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Skill Acquisition Programme and Entrepreneurial Development Among Youths In Anambra State, Nigeria

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ABSTRACT

Skill acquisition programs and entrepreneurial development efforts for adolescents in Anambra State, Nigeria, seek to equip young individuals with practical skills and business knowledge to foster self-reliance, economic growth, and employment prospects. The research examined the impact of a skill acquisition program on entrepreneurial development among youth in Anambra State, Nigeria. A descriptive survey research design was employed to perform the study. The entire population comprises 3,180 youths. The statistical formula developed by Taro Yamane in 1967 was utilized to ascertain a sample size of 355. Data analysis and hypothesis testing were conducted using multiple regression analysis and descriptive statistics facilitated by SPSS version 23, which determined the degree of link between the independent and dependent variables of the study. The findings indicated a substantial positive correlation between technical skills and youth empowerment in relation to entrepreneurial development among youths in Anambra State, Nigeria. The report advised that the government at all levels should enhance efforts to improve technical skill education and training in the state. This can be accomplished by establishing well-equipped skill training centres in the state, financed by a designated special intervention budget for the program.

Keywords: Skill Acquisition, Development, Empowerment, Entrepreneurial Development Youths, Programmes.

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1. INTRODUCTION

Skill acquisition is a significant catalyst for wealth creation, enhancing the intellectual capacity of youth for entrepreneurial development in a competitive and business-oriented environment such as Nigeria. This program functions as a means for poverty alleviation, job development, corporate innovation, productivity enhancement, and risk-taking, among other objectives. The skills acquisition program aims to equip individuals with the capability to seize opportunities and establish enterprises, regardless of size, for both personal and societal developmental benefits (Olugunju, 2016). Oboreh (2019) described skill acquisition as the ability to perform valuable tasks via the investment of necessary time and effort, leading to financial and personal satisfaction and independence. Skills necessitate training that focuses on the acquisition and enhancement of relevant information and experience, empowering individuals to optimize the resources available to them within their capabilities. It also entails the efficient application of concepts, information, and data that aids a learner in cultivating the competencies essential for a commitment to a business career, including entrepreneurship, marketing, service provision, productivity, wealth creation, employment generation, and self-sufficiency, thereby contributing to national development.

Around the globe, skills acquisition programs implemented at educational institutions aim to furnish individuals with the requisite knowledge and abilities to capitalize on entrepreneurial opportunities that might facilitate a nation's economic development (Ojo, Abayomi & Odozi, 2014). Consequently, the government has implemented several skills acquisition programs, including the introduction of entrepreneurship courses and the construction of vocational and skills acquisition centres and departments in higher education institutions throughout the states. These programs seek to enhance youths' abilities, attitudes, aspirations, competencies, and inventiveness, specifically regarding their utilization of microcredit to engage in entrepreneurship, establish self-employment, and contribute to job creation (Muhs, 2016).

The acquisition of skills is essential for enhancing the lives and economic conditions of youth through the promotion and development of entrepreneurship. The human capital present in youth is a crucial factor for a nation's long-term economic viability and sustainable growth, warranting significant investment. Ensuring that teenagers are equipped for their entrepreneurial aspirations is crucial for the advancement of entrepreneurial skill development and employment creation. Youth unemployment is a worldwide challenge that governments across are addressing. Consequently, there is a growing demand for training programs aimed at cultivating entrepreneurs globally (Aun et al 2018). Countries around are endeavouring to attract entrepreneurs capable of generating their own money to stimulate economic growth. The unemployment rate in Nigeria and economic distress appears to have persisted despite numerous strategies implemented by the government over the years (Anyu & Amadi, 2016). The youth of any nation can be regarded as its foundational strength. They embody a nation's optimal opportunity for future success in most areas of economic development it aspires to attain. Young individuals constitute over 65% of Nigeria's work force and are projected to contribute around 73% to the nation's Gross Domestic Product (GDP) (NDE, 2015). The entrepreneurial development of youth and their economic empowerment are crucial phases in life for the cultivation of human capital, enabling young individuals to acquire creativity and innovation, and to eliminate poverty and unemployment. Skill acquisition programs are crucial determinants of a nation's long-term growth potential. Moreover, ensuring that young individuals are adequately equipped for the future is essential for the advancement of entrepreneurial development in any nation. Isaac et al. (2018).

