Shared Seasoned International Journal of Topical Issues
VOL.12 NO.1, JULY 2025, New York City. ISSN: 2630-7290

# EVALUATION OF STUDENTS' UTILISATION OF ENTREPRENEURIAL SKILLS DEVELOPMENT PROGRAMME IN CLOTHING, TEXTILES AND ALLIED CRAFT IN UNIVERSITY OF UYO, NIGERIA.

By

**Dorothy THOMPSON,**
**Department of Home Economics, Nutrition and Dietetics**
**University of Uyo,**
**Uyo, Akwa Ibom State,**
**Nigeria**

**Emem Bassey INYANG,**

**And**

**Idorenyin ATTAH,**
**Department of Agricultural Economics and Extension**
**University of Uyo,**
**Uyo, Akwa Ibom State,**
**Nigeria.**

## ABSTRACT

***Over the years, entrepreneurship education has been a component of comprehensive education given to both undergraduate and postgraduate students in tertiary institutions in Nigeria to curb unemployment incidences. The post training responsiveness to acquired skills among the students have been a subject of debate with respect to the pattern and incidences of utilization. This study therefore sought to evaluate students' utilisation of entrepreneurial skills development programme of University of Uyo in clothing, textiles and allied craft. The study was guided by five research objectives. The research adopted an ex-post facto design using a researcher-designed questionnaire for data collection. A total of 1078 students from nine centres dealing with clothing, textiles and allied craft trade formed the study population. The sample size was 542 students; 50% of the students' population in each of the centres were randomly selected from a sampling frame for the study. Data obtained were analysed using descriptive statistics such as frequency counts, simple percentage, incidence in sex and composite index procedures. The findings of the study showed that the level of utilisation ranged from moderately high to low in most of the variables under investigation. It was concluded that the level of students' utilisation of entrepreneurial skills was inadequate. Thus, there is need for robust evaluation of virtually non-adoption or suboptimal utilization of entrepreneurial skills development programme of University of Uyo in clothing, textiles and allied craft for sustainable transformation of potential alternative means of income or wealth generation.. The study recommended synergy between the providers of the skills acquisition programme and industries to promote competence of the skills for job and wealth creation.***

**KEYWORDS: Evaluation, Utilisation, Entrepreneurial skills, Clothing, Textiles and Allied Craft**

## INTRODUCTION

Functional education is one of the key transformational tools for sustainable nation building and socioeconomic development. Though many developed countries have derived immense benefits from intellectual based economy, many countries in developing regions are still trying to secure a sustainable pathway towards functional education and the economy. The later assertion does not belittle the huge benefits derived from the current state of educational achievements in the respective developing countries. One of the aims of functional education is to use education as a tool to improve the quality of life through skills acquisition for self-reliance and poverty reduction. This is part of the reasons why tertiary institutions in Nigeria made it mandatory for all undergraduates to acquire skills through the entrepreneurial skill development programmes, FRN (2013) and University of Uyo entrepreneurial

education programme is just one among others that has been in existence for nine years or about a decade now. The effectiveness is worth evaluating after years of implementing these skill acquisition programmes in the University of Uyo since the level of utilisation of these skills among the students has not been assessed to know how well the students have put the acquired skills to use. Hence, this study seeks to examine the outcome of undergraduate students' utilisation of University of Uyo entrepreneurial skills development programme on clothing, textiles and allied craft. Specifically, this study explored the students' utilization responsiveness pattern of the University of Uyo entrepreneurial skills development programme; mapped the students' utilization responsiveness incidences of entrepreneurial skills development programme, ascertained the underlying dimension of the incidences of utilization responsiveness of the University of Uyo entrepreneurial skills development programme, assessed status of utilisation responsiveness of the skill acquired from the University of Uyo entrepreneurial skills development programme and analysed the status of utilization responsiveness profile across the students beneficiaries of the University of Uyo entrepreneurial skills development programme.

