
KIU Interdisciplinary Journal of Humanities and Social Sciences

IMPACT OF ENTREPRENEURIAL SKILLS ACQUISITION ON WOMEN EMPOWERMENT IN MAIDUGURI METROPOLIS, BORNO STATE, NIGERIA: IMPLICATION FOR PROGRAMME PLANNING

Abubakar Abba Aji¹, Amina Musa² & Bello Imam Ali³

^{1,3} Department of Continuing Education and Extension Services, University of Maiduguri, Nigeria, Email: abubakarabbaaji75@gmail.com

² department Of Language and Liberal Studies, Ramat Polytechnic – Maiduguri, Email: aminamusa4luv@gmail.com

Citation: Abubakar et al (2025). Impact of entrepreneurial skills acquisition on women empowerment in Maiduguri metropolis, Borno state, Nigeria: implications for programme planning. *KIU Interdisciplinary Journal of Humanities and Social Sciences*, 6(1), 194-208.

ABSTRACT

The study examined the impact of entrepreneurial skill acquisition on women empowerment. The objectives of the study were to determine the impact of entrepreneurial skill acquisition on women self-reliance and job creation. The study used survey research design. Population of the study were 340 registered women in the skill acquisition center. 181 were purposively sampled and used as respondents. Researcher design questionnaire with Cronbach Alpha reliability coefficient of 0.78 was administered to obtain data. The data was analyzed using descriptive statistics, frequency count, percentage, mean and standard deviation. Findings revealed that, entrepreneurial skill acquisition has impact on job creation and self-reliance among women in Maiduguri Metropolis. This highlights the critical role of skills acquisition center in empowerment of women focusing on providing actionable insights on their development potentials and general well-being. The researchers conclude that entrepreneurial skills acquired by women has equipped them with capacity to vigorously traverse the fast-evolving economy by deploying real problem-solving skills to generate income and become self-reliant. The researchers recommend that, government should provide additional resources to support more aspiring women entrepreneurs in the Metropolis and extend such opportunities to all women in the state to become self-reliant. Government and non-governmental organizations should strengthen entrepreneurial centers and build more to enable women create more jobs. Implication for programme planning in adult education was also drawn.

Keywords: Entrepreneurial Skills, Women, Empowerment, Adults participation, Planning, Self-reliance

INTRODUCTION

Entrepreneurial skill acquisition refers to training pursued by individuals or groups that imparts the knowledge necessary for achieving financial independence and self-sufficiency, rather than reliance on external

support or employment (Idoko 2014). Acquiring entrepreneurial skills empowers individuals and groups to achieve self-reliance through the cultivation of specialized knowledge and active engagement with real-

world complexities. As Idoko (2014) points out, this training equips individuals with the expertise and confidence to independently navigate the turbulent waters of a dynamically changing economy. Ochiagha (1995) significantly expands on this concept, defining entrepreneurial skill acquisition as the holistic process of fostering an active, creative, and adaptable problem-solving approach within a specific field or industry. He emphasizes that this involves developing much more than just the practical, mechanical dimensions of occupational tasks and responsibilities; it requires building knowledge frameworks, attitudinal orientation, and personal qualities that enable well-rounded success on intellectual, emotional, interpersonal and moral fronts – laying the foundation for a brighter collective future.

At its fundamental core, skill acquisition refers to both the ability to progressively learn new competencies at an efficient pace as well as the continuous consolidation and expansion of existing capabilities. This dual process of broadening and deepening can be nurtured through structured training interventions that stimulate capability development or through reflective accumulation of real-world experiential insights. As Duflo & Udry (2004) insightfully highlights, any learned behavioral repertoire that can be dynamically enhanced through dedicated practice – including creative problem framing, opportunity identification, or persuasive communication – falls under the umbrella of applied skills.

Skill acquisition plays a pivotal role in women's empowerment by enhancing their

economic, social, and psychological well-being. Acquiring skills equips women with the ability to participate in the workforce or start their own businesses. A study by Duflo (2012) emphasizes the economic empowerment aspect, stating that when women have marketable skills, they gain bargaining power within their households and communities, contributing to poverty reduction and economic growth. Skill acquisition is instrumental in enabling women to become successful entrepreneurs.

