

The Relationship between Entrepreneurial Skill Development and Start-Up among Undergraduates in Selected Institutions in Kwara State

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Abstract

This study investigates how entrepreneurial skill development could facilitate income generation among young people. A survey research design was adopted through the administration of 374 copies of questionnaires across two (2) selected universities in Kwara State. The data were collected and analyzed using correlation and t-test analyses. From Pearson Product Moment Correlation analyses, N=374, positive correlation of 0.628 exist between entrepreneurial skill development and venture startup for financial autonomy. On the other hand, a positive correlation of 0.571 exists between entrepreneurial skill development and reliable source of income. The study concludes that there is a need for entrepreneurial skill development to enhance opportunities for income generation among young people. The study recommends among others that educational policy makers such as Federal/State Ministries of Education, Nigeria University Commission, National Board for Technical Education, and National Commission for Colleges of Education among others should design a well-structured and international standard entrepreneurial skill development programmes and curriculum that enhances opportunities for venture startup among young people.

Keywords: Practical Entrepreneurship, Ventures Start-ups, Financial Autonomy, Income Generation, Enterprises, Entrepreneurial Career and Opportunity Recognition.

Introduction

Entrepreneurship is widely regarded as a crucial component of contemporary economic development and is increasingly acknowledged as a significant driver of economic value, productivity, innovation, and employment (Adebayo 2022). International study has demonstrated that only pragmatists who are entrepreneurial and innovative, able to take advantage of possibilities, and willing to take risks can significantly promote economic advancement. Therefore, a significant problem in young people's entrepreneurship, especially in underdeveloped countries, is turning ideas into business prospects. Like many developing countries, Nigeria is endowed with abundant natural, human, and material resources. However, the country has seen an increase in graduate unemployment, which has led to an increase in low income and poverty among its enormous population. Insufficient skill development and educational output have been connected to rising youth unemployment in previous studies by (Ayodele, 2015), which improves graduates' tendency to see opportunities and start new businesses. In light of the above, it has been established

that graduates have immense potential for creativity and economic growth. However, it is crucial to encourage students to pursue entrepreneurial jobs, to develop their entrepreneurial abilities, and to offer assistance with business startup. Higher education institutions are frequently tasked with these activities. In addition, it has also been stated that the organization of the productive forces within and around the economy has a substantial impact on how a nation develops (f, 2014). Therefore, for any developing nation to experience a faster pace of economic growth and to be globally relevant and competitive there is a need for proper entrepreneurial training and development programmes for the youth.

Numerous academics have written extensively about entrepreneurship development programs and their effectiveness in generating revenue and reducing poverty, highlighting the centrality, importance, and applicability of these initiatives to the growth of any given economy. It can't be overstated how important youth entrepreneurship is, especially among emerging countries, as evidenced by industrialized economies' experiences with the roles played by entrepreneurship development programs. Although the majority of Nigeria's higher education institutions have responded to demand by offering students entrepreneurial courses in an effort to foster both professional entrepreneurship careers and entrepreneurial abilities. In this context, it is crucial to comprehend whether the existing entrepreneurship training offered by different higher education institutions in Nigeria has had a major impact on students' development of entrepreneurial skills.

Promoting entrepreneurial talents has become more and more well-liked over time as a field of study and research. Due to its economic and social functions in boosting economic efficiency, bringing innovation to market, creating new jobs to lower unemployment rates, and eventually improving household income generation, the development of entrepreneurial skills is crucial (Bandura, 2001). As a result, fostering entrepreneurial skill development is now thought to be one of the strongest economic development methods for boosting national economic growth and maintaining the economy's competitiveness in the face of rising globalization trends. As a result, entrepreneurship has grown to be one of the most popular research areas in the academic and scientific community (Bruyat & Julien, 2019).

Nigeria has experienced and demonstrated a strong interest in various entrepreneurship disciplines, both in educational settings, policy making, and technical supports, as similar to other developing nations addressing greater support toward entrepreneurship (Akanbi, 2013). As a result, the federal government has suggested policies and procedures to promote entrepreneurship in the public and commercial sectors as well as in educational institutions. Many private and public higher education institutions are considering providing entrepreneurial instruction to their students in light of these new directions and the high graduate jobless rate.

