
Entrepreneurship Education as a Catalyst for Employment Generation and Sustainable Economic Development in Agege Local Government Area, Lagos State

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ABSTRACT

Entrepreneurship education has been said to be the answer to the economic challenges of most developing economies. Hence, this study paper examined entrepreneurship education as a panacea for employment generation and economic development in Nigeria. Three specific objectives, three research questions and two research hypotheses guided this study. The research design was descriptive survey. The study was conducted in the Agege Local Government of Lagos state. Multi-stage sampling techniques which comprised purposive and simple random sampling techniques to select 86 respondents across the studied. This researcher developed 16-item four-point scale questionnaire titled “entrepreneurship education, employment generation and economic development questionnaire was admitted to 86 respondents. 80 questionnaires were returned and found useful for analysis. The Data collected was analyzed using descriptive and inferential statistics. The hypotheses were tested with PPMC analysis at 0.05 level of significance. The study found that there is a significant and positive relationship between entrepreneurship education and employment generation. Also, entrepreneurship education significantly impacts poverty reduction. Furthermore, capital was the major challenge identified as a constraint to entrepreneurship education as solution to unemployment and poor economic development in the studied area. Based on the findings of the study, it was concluded and recommended that entrepreneurship education should be well-funded in schools, to allow the students at various level acquire the needed vocational and managerial skills needed to be self-reliant and effort should be made make funds available to beginners.

Introduction

To address the global crisis of unemployment in developed countries such as England, USA, and others, there is a shift in the focus of educational systems towards acquisition of vocational and technical skills to enhance smooth transition into jobs for school leavers particularly graduates of universities. This is to ensure education drives wealth creation, lead to poverty reduction and value re-orientation. Entrepreneurship education plays a significant role in changing students' view towards becoming self-employed. It is the building block towards employment generation, and a key driver of economic development. Entrepreneurship education is *Sine qua non* for employment generation.

Entrepreneurship is more than simply “starting a business.” Entrepreneurship education refers to the systematic process of developing entrepreneurial knowledge, skills, attitudes, and competencies that enable individuals to identify opportunities, create ventures, and manage businesses effectively (Fayolle & Gailly, 2015).

It involves innovation, problem-solving, and the ability to bring new ideas, products, or services to the market, often requiring significant initiative, resilience, and leadership to navigate challenges and build a sustainable enterprise. Entrepreneurship education is a life-long process, and its goal is to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. Different levels of entrepreneurship education are offered at all levels of schooling in Nigeria, from primary to secondary schools through various tertiary education programmes (Erhieyovwe, Iyekekpolo & Ehijiele, 2024). Entrepreneurship education has gained increased prominence as a strategic response to the escalating challenges of unemployment, poverty, and sluggish economic growth confronting many nations including Nigeria.

Nigeria has a population of 218.5 million with a growth rate of 2.53% and 3.3% are 65 years and above, while people from the age of 15-64 years make up 55% of the population are active, thus, making Nigeria a young population (Ngozika Anthonia Obi-Ani et al., 2021). Unemployment rate in Nigeria is 33.3% making it the country with the highest unemployment rate on the list of global countries and their unemployment rates (Olurounbi, 2021). Despite Nigeria's huge economic resource, she continues to grapple with high unemployment and underemployment rates, particularly among youths and graduates. According to National Bureau of Statistics (NBS) (2023) 13.8% of youths are not in school, training or employment. Similarly, as at 2025, 6.5% of Nigerian youths are unemployed. National Bureau of Statistics consistently reports that a significant proportion of Nigeria's working-age population remains unemployed or engaged in vulnerable employment, reflecting the limited capacity of the formal sector to absorb the growing labour force (NBS, 2023). Research by Bala et al. (2025); Carlice & Odiwo (2024) demonstrates a strong positive correlation between entrepreneurial innovativeness and job creation in states like Edo and Kaduna. However, the FATE Foundation (2024) observes a decline in Nigeria's Entrepreneurial Index from 0.52 to 0.46, citing high inflation, currency depreciation, and a 24% drop in the business birth rate. While youth-led tech ventures show resilience with a 72% technology adoption rate large-scale employment generation remains hampered by an 82% deficit in funding and inadequate mentoring (NISER, 2025). Consequently, while entrepreneurship is empirically a potent tool for employment, its efficiency in Nigeria is currently moderated by a volatile macroeconomic environment.