Private enterprise provides women in Nigeria with the opportunity to generate income and improve their economic well-being. A study by Oluseye, Okorie & Babajide (2017) found that women entrepreneurs in Nigeria significantly contribute to household income, which enhances their economic empowerment. This income can be used for education, healthcare, and other investments that further empower women Oluseye et al. (2017). Gender-specific entrepreneurship programs in Nigeria have played a crucial role in empowering women. These programs often provide training and support tailored to women's needs. A case study by Onugu and Okpara (2017) on the Impact of Gender on Entrepreneurial Success in Nigeria emphasizes the importance of such programs in enhancing women's entrepreneurial skills and their subsequent empowerment. Women's empowerment is a critical driver of socio-economic development, and entrepreneurship plays a pivotal role in enabling women to achieve economic independence and self-reliance. Entrepreneurial skills encompass a diverse set of competencies and knowledge essential for initiating and managing a successful business

venture. These skills include but are not limited to, creativity, innovation, risk-taking, leadership, and financial management. Entrepreneurial skills are critical for women seeking self-reliance and empowerment. Developing business acumen enables women to start and grow enterprises, generate income, create jobs, and lift themselves and others out of poverty Aldrich & Cliff (2003). However, limited access to training and resources often prevent women from fully tapping into entrepreneurship. This is evident in Maiduguri metropolis, where many women lack opportunities to build essential skills for launching and managing successful ventures. Acquiring entrepreneurial skills like financial literacy, marketing, and risk management can greatly impact women's self-reliance. With relevant capabilities, women are better equipped to identify business opportunities, mobilize resources, develop products and services, and build sustainable enterprises. This boosts their economic independence and self-sufficiency. Research shows that women entrepreneurs in the region who underwent skills training reported higher self-confidence, autonomy and personal growth compared to untrained women Adeyemi, Ogunnaike & Ogbara (2018).

Furthermore, entrepreneurial skills enable women to create employment opportunities, which is vital in Maiduguri where unemployment is a major concern. Women entrepreneurs have the potential to not only provide jobs for themselves but also for others by establishing and expanding businesses Allen & Curington (2014). According to employment statistics, women-owned enterprises are seeming to be among the fastest growing employers, in many parts

of the world. Nigeria is also not an exception. Supporting more women to gain entrepreneurial skills can thus drive job creation, self-reliance and growth among women, especially in Borno state.

Statement of the Problem

Cultural norms and gender roles have historically limited women's participation in economic activities outside the household. Maiduguri, situated in the northeastern region of Nigeria, has faced its share of socio-economic challenges. The region has been plagued by a prolonged insurgency, which has left communities grappling with insecurity and economic instability. In such an environment, women are often disproportionately affected, facing barriers to accessing financial support, income generating opportunities, education, healthcare, and economic inclusion. However, it is increasingly recognized that women can be powerful agents of change and development when equipped with entrepreneurial skills and opportunities. As the Nigerian government, states and various international organizations work to rebuild and stabilize the region, it is crucial to understand how equipping women with entrepreneurial skills can contribute to broader empowerment efforts. It is in the light of the above that, the researcher determined the impact of entrepreneurial skill acquisition on women empowerment in Maiduguri metropolis, Borno state, Nigeria.

Objectives of the Study:

The objectives of the study were to determine:

- 1) The impact of entrepreneurial skill acquisition on job creation among women in Maiduguri Metropolis.
- 2) The impact of entrepreneurial skill acquisition on women self-reliance in Maiduguri metropolis.

Research Question:

The following research questions were raised;

- 1) How does entrepreneurial skill acquisition impact on job creation among women in Maiduguri Metropolis?
- 2) How does entrepreneurial skill acquisition impact on self-reliance among women in Maiduguri Metropolis?

Literature review

Impact of Entrepreneurial Skill Acquisition on Job Creation

A study Conducted by Umaru (2017) investigated how graduate youths can create wealth through acquisition of entrepreneurship skills in Agidi Development Area of Nasarawa State. Three research questions and one null hypothesis guided the study. A total of 450 graduate youths (male & female) from 9 towns in Agidi Development Area formed the sample. A 25 items structured questionnaire developed by the researchers on a 4-point scale was used for data collection. Three experts validated the instrument. Using Cronbach Alpha, the reliability of the instrument was calculated to be .81. The researchers employed the assistance of two research assistants in the administration of

the questionnaire on the respondents. A total of 511 copies of the questionnaire were distributed to the respondents. Four hundred and fifty copies of questionnaire were retrieved and analyzed. Mean ratings were utilized in answering the research questions while t-test was used to analyze the hypothesis at .05 level of significance. The findings revealed that most graduate youths in Agidi Development Area of Nasarawa State lack sufficient entrepreneurial skills and mind-set of self-reliance before coming out from the tertiary institutions. Therefore, it was recommended among others that Government should furnish section of entrepreneurship education of institutions with human and material resources needed for its growth and production of resourceful graduate youths.

The shadow of high youth unemployment looms large over Nigeria, casting a long and dark spell of poverty and insecurity that stretches across the land, enveloping women and young people in its cruel grasp (Ajuta, 2013). For the past two decades, the informal sector has served as a lone beacon of hope in this bleak landscape, offering a lifeline to the multitudes of women who have turned to petty trading to try and improve their families' stark conditions. However, Joyce & Barde (2018) paints a sobering picture of the cruel realities that plague this sector – a volatile and fiercely competitive arena, where opportunities for advancement remain scarce due to the deep-rooted gender-based inequalities that are embedded within the educational system. While providing immediate relief through self-employment, the informal

sector fails to equip these women with the tools and skills essential for long-term empowerment and upward mobility.

