

Logit Analysis of the Impact of Entrepreneurship Development on Youth Employment Rate in Abuja

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Abstract

This research work was carried out to statistically analyse the of entrepreneurship development factors on youth employment rate in Abuja, Nigeria using logit regression. The study employs a robust primary data collection approach by directly interacting with the youth at Computer Village in Abuja. In tandem with primary data collection, secondary data was extensively utilized to provide a historical and contextual backdrop to the study. Results from the findings shows that all the entrepreneurship development factors have a positive impact on youth employment rate in Abuja. However, only youth training ($p = 0.000$) and technical and vocational education ($p = 0.018$) exhibit significant impact on youth employment rate in Abuja. In addition, if we have no knowledge of the entrepreneurship development factors and guess that a youth would be employed, we would be 52.2% of the time correct. We can predict with 60% accuracy that with the knowledge of the entrepreneurship development factors a youth would be employed. Youths are 0.749 times as likely to be employed than being unemployed when it has to do with youth empowerment programme, 0.645 times as likely to be employed than being unemployed when it has to do with youth training, 0.832 times as likely to be employed than being unemployed when it has to do with technical and vocational education, and 0.649 times as likely to be employed than being unemployed when it has to do with innovation rate.

Keywords: Development, Entrepreneurship, Employment, Impact, Youth.

INTRODUCTION

Entrepreneurs act as managers and oversee the launch and growth of an enterprise. Entrepreneurship is the process by which either an individual or a team identifies a business opportunity and acquires and deploys the necessary resources required for its exploitation. Entrepreneurship is when an individual who has an idea act on that idea, usually to disrupt the current market with a new product or service. Entrepreneurship usually starts as a small business, but the long-term vision is much greater, to seek high profits and capture market share with an innovative new idea. Entrepreneur is an individual who owns, organizes and manages a business and in so doing, assumes the risk of either making profit or losing the investment. Entrepreneurship is often approached as the catalyst and caretaker of national and regional economies. It is seen as the privileged road to enhance the creation of new jobs and increase GDP (Parker, 2004). Bello (2022) is of the view that “as more countries move towards fostering entrepreneurship, the evidence is mounting that implemented comprehensively,

entrepreneurship policies represent an effective response for countries wanting to strengthen their economy's ability to create jobs.”

Eze (2011) and Ade (2021) have been of the view that entrepreneurship impact positively on economic development and the idea that entrepreneurship and economic growth are positively linked has undoubtedly been made since the early works of Schumpeter. According to Schumpeter (2016), entrepreneurship is about innovation as entrepreneurs introduce new combinations of factors of production, including hired labor with the increase in the number of entrepreneurs leading to an increase in economic growth. This positive effect is due to their skills and their ability to innovate. For instance, Balthelt (2019) states that entrepreneur find new combinations of existing assets, new niches and market needs, which enable entrepreneurs to efficiently raise productivity. Also, Acs and Audretsch (2019) are of the view that entrepreneurship increases economic growth and diversity, new network creation, cooperation, provides a more fluid information exchange, introduces important innovations by entering markets with new products or production processes.

Various entrepreneurship traits have been identified by scholars in the literature. An entrepreneur is said to be a planner, risk bearer, organizer, leader and hence, an economic builder or developer, innovator, arbitrator, problem-solving nature; his/her entrepreneurial activities are said to increase productivity and competitiveness, innovating and imitating, preventing rent seeking, monopoly exploitation and economic stagnation [Kirzner, 2019; Schumpeter, 2016; Thompson et al, 2021]. Entrepreneurship has traditionally been associated with the activities of individuals operating in the private sector with the view that the entrepreneurs must perform the most complex tasks of the business. Although others may work for the owner and manager of the business, it is ultimately the responsibility of the entrepreneur to make sure that the work gets done. However, there is increasing evidence to suggest that the concept and practice of entrepreneurship has a role to play in public sector organizations, as most governments in the world are now becoming more market oriented (Adams, 2022).

In summary, entrepreneurship development goes beyond building a support system for entrepreneurs; it is a strategy of transformation. It also entails creating entrepreneurial communities, changing the people to enable them to reap the dividends of entrepreneurship. It also includes fostering public policy that invests in entrepreneurship development to impact positively on the development of the economy (Markley, 2022). Technical, Vocational and Entrepreneurship Education has been an integral part of national development strategies in many societies because of its impact on productivity and economic development (Wenny, 2022). It is concerned with the acquisition of skills and knowledge for employment and sustainable livelihood. Secondary schools in industrialized nations have vocational and technical education departments that prepare the student for the world of work, this was part of the motive of introducing the 6.3.3.4 educational system in 1983 by the then minister of Education (Fafunwa, 2022).

Since huge contribution are made by skilled workers toward organizational growth and development, the organizations in development-conscious nations spend billions of dollars every year on programs aimed at upgrading of skills and retaining of their employees. The present-day 'knowledge-driven' global economy requires an educational program that provides not only academic knowledge and job skills, but problems-solving skills, creative and critical minds, and socially responsible citizens aimed at job creation in the economy (Ayo, 2022). One of the major goals of any economy is the achievement of full employment. Attainment of this macroeconomic objective has

remained an issue that continues to receive attention in developing countries, particularly those in Africa where high-level poverty exists with increasing unemployment rates. In an attempt to address the unemployment and create more jobs in Nigeria, a plethora of strategies, programme and measures have been proposed by the past and present administrations such as National Economic Empowerment and Development Strategy (NEEDS), National Directorate of Employment (NDE), Structural Adjustment Programme (SAP), Seven-Points Agenda, Transformation Agenda and SURE – P and Economic recovery and growth plan (ERGP) among others (Oni, 2023). Lack of employment leads to low or no income and, therefore, low or poor living standards. This has serious economic, social and political implications for the individual, his household and society (Peter, 2022). Adebayo (2019) examined how unemployment affect tertiary graduates of various disciplines; their duration of job-search across regions and states and appropriateness of the kind of job held by those who have secured first employment. In essence the problem of unemployment in Nigeria appears to be multifaceted, which makes it historically unique and thus subject to a variety of economic analyses. The uniqueness and the multifaceted aspect will be examined in this study along with the labour market implications.

Todaro and Smith (2018) points out that the high rate of urban unemployment is as a result of continuous transfer of economic activities and youths from rural to urban areas. As elsewhere in the rest of Africa, unemployment is one of the most pressing social problems in Nigeria, not only because it is already substantial but also because it threatens to be graver in the future. This is however, mostly urban unemployment and a large part of the burden falls on the youth especially those with some education, and young women. There are several factors that account for this. The first is demographic. Not only is the aggregate population increasing at a fast rate, but also the phenomenon not usually observed in the rest of the world (African Employment Report, 2018). A second factor pertains to the enormous increase in school enrolment, with a consequent increase in the number of school leavers seeking jobs. In times when the employment situation is bleak, new school leavers, on account of their inexperience, are the first to suffer. Other factors are policy-related and they are relevant to the extent that policies affect the pattern of whatever development takes place and its capacity to generate jobs. Thus, policies on land tenure, taxation, wages, education, technology and a host of others have an important bearing because they either promote or hamper employment generation. The larger unemployment problem can be attributed to high rates of population growth, sluggish economic growth and the inability of whatever growth takes place to generate a commensurate proportion of jobs and the lack of structural transformation in the economy. Thus, there are factors at work on both supply and demand sides of the labour market; hence, any strategy for solving the unemployment problems must take due accounts of them. At the very minimum, this involves strategies to accelerate the rate of economic growth. However, it is now well established that growth, while necessary, is not sufficient to expand employment. In other words, it has to be a labour – intensive growth. One also needs to put in place policies specifically designed to promote in the informal sector and in the non-farm rural sector as well as policies for promoting the employment of youth and women. Also, a review of the educational system, especially with respect to curricula, deserves serious considerations.