The rise in youth unemployment has increased the vulnerability of many youths to criminal activities such as: kidnapping, internet fraud, armed robbery and many other social vices which are a menace to society (Nwachukwu & Nwamuo, 2010). This situation underscores the urgent need for alternative, sustainable approaches to employment generation and economic development, among which entrepreneurship education has emerged as a viable panacea. Although numerous empirical studies for example, Bala, Mohammed & Abubakar, (2025) on the roles of entrepreneurship and employment generation in Nigeria, and Adejmolola, & Tayo, (2019) reported a positive effects of Entrepreneurial skills acquisition on youth employment in Nigeria. However, to the best of the researcher's no study has been conducted to investigate the relationship between entrepreneurship education, employment generation and economic development in Agege Local Government of Lagos State.

The relevance of this study is even more pronounced in Lagos State, Nigeria's commercial and industrial hub. Lagos State hosts the highest concentration of businesses, financial institutions, and start-ups in the country, attracting job seekers from all regions of Nigeria. Ironically, despite its economic vibrancy, Lagos State records high levels of youth unemployment and informal employment due to rapid urbanization, population pressure, and skill mismatches in the labour market (Olawale & Garwe, 2018). This paradox highlights the critical need to examine how entrepreneurship education can be effectively leveraged to translate Lagos State's economic opportunities into sustainable employment outcomes.

This study is therefore timely and necessary for advancing sustainable development in Nigeria generally and Lagos State specifically. Hence, there is a need to quickly carry out a study so that it could be a basis for making further policies that would help improve entrepreneurship education in order for it to drive employment generation and enhance economic development in Agege Local Government of Lagos State

Statement of Problems

Many socio-economic problems have been ravaging the economy of the country and has grown so large such that the situation cannot be addressed by mere campaign or word of mouth. It required the combined efforts of the government and the world at large to formulate lasting strategy to combat this menace of unemployment, poverty, illiteracy and youth restiveness in the country. Entrepreneurship Development is expected to contribute to the growth of economic sustainability in the workplace, generate employment opportunities, production of high-quality goods and services and the provision of the much-needed skills for the management of business enterprises in Nigeria. Entrepreneurs serve as agents/link to government and large business enterprises. Nigeria is confronted with poverty, unemployment, lack of capacity building and critical skills that are impediments to its economic development.

Unemployment constitutes economic waste to the economy and may offer harm like political unrest (Ipaye, 1998) Unemployment situation in Nigeria is alarming, scaring and discouraging, the optimal proportion of the labour force cannot be absorbed by the country's economy. The social problem of unemployment has resulted in increasing rate of criminal acts and other social problems. Despite the high level of awareness and enlightenment on entrepreneurship couple with various government policy initiatives, high rate of poverty seems to be never ending; hence it is this embarrassing paradox that necessitated this study to find out if entrepreneurship education has significant positive relationship with poverty reduction.

Review of Literature

Meaning and Concept Review of Entrepreneurship Education

Entrepreneurship education refers to a structured process of teaching and learning that equips individuals with the knowledge, skills, attitudes, and competencies required to identify business opportunities, create innovative ideas, and successfully establish and manage enterprises. It goes beyond traditional business education by emphasizing creativity, risk-taking, problem-solving, and value creation for both economic and social development (Gibb, 2011). The central idea is to develop an entrepreneurial mindset that enables learners to think independently and act proactively in a dynamic environment. To Binks and Vale (1990) entrepreneurship is 'an unrehearsed combination of economic resources instigated by the uncertain prospect of temporary monopoly profit'. In his own words, Kanothi (2009) opined that as entrepreneur are the 'instigator of entrepreneurial events. While, Watson, (2011) views entrepreneurship is a process through which individuals identify opportunities or un-met needs allocate resources and create value by providing solutions. This idea implies that entrepreneurs turn problems and needs to opportunities by taking strategic and innovating business decisions to initiate, maintain, a profit-oriented business unit.

Conceptually, entrepreneurship education integrates theoretical knowledge with practical experiences such as business simulations, project-based learning, and real-life problem solving. It aims to prepare learners not only to become self-employed but also to be innovative employees who can contribute meaningfully to organizational growth (Fayolle & Gailly, 2015). The programme focuses on opportunity recognition, resource mobilization, business planning, and ethical decision-making, thereby fostering sustainable enterprise development.

