Entrepreneurship evolved many centuries ago and has formed the basis for economic growth and development. It has been defined in different ways by various people. Obayi and Okafor (2015) stated that entrepreneurship is the process of doing something new or something different to create wealth for oneself and to add value to the society. The society is in dynamism and it is highly influenced by cultural change and other aspects of change.

Entrepreneurship is an input driver of our economy. Wealth and a high percentage of jobs are created by small businesses started by entrepreneurially minded individuals, many of which grow to become big businesses. According to
Akeredolu-Ale (1975) in Odunaike and Amoda (2013), entrepreneurship is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish as well as run an enterprise successfully based on the identifiable opportunities. It should be stressed that not every business is entrepreneurial, but only activity that bring innovation or bring fresh satisfaction and new consumer demand. Entrepreneur is a term used broadly to describe an innovative modern industrial business leader (Akpomi, 2008). He/she has been described as the person who perceives business opportunities and uses the scarce resources available to take advantage of them. It is entrepreneur alone who bears the non-insurable risks in his enterprise and it is he/she who directs the human and materials resources in business legal goals. Obayi (2015) supported that the entrepreneur is a risk taker but he is not gambler. He takes calculated risks. This is because he is circumspect in his approach to decisions. The higher the anticipated reward, the more risk he is likely to take.

Entrepreneurship education is the type of education which has the ability to impact on the growth and development of an enterprise through technical and vocational training (Tamuo & Ogiji, 1999 in Ezeani, 2013). To Atakpa (2011), it is the aspect of education which equips an individual and creates in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school. Still, to Fashua (2006), entrepreneurship education creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identified opportunities. This means that entrepreneurship education helps to provide business education students with the knowledge, skills and innovation to encourage entrepreneurship in variety settings. Entrepreneurship education prepares youths to be responsible and toward the inside individuals, who become entrepreneurs or entrepreneurial thinkers by revealing them in real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. Ememe (2010) added that entrepreneurship education enables youths to seek for success in ventures through one’s effort. Okereke and Okoroafor (2011) opined that entrepreneurial education and ICT skills have been acknowledged world wide as a potent and viable tools for self-empowerment, job and wealth creation.

Stewart (2010) criticized most entrepreneurial training for education to be too theoretical and that tertiary institution do not take responsibility for the quality of their education graduates. Abdulkarim, Agburuga and Ordu-pac (2014) supported that most graduates pass through higher institutions with their heads down in books and above little or no exposure to hands-on-experience where they can develop psycho-productive, socio-psychological skills and perception skills alongside the cognitive skills they have acquired. This situation defeats the objectives of entrepreneurship education and training which according to Gibb (2007) also...
outlined four basic objectives of entrepreneurial studies for business student as:
1. To give the recipient an insight into how micro or small businesses work;
2. To create in the recipients the capacity to start a new venture of their own;
3. To develop in the recipients a general understanding of business; and
4. To develop in the recipients personal enterprising capacity.

Furthermore, the International Labour Organization (ILO) (2013) also outlined the following objectives of entrepreneurship:
1. Creating the right mindset needed for starting, growing and creating decent jobs opportunities;
2. Empowering the marginalized group of the society such as youths and women to start and build successful enterprise; and
3. Highlighting the link between productivity gains and improved environmental practices.

If the mentioned objectives are what to go with, there is need to think outside the box and adopt learning approaches that have proven worthwhile in other context similar to that of entrepreneurship in order to develop business education students, with the right mindset needed for starting, growing and creating decent jobs opportunities. It is worth noting that studies on collaborative learning have more of what is being taught than those in the traditional setting (Leveson, 1999; Colbeak, Campbell & Bjorkland, 2000). Moreover, Neff (2014) noted that they retain the information longer and also appear more satisfied with their classes than those in the traditional lecture classes. Balasubramanian (2007) posited that in collaborative learning approach, students help each other to learn and develop skills by working together as a cohesive group.

Skill does not depend solely upon a person's primary, inborn capacities but must be developed through training, practice and experience an individual acquired. Skill according to Bolt-Lee and Foster (2003) is the art of possessing the ability to power, authority, or competency to do the task required of an individual on the job. Two fundamental issues are used when a skill is to be acquired. Following Okoro and Ursula (2012), the first is the conditions which promote acquisition and the second is the change that will occur when the skill is acquired. However, when an individual set out to learn a new skill, he usually starts with a catching programme of instruction. Good learners do not jump into an operation without first receiving the necessary verbal instruction. Thus the instruction given in bits, units modules in stages, perhaps must be fused together to form a skilled performance.