Due to the fact that millions of graduates are unable to find employment, it appears that students are now looking for business and entrepreneurial education programs that will give them the knowledge and skills they need to run successful businesses or to create jobs

by taking advantage of available entrepreneurial opportunities (Eme, 2014). As a result, the Federal Government of Nigeria, through the Ministry of Education, established Entrepreneurship Education Programmes (EEPs) in a number of higher educational institutions, with the goal of providing students with the skills and knowledge required to generate economic value and jobs.

Additionally, it has been recognised by the International Telecommunication Union (ITU, 2014) that young job quality and potential for income production have dropped globally in recent years. International Labour Organization (ILO, 2012) estimates that over 75 million young people are unemployed worldwide, which is a doubling of the global youth unemployment rate. Additionally, according to ILO (2013), the global ratio of young unemployment to adult unemployment was 2.8 in 2011 and 2.7 in 2012. This implies that youth continue to have a nearly three-fold higher likelihood of being unemployed than adults. In 2013 there was a high rate of youth unemployment in Sub-Saharan Africa and many other developing countries. With significant regional variations, this was 11.8%. According to ILO (2014), the nations with the greatest rates of youth unemployment are South Africa, where more than half the population of young people is unemployed, Namibia (58.9% in 2008), Reunion (58.6% in 2011), Nigeria (45.9% in 2010), and Lesotho (34.4%). With an estimated 40.1% working poor population in 2012, Africa had the highest rate. African youngsters are therefore frequently seen in precarious employment situations.

From the aforementioned, it can be concluded that it is difficult to create jobs for the growing youth population in many developing economies, including Nigeria. Despite the growing popularity and acceptance of entrepreneurship in Nigeria's tertiary education, young people have not yet seen a significant improvement in the generation of ideas, networking for pertinent information, or gathering resources for starting businesses. Consequently, this led to a low rate of business idea development, a poor rate of identifying entrepreneurial opportunities, a low rate of firm formation, a reliance on white collar occupations that was too great, and finally an elevated rate of graduate unemployment.

This leads to several queries, including how adept Nigerian youth are at identifying opportunities across regions, the technical impact of opportunity identification on exploitation, the extent to which cultural beliefs influence opportunity identification, the influence of personal identity on opportunity identification, and whether opportunity identification and exploitation could lower the alarmingly high rate of youth unemployment. Therefore, the purpose of this study is to evaluate how developing entrepreneurial skills affects young people's ability to generate revenue in Kwara State, Nigeria.

Research Questions

The questions emanating from the above are as stated below:

- i. Is there any significant relationship between entrepreneurial skill development and venture startup for financial autonomy?

- ii. To what extent does entrepreneurial skill development facilitate reliable sources of income to young people?

Research Objectives

The specific objectives of this study are as stated below to:

- i. examine the relationship between entrepreneurial skill development on venture startup for financial autonomy,
- ii. measure the extent to which entrepreneurial skill development facilitates reliable sources of income to young people.

Research Hypotheses

The hypotheses of the study are as stated below:

- i. there is no significant relationship between entrepreneurial skill development and venture startup for financial autonomy,
- ii. entrepreneurial skill development does not in any way facilitate reliable sources of income to young people.

Statement of the Problem

The Nigerian economy has faced significant challenges since 2009, marked by economic downturns and further exacerbated by the unforeseen entry of the COVID-19 pandemic. This dual threat has not only posed a strain on the nation's resources but has also disrupted the aspirations of its youth, particularly undergraduate students. These students traditionally aim for coveted positions in oil companies and white-collar jobs, which are often elusive and highly competitive. Graduates often find themselves in a holding pattern with the recurring promise of "VERY SOON" from prospective employers, a statement that remains unchanged even after a decade of waiting.

Given the uncertainty in the job market and the mounting federal government debt, which stood at a staggering 21.7 trillion in 2019, as reported by the Debt Management Office (DMO), it is imperative to explore alternative avenues for wealth creation and national prosperity. Practical entrepreneurship presents itself as a compelling solution, as it involves skill acquisition, which can serve as a reservoir of wealth for individuals and contribute significantly to the economic viability of the nation as a whole.

The crux of this problem statement lies in the urgency to shift the focus of undergraduate students from the traditional pursuit of limited job opportunities to the cultivation of entrepreneurial skills. It underscores the need for a paradigm shift in thinking outside the box and embracing practical entrepreneurship as a means to secure individual and national economic sustainability.