## LITERATURE REVIEW

The post training evaluation was hinged on the ecological approach theory was propounded by Aldrich Howard in 1990. It incorporates the influence of the environment, and the notion that entrepreneurial behaviour is planned intention. This approach is process-focused in that the interactions of several factors are examined in order to predict behaviour. According to this theory, beliefs, perceptions and assumptions are learned within the context of a given environment. These attitudes and perceptions predict intentions, which in turn influence behaviour. Thus, the ecological approach suggests that entrepreneurial characteristics cannot only be learned, but can also vary across individuals and situations. An entrepreneurial intention is thus mediated in the following manner; environment or event causes an individual to form perceptions, attitudes and assumptions. These perceptions then translate themselves into intentions or potentials. Intentions or potentials then are expressed through behaviour. The Ecological theory is related to the study in that the theory sees environment and events as a major determinant of entrepreneurial intentions and the study in turn, sees environment through entrepreneurship education as a determinant of entrepreneurial intention. In other words, the teaching of entrepreneurship education in the universities, create these enabling environments for imparting entrepreneurial skills in individuals. Both perspectives also, accept that individuals can activate entrepreneurial potentials if there are environmental possibilities of which entrepreneurship education is one of the environmental possibilities that activate individual entrepreneurial potentials. In Africa and Nigeria in particular, graduate unemployment is a very daunting challenge in the labour market and Longe (2017) argued that almost half of the 10million graduates churned out of the over 668 universities in Africa yearly, do not get jobs. This by implication goes to establish that, graduate unemployment is one of the most critical developmental problems facing the African continent. According to Nigeria Bureau of Statistics, unemployment rate in Nigeria rose to 22.6% in 2018 from 17.5% in 2017 showing about 29.21% change increment. This rise in unemployment rate is as a result of insufficient and non-availability of jobs to correspond with the growing population. Nigeria has a yearly growing youthful graduate from the Nigerian Universities who are not gainfully employed despite high turnout. This is due to the facts that most of the disciplines are not vocationally inclined. In order to adapt to available socioeconomic opportunities would require additional skill acquisition. The acquisition of the requisite skills is a means of increasing the productive power of any nation. The acquisition of practical skills is important because when efficient and skilful hands are employed in any field of human endeavour, high productivity is usually achieved. Economically, skills acquisition by students in all fields will help to enrich the Nigerian society and in this way, tend to make possible sustainable development. According to Adeyemo (2009) a rich nation is one that is capable of meeting the economic, social, moral and political needs of the citizenry. Nigeria as a nation will enjoy sustainable development if students acquire skills acquisition and competencies in respective specialties through the entrepreneurial skill development programme.

Teibowei and Osusu, (2017) emphasised that the importance of skill acquisition includes self-employment, diverse job opportunities, employment generation, effective function and crime reduction. Equipping university students with different skills is a means of taking corrective measures for the high level of unemployment because without skill acquisition the national goals cannot be realised, hence corruption and violence will be on increase. Universities all over the world have the mission of producing skilled manpower necessary to function effectively in their societies. As a result, their training programmes are tailored towards achieving this mandate. The ability to achieve this mandate successfully is what distinguishes one university from the other.

National Policy of Education of Federal Republic of Nigeria (FRN 2013) maintains that one of the major goals of tertiary education is to inculcate on students both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. This goal is yet to be achieved and is confirmed by Uchendu (2015), that about 4.5 million youths enter the labour market every year without any hope of getting employment for life sustenance.

However, the products of Universities in this 21st century appear to be skill deficiency, that is they lack basic skills such as entrepreneurship, skills communication skills, personal management skills, team work skills, computer literacy skills, leadership skills among others. Thus, they lack what it takes to provide employment for themselves and others. This has given rise to producing students who are more of job seekers and dependence on others for survival. The result of this type of education (training) has been high level of unemployment (Uchendu, 2015). Many students who successfully gained admission to tertiary institutions often have dreams to secure enviable jobs with robust pay, live a comfortable life and financially assist their family after graduation, but few make preparation for the challenges of prevalent unemployment. Thousands of graduates that are turned out every year end up roaming the streets for years without any hope of securing paid employment. (Fnae, Adeniji and Adu, 2008). Entrepreneurial skill programme is crucial in boosting productivity, increasing competition and innovation, creating employment and prosperity and revitalizing economies. But in spite the enormous potential of this programme to the development of graduates for self-reliance, some scholars inferred that youth and graduates of universities persistently sideline the utilization of the skills Uzoamaka, Anigbuogu and Onwuzuligbo (2014). This could be as a result of low rate of quality of entrepreneurship education obtained. This level of quality assurance could be incriminated on the absence of curricular capacity to support the training, capacity of the lecturers and lack of infrastructural support.

The word skill is one of the relative terms with various definitions; depending on what one feels it is (Okolie, Elom, Ituma, Opara, Ukwa, Inyiagu and Ndem, 2014). A skill is seen as ability to do something well, usually gained through training or experience. Furthermore, skill is viewed as manual dexterity through repetitive performance of an operation. (Ekong and Ekong, 2016). It therefore involves the attainment of performance capability. To acquire or posses a skill is to demonstrate the habit of acting, thinking and behaving until a process becomes natural to the individual through reverberation or practice (Okolie *et al.,* 2014) and (Speelman, 2005). The acquired skills and competencies can manifest in the life of the students to assist in improving a higher standard of life in the community, Odu, (2010) and Uloko (2010).

