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## **Effect on Entrepreneurship Skills Development on Youth Employment in Kwara State, Nigeria**

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### **Abstract**

Nigerian economy is regarded as one of the largest in Africa; the nation however, is faced with many problems of which unemployment is one of them. Youths are said to be the strength of a nation, but many of them are unemployed and hence cannot in any way contribute to the growth and development of the economy. Therefore, the objective of the study was to examine the Effect of Entrepreneurship Skills Development on Youth Employment in Kwara State, Nigeria. The population of the study comprised of 195 students enrolled in International Vocational, Technical & Entrepreneurship College (IVTEC), of which a sample of 131 respondents was selected. Primary data were used; the data were gathered through a structured questionnaire. The data were analyzed using both Pearson correlation and simple regression analysis. The results of the study revealed that a positive relationship exists between entrepreneurship skills

development and youth employment generation, which is significant at p-value of 0.000 ( $R = 0.714$ ,  $R^2 = 0.510$ ,  $(0.000) < 0.05$ ). The study concluded that entrepreneurship skills development has effect on youth employment. The study recommended that private sectors and government should invest in programmes and schemes that focus on the development of entrepreneurship education.

**Keywords:** Entrepreneurship; employment generation; poverty reduction; skills development; unemployment; youth empowerment.

### **Introduction**

In recent time, there has been increasing global concern over the continuously expanded rates of unemployment around the world, particularly in most developing countries, where the youth have been identified as the most affected groups. As a result, various governmental and non-governmental organizations have initiated policies through support agencies such as National Directorate for Employment (NDE), the National Poverty Eradication Programme (NAPEP), Small Medium Enterprises Development Agency (SMEDAN), National Office for Technology Acquisition and Promotion (NOTAP), Raw Materials & Development Council (RMRDC) among others to address the problems of unemployment among Nigerian citizens (Olayinka 2015, Akhuemonkhan, 2017). These aforementioned strategies were initiated with the hope that the development of self-employment and small enterprise initiatives would serve as a measure to unlock the economic potentials of the youths, increase the capacity to empower and equip individuals in society to participate and benefit from their national economy as well as facilitates economic development which forms the bases for transformation (Unachukwu, 2014, Ekpo and Edet, 2018). More recently, the Federal government of Nigeria established another means to inculcate self-employment (entrepreneurship) culture in students of tertiary institutions. This mandate was given to the National Universities Commission (NUC, 2017) to include entrepreneurial studies in the curriculum of Nigerian Universities with the hope of reducing unemployment among fresh graduates (Aja-Okorie and Adali, 2018).

However, despite the recognition of entrepreneurship as having the potential to curb unemployment among Nigerian youth and the introduction of entrepreneurship education in Nigerian universities, about 80% of the Nigerian youth are unemployed and about 10% are under employed with 7 out of 10 graduates remaining unemployed or underemployed (Dike, 2014). As the former minister of labour and productivity Adelokunbo Kayode has asserted: “the greatest challenge confronting government today remains massive unemployment which has served as a breeding ground for anti-social vices” in Nigeria (Olayinka, 2015).

The youth can be considered as the strength and backbone of any country. They are the future hope in most of all spheres of economic development which a nation aspires to attain. Youths account for about 65% of the Nigeria labour force and are expected to contribute about 73% of the Nation’s Gross Domestic Product (GDP) (NDE, 2011). Youth development and their economic empowerment are important stages in life for building the human capital that allows young people to avoid joblessness. The human capital found in youth is a vital determinant of long term growth that a nation can invest on. However, making sure that youths are well prepared for their future is greatly important to the course of entrepreneurial skills development and jobs creation. According to ILO (2007), the increase in the number of youths in secondary and tertiary education is a positive development. This expanding pool of young graduates cannot, however, be accommodated by the labour market. As a result of this decline in jobs and rise in the number of the unemployed, young people are forced into the informal sector of the economy. Factors which always come to the mind when discussing unemployment crises in Nigeria are traced to the long period of instability in the socio-economic and political circles. Other factors being held responsible are poor infrastructures, inaccessibility to finance among others but no serious attention has been directed to poor entrepreneurial skills among our entrepreneurs.

