



Effect of Entrepreneurial Skill Development and Acquisition on the Economic Self-Reliance among Graduates of Federal Polytechnic Ado-Ekiti, Ekiti State, Nigeria

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Abstract

The Centre for Entrepreneurship Development and Vocational Studies (CEDVS) of the Federal Polytechnic Ado-Ekiti was founded in 2011, which is about 15 years ago. However, despite the years that have passed by, the real impact of this strategic Unit (CEDVS) remains unknown above the fact that it produces graduates in thousands yearly. This study therefore, a real need to evaluate the efficacy of the skills acquired by from the CEDVS empirically evaluated the effect of entrepreneurial skill development and acquisition on economic self-reliance among the graduates of Federal Polytechnic Ado-Ekiti. The study based its findings on data that collected via questionnaire from the graduates of Federal Polytechnic Ado-Ekiti and analyzed them scientifically to understand the practical impact of entrepreneurial skills acquired on their economic self-reliance after graduation, judged by the proportion of the sampled graduates who are self-employed rather than searching for paid job. Findings of the revealed that entrepreneurial skill development by the CEDVS has significant positive effect on the economic self-reliance among the graduates in Federal Polytechnic, Ado-Ekiti Nigeria, just as entrepreneurial skill acquisition has significant effect on the economic self-reliance among the same graduates. Consequently, the study concluded that entrepreneurial skill development and acquisition is a catalyst for promoting economic self-reliance among graduates of Federal Polytechnic Ado-Ekiti, Ekiti state, Nigeria. Accordingly, it was recommended that the CEDVS of the Federal Polytechnic Ado-Ekiti should be well-funded to increase the scope and capacity of its skill development so as to further widen the opportunities for the student to acquire skills that will make them more economically self-reliant after graduation.

Keywords: Self-reliance, Entrepreneurial skills acquisition, Graduates, Unemployment, Federal Polytechnic Ado-Ekiti

Introduction

In a bid to incentivise entrepreneurial skills acquisition in Nigeria, the National Policy on Education was birthed in 1977, and thereafter amended in 1981, 1988, 2004, 2007 and 2011 respectively in order to continuously improve on the policy thrust of the entrepreneurial education in Nigeria in line with prevailing economic situations. Thus, many subjects that are technical and incorporated into the school curricular in Nigeria today are the outcome of the policy instituted as far back as 1977. For instance, subjects like home economics, automobile, craft, etc are all geared towards motivating young Nigerians to become successful entrepreneurs.

The necessity to further consolidate on the gains obtained from entrepreneurial inputs into the secondary school curricular and coupled by the rising unemployment among the young Nigerian graduates spurred the introduction of entrepreneurial study into Tertiary institutions. Thus, the Federal Polytechnic Ado-Ekiti keyed into the waves of entrepreneurial study in 2011 when it established a separate unit, known as Centre for Entrepreneurship Development and Vocational Studies (CEDVS) to take charge of designing and training of the students in various skills acquisition programmes which include soap-making, hairdressing, Information and Communication Technology, Snailry, Tailoring, Event decoration, among others, all in a bid to empower and

equip students adequately with vocational skills side by side with their normal academic training so that they after their graduation, they need not to necessarily become employees but employers of labour via entrepreneurial exploits of the skills acquired from the CEDVS during their studentship. In other words, it is expected that the students after graduation would leverage on their acquired skills for economic self-reliance without the need to compete for job that is not even there, and this in the long run would help to reduce unemployment which is one of the star problem Nigeria as a nation. In addition, one of the best attributes that should characterize a good goal is 'measurability'. Hence, presently, it cannot be categorially affirmed due to lack of empirical evidence on whether or not the goal of establishing CEDVS has been attained, and whether resources so far invested into the Centre have yielded have been empirically justified with corresponding economic self-reliance among the graduates of the Federal Polytechnic, Ado-Ekiti.

Granted CEDVS is a unit of the Federal Polytechnic Ado-Ekiti saddled with the responsibility of training the students in the art of entrepreneurial skills and vocational skills training and development, there is no other way its contributions to the development of both students and the Institution can be better assessed than in terms of the extent to which its graduates apply the acquired skills to earn a living after graduation. In as much the skills being delivered by CEDVS are meant to be practically applied to make the students self-sustained economically self-reliant after graduation, real impact of the Centre as well as the return on capital invested in the Centre is best assessed not in terms of number of graduates produced but in terms of number of self-employed graduates from the Centre. Thus, unless research like this is concluded, the impact of CEDVS and the return on capital sum spent in establishing remain unknown; and as a result, there would be no basis for improving on the service delivery by the Centre is its activities since creation is not measured as done by this study. Moreover, similar researches have been conducted in similar institutions like Federal Polytechnic Ilaro, Federal Polytechnic and other sister Institutions with robust impacts in terms of improved service delivery and functionality of the their CEDVS. It is in the light of the forgoing that this research is targeted at measuring the impact of Centre for Entrepreneurship Development and Vocational Studies arm on the self-employability of graduates of Federal Polytechnic Ado-Ekiti.