It is here where the transformative power of entrepreneurial skills emerges as a guiding light, illuminating a hopeful path towards economic liberation and a more just future. Abdulkadir (2011) defines it as the potent alchemy of creativity, innovation and strategic management, empowering individuals to leverage resources, identify unmet needs, and forge solutions that pave the way towards shared prosperity. Motomuru (2009) delves deeper into the profoundly empowering nature of entrepreneurship – it transcends mundane textbooks definitions and ignites an unstoppable spark within, transforming ideas into tangible ventures, breathing new life into existing businesses, and finding unique ways to deliver products or services that resonate deeply with the market. Singal and Singal (2012) frame entrepreneurship as a personal odyssey, where ideas blossom into reality, fueled by the twin engines of innovation and strategic understanding of complex social and economic systems. This journey is not one defined by selfish interests; it is about creating systemic value, fulfilling societal needs, and achieving financial and personal rewards that reinforce a sense of agency and self-actualization.

However, the path of entrepreneurship is filled with inherent challenges that demand complete dedication. Peters and Shepherd (2007) highlight the uncertainty of rewards that lies ahead, emphasizing the unwavering commitment of time, effort and resources

required to will something valuable and innovative into existence. This path is often paved with setbacks and unknowns, but the potential gains are manifold – financial security, personal fulfillment, and the exhilarating independence to chart one's own course while leaving a positive mark on the community.

Drexler et al. (2016) focuses on this collective impact, emphasizing the ripple effect entrepreneurship unleashes across communities. It's not merely about self-enrichment; it's about building vibrant ecosystems where job creation flourishes, wealth accelerates, and business expansion becomes the norm – all while nurturing an entrepreneurial culture that empowers people to become the masters of their own destiny. This in turn sets off an upward spiral of innovation and invention that raises the standard of living across the board, transforming both social and economic landscapes for generations to come. Equipping women and youth with entrepreneurial skills is not just about empowering individuals; it's about unlocking the collective potential of an entire nation. It's about breaking free from the crushing grip of poverty and insecurity, and forging a new path defined by promise and shared prosperity. It's about unleashing a groundswell of creativity and innovation that will propel Nigeria towards a future brimming with potential – one where all citizens have the opportunity to thrive and achieve their highest aspirations. This is not just an economic necessity; it's a moral imperative, a chance to invest wholeheartedly in the future and catalyze a societal transformation. The time has come

to seize this opportunity, to empower future generations to write a new chapter – one filled with hope, equality, and ever-widening progress.

Several studies have examined the relationship between entrepreneurial skill acquisition and job creation, shedding light on the mechanisms through which entrepreneurial skills contribute to employment generation. According to a study by Audretsch and Thurik (2001), entrepreneurs equipped with a diverse set of skills are better positioned to navigate challenges, innovate, and establish sustainable businesses that, in turn, create job opportunities. Additionally, research by Van Praag and Versloot (2007) suggests that entrepreneurial education and training programs positively influence the likelihood of individuals engaging in entrepreneurial activities, leading to increased job creation. These findings underscore the importance of targeted interventions and educational initiatives aimed at equipping individuals with the necessary entrepreneurial skills.

Impact of Entrepreneurial Skill Acquisition on Women Self-reliance

Self-reliance is the ability to do things on your own. Women who acquire skills are independent instead of being dependent on other. They gain more skills and empower themselves gainfully which make them to be self-reliance, overcome income challenges activities.

In a study conducted on the impact of entrepreneurial skill acquisition on women's self-reliance by Banerjee (2007) found that empowerment of women and their self-reliance have become important goals in the

context of gender equality and economic development. Entrepreneurship, and the acquisition of entrepreneurial skills, has emerged as a significant pathway towards enhancing women's self-reliance. In a similar study by Duflo (2012) found that women who received entrepreneurial training in India experienced significant improvements in income and economic well-being and have created job for others to benefit from. This economic self-reliance enables women to support themselves and their families, reducing dependency on others. Despite the positive linkages between entrepreneurial skill acquisition and women's self-reliance, several challenges persist. Gender-based discrimination, limited access to financial resources, and societal expectations regarding women's roles can hinder their entrepreneurial endeavors. Recognizing and addressing these barriers is crucial to maximizing the impact of skill acquisition programs on women's self-reliance.

