

## ASSESSING THE CONTRIBUTION OF ENTREPRENEURSHIP TRAINING TO UNEMPLOYMENT REDUCTION IN NIGERIA

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### Abstract

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*This study examined the contribution of entrepreneurship training to unemployment reduction in Ado Ekiti Local Government Area, Ekiti State, Nigeria. Guided by Taro Yamane's (1967) sampling formula, unemployed individuals aged 18 years and above were surveyed through structured questionnaires, complemented by a review of relevant literature. The findings revealed that entrepreneurship training significantly enhanced employment opportunities and stimulated business creation. Specifically, 91% of respondents reported improved job prospects, 90% associated training with the establishment of new start-ups, and 85% affirmed its role in reducing youth unemployment. Moreover, 88% observed a general decline in local unemployment, highlighting the transformative role of entrepreneurship training in bridging the education–employment gap. Government-sponsored programmes were perceived as the most effective, while private sector initiatives provided stronger practical skills and NGO-led interventions offered broader support. The effectiveness of these programmes depended on mentorship, experiential learning, programme duration, and alignment with local economic realities. Furthermore, the results underscored the importance of enabling policy frameworks: 92% of respondents emphasised the role of supportive regulations, 89% highlighted financial assistance, and 88% valued incentives, confirming that favourable policies were central to maximising the benefits of entrepreneurship training. The study concluded that entrepreneurship training, when reinforced by strong government commitment and multi-stakeholder collaboration, constitutes a vital instrument for reducing unemployment and fostering sustainable development. It recommended institutionalising government-led training under the Renewed Hope Agenda, strengthening public–private–NGO partnerships, and expanding SME-focused policies. Overall, the evidence confirmed that effective entrepreneurship training programmes could advance Sustainable Development Goal 8 by promoting decent work, enterprise development, and inclusive economic growth.*

**Keywords:** Youth employment; Public–private partnerships; NGO interventions; Sustainable development (SDG 8); Ado Ekiti. **JEL Classification:** L26, J21, J24

### **1.1 Background to the Study**

Unemployment remains one of Nigeria’s most pressing socio-economic challenges, particularly among young people. As of the second quarter of 2024, the national unemployment rate stood at 4.3%, a modest decline from 5.3% in the preceding quarter, while youth unemployment (ages 15–24) fell from 8.4% in the first quarter to 6.5% (National Bureau of Statistics, 2024). Although these figures suggest incremental progress, persistent joblessness among the youth continues to constrain economic growth, exacerbate poverty, and fuel social instability (Oyelola *et al.*, 2014; Akinbola, 2024).

Entrepreneurship training has emerged as a potentially transformative response to this challenge, particularly within the framework of the Renewed Hope Agenda of the current administration led by President Asiwaju Bola Ahmed Tinubu. By equipping participants with competencies for self-employment, such programmes promote individual economic independence while simultaneously stimulating broader job creation and national development (Nzei, 2024; New Telegraph Nigeria, 2025). They also complement government initiatives aimed at strengthening micro, small, and medium enterprises (MSMEs), improving access to finance, and enhancing technical and vocational skills among young people, (Danibrahim, *et al.*, 2025).

Entrepreneurship training generally integrates three interrelated dimensions: skills development, financial literacy, and business management. Skills development provides the technical capacity to establish and operate enterprises; financial literacy equips individuals with the ability to manage budgets, investments, and resources effectively; while business management training fosters leadership, strategic decision-making, and operational efficiency (Usama & Yusoff, 2018; Levine, 2023). Yet, despite the proliferation of such programmes, questions persist regarding their tangible impact. Do they significantly enhance employment outcomes and entrepreneurial success? Can participants effectively translate acquired knowledge into sustainable business ventures? Addressing these questions is critical to evaluating their effectiveness.

The success of entrepreneurship training depends not only on its individual components but also on the synergy between them. Technical skills form the foundation for production, financial literacy ensures prudent resource allocation, and managerial expertise strengthens resilience in competitive markets. However, it is their combined effect that determines long-

term sustainability (Usama & Yusoff, 2018; Bae *et al.*, 2019; Morris, *et al.*, 2021). Understanding how these elements interact is therefore vital for refining programme design and enhancing outcomes.

Equally important is the broader policy environment. Supportive government measures such as access to credit, tax incentives, and the establishment of entrepreneurship hubs—central pillars of President Tinubu’s policy thrust—can create an enabling ecosystem for enterprise growth. Conversely, bureaucratic bottlenecks and institutional weaknesses may undermine training effectiveness (Marlow & Patton, 2020; Hasan, *et al.*, 2024; Odumade & Imoh, 2025). Analysing the interaction between entrepreneurship training and policy frameworks is therefore indispensable for situating such initiatives within Nigeria’s wider development agenda.

