

Analysis of Entrepreneurial Skills Necessary for Economic Growth: Perspectives from Selected Universities in Rivers State of Nigeria.

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Abstract:

Countries all over the world rigorously pursue economic growth as a means to attain economic development. Entrepreneurship is important for economic growth and acquiring entrepreneurial skills is necessary for achieving economic growth. This study investigated the entrepreneurial skills necessary for economic growth in selected universities in Rivers State of Nigeria. Three research questions and two hypotheses guided the study. Descriptive survey design was employed with a population of all the 249 lecturers and 1,216 final year students of the Faculties of Education in the selected universities. A sample size of 310 lecturers and final year students from these faculties was drawn using simple random sampling technique. A questionnaire tagged “Entrepreneurial Skills Necessary for Economic Growth Questionnaire (ESNEGO)” was developed by the researcher. The instrument was validated and the reliability test yielded an index of 0.85. Mean scores and standard deviation were used to answer the research questions, while t-test was used to test the hypotheses at 0.05 level of significance. The findings revealed among others that, creative skills, communication skills, innovative skills, vocational skills, computer skills and writing and presentation skills were entrepreneurial skills necessary for economic growth. That the ways students can utilise these entrepreneurial skills for economic growth and development of their society include: using entrepreneurial creative skills to devise alternative ways of competing in the global world, effective communication skills to share business ideas that can promote the economic growth of the society, entrepreneurial innovative skills to accumulate wealth of experiences in science and technology for future advancements, vocational skills to be technically ready for advancement in the business world, computer skills to explore the world and develop better ways of solving societal problems digitally, and good writing and presentation skills to equip graduates with new knowledge of improving societal economic situations through research and development. The researcher recommends that these skills should be taught and that qualified and entrepreneurially trained staff should be employed in university institutions to teach the entrepreneurship courses and adequate funding and facilities be provided.

Key Word: *Entrepreneurship; Entrepreneurial skills; Entrepreneurial education; Economic growth.*

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I. Introduction

Countries all over the world rigorously pursue economic growth as a means to attain economic development. This implies therefore that economic growth fuels economic development and so governments deploy various strategies that enable them to achieve economic growth. This dependency of economic development on economic growth demonstrates the importance of economic growth in every economy. It is a part of the process of wealth creation of any nation.

Economic growth is conventionally measured using the growth in a country's gross domestic product (GDP) as a proxy. The GDP is the value of goods and services produced in a country. It can be described as the increase in inflation-adjusted market value of the goods and services produced by an economy over time. For example, The World Bank Group (2020) estimated Nigeria's nominal GDP (current prices in U.S. dollars) for 2019 to be \$448.12 billion (USD). This made Nigeria the largest economy in Africa and the 27th largest economy in the world. The World Bank Group (2020) further defined gross purchasing power GDP as “the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources. Economic growth can thus be described as a measure of the value of goods and services produced by a nation.

There are a number of drivers of a country's economy. These drivers include fiscal policies such as taxes and government spending as well as monetary policies involving interest rates. These policies can be used to expand or contract the economy to achieve the desired level of economic growth as appropriate. There are also other drivers of economic growth which are linked to growing the productivity base of the economy such as growing the workforce and their income. Growing the productivity base entails increasing the economic output of a nation.

Early economic theories by Smith (1776), Ricardo (1817) and others postulated that wealth creation was a function of productivity of an economy and they identified land, labour and capital as the factors of production leading to wealth creation. More recent economic growth theories added human capital in the form of knowledge and technology (Solow-Swan, 1956; Markiw, Romer & Weil, 1992). Other economists such as Schumpeter (1934), Cantillon (1755) as cited in Brown and Thornton (2013) and Say (1803) added entrepreneurship as a fourth or fifth factor of production depending on the school of thought on how many factors of production that there are. Some writers even argue that entrepreneurship is the most important of all the factors of production as it coordinates and manages all the other factors to achieve the business goals and objectives. In furthering this argument, Evans (1949) described the entrepreneur as the organiser, controller and manager of the units that combine all the other factors of production for the supply of goods and services. Wennkers & Thurik, (1999) posited that entrepreneurship matters and that it is now more important for economic growth than it has ever been. Their point is further buttressed in the UNC (2020) *Frontiers of Entrepreneurship Trends Report* which recognised the role that entrepreneurship plays as being integral in the health of global economy and that entrepreneurship drives economic output as well as job creation. These arguments add to the discourse on the link between entrepreneurship and economic growth and highlight the importance of acquiring the appropriate entrepreneurial skills that are necessary for achieving economic growth.