Consequently, even though the general objective of this study is to assess the practical impact of Centre for Entrepreneurship Development and Vocational Studies on the self-employability of graduates of Federal Polytechnic Ado-Ekiti, specific objectives include to:

- Evaluate the impact of entrepreneurial skill development on the economic self-reliance among graduates of federal polytechnic ado-ekiti
- Investigate the impact of entrepreneurial skill acquisition on the economic self-reliance among graduates of federal polytechnic ado-ekiti

Research Hypotheses

The study is anchored on the following developed hypotheses:

- **H0₁:** Entrepreneurial skill development has no significant effect on the economic self-reliance among graduates of Federal Polytechnic Ado-Ekiti

- **H0₂:** Entrepreneurial skill acquisition has no significant effect on the economic self-reliance among graduates of Federal Polytechnic Ado-Ekiti

Literature Review

Conceptual Review

Skills and Skill Acquisition

According to Zakka and WetnWan (2018) ^[27], acquisition is the process of gaining new knowledge or skills, while skill is the capacity to do an action well, typically acquired through necessary training or experience. This ability can be acquired by education, training, or experience that will teach the person how to effectively perform his or her duties using the new information. "Expertness, aptitude, and competences appropriate for a particular job, it has to do with expert knowledge and creative reasoning to a level of mastery," according to Fadere (2004) and Inalegwu (2016) ^[12]. The person must have fundamental training or knowledge levels relevant to the task at hand, whether through formal, informal, or a combination of the two, in order to develop these abilities. According to Boytziz (2010) ^[4], competence is the capacity to exhibit a pattern and series of actions that are functionally connected to achieving an objective. According to Nwosu et al. (2020) ^[16], skill acquisition is the capacity to become proficient in a certain task or work and to be prepared for it. They argue that the high unemployment rate among today's energetic youth is caused by their inability to apply the skills they have acquired from their various educational institutions.

In addition, According to Isaac (2011) ^[10], skill development is a key strategy for ending severe poverty and hunger in order to open up opportunities for employment and wealth creation that will lead to self-sufficiency and self-reliance as well as support the expansion and advancement of the national economy. Inequality and poverty are sustained by low skill levels. Effective skill development can raise productivity, lower unemployment and underemployment, and raise living standards. It makes financial sense to assist people in updating and developing their skills. The nature of employment and skill requirements are evolving due to global megatrends such the growing importance of technology, climate change, urbanization, demographic changes, and the globalization of value chains (Klaa, 2020) ^[13].

Furthermore, in order to succeed in the 21st century labor market, there is a need for a comprehensive skill set composed of: *Cognitive skills* include the capacity to reason, learn from experience, adapt well to one's surroundings, and comprehend complicated concepts. Cognitive talents include creativity, critical thinking, problem-solving, and basic literacy and numeracy. Socio-emotional skills, which include self-control, leadership, teamwork, and grit, are the capacity to successfully traverse social and interpersonal settings. *Technical skills*, such as mastery of necessary materials, tools, or technologies, are the learned knowledge, competence, and interactions required to carry out a particular task. Cross-cutting and encompassing all of the aforementioned abilities, digital skills refer to the capacity to safely and appropriately access, manage, comprehend, integrate, communicate, assess, and produce information.

By improving employability and labor productivity and making nations and their inhabitants more competitive, skill development can support structural change and economic expansion. A high-quality workforce can start a positive

feedback loop in which foreign direct investment and productivity development are made possible by relevant and high-quality skills, which in turn lead to more and better employment for the current workforce and more public and private investment in the education and training system. Consequently, this improves productivity and employability for both present and future workers (Idoko, 2014).

Self-Reliance

According to Adebayo et al. (2020) ^[1], self-reliance is the capacity to rely on one's own resources rather than those of others. It has to do with one's own capabilities. According to Nwaigburu and Eneogwe (2013) ^[15], self-reliance also entails depending on one's own skills and initiative to be self-sufficient. Ibelegbu (2013) ^[8] asserts that self-reliance and self-sufficiency are interchangeable. It entails taking care of oneself instead of having others take care of you. Self-reliance refers to the individual's initiative in recognizing, utilizing, and effectively managing the natural and human resources in one's immediate environment in order to improve one's or others' standard of living, quality, and state of existence.

Being self-reliant also entails having confidence in oneself, depending mostly on one's own resources. When it comes to managing human and material resources, a self-reliant person depends less on others and more on their own abilities and resources. When people can obtain and use the necessities of life, such as wholesome food, clothing, shelter, medicine, transportation, and useful education, they will be self-sufficient, claims Ofoye (2010) ^[17]. Self-reliance warns against the tendency to rely on the government as the

exclusive source of progress, according to Paul, Uduonyi, and Udoh (2016) ^[24]. People's fundamental position as the main drivers of personal growth and self-determination, both individually and collectively, is highlighted by self-reliance and its related phrases.

