, manufacturing, tourism, hospital and educational development. The major reason for the federal government participation in all these directly productive activities, apart from providing business initiatives is to realize revenues that could be held in building the much needed social overhead capital (SOC) that are very fundamental to industrial take-off and even balanced development of the entire country. However, staggering inefficiencies were revealed in the public sector. Government sunk ₦11.4 billion on equity investment only to realize ₦933.7 million between 1980 and 1985. This gave an average of about ₦159 million per year on an investment of over ₦11 billion. Similarly, of the more than ₦10 billion lent out to various agencies and companies, only ₦69.9 million was received as loan repayments and ₦26.1 million as interest payment. Within the same period government gave ₦11.5 billion as subvention and grants to various agencies.

In the third world economies government business is no one's business. Unit leaders aid and abet the growth and development of such public structures. Senior staff fervently prays and wait in turn to become leaders of their various units when full harvesting of their own loot will be possible. Eye-brow or dust raisers who frown at corruption are alone in their struggle against any corrupt regime. Wait for your turn is the slogan, but if you are lucky to be closer to the corridors of power or closer to the top, you may also enjoy some loot through the "taraba" (sharing) slogan. Internal whistle blowers are met with official harassments



and punishments (denial or spiritual). It is interesting to note that a greedy sybarite, who employs the "fadan" (Yoruba word for scrapping everything) slogan, preaches abetted and practices the worst type of corruption, also invariably blaming a previous leader or regime for looting and incompetence. The chief executive officers (CEOs) send down nincompoops, tyros, charlatans, sycophants and informants who make out a list of the CEOs enemies so that appropriate official punishments could be met out to them. Identified enemies usually form the list of those to be retrenched in the wake of rationalization or reform exercises. People scramble to reach the top so that they can fully harvest loot rather than serve the people or nation (Tijani, 2002).

### 2.9 Credit Support Strategy

There is always the belief that the greatest problem militating against the development of SSIS in the developing world is inadequacy of capital. This is why most LDCs government placed emphasis on the provision of capital or loans on soft term basis to young entrepreneurs. In the last four decades, the Nigeria government has advanced loan facilities to SMES through establishments or agencies created for the purpose. In 1973, the Nigerian government established the Nigeria Bank for Commerce and Industry (NBCI) to provide soft term loans to SSI. Small Scale Industries Credit Scheme (SSICS) was established under the third National Development Plan (1975 - 1980) to make credit available to SSI. National Economic Reconstruction Fund (NERFUND) was established in 1989 to pool funds from various sources for lending through commercial and merchant banks (participating banks) to SMES. In 1997, the Family Economic Advancement Programme (FEAP) was also established as micro-credit scheme geared towards investment promotion and poverty alleviation in the various wards of each local government area of Nigeria. All these specialized credit granting schemes and agencies achieved disappointingly modest results compared to the colossal sum of capital advanced to them for the purpose of enhancing the spread and productive efficiency of SMEs. Most of the supported SMEs also failed to improve their performance in relation to the amount of capital granted to them.

### 2.10 Training and Development Strategy

The prosperity of any nation depends not on the abundance of its revenues nor on the strength of its fortifications, nor on the beauty of its public buildings but it consists in the number of its

cultivated citizens, in its men of education, enlightenment and character (Martin Luther). The prosperity depends more on the number of its entrepreneurial citizens, in its men of innovation, creativity and character. If the best of social infrastructures are provided, the richest of development plan introduced, the most suitable capital granting schemes or agencies established, nothing developmentally worthwhile may be achieved if the competence of entrepreneurs are not developed, enhanced or motivated both technically and managerially. Experience has shown that loan advancement cannot substitute knowledge or competence capability. Without technical and managerial capability, financial capability or empowerment becomes parochial and self-serving. It will be erroneous to think that once financial capability is given, managerial or technical capability will automatically follow. While large-scale enterprises or corporation may require skill specialization up to some level, small scale enterprises automatically requires all types' skills, in fact generalization of skills. Without the required entrepreneurial expertise, huge financial provisions are wasted. Provision of distinctive competence is in line with the world bank (1998) provision that "knowledge" not "capital" is the key to sustainable economic development. Financial assistance therefore is necessary but not sufficient a condition for entrepreneurship success. Right attitudes, skills and knowledge must be put in place to complement capital provision.