Against this backdrop, the present study investigates the contribution of entrepreneurship training to unemployment reduction in Nigeria. Specifically, it examines the effectiveness of training programmes in improving employment outcomes, explores the relative contributions of different training components to entrepreneurial success, and evaluates the role of government policies—particularly under the Renewed Hope Agenda—in enhancing programme impact. The study ultimately seeks to provide actionable insights for policymakers, educators, and programme developers on how entrepreneurship training can be optimised to foster sustainable employment and inclusive economic growth.

Importantly, this study aligns directly with the United Nations Sustainable Development Goal (SDG) 8: Decent Work and Economic Growth, which emphasises the promotion of sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. By focusing on entrepreneurship training as a strategy for reducing unemployment, the study contributes to advancing SDG 8 while also reinforcing SDG 1 (No Poverty) through the creation of income-generating opportunities and SDG 4 (Quality Education) by enhancing access to relevant skills and lifelong learning.

## **1.2 Statement of the Research Problem**

Unemployment remains one of Nigeria’s most pressing socio-economic challenges, particularly among young people. In response, entrepreneurship training has been widely promoted as a strategic pathway to job creation and inclusive growth. However, the central issue lies not in the proliferation of such programmes, but in the uncertainty surrounding their effectiveness in equipping participants with the practical skills, financial acumen, and managerial competence necessary to establish and sustain viable enterprises within a complex and volatile economic environment, (Leger, *et al.*, 2024; Olu-Alonge, 2025). A significant

research gap concerns the extent to which entrepreneurship training programmes are designed to overcome structural barriers that hinder entrepreneurial success. These barriers include limited access to credit, weak institutional support systems, and unstable market conditions. Although previous studies often report positive associations between entrepreneurship training and employment generation, their findings are frequently constrained by methodological limitations, narrow regional coverage, and small sample sizes, thereby weakening both the reliability and generalisability of conclusions (Agu, Anidiobu, & Ezinwa, 2016; Okoye, Iloanya, & Udunze, 2018; Abiodun, 2019; Ilori & Ayedun, 2022; Aleru & Okere, 2024). Moreover, the literature is marked by fragmented and sometimes contradictory outcomes, reflecting variations in programme design, institutional context, and regional dynamics.

Another critical gap lies in the insufficient exploration of how different components of entrepreneurship training—skills acquisition, financial literacy, and business management—interact with one another and with broader policy frameworks to shape entrepreneurial outcomes. Similarly, the role of government interventions, such as enterprise hubs, tax incentives, and improved access to finance, in amplifying the effectiveness of these programmes remains inadequately examined. Without addressing these unresolved questions, the assumption that entrepreneurship training can reliably serve as a cornerstone of Nigeria's unemployment reduction strategy remains largely speculative.

This study therefore seeks to address these gaps by investigating the effectiveness of entrepreneurship training in Ado Ekiti Local Government Area of Ekiti State. By employing a rigorous methodological framework and ensuring an adequately representative sample, the research aims to generate more robust and generalisable evidence on the relationship between entrepreneurship training and unemployment reduction. In doing so, it contributes not only to advancing academic discourse but also to providing practical insights for policymakers, programme designers, and stakeholders committed to strengthening entrepreneurship training as a sustainable instrument for employment creation and inclusive economic development in Nigeria.

### **Objectives of the Study**

- i. To assess the impact of entrepreneurship training programs on the employment rates of Nigerian youths.
- ii. To evaluate the effectiveness of different types of entrepreneurship training in fostering entrepreneurial success among participants in Nigeria.
- iii. To examine the influence of government policies and support systems on the success of entrepreneurship training programs in reducing unemployment in Nigeria.

## **1.4 Research Hypotheses**

However, this study is further hypothesized as follows;

- i. **H<sub>0</sub>** (Null Hypothesis): Entrepreneurship training programs do not significantly impact employment rates and entrepreneurial success among Nigerian youths.  
**H<sub>1</sub>**(Alternative Hypothesis): Entrepreneurship training programs significantly impact employment rates and entrepreneurial success among Nigerian youths.
- ii. **H<sub>0</sub>** (Null Hypothesis): Different types of entrepreneurship training do not significantly foster entrepreneurial success among participants in Nigeria.  
**H<sub>1</sub>** (Alternative Hypothesis): Different types of entrepreneurship training significantly foster entrepreneurial success among participants in Nigeria.
- iii. **H<sub>0</sub>** (Null Hypothesis): Government policies and support systems do not significantly enhance the effectiveness of entrepreneurship training programs in reducing unemployment in Nigeria.  
**H<sub>1</sub>**(Alternative Hypothesis): Government policies and support systems significantly enhance the effectiveness of entrepreneurship training programs in reducing unemployment in Nigeria.