Typically, unemployment arises whenever the supply of labour exceeds the demand for it at the prevailing wage rate. Causes of unemployment can therefore be analyzed from both supply and demand sides of the labour market. In Nigeria, on the

supply sides, there is the rapidly growing urban labour force arising from rural urban migration. Adebayo (2019), states that rural urban migration is usually explained in terms of the push-pull factor which includes the pressure resulting from man-land ratio, in the rural areas and the existence of serious underemployment arising from seasonal climatic changes. The factors are further strengthened in Nigeria by the lack of infrastructural facilities, which makes rural life unattractive. The pull factors include a wide rural-urban income differential in favour of urban dwellers and a presumed higher probability of searching lucrative employment in the cities. Added to these is the concentration of social amenities in urban centres. This implies that the rural are for most of the period neglected in the allocation of social and economic opportunities.

Another supply-sides factor facing Nigeria is rapid population growth. Based on the 2006 census, future projections indicates that the population could reached 142 million by 2007, given the annual growth rate of 2.8 percent, which presently stands at 228.8 million as at June 2024. It is argued that the high population growth rate has resulted in rapid growth of the labour force, which is far outstripping and supply of jobs. Hollister and Goldstein (2019) point out that the effect of the accelerated growth of population on Nigeria's unemployment problem is multifaceted. First, it affects the supply side through a high rapid increase in labour force relative to the absorptive capacity of the economy. Second, the increase in the number of children in the population implies a serious burden on the rest of the population, as there is a high dependency ratio. Other supply side factor includes what is termed inappropriate school curricula and the lack of employable skills. Several analyses, including McGraith and King (2002), have argued that in so far as the formal sector is concerned, the skills that job seekers possess do not match the needs and demands of employers in Nigeria. It is argued that Nigeria's education system, with its liberal bias, does not just supply the labour market with graduates and school leavers, but also does not produce the type of demanded in the formal sector.

According to Manning and Junanka (2022), the substantial growth on higher education has been accompanied by increasing difficulties in finding suitable employment by graduates in a variety of courses. This shows that there is imbalance between supply and demand for these different categories of highly educated manpower. Thus, the rapid expansion of Nigeria's education system, first acts directly to increase the supply of educated manpower above the corresponding demands for them and consequently contributes to the problem of urban youth unemployment in Nigeria.

Oni (2022) notes that the high unemployment incidence of secondary school leavers is a reflection of improper coordination of the educational system. Lambo (2018) criticises the government expenditure policy, in which most government projects (industries and public utilities) in Nigeria have been cavernous, cutting across all age groups, educational strata, and geographical entities. One particular feature of the unemployment problem in Nigeria is that it was more endemic in the early 1980s. This is clearly evident in the National Bureau of Statistics (NBS) (2010). For instance, the unemployment rate rose from 4.3 percent in 1976 to 6.4 percent in 1980. Although there was some marginal decline between 1981 and 1986, the rates were relatively higher than what is obtained in the national unemployment rate of 3.0 percent. The unemployment rate declined progressively from 7.0 percent in 1987 to 1.8 percent in 1995 and thereafter increased gradually to 3.4 percent in 1996. The rate remained unchanged at 3.2 percent in 1997 and 1998 but fell to 3.0 percent in 1999. Beginning in 2000, the unemployment rate in Nigeria registered double digits. However, the rate

declined from 9.1 percent in 2000 to 12.2 percent in 2002, increased to 14.8 percent in the succeeding year, and then declined by 3.0 percentage points to 11.8 percent in 2004. However, in 2005 it increased to 11.9 percent and subsequently 16.1 percent in 2010, as at 2016 it further rose to 20% (NPC, 2017).

The high and rising unemployment rates in the 1990s and 2000s were as a result of the lull in the economy during the period. The economic down-turn did not only discourage new investment but also forced government to implement stabilization measures, including restrictions on importation. Given the high import-dependency of most manufacturing enterprises, this import restriction forced many companies to operate below installed capacity, causing most of them to close down or retrench a significant proportion of their work force. For instance, the survey of manufacturing companies undertaken by the Manufactures Association of Nigeria (MAN) showed that 61.0 percent of the companies surveyed were short down for different periods of not less than three months, while between 63.0 and 63.9 percent of the disengaged over 100 workers (CBN, 2003). This development made job placement for fresh school leavers to be extremely difficult.

Raheem (2007) and Ohiorhenuan (2018) explains that only recorded open unemployment is published by officials' statistics. Most people who felt disenchanting with searching or jobs refused to register, and this leads to gross underestimation of unemployed. Okigbo (2019) also points out that the concept of labour force adopted in the Nigerian labour force statistical survey, which excluded people that were less than 15 and above 55 years but actively working, is an important factor of underestimation of unemployment in the country. As noted earlier, Nigeria's current preoccupation with university educated reduces economic opportunities for those who are more oriented toward work than academe, thus leading to rising youth unemployment. More often than not the public perceives students who take to vocational and technical education as those who lack the ability to continue with formal academic studies in higher institutions. But not everyone needs a university education. Sadly, in Nigeria social recognition and advancement on workplace depends to a large extent on the stack of academic degrees one had acquired. Because of poor public perceptions about blue-collar jobs the youth are not enthusiastic about technical and vocational schools in the society also lack qualified teachers and functional workshops and equipment for hands on application. Youth unemployment has been skyrocketing in Nigeria, because they lack the skills employers needs as well as for self-employment.

The federal government recently acknowledged that about 80 percent of Nigeria's youth is unemployed, and 10 percent underemployed (Daily Trust, November 26, 2008) others have urged the youth to become "entrepreneurs" and reject "social vices" (Thisday, March 17, 2009). At some point the former minister of Education, Dr. Sam Egwu, has expressed concern about the poor quality of graduates from the nation's educational institutions. The political leaders are good at cataloging the revisions for Nigeria's problems and predicting the future without implementing reasoned policies to create a better future. However, as the management guru, Peter Drucker, has observed that; if you want to predict the future, create it" (as cited in Wilson and Blumenthal, 2018:1). It is good enough to implore the youth to become productive citizens and "entrepreneurs" or to reject "social vices" without providing them with skills and resources. One major aspect of development is provision of employment opportunities for citizenry.

Thus, the existence of adequate and appropriate employment is a signal on how healthy an economy is. However, unemployment is a persistent and growing

problem in Nigeria. The situation was complicated in the past by prolonged periods of economic crises. To examine the contemporary condition of unemployment in Nigeria, we make use of various secondary data that are available from the National Bureau of Statistics 2008 and the Nigerian statistical fact sheet on economic and social development. On the current trend and nature of employment problems, we provided some quantitative evidence regarding the magnitude of the unemployment situation in Nigeria. Based on (National Bureau of Statistics 1990-2013) shows unemployment rate figures fluctuated in downward direction from 6.1 percent to 1.9 percent. However, since 2006, employment rate increased consistently, rising from 8 percent to a peak of 23 percent in 2015.

This provides evidence of sub-optimal utilization of human resources in spite of the serious economic crisis, as well as the level of poverty consequent, perhaps, on the policy inconsistency, macroeconomic mismanagement and the lack of direction of past rulers. One important source of worry regarding the figures above is the sudden dump in unemployment figures between period 1999 to 2019. While the reported unemployment rate for 1985 was 3.5 percent, the figure for the following year skyrocketed to 17.5 percent. One possible explanation is the fact that 1999 was the beginning of the third democratic government; so perhaps the previous military administration had suppressed the true unemployment situation as a face-saving strategy. However, it is important to note that the continuous decline in the rate from 17.5 percent in 1999 to 12 percent in 2008 reflects the impact of the positive economic transformation across all sectors of the Nigerian economy through the various economic reforms programme of the government, as entrenched in NEEDS's Policy, document.

However, the current unemployment rate is still higher than the sub-Saharan Africa's average of 9.5 percent. On the rural and urban dichotomy of the rate, the rural unemployment rate trend has been consistently lower than the urban rate between 1991 and 1995. However, from 1999, this trend was reversed such that rural unemployment rate become consistently higher (with the exception of 2003) than the urban rate. One wonders why this is the case for Nigeria, where, as in other developing nations, open unemployment is an urban phenomenon and where the informal farm and non-farm activities are so prevalent that they provide (underemployment) opportunities for a lot of people, even at a miserable income level (National Bureau of Statistics, 2005).