Entrepreneurial skills therefore should be adequately acquired in marketing, accounting, personnel and production management. Where entrepreneurs already possess technical capability, they must be exposed to courses on management development and organizational behavior. The objective must be made them generalists instead of specialists. There are various ways by which competence could be developed. The agency approach establishes training institutions where entrepreneurs could be developed. In Nigeria for instance, the federal government established the University of Lagos, the Ahmadu Bello University in Zaria and the University of Nigeria Nsukka to train professionals in technical, managerial and medical areas. Government also established so many federal polytechnics and the federal universities of technology to train professionals in acquiring technical or technological competence.

The Small-Scale Industries (SSI) and Graduate Employment Programme aims at encouraging participants who are mainly young graduates not only to become entrepreneurs, but





also to create jobs for themselves and thereby help in the process of industrialising the country. SSI participants are put through an intensive short course on Entrepreneurship Development Programme (EDP). The course is designed to expose participants to the rudiments of modern business management techniques, as well as motivating their latent entrepreneurial talents. Participation in EDP is a pre-condition for benefiting from any of the three schemes under the SSI programmes. The first is the Graduate Job Creation Loan Scheme. It is aimed at assisting fresh graduates to establish their own business after an EDP course. A participant presents feasibility report and can benefit from a loan package of up to N35,000 repayable over 5 years period with one year moratorium. The loan is guaranteed by NDE and the original degree certificate of the recipient constitutes the collateral security. At take-off of the scheme N35 million was deposited with twenty participating banks in 1987 to administer the loan to the participant. The second scheme is codenamed "Mature Peoples Scheme (MAPS)". The scheme aimed at keeping retired or retrenched people economically active by helping them to set up their own business. The loan amount for bankable project is up to ₦150, 000 at 9% interest rate. The Agricultural programme of NDE has the twin aims of revamping agriculture thereby boosting food and fiber production as well as providing jobs for graduates of agriculture. It also aims at training young school leavers in agriculture. Two schemes are developed to meet the objectives; they are the Graduate Agriculture Loan Scheme and School Leavers Agricultural Scheme.

### 2.11 Extension Services Strategy

The strategy requires the government to set up Industrial Development Centers (IDCs) in various regions or in the smaller townships located in the main agricultural area. A center consists of central workshops for demonstration, offices and training classrooms to serve as the base for the provision of extensions serves to scattered local artisans. The center also services as points where young entrepreneurs can familiarize themselves with new equipment and production techniques. They also serve as expert advisers, assist in the procurement of infrastructures, supervise as well as promote the activities of SSIs in their respective regions or localities. The center helps in introducing clients to profitable new product lines (product extension), provides bookkeeping and marketing advice as well as provides

recommendations on the technical feasibilities of the project of small scale entrepreneurs. In short industrial development centers (IDCS) are supposed to provide technical (accounting, marketing and production) and managerial assistance to SMEs in their various localities. In Nigeria, the first IDCs were established at Zaria, Owerri and Osogbo in 1964 with the assistance of USA government. These were increased to 13 in the 1970s and now they are located in all states capital or big towns in the various states of Nigeria. IDCs suffered various problems including: (i) the costs of the programme are high for the SMEs operators. (ii) They are also of limited value to the small scale entrepreneurs. The approach failed to recognize that the artisans' greatest need is capital rather than advice. (iii) The extension model also failed to achieve meaningful results due largely to inadequate fund and lack of competent staff, Infrastructure etc. (iv) As most of them are located in states capital or big towns, they are not readily accessible to the rural populace. Resulting that only very few entrepreneurs are aware of their existence and functions. (v) Sometimes, the centers pass via recommendation, projects that are not viable. Sometimes they commit the error for want of skilled manpower. Sometimes the actions are deliberate as mark of collusion with entrepreneurs. This makes the centers unfit in their pivotal role of providing competent technical appraisal of loan application. The centers remain vulnerable to political pressures in loan application processing. (iv) Some have failed to the product development, production planning and control roles.