Literature Review

It is well known that a variety of elements have a role in an entrepreneurial venture's success. Entrepreneurial abilities and talents are crucial. Adepoju (2018) contends that

energetic young people require the appropriate set of abilities to recognize business possibilities and develop their entrepreneurial endeavors into profitable enterprises. As a result, it has been accepted that the development of entrepreneurial competence is a crucial component of every entrepreneurial process (Gundal, 2014). The youth of a nation are trustees of prosperity, according to Benjamin (1995), who used a value-oriented perspective. This is largely appreciated by everyone. According to Nigeria's Vision 2010–2020, the youth make up more than 65% of the country's population today (Arogundade, 2011). These young people have enormous potential for economic independence and are brimming with ambition for success. It is therefore impossible to overstate their significance for sustainable economic development.

Teixeira and Pato (2013) noted that the goal of developing entrepreneurial capacity is to increase self-awareness and the ability of each individual to think creatively and innovatively, make decisions, and carry out their plans in order to take advantage of different business opportunities. Individual capability, including skills, knowledge, and experience, among others, is undeniably a key factor in any entrepreneurial process. Competence development, according to Aremu and Adeyemi (2011), is the capacity to help others—particularly youth—use their creative potentials, intellectual powers, and leadership skills for personal and societal development. Therefore, the person must have a certain set of abilities for efficient entrepreneurial delivery regardless of their sex, tribe, geography, or profession.

The method by which students are taught entrepreneurial skill, culture, and principles has not garnered much attention in entrepreneurship literature throughout the years. According to earlier research by Cooney and Murray (2008), Teixeira (2007), Gerry, Marques, and Noguira (2008), if students with entrepreneurial potential were identified early on and supported throughout their educational experience, the result would be more successful entrepreneurs who would benefit both the individuals involved and society. Although EEPs are becoming more and more well-liked and widely accepted among graduate and undergraduate students in Nigerian higher education institutions, and despite the well-documented benefits of such programs on the country's economy, the focus of these programs on inspiring students to pursue entrepreneurship has largely gone unexplored (Musa and Adewole, 2015). As a result, many Nigeria's higher education institutions have responded to this desire by offering students entrepreneurial courses in an effort to encourage both personal and professional entrepreneurship. In this context, it is crucial to comprehend whether the current entrepreneurship education offered by different higher education institutions in Nigeria has had a substantial impact on students' inclinations to pursue entrepreneurial careers. In order to help close this gap, this study's goal is to do so. Its objective is to evaluate how entrepreneurship education has affected students' career plans in higher education, with a focus on Kwara state in Nigeria.

A crucial step in any entrepreneurial process, the identification of entrepreneurial opportunities is often seen as the one from which everything else flows (Venkatraman, 1997). As a result, the topic of entrepreneurial opportunity and how to recognize it has

become popular in entrepreneurship and business studies. Opportunity recognition was defined by Bygrave and Hofer (1991) as identifying an opportunity and forming an organization to take advantage of it. However, Timmons (1994) created a model for the entrepreneurial process and made the case that the first step in any entrepreneurial endeavor is the identification of opportunities. He therefore characterized opportunity recognition as a business concept that is based in a good or service that offers value for the consumer or end user and possesses the traits of being appealing, lasting, and timely.

Entrepreneurship has long been intrigued by the intriguing subject of why some people see possibilities while others do not. In response to this query, Baron (2004) stated that an individual's ability to see opportunities rests, in part, on their cognitive structures, which are products of their prior life experiences. According to Baron, these structures refer to ideas, models, or examples that assist particular people in seeing connections between seemingly unrelated changes or events; it is the perception of these connections that forms the basis for opportunity detection. According to the definitions that are commonly used, the ability of an individual to come up with fresh business ideas and to research market and technical possibilities is what most people mean when they talk about opportunity recognition.

This is why, according to Christensen et al. (1999), opportunity recognition is the perception of the possibility for the growth of new enterprises or the substantial improvement of the position of existing firms with a profit potential. According to the Organization for Economic Community and Development (OECD, 2010), entrepreneurship generally entails finding opportunities, gathering resources, and producing value for the benefit of society. On the basis of this concept, entrepreneurship focuses on finding a completely new or modified version of a current method of producing value. However, some characteristics are connected to an individual in the process before values are formed.