Olawoyin and Adegoke-Samuel (2018) ^[20] define self-reliance as relying alone on one's own ability to enhance one's life. It is the capacity of a person to depend on themselves in order to complete a task and make progress in it. The benefits of acquiring employable skills include self-actualization and job satisfaction, which over time may contribute to sustainable development (Olawoyin & Adegoke-Samuel, 2018) ^[20]. The idea of self-reliance, according to Charles, Fonchingong, and Fonjong (2003), is fundamental to the conversation about community development and is linked to ideas like self-help, mutual-help, indigenous engagement, and rural development. It promotes the idea that people should use their own resources and local activities to improve their own circumstances.

Community members must use their knowledge and abilities to the available resources in order for community growth to be self-reliant (Anyanwu, 1992). It follows that a people's ability to meet their fundamental requirements, become more self-sufficient, and lessen their risky reliance on organizations outside of their communities can all be achieved through the development of associated skills and attitudes. It is not out of place to match self-reliance with the Abraham Maslow hierarchy of requirements, which is illustrated in Figure 2.3, if self-reliance addresses the satisfaction of basic needs.

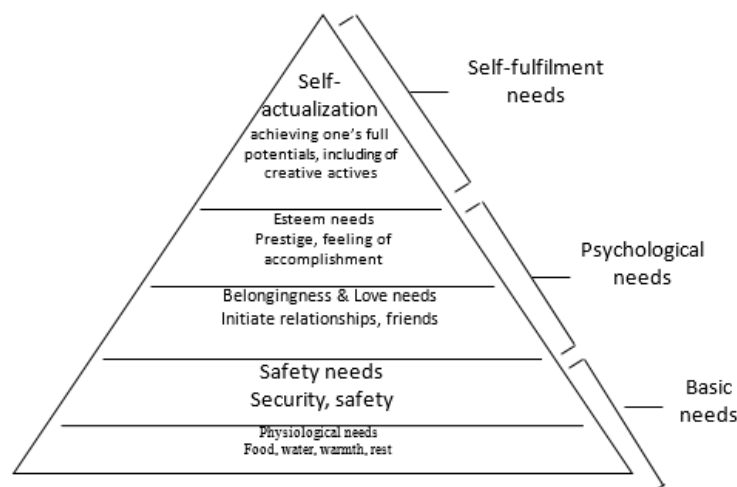


Fig 1: Abraham Maslow Hierarchy of Man's Needs

Figure 1 indicates different stages of human needs, as exposed by Abraham Maslow.

Looking at the foregoing views of the scholars on self-reliance, the important inference that can be made is that self-reliance is a state of self-sufficiency and self-dependence. In the context of this study, attainment of self-reliance among the graduates of Federal Polytechnic Ado-Ekiti is in the focus and if these graduates are economically self-reliant, gain access and control over productive resources and be recognized as fully participating economic actors, then the Federal Polytechnic Ado-Ekiti would be acclaimed as contributing its quota eradicating unemployment and promoting economic survival strategies of Nigeria

government. Therefore, this study measures the influence of entrepreneurial skill acquisition on self-reliance among the graduates of Federal Polytechnic Ado-Ekiti, Nigeria.

Theoretical Framework

Economic Survival Theory

This theory came into existence in 1869 as explicated in the work of Charles Darwin who emphasized variation, reproduction and hereditary as key to being in existence. This hypothesis holds that persons who have been impacted by political upheaval, discriminated against, or marginalized are more likely to acquire new talents. People who have lost their jobs due to corporate downsizing can therefore start their own

business. They act in this way out of survival instinct, not choice. According to the economic survival theory, individuals who have lost their jobs due to corporate downsizing may be able to start their own business. They act in this way out of survival instinct, not choice. According to Mbaegbu (2008) ^[14], after losing their source of income, these individuals now focus their creative resources on learning new talents, typically following the initial phase of inactivity and hopelessness.

According to Mbaegbu (2008) ^[14], after losing their source of income, these individuals now focus their creative resources on learning new talents, typically following the initial phase of inactivity and hopelessness. Gilder (1981) ^[7] describes this tendency as the "movement from poverty to wealth." The "movement from poverty to wealth," as Gilder (1981) ^[7] put it, is the central theme of the argument put forth by the proponents of this idea. According to the hypothesis, those who are harmed by their circumstances, oppressed by marginalization, suppressed by prejudice, and impacted by political upheaval are more likely to acquire new talents. According to this hypothesis, society's income and consumption are out of balance; There are more poor individuals in society than wealthy people, and among other things, the wealthy elite oppresses the poor. Therefore, economic survival theory becomes essential in evaluating the subject matter in this study since one of the constructs to be measured in this study is skills development among women who have been deemed oppressed, persecuted, and suppressed in the society.