The major concern of most societies in the modern time is how to curtail the rising tide of unemployment and achieve noticeable success in wealth creation and poverty reduction and foster socioeconomic development. Unemployment is a state of actively looking for employment but not being currently employed. The rate is the measure of the prevalence of unemployment and it is calculated as a
percentage by dividing number of unemployed individuals currently in the labour
force (Wikipedia, 2018). Unemployment of whatever type and magnitude is an
abominable condition within the economy (Tashie, 2011). The problem necessarily
creates waste of man hour, loss of valuable skills and of productive energy. The
unemployed persons are said to lack access to income and wealth. They are usually
faced with physical and moral deprivation and are psychologically unhealthy.
Unemployment rate in Nigeria increased to 18.80 percent in the third quarter of
2017 from 16.20 percent in the second quarter of 2017. Unemployment rate in
Nigeria averaged 10.63 percent from 2006 until 2017, reaching an all time high of
19.70 percent in the fourth quarter of 2009 and a record low of 5.10 percent in the
fourth quarter of 2010.

Entrepreneurship acquisition could turn around the economic fortune of the
nation by providing jobs and reduce the unemployment rate in Nigeria and help to
harness untapped natural resources in order to produce the goods and services
needed. These will no doubt reduce or alleviate poverty and help to increase per
capita income in the society. Therefore, it is hoped that people in authority should
encourage a diversification of the economy through adequate support for private
establishment and practical acquisitions of skills in higher institutions. Many of
students today depend on getting the certificate for employment purpose and not
bided on any reason or evidence in their various areas of practical study and later
depending on the government for job. This certificates frenzy situation has turned
down the entrepreneurial spirit and attitude among youths.

This problem underscores the need for every stakeholder in both the economic
and education sector to fashion out ways to prepare out youth graduates for
employment outside the so call white collar jobs. Choosing a career path in order to
gain profit for the long haul is the most important reason why people opt for
entrepreneurship. Maintaining a reliable source of income is the best and the most
important way to create a stable job. Keeping this in mind, being one's own boss and
having things in control are what majority of the people desire. If students acquire
the right entrepreneurial skills, they will on graduation be self-employed and
employers of labour. Then the ugly trend of unemployment in the society may be
solved. In line of the above, this study aimed at examining entrepreneurial skills
acquisition among colleges of education students as remedy to unemployment.

Research Questions
The study was guided by three research questions to achieve the research
objectives:
1. To what extent has entrepreneurship skill acquisition programme among
students reduced unemployment in the society?
2. What are the factors fighting against entrepreneurial characteristics and
passion among students and young graduates?
3. What is the level of entrepreneurial awareness and aspiration among the college of education students?

Method

Descriptive survey research design was used in this study. The population of the study was made up of 208 Nigeria Certificate in Education (NCE) II business education students and 64 Nigeria Certificate in Education (NCE) II Home Economics students from Federal College of Education (Tech), Omoku, Rivers State. Sample and sampling techniques were used to split each of the classes in two that is sample of 104 NCE II business education students in each of business education class and 32 NCE II home economics students in each of the home economics class doing BED 220 (Entrepreneurship in Business Education) and VTE 220 (Entrepreneurship in Vocational and Technical education) respectively. Simple percentage method was used to analyse the data collected through the

Results and Discussion

Table 1: Percentage rating on what extent has entrepreneurship skill acquisition programme among students reduced unemployment in the society.

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Respondent No/%</th>
<th>Accepted No/%</th>
<th>Rejected No/%</th>
<th>Neutral No/%</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>136/100</td>
<td>82/60</td>
<td>36/26</td>
<td>18/23</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>136/100</td>
<td>123/90</td>
<td>13/10</td>
<td>--/--</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>136/100</td>
<td>118/87</td>
<td>18/13</td>
<td>--/--</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>136/100</td>
<td>111/82</td>
<td>18/13</td>
<td>07/5</td>
<td>Accepted</td>
</tr>
<tr>
<td>5</td>
<td>136/100</td>
<td>133/98</td>
<td>03/2</td>
<td>--/--</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

From the Table 1, majority of respondents accepted to the favour of the question. It implies that a good number of the respondents agreed that there entrepreneurship skill acquisition programme among the students will reduce unemployment in the country. This is in line with Okereke and Okoroafor (2011), opined that entrepreneurial education and ICT skills have been acknowledged world wide as a potent and viable tools for self-empowerment, job and wealth creation. With the job creation for self empowerment, creation of jobs reduces unemployment in the country.
Table 2: Percentage rating factors fighting against entrepreneurial characteristics and passion among students and young graduates