The process of being an entrepreneur was thought to start with the identification of opportunities. a result, one of the most crucial skills of a successful entrepreneur is the ability to recognize and choose the best possibilities for new firms (Stevenson, Roberts & Grousbeck 1985). Keeping this in mind, it has been accepted that developing young people's entrepreneurial capacity is crucial to any entrepreneurial process (Gundal, 2014). The youth of a nation are trustees of prosperity, according to Benjamin (1995), who used a value-oriented perspective. This is largely appreciated by everyone. Youths in Nigeria presently make up more than 65% of the country's population, according to the Vision 2010-2020 aim (Otokiti, 2012). These young people have enormous potential for economic autonomy, blazing ambition for personal development, and a will to succeed; their significance for sustainable economic development cannot be overstated.

In support of the aforementioned, Davidsson (1991) stressed that there are certain correlations between the need for achievement and personal entrepreneurial behavior. High levels of self-assurance have been noted as common entrepreneurial behavior in numerous research. The focus of entrepreneurial capacity building has been noted to be a process of developing self-awareness and the individual capacity for creative and innovative thinking, decision making, and action implementation to exploit various entrepreneurial

opportunities (Teixeira and Pato, 2013). Individual capability, including skills, knowledge, and experience, among others, is undeniably a key factor in any entrepreneurial process. Eme (2014) defines an entrepreneur as "an individual who has the ability or capacity to identify opportunity where others see nothing and also being able to mobilize the necessary resources to translate such idea into viable businesses" based on this premise.

Ado (2021) asserts that starting a business is almost never a get-rich-quick scheme, much like gambling. The idea centers on using creativity, initiative, and innovation to build long-term value and reliable cash flow sources for the future. The objective of entrepreneurship is long-term value creation; hence the entrepreneur must plan for long-term growth and profit maximization (Ebiringa, 2012). Increased demand for productive resources, especially labor, and the provision of reasonable and competitive compensation to attract and keep these factor inputs to lend their services to the entrepreneur are directly related to business success. In this situation, entrepreneurship offers a dependable source of money earning to other factor inputs in addition to the entrepreneur and their labor. Given the long-term orientation and expansion potential of entrepreneurial operations, the entrepreneur and labor, as well as other individuals who derive income from such activities, become more economically independent and self-assured to face life's problems. Therefore, it may be said that entrepreneurship fosters economic empowerment through increased income (Casson, 2003).

In the contemporary world, entrepreneurship offers a fresh strategy for combating poverty and promoting economic progress in underdeveloped nations. In a significant way, entrepreneurship helps to close the income gap and provides a reliable source of income, significantly reducing both income disparity and poverty. In real life, entrepreneurship and increased productivity go hand in hand. Increased money serves as a motivator for greater factor production. The entrepreneur must be dedicated to paying greater earnings in real terms in order to sustain higher factor productivity and accomplish the long-term growth objective of an organization. As the entrepreneur and labor continue to experience increased real wages, they are inherently given economic power through incomes that lift them more consistently over the poverty line (Moss, 2002).

For entrepreneurs, a focus on income generation or financial independence is crucial. The relationships between acquiring entrepreneurial skills and generating revenue are extremely clear-cut and easy to understand. Economic growth, according to development economists, is likely the single most significant factor influencing poverty and an essential precondition for reducing unemployment. Given that there has traditionally been a substantial negative association between unemployment, income, and poverty measures, this viewpoint appears to have gained tremendous universal empirical backing. In the meantime, models of economic growth and development have been exceptionally consistent in claiming that economic growth is primarily driven by private sector (entrepreneurs) capital accumulation, so the economic goal of any modern economy is to foster conditions that facilitate investment from the private sector by way of empowering and inspiring the public to realize their full entrepreneurial potential.

Empirical Review

Gerry, Marques and Nogueira (2019) examined how a student's personality effects their ability to launch a business after graduation in Portuguese institutions. A survey of 640 undergraduates was conducted, and multivariate statistical methods were used to examine the results. The study discovered that students' motivation and interest in starting their own business were strongly influenced by gender, risk, characteristics connected to career/employment choice, and academic training. Furthermore, the study discovered a positive correlation between the study population's potential for income generating and skill improvement.