### **Statement of the problem**

The dexterity with which hunger and poverty have devastated lives and future ambition of youths especially graduates in Nigeria, have led to scholars prescribing entrepreneurship development as the permanent cure for extreme hunger and poverty necessitated by unemployment hence economic displacement is one of the external

forces that influence the development of entrepreneurship. Youth unemployment is a global problem that governments all over the world are contending with. As a result, there is an increasing demand for entrepreneurs in the world today. Both developed and developing countries are trying to lure entrepreneurs who can create their own wealth and create jobs for others with ideas, skills and capital in order to enhance economic growth (Olaoye, 2003). The level of unemployment in Nigeria seems to have continued to exacerbate despite various measures and strategies that Nigerian governments have adopted over the years. At the level of Kwara State, recent census figures released by the National Population Commission, NPC (2007) put the population of the state at 2,365,353 of which 42,086 are unemployed. The break down is 23,246 males and 18,840 females without employment. In a bid to reduce youth unemployment in Kwara State, very much has been done in the provision of finance, infrastructures and enabling business environment among others, but as much as they have been doing, very little have been achieved because the youths have not been developed in line with necessary skills. Their potentials have not been fully developed to the level of creating jobs for others. This study suggests that entrepreneurial skills or competencies in the youth have not been developed to serve as sufficient and most critical requirement for success in business. The extent to which entrepreneurial skills development programmes have impacted on youth employment is worthy of exploration.

The great need for entrepreneurship development in Nigeria today, more than ever, is necessitated by the rate of unemployment and its effect on both the people and the nation and the need for small and medium enterprises. The Nigerian economy is characterized by mirage of problems which have constituted a sleepless night to developmental oriented governance. The most disturbing thing in the country is the menace of unemployment (Safiriyu and Njogo, 2012). The current study, therefore, seeks to examine the effect of entrepreneurial skills development schemes of the Kwara State government on youth unemployment problems in the State.

### **Research objectives**

The main objective of this study is to examine the effect of entrepreneurial skills development on youth employment in Kwara State. The specific objectives are to:

- i. determine the relationship that exists between entrepreneurship skills development and youth employment generation
- ii. examine the effect of personal, technical, business operation, and management skills on youth employment;
- iii. ascertain the impact of entrepreneurial skills development on the productivity of business establishment.

### **Literature review**

#### **Conceptual clarifications**

Entrepreneurship has been defined by various professions to mean many things since the middle age. The entrepreneur has been seen as an actor, innovator or a developer of technology. Ossai (2018) defined entrepreneurship as the process of creating some new or different values by developing the necessary time, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of most personal satisfaction. Entrepreneurship is the process of bringing together creative and innovative ideas and coping them with management and organization skill in order to combine people, money and resources to meet an identified need and thereby, creating wealth. Although, each of these definitions or description views entrepreneur from a slightly different perspective, they all contain similar notions such as risk taking, organizing, creating wealth, initiative and newness.

Stevenson and Jarillo (2017) explained that entrepreneurship is the process by which individuals, either on their own or inside organizations, pursue opportunities without regard to the resources they currently control. An entrepreneur, according to Anyanwu, Amadi and Oparaku (2016), takes calculated risks by investing in business opportunities and gets compensations from the risk by enjoying high profit as the result of risk-taking. The need to prepare the graduates of Nigeria's higher education institutions for the challenges and benefits of self-employment led to the introduction of entrepreneurship skill education. The Organization for Economic Co-operation and Development (OECD) as quoted by Aliu (2017), defined entrepreneurship education as learning directed towards developing in people, those skills, competences, understanding and attributes which equip them to be innovative, and to identify, create, initiate and successfully manage personal, community business, and work

opportunities including working for themselves. In the words of Amoor (2016), entrepreneurship skill education will provide the students with the opportunities to identify and develop a range of skills and attributes that will be of use to creating and shaping their future by experiencing both business and work environments.

Several published researches have justified the assertion that entrepreneurship plays a vital role in creating innovation, wealth and employment (Jones, Beynon and Packham, 2017). Government agencies, captains of industries and other employers of labour prefer to recruit people who can make use of their talents to bring innovation and add value their workplace. Adeogun (2016) asserted that the most valued skill is the ability to access, synthesize and build information in to new knowledge.

