



ENTREPRENEURSHIP EDUCATION AS A TOOL FOR EMPLOYMENT GENERATION AMONG NYSC CORPS MEMBERS IN IBADAN NORTH, OYO STATE

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ABSTRACT

Nigeria is a nation that is blessed with both human and natural resources, but larger proportion of the citizens graduates included live in abject poverty and face worsening unemployment. In a bid to mitigate the scourge of poverty and unemployment, previous regimes initiated diverse poverty reductions polices (PRPs), such as National Poverty Eradication Fund (NERFUND), Nigeria Directorate of Employment (NDE), Small and Medium Enterprise Development Agency of Nigeria (SMEDAN) et cetera, with the objectives of boasting industrial production and level of employment thereby checkmating joblessness, hopelessness and cubing crime. Despite the various poverty reductions polices (PRPs), the hydra-monster poverty and unemployment have remained endemic judging by official statistics published by reliable bodies. The failures of previous PRPs precipitated the passionate embrace with Millennium Development Goals (MDGs) and compulsory inclusion of entrepreneurship education in the curricula of the three levels of higher education in Nigeria. This research will examines entrepreneurship education as a tool for employment generation among National Youth Service Corps (NYSC) members in Ibadan North Local Government Area of Oyo State, Nigeria. From the regression analysis it could be summarized that: 1. Capacity building has a significant influence on human capital development; 2. Creativity and innovation have a significant influence on economic development; 3. Skill acquisition has a significant influence on job creation; and 4. Entrepreneurship education has a significant influence on employment generation.

BACKGROUND OF THE STUDY

Entrepreneurship is considered to be an important mechanism for economic development through employment, innovation and welfare effects (Schumpeter 1934; Acs and Audretsch 1988; Wennekers and Thurik 1999; Baumol 2002). Entrepreneurship education programmes create high job satisfaction and enhance life status. Higher levels of entrepreneurship education achievement lead to higher earnings and reduce the level of unemployment. Of late, many universities around the world are in the process of strengthening their entrepreneurship education programmes in order to create more young entrepreneurs in the future. This kind of education programme is always being reviewed to ensure the structure of the programme will fit in with the challenges of the world outside.

Youths are valuable asset that contribute significantly to the economic development of any nation. According to Chen et al (2016), many universities and higher education institutions have introduced courses related to entrepreneurship or major in entrepreneurship, for instance, Multimedia University (MMU) has launched a program known as Bachelor of Multimedia (Media Innovation and Entrepreneurship) with Entrepreneurship as a core course. On the other hand, the Malaysian government through the Ministry of Higher Education implemented a policy to enhance the entrepreneurship education programs in higher learning institutions. The Entrepreneurship Development Policy was introduced in 2010 with several strategies. Nordin et al (2015) believes that the introduction of Entrepreneurship Development initiative for Nigerian higher learning institutions will produce graduates with entrepreneurial mindset and increase the number of graduate entrepreneurs besides nurturing entrepreneurial academics and researchers. This strategy is necessary due to the increasing interest of many countries to foster



entrepreneurship culture through university education and trainings as it has been proven that entrepreneurial activities can be spurred through entrepreneurship education and trainings.

Entrepreneurship is not new, and during the past number of years it has gained increased interest and research. This increased interest has emerged for a number of reasons, namely the recognition of the contribution of the small firm sector to economic development and job creation (Sa and Holt, 2019). Much of the economy's ability to innovate, diversify, and create new jobs comes from the small business sector. It is now recognized that development agencies, government departments, educational and training institutions are facing the challenge of how to create an enterprise culture, which will further foster the development of small firms. Many initiatives are in place by development agencies and government institutions, which provide valuable and much needed assistance to the start-up firms in terms of advice and financial assistance. However, if new firm start-ups are to continue to increase, it is necessary to encourage and foster enterprise at an earlier age. This can be effectively actioned through the promotion of enterprise through education (Hörnqvist Maj-Lis, Leffler Eva. 2014).

The National Youth Service Corps (NYSC) was created on 22 May 1973 as an avenue for the reconciliation, reconstruction, and rebuilding of the nation after the civil war. It was established based on decree No. 24 that stated that the scheme was created with a view to the proper encouragement and development of common ties among the youths of Nigeria and the promotion of national unity. The scheme was set up by the Nigerian government to involve Nigerian graduates in nation building and the development of the country.

Corps members (participants in the National Youth Service Scheme) are posted to states other than their state of origin where they are expected to mix with people from different ethnic groups, social and family backgrounds, and learn the culture of the indigenes in the location they are posted to. These actions are aimed at bringing about unity in the country and help the youths appreciate other ethnic groups. There is an "orientation" period of approximately three weeks spent in a military controlled "camp" away from family and friends. There is also a "passing out ceremony" at the end of the three weeks orientation camp after which corp members are posted to their Place of Primary Assignment (PPA). They are expected to work as full-time staff at their PPA with exception of one working day devoted for the execution of community development service. After eleven months at their PPA, corps member are allowed a one month of vacation before their final passing out ceremony where they would be issued certificates of completion.

The Skill Acquisition and Entrepreneurship Development Programme, frequently abbreviated as the SAED policy, is an innovation deployed by the Federal Government through the National Youth Service Corps (NYSC thereafter) towards reducing youth employment to the barest minimum in Nigeria. This is because youth unemployment has become one of the most serious socio-economic problems confronting Nigeria (Ajufu, 2013), and can be a major driver of social vices in the country (Adebayo, 2013; Adewusi and Adisa 2018).

