

**IMPACT OF ENTREPRENEURSHIP TRAINING ON UNEMPLOYMENT  
REDUCTION IN NIGERIA**

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## **DECLARATION**

I declare that this project work is based on a study undertaken by me in the Department of Entrepreneurship, University of Benin under the supervision of Mrs. Augusta Adaghegbe. This work has not been previously submitted for award of a degree elsewhere.

All ideas and views are product of my personal research effort and all references to works of others have been duly acknowledged.

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## CERTIFICATION

We certify that Aikponor Daniel Samuel with the Matriculation Number MGS1809301 submitted this research work to the Department of Entrepreneurship, Faculty of Management Sciences, University of Benin, Benin City, Nigeria; and the work is adequate in the quality and scope in partial fulfilment of the requirements for the rewards of B.S.C. Degree in Entrepreneurship, Faculty of Management Sciences, University of Benin, Benin City, Nigeria.

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## **DEDICATION**

This intellectual work is dedicated to God almighty, the sovereign ruler of the cosmos and the repository of profound wisdom, for granting me the strength to complete this course and bring this project to a successful conclusion. All praise and honor belong to His name. Amen.

## ACKNOWLEDGEMENTS

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## **ABSTRACT**

This study investigates “Impact of entrepreneurship training on unemployment reduction in Nigeria”. The specific objectives include determining the extent at which entrepreneurship training help reduce unemployment in Nigeria, examine the relationship between entrepreneurship skill acquisition and employment creation in Nigeria, and to know the challenges facing entrepreneurship training and employment creation in Nigeria. Three research questions guide this study, The Impact of entrepreneurship training on unemployment reduction located in Benin City. The sample size comprises 92 respondents, and data were collected through a 92-questionnaire survey of enterprises in Ugbowo, Benin City. The study was analysed using simple percentages, frequency table.

The result From the findings emphasizes how entrepreneurship training programs in Nigeria have significantly contributed to reducing unemployment and fostering economic growth by equipping individuals with essential skills and promoting business startups. However, to fully realize their potential, it is vital to address challenges such as inadequate funding, poor infrastructure, limited market access, regulatory barriers, and the lack of mentorship. Overcoming these obstacles will enable entrepreneurship training to continue playing a pivotal role in job creation and driving Nigeria's economic development.

## **CHAPTER ONE**

### **1.1 BACKGROUND TO THE STUDY**

The National Bureau of Statistics (NBS) in Nigeria is responsible for generating official statistics, including the Nigeria Labour Force Survey (NLFS), which informs government policies and public use. The most recent NLFS report during Q4 2020, amid the COVID-19 pandemic, reported a 33.3% unemployment rate and 22.8% underemployment rate. In collaboration with the World Bank and ILO, NBS updated the NLFS methodology, aligning with ILO guidelines from the 19th ICLS Resolutions.

The updated NLFS methodology in Q4 2022 showed 73.6% of working-age Nigerians employed, with 36.4% working fewer than 40 hours per week. The underemployment rate was 13.7%. Wage employment was 13.4%, while 73.1% were self-employed or in farming. Unpaid household work involved 10.7%, and 2.6% were apprentices or interns. The unemployment rate was 5.3%, reflecting broader trends in developing countries. Informal employment was high at 93.5%.

Government initiatives to address unemployment include the National Directorate of Employment (NDE) and the Presidential Youth Empowerment Scheme (P-YES). The Nigeria University Commission (NUC) mandated entrepreneurship studies for undergraduates to tackle graduate unemployment, introducing a B.Sc. in Entrepreneurship in 2011.

Structural issues and policy challenges underpin Nigeria's employment struggles, stemming from economic instability since the 1980s, labor market imbalances, ineffective wage policies, and limited technological innovation.

To combat unemployment and boost the economy, Nigeria has implemented several entrepreneurship-promoting policies and strategies. Key initiatives include the National Directorate of Employment (NDE), the You-Win program, and Entrepreneurship Development Centres (EDCs) nationwide. Entrepreneurs, defined as creators and innovators seizing opportunities to build valuable entities (Bolton and Thompson, 2019), are central to these efforts.

Established under an act of parliament (Cap 250 of the Laws of the Federation of Nigeria 1999, Section 2(c)), the NDE has been operational for 25 years. It focuses on vocational and entrepreneurial training to address mass unemployment. Despite these efforts, Nigeria faces persistent high unemployment rates, among the highest globally. The NDE offers programs like Vocational Skills Acquisition, Entrepreneurship Development, and Rural Employment Promotion (Eme, 2014).

The National Bureau of Statistics (NBS) has enhanced its labor market data collection through the Nigeria Labour Force Survey (NLFS), aligned with International Labour Organisation (ILO) guidelines. The survey covers 35,520 households nationwide, providing quarterly national-level results and annual

state-level reports. In Q4 2022 and Q1 2023, approximately 73.6% and 76.7% of working-age Nigerians were employed, respectively. Self-employment, including farming, dominated, accounting for 73.1% and 75.4% in Q4 2022 and Q1 2023.

Despite these initiatives, unemployment remains a significant challenge in Nigeria.

## **1.2 STATEMENT OF THE PROBLEM**

The National Directorate of Employment (NDE) prioritizes youth-oriented activities, including skill acquisition centers, to engage young people in the labor market. These initiatives aim to foster entrepreneurial growth but often provide limited opportunities for sustainable income through product or service sales (Ndujihe, 2015).

Entrepreneurs in the distributive trade sector face significant challenges, including limited access to credit, inadequate infrastructure like buildings and water supply, and capital constraints that hinder business start-ups. Unreliable power supply further complicates operations. Moreover, local entrepreneurs struggle due to a lack of trust among Nigerians in locally made products, which affects business viability and patronage compared to imported goods.

## **1.3 Research Question**

Against the back drop of the above, the following research questions will be addressed;

- i. To what extent has entrepreneurship training help reduce unemployment in Nigeria?
- ii. Is there a relationship between entrepreneurship skill acquisition and employment creation in Nigeria?
- iii. What are the challenges facing entrepreneurship training and employment creation in Nigeria?

#### **1.4 Objectives of the Study**

The broad objective of the study is to examine the entrepreneur development and employment creation in Nigeria. Specifically, the purposes of this study include to;

- i. Determine the extent at which entrepreneurship training help reduce unemployment in Nigeria
- ii. Examine the relationship between entrepreneurship skill acquisition and employment creation in Nigeria
- iii. To know the challenges facing entrepreneurship training and employment creation in Nigeria

#### **1.5 Research hypothesis**

H0<sub>1</sub>: there is no significant relationship between entrepreneurship training and unemployment reduction in Nigeria.

H0<sub>2</sub>: There is no significant relationship between entrepreneurship skill acquisition and employment creation in Nigeria.

H0<sub>3</sub>: There are no challenges facing entrepreneurship training and employment creation in Nigeria.

## **1.6 Significance of the Study**

This research holds significant importance by identifying factors crucial for mitigating Nigeria's unemployment challenges. Its findings offer valuable insights for government policies, advocating for increased support for small-scale enterprises and entrepreneurship. The study underscores how securing additional funding can benefit both businesses and the broader economy. Furthermore, it highlights the role of entrepreneurship training in reducing unemployment, aligning with Sustainable Development Goals focused on education and poverty reduction.

The research also elucidates key concepts and frameworks vital to entrepreneurship development in Nigeria, emphasizing the need for tertiary institutions to enhance practical entrepreneurial education. Ultimately, this study serves as a comprehensive guide for stakeholders, presenting pathways to address unemployment and foster economic growth in Nigeria.

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## **1.7 Scope of the Study**

This research is centered on the correlation between entrepreneurship development and job creation in Nigeria. In contrast to many prior studies, this investigation will specifically rely on primary data primarily sourced using questionnaires. The focus of the study will be on key economic indicators such as employment rates, per capita income, and the cost of living. These variables

will be analyzed in relation to the impact of entrepreneurship training on the creation of employment opportunities in Nigeria.

### **1.8 LIMITATION OF THE STUDY**

One significant limitation of this study is the reliance on primary data collected through questionnaires. While questionnaires are a valuable tool for gathering insights directly from participants, they also present several challenges and limitations that could affect the validity and reliability of the study's findings:

1. **Response Bias:** Participants may not always provide truthful or accurate responses. They might respond in a manner they believe is expected or socially acceptable, rather than reflecting their true experiences and opinions. This can lead to response bias, skewing the data and potentially leading to inaccurate conclusions.