It is for this reason that Aina (2016) submitted that the curriculum of Library Schools should be relevant to the immediate environment and reflect the best international practices. This is why experts advocate regular updating of the curriculum of Library and Information Science with emphasis on integration of entrepreneurship education programme (Mabawonku, 2017; Anyanwu, Obichere and Ossai-Onah, 2014).

### **The Concept of Unemployment**

Every economy is characterized by both active and inactive populations. The economically active ones are referred to as the population willing and able to work, and include those actively engaged in the production of goods and services and those who are unemployed. According to Fajana (2015), unemployment refers to as a situation where people who are willing and capable of working are unable to find suitable paid employment. It is one of the macro-economic problems which every responsible government is expected to monitor and regulate. The higher the unemployment rate in an economy is, the higher will be the poverty level and associated welfare challenges. Fajana (2015) and Alao (2016) identify the following types of unemployment.

#### **i. Structural Unemployment**

This occurs when there is a change in structure of an industry or the economic activities in the country. This may be because people's

tastes have changes or it may be because technology has outmoded and the product or service is no longer in demand.

**ii. Frictional unemployment**

This is caused by industrial friction in which jobs may exist yet the workers may be unable to fill them either because they do not possess the necessary skills or because they are not aware of the existence of such jobs. The employable may remain unemployed working of plants.

**iii. Seasonal unemployment**

This occurs due to seasonal variations in the activities of particular industries caused by climatic changes, changes in fashion or by the inherent nature of such industries. In the tropical region, ice factories are less active in rainy season because demand for ice is low.

**iv. Technological unemployment**

This is caused by changes in the techniques of production technological changes are taking place constantly, leading to the increased mechanization of the production process.

**v. Residual unemployment**

This is caused by factors such as old age, physical or mental disability, poor work attitudes and inadequate training.

**vi. Open unemployment**

This is the type of unemployment where there are categories of young men and women who are roaming the streets looking for the job, but there is job for them to do. They refused to do job(s) they see because of reasons best known to them.

**Causes of Youth Unemployment in Nigeria**

In the study unemployment in Nigeria, Adebayo (2017) and Alanana (2016) have identified the main causes of growth unemployment in Nigeria. The first is the rapidly growing urban labour force arising from rural urban migration. Rural–Urban migration is usually explained in terms of push–pull factors. The push factors include the pressure resulting from man-land ratio in the rural areas and the existence of serious under employment arising from the seasonal cycle of climate. The factors are further exacerbated in Nigeria by the lack of infrastructural facilities, which makes the rural–life unattractive. In addition to this, youth move to the urban area with the probability of securing lucrative employment in the industries.

The second is the rapid population growth in Nigeria. Going by the 2006 census in Nigeria, the nation's population was put at 140,431,790 and projections for the future indicate that the population could be over 180 million by the year 2020. The accelerated growth of population, Nigeria's unemployment problem is multi-faceted. It affects the supply side through a high rapid increase in the labour force relative to the absorptive capacity of the economy.

The third is the outdated school curricula and lack of employed skill and the fourth is the rapid expansion of the educational system which directly leads to an increase in the supply of educated manpower above the corresponding demand for them. This contributes to the problem of the youth unemployment in Nigeria.

In a nutshell, Nigeria is a country with numerous business and investment potentials due to the abundant, vibrant and dynamic human and natural resources it possesses. Corruption, which has permeated the entire social structure of Nigeria, has robbed the country of developing a vibrant economic base. Funds meant for development projects have been misappropriated, diverted or embezzled, thus crippling the economy and engendering and exacerbating unemployment which creates abject poverty, hunger and frustration, killing the zeal and means for entrepreneurship development on the Nigeria youths.