In developing economies like Nigeria, entrepreneurship education is viewed as a strategic tool for addressing youth unemployment, poverty reduction, and economic diversification. By nurturing entrepreneurial skills early, learners

are empowered to create jobs rather than depend solely on paid employment (Ogunleye & Adeyemi, 2020). Thus, entrepreneurship education plays a vital role in promoting economic resilience and national development.

Importance of Entrepreneurship Education to the Nigerian Economy

Entrepreneurship education plays a crucial role in the growth and sustainability of the Nigerian economy by equipping individuals with the skills and mindset needed for self-reliance, innovation, and wealth creation. One of its foremost importance is job creation. With Nigeria's high rate of youth unemployment, entrepreneurship education empowers graduates to establish small and medium-scale enterprises (SMEs), thereby reducing dependence on government and scarce white-collar jobs (Adebayo & Kolawole, 2013). Entrepreneurship education also contributes to economic growth and diversification. By encouraging innovation and enterprise development across sectors such as agriculture, technology, manufacturing, and services, it reduces over-reliance on oil and strengthens other productive sectors of the economy (Olawale, 2020). This diversification enhances economic resilience and stability. In addition, entrepreneurship education promotes poverty reduction and improved living standards. Through income generation and employment opportunities, individuals and communities experience increased purchasing power and social well-being (Ekpo & Edet, 2018). It also fosters innovation and competitiveness, as trained entrepreneurs are more likely to adopt new technologies and efficient business practices.

Furthermore, entrepreneurship education enhances human capital development by building skills such as creativity, critical thinking, risk management, and leadership. These competencies are essential for national development in a globalized economy (Gibb, 2011). Overall, entrepreneurship education serves as a strategic tool for addressing Nigeria's socio-economic challenges and achieving sustainable development.

Challenges facing entrepreneurship in Nigeria

Despite the abundant natural and human resources in the country, Nigeria is still unfortunately faced with some challenges which in the recent years have surged appreciably, causing a serious setback to entrepreneurship development and making it difficult for entrepreneurs to achieve their potential. A major setback to investment by private and foreign investors is the lack of enabling environment as a result of incessant violence, militancy, insurgency, youth restiveness, armed robbery, kidnapping and other social menace (Kamar, Terzungwe & SMuhammad, 2021). Ford (2004) and Adewunmi (2009) emphasized finance as one of the major challenge facing entrepreneurs in Nigeria. Similarly, Adeoye (2015) lamented that the poor performance of SMEs is due to limited access to long term loan and high cost of short-term loan which usually come from micro finance banks. Similarly, Onodiugo and Onodiugo (2015) blamed the deplorable state of infrastructure in Nigeria as a nightmare to both entrepreneurs and citizens. The reason for the infrastructural deficit as being adduced to government neglect, low investment and poor management of transportation infrastructure, (Igwe, Oyelola, Ajiboshin & Rahim, 2013).

This study is anchored on Human Capital Theory and Schumpeter's Innovation Theory to explain entrepreneurship education as a catalyst for job creation and economic development. Human Capital Theory posits that investment in education and training enhances individuals' skills, productivity, and employability, leading to improved economic outcomes (Becker, 1993). Applied to entrepreneurship education, the theory explains how entrepreneurial knowledge and competencies empower individuals to create enterprises, generate employment, and contribute to national income. Its major benefit lies in its emphasis on skill acquisition and capacity building. However, a key limitation is its assumption that skills alone guarantee job creation, ignoring structural challenges such as access to finance and policy constraints.

Schumpeter's Innovation Theory views entrepreneurs as change agents who drive economic development through innovation, new products, and new production methods (Schumpeter, 1934). Entrepreneurship education, from this perspective, nurtures creativity and innovation necessary for enterprise growth and industrial development. The

strength of the theory is its focus on innovation-led growth, but its limitation is the overemphasis on radical innovation, which may not reflect the realities of small-scale enterprises in developing economies like Nigeria.

