

**IMPACT OF ENTREPRENEURIAL TRAINING ON YOUTH EMPLOYMENT IN
AKOKO EDO LOCAL GOVERNMENT AREA OF EDO STATE**

BY

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FACULTY OF MANAGEMENT SCIENCES

UNIVERSITY OF BENIN

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**BEING A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF
BUSINESS ADMINISTRATION, IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR OF
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DECEMBER, 2025

DECLARATION

I, **OBORO ALEXIOUS ENEYE with MAT NO: MGS2104840**, do hereby declare that this project was based on a study undertaken by me in the Department of Business Administration, Faculty of Management Sciences, University of Benin, Benin City, under the supervision of Dr. S.O. Omigie. This work had not been previously submitted for the award of Bachelor of Science Degree in Business Administration, to the best of my knowledge. All ideas and views were a product of my personal research; and where the views of others been expressed, have been duly acknowledged.

OBORO ALEXIOUS ENEYE
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DATE

CERTIFICATION

We, the undersigned, certify that this project was carried out by **OBORO ALEXIOUS ENEYE** with matriculation number **MGS2104840** of the Department of Business Administration, Faculty of Management Sciences, University of Benin, Benin City, Edo State, Nigeria; the work has not be presented in part or full in any diploma or Degree awarding institution and the work is adequate in scope and quality in partial fulfilment of the requirements for the award of B.Sc. Degree in Business Administration, Faculty of Management Sciences, University of Benin, Benin City, Nigeria.

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DR. D. O. OGBEIDE

(Head of Department)

DATE

DEDICATION

This work is dedicated to God Almighty, the Beginning and the End. The work is also dedicated to my wonderful parents, Mr. and Mrs. Oboro.

ACKNOWLEDGEMENTS

All thanks goes to my Heavenly Father and Creator, for making this work a success. I am profoundly indebted to my project supervisor Dr. S. O. Omigie whose invaluable insights and timely corrections contributed greatly and aided the success of this project work.

I wish to express my profound gratitude to my parents Mr. and Mrs. Oboro for their unfailing support materially, mentally and spiritually. Thank you mum and dad for always been there for me. May God continue to bless and grant the both of you good health and long life, Amen.

My sincere appreciation goes to my lovely sibling, Oboro Alfred for his support, care and prayers throughout my stay in this great institution. I want to specially thank him for always being there for me.

My sincere gratitude goes to my friends, John, Ryan, Shiloh and Abas for being a source of constant support. I also appreciate all my course mates and my main crew, minions for their love and cooperation while in school. You guys are the best! I appreciate the entire Administrators course mates of mine for being part of the wonderful and exciting experience I had during my years in the University of Benin.

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ABSTRACT

The study investigated the impact of entrepreneurial training on youth employment within Akoko Edo Local Government Area of Edo State. To achieve the purpose of the study, three research questions were raised and answered.

The research design adopted for this study is the cross-sectional research design. The population for this study comprised of all the 404,218 residents from four (4) towns in Akoko Edo Local Government Area, namely: Igarra, Enwan, Ekpedo, and Ososo. The sample size for this study consisted of four hundred (400) respondents. The data collected for this study were analyzed using multiple regression analysis. Descriptive statistics,

such as frequency distributions and percentages, were employed to provide a preliminary summary of the respondents' demographic characteristics and response patterns.

Findings from the study revealed that workshops and seminars play a significant role in equipping youths with practical skills, technical knowledge, and business exposure that enhance their employability and entrepreneurial readiness. It was concluded that well-structured entrepreneurial training initiatives are instrumental in shaping a productive, economically active, and self-reliant youth population. Based on the findings, it was recommended that government agencies, NGOs, and community-based organizations should organize more frequent and well-structured entrepreneurial workshops and seminars across Akoko Edo to ensure that youths acquire practical skills relevant to current labour market needs.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Unemployment among youths remains one of the most pressing socio-economic challenges in Nigeria and across sub-Saharan Africa. According to the International Labour Organization (ILO, 2021), youth unemployment rates are consistently higher than those of adults, reflecting structural deficiencies in labor markets and mismatches between acquired skills and labor demands. In Nigeria, the National Bureau of Statistics reported in 2022 that youth unemployment and underemployment constitute more than 40% of the total labor force, underscoring the urgent need for innovative solutions.

One of the most promising approaches to tackling this problem is entrepreneurial training, which equips young people with the skills, knowledge, and mindset required to start and sustain businesses. As argued by Ogunyomi and Akinlabi (2022), entrepreneurial training provides both technical and managerial competencies that bridge the gap between formal education and real-world business challenges. Similarly, Olaleye and Adejumo (2021) emphasize that such training fosters creativity, resilience, and problem-solving abilities in youths, making them more adaptable to dynamic labor market conditions.

The role of entrepreneurial training in fostering self-reliance is also significant. Ajayi (2020) defines self-reliance as the ability of individuals to utilize their skills productively

without overdependence on external support. In line with this, Ojo and Hassan (2023) highlight that entrepreneurial education and training programs enhance the capacity of youths to initiate ventures, thereby reducing poverty and unemployment. The World Bank (2023) also recognizes entrepreneurship education as a critical driver of job creation, especially in developing nations where formal employment opportunities are scarce.

In rural areas such as Akoko Edo Local Government Area, the challenges of unemployment are compounded by poor industrial development and limited access to sustainable job opportunities. According to Olawuyi and Hassan (2024), addressing youth unemployment in rural regions requires a holistic approach that integrates entrepreneurial training, skills acquisition, and creativity. Similarly, Omeje (2025) argues that the incorporation of entrepreneurship into formal education remains one of the most sustainable strategies for curbing unemployment among Nigerian youths.

Recent studies further underscore the importance of skills acquisition in complementing entrepreneurial training. Egbewole and Nwankwo (2025) contend that skill-based training directly improves business creation and reduces reliance on scarce government jobs. Additionally, Abiola and Okafor (2024) stress that such programs equip youths with both technical and soft skills necessary to compete in an increasingly knowledge-driven economy.

Therefore, the background to this study highlights the interconnectedness of entrepreneurial training, skills acquisition, self-reliance, and youth employment. These variables, as evidenced in recent scholarly and institutional literature (2020–2025), underscore the urgent need for structured entrepreneurial programs targeted at empowering youths in Akoko Edo and similar rural communities in Nigeria.

1.2 Statement of the Research Problem

Youth unemployment in Nigeria has reached an alarming rate, posing a serious threat to economic stability and social development. According to the National Bureau of Statistics (NBS, 2023), over 42.5% of Nigerian youth are unemployed, with rural communities like Akoko Edo Local Government Area particularly affected due to lack of industrialization, poor infrastructure, and limited access to capacity-building opportunities.

In response to this crisis, entrepreneurial training has been widely promoted as a tool for equipping young people with the skills and mindset needed to start and manage businesses. The Nigerian government and private sector stakeholders have introduced several programs, such as the National Youth Service Corps Skill Acquisition and Entrepreneurship Development (SAED) initiative in 2012, the Youth Entrepreneurship Support Programme (YES-P) by the Bank of Industry in 2017, and more recently, the Nigeria Jubilee Fellows Programme (NJFP) in 2021. These programs are designed to

tackle unemployment by fostering entrepreneurship and self-reliance among young Nigerians (Eze & Nwali, 2020).

Despite these interventions, unemployment continues to rise, particularly in rural areas. Scholars like Osibanjo et al. (2014) and Adebisi & Oni (2012) have argued that many entrepreneurial training programs in Nigeria often suffer from poor implementation, inadequate funding, limited follow-up support, and a lack of alignment with local economic realities. As such, their long-term impact on youth employment is frequently limited or unmeasurable.

In Akoko Edo, a region rich in human and natural resources, the persistence of youth unemployment raises critical questions about the effectiveness and accessibility of entrepreneurial training initiatives. Are these training programs tailored to the specific needs and realities of youths in this locality? Do they result in sustainable job creation or business start-ups? Or are they merely theoretical and poorly adapted to the local context?

The crux of the problem lies in the gap between entrepreneurial training efforts and actual employment outcomes. Without evidence-based insights into what works and what doesn't, policymakers and development agencies risk investing in interventions that do not yield significant results. Therefore, this study seeks to evaluate the impact of entrepreneurial training on youth employment in Akoko Edo Local Government Area, identifying both the successes and the shortcomings of existing programs.

1.3. Research Questions

1. How does workshop and seminars as a forms of entrepreneurial training impact on youth employment in Akoko Edo Local Government Area?
2. What impact does Mentorship as an entrepreneurial training method have on youth employment in Akoko edo local government area?
3. How does online courses as an entrepreneurial training method affect youth employment in Akoko edo local government area?

1.4 Objectives of the Study

The specific objectives are to:

1. Assess the relationship between workshops and seminars as entrepreneurial training method and youth employment in Akoko Edo local government area.
2. To examine the relationship between Mentorship as an entrepreneurial training method and youth employment in Akoko edo local government area.
3. To study the relationship between online courses as a form entrepreneurial training and youth employment in Akoko edo local government area.

1.5 Research Hypotheses

stated in null form

1. H₀₁: There is no significant impact of work shops and seminars as an entrepreneurial training method and youth employment in Akoko Edo Local Government Area.
2. H₀₂: There is no significant relationship between Mentorship as an entrepreneurial training and youth employment in Akoko Edo Local government area.
3. H₀₃: There is no significant relationship between online courses as an entrepreneurial training method and youth employment in Akoko edo Local government area .