PURPOSE OF THE STUDY

The purpose of this study is to analyse the impact of entrepreneurship development on youth employment rate in Abuja, Nigeria.

Precisely, this research set to do the following:

- i. To ascertain the impact of youth empowerment programme on youth employment rate.
- ii. To determine the influence of youth training on youth employment rate.
- iii. To analyze the effect of technical and vocational education on youth employment rate.
- iv. To investigate the relationship between innovation rate and youth employment rate.
- v. To assess the joint effect of youth empowerment programme, youth training, technical and vocational education, and innovation rate on youth employment rate.

RESEARCH QUESTIONS

- i. What is the impact of youth empowerment programme on youth employment rate?
- ii. Does youth training incite youth employment rate?
- iii. How was technical and vocational education correlated to youth employment rate?
- iv. What is the influence of innovation rate on youth employment rate?

HYPOTHESES

- H₀₁: Youth empowerment programme is not related to youth employment rate in Abuja.
H₀₂: Youth training does not incite youth employment rate in Abuja.
H₀₃: Technical and vocational education does not correlate with youth employment rate in Abuja.
H₀₄: Innovation rate is not related to youth employment rate.

SCOPE OF THE STUDY

The primary sources of information for this study are the youth population at Computer Village in Abuja, who were actively engaged to gather primary data through interviews, surveys, and observations. The study employs a robust primary data collection approach by directly interacting with the youth at Computer Village in Abuja. This involves conducting structured interviews and surveys to gather firsthand insights into their experiences, challenges, and perspectives related to employment and entrepreneurship development. Additionally, observations and informal discussions were employed to enrich the qualitative aspects of the primary data.

In tandem with primary data collection, secondary data was extensively utilized to provide a historical and contextual backdrop to the study. The research delved into scholarly analyses, professional insights, and entrepreneurial perspectives on youth employment and entrepreneurship development in Nigeria from 1980 to 2022.

LITERATURE REVIEW

According to Daur (2011), a number of authors have presented different definitions of entrepreneurship since after the first idea was formulated and presented by Cantillon in the middle of the 18th century. Ote (2009) said that most of these definitions are based on the conception of entrepreneurship in the various disciplines which include psychology, sociology and economics. Thus, there are different entrepreneurship definitions because there are different entrepreneurs. For the context of this study, emphasis is made on the definitions of entrepreneurship that relates to the different theoretical frameworks and the empirical measures that pertain to the work. The definition in this context put premium on how entrepreneurship create sustainable economic development. The concept and origin of entrepreneurship can be traced back to 18th century when Richard Cantillon grouped economic agents into three categories: land, finance and wage earner. He first saw entrepreneur as a factor of production who is responsible for exchange and circulation of good and services in the economy, and also one who earns an uncertain profit unlike the wage and the rent earners.

The contribution of information technology on entrepreneurship has given another light to the definition of entrepreneurship; Stough (2016) defines entrepreneurship as a process of information revelations which provide a dynamic externality providing market information to potential future market entrants, outside firms, lenders, and for most African countries, entrepreneurship is a veritable channel of reducing poverty. Entrepreneurship to this study is an entrepreneurial act and

adopting Schumpeter's definition, it is an act of identifying and exploiting opportunities, through a continuous creation of initiative and innovation, under condition of risk and uncertainty, to either create or reorganize the existing resources, capable of generating employment for sustainable economic development.

According to Bello (2022), entrepreneurship revolves around innovation, where entrepreneurs introduce novel combinations of production factors, including hired labor, leading to heightened economic growth. Balthelt (2019) further illustrates that entrepreneurs innovate by creating new combinations of existing assets, identifying new niches and market needs, thereby enhancing productivity. Ayo and Adam (2021) posit that entrepreneurship fosters economic growth and diversity, facilitates network creation, encourages cooperation, promotes fluid information exchange, and introduces vital innovations through the entry of new products or production processes. Entrepreneurship training, a vital component, is imparted to individuals aspiring to engage in business endeavors with the objective of achieving financial gains. Odah (2019) characterizes entrepreneurship as practical creativeness, combining resources and opportunities in novel ways to achieve success in the business environment. Similarly, Emmanuel (2022) defines entrepreneurship as the willingness and ability to identify investment opportunities, establish enterprises based on them, and successfully manage them, emphasizing the creation of opportunities and meeting societal needs.

Shane and Venkataraman (2022) emphasize that entrepreneurship training involves identifying sources of opportunities, processes of discovery, evaluation, and exploitation, ultimately leading to the stimulation of employment, fast-tracking of universal primary education, poverty reduction, and the promotion of gender equality. The outcomes of entrepreneurship education include the ability to identify environmental resources and impart new ideas to enhance creativity, innovation, beliefs, and recombination skills.

(i) Entrepreneurship Development

Entrepreneurship Development is defined as a process of enhancing the skillset and knowledge of entrepreneurs regarding the development, management and organization of a business venture while keeping in mind the risks associated with it (UNESCO & ILO, 2022). This is carried out through training programs and sessions which are aimed at accentuating entrepreneurial acumen. Pursuing this field as a career, you will be working towards facilitating skill development amongst budding entrepreneurs and assisting them to tackle their struggles with building their businesses (UNESCO & ILO, 2022). Entrepreneurship development is the process of enhancing the entrepreneurial knowledge and skills via structured training programme. It deals with the study of entrepreneurial behaviour, dynamics of business, and its development and expansion. The objectives of entrepreneurship development programme are to increase the knowledge and skill of existing entrepreneurs and encourage others to become one. Ultimately, it helps in increasing the number of such individuals in an economy (UNESCO & ILO, 2022).

Entrepreneur development focuses on training individuals who are interested in commencing their venture or expanding their existing one. Furthermore, it concentrates more on encouraging innovation and evaluating the growth potential of an enterprise. This development process helps new firms to perform better and achieve their goals and expand their businesses. As a result, the economy of a nation also improves. Moreover, it enables entrepreneurs to develop and manage their business

better along with the financial insecurities associated with it. An increase in the rate of development of entrepreneurship ventures alleviates the problem of unemployment in an economy. Additionally, it decreases the issue of stagnation and increases competition in the market. A process like this aims to develop the competence of an entrepreneur and his/her venture. Therefore, it enhances entrepreneurial objectives and encourages more people to become entrepreneurs. Entrepreneurship development is a strategic process which incorporates various tools that concentrate on skill development of the individual in an array of ways (UNESCO & ILO, 2022).

Given below is a detailed guide of creating an effective entrepreneurship development program:

Setting an Objective of the Program: Before initiating an entrepreneurship development program, it is essential to establish a clear objective and draft a comprehensive plan detailing the program's goals. According to Drucker (2007), setting clear objectives is a cornerstone of effective management and ensures that resources are used efficiently to achieve desired outcomes. Having a well-defined direction and objectives is crucial for the success of the program, as it helps in aligning efforts and evaluating progress (Locke & Latham, 2002). The absence of clear objectives can lead to misallocation of time, money, and effort, ultimately resulting in a failure to harness the full potential of participants (Smith, 2015). Therefore, careful planning and objective setting are vital to maximize the impact of entrepreneurship development programs and to avoid wasting valuable resources (Kuratko, 2016).

Finding the Right Mentors/Training Professionals: The main purpose of an entrepreneurship development program is to help aspiring entrepreneurs hone their skills and understand the intricacies of running a business. To achieve this, it is crucial to engage trained professionals who have substantial experience in the field and can share their valuable insights and practical knowledge with newcomers. According to Shepherd and DeTienne (2005), effective mentoring involves more than just providing guidance; it requires mentors who can offer real-world experiences and actionable advice. Seeking assistance from established entrepreneurs and asking them to lead sessions or finding professionals with relevant qualifications can significantly enhance the learning experience (Gibb, 2005). For instance, individuals with advanced degrees or certifications in entrepreneurship and business management are well-positioned to provide the necessary expertise (Higgins & Kram, 2001). Enrolling such professionals for training sessions can provide participants with a comprehensive understanding of entrepreneurial challenges and solutions.