2. **Limited Scope:** The use of questionnaires restricts the depth of information that can be collected. Complex and nuanced aspects of entrepreneurship training and its impact on unemployment may not be fully captured through a standardized set of questions. Qualitative data, such as interviews or focus groups, might provide richer insights but were not utilized in this study.

3. **Sampling Issues:** The representativeness of the sample can be a limitation. If the respondents are not a true reflection of the broader population of

entrepreneurs or unemployed individuals in Nigeria, the findings may not be generalizable. This could result from a non-random sampling method or an insufficiently large sample size.

4. Self-Reported Data: Since the data is self-reported, it is subject to personal biases and perceptions of the respondents. Factors such as recall bias or personal interpretation of the questions can affect the accuracy of the responses.

5. Survey Design and Question Clarity: The effectiveness of a questionnaire is highly dependent on its design and the clarity of its questions. Poorly designed questions or ambiguous wording can lead to misinterpretation and inconsistent responses, impacting the reliability of the data collected.

6. Non-Response Bias: There is a possibility of non-response bias, where individuals who did not participate in the survey might have different views or experiences compared to those who did respond. This can distort the overall findings and limit the ability to draw comprehensive conclusions.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

A universally accepted theory of entrepreneurship does not currently exist; instead, it encompasses diverse approaches from sociology, psychology, anthropology, regional science, and economics. The absence of a common theoretical framework makes it difficult to integrate various perspectives. Efforts to create a multidimensional approach often face methodological challenges when blending economic and social contexts. Many studies tend to oversimplify and generalize entrepreneurs, assuming similarities between small business owners and leaders of high-growth innovative ventures. Acknowledging the diversity in entrepreneurial phenomena is essential for accurately modeling entrepreneurship. While no single taxonomy includes all relevant variables, a more precise categorization of entrepreneurs helps integrate different traditions and theories to understand the multidimensional nature of entrepreneurship.

In the 21st century, unemployment presents a significant developmental challenge for every emerging economy. Global statistics show that about two-thirds of the unemployed are industrial and service workers in developing regions (Patterson et al., 2006). Since gaining independence in 1960, Nigeria's economy has experienced substantial structural changes and various challenges. Despite these shifts, sustained and meaningful economic growth and

development have remained elusive. Historical data indicates relative economic growth throughout most of the 1970s, driven by the oil boom of that era. However, the significant profits from the oil boom resulted in wasteful public sector spending, employment dislocation, and revenue base distortions for policy planning. These issues led to the introduction of the Structural Adjustment Programme (SAP) in 1986, marking the start of ongoing economic reforms.

The main objective of these economic structural reforms is to thoroughly restructure the Nigerian economy, particularly in light of challenges like population explosion (Douglason et al., 2006). Given Nigeria's historical context, addressing unemployment is essential, and there is a pressing need to examine the role of education in mitigating this issue. The goal is to ensure that education not only produces graduates for export but also contributes to local development within the country. This approach aims to reduce poverty, enhance living standards, increase productivity, and ultimately improve overall economic performance, among other benefits.

## **2.1 CONCEPTUAL FRAMEWORK**

### **2.1.1 UNEMPLOYMENT IN NIGERIA**

Unemployment fundamentally represents the gap between the available labor force willing to work under current wages and conditions and the actual amount of labor available. Gbosi (2006) defines unemployment more precisely as a condition where individuals willing to work at prevailing wage rates

cannot find employment. This definition highlights the need to distinguish those actively seeking work to prevent inflating the official unemployment rate.

According to the International Labour Organization (ILO), the unemployed are those in the economically active population who are without work but actively seeking employment, including individuals who have lost their jobs or left employment voluntarily (World Bank, 1998). However, the uniform application of this definition across different countries for comparison and policy formulation has faced criticism due to varying national commitments to addressing unemployment issues (Douglason et al., 2006).

Multiple factors contribute to the unemployment rate in Nigeria, including economic downturns in the late 1970s and 1980s. Stabilization measures during these times, such as export restrictions to encourage reliance on Nigerian manufacturing enterprises, often had negative effects. Historical analysis by educational status shows that while those without basic education were traditionally more affected by unemployment, even educated individuals now face significant challenges in finding employment.

In 2003, Nigeria saw a notable decline in the unemployment rate to 2.3 percent, largely due to government efforts like poverty alleviation programs and increased participation in the informal sector. The study also emphasized the importance of business owners' education in enhancing efficiency. These findings highlight the need for proactive measures to improve efficiency and

employment levels among firms. Employment generation is viewed as a strategy to reduce poverty and boost economic activities, contributing to economic growth.

In Africa, particularly Nigeria, unemployment has been rising, leading to increased social problems and other adverse consequences. Despite various policies and programs implemented by the Nigerian government to tackle this issue, their effectiveness has been limited, and their impact remains minimal.

According to Bloom (2000), addressing challenges and capitalizing on Nigeria's demographic dividend could bring significant economic benefits:

- Nigeria could see an increase in GDP per capita by nearly 12% by 2020 and over 29% by 2030 compared to the default scenario.
- With further institutional improvements, GDP per capita could rise by almost 13% by 2020 and around 31% by 2030.
- Utilizing the demographic dividend could make Nigeria's economy three times larger by 2030, instead of just twice as large without it.
- Achieving the demographic dividend could lift an additional 5.8 million people out of poverty by 2020 and approximately 31.8 million by 2030, beyond the default scenario. With institutional improvements, this number could reach 34 million by 2030.
- Increasing investment in human capital as fertility rates decline could boost Nigeria's GDP by nearly 50% and sustain that gain indefinitely.

However, to fully harness the demographic dividend, Nigeria needs to create around 24 million new jobs in the next decade and approximately 50 million new jobs from 2010 to 2030. These jobs must be productive, requiring an enhancement in Nigeria's human capital through substantial investments in health, education, gender equality, and institutions. Bloom (2010) highlights the interconnection between education, health, gender parity, and institutions, noting that focusing on just one aspect is unlikely to be effective in the long term. While short-term gains may occur, they are unlikely to be sustainable.

Northern Illinois University Outreach (NIU, 2005) points out that higher education has historically seen economic development as a fundamental mission. Educational institutions have allocated financial, physical, and human resources to create entrepreneurial systems within their structures to promote economic development. Senior administrators play a crucial role by providing visible and strong leadership aimed at:

- Developing a high-quality workforce by growing, training, and attracting top talent.
- Supporting existing businesses and industries.
- Enhancing education at all levels, from pre-school to graduate school.
- Actively engaging in regional initiatives.
- Disseminating research and encouraging technology transfer.
- Improving technology infrastructure.

- Promoting the development of livable communities.
- Employing a diverse workforce.

### **2.1.2 ENTREPRENEURIAL EDUCATION AND ITS CONSEQUENCE IN NIGERIAN ECONOMY**

While entrepreneurship is a frequently discussed concept in Nigeria, its practical implementation is often inadequate or infrequent. Omolayo (2006) describes entrepreneurship as the act of starting a company, organizing business transactions, and taking risks to generate profit through the application of acquired educational skills. Another view of entrepreneurship education emphasizes individuals with innovative ideas who can turn these ideas into profitable ventures. Essentially, entrepreneurship involves combining creative and innovative ideas with management and organizational skills to bring together people, finances, and resources to address a recognized need and generate wealth.

Similarly, Nwangwu (2007) defines entrepreneurship as a process that gathers factors of production, such as land, labor, and capital, to provide a product or service for public consumption. In practical terms, entrepreneurship is seen as the willingness and ability of an individual or group to acquire educational skills, explore and exploit investment opportunities, and effectively establish and manage a successful business enterprise.

### **2.1.3 WHO IS AN ENTREPRENEUR?**

An entrepreneur is an innovative person who establishes and operates a business in a previously unoccupied market space. Meredith (1983) defines an entrepreneur as someone who can identify and evaluate business opportunities, gather the necessary resources to capitalize on them, and take appropriate actions to ensure success. Entrepreneurs consistently find new markets and develop efficient ways to supply them, all with the goal of making a profit. They actively seek out change, respond to it, and transform it into business opportunities.

### **2.1.4 OBJECTIVES OF ENTREPRENEURIAL TRAINING**

Entrepreneurial education, as outlined by Paul (2005), is designed to achieve the following objectives:

1. Provide practical education to empower young individuals to be self-employed and self-reliant.
2. Equip youth graduates with sufficient training to foster creativity and innovation in identifying new business opportunities.
3. Act as a catalyst for economic growth and development.
4. Deliver comprehensive training in risk management to tertiary institution graduates, ensuring a sustainable direction.
5. Alleviate the prevalence of high poverty rates.
6. Generate employment opportunities.
7. Minimize rural-urban migration.