Skill development is very imperative in harnessing a nation's natural resources; it helps in developing intrinsic potentials in individuals and it is a significant function of educational institutions principally tertiary institutions (Okeke, 2005). Skill is the ability to bring about some end results with maximum certainty through the rhythmic performance of an act which is acquired through training, and comprises two components, the knowledge components and activity component (Okeke, 2005).

Okolie *et al.,* (2014) identify three major categories of skills in any training programme; these are technical skills, human skill and conceptual skill. Technical skill calls for understanding and proficiency in a specific activity, particularly one involving methods, processes, procedures or techniques. Human skill refers to the ability of an individual to work effectively in a group situation to foster co-operative effort within the group of which the individual is the team leader. Conceptual ability involves ability to recognise the interdependence of the various functions of an organization.

The National Policy on Education (NPE) (2004) recommends the use of technical skill for empowering or preparing youths for the world of work in the Nigerian schools. There is no doubt that

sufficient skill is acquired through the study of entrepreneurship education as it gives learners opportunities to develop the knowledge and attitudes needed to take constructive actions; to create and become entrepreneurs. It is commonly assumed that the attainment of the obligatory skills is a means of escalating the industrious power of a nation hence, the Nigerian society should be familiar with the fact that every citizen should be outfitted to contribute efficiently to the welfare of the country (Ekong and Ekong, 2016). Skills acquisition is high-flying in many trades such as: woodwork, metalwork, building construction, tailoring and dress making, agriculture, spinning, weaving, dyeing, pot-making, shoe-making and repairing, plumbing, electrical installation, block laying and concreting, painting and decorating, carpentry and joinery, furniture making, motor vehicle mechanics work, electronics radio and television servicing, sign-writing, printing etc in Nigeria. It varies in nature and complexity according to the trade involved (Okolie, 2010). Individuals who opt for entrepreneurship education should, among other things, possess qualities such as that would enable them succeed in it. Therefore, the acquisition of appropriate skill in entrepreneurship education is necessary to every youth for sustainable empowerment (Okolie, 2014). Unfortunately, majority of Nigeria's graduates do not have such relevant skills to be self-employed because of the poor implementation of entrepreneurship development programmes in the higher education institutions (Okolie, 2010).

Skill is thought of as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience. Although skill depends essentially on learning, it also includes the concepts of efficiency and economy in performance. Modern concepts of skill stress the flexibility with which a skilled operator reaches a given end on different occasions according to precise circumstances (Adeyemo, 2009). However, it must be reiterated that even though basic human capacities are not sufficient to produce skills, they form the necessary basis of development; skills represent particular ways of using capacities in relation to environmental demands, with human being and external situation together forming a functional system. In Nigeria, the customary academic education seems to have failed to meet the needs of a vastly increased school population; this incongruity become appallingly clear when one considers that over 70 percent of the gainfully employed persons require labour-intensive skills and technical knowledge (Odu, (2010). At this stage in Nigerian development, a substantial section of the labour force must be able to initiate independent production or perform skilled work of a diversified nature. Skill acquisition is one of the surest ways through which graduates (youths) can find ways to the labour market either in the public or private sector as stressed by Odu (2010). Okeke (2005) states that the acquisition of mandatory skills is a means of increasing the industrious power of a nation, hence the Nigerian society should recognize the fact that every citizen should be well equipped to contribute effectively to the welfare of the country. The author points out that the acquisition and development of these skills and knowledge is important so that the recipient would be able to cope with the complexities of the modern technological society especially now that the country's economy is indigenised.

Entrepreneurship education with skills and competencies acquired can help Nigeria maintain its material civilisation by enabling the individual to keep pace with the rapidly changing business, industrial and technological growth and development. In other words, the future of entrepreneurship education must be seen as an instrument for transforming Nigeria's resources into finished goods and services that will promote higher standard of living (Olateju, (2013). Therefore, entrepreneurial education with skills and competencies are needed to succeed in business.. When examining the vast literature on skills, various definitions of entrepreneurial skills emerge. According to Hisrich and Peters (2002), entrepreneurial skill is the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence. Olagunju (2004) defines entrepreneurial skill as the ability of an individual to exploit an idea and create an enterprise (Small or Big) not only for personal gain but also for social and developmental gain. This is supported by the position of Olateju (2013) that the array of possible entrepreneurial skills encompasses the perception of economic opportunity, technical and organizational innovations, gaining commands over scarce resources, taking responsibilities for internal management and for external advancement of the firm in all aspects. According to Adeyemo (2009), two fundamental issues are raised when a new skill is to be

acquired. The first is the conditions which promote acquisition and the second is the change that will occur when the skill is acquired.