Conceptual Framework

The relationship among the various concepts underpinning the achievement of the objectives of this study are described by Figure 1.

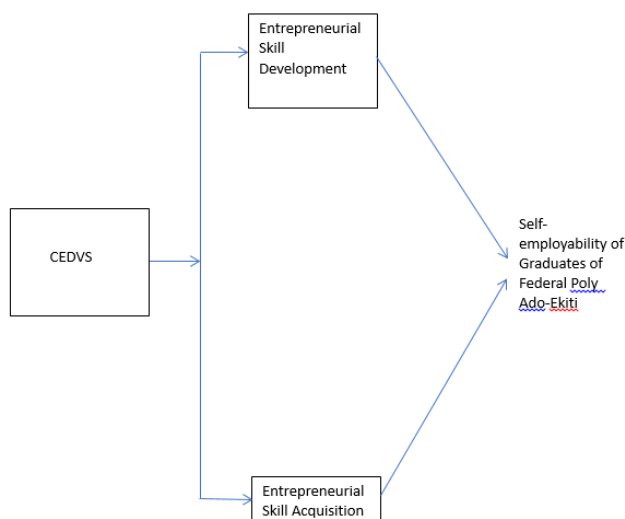


Fig 2: Conceptual Framework of the impact of CEDVS on economic self-reliance among the graduates in Federal Polytechnic Ado-Ekiti.

Empirical Review

The degree to which skill acquisition programs influence youth empowerment and development in Ondo State was evaluated by Fatoki (2019). 557 copies of the questionnaire were distributed to the participants in the skills acquisition program in Ondo State, and 27 copies were distributed to the trainers at the skill acquisition facilities. For an in-depth

interview, thirteen representatives from the coordinating departments were selected. Results showed that juvenile beneficiaries of the skills acquisition program increased their standard of living, decreased their engagement in social vices, and were able to find work.

In 2020, Okolocha, John-Akamelu, and Muogbo investigated how skill development programs affected young people's employability in Nigeria. Anambra State undergraduates, graduates, and postgraduates were used in this investigation. The structured questionnaire served as the primary tool. One hundred responders from various Anambra State local governments were chosen at random. The results showed that the main issues impacting skills acquisition employment in Nigeria include a strong focus on academic achievement, a severe lack of facilities, a lack of qualified trainers, inconsistent government follow-up, and inadequate finance. The findings' underlying assumptions led to the recommendation that teachers be required to possess professional skills developing abilities, competency, years of experience gained via subject-matter comprehension, and successful student involvement in the delivery of education.

Olagbaju (2020) ^[18] investigated the connection between women's empowerment and self-reliance and these capacity-building initiatives. 250 people from two educational zones in The Gambia participated in the study, which used a descriptive survey approach. Four null hypotheses were put out, and the t-test, mean, and simple frequency were used to analyze the data gathered from a questionnaire. The findings demonstrated a strong correlation between women's empowerment and self-reliance in The Gambia and adult literacy and skill-acquisition programs. Suggestions for enhancing the current training framework were offered.

Aluko (2017) ^[2] investigated the relationship between perceived employment and skill acquisition. The impact of gender disparities on the perception of employability abilities was also evaluated. This was done in order to ascertain how much skill development may affect how some undergraduate students in Osun State evaluated their employment. The study used questionnaires to collect data and the descriptive survey approach. A self-designed scale was the tool (questionnaire) that was employed. 179 samples were used in the study's adoption of non-probability sampling. Multiple regression analysis and the Independent Sample-t-test were applied to the produced data. The findings demonstrated that undergraduates' perceptions of their employability are significantly impacted by the skills they acquire. Further analysis indicated that there is no significant influence of gender on perceived employability. The study concluded that skills acquisition had significant influence on perceived employability among selected students of tertiary institutions in Osun state.

After doing exploratory study, Onwusa (2021) concluded that the government should prioritize helping young people acquire useful skills in order to deflect their emphasis from the social vices that plague the country. Examining the problems, difficulties, and tactics to improve TVET in Nigeria is therefore imperative. Among other things, it was determined that the Nigerian government has to examine itself and acknowledge that Technical and Vocational Education and Training (TVET) is the cornerstone of both national development and significant technological advancement.

In Yobe State, Nigeria, Eyo, Ibrahim, and Shuaibu (2021) ^[6] looked into the self-reliance training requirements of

internally displaced youth who were not enrolled in school. The study used a descriptive survey research design. 1,741 internally displaced youths who were not enrolled in school and were housed in ten towns in Yobe State made up the study's population. 600 Internal Displaced Youths (IDPYs) in the study area who were not enrolled in school were chosen at random to make up the study's sample. Four experts validated the modified questionnaire that was used as the data gathering tool. Analysis of Variance (ANOVA) was used to test hypotheses at the 0.05 level of significance, and mean scores and standard deviations were used to address the study issues. According to the study's findings, Yobe State's out-of-school IDPYs urgently require management, technical, vocational, and entrepreneurship training in order to become self-sufficient in Nigeria.