Empirical studies

1. Entrepreneurship and Employment Generation

Empirical evidence suggests that entrepreneurship education serves as a critical catalyst for job creation by transforming job seekers into job providers. In a study conducted across high-density commercial areas in Lagos, Adejumo and Bekun (2021) found that for every 10% increase in entrepreneurial activity, there is a corresponding 4.5% increase in local employment generation. The concentration of Small and Medium Enterprises (SMEs) acts as the primary employer of the local workforce. According to the National Bureau of Statistics (2024), the informal sector in Lagos, driven largely by petty trading and artisanal entrepreneurship, accounts for over 80% of new jobs created annually. However, Okolie and Osuji (2025) argue that while entrepreneurship generates employment, the "quality" of these jobs depends heavily on the level of technical education received by the business owners, as skilled entrepreneurs are more likely to scale their businesses and hire additional staff.

Entrepreneurship and Poverty Reduction

Poverty reduction is intricately linked to the success of micro-entrepreneurial ventures. Akanbi and Oyekunle (2022) utilized a regression model to show that entrepreneurial skills have a strong inverse relationship with household poverty levels ($r = -0.72$). In many places, where many households rely on daily income from trade, entrepreneurship education provides the financial literacy needed to move from "survivalist" business models to "growth-oriented" ones. Empirical data from the Lagos State Bureau of Statistics (2023) suggests that households headed by individuals with basic entrepreneurial training have a 30% higher chance of remaining above the poverty line compared to those without skills. Dodo and Idris (2022) further posit that entrepreneurship facilitates poverty alleviation by creating "micro-wealth cycles" within the local community, where income generated is reinvested into local services.

Methodology

Research Design

This study adopted a descriptive survey research design. Descriptive survey design is widely used in social and educational research where variables are not manipulated but observed as they naturally occur (Creswell & Creswell, 2018). Given that this study seeks to examine perceptions, experiences, and outcomes associated with entrepreneurship education in Nigeria and Lagos State specifically, the design is considered suitable.

Research Setting

The study was conducted in Agege Local Government of Lagos State. Agege was selected because it has a large population of youth and is a beehive of entrepreneurial and SMEs institutions of formal and informal businesses (Lawamson, 2014).

Population of the Study

The population of the study comprises all graduates of various tertiary institutions that have been exposed to different entrepreneurship education programmes who have their permanent residency in Agege, and had lived in the Local government for at least five years. The rationale for the defining criteria was to ensure that only respondents that can provide valid insight on the topic of entrepreneurship education influences employment outcomes and economic development were involved in the study (Ojo, 2021).

Sampling

A multi-stage sampling technique was employed for the study. First, simple random sampling was used to select five (5) Political Wards from the eleven political wards namely: Isale oja/ Idi mangoro, iloro/ Onipetesi, Oniwaya/Papa Uku, Agbotikuyo / Dopemu, Oke-koto, Oyewole/ Papa-Ashafa. Keke, Darosha.Tabon-tabon/ Oko-oba, Orile-Agege and Isale-Odo. The selected wards were: Isale oja/ Idi mangoro, Agbotikuyo /Dopemu, Keke, Tabon-tabon/ Oko-oba and Isale-Odo. Second, purposive sampling technique was used to select graduates of tertiary institutions who had completed the mandatory National Youths Service and had been involved in entrepreneurial activities in the last five years whose businesses are domicile in Agege. This approach ensured a fair representation while minimizing sampling bias (Kothari, 2019).

A sample size of 86 was considered statistically adequate and was selected to enhance the generalizability of the findings across the five political wards selected. 19 respondents that satisfied the specified criteria were randomly selected from Dopemu /Agbotikuyo and Keke while 16 respondents were also randomly selected from Tabon-tabon/ Oko-oba and Isale-Odo

Instrument

Data for the study was collected using a 16-item researcher-developed,4-point semi-structured questionnaire titled” *Entrepreneurship education as panacea for employment generation and economic development questionnaire*”. The questionnaire was divided into sections A and B. Section A contained five item which probed demographic information of the respondents while Section B probed addressing entrepreneurship education and employment generation, entrepreneurial education and perceived economic development outcomes and the challenges faced by entrepreneurs. The use of a questionnaire is justified because it allows for the efficient collection of standardized data from a large number of respondents within a limited time frame and facilitates quantitative analysis (Sekaran & Bougie, 2020).

Validity of the Instrument

To ensure content and face validity, the research instrument was subjected to expert review on entrepreneurship education. Their inputs help ensured that the items adequately capture the variables under investigation and align with the objectives of the study. Validity is essential to ensure that the instrument measures what it is intended to measure (Fraenkel, allen, & Hyun, 2019).