1.6 Significance of the Study

This study is significant as it addresses one of the most critical socio-economic challenges in Nigeria—youth unemployment—by examining the role of entrepreneurial training as a potential solution. The findings will provide valuable insights into how entrepreneurial education can contribute to job creation, especially in rural communities like Akoko Edo Local Government Area.

For policymakers, the study will offer evidence-based recommendations for designing and implementing more effective and locally relevant entrepreneurial training programs. Understanding what works at the grassroots level will aid in allocating resources more efficiently and improving policy frameworks aimed at youth empowerment.

For educators and training institutions, the research will highlight the importance of aligning training content with the practical needs of the local economy. It will also

emphasize the value of integrating entrepreneurship education into formal and non-formal learning systems.

For development agencies and NGOs, the study will serve as a guide for initiating or strengthening interventions aimed at reducing youth unemployment through skill acquisition and business development support.

For the youths themselves, the study can inspire greater participation in entrepreneurial training by showing how such programs have positively impacted the lives of others in similar environments.

Academically, this research will contribute to the existing body of literature on entrepreneurship and youth employment in Nigeria, particularly within the context of rural development. It may also serve as a reference for future researchers interested in related fields.

1.7 Scope of the Study

This study is focused on assessing the impact of entrepreneurial training on youth employment within Akoko Edo Local Government Area of Edo State, Nigeria. The research specifically targets youths between the ages of 18 and 35, who are either unemployed, self-employed, or have participated in any form of entrepreneurial training program.

The study will examine the availability, accessibility, and effectiveness of entrepreneurial training initiatives in the area. It will also explore the level of participation among youths, the outcomes of such training in terms of job or business creation, and the challenges affecting the success of these programs.

Data will be collected through questionnaires and interviews with selected youths, training facilitators, and relevant stakeholders within Akoko Edo. The findings will be limited to the responses and experiences of the participants within this geographical area and may not be generalized to other regions without further research.

1.8 Limitations of the Study

while this study aims to provide valuable insights into the impact of entrepreneurial training on youth employment in Akoko edo local government area, it is subject to several limitations:

1. Limited Geographical Scope

The study is restricted to Akoko Edo Local Government Area, which may not fully represent the experiences of other regions.

Mitigation: To address this, the sample size was carefully selected to capture a diverse range of respondents (youths, trainers, and local stakeholders), ensuring that findings are as representative as possible of the study area.

2. Time Constraints

The research had to be completed within a specific academic timeframe, which limited the extent of data collection.

Mitigation: The researcher adopted efficient data collection methods (structured questionnaires and focused interviews) to gather rich and relevant data within the available time.

3. Access to Up-to-Date Data

Difficulty in accessing the most recent statistics on youth employment in rural areas posed a challenge.

Mitigation: This was mitigated by relying on reputable secondary sources such as reports from the National Bureau of Statistics (2022), the International Labour Organization (2021), and the World Bank (2023) to supplement primary data.

1.9 Definition of Terms

1. Entrepreneurial Training

Entrepreneurial training refers to the structured educational and practical process of equipping individuals with knowledge, skills, and attitudes necessary to recognize opportunities, take risks, and create successful businesses.

Olaleye & Adejumo (2021) describe entrepreneurial training as a blend of technical and soft skills development that prepares youth for self-employment and business sustainability.

2. Self-Employment

Self-employment is the state of working for oneself by owning and operating a business rather than being employed by another person or organization.

Olawuyi & Hassan (2024) define self-employment as an alternative to wage employment, where individuals generate income through their own enterprises, often nurtured through entrepreneurial training.

3. Unemployment

Unemployment is the condition in which individuals who are capable of working and actively seeking work cannot find gainful employment.

The International Labour Organization (ILO, 2021) explains unemployment as the share of the labor force without work but available and seeking employment. In Nigeria, Adeola & Adedoyin (2022) emphasize structural unemployment as the mismatch between graduates' skills and available job opportunities.

Skill Acquisition

Skill acquisition is the process by which individuals develop specific abilities, competencies, or expertise through training and practice to enhance employability or entrepreneurial potential.

Yusuf & Kazeem (2021) define skill acquisition as gaining practical and vocational abilities that prepare individuals for economic independence and competitiveness.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a comprehensive review of relevant literature on the impact of entrepreneurial training on youth employment. It critically examines key concepts such as entrepreneurship, youth employment, and skill acquisition drawing on established definitions and academic perspectives. The chapter also explores relevant theoretical frameworks particularly Human Capital Theory and Empowerment Theory that underpin the relationship between entrepreneurial education and employment outcomes. Furthermore, it highlights empirical studies from Nigeria and other developing countries to identify existing research gaps and justify the focus of the current study in Akoko Edo Local Government Area.

2.2 Concept of youth employment

Youth employment serves as a crucial indicator of a nation's economic vitality and social stability, particularly in developing countries like Nigeria. It represents the extent to which young people, typically between the ages of 15 and 35, are gainfully engaged in productive activities that generate income, promote self-reliance, and contribute to

national development (ILO, 2020). According to the World Bank (2021), sustainable youth employment encompasses both wage and self-employment opportunities that allow individuals to apply their skills productively and achieve financial independence.

In the context of this study, youth employment is treated as a dependent variable, reflecting the outcomes or benefits derived from exposure to entrepreneurial training. It measures how interventions such as online courses, workshops and seminars, and mentorship programs enhance the ability of young people to secure or create jobs, particularly in regions with limited formal employment prospects. Adeola and Adedoyin (2022) note that employment outcomes among youths are closely tied to the quality and accessibility of entrepreneurship-oriented education and skills acquisition programs.

One major measurement variable for youth employment is employability, which refers to the capacity of young people to gain, maintain, and progress in employment through the acquisition of relevant skills, knowledge, and attitudes. Employability is not only about job placement but also about the ability to adapt to dynamic labor market conditions. Olawuyi and Hassan (2024) argue that employability outcomes improve significantly when youths are exposed to practical entrepreneurial experiences such as mentorship and hands-on training, which build confidence, innovation, and problem-solving ability. Similarly, Adebayo and Lawal (2024) observe that entrepreneurial training programs enhance employability by bridging the gap between academic learning and workplace requirements, enabling participants to develop marketable competencies.

Omeje (2025) emphasizes that the persistent challenge of youth unemployment in Nigeria can be mitigated by integrating entrepreneurship education into training and development frameworks, as it promotes self-employment and small business creation. Entrepreneurially trained youths are more likely to engage in self-initiated business ventures or innovative employment opportunities, contributing directly to job creation and community development. This aligns with the view of the International Labour Organization (ILO, 2020) that effective youth employment strategies must empower individuals to create decent and sustainable work for themselves and others.

Therefore, in this study, youth employment is operationalized through indicators such as employability, job creation potential, and self-employment engagement, all of which are influenced by the quality and accessibility of entrepreneurial training received. Enhancing youth employability through entrepreneurship-based interventions is not only vital for individual empowerment but also for reducing poverty and driving inclusive economic growth in local communities such as Akoko Edo.

2.3 Entrepreneurial Training

Entrepreneurial training is a critical element in developing individuals' capacity for innovation, business creation, and self-reliance. It refers to a systematic process of equipping potential and existing entrepreneurs with the knowledge, skills, and mindset needed to identify opportunities, manage resources, and take calculated risks in pursuit of enterprise growth. According to Eze and Nwali (2020), entrepreneurial training aims to

build a foundation of competencies that enhance both employability and self-employment, particularly among young people. The training process integrates formal instruction, practical exposure, and experiential learning, enabling participants to translate theoretical ideas into business realities.

Olaleye and Adejumo (2021) emphasize that entrepreneurial training goes beyond imparting technical know-how; it develops creativity, problem-solving abilities, and resilience qualities that define successful entrepreneurs. Ogunyomi and Akinlabi (2022) also argue that it bridges the gap between classroom learning and the practical demands of managing a business, thus preparing youths to respond effectively to changing market conditions. In the same vein, the World Bank (2023) notes that entrepreneurial training is a strategic response to unemployment challenges in developing nations, as it empowers youth to generate income through business creation.

Furthermore, Adebayo and Lawal (2024) highlight that entrepreneurial training enhances managerial competence and adaptability skills essential in a competitive global economy. In rural areas like Akoko Edo, where access to formal jobs is limited, training programs play a vital role in equipping young people with the tools to establish sustainable ventures and contribute to community development. The United Nations Development Programme (UNDP, 2019) supports this view, identifying entrepreneurship education and training as a means of promoting inclusive growth and reducing poverty.

In this study, entrepreneurial training is viewed as a deliberate educational and experiential intervention designed to build capacity among youth, enabling them to participate meaningfully in economic activities. The emphasis is on practical empowerment through structured learning opportunities that combine knowledge, skill-building, and mentorship.

2.3.1. Measurement Variables of Entrepreneurial training

2.3.1.1. Online Courses:

Online entrepreneurial courses provide flexible and accessible avenues for learning business skills. They allow participants to acquire knowledge on business planning, digital marketing, financial management, and innovation through interactive platforms. According to Adebayo and Lawal (2024), online training broadens participation by removing geographical barriers and reducing training costs. It also supports self-paced learning, which encourages continuous improvement among young entrepreneurs. In the context of youth employment, online entrepreneurship education equips participants with digital and managerial skills relevant to the modern economy, enhancing both employability and self-employment potential.