## METHODOLOGY

The study adopted an ex-post facto research design based on cross sectional approach. The study was conducted in Uyo, Akwa Ibom State, Nigeria but the University of Uyo Entrepreneurial Skills Development Programme was considered for evaluation. Uyo is located on latitude 5.0377$^0$N and longitude 7.9128$^0$E . All the undergraduate students of the University of Uyo who underwent the entrepreneurial skill development programme in clothing, textiles and allied craft during 2016/2017 session were considered the target population. A total of 1078 students were sent to nine centres dealing on clothing, textiles and allied craft. A sample of 542 students which was 50% of the students' population participated in the study. Based on the list of students that undertook clothing, textiles and allied craft as area of entrepreneurial experience obtained the from general studies unit, the exposed class in the respective departments were administered with the questionnaire and the intact class responded to the survey based on their informed consent. Therefore, the target population served as the sample size. Research objectives were subjected to descriptive statistics, mean variation analysis, incidence and composite index analyses.

## RESULTS AND DISCUSSION

### A. Responsiveness Pattern of Students Utilization of Entrepreneurial Skill Development Programme

This subsection sought to ascertain how the undergraduates that participated in the entrepreneurship skill development programme have sustainably applied the skills they had acquired in the course of the training. Eight adoptive actions were identified during the qualitative appraisal stage and the participants responded to the upper stages of adoption process having established that they were all aware, knowledgeable and had practical experiences on these skills as embedded within the clothing, textiles and allied craft entrepreneurship. Clothing, textiles and allied craft skills development process involves several actionable activities that can both reduce personal expenditures and also create alternative sources of income to support the individual or household members. Being trained and informed is crucial to entrepreneurial skill development but having the social, psychological and environmental motivation to actualise the expectations can be influenced by a myriad of factors. As shown on Table 1, eight driving factors were mapped with regards to how the exposed students actualised the transition from knowledge capacity to wealth creation while still continuing their studies in school. Most of the respondents did not bother to exercise their capacity towards earning some personal gains. The response pattern revealed that except for facilitating or training those who are interested in clothing and textiles skills that virtually 48% of the students admitted their involvement, other skill actionable components were not utilised by not less than 64% of the participants. With regards to the Adoptive percentage and the relative rank order positioning of the adoptive incidences. Item 7 table 1, being paid for their contractual services was ranked 1$^{st}$ and was followed by increasing customers base for sowing activities. The lowest adoptive activities was venturing into allied craft making ranked 8$^{th}$, 7$^{th}$ and 5$^{th}$ positions

**Table 1: Distribution of Students Utilization Responsiveness Incidence of Entrepreneurial Skill Development Programme**

| SN | Items | Adoption Process | | | Adoptive % and RROP |
|---|---|---|---|---|---|
| | | Not Use | Sometimes | Always | |
| 1. | I started sewing for people immediately I finished my training | 71.5 | 23.5 | 5.0 | 5.0$^{5th}$ |
| 2 | I teach some skills I acquired to other people | 52.5 | 41.4 | 6.1 | 6.1$^{4th}$ |
| 3 | I make most of the clothes I wear | 64.1 | 24.4 | 6.5 | 6.5$^{3rd}$ |
| 4 | I make beddings and throw pillows for sell | 79.3 | 18.1 | 2.6 | 2.6$^{7th}$ |
| 5 | I make shoes and bags and sell to people | 81.7 | 17.4 | .9 | 0.9$^{8th}$ |

| | | | | | |
|---|---|---|---|---|---|
| 6 | I produce fashion items for both male and female | 74.5 | 22.7 | 2.8 | 2.8[6th] |
| 7 | I am being paid well for my services | 69.5 | 22.7 | 7.8 | 7.8[1st] |
| 8 | I have many customers that I sow clothes for | 71.0 | 21.8 | 7.2 | 7.2[2nd] |

Note: SUIESDPI means Students Utilization Incidence of Entrepreneurial Skill Development Programme and RROP means Relative Rank Order Positioning