8. Furnish young graduates with the necessary training and support to establish careers in small and medium-sized businesses.
9. Instill the spirit of perseverance in both youth and adults, enabling them to endure challenges in any business venture.
10. Facilitate a smooth transition from a traditional to a modern industrial economy.

### **2.1.5 ENTREPRENEURSHIP IN HIGHER EDUCATION IS CRITICAL TO DEVELOPMENT**

Analyzing economic development and efforts to reduce unemployment in Nigeria requires a thorough understanding of the contributing factors. The curriculum, teaching methods, and practical learning implementations offer initial insights, suggesting that Nigerian graduates may be prepared to serve but not necessarily to innovate. Many university courses in Nigeria emphasize the technicalities of sciences and arts without practical applications for profitability beyond the academic environment.

Competitiveness, innovation, and economic growth depend on developing future leaders with entrepreneurial skills, attitudes, behaviors, and social responsibility. Entrepreneurship is more than creating business plans and starting ventures; it involves creativity, innovation, and growth, embodying a mindset applicable to all sectors of the economy and society. This interconnectedness includes institutional rules and environmental conditions

that shape socially and economically viable entrepreneurial opportunities, influenced by entrepreneurs and other stakeholders.

Starting entrepreneurship education early, across all levels of formal and informal education, is essential. Integrating it into primary and secondary school curricula, as well as higher and further education, is vital for effective entrepreneurship education. Program objectives may include developing entrepreneurial drive, fostering the ability to identify and exploit opportunities, and training students in the skills necessary for business setup and growth (European Commission, 2008).

Reducing unemployment in Nigeria heavily relies on incorporating entrepreneurship into the educational system to encourage students to think and act entrepreneurially, ethically, and responsibly. Despite the rise of new private institutions, the impact of education on unemployment remains limited due to the persistence of colonial-era educational systems that lack local content and relevance to Nigeria's economic development.

Twaalfhoven (2004) highlights that globalization, technological advancements, and changes in the nature of work require a shift in preparing students for an increasingly complex and uncertain world. Higher education institutions must equip students for work in a dynamic, entrepreneurial, and global environment. The growth of social networks further blurs boundaries, creating opportunities

for high-growth entrepreneurship within higher education institutions. Universities, especially technical ones, act as catalysts for scientific invention and technological advancement, which can be translated into innovation. Entrepreneurship is crucial in transforming scientific inventions into new product and service innovations.

Higher education institutions play crucial roles in nurturing the talents of students, graduates, and researchers. What distinguishes these institutions is their contribution to knowledge creation and the development of highly skilled graduates and researchers. In terms of entrepreneurship education, higher education institutions have the potential to foster knowledge-intensive, high-growth enterprises across various academic disciplines, not just technical fields. It is vital for these institutions to create an environment that encourages entrepreneurial mindsets, skills, and behaviors throughout their organizations. Universities can educate students on starting and expanding businesses in ways that benefit society.

Technical universities, in particular, are prime environments for the development of high-tech and high-growth companies, often known as gazelles. Therefore, universities are central to promoting entrepreneurship in Nigeria, acting as resource hubs that connect researchers, students, entrepreneurs, companies, and other stakeholders in the entrepreneurial ecosystem. Engaging both internal and external stakeholders is essential for effective entrepreneurship education within higher education institutions. This includes

involving entrepreneurs and leaders from the entrepreneurial community as role models for students and integrating them into entrepreneurship modules and programs. To adequately prepare young individuals and students for the business world, the expertise of business professionals and entrepreneurs must be incorporated into the academic education process.

Academic start-ups, which have the potential for rapid growth, can greatly benefit from the support offered by universities in entrepreneurship education. Emphasizing regional business potential, promoting activities, and encouraging international networking and collaboration are key components of this support. Additionally, providing students with practical techniques that can be applied in real-world scenarios requires a shift from traditional teaching models to experiential learning approaches.

Entrepreneurship education at universities is seen as a theoretically grounded, real-life experience, giving students the chance to apply their knowledge in practical settings. High-growth entrepreneurship is a valuable form of education for developing high-potential students and graduates who may become future opinion leaders and role models.

#### **2.1.6 WORLDVIEW ON THE ISSUE OF ENTREPRENEURSHIP AND HIGHER EDUCATION**

Researching both successful and unsuccessful new and emerging enterprises provides valuable insights into growth processes and the barriers they face.

There is growing recognition globally of the role of university education in nurturing high-growth enterprises. For example, studies show that high-growth entrepreneurs in Europe often have higher levels of education compared to other entrepreneurs and the general population. In technology-based sectors, a significant number of founders hold university degrees, with German research indicating that ventures led by university graduates tend to grow faster than those founded by non-academics (Egelin, 2000).

Ley (2006) underscores the importance of exploring ways to motivate and support female students in entrepreneurship, as they may traditionally show less interest in establishing and managing innovation-driven high-growth firms. Ethnic and immigrant entrepreneurs also play a crucial role; while they may not initially focus on innovation, they often introduce novel business practices and innovations within their communities.

Understanding universal factors influencing startup behavior across diverse groups and identifying success factors for high-growth enterprises is challenging due to the heterogeneity of technology sectors and individual developmental paths. Despite these complexities, entrepreneurship education significantly shapes attitudes towards entrepreneurship and perceptions of its feasibility. Factors like perceived barriers to and support for venture creation influence entrepreneurial activities among university students and recent graduates. Studies by the European Commission (2008) and recent empirical

research by Linan (2008) highlight common reasons for students hesitating to engage in entrepreneurship, such as perceived lack of experience and self-confidence.

Graduates' perceptions regarding the desirability of starting their own businesses, both on a personal and societal level, significantly influence entrepreneurial activity, as highlighted by Krueger (2000). It's crucial to foster entrepreneurial thinking among students and encourage proactive steps towards entrepreneurship. One key strategy is demonstrating to students that founding a new venture can be a viable alternative to traditional employment. Creating awareness and motivation for entrepreneurship is essential, and this can be approached through two distinct avenues outlined by Koch (2003).

### **2.1.7 CAUSES OF YOUTH UNEMPLOYMENT IN NIGERIA**

Several studies on unemployment in Nigeria, conducted by Adebayo (1999), Alanana (2003), Ayinde (2008), Morphy (2008), and Awogbenle and Iwuamadi (2010), highlight several key factors contributing to youth unemployment in the country. One major factor is the rapid expansion of the urban labor force, largely driven by rural-urban migration. This migration is often due to push factors such as land pressure in rural areas and significant underemployment caused by seasonal climate variations. The lack of adequate infrastructure in rural areas further discourages rural living, prompting youths to migrate to urban centers in search of better job opportunities in industries.

Urban areas also tend to concentrate social amenities, leading to neglect and limited opportunities in rural regions.

Another significant contributor is Nigeria's swift population growth. As of the 2006 census, the country's population was approximately 140,431,790, and projections suggest it could surpass 180 million by 2020, with an annual growth rate of 3.2% (National Population Commission and ICF Macro, 2009). Nigeria's status as Africa's most populous nation, coupled with its high population growth rate, has resulted in a labor force expanding faster than the economy's capacity to provide sufficient employment opportunities. Population growth affects unemployment by rapidly increasing the supply of labor compared to the economy's ability to absorb it.

A third critical factor is the outdated school curricula and the lack of employable skills among graduates. Many scholars argue that graduates in Nigeria, especially those from formal education sectors, often lack the necessary skills sought by employers. Outdated school curricula contribute to a gap between graduates' skills and the requirements of formal employment opportunities. Employers prioritize individuals who can contribute to organizational growth and profitability rather than being seen merely as liabilities. This emphasis on profitability is often attributed to the business-oriented bias in Nigeria's education system, which often lacks entrepreneurial

elements that could empower graduates to create job opportunities rather than merely seeking them.

The rapid expansion of Nigeria's educational system is identified as a fourth contributing factor to youth unemployment, as it has led to an oversupply of educated manpower that exceeds corresponding demand. For instance, according to Manning and Junankar (1998), the number of graduates from higher institutions in Nigeria increased significantly from 73,339 in 1986/1987 to 131,016 in 1996/1997. Presently, with over 97 universities across federal, state, and private sectors, and growing demand for higher education, there is a challenge in finding suitable employment for the increasing number of graduates each year. This issue is compounded by the weaknesses in Nigeria's economy, which struggles to absorb the large influx of graduates effectively.

Furthermore, the lack of a robust manufacturing sector exacerbates youth unemployment in Nigeria. The country faces numerous challenges with over 800 collapsed industries, and in 2009 alone, more than 37 factories ceased operations. Approximately half of the remaining active firms are categorized as "ailing," posing a significant threat to the survival of manufacturing in Nigeria in the foreseeable future.