Venesaar (2018) studied university students' goals and attitudes about entrepreneurship. Engineering, logistics, and economics were the three specializations covered in a poll of 443 students. According to the report, 67% of the respondents want to postpone starting a business until after graduation. The study also revealed that the students' motivations for starting a business varied significantly in terms of ambition for freedom, self-realization, and pushing factors, as well as in terms of their personal traits, ability to engage in business relationships, and organizational behavior.

Luthje and Franke (2020) concentrated on the entrepreneurial intention for financial autonomy among engineering students at MIT. The study looked at how 340 engineering students would fare in an entrepreneurial career based on skill acquisition, desire for financial independence, and personality factors. The results show that among the research population, personality traits, an entrepreneurial mindset, perceived hurdles, and support factors were the key drivers of entrepreneurial inclinations. The results also indicate that personality trait, which accounted for 79% of the variance, was followed by entrepreneurial mindset, which accounted for 64%.

Gurol and Atsan (2019) examined the relationship between entrepreneurial skills and character and potential for revenue generating among 498 fourth-year students from two Turkish universities. Their analysis showed that more entrepreneurially minded students were those with higher propensities for taking risks, internal locus of control, need for achievement, and innovativeness. Additionally, the study found that among the sample population, entrepreneurial abilities had an impact on revenue production and startup potential.

Heiko and Arndt (2018) studied university students' reasons for choosing their careers. The underlying motivations for 645 students' career intentions were examined in a cross-functional study. The conclusion shows that the motives may be broken down into three main categories. These three traits—self-realization, status orientation, and self-orientation—made people more inclined to envision themselves as entrepreneurs in the future and more supportive of the idea than their counterparts from industrialized Europe. Shook and Bratianu (2019) employed information gathered from a poll of 450 students at several Romanian colleges to examine startup ambitions. It was discovered that among Romanian students, entrepreneurial ambition was positively correlated with abilities including self-efficacy and the desirability of starting a business. More specifically, the

research population's motivation to increase their entrepreneurial skills is positively correlated with their desire to generate income.

Idogho and Ainaborh (2011) examined the extent to which students' entrepreneurial training has given them the management skill necessary to start small firms. The test was conducted using a survey of 300 final-year students and Pearson correlation analyses. It was discovered that students who took part in entrepreneurship education expressed a stronger willingness to launch small firms after graduation than those who did not. The study comes to the conclusion that the students in the study area have benefited significantly from the addition of entrepreneurship training for skill development to tertiary institutions.

Akanbi (2013) explored how familial circumstances, personality qualities, and self-efficacy affect students at a vocational college of education in Oyo state's entrepreneurial aim for financial independence. The data for the study was collected from a survey of 470 vocational-based students in the two public colleges of education in Oyo State, and Pearson Product Correlation Moment and multiple regression models were employed for the analysis. The findings showed that 74% of the variance in entrepreneurial intention for financial independence was jointly explained by familial factors, personality traits, and self-efficacy.

Amri, Ikram and Sami (2021) examined university students' entrepreneurial in relation to the influence of personal skill variables (motivations, need for success, need for autonomy, enthusiasm to build one's own idea, individual features, job experience, teaching). Multiple regression analysis was used to analyze data from a survey of 250 students at Sfax University in Tunisia's higher Institute of Business Administration. According to the study, student entrepreneurial intents are highly influenced by motivating factors, professional experience, supportive teachers, and individual variables.

Theoretical Review

Literatures in strategic management have shown that strategy compatibility with the resources owned is an important beginning for business performance improvement. Many theories have been used in previous studies to show the relationship between training/development and business performance, for instance the Resource Base Theory (RBT) propounded by Barney in 1991.

Resource Base Theory

The Resource Base Theory (RBT), put forth by Barney in 1991, serves as the foundation for this investigation. This theory's primary premise is that businesses can succeed if they develop and preserve a competitive advantage using their resources (Porter, 2005). The HR system of a company can be a unique source of competitive advantage, which is the foundation of the resource-based theory of the firm (Werner et al. 2012). According to Foss (1997), resource-based theory separates out specific organizational resources that can be managed or controlled in order to carry out the optimum plan. According to the RBV theory, an organization's main priorities are its resources and capabilities.