Skill acquisition has emerged as a crucial mechanism for enhancing self-employability and fostering entrepreneurial spirit among unemployed adolescents (Paul, 2017). Skill acquisition programs serve as an effective method that establishes a robust foundation for self-employability and entrepreneurial innovation in a multi-ethnic and densely populated society such as Nigeria. The government is unable to accommodate unemployed young, resulting in various social issues that diminish the nation's value and status in a worldwide context, including kidnapping, armed banditry, Boko Haram, cybercrime, cultism, and armed robbery, among others. Skill acquisition serves as a practical solution to these issues by fostering and augmenting the entrepreneurial spirit among young, enabling self-employment, creativity, company concept development, innovation, and poverty alleviation. These assist youth in cultivating their enterprises, pursuing their aspirations constructively, and enhancing total productive capability and national development (Efe-Imafidon et al, 2017).

Skill acquisition is the process of obtaining knowledge and experience in abilities that improve the personal livelihood of youngsters through sustained engagement in business startups, which can subsequently increase employment opportunities and foster economic development and progress. This study aims to ascertain the degree of correlation between skills acquisition and entrepreneurial development among the numerous youths in Anambra State. It seeks to examine the imperative of equipping youth with practical and employable skills essential for fostering creativity, innovation, risk-taking, poverty alleviation, self-employment, and business management, rather than depending on traditional office or white-collar occupations.

The escalating decline in entrepreneurial spirit among Nigerian youth has led to a rising incidence of crime, as these individuals struggle for survival amidst pervasive social and economic challenges affecting the nation as a whole (Newo, Oladipo, Ayankoya, & Olanrewaju, 2023). Steve (2018) asserts that when the numerous kids are not productively engaged in creative, imaginative, or rewarding employment within the private or public sectors, they become susceptible to criminal activities like as kidnapping, terrorism, rape, and ritualistic practices, which have emerged as prevalent issues among today's youth. The 2018 essay asserts that skills acquisition programs enable youngsters to become not only job creators but also wealth creators, facilitating wealth creation and significantly lowering youth unemployment.

The issue of unemployment is pronounced in Anambra State, attributable to the disparity between market demands and the skills possessed by the large population of unemployed young. The primary issue in Anambra state is documented as persistent unemployment and a significant increase in youth redundancy (Muhammed & Dandago, 2014). Bala (2020) observed that the levels of insecurity and unemployment appear to have persisted in rising, notwithstanding the entrepreneurial skill initiatives implemented by successive governments in Anambra State. Their potentials have not been properly cultivated to the extent of technical abilities that can foster creativity, innovation, and self-employment. The primary issue is the discrepancy between employment market demands and the skills training provided by Anambra State-owned skills acquisition institutes. The discrepancy is the primary issue hindering the employability of youngsters in the state. The state emphasizes basic and less appealing talents, but the market necessitates creative technical skills training that provides sustained employment and self-sufficiency advantages. Observations indicated that skills acquisition centres were operational with a relatively high number of participants; yet, redundancy persisted and crime rates remained elevated in the state. A significant proportion of graduates from various institutions remain unemployed. Despite the extensive efforts of the state government, a gap persists due to the pressing necessity to direct the attention of the government and stakeholders towards sustainable, technically orientated skills that will render the youth marketable, appealing, innovative, and self-sufficient.

1.1. Objective of the Study

The main purpose of this study is to determine the effect of skill acquisition programme on entrepreneurial development among youths in Anambra State. Specifically, the study will examine;

- The effect of technical skills on entrepreneurial development among youths in Anambra State, Nigeria.
- The effect of youth empowerment on entrepreneurial development among youths in Anambra State, Nigeria.

2. REVIEW OF RELATED LITERATURE

2.1. Conceptual Framework

2.1.1. Skill Acquisition

Skills are defined as the capacity of humans to develop proactive or specialized abilities for addressing certain situations or obstacles. Skill acquisition programs are processes that involve skill enhancement and the economic sustenance of the nation (Solaja & Adenuga, 2016). It also incorporates many innovative strategies for cultivating fundamental and strategic concepts for achieving self-employment or self-reliance through the acquisition of something unique. From another perspective, skills acquisition programs serve as empowerment tactics designed to instill or cultivate an entrepreneurial and innovative spirit in youngsters, particularly unemployed graduates, enabling them to become job creators rather than job seekers.