Most graduates are aiming to get high salaries in the public or private sector after graduation. They never realize that there is a sector that would offer them higher income than working in private as well in public sectors. Most of the graduates assumed that entrepreneurship is not suitable for them due to their lack of knowledge on this field. As a result, our youths are focusing on hunting for the best positions in the public and private sectors that are very competitive rather than choosing to become entrepreneurs as a solution in generating income. Besides, there is a situation where these youth have to work hard for their fixed wages even though their salaries do not commensurate with the amount of work that they do. Indeed, becoming an entrepreneur is much better than becoming an employee (Piperopoulos, 2012). To produce successful entrepreneurs is not easy. It needs a lot of effort, determination and commitment to pick up the qualities of entrepreneurs. In fact, a lot of scholars believe that becoming an entrepreneur is a process and youth can be shaped to be one in this industry. The government also realized that entrepreneurship is profiting skills that can help our youth generate not only their own personal income, but also the economic development of the nation. This study is only a guide and a contribution to entrepreneurship knowledge with the hope of strengthening entrepreneurship among the youth. To build the interest of our young generation is a challenge to the government.

Education is the key to national development. This is because it unlocks the economic potentials of the people; empowers and equips individuals in society to participate in, and benefit from their national economy; facilitates economic development and provides the basis for transformation. Education is the essential tool for sustainability. The present global economic crises suggest that the entire world is in a war between financial/qualitative education and catastrophe (Joseph and Esther 2012)

Entrepreneurship education as part of the total educational system is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation. An entrepreneur promotes employment rather than seeking for an employment. Therefore, there is a need to embrace this type of education and



provide all the necessary resources needed to make functional. Quality entrepreneurship education could be used as a tool for fighting the war against poverty and unemployment in Nigeria.

For almost a decade now in Nigeria the curriculum of entrepreneurship education has remained un-changed. Worst still is that a single curriculum is used in training undergraduate of all discipline in entrepreneurship. To meet the global challenges the curriculum of tertiary institution needs to be overhauled to take care of some inadequacies.

Emaikwu (2011) argues that institutions of higher learning in Nigeria have concentrated more on theoretical and abstract instructional deliveries focusing only on cognitive development and consequently turning out non-entrepreneurial skilled graduate into labour market. Curriculum experts have attested that there is the need to change from the hangover effects of theoretical liberal academic education, which focused only on cognitive development to the utter neglect of entrepreneurship education that has its focus on practical occupational skills for self-employment and self-reliance. This of course is a problem that policy makers in Nigeria need to tackle if they are to enhance the entrepreneurship culture in the country and increase the entrepreneurial inclination of undergraduate. The ultimate challenge therefore, is for the policy makers to encourage curriculum innovation aimed at producing graduates with the right mind set for starting business of their own and in the same vein motivating other to start-up business for economic reliance.

In particular, entrepreneurship education is a deliberate action that should stimulate the critical thinking of individuals to generate revolutionary and innovative business ideas (Sadeghi et al 2013). Researchers such as Adebayo and Kolawole (2013), Dirk et al (2013) and Papadimitriou (2015) have advocated revising curriculum materials for entrepreneurs in universities to fill the gap between theory and practice, with a clear focus on improving entrepreneurial intentions. Nevertheless, it is necessary to confirm whether the entrepreneurship curriculum stimulates students' critical thinking and the formation of business thinking in Nigerian universities.

In the same vein, pedagogical approaches adopted in entrepreneurial education should create a common vision among university students in order to consider socio-economic problems as problems that can be transformed into viable and sustainable business opportunities (Sahlberg, 2010). Consequently, studies such as Middleton (2010), Aja-Okorie and Adali (2013), and more recently Nasiru et al (2015) on entrepreneurship pedagogical problems in university education have recommended the design of experiential learning things to do to motivate the improvement of creative problem solving abilities in order to enhance students' entrepreneurial intentions. Nevertheless, considering the link between pedagogical approaches and identification of commercial enterprise opportunities, one thing of keen interest particularly in the Nigerian college context that many studies have overlooked is the extent to which the pedagogical approach adopted affect students' shared imaginative and prescient and identification of commercial enterprise opportunities.

Consequently, most of the government efforts to reduce poverty in the country were not tailored towards entrepreneurship education and organization of training for the unemployed people in the society. These problems therefore prompt the need for this research. The objective of this study therefore is to examine the extent of the impact of technical skill on youth empowerment and analyze the relationship between entrepreneurial skill and social welfare service.

The major objective of this study is to evaluate the impact of entrepreneurship education as a tool for employment generation among National Youth Service Corps (NYSC) members in Ibadan North, Nigeria. The sub-objectives however will be to:

1. Determine the extent to which capacity building can affect human capital development among NYSC members in Ibadan North.
2. Evaluate the influence of creativity and innovation on economic development among NYSC members in Ibadan North.
3. Ascertain the effect of skill acquisition and job creation among NYSC members in Ibadan North.
4. Examine the relationship between entrepreneurship education and employment generation among NYSC members in Ibadan North.

METHODOLOGY

Research design, population of the study, sample size, sampling technique, research instrument, validity and reliability, administration of instrument and method of data analysis were the techniques used in collecting and analyzing the data collected.

