



Building Skills for Digital Entrepreneurship and Motivating Self-Reliance

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Abstract: This research determined to explore how to encourage self-reliance and develop abilities for digital entrepreneurship. Two null hypotheses and research questions were established to direct the study to meet the research's objectives. A survey study strategy was chosen for this study. Out of the two thousand undergraduates (2000) in the population, a sum of one hundred eighty-seven (187) respondents were chosen for the sample. Simple random sampling was used to make the selection. The key tool was a study questionnaire titled "Building Skills for Digital Entrepreneurship and Motivating Self-Reliance," approved by two specialists from the University of Maiduguri's Computer Engineering and Computer Science departments. The researchers distributed the questionnaire. A statistical study using Pearson product-moment correlation was done to test the hypotheses. With 276 degrees of freedom and critical values, every hypothesis was meaningful. The University of Maiduguri found that the self-reliance drive substantially correlates with skills in Point of sale (POS) operation and recharge card business. Based on the study's findings, it was suggested that lecturers have adequate supervision to carry out the Entrepreneurship program. Universities should have workstations, so the stations should be properly staffed and equipped to support achieving the goals.

Keywords: Entrepreneurship, self-reliance, Digital, POS, Recharge Card.

1. INTRODUCTION

"The individual ability to turn ideas into action" is the definition of entrepreneurship education. It encompasses risk-taking, originality, inventiveness, and project planning and management skills necessary to accomplish goals and take charge of one's life. The meaning of entrepreneurship education is that it is a type of instruction designed to help people develop their sense of initiative and their capacity to make ideas become realities. A school curriculum that includes entrepreneurship education guarantees that every student has the opportunity to start their own business and that they are the creators of their success. The goal of entrepreneurship education is to inspire students' curiosity and creativity. According to Raimi and Towobola (2011), entrepreneurship education is a practical and meaningful interaction between teachers and students. It develops their capacity to recognize, assess, and produce ideas and creatively address business challenges. According to UNESCO (2008), entrepreneurship education encompasses a range of knowledge that equips students with the skills and perspective necessary to seize and convert various opportunities. It

extends beyond starting a business. The goal is to improve students' capacity to foresee and adapt to societal changes. According to UNESCO, instruction and training empower learners to explore and utilize their creativity and exercise initiative, accountability, and risk-taking. According to Lee and Wong (2008), entrepreneurship education can stimulate economic growth and the creation of jobs in any community. This is because it aims to offer students the abilities, information, and drive needed to support successful entrepreneurship in various contexts (Okafor, 2014).

2.0 LITERATURE REVIEW

Idada et al. (2011) said that entrepreneurship education refers to the instruction provided to persons to foster entrepreneurial traits and provide support services for a smooth launch and prosperous operation of the business. The process of enabling people to identify commercial entrepreneurship education as a particular drill for trainees or students to obtain ideas, skills, capabilities, and managerial capabilities for self-employment rather than being employed for wage pay is defined as entrepreneurship education, given by Mauchi et al. (2011).

Comparably, Kemebaradikumo and Ekankumo (2011) emphasized that entrepreneurship education gives students—particularly those attending postsecondary institutions, the information, abilities, and drive to promote entrepreneurial pursuits in various contexts. These claims clarify that effective entrepreneurship education will lead to economic development and empowerment. The aforementioned perspectives demonstrate how, in terms of its traits, nature, and scope, entrepreneurial education is a rebranding of the educational ethos designed to ensure a wide-ranging educational system that re-engineers the glaring shortcomings of the current educational system. It seeks to provide students with the necessary skills and abilities for the global workforce.

When someone starts, manages, and creates their own business instead of working for an employer, that is referred to as self-employment. Abdulkarim (2012), self-employment is the practice of working meant for oneself. Self-employed is not working for a company or an individual but earning money from consumers, clients, or other organizations. Self-employment is running one's own company instead of working for a company (Citizens Information, 2014). This proposes that working for oneself as opposed to an employer who offers compensation or salary is what is intended by self-employment.