The skills acquisition program is an empowerment factor that encompasses processes aimed at enhancing human potential and capacity through vocational and technical entrepreneurial training. Its objective is to instruct individuals on optimizing their skills, intellect, and creativity to achieve a higher standard of living, create job opportunities, and positively impact societal development. Skill acquisition programs are knowledge-building initiatives that integrate theoretical and practical training methods to cultivate practical skills, as well as the appropriate attitudes and mindset necessary for national development by empowering youth to become productive and entrepreneurial (Oguchi, 2020). Skill acquisition translates to the establishment of SMEs and occasionally larger enterprises, driven by creativity and innovation as outcomes of entrepreneurial development (Okegbemiro & Alao, 2016). Skill acquisition effectively contributes to poverty reduction, fosters creativity, and promotes business startups among working-age youth through invention, creation, and expansion of entrepreneurial ventures. Likewise, skill acquisition programs are designed to cultivate a spirit of invention among the numerous adolescents. It possesses the ability to diminish crime rates and criminal inclinations by involving the unproductive and unemployed through self-employment or job development.

2.1.2. Entrepreneurial Development

Research indicates that entrepreneurial growth can enhance individuals' quality of life, particularly among unemployed youth, as well as bolster a nation's economy. Only business firms and individuals who have successfully embraced and implemented the concept of creativity and business innovations may significantly influence the economy, contribute to national growth, and enhance the welfare of young. Enterprises that adopt change and conceptual innovation can effectively respond to and adapt to current conditions.

The significant levels of poverty, elevated unemployment rate, and sluggish economic growth in Nigeria all facilitate the advancement of the entrepreneurial sector. Eradicating poverty, generating employment, and expediting economic growth are contingent upon entrepreneurial development (Anigbogu, Onwuteaka, & Okoli, 2019).

Nonetheless, entrepreneurial development has significantly influenced the economies of numerous advanced and developed nations globally. Innovativeness, company startups, skills, new enterprises, creativity, risk-taking, job creation, and productivity are products of entrepreneurial development through skill acquisition, training, and education. This idea has been a prominent issue in Africa and globally due to the substantial and pivotal responsibilities that entrepreneurial spirit has played in developing many advanced and emerging economies (Anigbogu et al., 2019). Moreover, entrepreneurial development in every nation is essential for enhancing economic viability and growth, generating employment, and fostering national income development. Generating incremental wealth is a fundamental aspect of the entrepreneurial growth paradigm. Young individuals who assume significant risks regarding finances, time, and career commitment generate wealth by enhancing their competencies; however, entrepreneurs must contribute value by obtaining and identifying the requisite talents.

2.1.3. Youth

According to Yusuf (2001), youths possess ample energy that must be utilized; if unregulated, this energy may be directed towards bad tendencies. They also assert that youths are neither adolescents nor children. Adewuyi (2008) defines youth as individuals aged 15 to 24. The United Nations General Assembly and the World Bank also adopted this definition. Individuals under 30 years of age are considered youthful in Nigeria, thereby qualifying them for participation in the National Youth Service Scheme (NYSC). Young individuals possess abundant energy, and when this energy is effectively channeled or safeguarded, they exhibit high productivity, so enhancing societal progress. Accordingly, "youth" is defined as individuals aged 15 to 24 years (ILO, 2010). The definition of youth varies from country to country. Consequently, over 1.2 billion youths worldwide reside predominantly in developing nations, with 60% located in Asia and 17% in Africa (14% from sub-Saharan Africa and 3% from North Africa). The NYDP (2001) defines youth as individuals aged 18 to 35. They comprise around 40% of Nigeria's population, which exceeds 140 million individuals. The 2006 population census indicated that 45.4 million individuals in Nigeria, aged 10 to 24, constitute 34% of the total population.

2.1.4. Technical Skill Training

Skill is significant in everyone's life. Numerous technicians receive higher salaries than certain university graduates due to their acquisition of practical skills, in contrast to the graduates who mostly engage with theoretical concepts during their academic tenure. Technical skill refers to the ability to be proficient in a specific endeavour or profession and attain expertise in it. Currently, many graduates in the country remain unemployed due to an educational system that emphasizes theoretical knowledge over practical application. The elevated unemployment rate among the dynamic youth in our society today is attributable to a deficiency in skills that complement their education from various institutions.