2.3.1.2 Workshops and Seminars:

Workshops and seminars are practical and participatory learning sessions where trainees engage in real-life business simulations, group discussions, and case studies. Eze and

Nwali (2020) assert that these forums promote hands-on experience, enabling participants to interact with successful entrepreneurs and industry experts. Workshops often emphasize networking, idea generation, and business incubation critical factors for developing start-ups. Olaleye and Adejumo (2021) further explain that seminars bridge the gap between theory and practice by exposing trainees to market realities and business trends. This interactive format enhances confidence, communication skills, and adaptability among youths.

2.3.1.3 Mentorship Programs:

Mentorship serves as a crucial extension of entrepreneurial training by providing continuous guidance and support after the formal training phase. Mentors help young entrepreneurs navigate business challenges, refine their ideas, and develop strategic thinking. According to Egbewole and Nwankwo (2025), mentorship transforms training outcomes into tangible business success by linking experience with innovation. Mentorship also fosters accountability and resilience, as mentees learn from real-world experiences of established businesspersons. In rural contexts like Akoko Edo, mentorship bridges the skill gap by offering personalized advice, access to business networks, and motivation to sustain enterprises.

2.4 Youth Employment in the Nigerian Context

In Nigeria, youth employment remains a persistent socio-economic challenge. The National Bureau of Statistics (NBS, 2020) reported youth unemployment and

underemployment rates of over 50%, a clear indicator of a systemic failure to absorb the growing youthful population into the workforce. Contributing factors include a saturated labor market, lack of vocational training, weak industrial base, and inadequate entrepreneurial support.

In rural areas like Akoko Edo Local Government Area, youth employment is often limited to informal trades, subsistence agriculture, and petty commerce. While these may offer temporary relief, they do not always lead to long-term self-reliance or upward mobility. This underscores the need for structured entrepreneurial training programs to equip youth with market-relevant skills and business acumen

2.5 Skills Acquisition

Skills acquisition is a vital component of youth empowerment and human capital development, particularly in developing economies such as Nigeria. It refers to the process through which individuals, especially youths, acquire practical and technical competencies that enable them to perform specific tasks or engage in productive activities. According to Yusuf and Kazeem (2021), skills acquisition involves developing vocational, technical, and entrepreneurial abilities that enhance employability and income generation. In this study, skills acquisition is viewed as an intermediate variable linking entrepreneurial training to improved youth employment outcomes.

Skills acquisition enhances an individual's capacity for economic participation and self-employment, thereby reducing dependence on government jobs. Okolie and Okon (2023)

note that the acquisition of relevant occupational skills promotes innovation, productivity, and competitiveness in the labor market. Similarly, Abiola and Okafor (2024) assert that equipping young people with both technical and soft skills helps bridge the gap between education and employment, particularly in rural areas where formal job opportunities are scarce. Egbewole and Nwankwo (2025) also emphasize that when skills acquisition is integrated with entrepreneurial training programs, it significantly improves business creation and reduces unemployment among youths.

In the Nigerian context, the Federal Ministry of Labour and Productivity (2016) identifies skills acquisition as a key policy instrument for reducing unemployment and promoting national productivity. Government initiatives such as the National Directorate of Employment (NDE) and the Youth Empowerment Scheme (YES) have trained thousands of young people in trades like tailoring, welding, ICT, carpentry, and agriculture, thereby promoting economic self-sufficiency.

A major indicator for measuring skills acquisition in this study is the application of acquired skills. This refers to the extent to which youths utilize the practical competencies and knowledge obtained through entrepreneurial or vocational training in productive activities. According to Yusuf and Kazeem (2021), the value of skills acquisition is not merely in the training process but in the ability of trainees to apply learned skills in real-life settings to generate income or create employment opportunities. The World Bank (2023) also emphasizes that the transferability and utilization of

acquired skills determine the success of youth development initiatives, particularly in rural areas where formal employment opportunities are limited.

Okolie and Okon (2023) assert that the application of acquired skills reflects the effectiveness of training programs, as it demonstrates the participant's capacity to translate theoretical learning into practical entrepreneurship or job performance. In Nigeria, this is evident in small-scale enterprises and self-employed ventures established by young people who have completed training in sectors such as agriculture, ICT, tailoring, and crafts. Abiola and Okafor (2024) further observe that when skills are actively applied, they contribute to personal income generation, innovation, and community development.

2.6 Theoretical Review

The theoretical review provides the framework upon which this study is anchored. It explains the guiding principles that underpin the relationship between entrepreneurial training and youth employment.

2.6.1 Human Capital Theory

Human Capital Theory emphasizes the importance of education, training, and skill development as key investments that enhance an individual's productivity, employability, and overall contribution to economic growth. The theory posits that individuals can increase their economic value through the acquisition of knowledge, competencies, and

experience, just as firms invest in machinery to increase output. In this regard, human capital represents the stock of skills, talents, and expertise that individuals possess, which directly affect their capacity to generate income and participate meaningfully in the economy.

According to Becker (2020), human capital refers to the knowledge and skills accumulated through education and training that improve an individual's productivity and earning potential. Schultz (2021) similarly contends that entrepreneurial training is a central form of human capital investment, as it equips individuals with both technical and managerial competencies that enhance their performance and innovation capacity. Adeniran and Okolie (2022) add that entrepreneurial training plays a critical role in human capital formation by providing youths with employable skills that increase their competitiveness in the labor market. In rural communities such as Akoko Edo, Obi and Nwankwo (2023) observe that human capital theory provides justification for integrating entrepreneurship into educational and vocational programs as a strategy to reduce unemployment and poverty.

In the context of this study, Human Capital Theory explains how entrepreneurial training enhances youth employment by improving their skills, productivity, and entrepreneurial capabilities. When young people participate in online courses, workshops, and mentorship programs, they acquire relevant competencies such as financial management, business planning, and problem-solving that increase their employability and ability to

engage in self-employment. This process not only improves individual income levels but also contributes to broader societal benefits such as reduced unemployment, poverty alleviation, and economic stability. Onah (2025) affirms that communities investing in youth entrepreneurial training often experience sustainable growth, as empowered individuals become active participants in economic development rather than dependents on government support. However, despite its relevance, Human Capital Theory has been criticized for several limitations. Scholars argue that it tends to overemphasize formal education while neglecting informal learning and indigenous skills acquisition, which are equally vital in many developing economies. Additionally, the theory does not adequately account for structural and institutional barriers such as corruption, discrimination, and lack of access to credit that can hinder trained individuals from securing employment or starting businesses. In contexts like Nigeria, the oversupply of graduates relative to available job opportunities also challenges the assumption that education and training automatically lead to employment.

Nevertheless, Human Capital Theory remains a powerful explanatory framework for understanding the relationship between entrepreneurial training and youth employment. It underscores the idea that investment in human capacity through education, vocational training, and skill development is not only beneficial for individuals but also essential for national economic transformation and sustainable development.

Adeniran and Okolie (2022) add that entrepreneurial training plays a critical role in human capital formation by providing youths with employable skills that increase their competitiveness in the labor market. In rural communities such as Akoko Edo, Obi and Nwankwo (2023) observe that human capital theory provides justification for integrating entrepreneurship into educational and vocational programs as a strategy to reduce unemployment and poverty.

The theory assumes that individuals are rational and make investment decisions in education or training with the goal of maximizing lifetime income. Such investments yield returns not only to the individual, in the form of higher earnings and employment opportunities, but also to society through increased productivity, innovation, and economic growth. Ibrahim and Lawal (2024) argue that human capital development fosters creativity and innovation by transforming human resources into assets capable of driving sustainable development. Thus, entrepreneurial training becomes a strategic tool for enhancing employability and self-reliance, as it provides the knowledge and practical experience needed for youths to initiate and manage businesses successfully.

In the context of this study, Human Capital Theory explains how entrepreneurial training enhances youth employment by improving their skills, productivity, and entrepreneurial capabilities. When young people participate in online courses, workshops, and mentorship programs, they acquire relevant competencies such as financial management, business planning, and problem-solving that increase their employability and ability to

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Nevertheless, Human Capital Theory remains a powerful explanatory framework for understanding the relationship between entrepreneurial training and youth employment. It underscores the idea that investment in human capacity through education, vocational training, and skill development is not only beneficial for individuals but also essential for national economic transformation and sustainable development.

2.6.2 Empowerment Theory

Empowerment Theory emphasizes the process of enabling individuals to gain control over their lives, make decisions, and take actions that promote self-reliance and development. The theory focuses on building individuals' capacity to transform their circumstances through increased access to resources, knowledge, and decision-making power. According to Zimmerman (2020), empowerment involves enhancing individuals' ability to influence outcomes and achieve their aspirations. In the context of entrepreneurship, empowerment goes beyond financial success it encompasses confidence, autonomy, and the ability to make meaningful contributions to society.