Recent insurgency violence has also displaced many women, increasing dependence on self-employment and coping livelihoods. A study conducted by Wuliya (2022) on women entrepreneurs in Maiduguri examined six common skills - tailoring, beauty services, cap-making, catering, soap and Vaseline production. Findings reveals beauty services and catering as most lucrative, earning ₦7,500-₦10,000 daily, with tailoring at ₦6,000 daily income. Overall, 83 percent of respondents say skills reduce dependence on salaried jobs, 98 percent agree it enables self-reliance, while 97 percent confirm income contribution to households. Result shows

that the entrepreneurial skills acquired by women in Maiduguri has help them to establish businesses which has impacted their households' income and will continue to be their tool for economic empowerment. However, Lack of assistance from government was identified as a major problem.

In a study conducted by Yadav and Unni, (2016), it was revealed that entrepreneurial skills are critical for women seeking self-reliance and empowerment. Developing business acumen enables women to start and grow enterprises, generate income, create jobs, and lift themselves and others out of poverty. The empowerment of women and their self-reliance have become important goals in the context of gender equality and economic development. Entrepreneurship, and the acquisition of entrepreneurial skills, has emerged as a significant pathway towards enhancing women's self-reliance. This literature review explores the existing research on the impact of entrepreneurial skill acquisition on women's self-reliance. Duflo & Banerjee (2007) found that women who received entrepreneurial training in India experienced significant improvements in income and economic well-being. This economic self-reliance enables women to support themselves and their families, reducing dependency on others.

According to Verheul et al. (2006) Entrepreneurial skill acquisition can also contribute to psychological self-reliance, the confidence and self-efficacy gained through entrepreneurship often extend beyond the business realm, positively influencing other

aspects of women's lives. showed that women entrepreneurs reported higher levels of self-esteem and self-confidence, contributing to greater overall psychological self-reliance. According to Verheul, Thurik, Grilo & Zwan (2006). the impact of entrepreneurial skill acquisition on women's self-reliance underscores the importance of entrepreneurship as a tool for enhancing women's economic, psychological, and social independence. The ability to generate income, make autonomous decisions, and actively participate in one's community are all aspects of self-reliance that can be nurtured through entrepreneurial skills. However, challenges and barriers rooted in gender inequalities persist, emphasizing the need for targeted interventions and policy support to empower women and promote self-reliance.

While entrepreneurial skill acquisition is often celebrated as a means to empower women and enhance their self-reliance, it's essential to recognize that entrepreneurship is not without challenges. This literature review explores potential negative impacts that entrepreneurial skill acquisition might have on women's self-reliance. Women who invest in entrepreneurial ventures may experience financial setbacks or even losses, which can undermine their economic self-reliance Kourilsky & Walstad, (1998). The demands of entrepreneurship, including financial pressures, long working hours, and uncertainty, can lead to high levels of stress and anxiety. These mental health challenges may erode women's psychological self-reliance (Sexton & Bowman-Upton, 1990). Entrepreneurship often requires intense dedication, potentially straining women's

work-life balance. This imbalance can impact their social self-reliance as they may have less time for social activities and relationships Hisrich & Peters (2002). For marginalized groups, such as women of color or those from disadvantaged backgrounds, entrepreneurship can be particularly challenging due to systemic biases and discrimination. These hurdles can exacerbate economic, psychological, and social challenges, potentially undermining self-reliance (Henry et al., 2017). While entrepreneurial skill acquisition is generally associated with positive outcomes for women's self-reliance, it's essential to acknowledge the potential negative impacts. Economic risks, psychological stress, challenges in maintaining work-life balance, and disparities faced by marginalized groups can pose significant hurdles. These challenges should be addressed through targeted support, training, and policies to ensure that women can benefit fully from entrepreneurial opportunities while mitigating potential negative consequences.

Methodology:

The study used survey research design. The Population of the study were 340 registered women in the skill acquisition center. The sample was drawn through purposive random sampling. 181 registered women participated as respondents. Researcher developed questionnaire with 10 items, 4point Likert type rating scale of Strongly Agree (SA=4); Agree (A=3); Disagree (D=2) and Strongly Disagree (SD=1) was used for data collection. The reliability of the validated questionnaire was determined through pilot study and Cronbach Alpha coefficient of 0.78 was obtained, which indicate is reliable. The data was analyzed using descriptive statistics, frequency count, percentage, mean and standard deviation.

Result and Discussions:

Research Question: How does entrepreneurial skill acquisition impact on job creation among women in Maiduguri Metropolis?