**B. Students Utilization Incidence Percentage of Entrepreneurial Skill Development Programme**

Every training intervention has certain outcomes either in cognitive, affective and psychomotor. Psychomotor components are usually easy to observe its manifestation of the efforts resulting from the input process transformation. This subsection explored the magnitude of importance of elements that aggregately described as Students Utilization Incidence Percentage of Entrepreneurial Skill Development Programme (SUIPESDO) of the respondents. The exploration took cognizance of the relative importance of the elements of Students Utilization Incidence Percentage of Entrepreneurial Skill Development Programme (SUIPESDO) through the ranked affirmative index by male, female and both. The utilization of entrepreneurial skills could be induced by several none or salient issues of which socioeconomic background, psychological and environmental factors while still in school might influence entrepreneurial aptitude orientation. Could these observed challenges create differences in magnitude of push-pull array of elements of clothing, textile and allied craft entrepreneurship among highly informed trainee? The results as shown on column M, F and P revealed some pattern of underlying Push-Pull elements of SURI of entrepreneurship utilization presented on column M, F and P. On Table 2, the distribution of male, female and both did not follow similar pattern, though slightly similar at 1st and 3rd rank positions when compared to aggregate affirmative index ranked position. The variations in magnitude of importance of the push-pull elements of sum of clothing, textiles and allied craft entrepreneurship led to the relative positioning in column M and F as indicated by the right sided numerical superscript. The result of these columns (M and F) made significant revelation when compared to SUIESDPI affirmative index ranked order position in column P. Generally, the male orientation with regards to utilization in actionable opportunities within clothing, textiles and allied craft entrepreneurship context differed from their female orientation. Specifically, the male orientation differed in position 1st and 3th compared in line with SUIESDPI in column P. Both male and female preferred minimizing expenditures on things they can produce but did not hesitate in being compensated for services they rendered to others if opportunity arose. The SUIESDPI variation underpins self-assertive traits that tend to promote individualistic entrepreneurship.

**Table 2 Distribution of Respondents Based on Gender Orientation Students Utilization Incidence**

| SN | Item | Students Utilization Incidence | | | | SUIESDPI and RROP |
|---|---|---|---|---|---|---|
| | | Non Responsiveness | | Responsiveness | | |
| | | Male | female | male | Female | |
| 1 | I started sewing for people immediately I finished my training | 30.3 | 41.2 | 7.0[7th] | 21.4[2th] | [c]0.285 [5th] |
| 2 | I teach some skills I acquired to other people | 21.6 | 30.9 | 15.7[1st] | 31.8[1st] | [a]0.475 [1st] |
| 3 | I make most of the clothes I wear | 26.2 | 26.2 | 11.1[4th] | 11.1[8th] | [b]0.359 [2nd] |
| 4 | I make beddings and throw pillows for sell | 30.7 | 48.6 | 6.7[8th] | 14.0[6th] | [c]0.207 [7th] |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | I make shoes and bags and sell to people | 30.1 | 51.6 | 7.2 6th | 11.1 8th | d 0.183 8th |
| 6 | I produce fashion items for both male and female | 27.4 | 47.1 | 10.0 5th | 15.5 5th | c 0.255 6th |
| 7 | I am being paid well for my services | 25.3 | 44.2 | 12.0 3rd | 18.5 3rd | b 0.305 3rd |
| 8 | I have many customers that I sow clothes for | 25.1 | 45.8 | 12.2 2nd | 16.8 4th | c 0.290 4th |

Note: SUIESDPI means Students Utilization Incidence of Entrepreneurial Skill Development Programme and RROP means Relative Rank Order Positioning

**C. Underlying Dimensions of Students Utilization Incidence Responsiveness of**

This subsection sought to bring forth more understanding of the salient issues that underlie the array of eight (8) elements in Table 2, which showed four major underlying patterns which had been categorized based on the magnitude of the SUIESDP across the respondents. For simple explanation and meaningful discussions, incidence impact range was generated for the positive mapped outcomes. The incidence index range and its implication are presented on Table 3.

The incidence category "a"; had an element that was ranked 1st and it implies incidence of capacity advisory service to provide technical support to enterprise formation and ownership, which made up 12.5% composition of the SUIESDP elements. The incidence category "b"; had elements that were ranked between 2nd and 3rd, which had 25.0% item composition. The incidence category "b" portrayed a tendency for wealth creation drive. The incidence category "c" had elements that were ranked from 4th to 7th position, which had 50.0% item composition and it showed tendency for development and sustain market share contribution among the respondent. The incidence category "d"; had an element that was ranked in 8th position and it implied interest in expansion and strengthen existing allied craft enterprise, which made up 12.5% composition of the SUIESDP elements. The incidence index category analysis of the undergraduate trainee led to mapping of four underlying outcomes describing the emphatic areas of promotional focus the programme managers could focus to enhance the programme effects. This portrays the orientations of what will equip the young adult generations of the host communities to be appropriately informed and change their behaviour towards sustainable alternative income source to any other regular income should they earn paid employment. The SUIESDP outcomes revealed that most of the items were oriented towards sustainable management of the skill development which directly achieves the intentions of the programme.