### **Justification of the Study**

Nigeria faces a severe unemployment crisis, especially among its youth, threatening social stability and economic progress. Entrepreneurship training has been promoted as a solution, yet its effectiveness remains underexplored. Despite numerous programmes, empirical evidence on their impact in creating jobs and fostering entrepreneurship is limited. Key aspects such as skills acquisition, financial literacy, business management, and the role of government support have not been rigorously assessed. This study addresses these gaps by examining how entrepreneurship training influences employment, entrepreneurial success, and broader socio-economic development. The findings aim to guide policymakers, educators, and programme managers in designing more effective interventions to reduce unemployment, promote economic diversification, and advance sustainable development in Nigeria.

### **Scope of the Study**

This study evaluates the impact of entrepreneurship training on youth unemployment in Nigeria, focusing on Ado Ekiti Local Government Area of Ekiti State. It assesses the effectiveness of skills development, financial literacy, and business management in driving entrepreneurial success, while also examining how government policies and support systems influence programme outcomes. By exploring these dimensions, the research provides insights into optimising training for job creation and economic growth. It further contributes to the

literature by offering empirical evidence on the link between entrepreneurship training and employment outcomes in the Nigerian context.

### **Literature Review**

#### **Theoretical Review**

Theoretically, this study adopts Becker's (1964) Human Capital Theory, which posits that investment in education, skills, and training enhances productivity and employability. In Nigeria, where unemployment is a pressing challenge, entrepreneurship training equips youths with financial literacy, innovation, and management skills, fostering self-employment and job creation, Anosike, 2019; Owherkire & Onuoha, 2023). By bridging the gap between labour supply and market demand, it helps address structural unemployment. The theory further stresses that human capital investment yields private benefits, such as higher income, and social benefits, including poverty reduction and economic growth. Within this framework, entrepreneurship training emerges as a strategic tool for reducing youth unemployment and advancing sustainable development.

#### **Empirical Review**

Previous studies on entrepreneurial development have explored diverse themes such as education, mentorship, and institutional support, and these have produced varied conclusions largely due to differences in research methods and contexts. For instance, Dike and Amobi (2019) examined entrepreneurial training and graduate unemployment in Anambra State, and they found that curriculum development and access to funding significantly influence students' entrepreneurial engagement. Similarly, Ilori and Ayedun (2022) reported a strong positive relationship between entrepreneurship education, skill acquisition, and self-employment among Nigerian graduates, while Oboreh and Nnebe (2019) equally confirmed that entrepreneurship education enhances skill acquisition in public universities.

Moreover, beyond the Nigerian context, Mazanai *et al.* (2020) highlighted that strengthening entrepreneurial skills can reduce unemployment, poverty, and inequality in South Africa. Within Nigeria, Aluko *et al.* (2019) likewise affirmed entrepreneurship education as a tool for reducing unemployment, whereas Aleru and Okere (2024) demonstrated that managerial, accounting, and technical skills significantly lower unemployment among graduates in Imo State. In the same vein, Sanusi and Abdullahi (2020) emphasised the broader objectives of entrepreneurship education, including poverty reduction, employment creation, and the curbing of migration; however, they also noted that challenges such as underfunding and weak curricula continue to hinder effective implementation.

In addition, other scholars have reinforced these findings. For example, Muogbo and John-Akemelu (2018) demonstrated that entrepreneurial skills promote youth employment, while Okafor (2019) stressed the critical role of government support and institutional reform in enabling entrepreneurship. Furthermore, Akinyemi and Afolabi (2023) revealed that programmes such as NDE and N-Power in Osun State significantly contribute to job creation and poverty alleviation, just as Umogbai *et al.* (2018) confirmed that entrepreneurship education fosters employment, wealth creation, and skills acquisition in Benue State. Likewise, Reuben *et al.* (2022) recommended the use of business plans, exchange programmes, and case studies as effective pedagogical approaches, whereas Abiodun (2019) traced Nigeria's unemployment challenges to colonial legacies and therefore stressed the inclusion of vocational and entrepreneurial skills in higher education curricula.