Table1: Statistical Distribution on impact of entrepreneurial skill acquisition on job creation among women in Maiduguri Metropolis

S/N	Items	Frequencies					Mean Std dev.	
		SA	A	D	SD	Total		
1	Entrepreneurial skill acquisition influence women's ability to create job for themselves	32 (17.7%)	91 (50.3)	32 (17.7)	26 (14.4)	181 (100)	2.71	0.92
2	Entrepreneurial skill acquisition creates job opportunity for women	50 (27.6%)	57 (31.5)	50 (27.6)	24 (13.3)	181 (100)	2.73	1.00
3	Acquisition of entrepreneurial skills has influenced your ability to create employment opportunity for yourself and other women	40 (22.1%)	48 (26.5)	59 (32.6)	34 (18.8)	181 (100)	2.51	1.03

4	Entrepreneurial skill acquisition contributes to elimination of joblessness of women	52 (28.7%)	45 (24.9)	54 (29.8)	30 (16.6)	181 (100)	2.65	1.07
5	I have been employed through entrepreneurial skill acquired	11 (6.1%)	18 (9.9%)	48 (26.5)	104 (57.5)	181 (100)	1.64	0.89
	Total Average mean						2.64	

Source: Field survey 2024

The table1 above provides insights into the impact of acquiring entrepreneurial skills on job creation among women in Maiduguri Metropolis. Item 1 delves into the influence of entrepreneurial skills on job creation for women in the area. Responses indicate a fairly positive perception, with 17.7% strongly agreeing, 50.3% agreeing, 17.7% disagreeing, and 14.4% strongly disagreeing. The mean response (2.71) suggests a moderate level of agreement, accompanied by a reasonably low degree of variability (standard deviation of 0.92). Regarding personal employment through acquired entrepreneurial skills, item 2 responses were similar: 27.6% strongly agreed, 31.5% agreed, 27.6% disagreed, and 13.3% strongly disagreed. The mean score (2.73) indicates a moderately positive perception, with a slightly higher variability (standard deviation of 1.00).

Item 3 explores the perception of entrepreneurship's role in addressing unemployment challenges among women. Responses varied, with 22.1% strongly

agreeing, 26.5% agreeing, 32.6% disagreeing, and 18.8% strongly disagreeing. The mean response (2.51) suggests a relatively moderate agreement level, with a notable degree of variability (standard deviation of 1.03). Item 4 reflect entrepreneurial skill acquisition contribute to elimination of joblessness of women. Responses were distributed with 28.7% strongly agreeing, 24.9% agreeing, 29.8% disagreeing, and 16.6% strongly disagreeing. The mean score (2.65) indicates a moderately agreeing stance, with a relatively higher variability (standard deviation of 1.07). Lastly, Item 5 focuses on being employed through entrepreneurial skill acquired. Responses were more polarized, with only 6.1% strongly agreeing, 9.9% agreeing, 26.5% disagreeing, and 57.5% strongly disagreeing. The mean (1.64) indicates a relatively lower level of agreement, with a lower variability (standard deviation of 0.89). From the total average mean, there is impact of entrepreneurial skill acquisition on job creation among women in the study context.

Research Question 2: How does entrepreneurial skill acquisition impact on self-reliance among women in Maiduguri Metropolis?

Table 2: Impact of entrepreneurial skill acquisition on women self-reliance in Maiduguri metropolis

S/N	Items	Frequencies					Mean	
		SA	A	D	SD	Total		
1	Entrepreneurial skill acquired enable me pay my bills	63 (34.8%)	56 (30.0)	54 (29.8%)	8 (4.4%)	181 (100)	2.96	0.91

2	I noticed leadership skills as a result of entrepreneurial skill acquired	24 (13.3%)	63 (34.8)	70 (38.7%)	24 (13.3%)	181 (100)	2.48	0.89
3	Entrepreneurial skill acquisition help women to be independent	46 (25.4%)	33 (18.2)	78 (43.1%)	24 (13.3%)	181 (100)	2.55	1.01
4	Entrepreneurial skill acquisition empowers women to gain fully	28 (15.5%)	39 (21.5)	54 (29.8%)	60 (33.1%)	181 (100)	2.19	1.06
5	Entrepreneurial skill acquisition help women acquire more skills	43 (23.8%)	51 (28.2)	61 (33.7%)	26 (14.4%)	181 (100)	2.61	1.00
Total Average mean							2.74	

Source: *Field survey 2024* *Decision Mean= 2,50*

The table 2 above presents responses on the impact of acquiring entrepreneurial skills on women's self-reliance in Maiduguri Metropolis. Item 6 addresses Entrepreneurial skill acquired enable me pay my bills. A substantial majority (34.8%) strongly agreed, while 30.0% agreed, 29.8% disagreed, and only 4.4% strongly disagreed. The high mean response (3.91) signifies a strong agreement, with a relatively low degree of variability (standard deviation of 0.91). Regarding leadership skills as a result of entrepreneurial skill acquired (Item 7), responses were more diverse: 13.3% strongly agreed, 34.8% agreed, 38.7% disagreed, and 13.3% strongly disagreed. The mean score (2.48) indicates a moderate agreement level, with a relatively low variability (standard deviation of 0.89).