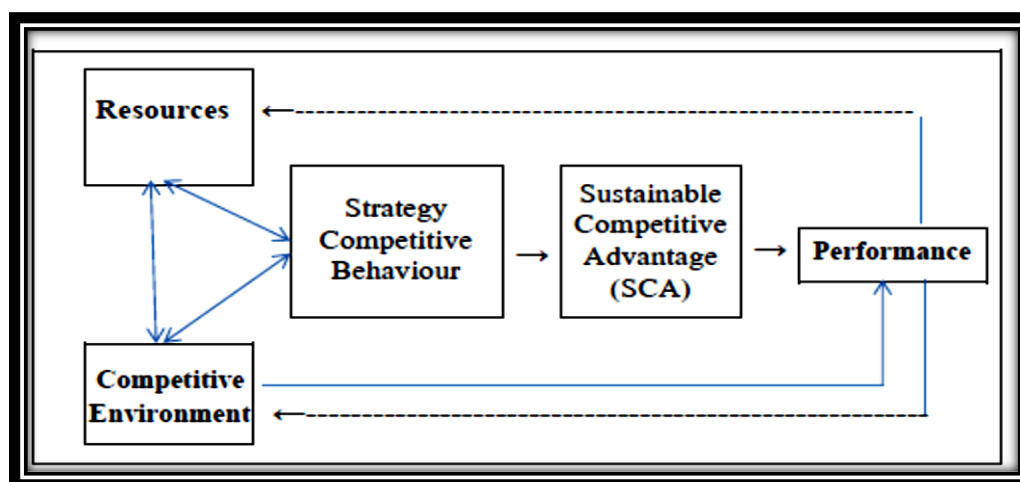


Figure 1. RBV Approach to Performance and Competition

Sources: Bridoux (2004)

The relationship between strategy and relationship can be seen as an ongoing series of actions and reactions that are influenced by the resources of the companies and the competitive environment (Bridoux, 2004), as seen in the box above. The competitive environment and resources are impacted by the strategy and performance of the company. New knowledge produced by all these adjustments will lead to new opportunities for resource development. The general RBV is referred to as one of Porter's generic strategies since it examines the relationship "business-strategy-performance" (Husnah, Siti, & Djumahir, 2013).

According to Barney (1991), a company's ability to thrive or excel depends on its resources and the tactics it employs to enable those resources to take advantage of and overcome external opportunities and difficulties. Even while the RBV approach concentrates on examining a company's internal organizational resources, it does not imply that significant external issues should be disregarded (Husnah, Aisjah & Djumahir, 2013). This strategy connects a company's internal strengths to its external environment (what customers want and what rivals are offering).

Methodology

Research Design

A survey research design is used in this study. A survey design is a research method that involves employing a questionnaire to collect data from a sample of participants (Tariq, 2009). This approach was chosen on the grounds that the researcher had no intention of controlling any of the study's sample populations. Because primary data was obtained by administering a questionnaire, this research is quantitative in nature.

Population of the Study

A total of 375 students in Levels 300 and 400 who were drawn from various school bulletin issues in the two chosen institutions in Kwara state make up the study's population. These universities are University of Ilorin, Malete, and Kwara State University. Samples were taken from the business administration and entrepreneurship fields.

Sampling Technique

A handy sampling method was applied in this investigation, which adopted a non-probability sampling process. The relatively similar characteristics of business and management students in tertiary institutions guided the selection of this sampling design. Convenience sampling was used to select the sample size of respondents in the research areas in accordance with Krejcie and Morgan's (1970) advice. 237 students who were chosen for the sample size through a stratified and purposive sampling process.

Sources of Data

Specifically for this project, primary data were collected via an online survey created by survey monkey to solicit feedback from a chosen sample of respondents. A thorough questionnaire was created in order to gather the necessary data/information, and it was given to the chosen students who make up the study respondents.