Taken together, these studies underscore the critical role of entrepreneurship education and training in reducing unemployment; nevertheless, the majority of these works were conducted outside Ekiti State, particularly in regions such as Anambra, Imo, Osun, Benue, and even in South Africa. Although their findings are valuable, they cannot be directly generalised to Ekiti State due to differences in socio-economic conditions, institutional structures, and local government initiatives. Moreover, the literature reveals mixed and sometimes contradictory outcomes, which often arise from variations in research designs, sample populations, and analytical methods. A further limitation is that many of these studies are dated, and even the more recent contributions fail to situate their analyses within contemporary policy directions under President Bola Ahmed Tinubu's administration or within global development frameworks such as the United Nations Sustainable Development Goal (SDG) 8, which advocates for decent work and sustained economic growth. Consequently, these gaps highlight the need for a focused empirical investigation in Ekiti State, one that contextualises entrepreneurship training within the state's unique realities while simultaneously connecting its role to current government policies and broader international development agendas.

### **Sample Size**

This study examines the impact of entrepreneurship training on unemployment reduction in Ado Ekiti Local Government Area of Ekiti State, which had a population of 606,779 in 2023, reflecting a 29.2% growth from 2022. The target population comprises unemployed individuals aged 18 years and above. To determine the sample size, the Taro Yamane (1967) formula, as applied in Aladejana *et al.* (2024), was used, yielding approximately 400 respondents—considered sufficient for statistical validity and reliability. A multi-stage sampling approach was employed. First, Ado was stratified into its constituent wards based on demographic and

geographical features. Wards with the highest unemployment levels, identified through local government records, were purposively selected. Within these wards, systematic random sampling was used to select individual respondents, ensuring each eligible person had an equal chance of inclusion. This combination of stratification, purposive selection, and randomisation enhances representativeness and minimises bias, providing a robust dataset to assess the role of entrepreneurship training in reducing unemployment in the area.

$$n = N / (1 + N(e)^2)$$

Where:

n = signifies the sample size

N = the population under study

e = signifies the margin error (0.05)

$$n = 399.9 / (1 + 399.9 (0.05)^2)$$

$$n = 399.9 / (1 + 399.9 (0.0025))$$

$$n = 399.9 / (1 + 115)$$

$$n = 399.9 / 116$$

$$n = 396.55$$

$$n = 400$$

Thus, the sample size of the study is 400 and it was selected among the resident of Ado Local Government who are 18 years and above.

### **Sampling Technique and Method of Data analysis**

This study adopted a systematic random sampling method to select unemployed individuals aged 18 years and above in Ado Ekiti Local Government Area, and the sample size was determined using the Taro Yamane (1967) formula, which yielded approximately 400 respondents and was deemed sufficient for statistical validity. Moreover, a multi-stage approach was employed, as the area was first stratified into wards based on demographic and geographical characteristics, after which wards with the highest unemployment levels were purposively chosen. Within these wards, systematic random sampling was then applied to ensure equal representation of eligible respondents, thereby enhancing the reliability and robustness of the findings. Furthermore, to present and analyse the data effectively, appropriate statistical tools such as frequency tables, charts, and percentages were utilised, while descriptive and inferential techniques were employed through the Statistical Package for Social Sciences (SPSS).

### **Data Presentation, Analysis and Results**

#### **Demographic Data**

##### **Section 1: Demographic Information**

###### **Table 4.1: Gender Distribution of Respondents**

<b>Sex</b>	<b>Frequencies</b>	<b>Percentages</b>
Male	109	27%
Female	291	73%
<b>Total</b>	<b>400</b>	<b>100%</b>

*Field Survey, 2025*

The table 4.1, shows that the sample consists of 109 males (27%) and 291 females (73%). This indicates a significantly higher proportion of female respondents compared to males, with females constituting nearly three-quarters of the total sample. While females form the majority, both sexes are adequately represented in the study.

**Table 4. 2: Age Distribution of Respondents**

<b>Age Brackets</b>	<b>Frequency</b>	<b>Percentage</b>
Under 20	16	4%
21-25	212	53%
26-30	88	22%
31-35	60	15%
Over 35	24	6%
<b>Total</b>	<b>400</b>	<b>100%</b>

*Field Survey, 2025*

The table 4. 2 and fig. 4.2, shows that the majority of respondents are aged 21-25, making up 53% of the sample. The 26-30 age group follows with 22%, while 15% of respondents are between 31-35 years. The smallest age groups are those under 20 and over 35, comprising 4% and 6%, respectively.