Item 8 focuses on entrepreneurial skill acquisition help women to be independent. Responses show varied opinions: 25.4% strongly agreed, 18.2% agreed, 43.1% disagreed, and 13.3% strongly disagreed. The mean response (2.55) suggests a moderate level of agreement, accompanied by a notable degree of variability (standard deviation of 1.01). In Item 9, relating to the entrepreneurial skill acquisition empower women gainfully,

responses were distributed: 15.5% strongly agreed, 21.5% agreed, 29.8% disagreed, and 33.1% strongly disagreed. The mean score (2.19) indicates a relatively lower level of agreement, with a higher degree of variability (standard deviation of 1.06). Lastly, Item 10 touches upon entrepreneurial skill acquisition help women acquire more skills. Responses were varied: 23.8% strongly agreed, 28.2% agreed, 33.7% disagreed, and 14.4% strongly disagreed. The mean (2.61) indicates a moderate level of agreement, with a moderate degree of variability (standard deviation of 1.00). From the total average mean, indicate that, there is Impact of entrepreneurial skill acquisition on women self-reliance.

Discussion

Findings of this study highlight the impact of entrepreneurial skill acquisition on job creation among women, emphasizing the significant to the job creation efforts of women. Several studies have examined the relationship between entrepreneurial skill acquisition and job creation, shedding light on the mechanisms through which entrepreneurial skills contribute to employment generation. According to a study by Audretsch and Thurik (2001), entrepreneurs

equipped with a diverse set of skills are better positioned to navigate challenges, innovate, and establish sustainable businesses that, in turn, create job opportunities. Although, the findings of this study, does not agree with the finding of Umaru (2017) which revealed that most graduate youths lack sufficient entrepreneurial skills and mind-set of self-reliance before coming out from the tertiary institutions. Singal and Singal (2012) opine that, entrepreneurial skills as a personal crusade, where ideas evolved into reality, powered by the twin machines of innovation and strategic understanding of complex social and economic systems. Further asserts that, the journey is not the one defined by selfish interests; it is about creating systemic value, fulfilling societal needs, and achieving financial and personal rewards that reinforce a sense of agency and self-actualization.

Although, lack of entrepreneurial skills among women specifically according to Joyce & Barde (2018) seems to be as a volatile and fiercely competitive arena, where opportunities for advancement remain scarce due to the deep-rooted gender-based inequalities that are embedded within the educational system. However, Van Praag and Versloot (2007) posits that, entrepreneurial skills and training programs positively influence the likelihood of individuals engaging in entrepreneurial undertakings, leading to increased job creation.

Similarly, Drexler et al. (2016) states that, equipping women and youth with entrepreneurial skills is not just about empowering individuals; it's about unlocking the collective potential of an entire nation. It's about breaking free from the crushing grip of

poverty and insecurity, and forging a new path defined by promise and shared prosperity.

Findings from this study shows that, women with entrepreneurial skills are self-determining instead of being dependent on other. This position was in support of earlier researches, (Banerjee, 2007 ; Duflo 2012) that shows women gain more skills and empower themselves productively which make them to be self-reliance, overcome income challenges activities. Further state that, as a result of entrepreneurial skill acquisition, women's feel empowered and self-reliant which is a significant goal in the context of gender equality and economic development. Entrepreneurial skills, has emerged as a significant pathway towards enhancing women's self-reliance. In a similar study, it was argued that women who received entrepreneurial training in India experienced significant improvements in income and economic well-being and have created job for others to benefit from. This economic self-reliance enables women to support themselves and their families, reducing dependency on others. In this study context, earlier research depicts that, due to insurgency violence which has displaced many women, increasing dependence on self-employment and coping livelihoods, researcher examined six common skills - tailoring, beauty services, cap-making, catering, soap and Vaseline production, reveals that, the entrepreneurial skills acquired by women in Maiduguri has help them to establish businesses which has impacted their households' income and continued to be a tool for economic empowerment (Wuliya 2022).

Even though to some women identified lack of financial/assistance from government as a challenge. Verheul, Thurik, Grilo & Zwan (2006), argued that, the impact of entrepreneurial skill acquisition on women's self-reliance underscores the importance of entrepreneurship as a tool for enhancing women's economic, psychological, and social independence. The ability to generate income, make autonomous decisions, and actively participate in one's community are all aspects of self-reliance that can be nurtured through entrepreneurial skills. Despite the fact that entrepreneurial skill acquisition as an instrument to empower women and boost their self-reliance, it's essential to state that entrepreneurial pursuits is not without challenges, which is not limited to financial pressures, long working hours, and uncertainty that are often associated with enterprises, which often lead to high levels of stress and anxiety, conceivably might affect and erode psychological self-reliance of women.

Conclusion and Recommendation

The researchers conclude that the entrepreneurial skills acquired by women in Maiduguri Metropolis has impact on women and job creation and self-reliance. It's evident that it has enhance and equipped them with capability to vigorously traverse the fast evolving economy by deploying real problem-solving skills to generate income and become self-reliant. The data underscores the substantial agreement on the influence of entrepreneurial skills in boosting self-worth and enabling women to navigate economic barriers.