Reliability of the Instrument

The reliability of the instrument was determined by conducting a pilot study at Alimosho Local Government which shared similar features with Agege Local Government. Five (5) respondents who satisfied the stipulated criteria were randomly selected. The instrument was administered to them using the test–retest method within ten days and analyzed with the Cronbach’s Alpha coefficient. A reliability coefficient of 0.70 was obtained indicating an internal consistency of the instrument (George & Mallery, 2020).

Method of Data Collection

The questionnaires were administered directly to respondents with the assistance of trained research assistants. This approach helped improve response rates and allows for clarification of questionnaire items where necessary. Ethical considerations such as voluntary participation and informed consent were strictly observed during data collection.

Method of Data Analysis

Data collected were analyzed using descriptive and inferential statistical techniques. Descriptive statistics such as mean, and standard deviation were used to summarize respondents’ views. while Pearson Moment Correlation

Analysis was used to test the hypotheses at 0.05 level of significance. These techniques are appropriate for identifying patterns and determining the strength of relationships among variables (Field, 2025).

Results

Quantitative analysis

Research question1:

Table I : entrepreneurship education and employment generation

Entrepreneurship education relationship with employment generation	X	SD
Entrepreneurship education shapes vocational skills	4.51	1.63
Entrepreneurship education developed managerial skills	4.62	1.72
Entrepreneurship creates employments for different layers of the society	4.66	1.78
Some domestic chores have become means of entrepreneurship	4.68	1.79
Entrepreneurship education enhances creativity	4.7	1.83
Digital technology enhances employment generation	4.69	1.8

Source: Analysis of field survey, 2025.

Mean and standard deviation were used to analyze data collected. Six items probed the question. The first item was entrepreneurial education shapes vocational skills, second, entrepreneurial education develops managerial skills. Third item focused on entrepreneurial skills creates employment for different layers of the society. Item four probed some domestic chores have become means of entrepreneur. Item five probed entrepreneurship education enhances creativity while the sixth item probed digital technology enhances creativity. The six items were all accepted because they were above the mean of 3.00 with X of 4.51, 4.62, 4.66, 4.68, 4.70 and 4.69 respectively and corresponding SD of 1.63, 1.72, 1.78, 1.83 and 1.80 respectively. This inferred that all the items were all good enough and were accepted.

Question 2:

What is the relationship between entrepreneurship education and poverty reduction in Agege Local Government of Lagos State?

Table 2: entrepreneurship education and poverty reduction

Entrepreneurship education contributed to poverty reduction	X	SD
Entrepreneurship offers many people sources of income.	4.97	1.89
Entrepreneurship creates wealth for the masses	4.73	1.81
Entrepreneurship provides opportunities for many people to feed well.	4.78	1.85
Entrepreneurship education enhances human capacity development	4.67	1.79

Entrepreneurship education is tool for poverty reduction tool.	4.69	1.83
Entrepreneurship education creates employment opportunities	4.70	1.83

Research question 2 was analyzed using X and SD. Six items probed this question. Item 1 probed entrepreneurship offers many people source of income. Second item probed entrepreneurship creates wealth. Third item probed entrepreneurship provide opportunities for many people to feed The fourth item probed entrepreneurship enhances human capacity development/ item five probed entrepreneurship education is a tool for poverty reduction and the sixth item probed entrepreneurship education create employment opportunities. The X were 4.97. 4.73. 4.78, 4.67, 4.69 and 4.70 with corresponding SD of 1.89, 1.81.1.85.1.79. 1.83 and 1.83 respectively. The mean values were all accepted because they were up and above the average of the scores.

Question 3:

What are the challenges hindering entrepreneurship as a driver of job creation and economic development in Agege Local Government.