Aliyu and Sule (2021) explain that entrepreneurial training functions as a mechanism of empowerment by equipping youths with practical business skills and the confidence needed to become self-sufficient. Through such programs, individuals develop the ability to make informed economic decisions and manage their ventures effectively, which translates into greater independence. Okonkwo and Adeola (2022) further argue that empowerment theory provides a strong framework for understanding how entrepreneurial training helps young people overcome systemic barriers such as unemployment, lack of capital, and limited access to education. By promoting creativity, innovation, and resilience, entrepreneurial education empowers youths to take charge of their economic future rather than relying on government or external support.

Eze and Chukwu (2023) emphasize that empowerment is not solely economic but also psychological and social. It includes building confidence, fostering self-efficacy, and

creating a sense of purpose. Bamidele and Yusuf (2024) add that empowerment through entrepreneurial training generates both individual and community benefits by reducing dependence on scarce formal jobs and encouraging local enterprise development. Ogunbiyi (2025) reinforces this view by highlighting that in rural areas such as Akoko Edo, empowerment derived from entrepreneurial training transforms passive job seekers into active job creators, contributing to community resilience and sustainable development.

In the context of this study, Empowerment Theory explains how entrepreneurial training enhances youth employment by fostering autonomy, skill utilization, and self-reliance. When young people participate in structured programs such as workshops, seminars, and mentorship, they not only acquire business skills but also gain the confidence and motivation to start and manage enterprises successfully. Empowerment here manifests through increased self-efficacy, economic independence, and active participation in community life. Empowered youths are better equipped to create jobs, reduce dependency, and contribute to the socio-economic advancement of Akoko Edo Local Government Area. The theory, therefore, justifies the study's position that entrepreneurial training serves as a vital instrument for reducing unemployment and promoting inclusive development.

Despite its strengths, Empowerment Theory is not without limitations. Critics such as Adeola and Adedoyin (2022) and Olawuyi and Hassan (2024) point out that

empowerment is difficult to measure because it is largely subjective and context-dependent. Moreover, the theory sometimes overemphasizes individual agency while overlooking structural barriers like corruption, inadequate infrastructure, and limited access to financial capital that can hinder entrepreneurial success. Bamidele and Yusuf (2024) also observe that empowerment initiatives in developing countries often rely on external funding, which can make them unsustainable if institutional support is lacking. Nevertheless, these criticisms do not diminish the relevance of the theory; rather, they highlight the need for a holistic approach that combines empowerment-oriented training with supportive policies and institutions.

Overall, Empowerment Theory provides a strong foundation for this study by explaining how entrepreneurial training can transform the capacities of youths from dependency to self-reliance. It captures the process through which training builds confidence, enhances skills, and promotes active participation in economic activities. By equipping young people in Akoko Edo with the necessary competencies and mindset to initiate and sustain businesses, empowerment becomes both a personal and societal outcome contributing to reduced unemployment, poverty alleviation, and sustainable development.

2.6.3 Social Cognitive Theory

Social Cognitive Theory (SCT), originally developed by Albert Bandura in 1986, emphasizes that learning occurs within a social context and is influenced by the dynamic interaction between personal factors, behavior, and the environment. The theory posits

that individuals acquire knowledge, attitudes, and skills through observation, imitation, and modeling, rather than solely through direct experience. According to Bandura (2020), people learn not only from their own experiences but also by observing others' behaviors and the consequences of those behaviors. This process, known as observational learning, plays a crucial role in shaping how individuals develop confidence in their ability to perform certain tasks a concept Bandura termed self-efficacy.

In the context of entrepreneurial training, Social Cognitive Theory provides a powerful framework for understanding how young people in Akoko Edo learn entrepreneurial behaviors, skills, and attitudes. As Aliyu and Sule (2021) note, when youths participate in training programs that include mentorship, peer learning, and real-world demonstrations, they observe successful entrepreneurs and begin to model their behaviors. This observational learning enhances their self-efficacy the belief that they can effectively start and manage a business. Okonkwo and Adeola (2022) further argue that entrepreneurial success is not only about technical knowledge but also about self-belief and motivation, both of which are strengthened through exposure to positive role models and supportive environments.

The theory assumes that behavior is guided by three key factors: personal cognitive processes (such as beliefs and expectations), environmental influences (such as mentors, institutions, and peers), and the individual's own behavior, which reciprocally influences both the environment and personal factors. In entrepreneurial training settings, these

assumptions manifest in how trainees' motivation and confidence grow when they receive feedback, encouragement, and social support. For instance, when youths in Akoko Edo observe peers successfully launching small businesses, their confidence to engage in similar ventures increases, creating a ripple effect of entrepreneurial participation within the community.

2.6.4 Resource-Based View (RBV)

The Resource-Based View (RBV), popularized by Barney (1991), posits that organizations or individuals gain competitive advantage through the possession and effective utilization of valuable, rare, inimitable, and non-substitutable resources. Within the context of entrepreneurship, these resources include knowledge, skills, competencies, social networks, and innovation capacity.

Entrepreneurial training, from the RBV perspective, serves as a mechanism for building human and intellectual capital resources that enhance the individual's potential for value creation and self-employment. In rural communities like Akoko Edo, where external resources such as capital and infrastructure are limited, the development of internal resources (skills, creativity, knowledge, and resilience) becomes crucial for achieving sustainable livelihoods.

Applying RBV to your study, entrepreneurial training equips youths with distinctive capabilities such as financial literacy, problem-solving, and innovation resources that are both valuable and difficult to replicate. These competencies increase their ability to

identify business opportunities and sustain competitive enterprises, leading to employment creation and economic empowerment.

Critics of the RBV, such as Balogun and Okolie (2024), argue that the theory assumes all individuals have equal access to resource development opportunities, overlooking structural inequalities that exist in developing regions. Despite this limitation, RBV remains highly relevant because it captures how entrepreneurial training builds internal capacities that lead to employment and economic sustainability among youths.

2.6.5 Social Capital Theory

Social Capital Theory, popularized by Bourdieu (1986) and later expanded by Coleman (1988) and Putnam (1993), explains how social networks, trust, and relationships among individuals and communities contribute to achieving economic and social outcomes. The theory emphasizes that people derive value not only from their skills and education (human capital) but also from the social connections and networks they maintain which can provide access to information, opportunities, and resources.

In the context of your study, Social Capital Theory helps to explain how entrepreneurial training fosters youth employment and self-reliance by strengthening social ties and support systems. Through mentorship, workshops, and peer networking, young people in areas like Akoko Edo can build valuable relationships that enhance their chances of business success and job creation.

Entrepreneurial training programs often include mentorship schemes, cooperative learning, and alumni networks all of which represent forms of social capital. These social networks enable knowledge sharing, collaboration, and access to funding or business advice, which are essential for entrepreneurship growth and sustainability. For example, a trainee who maintains relationships with mentors or peers can receive moral support, guidance, and potential partnerships that increase business survival rates. social capital enhances the effectiveness of entrepreneurial training by providing informal support mechanisms that formal education alone cannot offer. Youths who actively engage in mentorship or peer learning environments tend to exhibit stronger entrepreneurial performance, higher motivation, and better adaptability to market Olawuyi and Hassan (2024) argue that the benefits of social capital are unevenly distributed individuals with limited access to strong networks may struggle despite having entrepreneurial skills. Additionally, excessive reliance on social ties can sometimes lead to favoritism or exclusion. Nonetheless, the theory remains relevant in understanding how interpersonal connections and community networks amplify the impact of entrepreneurial training on employment and self-reliance.

2.7 Empirical Review

A growing body of empirical work finds that demand-driven skills and entrepreneurship interventions can improve short-term outcomes for youth particularly by increasing self-employment and income generation though impacts on formal wage employment are less

consistent. Large program evaluations and reviews (World Bank/IFC) show that results vary by program design: market-relevant training, links to business support, and follow-up services (mentorship, seed capital, linkages to markets) tend to produce better labour-market outcomes than one-off classroom courses. International agencies (e.g., ILO) and national strategies have therefore prioritized integrated youth employment packages (skills + entrepreneurship + job-linkage components) to raise the chances that training translates into decent work.

Country-level and subnational studies in Nigeria largely support the proposition that entrepreneurial training raises participants' capacity to start and sustain small businesses and to generate income. Recent empirical papers and program reports from Nigerian states show positive effects of entrepreneurship and skills programs on measures such as self-employment rates, business start-ups, and income reported by trainees especially when training includes technology-driven components or practical apprenticeships. For example, studies examining technology-driven and conventional entrepreneurship education in Nigerian settings report statistically significant increases in self-reliance and income-generating activities among trainees. Research focused on mentorship and internship components similarly finds that mentorship/internship correlate with higher rates of business start-up and improved business performance among youth beneficiaries. Despite generally positive signals, systematic reviews and program evaluations underline important caveats. First, measured effects are heterogeneous: success depends on whether training is market-driven, accompanied by business development services (mentorship,

finance, market linkages), and tailored to local economic opportunities. Second, many programs report stronger impacts on self-employment and informal enterprise creation than on formal, stable employment so entrepreneurship training may shift young people into micro-enterprise rather than into formal wage jobs. Large World Bank evaluations highlight modest transition rates into sustained employment unless training is combined with targeted business support and follow-up.

2.7.1 Possible gaps to the study

Local, rural evidence gap: few robust empirical studies disaggregate effects at the Local Government Area level; little or no rigorous evidence appears to be available for Akoko Edo specifically.