**Research design**

For the purpose of this study, the cross-sectional study design was used. The cross-sectional study design method focused on population, through which facts are gotten from a portion (snap-short) of the population using specific techniques of sampling for the purpose of intensive study and analysis.

Population of the study

The population of the study explains the area covered for a research work. The population that was used for the gathering of relevant information needed for this research work was a total of 357 NYSC members in Ibadan North Local Government Area of Oyo State.

Sampling technique

The method of sampling that was employed is simple random sampling. This is a process of picking some elements from the population in such a way that every element in the population has an equal chance to be picked like any other element in the population.

Sample size determination

The sample size is a representative fraction of the larger population. For this research work, sample sizes were determined using Yaro Yemane formula to get the sample size of 357, which was increased to 360 to allow for possible non response and also have adequate number for cross tabulation.

Operationalization of Research Variables

X = Independent Variable (Entrepreneurship Education)

Y = Dependent Variable (Employment Generation)

$Y = f(X)$

Where Y = Entrepreneurial Education, X = Employment Generation

$Y = (y_1, y_2, y_3, y_4)$

y_1 = Capacity Building (CB)

y_2 = Creativity and Innovation (CI)

y_3 = Skill Acquisition (SA)

y_4 = Entrepreneurship Education (EE)

$X = (x_1, x_2, x_3, x_4)$

x_1 = Human Capital Development (HCD)

x_2 = Economic Development (ED)

x_3 = Job Creation (JC)

x_4 = Employment Generation (EG)

Therefore:

$Y = f(X)$

$y_1 = f(x_1)$ Equation 1

$y_2 = f(x_2)$ Equation 2

$y_3 = f(x_3)$ Equation 3

$y_4 = f(x_4)$ Equation 4

Regressionally, we have:

$y_1 = \alpha_0 + \beta_1 x_1 + \mu$ Equation 1

$y_2 = \alpha_0 + \beta_2 x_2 + \mu$ Equation 2

$y_3 = \alpha_0 + \beta_3 x_3 + \mu$ Equation 3

$y_4 = \alpha_0 + \beta_4 x_4 + \mu$ Equation 4

Method of data collection

For the purpose of this study, primary source of data collection was adopted. The primary data was sourced using questionnaire. The questionnaires were distributed directly to the target respondents within the population. The questionnaire were used to assume the anonymity of respondent and therefore given the boldness to fill answers



to questions appropriately (Asika, 2004). All other advantages of questionnaire were fully utilized whilst the shortcomings were guided against so as to make it free from bias and ensure good generalization. In other to guide against the shortcomings, the researcher ensured that the sentences in the questionnaire were not ambiguous.

Research Instrument

Quantitative method of data collection were carried out using structured questionnaire, hence the use of questionnaire was indeed the primary source of data. The questionnaire is made of two parts. Part A was on demographic information of the respondents, while part B was made up of four sections namely A, B, C and D. Section A dealt with questions on capacity building (CB), section B dealt with questions on human capital development (HCD), section C was on questions on creativity and innovation (CI), section D on questions on economic development (ED), section E dealt with questions on skill acquisition (SA), section F on questions on job creation (JC), section G focused on questions on entrepreneurship education (EE) while section H was on questions relating to employment generation (EG).

The modified scale type measurement was adopted in this research work, which tends to measure the concentration of thoughts of the respondent with respect to the information being sought for in the questionnaire. A six point modified rating scale were used and this consisted of 6 = strongly agree (SA), 5 = agree (A), 4 = partially agree (PA), 3 = partially disagree (PD), 2 = disagree (D) and 1 = strongly disagree (SD). Asika (2004) submits that the modified scale type is a rating technique used widely to measure personal characteristics and reflect the extreme positions on a continuum, which enable the respondents to freely indicate their opinion on the structured statement.

Validity of the research instrument

To ensure validity of the instrument, several relevant literatures were reviewed and also the researcher gave the draft of the questionnaire to the supervisor for critical review and screening. The researcher also presented the instrument to experts for assessment, after which it was approved to be administered to NYSC members in the said case study.

Reliability of the research instrument

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Reliability was ensured by conducting a test for validity and reliability using IBM SPSS software version 21.0 was obtained showing that the instrument is reliable as to measuring what it has been designed to measure.

Method of data analysis

The data was analyzed with the use of both descriptive and inferential statistical method. Descriptive statistics such as contingency table, simple percentage value (%) and frequency distribution were considered appropriate for description of variables such as respondent status, category of age, gender group and position occupied. Inferential statistical technique adopted for this study is simple linear regression analysis, which was used to understand the relationship existing among identified variables. Simple linear regression analysis is a statistical method that allows a single explanatory or criterion variable to be examined on a dependent variable (Tarafdar & Gordon, 2010). The rationale for the adoption of simple linear regression analysis was that first; it shows optimal result when the relationship between the independent and dependent variable are almost linear. Just like the name implies, it is simple and less complicated in deriving findings and also interpreting the findings. Simple linear regression technique will be carried out using Statistical Package Social Science (SPSS) 21.0 software for this study.

Method of Data Presentation

The analyzed data were presented in rows, charts and tables.

Ethical Consideration

Ethical considerations were obtained from Ibadan North Local Government Area, and ethics review committee before the study was conducted. Informed consent was sought from participants before administering the questionnaire. Participants were informed that participation in the study is voluntary and information obtained would be confidential.