Entrepreneurship has no single universally accepted definition. The EU Skills Panorama Report (2014) described it as an individual's ability to turn ideas into action and in so doing, utilises creativity, innovation and risk-taking to manage projects to achieve his business objectives. Similarly, Madumere-Obike, Okeke & Nwabueze (2013), describe entrepreneurship as a professional application of knowledge, skills and competencies of monetizing a new idea by an individual or group of people to pursue growth, while generating wealth, employment and social needs. Other descriptions refer to entrepreneurship as a process of inculcating in individuals, the abilities that are necessary for them to be self-reliant through formal education (Madumere-Obike and Abraham (2008). All the definitions point to the importance of creativity, innovation and business enterprise in entrepreneurship which are necessary and relevant attributes needed for job and wealth creation leading to the economic growth of any nation. Thus, entrepreneurship is very important to the economic growth of any economy.

The conceptual framework of the nexus between entrepreneurship and economic growth is that entrepreneurship creates new businesses. These new businesses in turn create jobs and employment, intensify competition and increase productivity leading to economic growth which lead to development of a nation and an increase in the standard of living of its citizens (Acs, 2006; Acs, Amorós, Bosma, & Levie, 2009). Entrepreneurship is regarded as the economic engine necessary for economic growth, poverty alleviation and reduction and job creation. Entrepreneurship has been found to be positively correlated to economic growth than foreign aid and instrumental to unlocking economic growth, create employment and reduce poverty (Omoruyi, Olamide, Gomolemo & Donath, 2017); entrepreneurial activity indeed affects economic growth, (Stel, Carree & Thurik, 2004); and that entrepreneurship generates entrepreneurial based economic growth by creating an entrepreneurial economy (Audretsch, Keilbach & Lehmann, 2006).

As with all other areas of human endeavour, the entrepreneurial skills needed for successful entrepreneurship to thrive can be learned through entrepreneurial education. Drucker (1985) succinctly postulated that entrepreneurship can be learned because it is nothing more than a discipline like every other discipline. Thus, it is not limited to any class of people or acquired from birth. Entrepreneurship education according to Isaac, Visser, Fredrick and Brijlal (2007), is the purposeful intervention by an educator in the life of the learner to survive in the world of business.

Entrepreneurship education is an imperative that would make a positive contribution in improving the orientation and intentions of graduates leading to the acquisition of skills, creativity, confidence, drive and courage, in order to create employment. It denotes all forms of knowledge delivery that seek to equip the individual with the ability to create real wealth in the economic sector, thereby advancing the cause of development of the nation as a whole. Bassey and Archibong (2005) stated that, the goal of entrepreneurship education is to empower graduates, irrespective of their areas of specialization, with skills that will enable them engage in income yielding ventures.

Equipping students with entrepreneurial skills enables them to acquire practical skills, be self-employable, and develop creativity and innovative skills from school to promote economic growth and development of the society (Uche, Nwabueze & Ememe, 2009). With the high rate of unemployment in Nigeria,

self-employment and small enterprise initiatives are created as alternative channels of employment for individual growth and societal development (Madumere-Obike et al, 2013). The unemployment situation in the country is worsened if the training which students in tertiary institutions receive has not been fully successful in equipping them with desirable skills and competencies required for job creation and self-employment upon graduation (Madumere-Obike, 2006; Amaewhule, 2007; Nwangwu, 2007). This situation informed the decision of the Federal Government of Nigeria to compel all tertiary institutions in the country to establish the necessary mechanisms for the development and sustenance of entrepreneurial culture in all students studying in the higher education sector.