Similarly, if there is a bad societal impact, the learned talent might not result in self-employment. Communal ties, the impact of family and friends, role models, and advisors are all examples of social influence. This may impact prospective business owners' decisions to work for themselves (Asikhia, 2010; Shastri & Sinha, 2010). Social networks are positively connected to the entrepreneurial opportunity for self-employment in Nigeria, the UK, the USA, and, correspondingly. Carter & Shaw (2006) and Shane (2003), humanity's attitude and perception toward entrepreneurship are poor (Mayer et al., 2007). Students in China who have ambitions to start their businesses were positively influenced by their perceptions of the social environment (Yun & Yuan-qigong, 2010). Social norms and entrepreneurial intention were found to have a weak relationship, suggesting that a person's attitude toward entrepreneurial intention is influenced by their social environment (Ajzen, 1991; Kruger, 2004). However, Vob and Muller (2009) concluded that various elements, including personality traits like attitude, resources, and surroundings, impact an entrepreneur's behavior regarding entrepreneurial activity. Other research concluded that, despite having the necessary knowledge, drive, expertise, and risk-taking mindset, the social environment could make it difficult to recognize and take advantage of business opportunities (Ekpe & Mat, 2012; Shastri & Sinha, 2010).

Employers have been concerned for several years about the Development students (carpentering option) demonstrate when they enter the job (Cory & Pruske, 2012). How academics might support graduates of entrepreneurial development programs (carpentering option) in meeting skill requirements for recruitment and enhanced self-reliance is an issue that frequently crosses people's minds (De Villiers, 2010; Kavanagh & Drennan, 2008). Consequently, it is crucial to

comprehend businesses' wide range of sophisticated skill requirements.

Tailoring is one of the entrepreneurial professions that is thought to play a significant role in lowering poverty. The contribution to Poverty Reduction and Growth in Zanzibar (ZSGRP). Cluster 1 of the ZSGRP aims to attain high and sustainable pro-poor growth in line with the Zanzibar Growth strategy. To a certain extent, IFAD has begun implementing steps to support the tailoring-based economic development of five African nations. These nations include Burkina Faso, Senegal, Uganda, Zambia, and Zimbabwe. One instance of how the Zimbabwean government has supported the tailoring industry is Zimbabwe Women in Trade and Development (ZWITAD).

Researchers' attention has recently been primarily focused on studies on developing self-reliance abilities in entrepreneurial education. Research by Zydgiunaite, Katiliute, and Aisle (2006) is comparable to this study, among other studies. "Qualitative Diagnostics of the Relationship between Schooling and Work" was the name of the study they carried out. The study looked into how people go from education to the workforce. The study sought to understand how a person with varying levels of education, whether or not they acquired professional skills and knowledge at school, achieves or falls short of a particular level of professional career development, and whether or not those with greater education can acquire professional skills at school, leading to a higher level of professional career. The research's drive was to shed light on the components that make up the link between education and employment. The study employed unstructured interviews, audio-taped data gathering, and inferential statistics for data analysis. The latter approach is focused on interpreting individuals' narrated experiences. Ten first-year Bachelor of Art students studying social work, industrial training, business administration, and nursing; ten practitioners who represent professional fields appropriate for the study areas of Bachelor of Art students; ten executives of work organizations where the professionals being interviewed are employed; and ten head-teachers of schools where students are taught professional skills and knowledge. The researchers observed that what is learned in schools bears little relationship with what is needed to perform a job and professional career development also, the investigators suggested that counseling/procedures, assessment methods, and teaching strategies all have a significant role in student's learning and growth as they prepare for future careers, then, the investigators are certain that these occurrences make up the substance of the interaction between education and employment, and that developing the relationship between gaining, kliop professional abilities and knowledge aids, learners, and work organization leaders. The research directs the present effort on creating questionnaire items; nevertheless, the instruments utilized for the analyses are not mentioned in the publication. Atah (2019) asserted that teachers must voluntarily contribute to the accomplishment of organizational objectives to fulfill students' desire to gain ideas that will allow them to be self-reliant. Nevertheless, a teacher's willingness to work depends on how successfully the university administration uses performance incentives to

balance the faculty's demands and interests with the institution's goals. Lack of performance incentives can generate tension, discomfort, and frustration, which lower the caliber of work pupils produce.