### **The Role of Entrepreneurship Education on Job Creation among Youths**

Education is the key to national development. This is because it unlocks the economic potentials of the people; empowers and equips individuals in the society to participate in, and benefit from the national economy; facilitates economic development and provides the basis for transportation. Education is the essential tool for sustainability. Quality education plays a vital role in the social, political and economic development of any nation. This is possible when jobs are created for the citizenry by establishing a lot of businesses that will accommodate the unemployed youth in Nigeria. A qualified graduate of entrepreneurship education would have acquired enough skills relevant to the management of a small business centre. Through entrepreneurship education, a pool of potential entrepreneurs who are well equipped with skills and technical know-how to manage small/medium scale industries are produced. This will equally help in job creation. Through quality entrepreneurship education, Nigeria will provide a lot of entrepreneurs



who could establish and manage business on their own. This will help in reducing poverty in Nigeria.

### **Prospects of entrepreneurship development on employment generation in Nigeria**

All the above cited problems notwithstanding, plausibility of entrepreneurship development to generate employment abound hence the government fully appreciates the opportunities entrepreneurship creates for employment generation, their contributions to economic growth and development as well as the constraints and difficulties in their operating environment. These explain why in the past forty-five years, the government has established various support institutions and relief measures specially structured to render assistance and succour to minimize the constraints, which entrepreneurship typically face if not to eliminate them.

The support institutions established by the government range from specialized banks designed to focus on the funding of Small and Medium Enterprises to agencies and departments all meant to give a flip to the fortunes of Small and Medium Enterprises. It is also pertinent to note that government policies behind the establishment and operations of the Small and Medium Enterprise support institutions had not been effective and productive. From all indications of observed lapses inherent in them, the policies were either defective in their formulation and conceptualization, or were not truly and religiously implemented. Our investigations also revealed that part of the reason why the policies were not effective could be explained by the fact that the operators, managers or proprietors of the Small and Medium Enterprises were neither consulted nor involved in the formulations of the policies, which were expected to solve their problems; hence, there were apparent misplacements of priorities and emphases. All the stakeholders in the Small and Medium Enterprises subsector should be involved in policy formulations and implementation for them to be effective and yield expected results.

The comfort is that the governments (local, state and federal) are neither relenting nor giving up in their bid to revamp and invigorate the fortunes of SMEs as to enable them play the expected role in Nigeria's economic growth and development. This is evidenced by the government's recent establishment of as well as the mandate given to the Bank of Industry (BOI) and the Small and Medium Enterprises

Development Agency of Nigeria (SMEDAN), the facilitation of the Bankers' Committee's institutionalization of the Small and Medium Industries Equity Investment Scheme (SMIEIS), the federal government's drive and focus on realizing the objective of NEPAD, the government's endorsement and support of multilateral agencies and loans, and the government's backing of international development finance facilities such as the European Investment Bank (EIB) facilities and the likes. Other indications relate to the government's programmes aimed at poverty alleviation and providing succour to those whose jobs could be affected by the current government reforms as well as the proposed establishment of a Credit Guarantee Scheme for loans to Small and Medium Enterprises. Speaking of the prospects of entrepreneurship development in Nigeria in generating employment for the army of the unemployed, the Nation, on 15 June, 2017 reported that soon, there will be job openings in the cashew subsector of the agriculture industry, as about 300,000 jobs will be created in the subsector this year.

### *Theoretical review*

#### **Poverty theory**

This study is based on the guiding light of poverty theory which falls into one of the four perspectives as stated by Ogboru and Abiniku (2011). The four perspectives are: the Conservative, the Liberal Reformists, the Radical Structural/Marxists and the Social Exclusion. The conservative theories namely: individualistic and culture of poverty posit that the poor are responsible for their poverty. The liberal reform is the perspective which deals with situational theory of poverty is hinged on the fact that poverty results from experiences that individuals or groups pass through. On their part, the radical structural/Marxist perspective argued that capitalism produces poverty due to its exploitative syndrome. The social exclusion theory is predicated on poverty resulting from people who tend to be excluded from effective participation in a society's activities due to segregation. Entrepreneurship training tends to emphasize the identification and assessment of skills, understanding of entrepreneurial process, all needed for alleviating poverty through the creation of new business and assessing other business opportunities thereby making entrepreneurs create employment opportunities and not seekers of employment opportunities.

However, this research is based on the poverty theory. This theory is justified based on the fact that, the entrepreneurship training tends to emphasize the identification and assessment of skills, which is believed to be a means of reducing poverty in the society.