**Table 4. 3 Educational Qualification of Respondents**

<b>Education</b>	<b>Frequencies</b>	<b>Percentages</b>
Secondary School	148	37%
National Diploma	48	12%
Bachelor's Degree	128	32%
Master's Degree	68	17%
Other(please specify)	8	2%
<b>Total</b>	<b>400</b>	<b>100%</b>

*Field Survey, 2025*

The table 4.3 shows that 37% of respondents have a Secondary School qualification, while 32% hold a Bachelor’s Degree. Master’s Degree holders make up 17% of the sample, and 12% have a National Diploma. Only 2% reported other qualifications. This distribution suggests that most respondents have at least a Secondary School education, with a substantial number having higher qualifications.

**Table 4.4: Current Employment Status**

<b>Status</b>	<b>Frequency</b>	<b>Percentages</b>
Employed	60	15%
Self-Employed	152	38%
Unemployed	64	16%
Pursuiing Further Education	124	31%
Others	0	0%
<b>Total</b>	<b>400</b>	<b>100%</b>

*Field Survey, 2024*

The table 4.4 reveals that 38% of respondents are self-employed, 31% are pursuing further education, and 16% are unemployed. 15% are employed. This shows a significant portion of the sample is involved in self-employment or education.

**Table 4. 5: Have you participated in any entrepreneurship training programs?**

<b>Training programs</b>	<b>Frequencies</b>	<b>Percentages</b>
Yes	364	91%
No	36	9%
<b>Total</b>	<b>400</b>	<b>100%</b>

*Field Survey, 2024*

The table 4.5 shows that a significant majority of 91% of respondents have participated in entrepreneurship training programs, whereas 9% have not. This indicates that most of the respondents have had exposure to entrepreneurship training, suggesting a high level of engagement with such programs within the sample.

**Table 4. 6: If yes, please specify the type of training**

<b>Type of Training</b>	<b>Frequencies</b>	<b>Percentages</b>
Government Program	52	13%
Private sector Program	76	19%

Non-Government Organization(NGO) Program	72	18%
Informal Training	176	44%
Other	24	6%
<b>Total</b>	<b>400</b>	<b>100%</b>

*Field Survey, 2025*

The table 4. 6 reveals that 44% of respondents have undergone informal training, making it the most common type of training. 19% participated in private sector programs, and 18% were involved in NGO programs. 13% engaged in government programs, while 6% reported other types of training. This distribution highlights that informal training is the most prevalent, with significant engagement in various structured programs.

**Table 4. 7: Duration of Entrepreneurship Training Attended**

Duration of Training Attended	Frequencies	Percentages
Less than 3 months	172	43%
3-6 months	208	52%
6-12 months	12	3%
Over 12 months	8	2%
<b>Total</b>	<b>400</b>	<b>100%</b>

*Field Survey, 2025*

The table 4.7 shows that 52% of respondents attended entrepreneurship training for 3-6 months, while 43% participated in training lasting less than 3 months. 3% of respondents had training durations of 6-12 months, and only 2% were engaged in training for over 12 months. This indicates that most respondents experienced shorter-duration training, with the majority focused on programs lasting between 3 to 6 months.

**Table 4. 8: Location of Training Program**

Location	Frequencies	Percentages
Akure South Local Government Area	220	55%
Other's	180	45%
<b>Total</b>	<b>400</b>	<b>100%</b>

*Field Survey, 2024*

The table 4.8 indicates that 55% of respondents attended entrepreneurship training programs within Ado Ekiti Local Government Area, while 45% participated in training held in other locations. This suggests that the majority of respondents received their training locally, with a significant portion attending programs outside the immediate area.

### **Analysis of Data through Research Questions**

#### **Research Question One**

what is the effect of entrepreneurship training programs on the employment rates among Nigerian youths?

**H<sub>0</sub>:** Entrepreneurship training programs do not significantly impact employment rates and entrepreneurial success among Nigerian youths.

**H<sub>1</sub>:** Entrepreneurship training programs significantly impact employment rates and entrepreneurial success among Nigerian youths.

#### **Section 2: Impact of Entrepreneurship Training Programs on Employment Rates.**

Table4. 9: Impact of Entrepreneurship Training Programs on Employment Rates.

s/n	Impact of entrepreneurship training programs on employment rate.	SA	%	AG	%	NE	%	DA	%	SD	%	Resp	%
1	Entrepreneurship training programs have increased employment opportunities for youths in Nigeria.	116	29	248	62	4	1	16	4	16	4	400	100
2	The skills acquired from entrepreneurship training have led to job creation for participants.	132	33	228	57	16	4	8	2	16	4	400	100
3	Participants in entrepreneurship training programs are more likely to start their own businesses.	124	31	236	59	8	2	12	3	20	5	400	100
4	Entrepreneurship training has a significant impact on reducing youth unemployment in Nigeria.	108	27	232	58	48	12	4	1	8	2	400	100
5	The implementation of entrepreneurship training programs has led to a measurable reduction in local unemployment rates.	132	33	220	55	36	9	8	2	4	1	400	100