Entrepreneurial education encompasses training for economic growth through the development of entrepreneurial skills in students. Developing entrepreneurial skills and training among individuals create opportunities for academic improvements at various levels of educational institutions (Anyamele, Nwabueze&Ememe 2009). It provides them with the knowledge, skills and motivation to encourage entrepreneurial success for growing the economy in order to develop the society. Entrepreneurship education according to Ojeifo (2013) is structured to offer functional education for the youths to be ready for self-employment; provide them with adequate training that will enable them to be creative and innovative in identifying novel business opportunities that can enhance individual growth and societal development. It serves as a catalyst for economic growth and development, and reduces high rate of poverty. It provides young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses (Madumere-Obike et al, 2013). It equally inculcates the spirit of perseverance which will enable them to persist in any business venture they embark upon and contribute their quota to economic growth and societal development.

Entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in widely different contexts (Ayatse, 2013). It develops the capabilities of younger ones for demonstrating and acquiring entrepreneurial behaviours, skills and attributes for subsequent job creation and economic building. Furthermore, the acquisition of entrepreneurial skills provides benefits to individuals, communities and society at large by exposing them to various ways of making money and building their own business for individual growth and societal development (Uche et al, 2009). It promotes the quality of creativity and a spirit of initiative in them, which can be useful to everyone in their working responsibilities as well as their day-to-day existence.

From a global perspective, economic and social developments are increasingly driven by the advancement and application of knowledge and skill development through entrepreneurship programmes. Kulwant (2000) explains that entrepreneurship is a veritable tool for developing any nation's economy through harnessing human talents to achieve industrial objectives and societal development. According to Nwaoga and Omeke (2009), there is a calling for greater application and practice in conjunction with a clear emphasis on economic and social relevance comprising one's knowledge and skills for national growth and development. Uche et al (2009), identified communication skills, interpersonal skills, writing and presentation skills, data analysis and personnel management skills, problem-solving skills, innovative and creative skills as some of the entrepreneurial skills needed for individual growth and societal development. There is the need for youths to run enterprises with a direct effect on addressing some of the social, economic and psychological problems as well as delinquency that arise from joblessness. The enterprises create linkage between youth entrepreneurship and other economic factors such as poverty and joblessness. In fact, youth entrepreneurship promotes innovation and resilience as it encourages young people to find new solutions, ideas and ways of doing things through experience-based learning (Nwaoga and Omeke, 2009).

The introduction of entrepreneurship education in the Nigerian university system has brought about better ways for graduates to be gainfully engaged after graduation. It equips them with the knowledge, skills, supporting innovations and creativity and provides opportunities for networking and collaboration for socio-economic growth and development in the society. However, the graduates from higher institutions often find it difficult to gain employment and therefore, need some additional enhanced entrepreneurial skills and knowledge to start their own business and become job creators rather than just job seekers. It is well known that development in the society is strongly related to education output. In addition, there is need to involve all students in entrepreneurship programmes in universities for economic growth and development in Nigeria. There is currently a dearth of data and information on the importance of and the entrepreneurial skills necessary for economic growth. This study contributes to filling the gap in the limited available data to enable the targeting and training in the core skills needed in entrepreneurship to grow the economy.

Entrepreneurial skills are not related to any specific occupation, discipline or qualification. They can be hard or soft skills but they are essential toolkits for being an entrepreneur. The OECD (2014) identified three distinct categories of entrepreneurial skills namely: Technical skills; Business Management skills; and Personal Entrepreneurial skills. Written and oral communication, technical management and organising skills are categorised as Technical skills; managerial, planning, decision-making, marketing and accounting skills are

categorised as Business Management skills whilst innovation, risk-taking and persistence as classified as Personal Entrepreneurial skills.