DATA ANALYSIS, RESULTS AND DISCUSSION OF FINDINGS

This section of the study consists of the presentation of the data obtained for the study, its analysis based on the different statistical modes, models and methods adopted. The interpretation of the results as well as the discussion of the findings that were obtained as a result of the test of the various hypotheses proposed in line with the paring of variables.

1 Response Rate

Table 1 Response Rate

Questionnaire	Frequency	Percentage (%)
Distributed	357	
Valid Response	285	80%

Source: Field Survey, 2019

Table 1 gives illustration of the response rate from the NYSC members studied. It shows that 357 questionnaires were distributed, and 285 questionnaires were valid and found relevant for the study giving a response rate of 80%.

Table 2: Distribution of the Respondents Demographic and Personal Information

Demographic and Personal Information		Population of Respondents	
Variable	Information	Frequency (N)	Percentage (%)
Gender	Male	113	39.6%
	Female	172	60.4%
Age	Below 25 years	84	29.5%
	26- 30 years	201	70.5%
Marital Status	Single	198	69.5%
	Married	87	30.5%
	Divorced	0	0%
	Widow/Widower	0	0%
Religion	Christianity	151	52.1%
	Islam	134	47.9%
	Traditional	0	0%
Educational Qualification	BSc/HND	285	100%
	MSc/MBA	0	0%
	PhD/DBA	0	0%

Table 42 shows the frequency distribution of respondents' demographic data. A total of 285 valid respondents were recorded as NYSC members in Ibadan North, Oyo State. 39.6% of the respondents were males, while 60.4% of the respondents are females. The age distribution of respondents shows that 29.5% of the respondents were less than 25 years, while 70.5% were within the age of 26-30. The marital status of the respondents shows 198 representing (69.5%) of the respondents are single, while 87 representing (30.5%) of the respondents are married. The religious affiliation of the respondents indicates that 151 of the respondents representing (52.1%) were Christians, while 134 representing (47.9%) were of Muslims. The educational qualification of the respondents shows that 185 being the entire population representing (100%) were B.Sc./HND holders.

**Table 3: Responses according to the research instrument**

S/N	Entrepreneurship Education	SA	A	D	SD
1.	Entrepreneurship education programmes create high job satisfaction and enhance life status and reduce the level of unemployment.	165 57.8%	87 30.5%	20 7.0%	13 4.5%
2.	Universities have strengthened their entrepreneurship education programmes in order to create more young entrepreneurs in the future.	147 51.6%	91 31.9%	37 12.9%	10 3.5%
3.	Entrepreneurship Development initiative for Nigerian higher learning institutions has produced graduates with entrepreneurial mindset and increase the number of graduate entrepreneurs.	123 43.2%	122 42.8%	24 8.4%	16 5.6%
4.	Entrepreneurship education is the key component to national development and sustainability.	202 70.9%	61 21.4%	17 5.9%	5 1.7%
5.	Entrepreneurship education is the key that unlocks the economic potentials of the people; empowers and equip individuals in society.	180 63.2%	72 25.2%	24 8.4%	9 3.1%

Table 3 shows that 165 strongly agreed, 87 agreed that entrepreneurship education programmes create high job satisfaction and enhance life status and reduce the level of unemployment, while 20 disagreed and 13 strongly disagreed. 147 strongly agreed, 91 agreed that Universities have strengthened their entrepreneurship education programmes in order to create more young entrepreneurs in the future. 37 disagreed and 10 strongly disagreed. 123 strongly agreed, 122 agreed that entrepreneurship development initiative for Nigerian higher learning institutions has produced graduates with entrepreneurial mindset and increase the number of graduate entrepreneurs, while 24 disagreed and 16 strongly disagreed. 202 strongly agreed, 61 agreed that entrepreneurship education is the key component to national development and sustainability, while 17 disagreed and 5 strongly disagreed. 180 strongly agreed and 72 agreed that entrepreneurship education is the key that unlocks the economic potentials of the people; empowers and equip individuals in society, while 21 disagreed and 9 strongly disagreed.

Table 4: Responses according to the research instrument

S/N	Capacity Building	SA	A	D	SD
6.	Entrepreneurship education provides opportunity for training and capacity building.	136 47.7%	95 33.3%	30 10.5%	24 8.4%
7.	Entrepreneurial training improves capacity in carrying out my entrepreneurial tasks.	118 41.4%	106 37.1%	41 14.4%	20 7.0%
8.	Entrepreneurship education helps to sensitize young graduates and turn them away from certificate frenzy towards becoming opportunity entrepreneurs.	192 67.4%	75 26.3%	10 3.5%	8 2.8%
9.	Entrepreneurship education has equipped me with skills and knowledge needed to perform effectively and efficiently as entrepreneur.	159 55.7%	86 30.2%	26 9.1%	14 4.9%
10.	Entrepreneurship education reveals creative potentials, intellectual capacities and leadership abilities needed in entrepreneurship.	139 48.7%	93 32.6%	32 11.2%	21 7.4%

Table 4 shows that 136 strongly agreed, 95 agreed that entrepreneurship education provides opportunity for training and capacity building, while 30 disagreed, 24 strongly disagreed. 118 strongly agreed, 106 agreed that entrepreneurial training improves capacity in carrying out my entrepreneurial tasks, while 41 disagreed and 20 strongly disagreed. 192 strongly agreed and 75 agreed that entrepreneurship education helps to sensitize young graduates and turn them away from certificate frenzy towards becoming opportunity entrepreneurs, 10 disagreed and 8 strongly disagreed. 159 strongly agreed, 86 agreed that entrepreneurship education has equipped me with skills and knowledge needed to perform effectively and efficiently as entrepreneur, while 26 disagreed and 14 strongly disagreed. 139 strongly agreed, 93 agreed that entrepreneurship education reveals creative potentials, intellectual capacities and leadership abilities needed in entrepreneurship, while 32 disagreed, 21 strongly disagreed.