The perceived impact of general green skills on business education students' self-reliance for sustainable development at Tai Solarin University of Education, Ogun State, was investigated by Nuberu, Okun, and Clement (2020). A survey-based descriptive research design was employed. Participants in the study were 147 instructors and students from Tai Solarin University of Education's Business Education Department in Ogun State. For data collection, researchers employed the Generic Green Skills and Self-Reliance Questionnaire, which had a reliability rate of 0.91. The research topics were analyzed using descriptive statistics, namely the mean and standard deviation. The results showed that among the generic green skills that business education students needed were design, waste management, communication, finance, leadership, energy, and city planning.

The impact of skill development on lowering graduate unemployment in South-South Nigeria was examined by Omene (2021) ^[21]. The Economic Survival Theory of 1981 served as the study's foundation, and a cross-sectional research approach was used. Both primary and secondary sources provided data for the study. Because there were operational Skills Acquisition Centers in four of the six South-South Nigerian states, the study was carried out there. Respondents were given a total of 366 questionnaires using basic random methods. 354 of the 366 surveys that were distributed were finished and collected.

Descriptive statistics and regression analysis were performed on the field data. According to the study's findings, graduates who receive skills acquisition training are able to become self-sufficient and create a plan for directing their necessary energy away from paid jobs and toward self-employment. The study also shows that graduates' effective participation in skill-building training can lower their unemployment rate. According to the study's findings, the tactics used by these skill-acquisition centers are improving the graduates' employment situation and equipping them with marketable talents and the will to launch their own company.

In response to the recognition of the strategic role of the Office Technology and Management (OTM) program in socio-economic and national development, as demonstrated by its ability to create jobs, promote self-reliance, and reduce poverty, Zakka and WetnWan (2018) ^[27] concentrated on strategies for revitalizing the Nigerian economy through OTM skill acquisition. The study included a number of topics, including the definition of economic recession, skill acquisition, the goals and significance of OTM, a synopsis of Nigeria's recession, methods for reviving the economy through OTM skill development, and the difficulties

associated with OTM skill acquisition.

Technical and Vocational Education and Training as a Tool for National Sustainable Development in Nigeria was examined by Nwosu and Micah (2017) ^[16]. The study explains the concept of sustainable development principles, goals, and strategies as well as the historical context, objectives, and scope of Technical and Vocational Education (TVET). The study also highlights a number of practical instruments required for the development of national sustainability. In conclusion, the report also noted Nigeria's difficulties and the shortcomings of Technical and Vocational Education (TVET), a tool required for the country's sustainability growth. Additionally, this study suggested a number of tactics to turn Technical and Vocational Education (TVET) into a true instrument for Nigeria's national sustainability.

Ibrahim and Yusuf (2019) assessed the impact of technical and vocational education training facilities on the independence of young people in Nigeria's Bauchi state. The study employed a descriptive survey design. The study involved four hundred trainees. Vocational Training Centers and Self Reliance (VTCSR), a 30-item structured questionnaire that was self-constructed and well verified, was the tool utilized to gather data from the respondents. Regression analysis was used to test the null hypotheses and weighted mean score analysis was used to answer the research questions. Among other things, the study showed that TVETCs have a big impact on young people's ability to become self-sufficient. Thus, it was determined that young people in Bauchi State might become self-sufficient through the TVET program.

Methodology

Research Design

The study employed quantitative research design which has been predominantly used and found suitable in investigating problems similar to the one being investigated in this study. According to Suanders, Lewis, and Thornhill (2009) ^[26], the survey approach used in this study is thought to enable the collection of quantitative data that can be readily analyzed quantitatively using descriptive and inferential statistics. It also enables the collection of data that are helpful in generating models of these relationships and in indicating potential explanations for the existence of specific relationships between variables. Therefore, this study gathered data on the independent and dependent variables and conducted a quantitative analysis in order to address the research questions for assessing the impact of entrepreneurial skill acquisition (the independent variable) on economic self-reliance (the dependent variable) among Federal Polytechnic Ado-Ekiti graduates. Additionally, the researcher used a logical technique by comparing the results acquired with theoretical postulations.

Research Population

Granted that graduates of Federal Polytechnic Ado-Ekiti are widely dispersed across Nigeria and abroad with no definite address known to researchers, this study was conducted among the graduates of the Federal Polytechnic Ado Ekiti, that are within the reach of the researchers. Since the entrepreneurial skills acquisition programme commenced in 2011, the study focused on the graduates of the school between this time frame. The study focused mainly on the graduates who must have participated in the entrepreneurial

and vocational skills acquisition programme anchored by the CEDVS so as to elicit data on how entrepreneurial skill acquisition has impacted their economic self-reliance.