### **Empirical review**

Entrepreneurial skills development according to Anho (2018), goes beyond training and education, it involves a process of human capacities building through formal and or informal training inculcating in the entrepreneur basic skills such as financial skills, technical skills, creative skills, managerial skills, intellectual skills, marketing skills, communication skills and technological skills.

Daniju (2017) opined that the best option for empowerment is skills acquisition as it will ensure financial independence and a better standard of living. This agreed with the findings of this study that skills acquisition will bring about societal empowerment by providing jobs develop entrepreneurial ability which in turn will ensure financial independence and assure of a better standard of living.

Gumbari (2016) declared that skills acquisition is the key in the fight for the elimination of hunger and poverty, reduction or elimination of joblessness in the society and reduction of crime through effective engagement of youths. Persons with relevant skills will be fully engaged in a society like ours where opportunities are many and waiting for those who are prepared to take them. Such engagements will only provide them with the basic needs of life but will in turn provide job for others.

Usoro (2016) observed that the failure of Nigeria's higher educational institutions is hinged on their products (graduates) lack of the skills required by the labour market and that the trend had resulted in mass graduate unemployment, since they would have assisted them to be self-reliant. Youth unemployment appears to be the highest in Africa with first school leavers (14.7%), secondary school leavers (53.6%) and tertiary graduates (12.4%) (FME, 2016). Usoro therefore proposed that youths be equipped with knowledge and skills needed by employers of labour in business offices, industry and public sector agreeing with the Kerala state of India that students be given skill training in addition to their regular academic programme, in the crucial sectors as being demanded by the industry, as a remedy to the mis-match between educational output and requirements of the labour market (World Bank,

2015) and enhance the employability of students passing out of school. There is a high level demand for skills workers in oil, industrial and services sectors, yet the supply is far below expectation and since there are fewer job openings than graduates, the major challenge facing the nation is to equip the graduates in particular and youths in general, with appropriate skills and competencies for self-employment, self-reliance and where possible, employment in the formal sector. The possession of these skills needed by the labour market will enable them contribute maximally to national development and make our society safer, richer, better and prosperous.

### Methodology

We used in this study the explanatory study design. The populations of this study comprised of 195 students enrolled in International Vocational, Technical & Entrepreneurship College (IVTEC) a sample size of one hundred and forty-two (142) respondents were selected using Taro Yamane formula, calculated like below:

$$n = \frac{N}{1+N(e^2)}$$

Where:

n- the sample size

N - the population size

e- the acceptable sampling error

$$\frac{195}{1+195(0.05^2)}$$

$$n = 131.09$$

$$n \approx 131$$

The process of data collection was quite interesting and tasking such that; the students were contacted to collect data through personal-administrated questionnaires in their school. However, one hundred and thirty-one (131) usable questionnaires out of the 142 copies of questionnaires administered were duly filled and returned.

A 5-point Likert scale was adopted with answers ranging from 5 point strongly agreed to 1 point strongly disagreed to elicit response from the target respondents.

The following hypotheses were formulated and tested:

- H<sub>01</sub>:** There is no relationship between entrepreneurship skills development and youth employment generation.
- H<sub>02</sub>:** Personal, technical, business operation and management skills have no effect on youth employment.
- H<sub>03</sub>:** Entrepreneurial skills development has no impact on productivity of business establishment.

### **Model specification**

#### **Hypothesis One**

There is no relationship between entrepreneurship skills development and youth employment generation.

$$Y = F(X1)$$

The mathematical form of the model is given as follows:

$$Y = \beta_0 + \beta_1 X + \mu$$

Where  $\beta_0$  is the constant,

$\beta_1$  is the coefficients of the parameter estimate

Y: Youth employment generation

X1: entrepreneurship skills development

$\mu$ : Stochastic or Error term (it is used to capture other factors that can affect youth employment generation not included in the model)

#### **Hypothesis Two**

Personal, technical, business and management skills have no effect on youth employment.

$$Y = F(X1)$$

The mathematical form of the model is given as follows:

$$Y = \beta_0 + \beta_1 X + \mu$$

Where  $\beta_0$  is the constant

$\beta_1$  is the coefficients of the parameter estimate

Y: Youth employment

X1: Personal, technical, business and management skills

$\mu$ : Stochastic or Error term (it is used to capture other factors that can affect youth employment not be included in the model)