**Table 5: Responses according to the research instrument**

S/N	Innovation	SA	A	D	SD
11.	Innovation is the greatest source of sustainable growth in every entrepreneurial venture.	161 56.5%	87 30.5%	20 7.0%	17 5.9%
12.	Every growth oriented entrepreneurial venture is a function of innovation.	174 61.0%	72 25.2%	29 10.1%	10 3.5%
13.	Entrepreneurial development serves as catalysis for product differentiation and innovation.	200 70.2%	65 22.8%	5 1.7%	15 5.2%
14.	Through a continual repetition of this dynamic process, as new innovations are introduced in the market wealth changes hands and often changes places.	85 29.8%	172 60.3%	16 5.6%	12 4.2%
15.	The level of innovative product and service awareness depends significantly on entrepreneurs.	105 36.8%	141 49.4%	29 10.1%	10 3.5%

Table 5 shows that 161 of the respondents strongly agreed, 87 disagreed that Innovation is the greatest source of sustainable growth in every entrepreneurial venture, 20 disagreed and 17 strongly disagreed. 174 strongly agreed and 72 agreed that every growth oriented entrepreneurial venture is a function of innovation, 29 disagreed and 10 strongly disagreed. 200 strongly agreed and 65 agreed that entrepreneurial development serves as catalysis for product differentiation and innovation, while 5 disagreed and 15 strongly disagreed. 85 strongly agreed and 172 agreed that through a continual repetition of this dynamic process, as new innovations are introduced in the market wealth changes hands and often changes places, 16 disagreed and 12 strongly disagreed. 105 strongly agreed and 141 agreed that the level of innovative product and service awareness depends significantly on entrepreneurs, while 29 disagreed and 10 strongly disagreed.

Table 6: Responses according to the research instrument

S/N	Skill Acquisition	SA	A	D	SD
16.	Entrepreneurship development programme helps one to be creative.	168 58.9%	87 30.5%	23 8.0%	7 2.4%
17.	Entrepreneurship development programme exposes one to entrepreneurship activities and opportunities.	126 44.2%	126 44.2%	22 7.7%	11 3.8%
18.	Entrepreneurship development programme provides opportunity for one to develop oneself in entrepreneurial skill.	181 63.5%	79 27.7%	19 6.7%	6 2.1%
19.	Entrepreneurship development helps me to achieve my goal/ambition and not look for white-collar job.	139 48.7%	90 31.5%	35 12.3%	21 7.4%

Table 6 shows that 168 of the respondents strongly agreed and 87 agreed that entrepreneurship development programme helps one to be creative, while 23 disagreed and 7 strongly disagreed. 126 strongly agreed and 126 agreed that entrepreneurship development programme exposes one to entrepreneurship activities and opportunities, while 22 disagreed and 11 strongly disagreed. 181 strongly agreed and 79 agreed that entrepreneurship development programme provides opportunity for one to develop oneself in entrepreneurial skill, while 19 disagreed and 6 strongly disagreed. 139 strongly agreed and 90 agreed that entrepreneurship development helps me to achieve my goal/ambition and not look for white-collar job, 35 disagreed and 21 strongly disagreed.

**Table 7: Responses according to the research instrument**

S/N	Human Capital Development	SA	A	D	SD
20.	Entrepreneurship development programme provides both managerial and business skills to recipients.	140 49.1%	100 35.1%	35 12.3%	10 3.5%
21.	Entrepreneurship development programme provides communication skills.	169 59.3%	84 29.4%	20 7.0%	12 4.2%
22.	Entrepreneurship development programme provokes in me the ability to perform tasks.	129 45.2%	118 41.4%	30 10.5%	8 2.8%
23.	Entrepreneurship development programme makes me optimistic to have a breakthrough in my line of business.	142 49.8%	97 34.0%	24 8.4%	22 7.7%
24.	Entrepreneurship development programme awakens in me the ability to control events around me to succeed.	109 38.2%	125 43.8%	35 12.2%	16 5.6%

Table 7 shows that 140 strongly agreed and 100 agreed that entrepreneurship development programme provides both managerial and business skills to recipients, while 35 agreed and 10 strongly agreed. 169 strongly agreed and 84 agreed that entrepreneurship development programme provides communication skills, while 20 disagreed and 12 strongly disagreed. 129 strongly agreed and 118 agreed that entrepreneurship development programme provokes in me the ability to perform tasks, while 30 disagreed and 8 strongly disagreed. 142 strongly agreed and 97 agreed that entrepreneurship development programme makes me optimistic to have a breakthrough in my line of business, while 24 disagreed and 22 strongly disagreed. 109 strongly agreed and 125 agreed that entrepreneurship development programme awakens in me the ability to control events around me to succeed, while 35 disagreed and 16 strongly disagreed.