### 2.12 Industrial Estates Strategy

One strong entrepreneurship promotion instrument which developing economies can use is the industrial estates approach. Sometimes, it is called the "Workshop Cluster Approach" an industrial estate is a tract of land which is subdivided and developed according to a comprehensive plan for the use of a community of industrial enterprises. They are usually well equipped with infrastructural facilities including power and water supply, efficient transportation and telecommunication connection, banks, housing estates for workers and means of drainage of industrial effluents. Every industrial estate has a management board or committee that sees to the control of the sites and buildings of occupants. Provision may also be made for the construction of factor buildings that are made available to occupants. Industrial estates therefore are arrangements or devices where small-scale



industries could incubate without incurring avoidable extra cost which could make them uncompetitive. As a planned clustering of industrial enterprises, offering developed sites, pre-built factor accommodation, services and infrastructures to their occupants, they help to accumulate entrepreneurship capital of any nation. In Nigeria, there have been two kinds of industrial estates. The most common one is called "industrial tract". It provides sites along with the essential public utility services. This kind of industrial estate has been occupied by solely enterprises that have had expatriate interests. The second type of industrial estate found in Nigeria is sometimes called a "fully packaged estate". These types of estate provide shell factory buildings, public utility services and possibly other additional services. This type of industrial estate is meant for indigenous Nigerian entrepreneurs.

### 2.13 Private-led Market Strategies

This is also called free enterprise or decentralization strategy. It is a strategy by which private individuals or institutions take the initiative to either undertake or support entrepreneurship capacity building. The levels could be direct or indirect. Direct decentralization consists of taking private initiative to establish, nurture, stimulate, support and sustain small or medium term enterprise with a view to achieving profit objectives. The initiative may be individual or collective (group-oriented). Those who take such initiatives are usually imaginative, creative, innovative, have high preferences for freedom or independence, profit-pricing and competition. They cherish owning private properties, are profit drivers and achievement or result motivated by (Ogechukwu and Latinwo, 2010)

### 2.14 How to Make Innovation Work: How You Innovate Determines: What You Innovate

Right now, your company is perfectly designed to yield the innovation that it is currently producing. This is not a trick statement. Because every company has a unique combination of innovation strategy, organization, processes, culture, metrics and rewards, each company's innovation products will be different. What Apple develops would not come out of Dell or IBM. Likewise, what Toyota produces may be copied by General Motors or Ford, but they could not come up with Toyota's basic innovations (the specific type of lean manufacturing that swept the auto industry or the current hybrid automobile technologies). Each company creates its own type of innovation by adding its own special touches

(for example, culture, specific knowledge, unique rewards)-although the basic ingredients for innovation are all the same. Less innovative firms are that way because they chose it either consciously or by letting inertia decide for them. Changing the innovation results requires proactive management.

A fundamental tenet of innovation of which many appear to have lost sight is "How you innovate determines what you innovate." In other words, the results of innovation are not a lottery-it is not a matter of luck. Alternatively, innovation is not a commodity system that you plug into to get what you need-such as the electricity grid.

The elements of innovation-leadership, strategy, processes, resources, performance metrics, measurement, and incentive rewards and how they are arranged-organizational structure and culture-have a huge effect on the quantity and quality of innovation that an organization achieves. The implication is that it is nonsensical to ask for more or better innovation without first looking at how the company innovates.

What, then, are the key drivers for innovation success? Why do some companies prosper while others languish with decreasing margins, few successful new products, and eroding market share?

### 2.14 The Rules of Innovation

A key to successful innovation, and something that requires the attention of the CEO, is a periodic health check to determine exactly what needs attention. Continually tinkering with all parts of innovation is unlikely to meet with success. To achieve results with limited time and resources requires the ability to focus on the parts of the innovation effort that need the most attention.

What is surprising is how few companies have effective diagnostics for their overall innovation activities. Without solid innovation diagnostics, it is hard to know where to start. Innovation processes are intertwined and without discerning diagnostics, it is hard to separate the symptoms of your problems from their causes. In addition, without periodic diagnostics, a sense of complacency builds because there is no focus on maintaining the right mix of innovation.

Table 2.2.presents the responses of two very different companies to several basic questions about innovation and illustrates the range of perspectives that we have seen. Company B suffers from not having periodic diagnostics that highlight their shortcomings. It does not even believe that innovation can be measured. However, it continues



for- ward with its innovation program believing that it is acting correctly.