#### **Hypothesis Three**

Entrepreneurial skills development has no impact on productivity of business establishment.

$$Y = F(X1)$$

The mathematical form of the model is given as follows:

$$Y = \beta_0 + \beta X + \mu$$

Where  $\beta_0$  is the constant

$\beta_1$  is the coefficients of the parameter estimate

Y: Productivity of business establishment

X1: entrepreneurial skills development

$\mu$ : Stochastic or Error term (it is used to capture other factors that can affect productivity of business establishment not be included in the model)

### Data presentation and analysis

**Table no. 1.** The knowledge acquired during the training improved my skills on how to manage businesses efficiently and effectively

	Frequency	Percent
Strongly Disagree	8	6.1
Disagree	10	7.6
Undecided	11	8.4
Agree	57	43.5
Strongly Agree	45	34.4
Total	131	100.0

**Source:** Field Survey, 2018

The table above shows that 8 (6.1%) of the respondents strongly disagreed that the knowledge they acquired during training improved their skills on how to manage businesses effectively and efficiently, 10 (7.6%) of them disagreed, 11 (8.4%) were of no opinion, most 57 (43.5%) of the respondents agreed, and 45 (34.4%) strongly agreed that the knowledge they acquired during training improved their skills on how to manage businesses effectively and efficiently. This analysis shows that most of the respondents agreed that the knowledge they acquired during training improved their skills on how to manage businesses effectively and efficiently. This implies that the efficient and effective running and management of a business requires training.

**Table no. 2.** Youth entrepreneurship will help reduce unemployment

	Frequency	Percent
Strongly Disagree	5	3.8
Disagree	4	3.1
Undecided	5	3.8
Agree	43	32.8
Strongly Agree	74	56.5
Total	131	100.0

**Source:** Field Survey, 2018

Table no. 2 shows that 5 (3.8%) of the respondents strongly disagreed that youth entrepreneurship will help reduce unemployment, 4 (3.1%) of them disagreed, 5 (3.8%) were of no opinion, 43 (32.8%) of the respondents agreed, and majority 74 (56.5%) of the respondents strongly agreed that youth entrepreneurship will help reduce unemployment. These results shows that most of the respondents agreed that youth entrepreneurship will help reduce unemployment. This simply implies that when youth are empowered through entrepreneurship, they start their own enterprise and this reduces employment.

**Table no. 3.** Taking up entrepreneurship skills that will create self-employment will bring about job creativity in place of job seeking

	Frequency	Percent
Strongly Disagree	5	3.8
Disagree	7	5.3
Undecided	8	6.1
Agree	50	38.2
Strongly Agree	61	46.6
Total	131	100.0

**Source:** Field Survey, 2018

Table no. 3 shows that 5 (3.8%) of the respondents strongly disagreed that talking up entrepreneurship skills that will create self-employment will bring about job creativity in place of job seeking, 7 (5.3%) of them disagreed, 8 (6.1%) were of no opinion, 50 (38.2%) of the respondents agreed, and most 61 (46.6%) of the respondents strongly agreed that talking up entrepreneurship skills that will create self-employment will bring about job creativity in place of job seeking. This implies that when youth acquire entrepreneurship skills through training, they can create jobs of their own by simply using their skills instead of going job hunting.

### Test of research hypotheses

#### Hypothesis One:

**H<sub>01</sub>:** There is no relationship between entrepreneurship skills development and youth employment generation.

**Table no. 4.** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.462 <sup>a</sup>	.213	.207	3.95152

a. Predictors: (Constant), Entrepreneurship skills development  
Source: SPSS Output, 2018

The coefficient of determination (R Square) 0.213 in Table no. 4 implies that entrepreneurship skills development account for 21.3% variation in youth employment generation, while the remaining 78.7% are explained by other factors that are not included in the model. This is further justified by the 20.7% result of the Adjusted R Square.