Bolt-Lee and Foster (2003) suggested that skills are the art of having the strength, control, or competence necessary to complete a task that is expected of a person on the job. Ezeani (2012) asserted that skills are acquired via instruction, experience, and practice rather than being a person's basic, natural abilities. According to Kekechi et al. (2013), skill acquisition is acquiring ready and effective knowledge to increase one's aptitude and competence in a given sector. Acquiring fundamental knowledge about job prospects, requirements, and trends and possessing marketable abilities is essential for preparing students for self-reliance in skill acquisition (Atah et al 2017).

According to Ogundele, Oluwolara, and Adegbemi (2011), student skills would help with poverty alleviation, youth empowerment, and job creation—all of which can help with various societal issues. According to Mbionwu (2008), students with sufficient job experience have a greater chance of starting their own business following graduation. Kikuchi et al. (2013) give evidence for this claim, arguing that skill development offers a foundation for technological superiority in the face of global economic integration. According to Akpotowoh and Amahi (2006), students who take business-related courses benefit from entrepreneurship training and gain the necessary skills to launch and manage their small enterprises. According to Edet and Atah (2018), the acute job shortage and its associated negative effects place heavy burdens on training institutions and their trainers to appropriately disclose to students the reality of unemployment in society and the fact that the best way out is to develop a job creation mindset from an early age. Students need to develop their entrepreneurial skills and sense of self-reliance because, when trained with real equipment, machines, jobs, and real-world scenarios, they will have mastered "hands-on skills," which are essential to breaking free from the poverty cycle and will open their minds to the possibility of creating their jobs.

According to Chukwurah and Atah (2019), students can become job creators rather than pursuers by acquiring skills through synergy and collaboration. Collaboration between educational institutions and other organizations creates opportunities to utilize other institutions' facilities and equipment for teaching and learning. According to Atah (2019), the term "facility" refers to permanent assets, tangible buildings, facilities, and assets owned or assigned to educational institutions and primarily used for educational activities and purposes. Such facilities include classrooms, labs and equipment, libraries, staff quarters, hostel furniture, and playgrounds. According to Chukwurah and Atah (2018), ties between the institutions will develop if they work together. According to Bessong, Atah, and Ugbadu (2019), sharing resources like the Internet and intranet can facilitate successful teaching and learning processes that lead to gaining skills for self-sufficiency. According to Agim, Ochui, and

Atah (2020), these technologies are constantly developing. They are becoming increasingly important in our lives as graduates, helping us better complete certain workplace responsibilities.

All educational levels incorporate entrepreneurship education into their curricula to enhance students' learning processes (Agim, Ochui, & Atah, 2020). To allow students to get occupational skills for self-sufficiency and skills competencies, all learners must receive entrepreneurship training regardless of level (Atah, Ukah, and Crossdale 2019). Another way to do this would be to collaborate with pertinent organizations to improve instruction and provide students with knowledge and skills that apply to modern society (Atah & Ukah, 2021). Collaboration between schools can frequently assist people or groups to accomplish shared goals and objectives (Atah & Ukah, 2021). According to Edet and Atah (2019), learning about entrepreneurship will assist students in developing a mindset that is conducive to creating jobs by stimulating deep thought and nurturing constructive ideas. Suppose entrepreneurial skills are highly valued among students. In that case, security is the dynamic state that involves a state's relative ability to counter challenges to its basic values and interests and its key benefactors (Atah, 2019). The school must use entrepreneurship education to help students develop the attitudes and abilities necessary to obtain the skills necessary to function in modern society. Atah and Abeng (2019) concurred that enhancing learners' skills is the primary element contributing to self-sustainability. According to Chukwurah & Atah (2019), entrepreneurship education is a type of curriculum created to support students builds the abilities they want to prosper. According to Agim and Atah (2023), learners can acquire various skills, including ICT and operating devices and machinery. Once again, learners might be similarly trained in record-keeping and management skills for the sustainability of small and medium-scale business owners for the growth of the national economy or self-reliance or gainful employment (Atah & Bessong, 2018).