**Table 3: showing Incidence Index Analysis and Implication of the SUIESDP**

| Incidence Index category | Incidence Index range | SUIESDP Item Frequency | Percentage composition | Implication |
|---|---|---|---|---|
| A | 0.4 – 0.499 | 1 | 12.5 | attendant capacity to provide technical support to enterprise formation and ownership |
| B | 0.30 – 0.399 | 2 | 25.0 | tendency for wealth creation drive |
| C | 0.20 - 0.299 | 4 | 50.0 | tendency for development and sustain market share contribution |
| D | 0.0 – 0.199 | 1 | 12.5 | Interest in expansion and strengthen existing allied craft enterprise. |

**D. Status of Students Utilization Responsiveness of Entrepreneurial Skill Development Programme**

Primarily, assessing the student utilization responsiveness of entrepreneurial skill development demanded ascertaining the index of entrepreneurial skills utilization of each respondent considered for this study. This gave credence to the relative comparison across the study population based on the composite index derivation. The distribution pattern of student utilization responsiveness of entrepreneurial skill development programme index was analyzed using broadly categorized five ranges of Poor, Fair, Good, Very good and High. The respondents were distributed across the five categories alongside with their respective SUIESDP mean index. The overall mean index of SUIESDP stood at 0.3753, implying 37.53%. Virtually no body in the study population (0.0%) were in the poor category. However, there distribution of respondents across the index ranges. About 69.5% of the population expressed relatively sufficient SUIESDP index that stood at about 20.1% - 40.99%. Further decomposition of the result revealed that the respondents drastically reduce as the magnitude of SUIESDP increases. This suggest that the trainee could be less venturesome into this particular kind of entrepreneurship as shown on Table 4 the relative poor adoptive index as shown on Table 1 appear to buttress the less than 100% of the population with SUIESDP index of above 0.61. this suggests that about 8.9% of the students affirmed a substantial utilization of skill development programme, Jayachandra, 2015 and Fiske, Cuddy, Glick and Xu, 2002. The relatively less SUIESDP could be the influence of socio-cultural orientation and work-life balance Carter, Gartner, Shaver and Gatewood, 2003; Kirk and Belovics, 2006. The high SUIESDP might have been driven by socialization process and motivation to supplement family earnings (Kim, Aldrich and Keister, 2006)

**Table 4: Distribution of Respondents based on Index of Entrepreneurship Aptitude by Sex.**

| SUIESDP Index Range | SUIESDP Index Range Interpretation | Frequency | Percent |
|---|---|---|---|
| 0.0 – 0.2099 | poor | 0 | 0.0 |
| 0.21 - 0.4099 | Fair | 376 | 69.5 |
| 0.41 - 0.6099 | Good | 117 | 21.6 |
| 0.61 - 0.8099 | very good | 36 | 6.7 |
| 0.81 - 1.00 | excellent | 12 | 2.2 |
| Total | | 541 | 100.0 |

**E. Students Utilization Responsiveness Profile of Entrepreneurial Skill Development Programme**

Having analyzed the underlying dimensions of SUIESDP and subsequently estimated the SUIESDP status of the perspective of the undergraduate trainees, it becomes obvious to evaluate the variation arising from the array of socio-economic characteristics of the participants. Age of the respondents, aggregately (male, female and both), according to Table 5, Item 1 had appeared not to have a positive relationship with increase in SUIESDP. When comparing the SUIESDP index for male and female separately, those across the ages of 19 - 27, 28-30 and more than 36 years were quite different in their SUIESDP orientations. However, female had a higher SUIESDP index mean than the female respondents but the male who were 28-36 years old had the highest SUIESDP index than the female. Comparatively, the female total mean SUIESDP index of 0.383 was higher than the male.