6	Entrepreneurship training programs are accessible to all youth regardless of their background.	124	31	216	54	40	10	4	1	16	4	400	100
7	The knowledge gained from entrepreneurship training programs is effectively applied in real-world scenarios.	144	36	192	48	48	12	8	2	8	2	400	100
8	Entrepreneurship training programs help bridge the gap between education and employment.	120	30	220	55	40	10	12	3	8	2	400	100
9	Participants who received entrepreneurship training have shown a higher rate of job retention.	132	33	200	50	52	13	4	1	12	3	400	100
10	The economic impact of entrepreneurship training programs is evident in increased local business activity.	152	38	192	48	48	12	8	2	0	0	400	100
11	Entrepreneurship training programs offer adequate support for business startup and growth.	132	33	196	49	52	13	12	3	8	2	400	100
12	The entrepreneurial skills acquired through training contribute to overall economic development.	132	33	204	51	48	12	8	2	8	2	400	100
13	The availability of entrepreneurship training programs affects the level of youth employment positively.	140	35	208	52	40	10	8	2	4	1	400	100
14	Local businesses started by training participants contribute to reducing unemployment in the community.	156	39	196	49	36	9	4	1	8	2	400	100
15	The success stories of past participants enhance the effectiveness of	144	36	204	51	44	11	0	0	8	2	400	100

entrepreneurship training programs.

Field Survey, 2025

Note: SA= Strongly Agree; AG= Agree; NE= Neutral; DA= Disagree and SD= Strongly disagree.

Table 9 shows that entrepreneurship training programmes are widely regarded as highly effective in promoting youth employment and economic development in Nigeria. Most respondents confirm that such programmes create job opportunities, foster self-employment, and reduce youth unemployment. The acquired skills not only enhance business start-ups but also support job retention and practical application. These programmes are considered accessible to diverse groups and crucial in bridging the gap between education and employment. Respondents further highlight broader economic benefits, including stronger start-up support, increased local business activity, and contributions to growth. Success stories from past participants reinforce this effectiveness. Overall, the results indicate a strong positive perception of entrepreneurship training as a driver of job creation and sustainable development. The null hypothesis (H<sub>0</sub>) is therefore rejected in favour of the alternative (H<sub>1</sub>), confirming that entrepreneurship training significantly improves employment outcomes and entrepreneurial success among Nigerian youths.

**Research Question Two**

how do different types of entrepreneurship training (e.g., skills development, financial literacy, business management) impact the entrepreneurial success of participants in Nigeria?

**H<sub>0</sub> (Null Hypothesis):** Different types of entrepreneurship training do not significantly foster entrepreneurial success among participants in Nigeria.

**H<sub>1</sub> (Alternative Hypothesis):** Different types of entrepreneurship training significantly foster entrepreneurial success among participants in Nigeria.

**Section 3: Effectiveness of Different Types of Entrepreneurship Training.**

Table 4.10: Effectiveness of Different Types of Entrepreneurship Training.

s/n	Effectiveness of different types of entrepreneurship training.	SA	%	AG	%	NE	%	DA	%	SD	%	Resp	%
1	Government-sponsored entrepreneurship training programs are more effective in fostering success than private sector programs.	152	38	180	45	56	14	8	2	4	1	400	100

2	Private sector entrepreneurship training programs provide better practical skills compared to government programs.	112	28	232	58	44	11	8	2	4	1	400	100
3	NGO-led entrepreneurship training programs are more comprehensive in supporting entrepreneurs compared to other types.	128	32	212	53	52	13	4	1	4	1	400	100
4	Informal training programs offer more flexibility and relevance to local needs than formal programs.	104	26	232	58	48	12	16	4	0	0	400	100
5	The effectiveness of entrepreneurship training programs is significantly influenced by the type of training received.	136	34	212	53	40	10	4	1	8	2	400	100
6	Government programs provide more resources and support compared to private sector programs.	120	30	216	54	48	12	12	3	4	1	400	100
7	The duration of the entrepreneurship training affects the success rate of participants.	112	28	224	56	48	12	12	3	4	1	400	100
8	Entrepreneurship training programs that include mentorship are more effective in achieving entrepreneurial success.	132	33	204	51	52	13	8	2	4	1	400	100
9	Participants of NGO-led programs report higher satisfaction and success rates compared to other programs.	148	37	180	45	52	13	16	4	4	1	400	100
10	Program content relevance and applicability are critical factors in the effectiveness of entrepreneurship training.	136	34	208	52	40	10	12	3	4	1	400	100
11	Government support and resources improve the	136	34	200	50	44	11	16	4	4	1	400	100

overall effectiveness of entrepreneurship training programs.