Identify Potential Local Talents and Markets: The entrepreneurship development process can be most effective when it targets local markets and entrepreneurs who are already familiar with its concepts. According to Lichtenstein and Lyons (2001), local entrepreneurs are better positioned to understand and apply new knowledge rapidly within their communities. Reaching out to these local markets can facilitate quicker and more noticeable impacts of the program, as participants are able to integrate the knowledge and skills into their existing practices (Smallbone & Welter, 2001).

Choosing the Right Location to Conduct the Program: The success of any entrepreneurship development program is significantly influenced by the choice of location and available resources. Programs should be launched in areas where they can attract a substantial number of participants interested in leveraging the opportunities provided. As noted by Bell and McGlynn (2002), selecting an accessible and

strategically located venue is crucial for maximizing program attendance and effectiveness.

Tie Up with Institutions: Collaborating with various institutions, including NGOs, private entities, and universities, can enhance the real-world experience offered to participants. Partnerships with these organizations can provide better setups for networking and idea exchange among entrepreneurs. This approach has been shown to improve program outcomes and offer diverse perspectives (Rosenbusch, Brinckmann, & Bausch, 2011).

(ii) Employment

Employment is defined as an act or instance of employing someone or something, or the state of being employed (Merriam-Webster, n.d.). Full-time Employment is defined as any employment or combination of one or more employments in which an individual works the full standard work week prescribed by the governing body or earns the full rate assigned to the position (World Bank, 2018). Part-time Employment refers to employment where an individual works fifty percent or less of the standard work week and earns no more than one-half of the rate assigned to the position if it is allocated to a graded salary schedule (World Bank, 2018).

Supported Employment involves providing ongoing support to individuals with disabilities to help them obtain and maintain jobs in competitive or customized employment settings, ensuring the work is integrated and at or above the minimum wage (World Bank, 2018). This approach targets individuals with significant disabilities who may not have traditionally been able to secure competitive employment (World Bank, 2018).

Customized Employment is described as an approach that personalizes the employment relationship to meet the needs of both the employee and the employer, involving individualized job responsibilities and reasonable accommodations (World Bank, 2018).

Rehabilitative Employment includes work for which an individual's training, education, or experience is reasonably suited, subject to approval by a physician or certified specialist, but does not cover performing all duties of a regular occupation full-time (World Bank, 2018).

Temporary Employment and Transfer: Temporary employment refers to roles requiring limited-duration services, paid hourly, and not in a permanent status, while a transfer involves moving an employee with permanent status to another position within a similar pay range (World Bank, 2018).

Youth Employment efforts aim to address youth unemployment by improving business environments, enhancing educational and vocational training, and promoting entrepreneurship and equal opportunities (Okigbo, 2019). Youth unemployment is a significant global issue affecting economic stability and development, with young women often facing greater challenges (Okigbo, 2019).

METHODOLOGY

The researcher used area sampling where the total area "Abuja" was divided into a few local governments and then into settlements within those local government areas as geographical clusters. The choice of area sampling was because the researcher does not have the list of the population concerned (Sam, 2018).

Population of the Study

There are about 38,548,980 micro, small and medium enterprises (MSMEs) in Nigeria. However, only 482,365 are based in Abuja (SMEDAN, 2013). Out of this figure only 348,618 have registered with Cooperate Affairs Commission (Cooperate Affairs Commission [CAC], 2022). This report shows that about 133,747 micro, small and middle scale enterprises though operational within Abuja metropolis are not registered with Cooperate Affairs Commission (CAC). The population for this study comprises both registered and non-registered MSMEs operating within Abuja metropolis. Thus, the population of the study is 482,365 comprising male and female entrepreneurs in Abuja for the period of 1994 - 2023.

Sample Size Determination and Sampling Method

Sample size for this study was determined using Yamane formula (Yamane, 1967). The use of Yamane formula for sample size determination is because the area councils in Abuja is known or finite. According to him sample size from a finite population is obtained using,

$$n_o = \frac{N}{1+N(e)^2} \quad (\text{Yamane, 1967}) \quad (1)$$

Where,

n_o = Sample size from the population

N = Total population

e = Margin of error assumed at 5%

The population of $N = 482,365$ and $e = 0.05$.

Therefore, $n_o = \frac{482365}{1+482365(0.05)^2} = 399.66858 \approx 400$ respondents.

Therefore, the researcher elicits information from 400 respondents in some local government areas across Abuja based on purposive selection to capture diversity. These encompass Abuja Municipal, Kuje, Bwari, Abaji, Gwagwalada.

Table 1: Summary of the study population

Respondents	Stratum population
Youth empowerment	154,195
Youth training	105,646
Technical and vocational education	128,234
Innovation rate	94,290
Total	482,365

Source: NARPPN, 2022

Thus, sample per local government area shall be determine as:

$$nN = \frac{n_i}{\sum n_i} (n_o) \quad (2)$$

Where,

nN = sample size per local government

n_i = population per local government

n_o = Total sample size

$\sum n_i$ = Total sum of population per local government

Data Reliability Test

This study used Cronbach' Alpha to test for the reliability or consistency of the data used and the occurrences in this research work. The result shows that the data used for this study is 82% consistence. Thus, the data used for this study is very reliable.

Model Specification

To substantiate the investigation's focus, crucial macroeconomic variables and indicators are incorporated into the model. The analytical framework employs a logit regression model represented as:

$$\text{Log YER} = \beta_0 + \beta_1 \text{Log YEMP} + \beta_2 \text{Log YTRN} + \beta_3 \text{Log TVED} + \beta_4 \text{Log INOR} + \mu \quad \text{---(3)}$$

Where:

YER=Youth employment rate

YEMP = Youth empowerment programme

YTRN = Youth training

TVED = Technical and vocational education

INOR = Innovation rate

β_0 = Intercept

$\beta_1, \beta_2, \beta_3,$ and β_4 = Partial slopes of the regression model

μ = Stochastic error term.

This model structure enables a comprehensive exploration of the relationship between entrepreneurship development and youth employment rates in Nigeria. The incorporation of government expenditures and innovation rates ensures a nuanced understanding of the dynamics influencing youth employment in Nigeria. The model's coefficients (β_1 to β_4) provide insights into the individual impact of each variable, while the stochastic error term (μ) accounts for unobserved factors affecting the youth employment rate. This rigorous model specification forms the foundation for a robust analysis of the research hypotheses and contributes to a nuanced understanding of the intricate relationships within the context of entrepreneurship development and youth employment in Nigeria.

Research Hypotheses Testing

In practice, we are usually called up to make decisions about a population on the basis of sample information; such decisions are called “statistical decision”. In attempting to make or reach decision, it is useful to make assumptions or guess about the population involved. Such assumptions, which may or may not be true, are called *Statistical Hypotheses*.

These hypotheses are of two types namely:

1. H_0 : -Null hypothesis
2. H_1 :- Alternative hypothesis

Procedures, which enable one to decide whether to accept or reject an hypothesis or to determine whether the observed sample differs significantly from the expected result are called “*Tests of Hypotheses*” or “*Rules of Decisions*”.

The hypotheses testing involved in this research work were listed as follows based on the research (logit regression) model in equation (3):

$H_{01}: \beta_1 = 0$ (Youth empowerment programme is not significantly related to youth employment rate in Abuja)

$H_{02}: \beta_2 = 0$ (Youth training does not significantly incite youth employment rate in Abuja)

$H_{03}: \beta_3 = 0$ (Technical and vocational education does not significantly correlate with youth employment rate in Abuja)

$H_{04}: \beta_4 = 0$ (Innovation rate is not significantly related to youth employment rate)

$H_{05}: \pi = 0$ (Youth empowerment programme, youth training, technical and vocational education, and innovation rate do not jointly exert youth employment rate)

DATA PRESENTATION AND ANALYSIS

Four hundred (400) questionnaires were issued. The respondents filled and returned 389 questionnaires with the help of research assistants on the field. This thus indicates 97.25 percent retrieval of the questionnaires. Descriptive and inferential statistics were considered to analyse the data collected from the questionnaires. Descriptive statistics was considered to explore respondents' responses concerning their characteristics and their understanding of what entrepreneurship development and youth employment means. The inferential statistics, especially regarding the Logit model was considered in line with the stated objectives of the study. To this end, SPSS 27 software was employed.