The youth of a country determines its hopes and future. The rates at which resources are allocated to youth today help both the individual and society in the short and long term. It's important to note that giving young people the necessary skills for independence significantly reduces unemployment in the nation, especially for those who drop out of secondary school. Most school graduates lack marketable skills, which is the main cause of unemployment and the rise in social vices (Akpan & Udoh, 2014). Nowadays, poverty, unemployment, and other social ills are becoming more prevalent in Nigeria and have plagued the country's society. Both the Nigerian public and the government are now concerned about this. As more students are graduating from different levels of the school system, poverty and unemployment are on the rise. This might have happened because graduates from the educational system did not have employment skills, particularly in the Maiduguri metropolitan council of Borno State.

2.0 RESEARCH ISSUES

The subsequent research inquiries were posed:

1. What connection exists between pupils learning carpentry skills for self-reliance and developing entrepreneurial skills?
2. How much is the development of entrepreneurial abilities related to students' learning how to customize their skills for self-reliance?

2.1 HYPOTHESIS FOR RESEARCH

The following null hypotheses were raised for this research and tested at a 0.05 level of significance.

1. There is no substantial impact of entrepreneurial skills development on students' achievement in carpentering skills for self-reliance motive.
2. There is no substantial impact of entrepreneurial skills development on students' acquisition of tailoring skills for self-reliance motive.

3.0 METHODOLOGY

The methodology focused on a descriptive survey study plan is used in this research. The design was selected by Adega's (2002) assertion that the most common method for doing educational research is the descriptive survey design. The researcher can describe events, settings, or phenomena with this research design. According to Francis (2003), a descriptive survey design aids in the methodical documentation of current data and viewpoints on study projects; the researcher selected a descriptive survey research strategy for the study because it is educational and uses questionnaires to gather data from respondents so that the analysis findings can be applied to a larger sample. The Maiduguri Metropolitan Council of Borno State served as the study's site. Out of the twenty-five thousand, eight hundred and five (25,805) secondary school students, a total of two hundred and seventy-six (276) respondents were chosen, with twelve thousand, six hundred and seventeen (12,617) male students and thirteen thousand, one hundred and eighty-eight (13,188) female students. Simple random sampling was used to make the selection. The primary tool utilized was a study questionnaire called the "Entrepreneurial Skill Development and Self-Reliance Motive Questionnaire (ESDSMQ)," which was approved by two specialists from the University of Maiduguri's Department of Education and Educational Foundation's test and Measurement unit. The researchers distributed the questionnaire. A statistical study using Pearson product-moment correlation was done to test the hypotheses. With 278 degrees of freedom and critical values, every hypothesis was important.

4.0 FINDINGS AND THEIR IMPLICATIONS

A.Hypothesis 1: The growth of students' entrepreneurship abilities and their desire for self-reliance in learning carpentry are not significantly correlated.

Table 1: Synopsis: This study examines the correlation between students' development of carpentry skills for self-reliance and their entrepreneurship skills (n = 280).

See The Table1 in Appendix 1

When assessed at a.05 level of significance with 278 degrees of freedom, the result shown in Table 1 shows that the computed r-value of.761** was substantially greater than the critical value of.113. Consequently, the other hypothesis was recognized, and the null hypothesis was vetoed. This recommendation suggests that students' gaining carpentry knowledge for self-reliance and developing entrepreneurial skills are significantly correlated.

Hypothesis 2: The development of students' entrepreneurship skills and ability to adjust their actions for self-reliance do not significantly correlate. The computed outcome is shown in Table 2 below.