Table 8: Responses according to the research instrument

S/N	Economic Development	SA	A	D	SD
25.	Entrepreneurial development helps in economic development and stability.	155 54.4%	112 39.3%	12 4.2%	6 2.1%
26.	Entrepreneurial development provides substitute strategy and hence promote local manufacturer.	131 45.9%	132 46.3%	9 3.1%	13 4.5%
27.	It serves as an incubator for indigenous entrepreneurship development in the Nigerian economy.	164 57.5%	88 30.8%	19 6.7%	14 4.9%
28.	Entrepreneurial development has contributed towards industrial development in Nigeria	136 47.7%	107 37.5%	27 9.4%	15 5.2%
29.	It has contributed optimally towards an increase in GDP/GNP of the Nigerian economy.	138 48.4%	99 34.7%	36 12.6%	12 4.2%

Table 8 shows that 155 strongly agreed and 112 agreed that entrepreneurial development helps in economic development and stability, 12 disagreed and 6 strongly disagreed. 131 strongly agreed and 132 agreed that entrepreneurial development provides substitute strategy and hence promote local manufacturer, while 9 disagreed and 13 strongly disagreed. 164 strongly agreed and 88 agreed that it serves as an incubator for indigenous entrepreneurship development in the Nigerian economy, while 19 disagreed and 14 strongly disagreed. 136 strongly agreed and 107 agreed that entrepreneurial development has contributed towards industrial development in Nigeria, while 27 disagreed and 15 strongly disagreed. 138 strongly agreed and 99 agreed that It has contributed optimally towards an increase in GDP/GNP of the Nigerian economy, while 36 disagreed and 12 strongly disagreed.

**Table 9: Responses according to the research instrument**

S/N	Employment Creation	SA	A	D	SD
30.	Entrepreneurship development programme helps me to become a boss.	126 44.2%	84 29.4%	41 14.4%	33 11.5%
31.	Entrepreneurship development programme guarantees me ownership of business.	179 62.8%	69 24.2%	24 8.4%	13 4.5%
32.	Entrepreneurship development programme guarantees my self-employment.	188 65.9%	75 26.3%	19 6.7%	3 1.0%
33.	Entrepreneurship development programme makes me take calculated risk for my business.	155 54.4%	94 32.9%	26 9.1%	10 3.5%
34.	Entrepreneurship development programme makes me network to increase my market share.	139 48.7%	87 30.5%	34 11.9%	25 8.7%
35.	Entrepreneurship development programme makes one an employer of labour.	166 59.3%	96 33.6%	18 6.3%	5 1.7%

Table 9 shows that 126 strongly agreed and 84 agreed that entrepreneurship development programme helps them to become their own boss, while 41 disagreed and 33 strongly disagreed. 179 strongly agreed and 69 agreed that entrepreneurship development programme guarantees me ownership of business, while 24 disagreed and 13 strongly disagreed. 188 strongly agreed and 75 agreed that entrepreneurship development programme guarantees my self-employment, while 19 disagreed and 3 strongly disagreed. 155 strongly agreed and 94 agreed that entrepreneurship development programme makes me take calculated risk for my business, while 26 disagreed and 10 strongly disagreed. 139 strongly agreed and 87 agreed that entrepreneurship development programme makes me network to increase my market share, while 34 disagreed and 25 strongly disagreed. 166 strongly agreed and 96 agreed that entrepreneurship development programme makes one an employer of labour, while 18 disagreed and 5 strongly disagreed.

RESTATEMENT AND TEST OF HYPOTHESIS ONE

Table 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.454 ^a	.206	.204	2.76525

a. Predictors: (Constant), Capacity Building

Table 11: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	563.080	1	563.080	73.638	.000 ^b
	Residual	2163.994	283	7.647		
	Total	2727.074	284			

a. Dependent Variable: Human Capital Development

b. Predictors: (Constant), Capacity Building

**Table 12: Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.762	.452		12.744	.000
	Capacity Building	.445	.052	.454	8.581	.000

a. Dependent Variable: Human Capital Development

INTERPRETATION

Table 10 above shows a summary of regression model comprising of the value of R, R² and Adjusted R² equal to 0.454, 0.206, and 0.204 respectively. The results shows that capacity building has significant effect on human capital development amongst NYSC members in Ibadan North, which gave a coefficient of correlation (R) = 0.454 and coefficient of determination (R²) of 0.206, which is significant at 0.05 level. The coefficient of determination (R²) of 0.206 suggests that capacity building accounted for 20.6% of the variance in human capital development can be predicted by capacity building.

Table 11 also shows that the total overall significance of the regression model produced F value of 73.638, which is significant at 0.05 levels. This implies that the independent variable, which is capacity building, has a significant influence on human capital development. It indicates that statistically, the model applied can significantly predict the changes in human capital development. Therefore, the null hypothesis one (H₀₁) which states that capacity has no significant influence on human capital development in Ibadan north, Oyo State, Nigeria is hereby rejected. This conclusion can be confirmed by the correlation coefficient of R 45.5%. Therefore, it is concluded that capacity building has a significant influence on human capital development.

Furthermore, Table 12 shows the linearity of the variables. The finding revealed that holding explanatory variable (capacity building) to a constant, capacity building would be at 5.762. The column labelled "Unstandardized Coefficients" reveals unstandardized regression coefficients for human capital development as 0.454 (t = 12.744, p = 0.000) less than 5% level of significance.

DISCUSSION OF FINDINGS

From the statistical result of the study, it shows that capacity building leads to human capital development. Capacity building in the context of human capital development implies a dynamic process, which enables individuals and agencies to develop the critical capacities in identifying, analysing and exploiting opportunities (Awogbenle and Iwuamadi 2010).