This study examined six (6) entrepreneurial skills necessary for economic growth:

- a) Creative skills;
- b) Communication skills;
- c) Innovative skills;
- d) Vocational skills;
- e) Computer skills; and
- f) Writing and presentation skills

II. Aim and objectives of the Study

The aim of this study is to investigate the entrepreneurial skills necessary for economic growth in selected universities in Rivers State of Nigeria. The specific objectives are to:

1. Identify the entrepreneurial skills that are necessary for university students for economic growth;
2. Ascertain how students can utilise these entrepreneurial skills that are identified as necessary for economic growth; and
3. Establish the challenges university institutions face in teaching these entrepreneurial skills that are necessary for economic growth.

III. Research Questions

The following research questions guided the study:

1. What are the entrepreneurial skills perceived by university lecturers and students to be necessary for economic growth?
2. How can students utilise these entrepreneurial skills that are identified as necessary for economic growth?
3. What are the challenges university institutions face in teaching these entrepreneurial skills to students?

IV. Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean scores of lecturers and students on the entrepreneurial skills necessary for economic growth.
2. There is no significant difference between the mean scores of lecturers and students on the challenges university institutions face in teaching these entrepreneurial skills necessary for economic growth

V. Methodology

This study adopted a descriptive survey design on the population of the lecturers and final year students of the Faculties of Education in selected universities in Rivers State. The selected universities were the federal government owned University of Port Harcourt (UNIPORT) and the Rivers State government owned former Rivers State University of Science and Technology (RSUST) now known as the Rivers State University (RSU); both located in Port Harcourt. The study population consisted of the 1,216 final year students and the 249 lecturers of the two Faculties of Education in the selected universities. The study population is broken down into 169 lecturers from UNIPORT and 80 lecturers from RSU while there were 716 students from UNIPORT and 500 students from RSU. Entrepreneurship is compulsory in all the universities in Nigeria. The sample size consisted of 60 lecturers and 250 final year students using simple random sampling technique. Thirty-five (35) lecturers and 150 final year students were drawn from UNIPORT while 25 lecturers and 100 students were drawn from RSU making a total sample of 310 respondents that were interviewed.

A questionnaire tagged "Entrepreneurial Skills Necessary for Economic Growth Questionnaire (ESNEGQ)" was developed and administered by the researcher and used as the instrument for data collection. The instrument was validated by two experts in the UNIPORT Department of Educational Management. Using Pearson's product moment correlation, the reliability test yielded an index of 0.85. Mean scores and standard deviation were used to answer the research questions, while t-test was used to test the hypotheses at 0.05 significant level.

VI. Result

Research Question One: What are the entrepreneurial skills perceived by university lecturers and students to be necessary for economic growth?

Table One: Mean and standard deviation of lecturers and students on the entrepreneurial skills necessary for economic growth

S/N	Entrepreneurial skills necessary for economic growth include:	Lecturers		Students		Decision
		Mean	S.D	Mean	S.D	
1	Application of creative skill in entrepreneurship projects	3.13	0.61	3.21	0.43	Agreed
2	Effective communication skill for sharing business ideas	3.22	0.60	3.27	0.42	Agreed
3	Adopting innovative skill for entrepreneurship developments and scientific enquiry	3.08	0.62	3.19	0.44	Agreed
4	Accumulating vocational skills for entrepreneurship growth and global competitiveness	3.17	0.61	3.24	0.43	Agreed
5	Developing and applying computer skills for technology development in the society	3.26	0.59	3.38	0.39	Agreed
6	Having good Writing and presentation skills for global competitiveness	3.29	0.58	3.37	0.39	Agreed
Average scores		3.19	0.60	3.28	0.42	Agreed

Data on Table One present the mean scores and standard deviation for lecturers and students on the entrepreneurial skills necessary for economic growth. Both lecturers and students agreed on all the skills with mean scores well above the criterion mean score of 2.50. The average scores of mean of 3.19 and SD of 0.60 for lecturers and 3.28 and SD of 0.42 for students indicated that the entrepreneurial skills listed are necessary for economic growth. These skills are creative skills in entrepreneurship projects, communication skills for sharing business ideas, innovative skills for entrepreneurship developments and scientific enquiry, vocational skills for entrepreneurship growth and global competitiveness, computer skills for technology development in the society, and writing and presentation skills for global competitiveness.