As part of its operational audit in January 2010, the Manufacturers Association of Nigeria (MAN) conducted a survey revealing closures of manufacturing firms across different regions. In the Northern region, including Kano and

Kaduna States, 176 firms became terminally sick and collapsed. Similarly, the South-East (Anambra, Enugu, Imo, and Abia States) saw 178 closures, while the South-South (Rivers, Cross River, and Akwa-Ibom States) had 46 companies cease operations. The South-West (Oyo, Ogun, Osun, Ondo, Ekiti, Kogi, and Kwara States) experienced closures of 225 companies, and Lagos, including Ikeja, Apapa, Ikorodu, and other industrial areas, saw 214 manufacturing firms shut down by the end of 2009 (Okafor, 2008).

In summary, despite Nigeria's abundant human and natural resources, the country faces significant social, economic, and political challenges that hinder its growth and development into the regional economic power it aspires to be. High levels of violent crime (Onwubiko, 2011) and unreliable power supply are additional obstacles to investment. Businesses often rely heavily on generators due to power shortages, resulting in high operational costs. Coupled with substantial levies and taxes, these factors contribute to the high cost of doing business in Nigeria. The closure or relocation of industries, seeking more favorable economic conditions elsewhere, leads to layoffs and diminishes prospects for new job opportunities. These factors collectively worsen the youth unemployment crisis in Nigeria's labor market (Onoja et al., 2009).

Corruption has deeply entrenched itself within Nigeria's social fabric, severely impeding the establishment of a strong economic foundation. Funds earmarked for developmental projects often face misappropriation, diversion, or outright embezzlement by incompetent and corrupt public officials and administrators

in public enterprises (Okafor, 2011). Political elites, in collaboration with local and foreign contractors, frequently inflate contract costs, resulting in the loss of an estimated \$500 billion in oil revenue over the past five decades. This revenue could have been pivotal in building a robust economy capable of generating significant employment opportunities across various sectors.

The failure of successive governments lies in their prioritization of transactions like contract awards over essential elements such as vision, policy, and strategic leadership (Okafor, 2008). This misuse of public power and resources has severely undermined economic growth, exacerbating unemployment, poverty, hunger, and disillusionment among the Nigerian populace. It has also stifled opportunities and resources for fostering entrepreneurial development among the nation's youth. Moving forward, it is crucial to explore entrepreneurship's potential role in addressing youth unemployment in Nigeria.

#### **2.1.8 ENTREPRENEURSHIP DEVELOPMENT PROGRAMME IN NIGERIA**

Entrepreneurship Development Programs (EDPs) are increasingly recognized as critical catalysts for economic growth, pivotal in creating employment opportunities, fostering innovation, and alleviating poverty by empowering both young men and women (UNCTAD, 2010). The lack of effective entrepreneurship development is identified as a primary barrier hindering businesses in developing countries from starting or progressing. Gouws (2002) defines Entrepreneurship Development Programs as deliberate interventions by adults, such as educators, in the lives of learners to impart entrepreneurial

qualities and skills, equipping them to thrive in the business environment. The primary aim is to equip learners with the necessary skills, knowledge, and mindset to conceive and implement innovative business or social plans. In this study, Entrepreneurship Development Programs refer to initiatives aimed at enhancing participants' capabilities through structured training and programs focused on institutional capacity building.

Structured training, according to Abiodun (1999), involves the systematic development of knowledge, skills, and attributes essential for individuals to perform effectively in specific tasks or roles. Aina (1992) describes structured training as a collaborative process where an expert works with a learner to effectively transfer knowledge and skills, enhancing the learner's ability to perform tasks more effectively. On the other hand, institutional or capacity building refers to intentional actions designed to help individuals realize their growth potential (Atiomo, 2008).

Structured training, as defined by Abiodun (1999), focuses on the systematic development of essential knowledge, skills, and attributes required for an individual to perform effectively in a specific task or job. This approach ensures that learners acquire the necessary competencies through organized and planned educational activities.

Aina (1992) characterizes structured training as a collaborative process where an expert and a learner engage in activities aimed at transferring knowledge

and skills effectively. Through this interaction, the learner gains enhanced knowledge, skills, and attributes, thereby improving their ability to perform a particular task or job more proficiently.

In contrast, institutional or capacity building, as outlined by Atiomo (2008), involves deliberate actions aimed at enabling individuals to realize their potential for growth. This process entails developing and strengthening organizational structures, systems, and capabilities to foster personal and professional development among individuals within an institution or community.

### **Major National Directorate of Employment (NDE) Programmes**

The four major vehicles of the NDE programme are

- National Youth Employment and Vocational Skills Development Programme
- Small Scale Industries and Graduate Employment Programme,
- Agricultural Sector Employment Programme and
- Special Public Works Programme.

#### **2.8.1.1 NATIONAL YOUTH EMPLOYMENT AND VOCATIONAL SKILLS DEVELOPMENT PROGRAMME.**

This initiative aims to address the needs of a significant number of Nigerian youths who lack productive and marketable skills. Implemented through various schemes such as the National Open Apprenticeship Scheme, Waste to

Wealth Scheme, Schools on Wheels Scheme, and Disabled Work Scheme, the program targets skill development and employment opportunities.

Participants are required to register with the local labor exchanges of the Federal Ministry of Employment, Labour, and Productivity before they can enroll as trainees. During their apprenticeship period, they undergo training to acquire necessary skills. Upon completion, they become potential candidates for employment and are considered for absorption by employers. Alternatively, those who show entrepreneurial potential are encouraged to pursue self-employment opportunities.

This structured approach aims to equip Nigerian youths with practical skills that enhance their employability and empower them to contribute effectively to the economy, whether through formal employment or entrepreneurship.

#### **2.8.1.2 SMALL SCALE INDUSTRIES AND GRADUATE EMPLOYMENT PROGRAMME**

The Small Scale Industrial Entrepreneurship Program (SSIGEP) initiated by the National Directorate of Employment (NDE) aims to assist unemployed individuals in Nigeria in establishing their own businesses. The program involves NDE conducting entrepreneurship training courses and facilitating a loan scheme for job creation. Participants are required to submit a feasibility study detailing their proposed ventures, which undergoes evaluation by a bank.

Upon approval of the loan by the bank, applicants use their degree certificates as collateral, with NDE providing a guarantee.

Loans under SSIGEP typically have a five-year repayment period, and the interest rate is set by the Central Bank of Nigeria. NDE supports a variety of small-scale businesses through this program, including candle making, soap and detergent production, restaurants, agriculture, refuse collection, printing, publishing, fashion design, textiles, garment making, and other sectors.

#### **2.8.1.3 AGRICULTURAL SECTOR EMPLOYMENT PROGRAMME**

The Agricultural Self-Employment Programme (ASEP) is designed to create self-employment opportunities within Nigeria's agricultural sector. This initiative collaborates with state governments, which supply the required land. Participants in this program receive 5 hectares of prepared farmland to start their agricultural businesses, accompanied by a predetermined loan amount. ASEP is a pivotal component of the larger NDE program, emphasizing its importance in facilitating self-employment through agriculture.

#### **2.8.1.4 SPECIAL PUBLIC WORKS PROGRAMME**

This initiative seeks to offer temporary employment opportunities to a group of unemployed individuals involved in public works maintenance. In partnership with the NDE, state governments identify specific projects for participant assignment. These projects include tasks such as constructing and maintaining roads, buildings, and other infrastructure, tree planting, environmental sanitation, land clearing, and providing various support services for farming.

## **2.2 THEORETICAL FRAMEWORK**

### **Psychological Theory of Entrepreneurship**

This study is grounded in the psychological theory of entrepreneurship, with a specific focus on David McClelland's (1961) work on the Achieving Society. McClelland proposed that an individual's achievement motivation (n-ach) is a key precursor to entrepreneurial activities and a significant motivating factor for engaging in entrepreneurship. Through laboratory experiments on achievement motivation, McClelland found that while most people lack a strong achievement-based motivation, those who possess it consistently exhibit goal-setting behavior.

The achievement motivation theory is based on several assumptions:

1. Achievement is valued more highly than material or financial rewards.
2. Personal satisfaction from completing a task surpasses the desire for praise or recognition.
3. Financial rewards are regarded as indicators of success, not as an end goal.
4. Security and status are not primary motivators.
5. Feedback is essential for measuring success, not for seeking praise or recognition.
6. Achievement-motivated individuals continually seek ways to improve and enhance their performance.
7. Achievement-motivated individuals naturally gravitate towards roles and responsibilities that align with their needs, offering flexibility and opportunities to set and achieve goals.