Skill acquisition serves as a pivotal instrument for the eradication of severe poverty and hunger, aiming to generate employment and wealth, thereby fostering self-reliance and sufficiency, while also contributing to the nation's economic development and prosperity (Isaac, 2018).

Technical talents encompass a collection of abilities or knowledge employed to execute practical activities within the domains of science, technology, engineering, and mathematics. Acquiring advanced technical abilities typically necessitates specialized training or education, demanding both time and finances. Providing technical skills training to the kids instills self-confidence, equipping them with the knowledge and ability necessary for self-reliance. Technical skills refer to the expertise or proficiency associated to a specific field of work, such as engineering or technology. Technical abilities are commonly linked to the proficient use of tools and equipment pertinent to work functions and technical issues. It can be comprehended more readily, as it is obviously observable with the naked eye. (Danjuma & Rebecca, 2017).

Technical skills encompass specialized knowledge and experience required to execute complicated tasks and processes associated with computation and physical technology, necessitating creativity and talent. Technical skills enhance individuals' effectiveness, creativity, productivity, engagement, and self-confidence, since they possess the training and competence to execute practical tasks to the best of their ability. It is, nevertheless, emphasized that technical skills serve as a means to comprehend the influence of practical engineering capabilities within societal and environmental frameworks, hence illustrating the comprehension and necessity for sustainable development (Abayomi & Odozi, 2014).

The capacity for innovation is exemplified by the continual transformation of technical knowledge and ideas into new products, services, processes, and systems that benefit entrepreneurs and shareholders. The crucial determinant of company success is the mindset and capacity of millennials to acquire technical skills. The inventive capacity of a firm is contingent upon the caliber of technical skills possessed by its workers.

2.1.5. Self Employment

The creation of employment is feasible if applicants or youth has the requisite skills necessary to thrive in industrial environments or achieve self-sufficiency. Employment is fundamentally established for individuals who require it, aspire to it, and possess the requisite skills to fulfil the employer's aims (Gabriel, 2019). Employment is the lifeblood of any economy. Human growth will be significantly compromised and hindered in the absence of job (Obiajulu, 2017). The timeline for Nigeria to address mass unemployment, low productivity, and poverty largely hinges on its capacity to swiftly cultivate millions of its youth into knowledgeable and competent individuals essential for the necessary transformation (Onuma, 2016).

2.2. Theoretical Framework

2.2.1. The Refugee Effect

This study is based on the Refugee Effect Theory, which serves as a theoretical framework aimed at alleviating unemployment and joblessness through entrepreneurship and skill acquisition programs. This theoretical assumption originates from Oxenfeldt's work (1943), which posits that individuals encountering challenges such as unemployment, joblessness, and limited opportunities for earning income and wage employment often resort to self-employment as a feasible alternative. This concept is shown in Knights' (1921) assertion that individuals are compelled to make decisions regarding three matters: unemployment, self-employment, and employment (Solaja & Adenuga, 2016).

Moreover, the fundamental theory of income choice posits that the unemployment effect on refugees would result in an increase in entrepreneurial activity, predicated on the idea that the opportunity cost of initiating a business will expand.

Evans and Leighton (1990) endorsed the theoretical assertion that unemployment is positively correlated with the propensity to initiate new firms. Consequently, a rising unemployment rate serves as a stimulant for entrepreneurial activities, innovative business concepts, and start-up ambitions within any society. In this context, certain researchers assert that the establishment of new enterprises and innovation will necessitate an increased workforce, which will consequently lead to a reduction in joblessness, poverty, and unemployment rates (Chiekezie et al, 2016).

The significance and applicability of the refugee effect theory to the study pertain to its contributions towards alleviating youth unemployment and joblessness through effective skill acquisition programs. The theory elucidates how individuals facing unemployment and limited prospects for obtaining wage employment transition to self-employment.