12	Private sector training programs offer better networking opportunities than government programs.	112	28	212	53	64	16	12	3	0	0	400	100
13	The inclusion of hands-on projects in training programs enhances their effectiveness.	136	34	200	50	48	12	12	3	4	1	400	100
14	Training programs with post-training support have higher success rates among entrepreneurs.	112	28	232	58	44	11	8	2	4	1	400	100
15	The success of entrepreneurship training programs is dependent on the alignment of program goals with local economic needs.	136	34	204	51	48	12	8	2	4	1	400	100

*Field Survey, 2025*

Note: SA= Strongly Agree; AG= Agree; NE= Neutral; DA= Disagree and SD= Strongly disagree.

The results in Table 10 indicate that entrepreneurship training programmes—whether government-sponsored, NGO-led, or private sector-driven—significantly enhance entrepreneurial success and job creation in Nigeria. Respondents describe government programmes as resource-rich and effective, NGO-led initiatives as comprehensive and supportive, and private sector schemes as strong in practical skill delivery and networking. Informal trainings are valued for their flexibility and local relevance. Critical success factors include training duration, mentorship, hands-on projects, and post-training support. Aligning programme objectives with local economic needs and ensuring government backing through infrastructure and incentives were also deemed vital for sustaining outcomes. Overall, the findings confirm that diverse forms of entrepreneurship training improve self-employment and stimulate economic growth. Accordingly, the null hypothesis ( $H_0$ ) is rejected in favour of the alternative ( $H_1$ ), establishing the significant role of training type in fostering entrepreneurship in Nigeria.

**Research Question Three**

what role do government policies and support systems play in enhancing the effectiveness of entrepreneurship training programs in reducing unemployment in Nigeria?

**H<sub>0</sub>:** Government policies and support systems do not significantly enhance the effectiveness of entrepreneurship training programs in reducing unemployment in Nigeria.

**H<sub>1</sub>:** Government policies and support systems significantly enhance the effectiveness of entrepreneurship training programs in reducing unemployment in Nigeria.

**Section 4: Influence of Government Policies and Support Systems**

**Table 4. 11:** Influence of Government Policies and Support Systems

s/n	Influence of Government Policies and Support Systems.	SA	%	AG	%	NE	%	DA	%	SD	%	Resp	%
1	Government policies significantly enhance the success rate of entrepreneurship training programs.	136	34	232	58	24	6	4	1	4	1	400	100
2	Government financial support is crucial for the success of entrepreneurship training programs.	144	36	212	53	28	7	16	4	0	0	400	100
3	Government regulations facilitate the ease of starting and running a business for training program graduates.	140	35	200	50	40	10	16	4	4	1	400	100
4	Support from government agencies improves the overall quality of entrepreneurship training programs.	140	35	200	50	48	12	8	2	4	1	400	100
5	Government initiatives to reduce bureaucratic hurdles positively impact the success of entrepreneurship training.	116	29	216	54	52	13	8	2	8	2	400	100
6	Government policies aimed at entrepreneurship development are well-implemented and effective.	124	31	200	50	60	15	12	3	4	1	400	100

7	Government support for entrepreneurship training programs includes providing necessary infrastructure and resources.	132	33	196	49	48	12	20	5	4	1	400	100
8	Incentives provided by the government for new businesses contribute significantly to the success of entrepreneurship training programs.	144	36	208	52	40	10	8	2	0	0	400	100
9	Government policies promoting entrepreneurship are inclusive and accessible to all participants regardless of their background.	132	33	204	51	44	11	16	4	4	1	400	100
10	Collaboration between government and private sectors enhances the effectiveness of entrepreneurship training programs.	128	32	196	49	56	14	12	3	8	2	400	100
11	Government programs that offer grants and loans improve the success rates of new businesses started by training program graduates.	132	33	208	52	48	12	8	2	4	1	400	100
12	Government policies that support small and medium enterprises (SMEs) are beneficial to entrepreneurship training outcomes.	136	34	204	51	40	10	16	4	4	1	400	100
13	Government efforts in promoting entrepreneurship through educational programs are effective in increasing the number of successful entrepreneurs.	152	38	196	49	36	9	12	3	4	1	400	100
14	Government's role in providing mentorship and	124	31	212	53	48	12	12	3	4	1	400	100

advisory services enhances the effectiveness of entrepreneurship training programs.