Research Question Two: How can students utilise these entrepreneurial skills that are identified as necessary for economic growth?

Table Two: Mean and standard deviation of lecturers and students on the ways students can utilise these entrepreneurial skills for economic growth

S/N	Ways students can utilise entrepreneurial skills for economic growth include:	Lecturers		Students		Decision
		Mean	S.D	Mean	S.D	
7	Using entrepreneurial creative skill to devise alternative ways of competing in the global world	3.07	0.62	3.19	0.44	Agreed
8	Effective communication skill to share business ideas that can promote the economic growth of the society	3.14	0.61	3.18	0.44	Agreed
9	Entrepreneurial innovative skill to accumulate wealth of experiences in science and technology for future advancements	3.21	0.60	3.27	0.42	Agreed
10	Vocational skills to be technically ready for advancement in the business world	3.25	0.59	3.31	0.41	Agreed
11	Computer skills to explore the world and develop better ways of solving societal problems digitally	3.30	0.58	3.33	0.40	Agreed
12	Good writing and presentation skills to equip graduates with new knowledge of improving societal economic situations through research and development	3.34	0.57	3.44	0.38	Agreed
Average scores		3.22	0.59	3.29	0.41	Agreed

Data on Table Two present the mean and standard deviation for lecturers and students on the ways students can utilise these entrepreneurial skills for economic growth and development of their society. Both lecturers and students agreed on the ways to utilise the entrepreneurial skills for the growth of the economy with high mean scores well above the criterion mean of 2.50. The average mean scores of 3.22 with SD of 0.59 for lecturers and 3.29 with SD of 0.41 for students indicated that some of the ways in which students can utilise the entrepreneurial skills include creative skills to devise alternative ways of competing in the global world, effective communication skills to share business ideas that can promote the economic growth of the society, entrepreneurial innovative skills to accumulate wealth of experiences in science and technology for future advancements, vocational skills to be technically ready for advancement in the business world, computer skills to explore the world and develop better ways of solving societal problems digitally, and good writing and presentation skills to equip graduates with new knowledge of improving societal economic situations through research and development.

Research Question Three: What are the challenges university institutions face in teaching these entrepreneurial skills to students?

Table Three: Mean and standard deviation of lecturers and students on the challenges university institutions face in teaching these entrepreneurial skills to students for economic growth

S/N	Challenges university institutions face in teaching these entrepreneurial skills to students for economic growth include:	Lecturers		Students		Decision
		Mean	S.D	Mean	S.D	
13	Very minimum number of trained staff to teach the entrepreneurship courses	3.27	0.59	3.32	0.41	Agreed
14	Irregular involvement of available staff in workshops	3.06	0.63	3.36	0.39	Agreed
15	Non-availability of entrepreneurship facilities in the school system	3.33	0.57	3.41	0.38	Agreed
16	Teachers not possessing the entrepreneurship skills needed for knowledge transfer	2.25	0.76	3.34	0.39	Disagreed /agreed
17	Poor funding on the part of government	3.41	0.55	3.45	0.37	Agreed
18	Non-provision of technology devices needed for entrepreneurial developments in schools	3.45	0.54	3.49	0.36	Agreed
Average Scores		3.13	0.61	3.40	0.38	Agreed

Data on Table Three present the mean scores and standard deviation of lecturers and students on the challenges university institutions face in teaching these entrepreneurial skills to students for economic growth. Both lecturers and students agreed on the challenges listed in the table with high mean scores above the criterion mean of 2.50 except for teachers not possessing the entrepreneurship skills needed for knowledge transfer where lecturers had a mean of 2.25 just below the criterion mean of 2.50. The average mean scores of 3.13 with SD of 0.61 for the lecturers and 3.40 with a SD of 0.38 for students indicated that overall, the challenges listed in the table represent the challenges university institutions face in teaching these entrepreneurial skills to students for economic growth. Therefore, the challenges university institutions face in teaching these entrepreneurial skills to students for economic growth include: number of trained staff to teach the entrepreneurship courses, irregular involvement of available staff in workshops, non-availability of entrepreneurship facilities in the school system, teachers not possessing the entrepreneurship skills needed for knowledge transfer, poor funding, and non-provision of technology devices needed for entrepreneurial developments in schools.