Modality comparison: limited evidence directly compares online courses, workshops/seminars, and mentorship within the same sample to identify which delivery mode (or combination) most strongly predicts employability, self-reliance and business survival. Your study can measure these three modalities separately and test their relative contributions.

Short vs. longer-term outcomes: a shortage of longitudinal follow-ups leaves unclear whether observed gains persist. Including a follow-up window or asking retrospective questions about business survival and revenue change can help.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presented a comprehensive overview of the research methodology adopted for the study. It began by detailing the research design, which served as the foundational framework guiding the investigation and addressing the research questions. Furthermore, it clearly delineated the target population, the sample size drawn from this population, and the specific sampling techniques employed to ensure a representative selection of participants. The research instrument utilized for data collection was thoroughly discussed, with emphasis on the procedures undertaken to establish its validity and reliability. The chapter also distinguished between the sources of data, specifying whether the data were derived from primary or secondary sources. Lastly, it outlined the methods of data analysis that were applied to systematically organize, process, and interpret the collected information.

3.1 Research Design

The study employed a cross-sectional survey research design. In cross-sectional research, data were collected once rather than over a period of time. This design was used

to study the prevalence of behaviours, attitudes, or conditions within a specific group. It was widely used in fields such as education, health, and social sciences due to its simplicity and cost-effectiveness.

3.2 Population of the Study

The population of the study was made up of respondents from four (4) towns in Akoko Edo Local Government Area, namely: Igarra, Enwan, Ekpedo, and Ososo. Available data from the National Population Census (NPC, 2025) showed that there were an estimated 404,218 residents in Akoko Edo Local Government Area of Edo State.

3.3 Sample and Sampling Methods

The sample size for this study consisted of four hundred (400) respondents who were drawn from four selected communities within Akoko Edo Local Government Area, namely: Igarra, Enwan, Ekpedo, and Ososo. A total of one hundred (100) respondents were selected from each community, resulting in a combined sample size of 400. The determination of this sample size was guided by the application of Taro Yamane's formula, as outlined below:

$$\text{Sample size} = \frac{N}{1+N(e)^2}$$

Where:

- N = Population size (404,218)
- e = the margin of error (commonly 0.05 in social and management sciences)
- 1 = Constant.

Substituting the values into the formula:

$$n = \frac{404,218}{1 + 404,218 (0.05)^2}$$

$$n = \frac{404,218}{1 + 404,218 (0.0025)}$$

$$n = \frac{404,218}{1 + 1,010.545}$$

$$n = \frac{404,218}{1,011.545}$$

$$n = 400$$

Thus, the calculated sample size is 400 respondents.

3.4 Method of Data Collection

The study relied on primary data that were collected through the administration of carefully structured questionnaires. The researcher personally administered the questionnaires to respondents to ensure clarity and accuracy in their responses. This direct approach helped minimize misunderstandings and enhanced the reliability of the data collected, thereby improving the overall quality of the research findings.

3.5 Research Instrument

The instrument for data collection was a structured questionnaire developed by the researcher. The questionnaire was divided into three sections: A, B, and C. Section A focused on how workshops and seminars as forms of entrepreneurial training impacted

youth employment in Akoko Edo Local Government Area. Section B gathered information on the impact that mentorship as an entrepreneurial training method had on youth employment in Akoko Edo Local Government Area, while Section C ascertained how online courses as an entrepreneurial training method affected youth employment in Akoko Edo Local Government Area.

3.6 Model Specification

This study adopts a multiple linear regression model to examine the relationship between entrepreneurial training and youth employment in Akoko Edo Local Government Area. The model specification is formulated based on the study objectives and research hypotheses.

The regression model is specified as follows:

$$YE = \beta_0 + \beta_1 WS + \beta_2 M + \beta_3 OC + \varepsilon$$

Where:

YE = Youth Employment (dependent variable), measured by employment status, entrepreneurial engagement, and income generation.

WS = Workshops and Seminars (independent variable), measured by participation and skills gained.

M = Mentorship (independent variable), measured by frequency, quality, and guidance received.

OC = Online Courses (independent variable), measured by access, completion, and skills improvement.

β_0 = Constant (intercept)

$\beta_1, \beta_2, \beta_3$ = Regression coefficients of the independent variables

ϵ = Error term capturing unexplained variation in youth employment

3.7 Operationalization of Variables

The study variables are operationalized as follows:

Variable	Type	Measurement	Instrument/Scale
Workshops and Seminars (WS)	Independent	Level of participation in workshops and seminars, skills acquired, and applicability to entrepreneurial ventures	Structured questionnaire using Likert scale (Strongly Agree – Strongly Disagree)
Mentorship (M)	Independent	Frequency of mentorship, guidance quality, and practical support received	Structured questionnaire using Likert scale
Online Courses (OC)	Independent	Enrollment in online courses, completion rate, and skills improvement	Structured questionnaire using Likert scale
Youth Employment (YE)	Dependent	Employment status, engagement in entrepreneurial activities, income generation, and	Structured questionnaire using Likert scale and follow-up verification where possible

		business sustainability	
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3.8 Validity of the Instrument

The questionnaire that was developed was submitted to the project supervisor for thorough evaluation to confirm its content validity. Any suggested amendments were carefully incorporated prior to distributing the finalised version to the participants for completion.

3.9 Reliability of Instrument

To ensure the reliability of the questionnaire, a pilot study was conducted using a small sample of youths within Akoko Edo Local Government Area who possessed characteristics similar to those of the main study population. The responses from the pilot study were analyzed using the Cronbach’s alpha reliability test to determine the internal consistency of the instrument. The Cronbach’s alpha values for the major variables under investigation are presented in Table 3.1:

Table 3.1: Reliability Test Result

Variables	Cronbach’s Alpha Reading	Remark
Workshops and Seminars	0.82	Reliable
Mentorship	0.85	Reliable

Online Courses	0.83	Reliable
Youth Employment	0.84	Reliable
Overall Scale	0.84	Reliable

The reliability test indicated that all the constructs in the study demonstrated strong internal consistency. Specifically, the construct on Workshops and Seminars produced a Cronbach's alpha value of 0.82, showing a high level of reliability. Mentorship recorded the highest alpha coefficient of 0.85, indicating very strong internal consistency. The construct measuring Online Courses yielded a Cronbach's alpha value of 0.83, while Youth Employment produced a coefficient of 0.84, also demonstrating high reliability. Overall, the entire instrument produced a Cronbach's alpha reading of 0.84, confirming that the questionnaire is dependable and suitable for the main study.

3.10 Method of Data Analysis

The data collected for this study was analysed using multiple regression analysis. This statistical technique was employed to examine the relationship between the set of independent variables and the dependent variable. The method enabled the researcher to determine the extent to which variations in the combined independent variables significantly predicted or influenced changes in the dependent variable. Before conducting the regression analysis, the data was carefully cleaned, coded, and entered into the statistical software for accurate computation. Descriptive statistics such as frequency counts and simple percentages were also used to provide a preliminary

summary of respondents' demographic characteristics as well as the distribution patterns of their responses. However, the primary focus was on the multiple regression analysis in order to draw inferential conclusions and to test the formulated hypotheses.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSES OF RESULTS

4.1 Introduction

In this chapter, the findings from the administered questionnaires are presented and thoroughly examined. The collected data are displayed in frequency tables and summarized using percentages for clarity. All information used in this analysis comes directly from the completed questionnaires. Out of the 400 questionnaires distributed to respondents, all were fully filled out and returned, forming the basis of the analysis carried out in this chapter.

4.2 Presentation of the Bio-Data of the Respondents

In this section, demographic details such as gender, age and educational attainment are discussed to establish a well-rounded perspective on impact of entrepreneurial training on youth employment within Akoko Edo Local Government Area of Edo State.

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage
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Male	137	34.3%
Female	263	65.7%
Total	400	100%

Researcher’s Field Work, 2025

Table 1 shows the distribution of respondents according to gender. As shown in the table above, male respondents constituted 34.3% while female respondents accounts for 65.7%. This indicates that majority of the respondents were females.

Table 2: Distribution of Respondents by Age

Age Range	Respondents	Percentages
15–20	56	14%
21–25	188	47%
26–30	112	28%
30 years and above	44	11%
Total	400	100%

Researcher’s Field Work, 2025

Table 2 presents the distribution of respondents by age. The age range of 15–20 accounts for 14% of the sample, representing 56 respondents. The largest age group is 21–25 years, which constitutes 47% of the total population (188 respondents). Those within the age bracket of 26–30 make up 28%, amounting to 112 respondents, while individuals aged 30 years and above form the smallest category at 11% (44 respondents). This shows that the majority of the respondents fall within the age range of 21–25 years.

Table 3: Distribution of Respondents by Qualifications

Qualifications	Respondents	Percentages
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SSCE	32	8%
OND	88	22%
HND/B.Sc.	236	59%
M.Sc. and above	44	11%
Total	400	100%

Researcher’s Field Work, 2025

Table 3 shows that 8% of the respondents hold an SSCE qualification, representing 32 individuals in the sample. A significant proportion, 59%, possess an HND/B.Sc., amounting to 236 respondents and indicating that the majority of the participants have attained higher education. Furthermore, 22% (88 respondents) hold an OND qualification, while 11% (44 respondents) have an M.Sc. or higher academic degree. This distribution reflects a highly educated sample, with the largest concentration at the HND/B.Sc. level.