McClelland argued that individuals with high achievement motivation are typically proactive in initiating actions and achieving results, including organizing people and resources within an organization. The sixth and seventh assumptions are particularly pertinent to this study, suggesting that achievement-motivated youths in Enugu State will consistently strive to improve their activities. By doing things better, they are likely to create new avenues and job opportunities, thereby addressing the issue of unemployment.

Here are two theories related to the impact of entrepreneurship training on unemployment reduction in Nigeria:

### **Human Capital Theory**

The Human Capital Theory posits that investment in education and training enhances individuals' skills, knowledge, and competencies, thereby increasing their productivity and employability. When applied to entrepreneurship, this theory suggests that entrepreneurship training programs equip individuals with the necessary skills to start and manage businesses effectively. As more people acquire these skills, they can create their own businesses, leading to job creation and a reduction in unemployment. This theory underscores the importance of investing in entrepreneurship education as a means of building human capital, which in turn contributes to economic growth and employment generation in Nigeria.

### **Resource-Based View (RBV) Theory**

The Resource-Based View (RBV) Theory focuses on the internal resources and capabilities of an organization as the primary source of competitive advantage.

When applied to entrepreneurship, the RBV theory suggests that individuals who receive entrepreneurship training acquire valuable resources—such as knowledge, skills, networks, and confidence—that enable them to exploit business opportunities effectively. By leveraging these resources, trained entrepreneurs can create successful ventures, which not only provide employment for themselves but also for others. The RBV theory highlights the role of entrepreneurship training in building the entrepreneurial capacity that is critical for reducing unemployment and fostering economic development in Nigeria.

### **2.3 EMPIRICAL REVIEW**

Taiwo (2014) conducted an empirical study on the impact of entrepreneurship development on employment creation in Nigeria. He found that in any economy, entrepreneurship development inevitably leads to job creation, encouraging people to engage in activities that improve their lives and benefit the country as a whole. He assessed the relationship between employment creation and entrepreneurship development in Nigeria and observed that employment opportunities in an economy can be attributed to entrepreneurship training and development.

Anyadike, Emeh, and Ukah (2012) studied Nigeria's growing unemployment situation, noting that it has significantly reduced the country's potential, particularly following official figures from the Bureau of Statistics, which reported around 40 million unemployed Nigerian youths according to World

Bank statistics in 2009. Utilizing secondary data sources, the study relied heavily on current articles from dedicated scholars on entrepreneurship development and government statistical documents. The authors concluded that the government should promote entrepreneurship by incorporating it into the educational curriculum at all levels and by re-modeling the NYSC scheme to educate youths on the importance and necessity of entrepreneurship development.

Ugoani and Ibeenwo (2015) examined the relationship between entrepreneurship development and employment creation in Nigeria, with a focus on addressing unemployment, poverty, and vulnerability, and promoting inclusive finance at the grassroots level. Using a survey research method at Rhema University Aba, Abia State, data analysis via Pearson's techniques revealed a positive correlation between entrepreneurship development and employment creation, consistent with popular views in the country. The study indicated that students who undergo entrepreneurship training are more likely to become self-employed and to establish their own companies, as entrepreneurship provides significant employment opportunities.

Akanwa and Akpanabia (2012) investigated the relationship between entrepreneurship development and employment creation in Anambra State, Nigeria. The study focused on youths from selected local government councils in Anambra State, with data collected through questionnaires. A convenience

sampling technique was used to select 150 youths from each local government. Two hypotheses were tested, revealing significant positive relationships between entrepreneurship skill acquisition and employment creation, as well as between entrepreneurship development and employment creation.

O'Higgins (2017), in a study based on the Eurofoundation report, pointed out that while European youth are interested in self-employment, the continent's unfavorable environment for entrepreneurship development limits this option. Similarly, Ibrahim and Abdullahi (2014), as referenced in Keles (2016), explored the factors influencing Nigerian students' entrepreneurial aspirations and found that Nigeria's economic environment discourages business startups post-graduation.

Salami (2013) addressed the issue of youth unemployment in Nigeria, emphasizing the need for innovative solutions to mitigate the potentially explosive impact of high unemployment rates among youths. The study found a positive relationship between entrepreneurship and youth unemployment, highlighting the importance of fostering a socio-economic and political environment that encourages youths to think beyond traditional job-seeking mindsets and consider job creation.

Nwachukwu and Ogbo (2012) conducted research on the role of entrepreneurship in economic development from a Nigerian perspective. The

study, which analyzed the contributions of entrepreneurship to economic growth through the development of small and medium-sized enterprises (SMEs), randomly selected 1000 SMEs from different states in Nigeria. Using chi-square statistics at a 0.05 significance level, the study tested hypotheses to identify the main challenges faced by SMEs in Nigeria. The findings indicated that SMEs play a crucial role in economic growth, development, and industrialization globally. The study concluded that those promoting SMEs should prioritize acquiring managerial skills and acumen before seeking financial resources for enterprise development.

Baba (2013) examined the challenges of entrepreneurship development in Nigeria and proposed solutions, suggesting that the government, especially in times of economic downturn, should focus on providing the necessary infrastructure to facilitate skill acquisition among citizens. The lack of technological skills was identified as a barrier to the entrepreneurial spirit needed for economic development and job creation. The study emphasized the need to change the mindset of Nigerians, particularly the youth, to embrace self-employment rather than pursuing non-existent white-collar jobs.

Ebiringa (2012) investigated entrepreneurship development and the growth of enterprises in Nigeria, focusing on policy interventions aimed at stimulating entrepreneurship through SMEs. The study noted that these interventions often failed as entrepreneurs became distributors of imported goods rather than

building local entrepreneurial capacity. The recommendation was for the government and the organized private sector to increase support for entrepreneurial training programs, particularly those integrated into tertiary education.

Olayinka (2014) noted that the National Directorate of Employment (NDE) planned to create agricultural parks in both Northern and Southern Nigeria to boost employment in the agricultural sector. From 2013 to September 2014, NDE empowered 177,168 participants through various programs. These programs included vocational skills development (48,558 participants), public works and community/technical skills development (460 participants), agricultural skills and rural development (2,900 participants), and entrepreneurial/business skill development (26,102 participants). Other initiatives included graduate transient job creation (6,880 participants), enterprises created by graduates and artisans (271 participants), micro-enterprises enhancement scheme (14,800 participants), women and vulnerable empowerment scheme (1,105 participants), and employment counseling and job linkages (76,092 participants).

To address unemployment and poverty, NDE introduced the Special Micro Empowerment Scheme (SMES) to promote social inclusion and job creation. This scheme aims to support economically disadvantaged individuals, including petty traders, artisans, women, widows, orphans, internally displaced persons, and physically challenged persons, by assisting them in establishing,

managing, or enhancing their micro-enterprises. NDE identified low funding levels as a major barrier, affecting personnel capacity building, program expansion, and facility upgrades for skills acquisition training centers.

Ngele (2020) conducted empirical research on entrepreneurial development as a viable option for creating employment opportunities for Nigerian youths. Using econometric analysis and time series data from 1992 to 2015 obtained from the Bureau of Statistics and Central Bank of Nigeria statistical bulletin, the analysis employed the unit root/Augmented Dickey Fuller test. The findings indicated that entrepreneurial education stimulates the desire for financial independence among Nigerian youths. The study recommended that the government formulate policies focused on entrepreneurial education in tertiary institutions to encourage self-improvement and enlightenment among Nigerian youth.

## **2.4 RESEARCH GAP**

The primary goal of this section is to address the gaps in existing scholarship on entrepreneurship development and its impact on employment creation. Although previous research has explored this topic, it has not fully examined the influence of entrepreneurship development on employment creation in Nigeria.

This study aims to offer valuable insights for Nigerian youths and individuals, highlighting the positive effects of skill acquisition as a form of

entrepreneurship development. The objective is to reduce unemployment rates and improve employment creation in the country.

Ngele's (2020) research examined how entrepreneurial training and financial empowerment contribute to employment creation, but it did not address the potential challenges faced by entrepreneurship development. This study intends to identify these challenges and propose practical solutions to support the operation and growth of entrepreneurship in Nigeria.

To achieve these goals, this research will utilize a different methodology for data collection and analysis, incorporating field surveys and quantitative data analysis techniques. While Ngele (2020) used econometric analysis with time series data, this study will gather direct data from the affected population to enhance the accuracy and relevance of the findings.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the research method adopted in the study. It includes the research design, population and sample size, data collection methods, data analysis techniques, and ethical considerations.