2.3. Empirical Review

Oguchi (2020) investigated entrepreneurial innovation and skill acquisition as catalysts for technological advancement in Nigeria. It specifically studied the importance of entrepreneurial innovation and skill acquisition in the technological advancement process in Nigeria. The research employed a descriptive survey design. Data were obtained from both primary and secondary sources. The generated data were analyzed by content analysis. The research indicated that innovation and skill learning could stimulate entrepreneurial growth among numerous kids and foster technological progress. The study determined that skill acquisition is an effective instrument for employment sustainability. The report suggests that the government subsidies skill acquisition initiatives in Nigeria to attain economic development.

Gabriel (2019) examined the acquisition of entrepreneurial and scientific skills for young self-sustainability and employment creation in the context of national development in Nigeria. The objective is to evaluate the influence of entrepreneurial and scientific skill development on young self-sustainability and job creation in Nigeria. The research employed a descriptive design. The generated data were subjected to theoretical and content analysis. The research revealed that the development of skills, along with entrepreneurial and scientific competencies, impacts youth sustainability and job creation in Nigeria. The study finds that skill acquisition and scientific competencies are fundamental drivers of creativity, innovation, and development. It was proposed that the government concentrate on enhancing scientific and practical skills training for the youth in Nigeria, based on the findings and conclusions.

Akinyele, Esther, and Jaiyeola (2019) examined the acquisition of entrepreneurial skills in soap production in Abeokuta, Nigeria, with the objective of analyzing the correlation between skill acquisition and the productivity of SMEs in the region. The research employed a descriptive survey design. A structured questionnaire was employed to collect pertinent data from a sample of 126 SMEs. Data were examined via descriptive statistics and Pearson correlation analysis. The investigation indicated a substantial correlation between skill learning and employment generation. The study concludes that skills acquisition acts as a catalyst for the development of SMEs and employment in Nigeria. Consistent with the study's findings, it was advised that robust entrepreneurship centres be established to foster business startups and innovation within our institutions. Danjuma and Rebecca (2017) investigated skill acquisition for wealth creation among youths in the Agidi Development Area of Nasarawa State, Nigeria, aiming to explore how these youngsters might generate money through entrepreneurial skills. The research employed a descriptive design. The analysis employed mean rating, standard deviation, and T-test.

The survey revealed that most young individuals in Agidi lacked essential entrepreneurial skills and a self-employment mindset prior to graduation from tertiary institutions in Nasarawa State. The study concludes that skill acquisition has not received adequate attention in the majority of higher education institutions in Nigeria. The report suggests that the government establish effective and operational entrepreneurship centres at all higher education institutions within the state.

3. METHODOLOGY

The research utilized a descriptive survey methodology to reduce the likelihood of bias. The research was conducted in the Awka South Local Government Area of Anambra State, Nigeria. Awka South was chosen due to its central location in the town, accommodating a significant and diverse population, both local and non-local. This will provide an accurate portrayal of youth. The study population consists of youngsters in the Awka South Local Government Area of Anambra State who have engaged in various skill acquisition programs organized by governmental and non-governmental entities and are registered with the youth leader. The entire population comprises 3,180 youths. The statistical formula developed by Taro Yamane in 1967 was utilized to ascertain a sample size of 355. A systematic questionnaire utilizing a five-point Likert scale—strongly agree, agree, uncertain, disagree, and strongly disagree—to collect essential data from the sampled respondents. The study employed face and content validity, whereas Cronbach's Alpha was utilized for the reliability assessment. The produced data were presented through descriptive statistics, while hypotheses were tested using the multiple regression method with the assistance of Statistical Package for Social Sciences (SPSS), version 23.

4. DATA PRESENTATION AND ANALYSIS

Table 4.1.1. Returned and Unreturned Questionnaire.

	Frequency	Percentage
Questionnaire returned and are valid	286	80.56
Questionnaire returned but are invalid	21	5.92
Questionnaire not returned	48	13.52
Total	355	100

Table 4.1.2. Demographic of the Respondents.

Variables		Frequency	Percentage %
Gender	Female	118	41.3
	Male	168	58.7
Age	18-23	39	13.6
	24-29	54	18.9
	30-35	90	31.5
	36-39	63	22
	40-and above	40	14
Educational Status	Educated	226	79
	None Educated	60	21

Source: SPSS Version 23

Table 4.1.2 indicates that the majority of respondents in this survey are male (58.7%), whereas females constitute 41.3%. The age group of 36-39 years predominates among the respondents, and the educational status indicates that 226 respondents, constituting 79% of the population, are educated.