**Table no. 5.** Correlations

		Skills Development	Employment Generation
Skills Development	Pearson Correlation	1	.462**
	Sig. (2-tailed)		.000
	N	131	131
Employment Generation	Pearson Correlation	.462**	1
	Sig. (2-tailed)	.000	
	N	131	131

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Output, 2018



As shown in Table no. 5, Pearson correlation was conducted to determine the relationship that exists between entrepreneurship skills development and youth employment generation. The result showed that entrepreneurship skills development is positively related to youth employment generation,  $r(131) = 0.462, p = 0.000 < 0.05$ . This implies that at p-value of 0.000 which is less than 0.05 (critical value), the 21.3% variation in youth employment generation caused by entrepreneurship skills development as shown in the result of R Square is positively significant. In simple terms, the increase in entrepreneurship skills development will result to increase in youth employment generation.

**Table no. 6.** ANOVA<sup>a</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1045.655	1	1045.655	44.416	.000
Residual	3036.971	129	23.542		
Total	4082.626	130			

a. Dependent Variable: Youth Employment Generation

b. Predictors: (Constant), Entrepreneurship Skills Development.

**Source:** SPSS Output, 2018

The f-test result in Table no. 6 showed that there is a joint significant relationship between skills development and youth employment generation. This is justified since the p-value which is 0.000 is less than 0.05 (critical value), the null hypothesis is then rejected.

Therefore, the null hypothesis is rejected and the alternative accepted. Thus, it can be said that there is a positive significant relationship between entrepreneurship skills development and youth employment generation.

### **Hypothesis Two:**

**H<sub>02</sub>:** Personal, technical, business operation, and management skills have no effect on youth employment.

**Table no. 7.** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.714 <sup>a</sup>	.510	.506	3.93847

a. Predictors: (Constant), Personal, Technical, Business and Management

Source: SPSS Output, 2018

The coefficient of determination (R Square) 0.510 in Table no. 7 showed that the model has a good fit. This indicates that personal, technical, business and management skills account for 51.0% variation in youth employment, while the remaining 49.9% are explained by other factors that are not captured in this study. This is further justified by the 50.6% result of the Adjusted R Square.

**Table no. 8.** ANOVA<sup>a</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2081.638	1	2081.638	134.199	.000b
Residual	2000.988	129	15.512		
Total	4082.626	130			

a. Dependent Variable: Youth Employment

b. Predictors: (Constant), Personal, Technical, Business and Management Skills

Source: SPSS Output, 2018

The f-test result in Table no. 8 showed that there is a joint significant relationship between personal, technical, business and management skills and youth employment. This is justified since the p-value which is 0.000 is less than 0.05 (critical value), the null hypothesis is then rejected. Therefore, personal, technical, business and management skills have significant effect on youth employment.

**Table no. 9.** Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.836	2.024		2.883	.005

Personal, Technical, Business and Management Skills	.569	.049	.714	11.584	.000
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a. Dependent Variable: Youth Employment  
**Source:** SPSS Output, 2018

**Substituted coefficient**

$$Y = 5.836 + 0.569 + \mu$$

The result of the test in table no. 9 shows that there is a positive relationship between personal, technical, business and management skills and youth employment. This means that a unit increase in personal, technical, business and management skills will result in a corresponding unit increase in youth employment. The test of statistical significance using t-test and standard error showed that at p-value of 0.000 which is relatively less than 0.05 (critical value), personal, technical, business and management skills have a significant effect on youth employment. The t-calculated is 11.584 while the t-tabulated is 1.99 at 5% significance level. Since the t-calculated is greater than the t-tabulated, it can be concluded that personal, technical, business and management skills have a positive significant effect on youth employment. This is further justified by the standard error estimate (0.049) which is less than half ( $\frac{1}{2} \times 0.569 = 0.2845$ ) of the parameter estimate.

**Hypothesis Three:**

**H<sub>03</sub>:** Entrepreneurial skills development has no impact on productivity of business establishment.

**Table no. 10.** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.530 <sup>a</sup>	.280	.275	8.77194

a. Predictors: (Constant), Entrepreneurial Skills Development  
**Source:** SPSS Output, 2018

The coefficient of determination (R Square) 0.530 in Table no. 10 showed that the model has a good fit. This implies that entrepreneurial skills development account for 53.0% variability of

business establishment productivity, while the remaining 46.7% are explained by other factors that are not explained in this study. This is further justified by the 27.5% result of the Adjusted R Square.