Sample Size and Sampling Technique

Using the Cochran (1977) formula, the simple random sample size for this investigation was established. This is the typical randomization technique, and it determined the error limits that were thought to be the most important survey items. Cochran's method is seen to be particularly suitable in scenarios involving sizable populations. By determining the sample size, the researcher was able to collect responses that accurately reflected the population's response and utilize the findings to inform future sampling decisions. With a 95% confidence level, it is deemed suitable in circumstances involving sizable populations (Khani, 2016).

The formula is:

$$n = \frac{NZ^2 pq}{d^2 (N-1) + Z^2 pq} \quad 3.1$$

Where:

n = sample size

N = Total number of graduates produced between 2011 and 2022 (N=120,000 tentatively)

Z = 95% Confidence Interval (Z = 1.96),

p = 0.5

q = 1 - p

d = degree of accuracy or estimation (d = 0.038)

Furthermore, the study arrived at the sample size via simple random sampling to ensure that all the beneficiaries of the vocational skills and training development are accorded equal chance of being included in the selected sample so as to avoid bias in the sample selection process (Stark, 2004); and purposive sampling technique was employed to ensure only those who have benefitted from the vocational skill training and development were chosen as sample members. Similar approach was used by Olagbaju (2020) ^[18], Idoko (2014), Okolocha, John-Akamelu and Muogbo (2020) as well as Riaz, Saddique, Riaz and Malik (2014).

Administration of the Research Instruments

This study employed questionnaire as research instrument. Copies of well-structured questionnaire will be administered to graduates who must have participated in the entrepreneurial training and skill development programmes offered by the Federal Polytechnic Ado-Ekiti. The administration of the instrument was done majorly via online survey. Babbie (2002) notes that online surveys are very economical and productive compared to other methods, such as face-to-face and phone interviews. Respondents were granted adequate time to complete and return the completed questionnaires to ensure accuracy and unbiased answers. The only survey was supplemented by the physical administration of the research instruments by hand graduates that are within the reach of the researcher using 6 other trained research assistants;

The questionnaire to be used was adapted from the work of Olagbaju (2020) ^[18] to comprise two sections A and B. In addition, section A was purposefully designed to collect the

socio-demographic characteristics of the respondents while section B, C, D and E was crafted with ten (10) questions each in all which were asked and structured with six-point Likert scale, requiring the respondents to pick from six options namely: Strongly agree, Agree, Partially agree, Neutral, Strongly disagree and Disagree; each option was graded 6, 5, 4, 3, 2 and 1 respectively so as to measure the research questions. Ten (10) probing questions meant to measure the effect of entrepreneurial skills acquisition on each of the on economic self-reliance in the target population.

Validity Test

Although the designed questionnaire has been subjected to face validity, nevertheless, to ensure the instrument administered actually elicit the needed information from the respondents with expected coherence and articulation, the questionnaire instrument was vetted and certified appropriately by experts as well as other vocational skills developers in Nigeria who are experienced in the act of training and vocational skills development. Comments and suggestions from these people were incorporated to make useful changes to the instrument before it was eventually administered to the study sample.

Reliability Test

The research questionnaire used in this study was subjected to reliability test to ensure that the questionnaire produced same results on repeated application to the same sample size under same condition. Hence, a reliability test was conducted by calculating the internal Cronbach's Alpha consistency coefficient. The results of this test revealed Cronbach Alpha coefficient value of 0.91; this suggestive of reliability of the research instrument administered in this study.

Method of Data Collection

Due to the nature of this study, quantitative data were collected from the primary source via administration of questionnaire in the context of the impact of entrepreneurial skills acquisition on the economic self-reliance among the graduates of Federal Polytechnic, Ado-Ekiti in Nigeria. Respondents were asked to complete the questionnaires and seek clarifications on any question that fall short of their clear understanding.

Data Analysis Technique

The study employed both descriptive and inferential statistics for analyzing the data collected. Meaning simple percentage, mean and standard deviation are the analytical tools employed for describing the nature of the data. The study further employed regression technique to establish the direction of the relationship between entrepreneurial skill acquisition and economic self-reliance among the graduates of the Federal Polytechnic Ado-Ekiti in Nigeria. This analysis technique had been earlier used and found appropriate by Afolabi, Kareem, Okubanjo, et al. (2017), Omene (2021) ^[21], Onyishi (2016) and other scholars in the literature. Finally, the estimation of the specified model was done via Statistical Package for Social Sciences (SPSS).

Result Discussion and Discussions

The researchers administered 865 (eight hundred and sixty-five) copies of questionnaire to the respondents out of which 655 (six hundred and sixty-five) copies of the distributed questionnaire were duly filled and returned and was used for

the analysis. This represents a response rate of about 76.88% of the population employed in the study, which was considered an excellent response rate according to Mugenda and Mugenda (2003).