The disparity in the mean SUIESDP index, particularly highest age group displaying highest tendency to be entrepreneur could clearly be tied to the societal orientation of the trainee. At the age above 37 years, most male are up for more responsibilities arising from nuclear and extended family institutions. These responsibilities thus push for diversification of income generating sources towards improvement of the socioeconomic wellbeing status. The female highest SUIESDP index appears to be pronounced among those above age of 37 years, of which relative advancement in age of marriage and they are also faced with the challenges of taking care of her responsibility and also most often the immediate family needs, if sources of funding are not too adequate. According Item 2, Table 5, though the SUIESDP index across marital status showed variations, both categories were relatively low in

SUIESDP having mean index values that were more than 0.35, trainees who were married showed relatively more SUIESDP than those currently not married. It could be induced experience due to exposure to familial need tend to push towards more confidence and decisive insights on next direction to venture for better living condition. This succinctly underscores the importance of mentoring and apprenticeship in specific technical lines despite adequately empowered in their respective areas of learning.

With respect to Item 3, Table 5 attempt was made on self-assessment by the respondent on the self-efficacy and confident toward being proficient in the clothing and textile based entrepreneurship. Through slightly variation in the respectively entrepreneurial aptitude mean indexes. The difference in the male category was quite insignificant except for the female categories that witnessed a significant difference. The male entrepreneurial aptitude mean index stood at 0.7954 that 79.54% and was higher than the female entrepreneurial aptitude mean index of 0.7371 indicating 73.71%. It still buttressed that whether deliberate or by chance exposure to technical lines of enterprises is very crucial in driving an individual entrepreneurial aptitude.

**Table 5: Distribution of Respondents based on Entrepreneurial Aptitude.**

| Item | | Male | | | female | | | Pooled | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Age | Mean | N | % of Total N | Mean | N | % of Total N | Mean | N | % of Total N |
| | 19 - 27 | 0.360 | 154 | 28.5 | 0.385 | 308 | 56.9 | 0.376 | 462 | 85.4 |
| | 28 - 36 | 0.356 | 45 | 8.3 | 0.353 | 30 | 5.5 | 0.355 | 75 | 13.9 |
| | 37 - 45 | 0.563 | 3 | 0.6 | 0.875 | 1 | 0.2 | 0.641 | 4 | 0.7 |
| | Total | 0.362 | 202 | 37.3 | 0.383 | 339 | 62.7 | 0.375 | 541 | 100.0 |
| 2 | Marital status | | | | | | | | | |
| | single | 0.358 | 171 | 31.6 | 0.382 | 327 | 60.4 | 0.374 | 498 | 92.1 |
| | married | 0.418 | 25 | 4.6 | 0.425 | 12 | 2.2 | 0.420 | 37 | 6.8 |
| | separated | 0.250 | 6 | 1.1 | | | | 0.250 | 6 | 1.1 |
| | Total | 0.362 | 202 | 37.3 | 0.383 | 339 | 62.7 | 0.375 | 541 | 100.0 |
| 3 | skill utilization | | | | | | | | | |
| | not at all | 0.291 | 78 | 14.4 | 0.312 | 156 | 28.8 | 0.305 | 234 | 43.3 |
| | to a low extent | 0.349 | 42 | 7.8 | 0.385 | 60 | 11.1 | 0.370 | 102 | 18.9 |
| | to a moderate extent | 0.437 | 65 | 12.0 | 0.415 | 66 | 12.2 | 0.426 | 131 | 24.2 |
| | to a great extent | 0.438 | 17 | 3.1 | 0.539 | 57 | 10.5 | 0.516 | 74 | 13.7 |
| | Total | 0.362 | 202 | 37.3 | 0.3832 | 339 | 62.7 | 0.375 | 541 | 100.0 |

## CONCLUSION

Based on the findings of the study, it is observable that sustainable entrepreneurial skill development is achievable through educational process. Even though the adoptive percentage of the skill development in clothing, textiles and allied craft was relatively low, there were substantive evidences that the exposed is impacting on the cognitive domain of the trainees. Although, most efforts were concentrated on disseminating knowledge that promote the clothing, textiles and allied craft entrepreneurship, if adequate input and environment is available, more of the trainees will exhibit the skills that they have acquired. It is obvious; the programme requires more formative evaluation to strengthen the performance and effectiveness of the strategic objectives.

## REFERENCES

Adeyemo, S. A. (2009). Understanding and Acquisition of Entrepreneurial Skills: A Pedagogical Re-Orientation for Classroom Teacher in Science Education, *Journal of Turkish Science Education*, 6(3):57-65

Carter, N., Gartner W., Shaver K. & Gatewood E. The career reasons of nascent entrepreneurs. Journal of Business Venturing, vol. 18, pp. 13-39, 2003..