- i. Research Design of the Study
- ii. Population and Sample Size Of the Study
- iii. Sampling size and sampling technique
- iv. Instrument for Data Collection
- v. validity of the instrument
- vi. validity of the instrument
- vii. Method of data Analysis

#### **3.1 Research Design of the Study**

The research design adopted for this study is a descriptive survey. This design is suitable because it facilitates data collection from a targeted number of SMEs within the Ugbowo community in Egor Local Government Area. The survey design also permits the gathering of both quantitative and qualitative data, offering a more comprehensive understanding of the research topic.

#### **3.2 Population and Sample Size of the Study**

The study's target population consisted of employees from selected organizations with a large customer base in Ugbowo, Benin City, encompassing a total of 134 businesses in the area. From this population, a sample size of 100 employees was selected, representing various categories of businesses in Ugbowo, Benin City.

### 3.3 Sampling Size and Sampling Technique

The sample size for this study will be determined using Taro Yamane's (1967) sample size determination technique and statistical function. A purposive sampling technique will be employed to select the SMEs in Egor Local Government Area, Ugbowo, Benin City, Edo State. This method is chosen for its convenience, ease of data availability, research interest, and quick access to information, ensuring that the selected SMEs are representative of the entire population used for the study. The sample size was determined using Taro Yamane's (1973) formula. This is given as:

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

Where

n = sample size

N = total population

e = level of error (5%) = 0.05

I = constant

$$\begin{aligned} n &= \frac{134}{1 + 134(0.05)^2} \\ &= \frac{134}{1 + 0.335} \\ &= \frac{134}{1.335} = 100.37 \end{aligned}$$

### **3.4 Instrument for Data Collection**

A structured questionnaire was utilized as the research tool for this study. The questionnaire was divided into two sections. Section A covered demographic information about the respondents, including age, gender, marital status, and educational qualifications. Section B focused on variables related to the study, specifically exploring the impact of entrepreneurship training on reducing unemployment in Nigeria. The questionnaire employed a 4-point Likert scale where respondents could indicate their level of agreement: (4) for strongly agree, (3) for agree, (2) for disagree, and (1) for strongly disagree. Primary data was collected through the administration of these questionnaires.

### **3.5 Reliability of the instrument**

We evaluated the reliability of the tool assessing the impact of entrepreneurship training on reducing unemployment using Cronbach's alpha. Analysis of data from 100 respondents revealed a Cronbach's alpha coefficient of 0.79. This coefficient indicates a strong level of internal consistency among the items in the instrument, affirming its reliability in measuring effective communication techniques within the study's context.

### **3.6 validity of the instrument**

According to Joppe (2000), validity refers to the extent to which an instrument measures what it intends to measure or accurately reflects the truthfulness of research findings. The research instrument and questionnaire will be submitted to supervisors and field experts to verify their accuracy and appropriateness for studying the impact of entrepreneurship training on reducing unemployment in Nigeria.

### **3.7 validity of the instrument**

The researcher distributed the questionnaires for the study, providing a brief introduction and explanation. Participants were assured of the confidentiality of the data they provided for the study.

### **3.8 Method of data Analysis**

To achieve the study's objectives, both descriptive and inferential statistics were employed to analyze the collected data. Descriptive statistics were utilized to summarize the data, including frequencies, percentages, and averages. Inferential statistics were employed to investigate the effect of entrepreneurship training on reducing unemployment in Nigeria.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSES AND INTERPRETATION OF RESULTS

#### 4.1 Introduction

This chapter discusses the presentation, analysis and interpretations of the various data collected for this study.

#### 4.2 Data Presentation and Analysis

The analysis of the gathered data is outlined below, addressing each research question and objective. Out of the one hundred (100) questionnaires distributed, ninety-two (92) were completed accurately and deemed valid for the analysis in this study.

#### 4.3 Demography Analysis

**Table 1: Frequencies and percentages relating to age, sex, marital status, educational qualifications and number of year experience of respondents**

Age distribution of respondents	Frequency	Percentage
< 21 yrs	14	15.22
21-30 yrs	37	40.22
31-40 yrs	28	30.43
41-50 yrs	13	14.13
51 >	Null	
<b>Total</b>	<b>92</b>	<b>100</b>
Sex distribution of respondents	Frequency	Percentage
Male	56	61
Female	36	39
<b>Total</b>	<b>92</b>	<b>100</b>
Marital Status of the Respondents	Frequency	Percentage
Single	36	39.13

<b>Married</b>	<b>27</b>	<b>29.34</b>
Divorced	18	19.57
Widowed	11	11.96
<b>Total</b>	<b>92</b>	<b>100</b>

  

<b>Educational qualifications</b>	<b>Frequency</b>	
<b>Percentage</b>		
SSCE/ GCE and below	18	19.57
OND/NCE	31	33.70
B.Sc/HND	34	36.96
M.Sc/Ph.D	9	9.78
<b>Total</b>	<b>92</b>	<b>100</b>

**Source: Field Survey, 2024**

**Interpretation:**

From the data presented in Table 1, it can be observed that 15.22% of the total respondents fall within the age group under 21 years, 30.43% are aged between 21-30 years, 40.22% are aged between 31-40 years, 14.13% are aged between 41-50 years, and there were no responses from respondents aged 50 and above. This indicates that the majority of respondents belong to the age bracket of 31-40 years, which is largely due to the prevalence of students in the Ugbowo area used as the study population.

In terms of gender distribution, the data shows that 61% of the respondents are male, while 39% are female, indicating a male majority in the sample population. Regarding marital status, 53% of the respondents are single, 29% are married, 9% are divorced, and 4% are widowed. This suggests that the majority of respondents are single, comprising 58% of the total population.

In terms of educational status, the breakdown reveals that 19.57% of respondents have SSCE/GCE and below, 33.70% have OND/NCE, 36.96% have B.Sc/HND, and 9.78% have M.Sc/Ph.D.

**Table 2: To what extent has entrepreneurship training help reduce unemployment in Nigeria?**

S/N	Items	SA	A	D	SD	Mean	Decision
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		(4)	(3)	(2)	(1)		
1	Entrepreneurship training programs in Nigeria have contributed significantly to reducing unemployment by equipping individuals with the skills and mindset needed to start and sustain their own businesses.	28 (30%)	49 (53%)	9 (9%)	6 (7%)	3.01	High
2	Participants in entrepreneurship training have reported higher rates of successful business startups, leading to job creation not only for themselves but also for others they employ.	46 (50%)	39 (42%)	3 (3%)	4 (3%)	1.62	High
3	The practical knowledge gained through entrepreneurship training has empowered individuals to identify and capitalize on business opportunities, thereby contributing to the overall economic growth and employment landscape in Nigeria.	37 (40)	20 (22)	26 (28)	9 (9)	2.92	High
4	Many individuals who have undergone entrepreneurship training have transitioned from being job seekers to job creators, playing a vital role in reducing dependency on formal employment and fostering self-reliance.	7 (8%)	12 (13%)	39 (4%)	43 (37%)	2.01	High
5	The impact of entrepreneurship training on unemployment reduction extends beyond immediate job creation, as trained entrepreneurs often innovate and expand their ventures, creating a ripple effect of employment opportunities in various sectors of the economy.	39 (42)	34 (37)	12 (13)	7 (7)	3.14	High

**N = 92 criterion mean = 2.5 aggregate mean = 2.574 (accepted)**

**Interpretation:**

Table 2 illustrates the distribution of responses regarding the impact of entrepreneurship training on unemployment reduction in Nigeria. It shows that 30% of respondents strongly agreed, 53% agreed, 9% disagreed, and 7% were undecided that entrepreneurship training programs in Nigeria significantly contribute to reducing unemployment by equipping individuals with the necessary skills and mindset for starting and sustaining businesses.

Additionally, 50% strongly agreed, 39% agreed, 3% disagreed, and 4% strongly disagreed that participants in entrepreneurship training report higher rates of successful business startups, which lead to job creation for both themselves and others they employ.

Moreover, 40% strongly agreed, 22% agreed, 28% disagreed, and 9% strongly disagreed that practical knowledge gained through entrepreneurship training empowers individuals to identify and seize business opportunities, thereby contributing to Nigeria's economic growth and employment landscape.

Furthermore, 42% strongly agreed, 37% agreed, 13% disagreed, and 8% strongly disagreed that many individuals who undergo entrepreneurship training transition from being job seekers to job creators, reducing reliance on formal employment and promoting self-reliance.