In view of the findings of this research therefore, the following recommendations

have been put forward; Government should strengthen skills support systems through Initiatives and providing comprehensive and accessible entrepreneurial training, mentorship programs, and networks tailored to the specific challenges faced by women entrepreneurs, this can further amplify their self-reliance. Concentrating on practical skill-building and guidance can further empower women to leverage their acquired skills more effectively with a view to be job creators. There's a need to strengthen the entrepreneurial climate among women in the society, through sensitization and mobilization. Also, efforts should focus on enhancing access to resources for instance funding, market linkages, and infrastructural support.

Implication for Programme Planning

The major findings of the study have following implication for programme planning. From the findings, participating in training and any form of women participation in activities of learning a particular knowledge or skills is driven by motivation to learn, for reasons related to personal growth which is internal motivation, thus, the implication suggest that, planning a programme for women must take in to account the learning expectation of the participant, in this case, it should be organized around the acquisition of skills necessary for self-reliance, personal development, these skills may include computer skills, events planning skills, business skills, social skills etc. Moreover, entrepreneurial skills are when basically put in to practice transform beneficiaries to become self-reliance and create more job opportunities not only to the beneficiaries, but to job seekers as well. Therefore, in establishing and developing

programme for learning for adults, the programme planners and developers should consider aspirations and learner's motivation to participate based on interest, such as the desire for increase in income generation, to create jobs, improve self-esteem and issues of quality of life, although studies have shown that, some adults can be motivated by external factors such as high income, recognition and self-actualization.

In view of the above, implication, it is also pertinent for policymakers and stakeholders to

focus on scaling up skill acquisition programs and providing additional resources to support aspiring adult entrepreneurs especially women. Also providing interventions that address specific poverty-related challenges and providing access to microfinance and business support services, these can further strengthen the impact of the programme and make women to participate in entrepreneurial skills acquisition programmes. In addition, effective financial planning should also address constraints usually associated with the implementation of the whole programme.

REFERENCES

- 1) Abdulkadir, A. A. (2011). The role of entrepreneurship education in empowering the Nigeria youth. *Business Education Journal*, 8 (1), 14 – 22
- 2) Adeleke, A., Olugbire, O. O., & Olowa, O. W. (2019). Financial Inclusion and Women's Economic Empowerment in Nigeria: The Role of Microfinance. *European Journal of Business and Management*, 11(8), 43-52.
- 3) Adeyemi, T. O., Ogunnaike, O. O., & Ogbari, M. E. (2018). Challenges of Women Entrepreneurs in Nigeria: Implications for Counselling. *Journal of Education and Practice*, 9(9), 1-8.
- 4) Ajuta, B. I. (2013). Challenges of Youth Unemployment in Nigeria: Effective Guidance as a Panacea. *African Research Review. An International Multiple Disciplinary Journal*, 7(1), 307- 321
- 5) Aldrich, H. E., & Cliff, J. E. (2003). The pervasive effects of family on entrepreneurship: Toward a family embeddedness perspective. *Journal of Business Venturing*, 18(5), 573-596.
- 6) Anderson, S., Johnson, S., & Konan, J. L. (2016). The impact of microenterprise training on the growth of women-owned microenterprises in Cote d'Ivoire. *World Development*, 85, 105-123.
- 7) Audretsch, D. B., & Thurik, A. R. (2001). What's new about the new economy? Sources of growth in the managed and entrepreneurial economies. *Industrial and Corporate Change*, 10(1), 267-315.
- 8) Banerjee, A., & Newman, A. F. (1998). Information, social norms, and exit from groups: The economics of Ngos. Washington, D.C.: World Bank.
- 9) Becker, G. S. (1964). *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. National Bureau of Economic Research.
- 10) Brush, C. G., De Bruin, A., & Welter, F. (2009). A gender-aware framework for women's entrepreneurship. *International Journal of Gender and Entrepreneurship*, 1 (1), 8-24.
- 11) Chiekezie, Obianuju and Nzewi, Hope and Erhinmwionose, Iyekekpolor (2016). Entrepreneurial Skill Acquisition and Job Creation in Benin City, Nigeria EPRA International Journal of Economic and Business Review, Vol. 4, Issue 6, June 2016.
- 12) Drexler, M. M. G. C. S. A., Eltogby, M., Foster, G., Shimizu, C., Ciesinski, S., Davila, A., & McLenithan, M. (2014). Entrepreneurial