Capacity building empowers individuals to acquire knowledge and advanced skills that are critical to both individuals and organizational growth. The standard of living of individuals and people around can be enriched through the empowerment human capital through capacity building. It is the planned programmes that will impart skills, which will enable the recipient put the knowledge and skills acquired into productive uses to solve wide range of individual and national problems. Capacity building from the human capital point of view could be explained to mean when people possess the needed knowledge and advanced skills that are critical to individual growth as well as the country's growth and development, it translates into productive action. The capacity needed by any country for sustainable development is primarily dependent on the adequacy and relevance of its entrepreneurship (Duru 2011).



RESTATEMENT AND TEST OF HYPOTHESIS TWO

Table 13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.347 ^a	.121	.118	2.91079

a. Predictors: (Constant), Creativity and Innovation

Table 14: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	329.306	1	329.306	38.867	.000 ^b
	Residual	2397.767	283	8.473		
	Total	2727.074	284			

a. Dependent Variable: Economic Development

b. Predictors: (Constant), Creativity and Innovation

Table 15: Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	6.740	.457		14.748	.000
	Creativity and Innovation	.310	.050	.347	6.234	.000

a. Dependent Variable: Economic Development

INTERPRETATION

Table 13 above shows a summary of regression model comprising of the value of R, R² and Adjusted R² equal to 0.347, 0.121, and 0.118 respectively. The results show that creativity and innovation have significant effect on economic development amongst NYSC members in Ibadan North, which gave a coefficient of correlation (R) = 0.347 and coefficient of determination (R²) of 0.121, which is significant at 0.05 level. The coefficient of determination (R²) of 0.121 suggests that creativity and innovation accounted for 12.1% of the variance in economic development can be predicted by creativity and innovation.

Table 14 also shows that the total overall significance of the regression model produced F value of 38.867, which is significant at 0.05 levels. This implies that the independent variable, which is creativity and innovation, has a significant influence on economic development. It indicates that statistically, the model applied can significantly predict the changes in economic development. Therefore, the null hypothesis two (H02) which states that creativity and innovation has no significant influence on economic development is hereby rejected. This conclusion can be confirmed by the correlation coefficient of R 34.7%. Therefore, it is concluded that creativity and innovation have a significant influence on economic development.

Furthermore, Table 15 shows the linearity of the variables. The finding revealed that holding explanatory variable (creativity and innovation) to a constant, creativity and innovation would be at 6.740. The column labelled "Unstandardized Coefficients" reveals unstandardized regression coefficients for economic development as 0.347 (t = 14.748, p = 0.000) less than 5% level of significance.



DISCUSSION OF FINDINGS

Creativity and innovation, which is the process of creating and developing ideas, way of operation, products and processes that assist in decreasing economic reliance and increasing independence is essential in economic development. From the result of the above test of hypothesis, the statistical result showed that creativity and innovation have a significant influence on economic development of Nigeria. It therefore means that when individuals and or organization or even a nation engages in creative activities and comes with innovative products and services, which could be exchanged locally or internationally, it keeps the economy a boosted and empowers development (Emeh, 2012).

Innovativeness is an important component in entrepreneurial practice, because it reflects the important means by which entrepreneurs can pursue new opportunities and introduce new product or service. Innovativeness in entrepreneurship can be seen from three different perspectives, which are product innovation, process innovation and organizational innovation (Ediagbonya 2013).

RESTATEMENT AND TEST OF HYPOTHESIS THREE

Table 16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.379 ^a	.144	.141	4.24450

a. Predictors: (Constant), Skill Acquisition

Table 17: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	855.934	1	855.934	47.510	.000 ^b
	Residual	5098.466	283	18.016		
	Total	5954.400	284			

a. Dependent Variable: Job Creation

b. Predictors: (Constant), Skill Acquisition

Table 18: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	3.652	.761		4.801	.000
	Skill Acquisition	.517	.075	.379	6.893	.000

a. Dependent Variable: Job Creation

INTERPRETATION

Table 16 above shows a summary of regression model comprising of the value of R, R² and Adjusted R² equal to 0.379, 0.144, and 0.141 respectively. The results show that skill acquisition have significant effect on job creation amongst NYSC members in Ibadan North, which gave a coefficient of correlation (R) = 0.379 and coefficient of determination (R²) of 0.144, which is significant at 0.05 level. The coefficient of determination (R²) of



0.144 suggests that skill acquisition accounted for 14.4% of the variance in job creation can be predicted by skill acquisition.

Table 17 also shows that the total overall significance of the regression model produced F value of 47.510, which is significant at 0.05 level. This implies that the independent variable, which is skill acquisition, has a significant influence on job creation. It indicates that statistically, the model applied can significantly predict the changes in job creation. Therefore, the null hypothesis three (H03) which states that skill acquisition has no significant influence on job creation is hereby rejected. This conclusion can be confirmed by the correlation coefficient of R 37.9%. Therefore, it is concluded that skill acquisition has a significant influence on job creation

Furthermore, Table 18 shows the linearity of the variables. The finding revealed that holding explanatory variable (skill acquisition) to a constant, skill acquisition would be at 3.652. The column labelled "Unstandardized Coefficients" reveals unstandardized regression coefficients for job creation as 0.379 ($t = 4.801$, $p = 0.000$) less than 5% level of significance.