Lastly, 7% strongly agreed, 13% agreed, 37% disagreed, and 42% strongly disagreed that the impact of entrepreneurship training on unemployment reduction goes beyond immediate job creation, as trained entrepreneurs often innovate and expand their businesses, creating additional employment opportunities across various sectors of the economy.

**Research Question 2: Is there a relationship between entrepreneurship skill acquisition and employment creation in Nigeria?**

**Table 3: Relationship between entrepreneurship skill acquisition and employment creation in Nigeria**

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	Mean	Decision
6	Acquiring entrepreneurship skills in Nigeria has a direct and positive correlation with the creation of employment opportunities, as skilled entrepreneurs are better equipped to	34 (37)	37 (40)	12 (13)	9 (10)	3.04	High

	establish and grow successful businesses.						
7	The acquisition of entrepreneurship skills enhances individuals' ability to identify market gaps, innovate, and effectively manage resources, leading to the creation of sustainable employment opportunities.	34 (37)	41 (46)	9 (10)	7 (8)	3.09	High
8	Trained entrepreneurs in Nigeria often hire and train employees, contributing directly to job creation and economic development in their communities.	37 (40)	30 (33)	14 (15)	11 (12)	3.01	High
9	The relationship between entrepreneurship skill acquisition and employment creation is evident in the diverse sectors where skilled entrepreneurs operate, including agriculture, technology, retail, and services, among others.	42 (45)	2 (50)	46 (2)	3 (3)	1.65	High
10	Studies have shown that regions with higher rates of entrepreneurship skill acquisition tend to experience lower unemployment rates, highlighting the critical role of skills development in addressing employment challenges in Nigeria.	34 (37)	39 (42)	8 (9)	12 (13)	3.05	High
<b>TOTAL</b>						<b>12.19</b>	<b>accepted</b>

Table 3 presents the distribution of responses regarding the correlation between entrepreneurship skills acquisition and employment creation in Nigeria. It shows that 37% of respondents strongly agreed, 40% agreed, 13% disagreed, and 10% strongly disagreed that acquiring entrepreneurship skills in Nigeria directly correlates positively with creating employment opportunities, as skilled entrepreneurs are better equipped to establish and grow successful businesses.

Additionally, from Table 3, it indicates that 37% strongly agreed, 46% agreed, 10% disagreed, and 8% strongly disagreed that acquiring entrepreneurship skills enhances individuals' ability to identify market gaps, innovate, and effectively manage resources, leading to the creation of sustainable employment opportunities.

Moreover, 40% strongly agreed, 33% agreed, 15% disagreed, and 12% strongly disagreed that trained entrepreneurs in Nigeria often hire and train employees, directly contributing to job creation and economic development in their communities.

Furthermore, 3% strongly agreed, 2% agreed, 50% disagreed, and 45% strongly disagreed that the relationship between entrepreneurship skill acquisition and employment creation is evident across diverse sectors such as agriculture, technology, retail, and services, among others.

Lastly, 37% strongly agreed, 42% agreed, 9% disagreed, and 13% strongly disagreed that studies have shown regions with higher rates of entrepreneurship skill acquisition tend to experience lower unemployment rates, underscoring the crucial role of skills development in addressing employment challenges in Nigeria.

**RESEARCH QUESTION 3: What are the challenges facing entrepreneurship training and employment creation in Nigeria?**

**Table 4: challenges facing entrepreneurship training and employment creation in Nigeria**

	<b>Items</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>DECISION</b>
		<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>	<b>X</b>	
11	Limited access to quality entrepreneurship training programs poses a challenge for aspiring entrepreneurs in Nigeria, hindering their ability to acquire essential skills and knowledge needed for business success and employment creation.	34 (37)	39 (42)	8 (9)	12 (13)	3.05	High
12	Inadequate funding and support for entrepreneurship training initiatives create barriers for training providers and limit the reach and effectiveness of such programs in equipping individuals with the necessary skills for employment creation.	45 (49)	40 (43)	4 (4)	3 (3)	1.62	High
13	The lack of mentorship and guidance for entrepreneurs after training contributes to a high rate of business failure, impacting employment creation efforts as many ventures struggle to sustain operations and create jobs.	16 (17)	19 (21)	30 (33)	27 (29)	2.28	Low
14	Challenges such as bureaucratic hurdles, inconsistent government policies, and regulatory complexities create an uncertain business environment that	46 (50)	42 (45)	3 (3)	2 (2)	3.54	High

	hampers entrepreneurship training outcomes and limits employment opportunities.						
15	Insufficient infrastructure, including access to finance, technology, and markets, poses significant challenges for trained entrepreneurs in scaling their businesses and creating employment opportunities on a larger scale, especially in rural and underserved areas of Nigeria.	34	39	8	12	3.05	High
		(37)	(42)	(9)	(13)		
	<b>total</b>					<b>2.708</b>	<b>Accepted</b>

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**Source: Field Survey, 2024**

**Interpretation:**

Table 4 outlines the responses related to various challenges affecting entrepreneurship training and its impact on employment creation in Nigeria. It shows that 37% of respondents strongly agreed, 42% agreed, 9% disagreed, and 13% strongly disagreed that limited access to quality entrepreneurship training programs poses a challenge for aspiring entrepreneurs in Nigeria, hindering their acquisition of essential skills needed for business success and job creation.

Additionally, from Table 4, it indicates that 3% strongly agreed, 4% agreed, 43% disagreed, and 49% strongly disagreed that inadequate funding and support for entrepreneurship training initiatives create barriers for training providers, limiting the effectiveness of such programs in equipping individuals with skills for employment creation.

Moreover, 17% strongly agreed, 21% agreed, 33% disagreed, and 29% strongly disagreed that the lack of mentorship and guidance for entrepreneurs after training contributes to high business failure rates, impacting efforts in job creation as many ventures struggle to sustain operations and create employment.

Furthermore, 50% strongly agreed, 45% agreed, 3% disagreed, and 2% strongly disagreed that challenges such as bureaucratic hurdles, inconsistent government policies, and regulatory complexities create an uncertain business environment that hampers entrepreneurship training outcomes and limits employment opportunities.

Lastly, 37% strongly agreed, 42% agreed, 9% disagreed, and 13% strongly disagreed that insufficient infrastructure, including access to finance, technology, and markets,

poses significant challenges for trained entrepreneurs in scaling their businesses and creating employment opportunities, particularly in rural and underserved areas of Nigeria.

#### 4.4 Test of Hypothesis

H0<sub>1</sub>: there is no significant relationship between entrepreneurship training and unemployment reduction in Nigeria.

H0<sub>2</sub>: There is no significant relationship between entrepreneurship skill acquisition and employment creation in Nigeria.

H0<sub>3</sub>: There are no challenges facing entrepreneurship training and employment creation in Nigeria.

Options	Observed value (o)	Expected value (e)	(O – E)	(O – E) <sup>2</sup>	<u>(O – E)<sup>2</sup></u> E	Df/ Critical value	Total
<b>Hypothesis 1</b>	74, 88, 12, 10	46, 46, 46, 46	28, 42, -34, -36	784, 1764, -1156, -1296	17.0, 38.4, -25.1, -28.2	3/ 7.815	2.1
<b>Hypothesis 2</b>	68, 78, 21, 16	45.8, 45.8, 45.8, 45.8	22.2, 32.2, -24.8, -29.8	492.9, 1036.9, -615.0, -888.0	10.8, 22.6, -13.4, -19.4	3/ 7.815	0.6
<b>Hypothesis 3</b>	79, 79, 12, 15	46.3, 46.3, 46.3, 46.3	32.7, 32.7, -34.3, -31.3	1004.9, 1004.9, -1176.5, -979.7	21.7, 21.7, -25.4, -21.2	3/ 7.815	3.2
<b>Decision</b>							<b>Accepted</b>

Decision: For hypothesis 1, Since the critical value is (7.815) is more than the sum of the chi square ( 2.1), we therefore reject the null hypothesis (H0) which states that there is no significant relationship between entrepreneurship training and

unemployment reduction in Nigeria. Therefore it can be concluded that there is a significant relationship between entrepreneurship training and unemployment reduction in Nigeria.

Decision: For hypothesis 2, Since the critical value is (7.815) is more than the sum of the chi square ( 0.6), we therefore reject the null hypothesis (H<sub>0</sub>) which states that There is no significant relationship between entrepreneurship skill acquisition and employment creation in Nigeria. There is a significant relationship between entrepreneurship skill acquisition and employment creation in Nigeria.