Descriptive Statistics

Table 2: Sex of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	307	78.9	78.9	78.9
	Female	82	21.1	21.1	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 3: Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	104	26.7	26.7	26.7
	31-40	160	41.1	41.1	67.9
	41-50	98	25.2	25.2	93.1
	Above 50	27	6.9	6.9	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 4: Marital Status of the Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	287	73.8	73.8	73.8
	Married	87	22.4	22.4	96.1
	Divorced	15	3.9	3.9	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 5: Household Size of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3	157	40.4	40.4	40.4
	4-6	108	27.8	27.8	68.1
	7-9	96	24.7	24.7	92.8
	Above 9	28	7.2	7.2	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 6: Educational status of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Qur'anic Education	19	4.9	4.9	4.9
	Primary Education	37	9.5	9.5	14.4
	Secondary Education	111	28.5	28.5	42.9
	Post-Sec. Education	93	23.9	23.9	66.8
	First Degree	74	19.0	19.0	85.9
	Post Graduate Degree	55	14.1	14.1	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 7: Religious status of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Islam	113	29.0	29.0	29.0
	Christianity	241	62.0	62.0	91.0
	Traditional Worshiper	35	9.0	9.0	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 8: Reason for Engaging in Entrepreneurship by Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have no formal job	195	50.1	50.1	50.1
	I love business	130	33.4	33.4	83.5
	To supplement my formal job	64	16.5	16.5	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 9: Business Ownership Status of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Personal	38	9.8	9.8	9.8
	Inherited	78	20.1	20.1	29.8
	On Loan/Hire Purchase	156	40.1	40.1	69.9
	Rented	117	30.1	30.1	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 10: Reasons for On-loan/Hire Purchase or Rented Business by Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No business set up fund	195	50.1	50.1	50.1
	Under mentorship	78	20.1	20.1	70.2
	Like to be an employee	116	29.8	29.8	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 11: Years of Experience by Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-6 years	197	50.6	50.6	50.6
	7-11 years	56	14.4	14.4	65.0
	13 and above years	136	35.0	35.0	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 12: Income of Respondents Before Starting a Business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below N250001	159	40.9	40.9	40.9
	N250001 - N500000	190	48.8	48.8	89.7
	N500001 - N750000	32	8.2	8.2	97.9
	N750001 and above	8	2.1	2.1	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 13: Respondents Start-up Capital

		Freq.	Percent	Valid Percent	Cumulative Percent
Valid	Below N50,001	112	28.8	28.8	28.8
	N50001 - N75000	92	23.7	23.7	52.4
	N75001 - N100000	76	19.5	19.5	72.0
	N100001-N125000	55	14.1	14.1	86.1
	N125001-N150000	38	9.8	9.8	95.9
	N150001 and above	16	4.1	4.1	100.0
Total	389	100.0	100.0		

Source: Field survey May, 2024

Table 14: Income Generated on Daily Basis by Respondents Before the Business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 3000	110	28.3	28.3	28.3
	3001–6000	90	23.1	23.1	51.4
	6001–9000	75	19.3	19.3	70.7
	9001–12000	54	13.9	13.9	84.6
	12001–15000	38	9.8	9.8	94.3
	Above 15000	22	5.7	5.7	100.0
Total	389	100.0	100.0		

Source: Field survey May, 2024

Table 15: The Worth of the Respondent's Business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50,000	90	23.1	23.1	23.1
	50001-75000	70	18.0	18.0	41.1
	75001 - 100000	57	14.7	14.7	55.8
	100001 - 125000	48	12.3	12.3	68.1
	125001 - 150000	59	15.2	15.2	83.3
	150001 and above	65	16.7	16.7	100.0
Total	389	100.0	100.0		

Source: Field survey May, 2024

Table 16: Number of Days an Entrepreneur Goes to Work in a Week

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7 Days	10	2.6	2.6	91.0
	6 Days	199	51.2	51.2	51.2
	5 Days	74	19.0	19.0	70.2
	4 Days	26	6.7	6.7	76.9
	3 Days	45	11.6	11.6	88.4
	2 Days	35	9.0	9.0	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 17: Average Current Expenditure in a Day by Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N5000	41	10.5	10.5	10.5
	N3000	84	21.6	21.6	32.1
	N4000	45	11.6	11.6	43.7
	N2000	110	28.3	28.3	72.0
	N6000	77	19.8	19.8	91.8
	N7000 above	32	8.2	8.2	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 18: Level of Awareness of Government Youth empowerment programme by respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	82	21.1	21.1	21.1
	YES	307	78.9	78.9	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 19: Level of Attendance of Government Youth training programme by respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	75	19.3	19.3	19.3
	YES	314	80.7	80.7	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 20: Level of Benefit from the Government Technical and Vocational Education Programme by Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	70	18.0	18.0	18.0
	YES	319	82.0	82.0	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 21: Number of Businesses Setup by Respondents Since Start-up of the Business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 3	377	96.9	96.9	100.0
	3 or more	12	3.1	3.1	3.1
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 22: Problem in Setting up Business by the Respondents

		Freq.	Percent	Valid Percent	Cumulative Percent
Valid	YES (Delay and high cost of registration)	199	51.2	51.2	51.2
	YES (High business permit and license cost)	40	10.3	10.3	61.4
	High legal and professional fees	58	14.9	14.9	76.3
	High interest rate especially for starters	41	10.5	10.5	86.9
	Property rights	51	13.1	13.1	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 23: Attendance of Entrepreneurship Sanitization Programme by Respondents since Start-up of Business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES (2)	156	40.1	40.1	40.1
	YES (3)	50	12.9	12.9	53.0
	YES (1)	183	47.0	47.0	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 24: The Last Time Respondents Attended Entrepreneurship Sanitization Programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 years ago	156	40.1	40.1	40.1
	3 years ago	50	12.9	12.9	53.0
	2 years ago	183	47.0	47.0	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

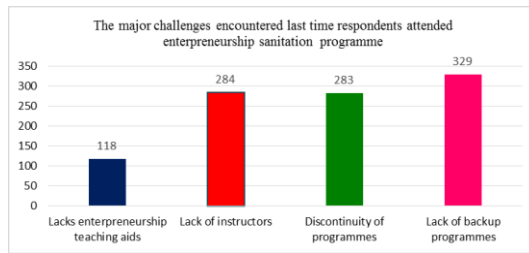


Figure 1: The major challenges encounter last time respondents attended entrepreneurship sanitization programme.

Table 25: Level of Respondent's Encouragement Through Government Entrepreneurship Incentive Programme and Subsidies Ever Since Setup

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	114	29.3	29.3	29.3
	YES	275	70.7	70.7	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 26: Federal Government Facilitation for Respondents in Terms of Collection of Tools, Services and Knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	181	46.5	46.5	46.5
	YES	208	53.5	53.5	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

Table 27: Mentorship/Trained and Invested in Respondent's Business Setups

		Freq.	Percent	Valid Percent	Cumulative Percent
Valid	YES (With Private Firm)	230	59.1	59.1	59.1
	YES (With Public Firm)	88	22.6	22.6	81.7
	NO	71	18.3	18.3	100.0
	Total	389	100.0	100.0	

Source: Field survey May, 2024

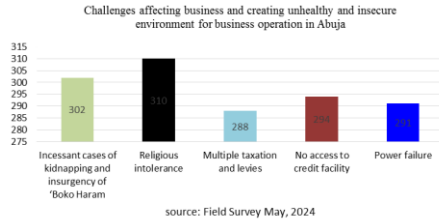


Figure 2: Challenges affecting Business and creating unhealthy and unsecured environment for business in Abuja.