DISCUSSION OF FINDINGS

From the above result, it is evident that the acquisition of entrepreneurial skills enables people to create job for themselves and also for others by extension. Entrepreneurial skills acquisition means the ability, talent or experience of a person to identify opportunities, strategies and execute a task in exploiting the identified opportunity (Ezie 2012). Skills acquisition in job creation is an important component of entrepreneurship to identify opportunities and pursue it, in order to produce new values or economic success. Entrepreneurship is the capacity and willingness to undertake conception, organization, and management of a productive venture with all attendant risks while seeking profit as a reward (Chiekezie et al 2016).

RESTATEMENT AND TEST OF HYPOTHESIS FOUR

Table 19: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.594 ^a	.353	.351	2.70357

a. Predictors: (Constant), Entrepreneurship Education

Table 20: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1127.650	1	1127.650	154.277	.000 ^b
	Residual	2068.526	283	7.309		
	Total	3196.175	284			

a. Dependent Variable: Employment Generation

b. Predictors: (Constant), Entrepreneurship Education

Table 21: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	4.443	.442		10.051	.000
	Entrepreneurship Education	.630	.051	.594	12.421	.000

a. Dependent Variable: Employment Generation



INTERPRETATION

Table 19 above shows a summary of regression model comprising of the value of R, R^2 and Adjusted R^2 equal to 0.594, 0.353, and 0.351 respectively. The results show that entrepreneurship education have significant effect on employment generation amongst NYSC members in Ibadan North, which gave a coefficient of correlation (R) = 0.594 and coefficient of determination (R^2) of 0.353, which is significant at 0.05 level. The coefficient of determination (R^2) of 0.353 suggests that entrepreneurship education accounted for 35.3% of the variance in employment generation can be predicted by entrepreneurship education.

Table 20 also shows that the total overall significance of the regression model produced F value of 154.277, which is significant at 0.05 level. This implies that the independent variable, which is entrepreneurship education, has a significant influence on employment generation. It indicates that statistically, the model applied can significantly predict the changes in employment generation. Therefore, the null hypothesis four (H04) which states that entrepreneurship education has no significant influence on employment generation is hereby rejected. This conclusion can be confirmed by the correlation coefficient of R 59.4%. Therefore, it is concluded that entrepreneurship education has a significant influence on employment generation

Furthermore, Table 21 shows the linearity of the variables. The finding revealed that holding explanatory variable (entrepreneurship education) to a constant, entrepreneurship education would be at 4.443. The column labelled "Unstandardized Coefficients" reveals unstandardized regression coefficients for employment generation as 0.594 ($t = 12.421$, $p = 0.000$) less than 5% level of significance.

DISCUSSION OF FINDINGS

Form the result of the last hypothesis; it shows that entrepreneurship education is essential in employment generation. Entrepreneurship education is the process or series of activities which aims at enabling an or group of individuals to assimilate and develop knowledge, skills, values and understanding that are not simply related to a narrow field of activity, but which allow a broad range of problems to be defined, analysed and solved. Entrepreneurship education can be on a formal or informal basis. Enterprise training can be a more planned and systematic effort to modify or develop knowledge, skills, etc., through learning experiences to achieve effective performance in an activity or range of activities. The findings of this study corroborate with Anyadike et al, (2012) whose study established positive relationship entrepreneurship education on stimulation of economic growth; employment generation; and empowerment of the disadvantaged segment of the population, which include women and the poor.

From the regression analysis it could be summarized that: 1. Capacity building has a significant influence on human capital development; 2. Creativity and innovation have a significant influence on economic development; 3. Skill acquisition has a significant influence on job creation; and 4. Entrepreneurship education has a significant influence on employment generation.

CONCLUSION

Entrepreneurship education is very important that there is urgent need for all higher educational institutions in Nigeria to comply with the academic directives to the effect that entrepreneurship be made compulsory for all students of higher education institutions in Nigeria, irrespective of their areas of specialization. This policy decision was based on government awareness of the crucial role of entrepreneurship education and training in fostering employment generation among the teeming youths, economic growth, and wealth creation. Thus, entrepreneurial skills development, goes beyond training and education, it involves a process of human capacities building through formal and or informal training inculcating in the entrepreneur basic skills such as financial skills, technical skills, creative skills, managerial skills, intellectual skills, marketing skills, communication skills and technological skills.

Entrepreneurship training stands out as an alternative to poverty, operating in line with current education policies that prioritize self-reliance, self-employment, job growth and also global awareness. Entrepreneurship training facilitates the learning of the skills needed for gainful and self-employed jobs. As a specialized training program given to students to acquire skills, concepts and management skills and self-employed jobs, it is a panacea for unemployment.

RECOMMENDATION

From the findings of this study, the following recommendations are given.



- i. Entrepreneurship syllabus in Nigerian universities should also include wide coverage of critical thinking and brain storming workshops that encourage the generation of business ideas.
- ii. Whilst the advantages of vocational education can be improved by successful entrepreneurship education, vocational training itself cannot, as a realistic practice, inspire the creation of viable business ideas. Idea generation discussion exercises therefore should be counted as part of the Entrepreneurship Program in Nigerian universities. It is important given that every company begins with an idea. Business idea development events should be adapted to student curricula and interest in order to encourage active participation.
- iii. Also, there is a need to include elements of the curriculum that are appropriate to talent development, especially as the advancement of natural abilities may influence the type of business ideas generated.
- iv. Entrepreneurship instructors should ensure that their knowledge and expertise are used to inspire students to participate in entrepreneurial education, with a special emphasis on composing a business plan.

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