The effect of entrepreneurial skill development on economic self-reliance of graduates of Federal Polytechnic Ado-Ekiti in Nigeria.

The first objective was to examine the effect of skill development on the economic self-confidence of graduates of Federal Polytechnic Ado-Ekiti in Nigeria. The results of inferential statistics on self-reliance is presented in Tables 1 followed with an analysis and interpretation.

Table 1: Regression estimate of the effect of entrepreneurial skill development on the economic self-reliance of graduates of Federal Polytechnic Ado-Ekiti

	Coefficient	t-value	p-value	VIF
(Constant)	1.789	3.456	0.010	
Soap Making	0.412	4.221	0.000	2.194
Fashion designing	0.213	-2.393	0.000	2.534
Event Decoration	0.443	4.177	0.003	2.934
Computer/ICT technician	-2.243	3.259	0.238	3.794
Hair dressing	0.376	2.121	0.000	2.702
R-squared	0.582			
Adjusted R-square	0.52			
f-value	28.463			
P(f-value)	0.0000			

Source: Researcher's computation, 2025

The effect of entrepreneurial skill development on the economic self-confidence of graduates of Federal Polytechnic Ado-Ekiti in Nigeria was estimated using multiple regressions method. The result of the regression output is presented on Table 1. The result showed that more than 58.2% of the dependent variable (economic self-

reliance) were explained jointly by the independent variables. The f-value shows that the model is statistically significant. Hence, the model was well fitted to predict the dependent variable.

The parameter estimates Table reports the coefficients, t-value and p-value of the estimates. Soap making skills development by CEDVS of Federal Polytechnic Ado-Ekiti report statistically significant positive relationship with the economic self-confidence of the graduates of Federal Polytechnic Ado-Ekiti. It reports a coefficient value of 0.412 and t-value of 4.221. More so, in the case of fashion designing skills development by the CEDVS, the result of the estimate shows that developing fashion designing skills exhibit positive relationship with the economic self-reliance of the graduates of Federal Polytechnic Ado-Ekiti with coefficient of 0.213 and t-value of -2.393. In the same vein, event decoration emerged with positive relationship with the economic self-reliance of the graduates of Federal Polytechnic Ado-Ekiti with coefficient of 0.443 and t-value of 4.177. With respect to computer/ICT skills development, the result showed statistically insignificant relationship with the economic self-reliance of the graduates of Federal Polytechnic Ado-Ekiti. This variable reported coefficient value of -0.243 and t-value of 3.259. The development of the knowledge of hairdressing by the CEDVS centre in Federal Polytechnic Ado-Ekiti also leads to an enhanced economic self-reliance among graduates of Federal Polytechnic Ado-Ekiti by reporting coefficient value of 0.376 with t-value of 2.121.

Hypothesis Testing 1

Entrepreneurial skill development has no significant effect on the economic self-reliance of graduates of Federal Polytechnic Ado-Ekiti in Nigeria.

Table 2: Analysis of Variance (ANOVA)

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	143.676	5	8.331	28.463	0.000 ^b
	Residual	109.562	533	0.393		
	Total	143.676	434			
a. Dependent Variable: self-confidence						
b. Predictors: (Constant), Soap Making, Fashion designing, Event Decoration, Computer/ICT technician, Hairdressing,						

Source: Researcher's computation, 2025

The null hypothesis states that: Entrepreneurial skill development has no significant effect on economic self-reliance of graduates of Federal Polytechnic Ado-Ekiti in Nigeria. The study obtained the ANOVA result after the multiple regression as presented on Table 2.

Normally, the null hypothesis will be rejected, if the p-value of the f-statistics of the ANOVA is less than 0.05, otherwise, it will be accepted. The outcome of the test statistics in Table 2 shows that the p-value of the f-statistics is less than 0.05, which implies that the null hypothesis is rejected, connoting that the alternative is the true hypothesis. Hence, entrepreneurial skill development by the CEDVS centre has significant effect on economic self-reliance of graduates of

Federal Polytechnic Ado-Ekiti in Nigeria.

The effect of entrepreneurial skill acquisition on the economic self-reliance of graduates of Federal Polytechnic Ado-Ekiti in Nigeria

The second objective was to examine the effect of entrepreneurial skill acquisition on the economic self-reliance of graduates of Federal Polytechnic Ado-Ekiti in Nigeria. The inferential statistics on of the relationship between entrepreneurial skill acquisition and economic self-reliance is presented on Tables 3 accompanied with an analysis and interpretation.