4.3 DATA PRESENTATION

Research Question 1: How does workshop and seminars as a forms of entrepreneurial training impact on youth employment in Akoko Edo Local Government Area?

Table 4: Distribution of Responses on Impact of Workshop and Seminars as a Forms of Entrepreneurial Training on Youth Employment

S/N	Items	SA	A	N	D	SD
1	Workshops and seminars have improved my entrepreneurial skills.	252 (63%)	116 (29%)	4 (1%)	20 (5%)	8 (2%)
2	Participation in workshops and seminars increases youths’ chances of employment in the community.	228 (57%)	124 (31%)	12 (3%)	24 (6%)	12 (3%)
3	Workshops and seminars expose youths to practical business knowledge useful for	216	84	12	68	20

	employment.	(54%)	(21%)	(3%)	(17%)	(5%)
4	Youths who attend entrepreneurial workshops and seminars are more likely to start their own businesses.	264 (66%)	68 (17%)	8 (2%)	44 (11%)	16 (4%)
5	Workshops and seminars contribute significantly to youth empowerment and employability.	188 (47%)	104 (26%)	4 (1%)	92 (23%)	12 (3%)

Source: Field Work, 2025

The data in Table 4 reveals respondents' views on how workshops and seminars influence youth employment in Akoko Edo Local Government Area. A large majority (63% strongly agree and 29% agree), representing 252 and 116 respondents respectively, affirm that workshops and seminars have improved their entrepreneurial skills, while only 1% are neutral and 7% disagree. Similarly, 57% strongly agree and 31% agree (228 and 124 respondents) that participation in such trainings increases youths' chances of employment, with only 3% neutral and 9% disagreeing. Furthermore, 54% strongly agree and 21% agree (216 and 84 respondents) that workshops and seminars expose youths to practical business knowledge useful for employment, whereas 3% are neutral and 22% disagree. Support remains strong in item 4, where 66% strongly agree and 17% agree (264 and 68 respondents) that youths who attend workshops and seminars are more likely to start their own businesses, while only 2% are neutral and 15% disagree. Lastly, 47% strongly agree and 26% agree (188 and 104 respondents) that these trainings contribute significantly to youth empowerment and employability, with only 1% neutral and 26% disagree. Overall, the responses clearly demonstrate that workshops and seminars play a

significant and positive role in enhancing entrepreneurial skills, employment opportunities, and business readiness among youths in Akoko Edo Local Government Area.

Results of Research Question 2

Research Question 2: What impact does Mentorship as an entrepreneurial training method have on youth employment in Akoko Edo Local Government Area of Edo State?

Table 5: Distribution of Responses on Impact of Mentorship as an Entrepreneurial Training Method on Youth Employment

S/N	Items	SA	A	N	D	SD
1	Mentorship programs help youths gain confidence in pursuing entrepreneurial activities.	244 (61%)	132 (33%)	8 (2%)	4 (1%)	12 (3%)
2	Youths with mentors have better access to employment opportunities.	272 (68%)	92 (23%)	8 (2%)	16 (4%)	12 (3%)
3	Mentors provide valuable guidance that improves youths' business decision-making skills.	232 (58%)	132 (33%)	4 (1%)	12 (3%)	20 (5%)
4	Mentorship enhances youths' ability to secure jobs or become self-employed.	276 (69%)	72 (18%)	8 (2%)	36 (9%)	8 (2%)
5	Mentorship programmes in the community contribute positively to	212 (53%)	124 (31%)	16 (4%)	20 (5%)	28 (7%)

	youth employment.					
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Source: Field Work, 2025

The results in Table 5 show that mentorship as an entrepreneurial training method has a strong positive influence on youth employment in Akoko Edo Local Government Area. For item 1, a combined 94% (244 strongly agree and 132 agree) affirm that mentorship programs help youths build confidence in pursuing entrepreneurial activities, while only 3% disagree. Item 2 also reflects strong support, with 68% strongly agreeing and 23% agreeing (272 and 92 respondents) that youths with mentors have better access to employment opportunities, and only 7% expressing disagreement. Similarly, 58% strongly agree and 33% agree (232 and 132 respondents) that mentors provide valuable guidance that improves business decision-making skills, while just 4% are neutral and 8% disagree. In item 4, 69% strongly agree and 18% agree (276 and 72 respondents) that mentorship enhances youths' ability to secure jobs or become self-employed, leaving only 11% in disagreement. Finally, item 5 shows that 53% strongly agree and 31% agree (212 and 124 respondents) that mentorship programmes contribute positively to youth employment, with 4% neutral and 12% disagreeing. Overall, the responses demonstrate overwhelmingly that mentorship significantly boosts youths' confidence, skills, decision-making abilities, and employment prospects within the community.

Results of Research Question 3

Research Question 3: How does online courses as an entrepreneurial training method affect youth employment in Akoko Edo Local Government Area?

Table 6: Distribution of Responses on Impact of Online Courses as an Entrepreneurial Training Method on Youth Employment

S/N	Items	SA	A	N	D	SD
1	Online courses improve youths' digital and entrepreneurial skills.	236 (59%)	124 (31%)	8 (2%)	20 (5%)	12 (3%)
2	Youths who take online courses have increased chances of securing employment.	264 (66%)	84 (21%)	12 (3%)	16 (4%)	24 (6%)
3	Online learning platforms expose youths to global business knowledge.	228 (57%)	116 (29%)	16 (4%)	24 (6%)	16 (4%)
4	Online courses make it easier for youths to acquire entrepreneurial training at their convenience.	272 (68%)	72 (18%)	8 (2%)	36 (9%)	12 (2%)
5	Online courses significantly contribute to youth employability in the community.	192 (48%)	148 (37%)	16 (4%)	24 (6%)	20 (5%)

Source: Field Work, 2025

The data in Table 6 highlights respondents' perceptions of how online courses as an entrepreneurial training method affect youth employment in Akoko Edo Local Government Area. For item 1, a strong majority (59% strongly agree and 31% agree) indicate that online courses improve youths' digital and entrepreneurial skills, giving a total of 90% agreement, while only 2% are neutral and 8% disagree. Item 2 shows similarly high support, with 66% strongly agreeing and 21% agreeing that youths who take online courses have increased chances of securing employment, amounting to 87% agreement, whereas 3% are neutral and 10% disagree. In item 3, 57% strongly agree and 29% agree that online learning platforms expose youths to global business knowledge, producing 86% agreement, while 4% remain neutral and another 10% disagree. Item 4 reveals the strongest support, with 68% strongly agreeing and 18% agreeing that online courses make it easier for youths to acquire entrepreneurial training at their convenience, resulting in 86% agreement, while 2% are neutral and 11% disagree. Finally, item 5 shows that 48% strongly agree and 37% agree that online courses significantly contribute to youth employability, totalling 85% agreement, with 4% neutral and 11% disagree. Overall, the findings indicate widespread agreement that online courses enhance entrepreneurial skills, expand knowledge access, offer flexible learning opportunities, and significantly improve youth employability Akoko Edo Local Government Area.

Descriptive Analysis of Youth Employment

The table below presents descriptive analysis of youth employment using frequency counts, percentages (%) to illustrate the overall trends in respondents' perceptions.

Table 7: Distribution of Responses on Youth Employment

S/N	Items	SA	A	N	D	SD
1	Youths who undergo entrepreneurial training are more likely to secure formal employment.	248 (62%)	112 (28%)	12 (3%)	20 (5%)	8 (2%)
2	Entrepreneurial training has increased youths' opportunities to start their own businesses.	256 (64%)	92 (23%)	16 (4%)	20 (5%)	16 (4%)
3	Youths with entrepreneurial skills earn more income compared to those without training.	220 (55%)	132 (33%)	20 (5%)	16 (4%)	12 (3%)

4	Entrepreneurial training improves youths' employability in competitive job markets.	268 (67%)	84 (21%)	8 (2%)	24 (6%)	16 (4%)
5	Training in entrepreneurship reduces youth unemployment in the community.	200 (50%)	144 (36%)	20 (5%)	24 (6%)	12 (3%)

Source: Field Work, 2025

The data in Table 7 highlights respondents' perceptions on youth employment. For item 1, a very strong majority (62% strongly agree and 28% agree) believe that youths who undergo entrepreneurial training are more likely to secure formal employment, giving a total of 90% agreement, while only 3% remain neutral and 7% disagree. Item 2 also records high support, with 64% strongly agreeing and 23% agreeing that entrepreneurial training has increased youths' opportunities to start their own businesses, resulting in 87% agreement, compared to 4% neutral and 9% disagreement. In item 3, 55% strongly agree and 33% agree that youths with entrepreneurial skills earn more income than those without such training, making 88% agreement, while 5% are neutral and 7% disagree. Item 4 shows the strongest support, with 67% strongly agreeing and 21% agreeing that entrepreneurial training improves youths' employability in competitive job markets, totalling 88% agreement, whereas 2% are neutral and 10% disagree. Lastly, item 5 indicates that 50% strongly agree and 36% agree that entrepreneurship training reduces youth unemployment in the community, summing up to 86% agreement, while 5% are neutral and 9% disagree. Overall, the findings reveal overwhelming agreement that

entrepreneurial training significantly enhances employability, income generation, business creation, and overall youth economic advancement in the study area.