Research Question 1: To what extent does technical skill training affect entrepreneurial development among youths in Anambra State, Nigeria?

SN	Variable	SA	A	I	D	SD	Remarks
1	Youths love to participate in technical skill acquisition training in Anambra state	138 (58.7%)	35 (38.7%)	22 (6.0%)	-	-	Agreement
2	The aim and purposes of technical skill acquisition training is to promote self-reliance and enhance productivity.	145 (61.7%)	50 (38.3%)	-	-	-	Agreement
3	Training in technical skill acquisition is essential for economic development among the youth in Anambra State.	40 (36.2%)	115 (48.9%)	20 (2.6%)	15 (10.6%)	5 (1.7%)	Agreement
4	The negative perception of parents regarding technical and vocational education (TVE) has facilitated entrepreneurial development among young people.	110 (57.9%)	61 (32.8%)	10 (3.8%)	9 (3.4%)	5 (2.1%)	Agreement

Source: Computation from SPSS 23 Analysis

The responses presented in Table 4.1.2. reflect the respondents' general decisions about each question item (row) in the table. Young individuals in Anambra State are enthusiastic about engaging in entrepreneurial activity. The respondents said that the goals and objectives of technical skill acquisition foster self-reliance and enhance productivity. The majority of young people stated that technical skill acquisition is essential for economic empowerment among young people in Anambra State. The youths contended that parental negativity towards technical and vocational education (TVE) has facilitated business development among young individuals in Anambra State.

Research Question 2: To what extent does youth empowerment affect entrepreneurial development among youths in Anambra State, Nigeria?

SN	Variable	SA	A	I	D	SD	Remarks
5	Youth empowerment refers to the process of equipping and training young individuals to become proficient in the production of specific goods.	126 (53.6%)	50 (41.3%)	19 (5.1%)	-	-	Agreement
6	The role of youth empowerment involves training students with expertise in the manufacture of specific commodities.	109 (63.4%)	74 (31.5%)	12 (5.1%)	-	-	Agreement
7	Youth empowerment may significantly alleviate poverty among young individuals by providing employable opportunities.	90 (54.5%)	70 (34.9%)	25 (6.4%)	10 (4.3%)		Agreement
8	Youth empowerment entails a methodical exploration of opportunity analysis.	95 (57.9%)	91 (38.7%)	9 (3.8%)	-	-	Agreement

Source: Computation from SPSS 23 Analysis

Table 4.3 indicates that teens believe youth empowerment involves equipping students with expertise in the manufacture of specific commodities. The study elucidated that the role of youth empowerment involves training students with expertise in the creation of specific commodities. Furthermore, it is evident that youth empowerment may significantly contribute to alleviating poverty among young individuals by providing employable opportunities. Moreover, the respondents stated that youth empowerment entails a methodical exploration of opportunity analysis.

4.1. Analysis of Data (Hypotheses Testing)

Regression analysis was employed to evaluate the proposed hypotheses. The hypotheses test results were interpreted accordingly.

H₀₁: Technical skill acquisition has no significant effect on entrepreneurial development among youths in Anambra State, Nigeria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.259 ^a	.211	.303	3.67231

a. Predictors: (Constant), Technical skill acquisition

The model summary table indicates a R value of .259, a R square of .211, an adjusted R square of .303, and a standard error of the estimate of 3.67231. The R square value of .211 suggests a weak relationship between the independent variable and the dependent variable.

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	177.612	1	177.612	34.871	.000 ^b
1	664.135	194	7.141		
Total	841.747	195			

a. Dependent Variable: entrepreneurial development
b. Predictors: (Constant), Technical skill acquisition

The ANOVA table indicates a F value of 34.871 and a significance level of .000, which is less than .05, the threshold for probability. This indicates that technical skill acquisition substantially influences business development among youths in Anambra State, Nigeria. The null hypothesis was rejected.

Coefficients

Model	Unstandardized Coefficients		Beta	t	Sig.
	B	Std. Error			
1	(Constant) 5.296	.926		7.721	.000
	factor that hinder .531	.106	.459	5.987	.000

a. Dependent Variable: entrepreneurial development

The coefficient table above indicates that the t statistic is significant, with a t value of 4.987 and a significance level of .000. This indicates a substantial influence of the independent variable on the dependent variable.