Test of Hypotheses

Hypothesis One: There is no significant difference between the mean scores of lecturers and students on the entrepreneurial skills necessary for economic growth.

Table Four: Summary of t-test on the difference between the mean scores of lecturers and students on the entrepreneurial skills necessary for economic growth.

Variables	N	Mean	Std.Dev.	df	Calculated t-Value	Critical t-value	P-Value	Sig. Level	Decision
Lecturers	60	3.19	0.60	308	0.92	±2.00	0.07	0.05	Accepted
Students	250	3.28	0.42						

Data on Table Four present the summary of t-test on the difference between the mean scores of lecturers and students on the entrepreneurial skills necessary for economic growth. Based on the analysis, the t-calculated value of 0.92 is less than the t-critical value of ±2.00; while the p-value of 0.07 is greater than the significance level of 0.05 indicating that the null hypothesis was accepted. Therefore, there is no significant difference between the mean scores of lecturers and students on the entrepreneurial skills necessary for economic growth in these selected universities in Rivers State.

Hypothesis Two: There is no significant difference between the mean scores of lecturers and students on the challenges university institutions face in teaching these entrepreneurial skills necessary for economic growth.

Table Five: Summary of t-test on the difference between the mean scores of lecturers and students on the challenges university institutions face in teaching these entrepreneurial skills to students for economic growth.

Variables	N	Mean	Std.Dev.	Df	Calculated t-Value	Critical t-value	P-Value	Sig. Level	Decision
Lecturers	60	3.13	0.61	308	1.84	±2.00	0.13	0.05	Accepted
Students	250	3.40	0.38						

Data on Table Five present the summary of t-test on the difference between the mean scores of lecturers and students on the challenges university institutions face in teaching these entrepreneurial skills necessary for economic growth to students. Based on the analysis, the t-calculated value of 1.84 is less than the t-critical value of ± 2.00 ; while the p-value of 1.13 is greater than the significance level of 0.05 indicating that the null hypothesis was accepted. Therefore, there is no significant difference between the mean scores of lecturers and students on the challenges university institutions face in teaching these entrepreneurial skills necessary for economic growth to students.

VII. Discussion

The findings of this study revealed that, the entrepreneurial skills necessary for economic growth include creative skills in entrepreneurship projects, communication skills for sharing business ideas, innovative skills for entrepreneurship developments and scientific enquiry, vocational skills for entrepreneurship growth and global competitiveness, computer skills for technology development in the society, and writing and presentation skills for global competitiveness. The answers to Research Question One and the finding of Hypothesis One test showed that lecturers and students agree on the entrepreneurial skills necessary for economic growth in selected universities in Rivers State. These findings concur with the earlier findings from the studies by Madumere-Obike et al (2013) that the skills that male and female undergraduates acquire after completing an entrepreneurship course include innovation/creative skills, communication skill, risk-taking skills, desire for achievement in life, leadership skill, time-management skill, tolerance for ambiguity, sale/marketing skills, and problem solving skill which are also all necessary for economic growth. They also support the findings by Uche et al, (2009) that the goal of entrepreneurship education is to empower graduates, irrespective of their areas of specialization, with skills that will enable them engage in income-yielding ventures. They concluded that building up entrepreneurial skills, such as those in this study, enables undergraduates to acquire practical skills and be self-employed, motivated, develop creativity and innovative skills. Hence, entrepreneurship education is a professional application of knowledge, skills and competencies of monetizing a new idea by an individual or group of people to pursue growth, while generating wealth, employment and social needs.