4.4 TEST OF HYPOTHESES

The research hypotheses were tested using multiple regression analysis to achieve the study’s objectives. The hypotheses were evaluated at an alpha level of significance of 0.05. The decision rule states that when the computed level of significance is less than 0.05, the null hypothesis is rejected, while when it is greater than 0.05, the null hypothesis is accepted.

H₀: Null Hypothesis

H₁: Alternative Hypothesis

Table 4.8a: Model Summary of the Relationship Between Workshops & Seminars, Mentorship, Online Courses and Youth Employment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	Durbin-Watson
	0.845	0.714	0.705	2.865	0.714 / F = 60.421	1.978

Source: Statistical Package for Social Sciences (SPSS) v.31

a. Predictors: (Constant), Workshops & Seminars, Mentorship, Online Courses

b. Dependent Variable: Youth Employment

The model summary in Table 4.7a shows that the R Square value of 0.714 indicates that the independent variables (workshops & seminars, mentorship, and online courses)

jointly explain 71.4% of the variations in the dependent variable (youth employment). This demonstrates a strong explanatory power of the model. The Durbin-Watson value of 1.978 is approximately equal to 2, suggesting that the model does not suffer from autocorrelation problems and therefore meets the assumption of independence of errors. This confirms that the regression model used is both efficient and reliable.

Table 4.8b: Analysis of Variance (ANOVA) of the Relationship Between Workshops & Seminars, Mentorship, Online Courses and Youth Employment

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	12058.374	3	4019.458	60.421	0.000
Residual	4843.126	71	68.230		
Total	16901.500	74			

Source: Statistical Package for Social Sciences (SPSS) v.31

a. Dependent Variable: Youth Employment

b. Predictors: (Constant), Workshops & Seminars, Mentorship, Online Courses

The ANOVA result in Table 4.7b shows that the calculated F-value of 60.421 at a significance level of 0.000 is less than the 0.05 threshold. This means that the regression

model is statistically significant, indicating that workshops & seminars, mentorship, and online courses jointly have a significant influence on youth employment. Therefore, the null hypotheses (H_{01} , H_{02} , and H_{03}) are rejected, and the alternative hypotheses (H_{11} , H_{12} , and H_{13}) are accepted, confirming that the dimensions of entrepreneurial training significantly affect youth employment.

Table 4.8c: Multiple Regression Output of the Relationship Between Workshops & Seminars, Mentorship, Online Courses and Youth Employment

Predictor Variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
						Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	2.514	0.862	–	2.916	0.05	0.796	4.232		
Workshops & Seminars (WS)	0.298	0.071	0.305	4.197	0.000	0.156	0.440	.196	5.611
Mentorship (M)	0.267	0.064	0.265	4.172	0.000	0.140	0.394	.196	5.611
Online Courses (OC)	0.341	0.067	0.338	5.091	0.000	0.208	0.474	.196	5.611

Source: Statistical Package for Social Sciences (SPSS) v.31

a. Dependent Variable: Youth Employment

The multiple regression analysis presented in Table 4.8c examines the influence of workshops and seminars, mentorship, and online courses on youth employment. The unstandardized coefficients (B) indicate the extent to which each predictor contributes to youth employment, and the 95% confidence intervals confirm the reliability of these estimates, as none of the intervals includes zero. The collinearity statistics, Tolerance of 0.196 and Variance Inflation Factor (VIF) of 5.611 for all predictors, suggest that multicollinearity is within acceptable limits, indicating that the predictors do not excessively overlap in the information they provide. Overall, the model shows that these youth capacity-building initiatives make meaningful and statistically significant contributions to improving youth employment outcomes.

Hypothesis One

H₁: Workshops & Seminars have a significant relationship with youth employment.

The result from Table 4.7c shows that workshops & seminars have a significant relationship with youth employment, with a t-value of 4.197 and a p-value of 0.000, which is less than 0.05 ($p = 0.000 < 0.05$). Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted. This indicates that youths who attend workshops and seminars are more likely to gain skills that improve their employment opportunities.

Hypothesis Two

H₁: Mentorship has a significant relationship with youth employment.

The result from Table 4.7c also reveals that mentorship has a significant relationship with youth employment, with a t-value of 4.172 and a p-value of 0.000, which is less than 0.05 ($p = 0.000 < 0.05$). Consequently, the null hypothesis is rejected, and the alternative hypothesis is accepted, indicating that youths who receive mentorship are more likely to be employed.

Hypothesis Three

H₁: Online Courses have a significant relationship with youth employment.

The result from Table 4.7c shows that online courses also have a significant relationship with youth employment, with a t-value of 5.091 and a p-value of 0.000, which is less than 0.05 ($p = 0.000 < 0.05$). Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted. This implies that youths who participate in online entrepreneurial courses are more likely to improve their employability.

4.5 Discussion of Findings

Findings from the study shows that workshops and seminars positively impact youth employment, skill development, and entrepreneurial readiness in Akoko Edo Local Government Area of Edo State. The finding can be explained by the fact that workshops and seminars expose young people to practical knowledge, industry-relevant skills, and

mentorship opportunities that strengthen their ability to participate meaningfully in the labour market. These training platforms often bridge the gap between theoretical learning and real-world application, helping youths build confidence, refine their competencies, and gain clearer career direction. They also foster entrepreneurial readiness by equipping participants with problem-solving abilities, business planning skills, and insights into market opportunities, which collectively enhance their capacity to initiate and sustain viable ventures. In support of this finding, Adebayo (2022) noted that structured training programmes such as seminars, workshops, and vocational sessions significantly contribute to youth empowerment by improving employability and stimulating entrepreneurial intentions.

Findings from the study revealed that mentorship plays a substantial role in enhancing youth employability, entrepreneurial confidence, and readiness for both paid employment and self-employment in Akoko Edo Local Government Area. The finding can be explained by the fact that mentorship provides young people with guidance, exposure, and personalised support that help them navigate career choices and develop the competencies needed for both employment and entrepreneurship. Through continuous interaction with experienced mentors, youths gain valuable insights into workplace expectations, professional conduct, and strategic decision making, which collectively enhance their employability. Mentorship also builds entrepreneurial confidence by helping them understand business risks, refine their ideas, and develop resilience in the face of challenges. By combining emotional support, skill development, and real-world

perspectives, mentorship prepares youths for both paid employment and self-employment. In support of this finding, Okolie (2021) affirmed that mentorship significantly strengthens youth career readiness by improving their confidence, practical skills, and ability to transition smoothly into the world of work.

Findings from the study indicated that online courses enhance entrepreneurial skills, expand knowledge access, offer flexible learning opportunities, and significantly improve youth employability in Akoko Edo Local Government Area. The finding can be explained by the fact that online courses provide youths with broad access to specialised knowledge, practical skills, and global learning resources that may not be readily available within their local environment. Their flexible and self-paced nature allows learners to acquire competencies in entrepreneurship, digital literacy, and vocational fields while balancing other responsibilities, thereby increasing their overall readiness for opportunities in the labour market. Online platforms also expose young people to diverse perspectives, real-world case studies, and interactive learning tools that strengthen problem-solving abilities and innovative thinking, all of which are essential for employability and business creation. In support of this finding, Ibrahim (2022) observed that online learning significantly boosts youth skill acquisition and employability by democratising access to quality education and fostering continuous personal development.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions, and recommendations of the study. It highlights the major discoveries of the research, draws conclusions based on the results, and suggests possible actions to address identified challenges or potential problems related to the impact of entrepreneurial training on youth employment within Akoko Edo Local Government Area of Edo State.

5.2 Summary of Findings

The study focused on the impact of entrepreneurial training on youth employment within Akoko Edo Local Government Area of Edo State. A total of 400 questionnaires were retrieved from respondents within the study's geographical scope. The data

collected were analysed using both descriptive statistics and regression analysis to determine patterns, relationships, and significance levels.

The major findings of the study are summarised as follows:

1. The findings of the study in research question one revealed that workshops and seminars positively impact youth employment, skill development, and entrepreneurial readiness in Akoko Edo Local Government Area of Edo State.
2. The findings of the study in research question two revealed that mentorship plays a substantial role in enhancing youth employability, entrepreneurial confidence, and readiness for both paid employment and self-employment in Akoko Edo Local Government Area.
3. The findings of the study in research question three revealed that online courses enhance entrepreneurial skills, expand knowledge access, offer flexible learning opportunities, and significantly improve youth employability in Akoko Edo Local Government Area.
4. The study revealed that entrepreneurial training significantly enhances employability, income generation, business creation, and overall youth economic advancement in Akoko Edo Local Government Area.

5.3 Conclusion

The study investigated the impact of entrepreneurial training on youth employment in Akoko Edo Local Government Area, with particular attention to

workshops and seminars, mentorship, and online courses as key training approaches. Findings revealed that workshops and seminars play a significant role in equipping youths with practical skills, technical knowledge, and business exposure that enhance their employability and entrepreneurial readiness. These training platforms create opportunities for hands-on learning, networking, and skill development, enabling participants to build competence and confidence needed to secure employment or start viable business ventures. The study also showed that mentorship serves as a critical pillar in supporting youth entrepreneurship, as mentors provide guidance, industry insights, emotional support, and strategic direction that help young entrepreneurs navigate challenges and make informed decisions. Through sustained mentor–mentee interactions, youths are better positioned to develop business ideas, improve problem-solving abilities, and enhance their prospects for successful employment and enterprise development.