- ecosystems around the globe and early-stage company growth dynamics. In Geneva: World Economic Forum.
- 13) Dzisi, S. (2008). Entrepreneurial activities of indigenous African women: A case of Ghana. *Journal of Enterprising Communities: People and places in the global economy*, 2(3), 254-264.
 - 14) Duflo, E. (2012). Women's Empowerment and Economic Development. *Journal of Economic Literature*, 50(4), 1051-1079.
 - 15) Duflo, E., & Banerjee, A. (2007). The Economic Lives of the Poor. *Journal of Economic Perspectives*, 21(1), 141-167.
 - 16) Duflo, E., & Udry, C. (2004). Intrahousehold resource allocation in Cote d'Ivoire: Social norms, separate accounts, and consumption choices. *World Bank Economic Review*, 18(1), 1-31.
 - 17) Fopohunda, T.M. (2012). Women and the Informal Sector in Nigeria: Implications for Development. www.semantic scholar.org
 - 18) Frank, A. G. (1969). Capitalism and Underdevelopment in Latin America: Historical Studies of Chile and Brazil. Monthly Review Press.
 - 19) Henry, C., Foss, L., & Ahl, H. (2017). Gender and entrepreneurship research: A review of methodological approaches. *International Small Business Journal*, 35(5), 630-661.
 - 20) Hisrich, R. D., & Peters, M. P. (2002). *Entrepreneurship: Starting, developing, and managing a new enterprise*. McGraw-Hill.
 - 21) Idoko CU. Skill acquisition and youth empowerment in Nigeria. *Global Journal of Commerce and Management Perspective*. 2014;3(1):51-4.
 - 22) Idam L. 2014 Entrepreneurship Development in Nigeria: A Review. DOI:10.9790/487X-16140107
 - 23) Isreal, C. M. (2010). *Financing and Promoting Small Scale Industries; Concepts, Issues and Prospects*. Bullion, publication of the CBN.
 - 24) Jayachandran, S. (2015). The Roots of Gender Inequality in Developing Countries. *Annual Review of Economics*, 7(1), 63-88.
 - 25) Joyce, I., & Barde, E. (2018). Effect of women entrepreneurship on poverty reduction in Awka, Anambra State. *Bingham J. Econ. Allied Stud*, 1, 1-12.
 - 26) Kabeer, N. (2001). Conflicts over credit: Re-evaluating the empowerment potential of loans to women in rural Bangladesh. *World Development*, 29(1), 63-84.
 - 27) Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third Millennium Development Goal 1. *Gender & Development*, 13(1), 13-24.
 - 28) Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third Millennium Development Goal 1. *Gender and Development*, 13(1), 13-24.
 - 29) Kabeer, N., & Natali, L. (2013). Gender equality and economic growth: Is there a win-win? IDS Working Papers, 417.
 - 30) Kehinde, O. J., & Osibanjo, O. A. (2019). Entrepreneurship Education and Women Empowerment in Nigerian Universities. *European Journal of Training and Development Studies*, 3(2), 15-26.
 - 31) Kibati, P. W. (2015). The role of entrepreneurship education on women empowerment. *International Journal of Academic Research in Business and Social Sciences*, 5(9), 175-188.
 - 32) Klinger M, Schundeln K (2011). Entrepreneurial Self-Motivation Skill Acquisition for Self-Sustainability by Postgraduate Business Education Students In Rivers State. *African Journal of Business and Economic Development* | ISSN. 2022;2782:7658.
 - 33) Klinger, Bailey & Schündeln, Matthias, (2011). "Can Entrepreneurial Activity be Taught? Quasi-Experimental Evidence from Central America," *World Development*, Elsevier, vol. 39(9), pages 1592-1610, September.

- 34) Kourilsky, M. L., & Walstad, W. B. (1998). Entrepreneurship and female youth: Knowledge, attitudes, gender differences, and educational practices. *Journal of Business Venturing*, 13(1), 77-88.
- 35) Leach, M., & Melamed, C. (2016). Gender, power, and intersectionality. *Oxfam Research Reports*, 13.
- 36) Malhotra, A., Schuler, S. R., & Boender, C. (2002). Measuring Women's Empowerment as a Variable in International Development. Background Paper Prepared for the World Bank Workshop on Poverty and Gender: New Perspectives.
- 37) Mayoux, L. (2001). Tackling the down side: Social capital, women's empowerment and micro-finance in Cameroon. *Development and Change*, 32(3), 435-464.
- 38) Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of cardiac anaesthesia*, 22(1), 67-72.
- 39) Motomuru (2009). Adult Literacy and Skill Acquisition Programmes as Correlates of Women Empowerment and Self Reliance in the Gambia. Education Research International, Published
- 40) Mugenda, O.M. and Mugenda, A.G. (2003) Research Methods, Quantitative and Qualitative Approaches. ACT, Nairobi.
- 41) Murnieks, C. Y., Mosakowski, E., & Cardon, M. S. (2014). Pathways of passion: Identity centrality, passion, and behavior among entrepreneurs. *Journal of management*, 40(6), 1583-1606.
- 42) Neneh, B. N. (2016). Entrepreneurship education and women's empowerment in sub-Saharan Africa: The case of The Gambia. *International Journal of Education and Research*, 4(7), 399-412.