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Respondent No/%</th>
<th>Accepted No/%</th>
<th>Rejected No/%</th>
<th>Neutral No/%</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>136/100</td>
<td>119/88</td>
<td>11/8</td>
<td>06/4</td>
<td>Accepted</td>
</tr>
<tr>
<td>7</td>
<td>136/100</td>
<td>93/68</td>
<td>38/28</td>
<td>05/4</td>
<td>Accepted</td>
</tr>
<tr>
<td>8</td>
<td>136/100</td>
<td>122/90</td>
<td>14/10</td>
<td>--/--</td>
<td>Accepted</td>
</tr>
<tr>
<td>9</td>
<td>136/100</td>
<td>120/88</td>
<td>09/7</td>
<td>07/5</td>
<td>Accepted</td>
</tr>
<tr>
<td>10</td>
<td>136/100</td>
<td>128/94</td>
<td>07/5</td>
<td>03/2</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

The results from Table 2 accepted as factors fighting against entrepreneurship characteristics and passion among students and young graduates with the percentage rate of 88%, 68%, 90%, 88% and 94% respectively. None of the Rejected was up to required percentage to be accepted followed by neutral responses. The responses prove that lack of fund, more time of theoretical than practical, lack of infrastructure and location of entrepreneurial school is factors fighting against entrepreneurship skill in colleges of education which is contrary to the International Labour Organization (ILO) (2013) objectives of entrepreneurship. Stewart (2010) criticized most entrepreneurship training for education to be too theoretical and that tertiary institution do not take responsibility for the quality of their education graduates.

Table 3: Percentage rating on entrepreneurial awareness and aspiration among the Nigerian college of education students

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Respondent No/%</th>
<th>Accepted No/%</th>
<th>Rejected No/%</th>
<th>Neutral No/%</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>136/100</td>
<td>83/61</td>
<td>49/36</td>
<td>04/3</td>
<td>Accepted</td>
</tr>
<tr>
<td>12</td>
<td>136/100</td>
<td>119/87</td>
<td>08/6</td>
<td>09/7</td>
<td>Accepted</td>
</tr>
<tr>
<td>13</td>
<td>136/100</td>
<td>132/97</td>
<td>04/3</td>
<td>--/--</td>
<td>Accepted</td>
</tr>
<tr>
<td>14</td>
<td>136/100</td>
<td>85/63</td>
<td>15/11</td>
<td>36/26</td>
<td>Accepted</td>
</tr>
<tr>
<td>15</td>
<td>136/100</td>
<td>83/61</td>
<td>21/15</td>
<td>32/24</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

The analysis of the data in Table 3 indicates items 11, 12, 13, 14 and 15 of the respondents were accepted with 61%, 87%, 97%, 63% and 61% respectively against rejection of 36%, 6%, 3%, 11% and 15%. This is interpreted that the entrepreneurial awareness and aspiration among college of education students is on the high level. Obayi and Okafor (2015) pointed out that entrepreneurship is the process of doing something new or something
different to create wealth for oneself and to add value to the society. Without awareness, there will be no process of doing something new.

**Conclusion and Recommendations**

The study has revealed that entrepreneurship skill programmes in colleges of education expose students not only to the theories, concepts and principles and of entrepreneurship, but to the practical entrepreneurial activities. Entrepreneurship skills motivate them into thinking of how to create jobs for themselves and others instead of being hoping on white man jobs only.

The following recommendations were advanced:

1. Entrepreneurship education in the colleges of education should be adequately funded. This can be achieved through increase in the budgetary allocation to the universities by the government. With adequate funding, universities will be able to establish entrepreneurial development centres for practical work and the provision of training/instructional material for the programme.

2. Entrepreneurship should be more or less practical than theoretical.

3. More Nigeria youths should enrol for entrepreneurial skill education as it has great opportunity for not only paid employment but also for self-employment. This is essential as the organized private sector and government alone cannot provide employment for all the youths.

4. There should be provision for periodic retraining of the teachers to update their knowledge in the various areas of entrepreneurship and in the use of information and communication technology. This will expose them to modern trends in entrepreneurship across the globe and enhance effective teaching.

**References**


Akpomi, M. E. (2008). Developing entrepreneurship education programme for Higher Education Institutions (HEIs) in Nigeria. Post-doctoral research project carried out at the University of Reading, Reading, UK.