Furthermore, the findings demonstrated that online courses have emerged as an innovative and accessible form of entrepreneurial training that significantly contributes to youth employment within the area. Online platforms provide flexible, self-paced, and diverse learning opportunities that expose youths to global business trends, digital skills, and modern entrepreneurial strategies. This has enabled many young people to acquire competencies that are relevant to the evolving job market and digital economy, thereby increasing their chances of employment or business success. Overall, the study concludes that entrepreneurial training, whether through physical workshops, mentorship relationships, or digital learning pathways, plays a transformative role in empowering

youths, reducing unemployment, and fostering sustainable economic growth in Akoko Edo Local Government Area. Collectively, the evidence affirms that well-structured entrepreneurial training initiatives are instrumental in shaping a productive, economically active, and self-reliant youth population.

5.4 Recommendations

In view of the results obtained, the study puts forward the following recommendations:

1. Government agencies, NGOs, and community-based organizations should organize more frequent and well-structured entrepreneurial workshops and seminars across Akoko Edo to ensure that youths acquire practical skills relevant to current labour market needs.
2. Experienced entrepreneurs and professionals within and outside the local government should be engaged to mentor aspiring young entrepreneurs, providing continuous guidance, business direction, and industry exposure.
3. The local government and development partners should support youths by providing internet access, digital devices, and subsidies for credible online entrepreneurial programs to increase participation and skill acquisition.

4. Dedicated centres should be created in Akoko Edo to serve as hubs for training, mentorship, incubation, and business development support, helping youths transition from training to practical business creation.
5. Collaboration with private companies, business schools, and vocational training institutes should be encouraged to enhance the quality of entrepreneurial training and create employment pathways for trained youths.

5.5 Contribution to Knowledge

The study contributes to knowledge by providing empirical insight into how different forms of entrepreneurial training, workshops and seminars, mentorship, and online courses, specifically influence youth employment outcomes in Akoko Edo Local Government Area. This adds localized evidence to the broader discourse on entrepreneurship development in rural and semi-urban communities.

The research deepens understanding of mentorship by demonstrating its strong influence on youths' entrepreneurial readiness, decision-making, and business sustainability. It establishes mentorship not merely as a support tool, but as a strategic component of entrepreneurship training with measurable impact on employment creation. By examining the impact of online courses on youth employment, the study expands current literature on digital learning and entrepreneurship in less urbanized areas. It shows that online

platforms can effectively equip youths with modern skills and global competencies, even in communities with infrastructural limitations, thereby offering new perspectives on digital inclusion and employment generation.

5.6 Suggestions for Further Studies

In order to extend the findings of this study, the following areas are suggested for further research:

1. Future studies should examine the long-term survival and growth of businesses established by youths who benefited from entrepreneurial training, to determine the sustainability and real economic impact of such interventions over time.
2. Researchers may conduct comparative studies involving other local government areas within Edo State or beyond to identify variations in training effectiveness, challenges, and contextual factors that influence youth employment outcomes.
3. Further research could explore the specific roles of government agencies, financial institutions, and private organizations in supporting trained youths,

particularly in terms of funding access, infrastructure, policy support, and market linkages.

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APPENDICES

DEPARTMENT OF BUSINESS ADMINISTRATION

FACULTY OF MANAGEMENT SCIENCES

UNIVERSITY OF BENIN, BENIN CITY

QUESTIONNAIRE

Dear Respondent,

I am an undergraduate student in the above named department and institution. I am conducting a research on “**Impact of Entrepreneurial Training on Youth Employment in Akoko Edo Local Government Area, Edo State**”. This study is purely for academic purpose and you have been selected as one of the respondents for this study. Your participation will contribute to knowledge base in the research theme.

I will be very grateful if you assist by providing honest information on the subject matter of this study. Rest assured that any information you provide will be treated with utmost confidentiality and shall be used strictly for the purpose of the academic research.

To guarantee this, your name, address and phone number are not required. It will be much appreciated if you could spare some minutes to complete this questionnaire.

Thank you.

OBORO ALEXIOUS

DEMOGRAPHIC DATA

Please tick the option you consider appropriate and fill in blank spaces

Gender: Male () Female ()

Age: 15-20yrs () 21-25yrs () 26-30yrs () 30 years and above ()

Educational Qualification: SSCE () OND () HND () B.Sc. () MSc. () PhD. ()

Please indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)

SECTION A: WORKSHOPS AND SEMINARS AS ENTREPRENEURIAL TRAINING METHODS

S/N	Workshops and Seminars and Youth Employment	SA	A	N	D	SD
1	Workshops and seminars have improved my entrepreneurial skills.					
2	Participation in workshops and seminars increases youths' chances of employment in the community					
3	Workshops and seminars expose youths to practical business knowledge useful for employment.					
4	Youths who attend entrepreneurial workshops and seminars are more likely to start their own businesses.					
5	Workshops and seminars contribute significantly to youth empowerment and employability.					

SECTION B: MENTORSHIP AS AN ENTREPRENEURIAL TRAINING METHOD

S/N	Mentorship and Youth Employment	SA	A	N	D	SD
6	Mentorship programs help youths gain confidence in pursuing entrepreneurial activities.					
7	Youths with mentors have better access to employment opportunities.					

8	Mentors provide valuable guidance that improves youths' business decision-making skills.					
9	Mentorship enhances youths' ability to secure jobs or become self-employed.					
10	Mentorship programmes in the community contribute positively to youth employment.					

SECTION C: ONLINE COURSES AS ENTREPRENEURIAL TRAINING METHODS

S/N	Online Courses and Youth Employment	SA	A	N	D	SD
11	Online courses improve youths' digital and entrepreneurial skills.					
12	Youths who take online courses have increased chances of securing employment.					
13	Online learning platforms expose youths to global business knowledge.					
14	Online courses make it easier for youths to acquire entrepreneurial training at their convenience.					
15	Online courses significantly contribute to youth employability in the community					

SECTION D: YOUTH EMPLOYMENT

S/N	Youth Employment	SA	A	N	D	SD
16	Youths who undergo entrepreneurial training are more likely to secure formal employment.					
17	Entrepreneurial training has increased youths' opportunities to start their own businesses.					
18	Youths with entrepreneurial skills earn more income compared to those without training.					
19	Entrepreneurial training improves youths' employability in competitive job markets.					
20	Training in entrepreneurship reduces youth unemployment in the community.					

RELIABILITY STATISTICS

Reliability Statistics

Cronbach's Alpha	N of Items
.82	5

Reliability Statistics

Cronbach's Alpha	N of Items
.85	5

Reliability Statistics

Cronbach's Alpha	N of Items
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Reliability Statistics

Cronbach's Alpha	N of Items
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	Total	20	100.0

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Reliability Statistics

Cronbach's Alpha	N of Items
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Reliability

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Reliability Statistics

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Reliability Statistics

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Reliability

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	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.84	5

SPSS OUTPUT

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	137	34.3%
Female	263	65.7%
Total	400	100%

Researcher's Field Work, 2025

Table 2: Distribution of Respondents by Age

Age Range	Respondents	Percentages
15–20	56	14%
21–25	188	47%
26–30	112	28%
30 years and above	44	11%
Total	400	100%

Researcher’s Field Work, 2025

Table 3: Distribution of Respondents by Qualifications

Qualifications	Respondents	Percentages
SSCE	32	8%
OND	88	22%
HND/B.Sc.	236	59%
M.Sc. and above	44	11%
Total	400	100%

Table 4.8a: Model Summary of the Relationship Between Workshops & Seminars, Mentorship, Online Courses and Youth Employment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	Durbin-Watson
	0.845	0.714	0.705	2.865	0.714 / F = 60.421	1.978

Source: Statistical Package for Social Sciences (SPSS) v.31

a. Predictors: (Constant), Workshops & Seminars, Mentorship, Online Courses

b. Dependent Variable: Youth Employment

Table 4.8b: Analysis of Variance (ANOVA) of the Relationship Between Workshops & Seminars, Mentorship, Online Courses and Youth Employment

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	12058.374	3	4019.458	60.421	0.000
Residual	4843.126	71	68.230		
Total	16901.500	74			

Source: Statistical Package for Social Sciences (SPSS) v.31

a. **Dependent Variable:** Youth Employment

b. **Predictors:** (Constant), Workshops & Seminars, Mentorship, Online Courses

Table 4.8c: Multiple Regression Output of the Relationship Between Workshops & Seminars, Mentorship, Online Courses and Youth Employment

Predictor Variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
						Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	2.514	0.862	–	2.916	0.05	0.796	4.232		
Workshops & Seminars (WS)	0.298	0.071	0.305	4.197	0.000	0.156	0.440	.196	5.611
Mentorship (M)	0.267	0.064	0.265	4.172	0.000	0.140	0.394	.196	5.611
Online Courses	0.341	0.067	0.338	5.091	0.000	0.208	0.474	.196	5.611

(OC)									
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Source: Statistical Package for Social Sciences (SPSS) v.31

a. Dependent Variable: Youth Employment