The answers to Research Question Two also revealed that, the ways students can utilise these entrepreneurial skills for economic growth include: using entrepreneurial creative skill to devise alternative ways of competing in the global world; effective communication skill to share business ideas that can promote the economic growth of the society; entrepreneurial innovative skill to accumulate wealth of experiences in science and technology for future advancements; vocational skills to be technically ready for advancement in the business world; computer skills to explore the world and develop better ways of solving societal problems digitally; and good writing and presentation skills to equip graduates with new knowledge of improving societal economic situations through research and development. These findings are similar to those by Oragwu (2014) and Oragwu & Nwabueze (2014, 2015) which revealed that the ways universities can enhance job capacity building among male and female university students include: providing internet facilities for networking/collaboration among students, teachers and industry, providing conducive classrooms for learning, knowledge creation among lecturers for the development of students' academic achievement, innovative/creative developments in the universities help students to perform better in their job related field, increased students' participation in research help to create jobs for them, providing quality academic staff help the students store knowledge capabilities for employments, and adequate provision of school facilities help to enrich knowledge and skills in the students. Also, Madumere-Obike, Ukala and Nwabueze (2013) found the roles of university education in the development of skilled manpower to include the promotion of new knowledge among lecturers and students, supporting lecturers for knowledge creation, creating innovative and developments in the universities, providing opportunities for networking/collaboration among institutions and industries, increasing lecturers and students' participation to foster sustainable development, storing knowledge capabilities for socio-economic development, creating reputations and international networks, and helping the lecturers and students to improve on academic innovations for national development. This implies that when the students are provided with adequate information, knowledge, skills, and attitudes that would enable them perform well and they will utilise them to develop their academic and work capabilities in their areas of specialization such as in entrepreneurship activities for economic growth and development.

Finally, the findings showed that both lecturers and students agree on the challenges that universities face in teaching these entrepreneurial skills to students for economic growth. These challenges include: very minimum number of trained staff are available to teach the entrepreneurship courses, irregular involvement of available staff in workshops, non-availability of entrepreneurship facilities in the school system, teachers not possessing the entrepreneurship skills needed for knowledge transfer, poor funding and non-provision of technology devices needed for entrepreneurial developments in schools. The answers to Research Question Three and the findings of the Hypothesis Two test showed that there is no significant difference between

lecturers and students on the challenges university institutions face in teaching these entrepreneurial skills to students for economic growth and development. Madumere-Obike, Okeke and Nwabueze (2013) had previously also found in their studies that the problems the students face include developing the knowledge of starting a business, capital to start the business, inadequate exposure to practical skills in business, inadequate information on existing opportunities in business, low skill and knowledge to manage an enterprise, and the inability of various agencies to assist students at the start-up levels of new business development. Bassey and Olu (2008) found that the problems students face in starting business of their own include lack of knowledge, low exposure to practical skills in business, no skill and knowledge to manage an enterprise and poor instructional methods. Universities have a key role to play in promoting entrepreneurship education since educational institutions are ideally considered the place to shaping entrepreneurial cultures and aspirations among students. Perhaps as stated by Bygrave (2004), universities are supposed to be seedbeds of entrepreneurship to teach students the way to think and behave entrepreneurially.

VIII. Conclusion

This study has shown that the acquisition of entrepreneurial skills is necessary for economic growth and development. Entrepreneurship education enhances entrepreneurial creative skills, effective communication skills, entrepreneurial innovative skills, vocational skills, computer skills, and good writing and presentation skills to compete globally for future advancements. It is therefore recommended that:

1. Entrepreneurial skills continue to be taught in universities as they are necessary for economic growth
2. The number of entrepreneurially trained lecturers should be increased in universities to teach the entrepreneurship courses.
3. Adequately trained entrepreneurship teaching staff should be regularly involved in workshops to guide and impart new knowledge and required skills needed for instructional enhancement and productivity.
4. Adequate entrepreneurship facilities should be provided in universities to enhance quality performance of staff and that of students.
5. Sufficient funding should be made available to universities to enable them provide the technology devices needed for entrepreneurial developments

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