Table 2: An overview of the correlation study examining the connection among students' progress of tailoring skills for self-reliance motive and their entrepreneurial talent growth (n = 276)

Variable quantity	Mean	Std.Dev.	r cal.	p-value
Acquisition of tailoring skills	15.91	2.606	.787**	.000
Students' self-reliance	15.95	2.535		

□ Significant at .05 level; df = 278 critical –r.113

Table 2's result showed that, when examined at a.05 level of significance with 278 degrees of freedom, the calculated r-value of.787** was substantially greater than the crucial value of.113. Resulting in the null hypothesis being rejected and the alternative hypothesis being accepted. This recommends that students' development of tailoring skills for independence and entrepreneurship are significantly correlated in Calabar Municipality secondary schools.

5.0 DISCUSSIONS OF THE RESULTS

The development of entrepreneurial abilities has no discernible influence on students' acquisition of skills in carpentry for the sake of independence.

According to the results of the first hypothesis, most secondary schools in the Calabar Municipality lack useful infrastructure, such as workshop stations, which foster an atmosphere conducive to efficient teaching and acquiring entrepreneurial skills. Lack of educational resources, which are necessary for efficient teaching and learning, frequently leads to overcrowding and overstretching of existing facilities, which inevitably results in unwholesome behaviors on the part of teachers and pupils. This result is consistent with the 2008

UNESCO opinion that entrepreneurship education encompasses a variety of knowledge that offers students the skills and knowledge to recognize, seize, and exploit opportunities of all kinds. It extends beyond starting a business. The goal is to improve students' capacity to foresee and adapt to societal changes. UNESCO views it as training and education that fosters students' creativity and empowers them to take charge, take chances, and be proactive. Furthermore, to make it harder for pupils to concentrate during class hours, crowded classrooms continuously decrease the period a teacher can commit to inventive teaching approaches since they wear out the teacher's sooner than expected due to burnout. This may lead to increased student absence rates, decreased effort and efficacy in the classroom, low morale, and decreased job satisfaction.

Developing entrepreneurial skills has no discernible impact on pupils' learning to customize their abilities for self-reliance.

According to the third hypothesis's findings, the majority of Calabar Municipality's secondary school instructors lack professional qualifications and are thus unable to instruct students in the subject matter of the curriculum on entrepreneurship. The results are consistent with Vob and Muller's (2009) assertion that various elements, including personality traits in the form of teachers, attitudes, resources, and surroundings, might affect an entrepreneur's behavior towards entrepreneurial activities. The results also corroborate Odo's (2000) assertion that the government would hire less qualified individuals to fill teaching positions to meet the rising demand for educators. This is already being done in the system. This implies that teachers will either be overworked or possess the appropriate level of education and expertise.

6.0 CONCLUSION

The growth and development of a growing country like Nigeria depend on the areas or fields of education that provide their graduates with real self-sustaining skills. Therefore, this education aims to either become an entrepreneur who can also hire workers or acquire gainful employment for oneself and one's family. The advantages of these two choices are available to participants in entrepreneurial skill development programs. They can start any business to empower families. This results in self-reliance via independent work and relieves the government of a significant portion of the unemployment burden. The study also found that entrepreneurial courses can help students become self-sufficient by teaching them skills like carpentry and tailoring.

7.0 RECOMMENDATIONS

Subsequent recommendations have been made in light of the research discoveries:

1. The curriculum materials for entrepreneurship studies should be appropriately taught to promote the development of carpentry abilities.
2. Modern equipment to aid in the better acquisition of carpentry skills should be provided, as well as appropriate

funds to support entrepreneurship studies and vocational training at the secondary level.

3. It is important to make students aware of the financial benefits of learning how to tailor.

4. The curriculum elements for Entrepreneurship Studies should be accurately presented to accomplish the goal of helping students acquire the necessary customization skills.

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APPENDIX 1 TABLE ONE

Variable quantity	Mean	Std.Dev.	r cal.	P-value
	15.99	2.651		
Students' self-reliance		15.95	2.535	.761** .000

Significant at .05 level; df = 278 critical -r.118