Logit Regression Analysis

Table 28: Case Processing Summary

Unweighted Cases ^a		N	Percent
Selected Cases	Included in Analysis	389	100.0
	Missing Cases	0	.0
Unselected Cases	Total	389	100.0
		0	.0
Total		389	100.0

Table 28 above shows that we are modelling 389 cases here. The SPSS default for this is listwise.

Table 29: Dependent Variable Encoding

Original Value	Internal Value
NO	0
YES	1

The Table 29 shows us that we have coded our dependent variable (Youth Employment Rate) in the right direction.

Table 30: Categorical Variables Codings

		Frequency		Parameter coding
				(1)
Youth Empowerment Programme	NO	167		1.000
	YES	222		.000
Youth Training	NO	107		1.000
	YES	282		.000
Technical and Vocational Education	NO	182		1.000
	YES	207		.000
Innovation Rate	NO	163		1.000
	YES	226		.000

Table 30 shows that the categorical variable for Youth Empowerment Programme, Youth Training, Technical and Vocational Education, and Innovation Rate respectively has reference category of YES. The (1) means that YEMP(1), YTRN(1), TVED(1), and INOR(1) in the results refer to NO here.

Table 31: Classification Table 1

Observed			Predicted		
			Youth Employment Rate		Percentage Correct
			NO	YES	
Step 0	Youth Employment Rate	NO	0	191	.0
		YES	0	198	100.0
Overall Percentage					52.2

a. Constant is included in the model.
 b. The cut value is .500

Tables 31, 32 and 33 present the results with only the constant included before any coefficients (i.e. those relating to youth empowerment programme, youth training, technical and vocational education, and innovation rate) are entered into the equation. The Logistic regression compares this model with a model including all the predictors (Tables 38 and 39) to determine whether the latter model is more appropriate. The Table 31 (Classification Table 1) suggests that if we have no knowledge of the youth empowerment programme, youth training, technical and vocational education, and innovation rate and guess that a youth would be employed, we would be 52.2% of the time correct.

Table 32: Constant only in the Equation

i155		B	S.E.	Wald	Df	Sig.	Exp(B)
Step 0	Constant	.087	.049	3.223	1	.073	1.091

Table 33: Variables not in the Equation

		Score	Df	Sig.
Step 0	Variables			
	YEMP(1)	31.518	1	.000
	YTRN(1)	38.434	1	.000
	TVED(1)	23.302	1	.000
	INOR(1)	52.139	1	.000
Overall Statistics		145.393	4	.000

Table 33 (Variables not in the equation) tells us whether each of the explanatory variables (youth empowerment programme, youth training, technical and vocational education, and innovation rate) improves the model. The answer is yes for all the four variables, as they are all significant and if included would add to the predictive power of the model. If they had not been significant and able to contribute to the prediction, then termination of the analysis would obviously occur at this point.

Table 34: Omnibus Tests of Model Coefficients

		Chi-square	Df	Sig.
Step		152.467	4	.053
Step 1	Block	152.467	4	.053
	Model	152.467	4	.053

Table 34, 35, 36, 37, 38, 39, and 40 present the results when the predictors (youth empowerment programme, youth training, technical and vocational education, and innovation rate) are included. Table 34 shows that we have added four variables to the model, which has collectively reduced the -2log likelihood by 152.467 with 4 degrees of freedom.

Table 35: Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	2198.235 ^a	.086	.115

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

The -2log likelihood is a measure of how well the model explains variations in the outcome of interest (Youth Employment Rate). The -2log likelihood (sometimes called, deviance) has a chi-squared distribution. The *p*-value for the result of jointly adding the independent variables to the model is given as 0.053 which is greater than the conventional significance level of 0.05. Hence, we infer that the joint inclusion of youth empowerment programme, youth training, technical and vocational education, and innovation rate to the model is statistically insignificant. That is the predictors do not jointly exert significant effect. In other words, these explanatory variables do not jointly explain variations in the youth employment rate. That is there is no difference between the observed and model-predicted values. Thus, the model is a good fitting model.

The Cox & Snell *R*-square shows that 8.6% of the variation in the youth employment rate is being explained by the logit model. In other words, youth empowerment programme, youth training, technical and vocational education, and innovation rate contributed to approximately 9% of the variation in youth employment rate. The correlation coefficient, *R*, is estimated as 0.293, this implies that there is a weak positive imperfect relationship between the explained variable and the explanatory variables. The Nagelkerke *R*-square indicates a weak relationship of 11.5% between the predictors and the predicted.

Table 36: Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	30.361	6	.061

The Hosmer and Lemeshow goodness of fit test statistic of 0.061 which is greater than the conventional significance level of 0.05 indicates that we accept the null hypothesis that there is no difference between the observed and model-predicted values, implying that the model's estimates fit the data at 5% significance level.

Table 37: Contingency Table for Hosmer and Lemeshow Test

	Youth Employment Rate = NO		Youth Employment Rate = YES		Total
	Observed	Expected	Observed	Expected	
1	121	130.370	64	54.630	185
2	95	96.451	52	50.549	147
3	120	114.247	73	78.753	193
4	75	88.868	86	72.132	161
5	88	88.620	91	90.380	179
6	101	88.121	93	105.879	194
7	70	51.223	57	75.777	127
8	70	64.958	103	108.042	173
9	55	60.297	150	144.703	205
10	17	28.844	117	105.156	134

Table 38: Classification Table 2

Observed		Predicted			
		Youth Employment Rate		Percentage Correct	
		NO	YES		
Step 1	Youth Employment Rate	NO	103	193	51.6
		YES	286	196	67.7
Overall Percentage					60.0

a. The cut value is .500

Table 38 (Classification Table 2) shows how the classification error rate has changed from the original 52.2%. By adding the explanatory variables, we can now predict with 60% accuracy that with the knowledge of the youth empowerment programme, youth training, technical and vocational education, and innovation rate a youth would be employed. In other words, if we have knowledge of the youth empowerment programme, youth training, technical and vocational education, and innovation rate and guess that a youth would be employed, we would be 60% of the time correct. Thus, we know that the model with the predictors is a significantly better model. The model appears relatively good, but we need to evaluate model fit and significance as well.

Table 39: Variables in the Equation

	B	S.E.	Wald	Df	Sig.	Exp(B)
YEMP(1)	1.667	.108	7.127	1	.646	.749
YTRN(1)	.153	.107	16.867	1	.000	.645
TVED(1)	.703	.114	2.597	1	.108	.832
INOR(1)	.247	.110	15.381	1	.000	.649
Constant	1.144	.118	121.772	1	.000	3.693

a. Variable(s) entered on step 1: YEMP, YTRN, TVED, INOR.

From Table 39, the deduced model is:

$$\text{logit}(Y) = 1.144 + 1.667YEMP(1) + 0.153YTRN(1) + 0.703TVED(1) + 0.247INOR(1)$$

As we have recoded youth empowerment programme to 0 = NO, 1 = YES; youth training to 0 = NO, 1 = YES; technical and vocational education to 0 = NO, 1 = YES; and innovation rate to 0 = NO, 1 = YES. This is equivalent to:

$$\text{logit}(Y) = 1.144 + 1.667YES + 0.153YES + 0.703YES + 0.247YES$$

The positive coefficient values of all the explanatory variables indicates that youth empowerment programme, youth training, technical and vocational education, and innovation rate individually have positive impact on youth employment rate. This indicates that a unit increase in youth empowerment programme, youth training, technical and vocational education, and innovation rate would bring about a respective increase in youth employment rate.

The table equally revealed that the coefficients of youth training, and technical & vocational education variables with $p = 0.000$ and $p = 0.018$ respectively are significant while the coefficients of youth empowerment programme, and innovation rate variables with $p = 0.646$ and $p = 0.242$ respectively are insignificant. In other words, youth training and technical & vocational education independently contributed significantly to youth employment rate while youth empowerment programme and innovation rate did not.