Decision: For hypothesis 3, Since the critical value is (7.815) is more than the sum of the chi square (3.2), we therefore reject the null hypothesis (H<sub>0</sub>) which states that There are no challenges facing entrepreneurship training and employment creation in Nigeria. There are challenges facing entrepreneurship training and employment creation in Nigeria.

#### **4.5 Discussion of findings**

The findings of the study revealed that entrepreneurship training programs in Nigeria have significantly contributed to reducing unemployment by equipping individuals with the skills and mindset needed to start and sustain their own businesses. Participants in these training programs have reported higher rates of successful business startups, leading to job creation not only for themselves but also for others they employ. The practical knowledge gained through entrepreneurship training has empowered individuals to identify and capitalize on business opportunities, thereby contributing to the overall economic growth and employment landscape in Nigeria. These findings are in agreement with Okoro and Basse (2018), who noted that entrepreneurship training is crucial for skills acquisition and development among Nigerian youth, both educated and non-educated, who had minimal hope of securing jobs, even at the minimum level needed to survive or raise a family.

## CHAPTER FIVE

### SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATION

#### 5.1 Summary of findings

From the findings, entrepreneurship training programs in Nigeria have made significant strides in reducing unemployment by equipping individuals with the skills and mindset necessary to start and sustain their own businesses. The majority of respondents in the study agreed that these training programs have had a substantial impact on the employment landscape. Participants in entrepreneurship training have reported higher rates of successful business startups, which not only provide employment for themselves but also create job opportunities for others. This demonstrates that entrepreneurship training is an effective strategy for addressing unemployment by fostering self-employment and the creation of new businesses.

There is a strong relationship between entrepreneurship skill acquisition and employment creation in Nigeria. The practical knowledge gained through entrepreneurship training empowers individuals to identify and capitalize on business opportunities. This has led to an increase in business startups and the expansion of existing businesses, thereby significantly contributing to job creation. The findings support the view that entrepreneurship skill acquisition is vital for economic growth and the enhancement of the employment landscape in Nigeria.

Despite the positive impact of entrepreneurship training on employment creation, several challenges were identified by the respondents. One of the primary challenges is inadequate funding. Many entrepreneurship training programs suffer from a lack of financial resources, which limits their reach and effectiveness. Without sufficient funding, these programs cannot provide the comprehensive training and support needed to ensure the success of new entrepreneurs.

Poor infrastructure is another significant challenge facing entrepreneurship training and employment creation in Nigeria. Inadequate training facilities and limited access to technology hinder the quality of training provided. Entrepreneurs need access to modern tools and resources to develop their skills and grow their businesses. Improving infrastructure is essential to enhance the effectiveness of entrepreneurship training programs.

Limited access to markets is a persistent issue for many entrepreneurs in Nigeria. Even after acquiring the necessary skills and starting their businesses, entrepreneurs often struggle to find markets to sell their products and services. This challenge can impede business growth and sustainability. Ensuring better market access is crucial for the long-term success of entrepreneurial ventures.

Regulatory and bureaucratic hurdles also pose significant barriers to starting and running businesses in Nigeria. Complex and time-consuming regulatory requirements can discourage potential entrepreneurs and create obstacles for existing businesses. Simplifying these

processes and creating a more business-friendly regulatory environment would help to support entrepreneurship and employment creation.

Furthermore, the lack of mentorship and support networks is a critical challenge that needs to be addressed. There is a shortage of mentorship and support systems to guide entrepreneurs through the startup and growth phases of their businesses. Having access to experienced mentors and a supportive network can significantly increase the chances of business success and sustainability.

## **5.2 RECOMMENDATIONS**

To enhance the effectiveness of entrepreneurship training programs in Nigeria, it is recommended to:

- i. **Increase Funding:** Secure more financial resources to support comprehensive training and business startup initiatives.
- ii. **Improve Infrastructure:** Invest in modern training facilities and technology to provide a conducive learning environment.
- iii. **Expand Market Access:** Facilitate better access to local and international markets for new entrepreneurs.
- iv. **Streamline Regulations:** Simplify regulatory processes to make it easier for startups to register and operate businesses.
- v. **Enhance Mentorship Programs:** Establish robust mentorship networks to provide ongoing guidance and support for budding entrepreneurs.

## **5.3 Conclusion**

Entrepreneurship training programs in Nigeria have significantly contributed to reducing unemployment and fostering economic growth by equipping individuals with essential skills and promoting business startups. However, to maximize their impact, it is crucial to address challenges such as inadequate funding, poor infrastructure, limited market access, regulatory hurdles, and the lack of mentorship. By overcoming these obstacles, entrepreneurship training can continue to play a pivotal role in employment creation and the overall economic development of Nigeria.

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## **Questionnaire On The impact of entrepreneurship training on unemployment reduction in Nigeria**

Good day sir/ma,

I am Aikponor Daniel Samuel, studying the **impact of entrepreneurship training on unemployment reduction in Nigeria** and the findings of this study will help in reforms in Nigeria .I hope to have a few minutes of your time to fill out this questionnaire as all information you provided on this questionnaire is highly confidential and can only be used for this research purpose. Your identity is not needed in anyway.

Thanks for your anticipated corporation.

### **Section A: Background Information**

1.Age

< 21yrs( ) b. 21-30years( ) c. 31-40years( ) d. 41-50( ) e. 51 > ( )

2. Marital status

Married ( ) b. Single( ) c. Widow( ) d. Separated( ) e. Divorced( )3.Gender

Male ( ) b. Female ( )

4. Educational Qualification;

SSC/ GCE and below ( ) OND/NCE ( ) B.Sc/HND ( ) M.Sc/Ph.D ( )

### **Section B; the research questions**

To what extent has entrepreneurship training help reduce unemployment in Nigeria?

*Key: SA = Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree*

S/N	Statement	SA	A	D	SD
1	Entrepreneurship training programs in Nigeria have contributed significantly to reducing unemployment by equipping individuals with the skills and mindset needed to start and sustain their own businesses.				
2	Participants in entrepreneurship training have reported higher rates of successful business startups, leading to job creation not only for themselves but also for others they employ.				
3	The practical knowledge gained through entrepreneurship training has empowered individuals to identify and capitalize on business opportunities, thereby contributing to the overall economic growth and employment landscape in Nigeria.				
4	Many individuals who have undergone entrepreneurship training have transitioned from being job seekers to job creators, playing a vital role in reducing dependency on formal employment and fostering self-reliance.				
5	The impact of entrepreneurship training on unemployment reduction extends beyond immediate job creation, as trained entrepreneurs often innovate and expand their ventures, creating a ripple effect of employment opportunities in various sectors of the economy.				

Is there a relationship between entrepreneurship skill acquisition and employment creation in Nigeria?

Key: SA = Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree

S/N	Statement	SA	A	D	SD
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6	Acquiring entrepreneurship skills in Nigeria has a direct and positive correlation with the creation of employment opportunities, as skilled entrepreneurs are better equipped to establish and grow successful businesses.				
7	The acquisition of entrepreneurship skills enhances individuals' ability to identify market gaps, innovate, and effectively manage resources, leading to the creation of sustainable employment opportunities.				
8	Trained entrepreneurs in Nigeria often hire and train employees, contributing directly to job creation and economic development in their communities.				
9	The relationship between entrepreneurship skill acquisition and employment creation is evident in the diverse sectors where skilled entrepreneurs operate, including agriculture, technology, retail, and services, among others.				
10	Studies have shown that regions with higher rates of entrepreneurship skill acquisition tend to experience lower unemployment rates, highlighting the critical role of skills development in addressing employment challenges in Nigeria.				

What are the challenges facing entrepreneurship training and employment creation in Nigeria?

*Key: SA = Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree*

S/N	Statement	SA	A	D	SD
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11	Limited access to quality entrepreneurship training programs poses a challenge for aspiring entrepreneurs in Nigeria, hindering their ability to acquire essential skills and knowledge needed for business success and employment creation.				
12	Inadequate funding and support for entrepreneurship training initiatives create barriers for training providers and limit the reach and effectiveness of such programs in equipping individuals with the necessary skills for employment creation.				
13	The lack of mentorship and guidance for entrepreneurs after training contributes to a high rate of business failure, impacting employment creation efforts as many ventures struggle to sustain operations and create jobs.				
14	. Challenges such as bureaucratic hurdles, inconsistent government policies, and regulatory complexities create an uncertain business environment that hampers entrepreneurship training outcomes and limits employment opportunities.				
15	Insufficient infrastructure, including access to finance, technology, and markets, poses significant challenges for trained entrepreneurs in scaling their businesses and creating employment opportunities on a larger scale, especially in rural and underserved areas of Nigeria.				

Thanks