Data Collection Instruments

To get replies from the selected respondents, the researcher used a survey questionnaire. The questionnaire is broken down into two sections for this study and was created using nominal, ordinal, and interval scales of measurement. The respondents' demographic information is shown in Section A. Questions ranging from gender and age to a higher area of discipline were asked under the demographic data. Because this component simply required the classification and characteristics of the respondents, both nominal and ordinal scales of measurement were employed. The researcher employed a survey questionnaire to collect responses from the chosen respondents. For this investigation, a questionnaire with two sections was developed employing nominal, ordinal, and interval scales of measurement. Section A displays the demographic data for the respondents. Under the demographic data, inquiries ranging from gender and age to a more advanced field of study were made. Both nominal and ordinal scales of measurement were used because this component only required the classification and characteristics of the respondents. The second component of the questionnaire, component "B," was created to elicit replies to questions about data on pertinent variables, such as entrepreneurship education, career ambitions, and general hurdles to entrepreneurship education in Kwara State's tertiary institutions. Hence, it was based on a 5-point Likert attitude scale. Each level of the scale is represented as 5, Strongly Agree, 4, Agree, 3, Undecided, 2, Disagree and 1, Strongly Disagree.

Analysis and Presentation of Data

Research Hypotheses

H₀₁: There is no significant relationship between entrepreneurial skill development and venture startup for financial autonomy.

Table 1a: Summary of Multiple Regression Analysis of the impact of entrepreneurial skill development on venture startup for financial autonomy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.682a	.465	.461	.39337

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

Source: SPSS output, 2023

From the regression analysis result shown in table 1, it was found that R value is (0.682), R square (0.465) adjusted R square (0.461) and the standard error of estimate is (0.393). The large value of R indicates a stronger relationship between the observed and predicted values of the variables. The R value depicts that entrepreneurship skill positively impact the venture startup by (68.2%). This implies that the proportion of variation in the dependent variable is explained by the regression model. The value of R-square (46.5%) indicated that the model properly fits the data. More so, the value of adjusted R (46.1%) showed that the value of R square closely reflected the goodness of fit of the model in the population. Thus, this is an accurate reflection that, entrepreneurship skill statistically significantly impacts venture startup towards financial autonomy.

Table 1b: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	49.924	3	16.641	107.543	.000a
	Residual	57.409	371	.155		
	Total	107.333	374			

a. Dependent Variable: Attitude Towards Income Generation

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

Source: SPSS output, 2023

Table 2 presents the analysis of variance (ANOVA) Table which tests the significance or otherwise the fit of the model. The table 2 (ANOVA) showed regression sum of square value of (16.641) and the residual sum of square value of (57.409). This implies that the model accounted for most of the variations in the dependent variable. More so, the significant value of P (0.000) is smaller than (0.05) which means that the independent variable

(entrepreneurship skills) accounted for the variations in the dependent variable (venture startup). Hence, entrepreneurship skills have significant impact on venture startup.

Table 4.1c: Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.677	0.274		17.074	0.000
	Technical skill	0.168	0.075	0.108	2.252	0.025
	Management skill	0.631	0.043	0.647	14.678	0.000
	Personal skill	0.307	0.051	0.259	6.068	0.000

a. Dependent Variable: Skill Development toward Venture Startup

Source: SPSS output, 2023

Research Hypotheses II

H_{oiii}: entrepreneurial skill development does not in any way facilitate reliable sources of income to young people.

Table 4.2a: Summary of Multiple Regression Analysis of the impact of entrepreneurial skills on reliable sources of income

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.571a	.473	.469	.36228

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

Source: SPSS output, 2023

From the regression analysis result shown in table 1, it was found that R value is (0.571), R square (0.473) adjusted R square (0.469) and the standard error of estimate is (0.362). The large value of R indicates a stronger relationship between the observed and predicted values of the variables. The R value depicts that entrepreneurship skill positively impact the reliable sources of income by (57.1%). This implies that the proportion of variation in the dependent variable is explained by the regression model. The value of R-square (47.3%) indicated that the model properly fits the data. More so, the value of adjusted R (46.9%) showed that the value of R square closely reflected the goodness of fit of the model in the population. Thus, this is an accurate reflection that, entrepreneurship skill statistically significantly facilitates reliable sources of income to young people.