15	Regular evaluation and improvement of government policies related to entrepreneurship contribute to better training program outcomes.	136	34	204	51	56	14	4	1	0	0	400	100
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*Field Survey, 2025*

The findings in Table 4.11 highlight the crucial role of government policies and support systems in enhancing entrepreneurship training outcomes. Most respondents affirmed that financial support, grants, and loans significantly improve programme effectiveness. Well-designed regulations, reduced bureaucracy, and agency support were also seen as essential for enabling graduates to start and sustain businesses. Key drivers identified include infrastructure provision, inclusive policy frameworks, and government–private sector collaboration. Policies supporting SMEs and educational initiatives further strengthen entrepreneurial success and job creation. Overall, the evidence underscores that government involvement is indispensable for fostering self-employment and driving economic growth. Accordingly, the null hypothesis ( $H_0$ ) is rejected in favour of the alternative ( $H_1$ ), confirming that government policies and support systems significantly enhance the effectiveness of entrepreneurship training in reducing unemployment in Nigeria.

**Summary, Conclusion and policy Implication**

**Summary of Findings**

This study investigated the impact of entrepreneurship training on unemployment reduction in Ado Ekiti Local Government Area, Ekiti State. The population consisted of unemployed individuals aged 18 and above, with the sample size determined using Taro Yamane’s (1967) formula. Data were collected through a structured instrument, supported by a review of relevant literature. The findings of the study are summarized as follows.

- i. Findings indicate that entrepreneurship training significantly improves employment opportunities. About 91% of respondents reported increased job prospects, 90% linked training to job creation and business start-ups, and 85% agreed it reduces youth unemployment. Similarly, 88% observed a decline in local unemployment, underscoring the role of such programmes in bridging the gap between education and employment.

- ii. The study also revealed that government-sponsored programmes are considered more effective in promoting entrepreneurial success than private or NGO-led initiatives, although private sector training excels in practical skills and NGOs provide wider support. Critical factors include mentorship, hands-on projects, and programme duration, with alignment to local economic needs enhancing outcomes.
- iii. Finally, 92% of respondents emphasised the importance of government policies, 89% highlighted financial support, and 85% noted that favourable regulations facilitate business start-ups. Incentives (88%) and SME-focused policies (86%) were also deemed essential, confirming that strong government support substantially enhances the effectiveness of entrepreneurship training in reducing unemployment in Nigeria.

### **Conclusion**

This study reaffirmed that entrepreneurship training is a crucial instrument for tackling unemployment and fostering sustainable economic development in Nigeria. The findings revealed that such programmes not only expand job opportunities but also stimulate business creation and reduce youth unemployment. While government-sponsored initiatives prove particularly impactful, private sector training excels in enhancing practical skills, and NGO-led interventions provide broader support systems.

Key design features—such as mentorship, experiential projects, appropriate duration, and alignment with local realities—emerge as essential to programme effectiveness. Furthermore, sustained government support through favourable policies, financial assistance, incentives, and SME-driven frameworks greatly amplifies their impact. These outcomes resonate with the current administration's Renewed Hope Agenda, which prioritises job creation, youth empowerment, and enterprise development as drivers of inclusive growth.

Overall, the evidence supports the alternative hypothesis ( $H_1$ ), demonstrating that well-structured entrepreneurship training, reinforced by robust policy measures, can significantly reduce unemployment, narrow the education–employment gap, and contribute directly to the achievement of Sustainable Development Goal 8 (Decent Work and Economic Growth) by promoting inclusive, productive, and sustainable employment opportunities.

### **Policy Recommendations**

To address the high unemployment rate in Nigeria, this section outlines key policy recommendations derived from the study.

- i. **Institutionalize Government-Sponsored Entrepreneurship Training under the Renewed Hope Agenda:** Government-led programmes were most effective in driving entrepreneurial success. The Federal Government should institutionalise

nationwide training schemes tailored to local realities under the Renewed Hope Agenda, making entrepreneurship training a sustainable tool for reducing unemployment and promoting inclusive growth.

- ii. **Establish a Public–Private–NGO Collaborative Framework:** Complementary strengths exist across government, private sector, and NGO initiatives. A structured partnership should combine government funding and regulation, private technical expertise, and NGO community support. Such synergy will strengthen mentorship, experiential learning, and skill transfer, thereby bridging the education–employment gap and fostering youth self-reliance.
- iii. **Expand Financial Support and SME-Centred Policies:** With over 85% of respondents stressing financial and regulatory needs, policies should prioritise accessible financing, start-up grants, tax incentives, and simplified registration for entrepreneurs. Stronger SME frameworks will sustain start-ups, create jobs, and advance SDG 8 by promoting enterprise development and long-term economic sustainability.

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