Table 3: Regression estimate of the effect of entrepreneurial skill acquisition on the economic self-reliance of graduates of Federal Polytechnic Ado-Ekiti in Nigeria

	Coefficient	t-value	p-value	VIF
(Constant)	1.430	3.781	0.000	
Soap Making	-0.017	-0.237	0.673	2.094
Fashion designing	0.037	0.926	0.056	1.580
Event Decoration	0.051	0.601	0.049	2.969
Computer/ICT technician	0.466	3.436	0.001	3.794
Hair dressing	0.214	2.252	0.026	2.702
R-squared	0.545			
Adjusted R-square	0.510			
f-value	29.349			
P(f-value)	0.0000			

Source: Researcher's computation, 2025

The effect of entrepreneurial skill acquisition on the economic self-reliance of graduates of Federal Polytechnic Ado-Ekiti in Nigeria was estimated using multiple regressions method. The result of the regression estimate is presented in Table 3. the result showed that about 51% of the dependent variable, which is the economic self-reliance of the graduates of the Federal Polytechnic Ado-Ekiti were explained jointly by the independent variables, which are the various skills acquired by same graduates. The f-value shows that the model is statistically significant at 29. 349 with 0.000 p-value, connoting that the estimated model was robustly fitted.

Table 3 also reports the coefficients, as well as the t-value and p-value of the estimates. Soak making among the graduates report statistically insignificant negative relationship with the economic self-reliance of the graduates, showing a coefficient value of -0.017 and t-value of -0.237; however, in the case of fashion designing skills acquisitions, a statistically significant positive relationship was exhibited with the

economic self-reliance of the graduates with coefficient of 0.037 and p-value of 0.056. In the same vein, event decoration showed significant relationship with the self-reliance of the graduates with coefficient of 0.051 and p-value of 0.049. The computer/ICT technician skills also reported statistically significant positive relationship with the economic self-reliance of the graduates in Federal Polytechnic, Ado-Ekiti. The variable came up with coefficient value of 0.466 and p-value of 0.001. In addition, hairdressing skills among the graduates also produced robust positive relationship by enhancing economic self-reliance among the graduates of Federal Polytechnic, Ado-Ekiti, with coefficient value of 0.214 and p-value of 0.026.

Hypothesis Testing II

Entrepreneurial skill acquisition has no significant effect on the economic self-reliance among graduate of Federal Polytechnic, Ado-Ekiti in Nigeria.

Table 4: Analysis of Variance (ANOVA)

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	144.490	5	7.145	29.249	0.000 ^b
	Residual	156.523	532	0.253		
	Total	144.490	512			
a. Dependent Variable: decision-making autonomy						
b. Predictors: (Constant), Soap Making, Fashion designing, Event Decoration, Computer/ICT technician, Hairdressing						

Source: Researcher's computation, 2022

The null hypothesis states that: Entrepreneurial skill acquisition has no significant effect on the economic self-reliance among the graduates in Federal Polytechnic, Ado-Ekiti.

As a decision rule, the null hypothesis will be rejected, if the p-value of the f-statistics of the ANOVA is less than 0.05, otherwise, it will be accepted. The outcome of the test statistics in Table 4 shows that the p-value of the f-statistics is less than 0.05, which implies that the entrepreneurial skill acquisition has significant effect on the economic self-reliance among the graduates in Federal Polytechnic, Ado-Ekiti Nigeria.

Conclusion and Recommendations

This study examined the effect of entrepreneurial skills development and acquisition on economic self-reliance among the graduates of the Federal Polytechnic, Ado-Ekiti, Ekiti State Nigeria. Based on the empirical findings obtained in this study, it was concluded that entrepreneurial skills

(Soap Making, Fashion designing, Event Decoration, Computer/ICT technician, Hairdressing) development by the Centre for Entrepreneurship Development and Vocational Studies (CEDVS) in Federal Polytechnic Ado-Ekiti has significant effect on income generation among the graduates of the school and by extension, promote the economic self-reliance among them. This implies that the major goal of the Centre is being attained by stimulating economic self-reliance among the graduates of Federal Polytechnic Ado-Ekiti. Furthermore, the study concluded that entrepreneurial skills acquisition by the graduates in Soap Making, Fashion designing, Event Decoration, Computer/ICT technician, Hairdressing significantly enhanced their economic self-reliance, suggesting the positive impact of Federal Polytechnic Ado-Ekiti as an agent of economic growth and development, contributing its quota towards solving unemployment which is one of the socio-economic problems setting Nigeria on reverse gear over the years.

Based on these conclusions, the study recommended that the

CEDVS of the Federal Polytechnic Ado-Ekiti should be well-funded to increase the scope of its skill delivery so as to further widen the opportunities for the student to acquire skills that will make them more economically self-reliance after graduation. Moreover, since most of the respondents complained about financial constraint in practising their acquired skills, Federal Polytechnic Ado-Ekiti is advised to partner with private sector to set up empowerment fund for its numerous graduates so as to ease the financial constraint associated with entrepreneurial start up, and further promote economic self-reliance among its graduates. By this, unemployment problem would be further nipped in the bud in Nigeria.

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