Cowan, R. S. (2012). *A Social History of American Technology*. New York: Oxford University Press.

Ekong, U. M. and Ekong, C. U. (2016). Skills Acquisition and Unemployment Reduction in Nigeria: A Case Study of National Directorate of Employment (NDE) in Akwa Ibom State, *International Journal of Economics and Management Sciences*, 5(4):1-10

Federal Republic of Nigeria (FRN 2013). *National Policy on Education*. Abuja: NERDC Press

Fiske, S. T., Cuddy, A.J.C., Glick,P and Xu,J. "A Model of (Often Mixed) Stereotype Content: Competence and Warmth Respectively Follow From Perceived Status and Competition". Journal of Personality and Social Psychology. vol. 82, no. 6, pp. 878–902, 2002. DOI: 10.1037//0022-3514.82.6.878. (Accessed online on February 29, 2016).

Fnae, K. A., Adeniji, I. A. and Adu, E. O (2008) Graduate Unemployment in Nigeria: A Blind Spot in the Nation's Educational System, *The African Symposium,* 8(2):77-96.

Hisrich, R. D. and Peters, M. P. (2002). *Entrepreneurship*. Boston: McGraw- Hill/Irwin.

Jayachandran, S, The Roots of Gender Inequality in Developing Countries. Annual Review of Economics, vol. 7, 2015: Submitted. DOI:10.1146/annurev-economics-080614-115404.

Kim, P. H., Aldrich, H.E. and Keister, L.A. Access (Not) Denied: The Impact of Financial, Human, and Cultural Capital on Entrepreneurial Entry in the United States. Small Business Economics. vol 27, no. 1, pp. 5-22, 2006.

Kirks, J. and Belovics, R. Counseling Would-Be Entrepreneurs. Journal of Employment Counseling, vol. 43, no. 2, pp. 50-62, 2006.

Longe, O. (2017). Graduate Unemployment in Nigeria: Causes, Consequences and Remediable Approaches. *American International Journal of Contemporary Research* 7(4):63:73

N.P.E (2004): National Policy on Education) Federal Republic of Nigeria fourth edition.

Odu, O. K. (2010). Skills Acquisition in Nigerian Education System: Problems and Prospects in Technical Education. *Journal of Qualitative Education*, 6 (1):20-26.

Okeke, C. A. (2005). Improving Student's Skill Acquisition through Effective Clothing and Textiles Education in Tertiary Institution in Anambra State, *Journal of Home Economics Research*, 1(1):85-89.

Okolie, U. C., Elom, E. N., Ituma A., Opara, P. N., Ukwa, N. J., Inyiagu, E. E. and Ndem, J. (2014). Influence of Entrepreneurship Education on Students Attaining Business Development Awareness and Skills Acquisition in Nigeria, *IOSR Journal of Research & Method in Education*, 4(3):37-44

Olagunju, Y. A. (2004). *Entrepreneurship Small Scale Business Enterprises Development in Nigeria*. Ibadan University Press Plc

Olateju, E. O. (2013). Towards an Effective Entrepreneurship Training in Technical and Vocational Education and Training in a Developing Economy, *Technology Education Journal*, 9(1):98-100

Sasaki, S. (2006) *Promoting Youth Employment through Entrepreneurship Education*. University Desarrollo, Santiago, Chile.

Speelman, C. (2005). Skill Acquisition: History, Questions, and Theories. In: Speelman C, Kinser K (eds.) *Beyond the Learning Curve: The Construction of Mind*, Oxford, Oxford University Press, pp: 26-64.

Teibowei, J. B. and Osusu, T. B. (2017). Assessment of Skills Acquisition Programs in Bayelsa State: Implication for Economic Development, *Education and Science Journal of Policy Review and Curriculum Development*, 7(1):11-23

Timmons, J. A. and Spinelli, S (2009), *New Venture Creation Entrepreneurship for the 21st Century*. 8th ed. Boston, MA: McGraw-Hill

Uchendu, C. C. (2015) Assessing University Students' Skill Acquisition for Employability in Cross River State, *International Journal of Education, Learning and Development*, 4(1):45-51.

Uloko, M. E. (2010) Skill Acquisition in Nigeria Educational System through Home Economics Education. *Journal of Qualitative Education*, 6(1):20-26

Uzoamaka, N. P. Anigbuogu , T. and L. Onwuzuligbo(2014) . Entrepreneurship Education and Youth Development in Nigeria: The Challenges. International Journal of Current Research and Academic Review ISSN: 2347-3215 Volume 3 Number 3 (March-2015) pp. 229-242