The Exp(B) column shows the relative odds (odds ratio) and indicates that youth are 0.749 times as likely to be employed than being unemployed when it has to do with youth empowerment programme, having allowed for youth training, technical and vocational education, and innovation rate; 0.645 times as likely to be employed than being unemployed when it has to do with youth training, having allowed for youth empowerment programme, technical and vocational education, and innovation rate; 0.832 times as likely to be employed than being unemployed when it has to do with technical and vocational education, having allowed for youth empowerment programme, youth training, and innovation rate; 0.649 times as likely to be employed than being unemployed when it has to do with innovation rate, having allowed for youth empowerment programme, youth training, and technical and vocational education.

We can thus derive an equation for the prediction of the probability of the youth employment rate as:

$$p(YER) = \frac{1}{1 + e^{-(1.144+1.667YEMP+0.153YTRN+0.703TVED+0.247INOR)}}$$

If all the explanatory variables are taken to be zeros (0), then

$$p(YER) = \frac{1}{1 + e^{-(1.144)}} \approx 0.758$$

This shows that of all the sampled respondents who did not fully engage in the youth empowerment programme, youth training, technical and vocational education, and the innovation rate under study, approximately 76% of them would get employed.

If all the explanatory variables are taken to be one (1). That is, $YEMP = YTRN = TVED = INOR = 1$

$$\text{Then, } p(YER) = \frac{1}{1 + e^{-(1.144 + 1.667 + 0.153 + 0.703 + 0.247)}} \approx 0.977$$

This implies that of all the sampled respondents who fully engaged in the youth empowerment programme, youth training, technical and vocational education, and the innovation rate under study, approximately 98% of them would get employed.

Table 40: Bootstrap for Variables in the Equation

	B	Bootstrap ^a				
		Bias	Std. Error	Sig. (2-tailed)	95% Confidence Interval	
					Lower	Upper
YEMP(1)	1.667	.000	.105	.006	-.491	-.079
YTRN(1)	.153	-.004	.109	.001	-.658	-.231
TVED(1)	.703	-.003	.118	.123	-.418	.051
INOR(1)	.247	.002	.114	.001	-.661	-.209
Constant	1.144	.005	.112	.001	1.096	1.531

a. Unless otherwise noted, bootstrap results are based on 1500 bootstrap samples

Table 41: Correlation Matrix

	Constant	YEMP(1)	YTRN(1)	TVED(1)	INOR(1)
Constant	1.000	.340	.273	.099	.541
YEMP(1)	.340	1.000	.080	.117	.074
YTRN(1)	.273	.080	1.000	.043	.228
TVED(1)	.099	.117	.043	1.000	.279
INOR(1)	.541	.074	.228	.279	1.000

Table 41 above shows the relationship between the predictors. It is observed that there is a weak positive association among the predictors.

DISCUSSION OF FINDINGS

The discussion of the findings is concentrated on the objectives of this study, in the order as listed in chapter one. Also, there are other relevant findings gotten from the responses of the respondents as shown in the various tables, describing the various characteristics of the variables of this study. These findings are to validate the reliability of the coefficients of the variables of the model. The broad objective of the study is to ascertain the impact of entrepreneurship development on youth employment rate in Abuja, Nigeria.

From the logit model, the coefficient value, $\beta_1 = 1.667$ implies that for every unit increase in youth empowerment programme while youth training, technical and vocational education, and innovation rate are kept constant, we expect youth employment rate to increase by 1.667, $\beta_2 = 0.153$ implies that for every unit increase in youth training while youth empowerment programme, technical and vocational education, and innovation rate are kept constant, we expect youth employment rate to increase by 0.153, $\beta_3 = 0.703$ implies that for every unit increase in technical and vocational education while youth empowerment programme, youth training, and innovation rate are kept constant, we expect youth employment rate to increase by 0.703, $\beta_4 = 0.247$ implies that for every unit increase in innovation rate while youth empowerment programme, youth training, and technical and vocational education are kept constant, we expect youth employment rate to increase by 0.247. The positive coefficient values of all the explanatory variables indicates that youth empowerment

programme, youth training, technical and vocational education, and innovation rate individually have positive impact on youth employment rate. In other words, entrepreneurship development effectively impacted youth employment rate in Abuja.

These findings are in line with David G. Blanchflower and Andrew J. Oswald: Their research on the relationship between entrepreneurship and employment often highlights how entrepreneurship impacts job creation and economic growth. Their work suggests that while entrepreneurship can lead to increased employment, the effect may vary based on regional factors and the nature of government support and with findings of William J. Baumol’s work on entrepreneurship and economic development discusses how entrepreneurship can contribute to economic growth and job creation, albeit with varying levels of effectiveness depending on the support structures and economic environment.

The prior test is summarized in the table below.

Variable	Expected sign	Obtained sign	Conclusion
YEMP	Positive (+)	Positive (+)	Conform
YTRN	Positive (+)	Positive (+)	Conform
TVED	Positive (+)	Positive (+)	Conform
INOR	Positive (+)	Positive (+)	Conform

SUMMARY OF RESULTS

The survey result shows the following in summary.

Opinion	Predictor Variables			
	Youth empowerment programme	Youth training	Technical and vocational education	Innovation rate
NO	167	107	182	163
YES	222	282	207	226
Parameters	Statistic			
	Estimate			Sig.
	β_1		1.667	.646
	β_2		.153	.000
	β_3		.703	.018
		β_4	.247	.242
Test				
Omnibus Tests for Model Coefficient			Chi-square = 152.467	0.053
-2 Log likelihood			2198.235	-
Cox & Snell R Square			.086	-
Multiple correlation (R)			.293	-
Nagelkerke R Square			.115	-
Hosmer and Lemeshow Test			Chi-square = 30.361	0.061

The study examined the impact of entrepreneurship development on youth employment rate in Abuja, Nigeria. It defined entrepreneurship development and employment, reviewed their indices and correlations, and discussed the role of entrepreneurship in economic development. Despite the potential of entrepreneurship to enhance socio-economic welfare, the study highlighted ongoing challenges in Nigeria that hinder its effectiveness in employment generation and poverty alleviation.

Methodologically, the study used primary data collected through structured surveys and interviews. Data analysis employed descriptive statistics and logit regression. The research utilized Schumpeter’s Innovation Theory, McClelland’s Need for Achievement Theory, Schultz and Becker’s Human Capital Theory, and Douglas and Shepherd’s Expected Utility Theory to support its findings.

- The first objective of the study sought to ascertain the impact and significance of youth empowerment programme on youth employment rate. The result from the analysis revealed that youth empowerment programme has a positive but insignificant impact on youth employment rate in Abuja.
- The second objective aim to determine the influence and significance of youth training on youth employment rate. The result showed that youth training has a positive significant influence on youth employment rate in Abuja.
- The third objective aim to analyze the effect and significance of technical and vocational education on youth employment rate. The result revealed that technical and vocational education has a positive significant effect on youth employment rate in Abuja.
- The fourth objective sought to investigate the significant relationship between innovation rate and youth employment rate. The result showed that innovation rate has a positive but insignificant effect on youth employment rate in Abuja.
- The fifth objective aim to assess the joint significant effect of youth empowerment programme, youth training, technical and vocational education, and innovation rate on youth employment rate. The result revealed that youth empowerment programme, youth training, technical and vocational education, and innovation rate do not jointly exert significant impact on youth employment rate in Abuja.