**Table no. 11.** ANOVA<sup>a</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3868.523	1	3868.523	50.275	.000 <sup>b</sup>
Residual	9926.149	129	76.947		
Total	13794.672	130			

a. Dependent Variable: Productivity of Business Establishment

b. Predictors: (Constant), Entrepreneurial Skills Development

Source: SPSS Output, 2018

The f-test result in Table no. 11 showed that a joint significant relationship exists between entrepreneurial skills development and productivity of business establishment. This is explained by the p-value of 0.000 is less than 0.05 (critical value), the null hypothesis is then rejected. Therefore, entrepreneurial skills development has significant impact on the productivity of business establishment.

**Table no. 12.** Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	18.929	4.918		3.849	.000
Entrepreneurial Skills Development	1.287	.182	.530	7.091	.000

a. Dependent Variable: Productivity of Business Establishment

Source: SPSS Output, 2018

**Substituted coefficient**

$$Y = 18.929 + 1.287 + \mu$$

The result of the test in table no. 12 showed that there is a positive relationship between entrepreneurial skills development and productivity of business establishment. This means that a unit increase in entrepreneurial skills development will cause a corresponding unit increase in productivity of business establishment. The test of statistical significance using t-test and standard error showed that at p-value of 0.000 which is less than 0.05 (critical value), entrepreneurial skills development has a significant impact on productivity of business establishment. The t-calculated is 7.091 while the t-tabulated is 1.99 at 5% significance level. Since the t-calculated is greater than the t-tabulated, it can therefore be concluded that entrepreneurial skills development has a positive significant impact on productivity of business establishment. This is further justified by the standard error estimate (0.182) which is less than half ( $\frac{1}{2} \times 1.287 = 0.6435$ ) of the parameter estimate.

### **Conclusion**

Having assessed both theoretical literatures and empirical findings relating to entrepreneurship skills development amongst youths, the results of the analysis have brought to light that entrepreneurship skills development is a key determinant of youth employment, and the extent to which more jobs are created depends on the availability and effectiveness of skills development platforms.

The study has established the fact that entrepreneurship skills development is positively related to youth employment generation. The more their entrepreneurship skills are developed, the more they effectively perform in their enterprises and the more they create employment opportunities for others.

The study has also shown that personal, technical, business and management skills positively affect youth employment. These skills are vital requirements to successfully run a venture. The absence of personal, technical, business and management skills will hamper the abilities of entrepreneurs to perform the simple and complex operations in their enterprise and manage their businesses well towards achieving their predetermined objectives.

The final conclusion of the study is that entrepreneurial skills development has impact on the productivity of business enterprise. In a market characterized by competition, continuous delivery which is dependent on productivity is what will keep businesses at the top. This

is not achievable without the presence of a workforce with up-to-date skills applicable in operations and management. Therefore, entrepreneurial skills development is a good call for increase in productivity.

### **Recommendations**

The following recommendations were made in line with the conclusions drawn from the discussions of findings of the study:

i. relationship between entrepreneurship skills development and youth employment generation. This study recommends that entrepreneurs should develop good mindset towards skills development in all concerned aspects of entrepreneurship to help in improving and increasing their capacity for job creation.

ii. there is also need for sound and continuous entrepreneurial education to awaken interests of people and guide them towards investing in small business and giving them the necessary entrepreneurial orientation because of its invaluable contribution to the economy.

iii. although there are private sectors involved in entrepreneurial skills development, Government and all stakeholders with larger capacities also should invest in entrepreneurial development schemes and programmes. The creation and sustenance of these programmes is not only beneficial to the entrepreneurs but also the economy at large because societal resources will be maximized and tons of jobs will be created, all towards economic growth and development.

iv. because of the importance of such skills as technical, business, personal and management, government in all its entrepreneurial programmes and institutions should integrate the acquisition of these skills and emphasize their importance in all learning activities.

v. entrepreneurs should endeavor to study and understand the interaction of these skills and the relationship that exist amongst them, as the understanding of their relationship and interaction will in turn help successfully manage efforts in businesses and thereby direct efforts to effective and efficient utilization of business resources.

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