H₂: Youth empowerment does not affect entrepreneurial development among youths in Anambra State, Nigeria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.062 ^a	.004	-.007	5.00447

a. Predictors: (Constant), youth empowerment

The table above indicates that R is .062, R squared is .004, Adjusted R squared is -.007, and the standard error of the estimate is 5.00447. This indicates that an R-squared value of 0.004 is not a strong predictor of the independent variable's influence on the dependent variable.

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.252	1	2.252	4.549	.000 ^b
1	839.495	194	9.027		
Total	841.747	195			

a. Dependent Variable: entrepreneurial development

b. Predictors: (Constant), youth empowerment.

The ANOVA table indicates a F statistic of 4.549 and a significance level of .000, which is less than the threshold of .05. Consequently, youth empowerment influences business development among young individuals in Anambra State, Nigeria. The null hypothesis has been rejected. The coefficient table indicates a t value of 8.209 and a significance value of .000. This indicates that the independent variable has a substantial effect on the dependent variable Anambra State.

5. DISCUSSION OF FINDINGS

The finding indicated that skill acquisition significantly influences entrepreneurial development among youths in Anambra State, Nigeria. This finding aligns with the research conducted by Akinyele, Esther, and Jaiyeola (2019), which explored entrepreneurial skill acquisition in soap manufacture in Abeokuta, Nigeria, aiming to assess the correlation between skill acquisition and the productivity of SMEs in the region. Their study demonstrated a substantial correlation between skill acquisition and employment generation. The study indicated that entrepreneurship empowerment influences entrepreneurial development among youths in Anambra State, Nigeria. This corresponds with Gabriel's (2019) research, which examined the acquisition of entrepreneurial and scientific skills for youth self-sustainability and job creation, aiming to assess the impact of these skills on national development in Nigeria. The research indicated that the acquisition of skills, along with entrepreneurial and scientific competencies, impacts youth sustainability and job creation in Nigeria.

6. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

6.1. Summary of Findings

The major findings are presented below:

- Skill acquisition has a significant effect on entrepreneurial development among youths in Anambra State, Nigeria. The acquisition of skills plays a crucial and transformative role in fostering entrepreneurial development among youths in Anambra State, Nigeria. By equipping young individuals with practical knowledge, technical expertise, and problem-solving capabilities, skill acquisition serves as a catalyst for innovation, business creation, and economic empowerment. This dynamic relationship not only enhances the entrepreneurial mindset but also builds resilience, self-sufficiency, and competitiveness among youths, ultimately contributing to sustainable economic growth and community development in the region.
- Entrepreneurship empowerment affects entrepreneurial development among youths in Anambra State, Nigeria. Entrepreneurship empowerment plays a pivotal role in driving entrepreneurial development among youth in Anambra State, Nigeria, by equipping them with the necessary skills, resources, and opportunities to innovate, create, and sustain business ventures.

7. CONCLUSION

The unemployment rate among Nigerian graduates has undermined the national economy, as individuals are unable to make contributions to it. Nigeria has had economic stagnation in the past, leading to a decline in white-collar employment. The challenges of excessive unemployment and underemployment will be significantly alleviated by the incorporation of entrepreneurial courses across all disciplines. Skill acquisition is acknowledged as a catalyst for enhancing employment chances, since it exposes and encourages adolescents to initiate firms and augment their entrepreneurial potential. A viable approach to enhance the indigenous private sector and mitigate unemployment among Nigerian graduates is via skill acquisition. The study sought to determine the impact of skill acquisition on entrepreneurial development among youth in Anambra State. The inferential statistical analysis demonstrated the existence of correlations among the variables. The study concludes that skill acquisition significantly impacts entrepreneurial development among youths in Anambra State, that youth empowerment influences entrepreneurial development among youths in Anambra State, and that infrastructural development significantly affects entrepreneurial development among youths in Anambra State, Nigeria.

8. RECOMMENDATIONS

The study proposed the following recommendations:

- The government should organize and carry out sustainable awareness campaign to promote technical skill training in all parts of the country with sincerity and objectivity, devoid of political interest, so as to motivate the youths towards becoming job providers instead of job seekers.
- There should be adequate empowerment for youths that have acquired the necessary skills.
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