**Table 2.2 Different Perspectives on How to Execute Successful Innovation**

	Company A	Company B
What efforts is top management putting in place to support innovation?	Top management praises and follows carefully most innovation efforts	Top management talks about innovation but punishes failure
Does everybody devote part of his or her daily attention to having a better business model?	Innovation may happen anywhere within the company.	. Quarterly financial targets are the main
Is it clear to everybody how the company intends to innovate? , machine interfaces."	The company has a clear focus for instance "to enhance human-	The company wants to grow through innovation.
Does creativity or bureaucracy crowd out innovation?	People have the freedom and the support to research their ideas.	Every process has Operating procedures that cannot be changed
What are the reasons, if any, why innovation is not as effective as you would want it to be?	We fail to capitalize on all the ideas that are generated.	There is a lack of talent and effort from employees.
How does your company leverage its alliances with clear objectives external talent? R&D department collaborations	Through interest groups and internal talent and its access to R&D department	Innovation is focused on the and its
How do performance measures and rewards affect innovation?	Measures are intended to help managing projects.	We don't believe That innovation can be measured.

### III. METHODOLOGY

#### 3.1 INTRODUCTION

The research mainly was concentrated on the selected local government areas of Adamawa State Nigeria. The selected local Government Areas were Mubi South, Mubi North, Gombi, Ganye and Yola North. Questionnaires were distributed as follows:

LGA	Distribution	Returned
Ganye	250	210
Gombi	310	281
Mubi North	430	311
Mubi South	400	288
Yola North	422	330

The researcher did his best with the assistance of the research assistants to carry out the research and many days were spent in some hotels.

The findings of the study revealed the 90% of the respondents were of the view or agreed that skill acquisition can assist the Nigerian youths because there is high rate of unemployment and the government is doing less when compared to the number of graduates and youths living in various local government areas. It was also found that the

skill is even better than many white color jobs when taken into consideration the poor salary paid by the local, state and federal governments.

In terms of the available opportunities the respondents agreed at 95% that there are opportunities available in their localities but the major constraint is capital. But to some



respondents some opportunities need few money to start or utilize e.g. washing of clothes no money to spend in conducting tutorials at home.

Innovation is also considered as an independents variable in this study. it is operationalized as as anything which the respondents come up with and is acceptable to the local community 85% of the respondents agreed that, this can also reduce poverty in the various selected local government areas.

### 3.2 Discussion of the findings

It was agreed that skills acquisition can assist the youths. However, the government is doing less. This means the government is not doing the best or no separate budget for the Nigerian youths for reduction of unemployment through skills acquisitions.

The opportunities which can reduce unemployment are available but the youths don't know how to exploit them.

The youths are ready to engage in one thong or the other but many are lacking small capital to start the business

### 3.3 Conclusion

The study concluded that skill acquisition in the selected local government areas are vital for reducing unemployment and reduction of poverty because most of the respondents have agreed that the skills are good but they are very few in the selected local government areas.

In terms of the available opportunities, the respondents were of the opinion that opportunities are available but some respondents are lacking capital, while some respondents believed that even without capital some opportunities exploited.

The study also concluded that innovation is a good thing in the selected local government areas, washing of clothes and collecting them from house to house. According to some respondents they only need detergent and water. The detergent of ₦500 can be used to start the business using a particular well, borehole or a river.

### 3.4 Recommendations

The study made the following recommendations:

1. Skill acquisition centers are to be increased in the selected local government areas, the government should provide some capital for those who acquired the skills
2. The available opportunities should be exploited. Many of the respondents are not using the available opportunities while some are exploiting them. The respondents are advised to

utilize the opportunities because white color jobs are not enough at all.

3. The respondents are advised to do some brainstorming and come up with many innovations in the selected local government areas.

The questionnaire items from the research are indicated below:

### Entrepreneurship Skills

1. Skill acquisition can assist me to be self-reliant
2. Skill acquisition is better than many while color jobs
3. It is not easy to learn some skills because one is not paid
4. One must be patient before mastery of a skill
5. The environment is required to open many skills acquisition centers

### Entrepreneurship Opportunities

1. There are many opportunities when skills are required like welding and plumbing
2. There are many jobs like farming, welding, electrical jobs in the city
3. Charging of handset, washing of cars are easy to start in my area
4. The business of laundry can be started with the capital of ₦20,000 only.
5. Jobs are available in my locality which are easily to exploit like fishing, farming and Okada service.

### Entrepreneurship Innovation

1. It is good come up with something new like collection of clothes for washing from house to house
2. Organize tutorials for secondary, primary and nursery students at home
3. Washing of cars at home using your water
4. Packing of refuse from house to house

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