Table 4.2b: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	50.236	3	15.041	107.543	.000a
Residual	58.107	371	.155		
Total	107.333	374			

a. Dependent Variable: Attitude Towards Income Generation

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

Source: SPSS output, 2023

Table 2 presents the analysis of variance (ANOVA) Table which tests the significance or otherwise the fit of the model. The table 2 (ANOVA) showed regression sum of square value of (15.041) and the residual sum of square value of (58.107). This implies that the model accounted for most of the variations in the dependent variable. More so, the significant value of P (0.000) is smaller than (0.05) which means that the independent variable (entrepreneurship skills) accounted for the variations in the dependent variable (reliable source of income). Hence, entrepreneurship skills have significant impact on facilitation of reliable source of income.

Table 4.2c: Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.677	0.274		17.074	0.000
	Technical skill	0.168	0.075	0.108	2.252	0.025
	Management skill	0.631	0.043	0.647	14.678	0.000
	Personal skill	0.307	0.051	0.259	6.068	0.000

a. Dependent Variable: Attitude Towards Income Generation

Source: SPSS output, 2023

Discussion of Findings

The test of significance results as presented in Table 4.1c & 4.2c reveals that the magnitude of the beta coefficient for functional clue is statistically significant at 5% for the total sample. The result implies that for one additional usage of skill development, it increases the venture startup and facilitate reliable sources of income by 68.2% and 57.1% respectively. It is also found that the result on exploiting new process is statistically significant at 5% on the re-orientation of students' attitude towards employment generation. The result reveals that an increase in new process will bring about 47.5% increase to re-orientation of students' attitude towards employment generation. The result on exploiting new market shows a positive correlation between new market and re-

orientation of students' attitude towards employment generation. The magnitude of beta coefficient for new market statistically is significant at 5% for the total sample. The result shows that new market increases the re-orientation of students' attitude towards employment generation by 38.6%. This result implies that these three sets of entrepreneurship activities are critical components in the re-orientation of students' attitude towards employment generation.

Summary, Conclusions and Recommendations

Summary of Findings

This research investigates entrepreneurial skill development and income generation among selected universities in Kwara State. The study was triggered by poor students' attitude towards entrepreneurial startup for income generation upon graduation. This has over time resulted to low employment generation and ultimately increased graduate unemployment and poverty level in the State. Over the years, the state government has developed policies aimed at encouraging entrepreneurship and SMEs in the state, as the industry has been acknowledged as the means of achieving self-independence, employment generation, wealth creation, import substitution, efficient utilization of local raw materials, poverty reduction, among other things, and generally contributing to the state's economic development (Oni and Daniya, 2012). The summary of the findings of this study are summarized as follows:

- i. There is a strong relationship between the proxies of entrepreneurial skill development (technical, management and personal skills) and venture startup for financial autonomy. This suggests that the more entrepreneurial skills are taught at higher institutions, the more likely it is that students will adopt an entrepreneurial mindset toward business development and financial independence. This accomplishes goal one and responds to research question one, as was previously mentioned.
- ii. Entrepreneurial training with focus on skill and competence development has a moderate influence to facilitate reliable income generation. This suggests that the development of entrepreneurial skills encourages entrepreneurial awareness and motivation to pursue an entrepreneurial career, which results in reliable income production among young people. This meets the second research aim and, in a similar vein, responds to research question two.

Conclusion

The study focused on entrepreneurial skill development and income generation among selected universities in Kwara State. Based on the findings of the study, the following are the major conclusions drawn:

- i. That entrepreneurial skill development with strong bias on technical, management and personal skills, and innovation has a significant effect on entrepreneurial

- behaviour towards venture startup for financial autonomy among young people in selected schools in Kwara state.
- ii. That fostering the development of entrepreneurial skills facilitates reliable income production in a moderately good way. This kind of skill development has a propensity to increase students' self-efficacy, viability, and entrepreneurial desirability, which may eventually result in young people looking for a stable source of income.

Recommendations

The significance of developing entrepreneurial skills and generating income in selected Kwara state universities has been highlighted by this study. Based on the research's findings, the following suggestions were put forth:

- i. Policymakers in tertiary education, including those at the Federal and State Ministries of Education, the Nigeria University Commission, the National Board for Technical Education, and the National Commission for Colleges of Education, among others, should create curricula and programs for developing entrepreneurial skills that are well-structured and of an international standard to increase young people's opportunities to launch businesses.
- ii. The government should rejuvenate and resuscitate skill acquisition centers to further complement students' entrepreneurial competence as the study found that skill is another major factor that drives entrepreneurial action for reliable sources of income.

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