In addition,

1. If we have no knowledge of the youth empowerment programme, youth training, technical and vocational education, and innovation rate and guess that a youth would be employed, we would be 52.2% of the time correct.
2. We can predict with 60% accuracy that with the knowledge of the youth empowerment programme, youth training, technical and vocational education, and innovation rate a youth would be employed.
3. There is a weak positive imperfect relationship between the explained variable (youth employment rate) and the explanatory variables (youth empowerment programme, youth training, technical and vocational education, and innovation rate).
4. Youths are 0.749 times as likely to be employed than being unemployed when it has to do with youth empowerment programme, 0.645 times as likely to be employed than being unemployed when it has to do with youth training, 0.832 times as likely to be employed than being unemployed when it has to do with technical and vocational education, and 0.649 times as likely to be employed than being unemployed when it has to do with innovation rate.
5. Of all the sampled respondents who did not fully engage in the youth empowerment programme, youth training, technical and vocational education, and the innovation rate under study, approximately 76% of them would get employed while of all the sampled respondents who fully engaged in the youth empowerment programme, youth training, technical and vocational education, and the innovation rate under study, approximately 98% of them would get employed.
6. There is no difference between the observed and model-predicted values, implying that the model's estimates fit the data at 5% significance level. Thus, the model is a good fitting model.

Thus, these results indicated that entrepreneurship development in Abuja positively affects youth employment rate by improving production methods, creating new markets, and increasing investments. However, challenges such as insufficient business capital, limited access to facilities, and inadequate entrepreneurial knowledge persist. Despite advancements, entrepreneurship has not fully achieved its potential in the region, with no significant positive impact from standard entrepreneurship vectors observed. Nevertheless, the positive correlation suggests potential for improvement if the right conditions are provided. The study also noted that while entrepreneurship has alleviated some social welfare issues, such as unemployment and poverty, it has not fully met its objectives in terms of generating substantial employment or business success.

CONCLUSIONS AND RECOMMENDATIONS

Advocates of entrepreneurship led economic development have persistently emphasized its relevance to economic development. This is seen in the shift from the prioritised economic growth to development. This position naturally led to the campaign to encourage individuals, firms and the entire nation to embrace entrepreneurship, a rejuvenating economic platform that would not only lead to the efficient utilization of the resource and transform the economy but gives a lifetime assurance to the populace. The observation that entrepreneurship enhances economic development in employment generation and poverty alleviation is a conventional fact entrenched in most revealed literature, but the process by which this development is achieved is usually not detailed. Thus, this study accessed the impact of entrepreneurship on youth employment in Abuja, Nigeria bringing out the effects of entrepreneurship on the social economic structure of the people and making a practical contribution on the understanding of how entrepreneurship is used as a tool for economic productivity and development. Investigations on the economic development determinant and the mechanisms that enable a system to grow and achieve higher rates of output, greater levels of per capita income, lower unemployment rates, and higher levels of wealth through the link with entrepreneurship was explored.

However, this study has helped to set a limelight on the entrepreneurship business in Nigeria, especially the new setup businesses, to have the right concept and prospective of entrepreneurial innovation, which would in due cause enhance and increase productivity, sustainable market for produce and enhance entrepreneurship growth in Abuja, Nigeria. Also from this study, detail facts were discovered on the transmission technique and tools of entrepreneurship. This will help to fashion out policy measures that would ensure optimal utilization of the above-mentioned development resource. These include:

1. That economic development policies via entrepreneurship programs have been planned by the government and implemented by its officers, yet the goal of employment generation and poverty reduction is not met.
2. That training programs for entrepreneurs have been few and far between and different in content from what is needed and that the training is urban-centered and given by people unfamiliar with the actual needs of rural based African entrepreneurs.
3. That, entrepreneurship programmes are set and are executed, and a backup program on entrepreneurship dynamism have not been given an appropriate attention. The real effect of entrepreneurship on people, the scrutinization of the

resources available, and problems and limitations can be assessed only when the activities of the entrepreneurship players are examined.

4. That many of the entrepreneurship and other businesses regulation reforms in Nigeria are mostly reform laws on paper and there is struggle when it comes to enforcement as evident in the high cost of entrepreneurship set-ups, the rule for new entrepreneurship business entrants, the high business permit and license cost, the high legal and professional fees, high incorporation cost for and high interest rate. Those Nigerian lacks genuine enforcement of reform laws.

5. That the problem of entrepreneurship in employment generation and poverty alleviation is more than just skills acquisition, setting up entrepreneurship programme, sensitization and provision of a start-up fund. A gamut of social, economic, and political issues is responsible for poverty and underemployment of the entrepreneurs which require urgent attention.

6. That contrary to one of the aims of entrepreneurship in African, which is that entrepreneurship must disseminate to all areas in the rural areas in Africa (GEM, 2013), the growth of entrepreneurship in most of the urban areas in the study area has not disseminated to the rural areas and has not provided institutional opportunities for the emergence of entrepreneurship and competition in the states. Thus, an area to work on.

7. That, the States place more emphasis on skill acquisition programs, for example the activities of the National Directorate of Employment (NDE) are more on skill acquisition programs and less on entrepreneurship training programmed which is the mechanism of improving the skill acquired into more sustainable and lasting carrier for the entrepreneurs in the region.

8. That most entrepreneurs in the region lack entrepreneurial principle, facts, and entrepreneurial progress gimmicks. That more than 70% entrepreneurs emphasized on lack of access to loan from the banks and other financial organizations, a setback to entrepreneurship in Nigeria, mechanism or policy measures that would rectify the problem is not yet map out.

9. Lastly, a comfortable entrepreneurship working environment is an effective strategy for increasing prospect of economic development. Binding contractual agreements such as entrepreneurship training contracts, incubatorship, enforcement of property rights, workers' rights and dignity (freedom from too much fines levies and taxes and undue harassment from the government officers) are yet to be instituted in the region.

Given the conclusions drawn from this study, recommendations presented will help to promote entrepreneurship development for youth employment in Abuja, Nigeria at large.

1. Easy access to entrepreneurial services to potential and already entrepreneurs should be promoted by setting up macroeconomics policies such as judiciary to prosecute corrupt government officials whose aims and goal is to loot the treasury of entrepreneurship schemes and wreck the entrepreneurship training and skills acquisition centres.
2. Entrepreneurship programme should only be run by entrepreneurs or entrepreneurship instructors in each kind or field of entrepreneurship to avoid wrong teaching and implementation and more entrepreneurship programs should be administered and in appropriate content with what is needed and to the right set of people. Also, entrepreneurship programs should be presented more in the rural areas to enable a proper dissemination to the programs.

3. To promote entrepreneurship effectively, the Nigerian government should set up a policy strategy to embark on feedback mission on entrepreneurship through studying the entrepreneurship dynamism and its ecosystem. This can be done through the study on entrepreneurship and the network evolution of the main actors; the individual entrepreneurs, the government or the state men who regulate and control the affairs of entrepreneurship to prevent inappropriate policy interventions.
4. Issues responsible for low entrepreneurship productivity that led to poverty in the region also, are political insecurity, social evil such as terrorism, insurgencies, communal and inter-religious conflicts. These issues are security threat to business progress. Thus, as part of macroeconomic policy to guide economic activities, region security agency should be instituted by the Nigerian government. This will combat the business insecurity in the region

CONTRIBUTION TO KNOWLEDGE

1. *Entrepreneurship Ecosystem Insights:* The research provided detailed insights into the entrepreneurship ecosystem in Abuja, Nigeria, by examining the productivity of entrepreneurs and their businesses. It offered a comprehensive view of how the entrepreneurship environment affects the well-being and productivity of entrepreneurs, contributing valuable first-hand information to the literature.
2. *Evaluation of Economic Impact:* The study highlighted that entrepreneurship in Abuja has had limited success in significantly improving economic productivity, reducing unemployment, and alleviating poverty. This finding shed light on the challenges faced and the need for more effective strategies to enhance the economic impact of entrepreneurship in the region.
3. *Government Programs and Incentives:* The research identified shortcomings in the dissemination and implementation of government programs and incentives for entrepreneurs, particularly in rural areas. This underscores the need for improved communication and feedback mechanisms to ensure that support reaches all areas effectively.
4. *Clarification of Entrepreneurial Identity:* By applying Schumpeter's characteristics of an ideal entrepreneur, the study clarified the distinction between micro, small, and medium enterprises (MSMEs) and true entrepreneurship. It addressed misconceptions about entrepreneurship and highlighted that many local entrepreneurs lack essential entrepreneurial principles, suggesting the need for better policy frameworks and educational interventions.

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