Table 3: challenges facing entrepreneurship

Challenges of entrepreneurs in Agege Local Government	X	SD	Position
Access to capital	4.12	1.76	1st
Poor road network	3.98	1.7	4th
High cost of transportation	4.09	1.73	2nd
Insecurity	3.76	1.68	6th
Poor government policies	3.72	1.65	7th
Multiple taxation from state and local government	3.78	1.69	5th
High interest rate on loans	3.99	1.71	3rd

Source: Analysis from field survey, 2025

Seven challenges were analyzed from the respondents' responses X and SD were used to analyze the responses which was later ranked. Access to capital ranked first, high cost of transportation ranked second, high interest rate ranked third, poor road network ranked fourth, multiple taxation ranked fifth, insecurity ranked sixth and poor government policies ranked seventh. The analysis showed that capital was the key challenges of most entrepreneurs in Agege Local Government and poor government policies ranked least

Table 4: PPMC Summary of the relationship between entrepreneurship education and employment generation

Variable	N	Mean	SD	Df	r	Sig	P
Entrepreneurship education	80	15.13	3.41	78	0.503	0.00	< 0.05
Employment generation		19.35	5.51				

Source: Analysis from field survey, 2025

Table 4 shows a significant relationship between entrepreneurship education and employment generation. The result revealed that there was a significant relationship between entrepreneurship education and employment generation because $r = .503$, $p < 0.05$. This implies that entrepreneurial education drives employment generation in Agege local government.

Ho2: There is no significant relationship between entrepreneurship education and poverty reduction in the studied local Government

Table 5: PPMC Summary of the relationship between entrepreneurial education and poverty reduction in the studied location

Variable	N	Mean	SD	Df	r	Sig	P
Self-care practice	80	15.13	13.13	78	0.563	0.00	< 0.05
Well-being		18.14	17.13				

Source: Analysis from field survey, 2025

Table 5 shows a significant relationship between entrepreneurship education and poverty reduction

in the studied local Government. The result revealed that there was a significant relationship between entrepreneurship education and poverty reduction because $r = .563$, $p < 0.05$. This implies that entrepreneurs influence poverty reduction in Agege Local Government.

Discussion of findings

Hypothesis 1 established that there is a significant relationship between entrepreneurship education and employment creation in Agege. This mirrors broader empirical evidence from Nigerian contexts. Multiple investigations also support the premise that entrepreneurship training (including ICT entrepreneurship) promotes job creation and reduces youth unemployment in Lagos State contexts which can be inferred in Agege (Eneanya, 2023).

Hypothesis 2 found that there is a significant relationship between entrepreneurship education and poverty reduction in Agege Local Government. The finding affirms that those that received structured entrepreneurship training reported improved business skills, increased income, and enhanced ability to identify opportunities which confirms that entrepreneurship education empowers individuals to create sustainable livelihoods (Okorie & Adeoye, 2023).

Also, the PPMC analysis showed a significant relationship between entrepreneurship education and employment generation in the studied location ($r = 0.508$), suggesting a positive relationship between the variables based on the respondents' responses to the items in the research instrument. Thus, it can be concluded that the entrepreneurship education significantly drives job creation producing the expected results. The finding of this study is supported by Obadara, (2025) reported that entrepreneurship education significantly enhances graduates' ability to create jobs, as students acquire relevant business skills, innovative capabilities, and self-employment readiness. Baba et al (2022) opined that entrepreneurship education was found to have a significant effect on job creation through coaching, supervision, and simulation components of the curriculum. However, literature suggests that the quality of instructional delivery influence outcome as poorly structured entrepreneurial curricula may hinder the full translation of education into employment creation (Adewunmi & Cele, 2025).

Further, the PPMC analysis showed that significant relationship between entrepreneurship education and poverty reduction in Agege Local Government ($r= 0.563$). This infers that entrepreneurial education leads to employment creation which brings about wage earning capable of improving the standard of living, thereby bringing about poverty reduction. This aligns with extant literature suggesting that entrepreneurship education fosters economic self-reliance and reduces dependency on wage employment, thereby contributing to poverty alleviation (Fatoki, 2018). The finding of this study meets the researcher's expectation and align with the preferred theory this study which is the Human Capital Development theory

Conclusion

The result of this study has been able to prove that entrepreneurial education leads to employment creation and poverty reduction. The finding of the study also supports the Human Capital Development theory among entrepreneurs in Agege Local Government. The study also established that financial challenge or capital constraint is a major challenge facing entrepreneurs, as well as high cost of transportation as well as multiple taxation by both State and Local Governments, insecurity and poor government policies were equally acknowledged as problem, they did not top the list of the identified challenges. In sum, the study was able to add to achieve its stated objectives and contribute to empirical literature of the topic.

Recommendations

Based on the findings of this study, the following recommendations are made:

- 1 Entrepreneurship education should be well-funded in the school, to allow the students at various level acquire the needed vocational and managerial skills needed to be self-reliant
- 2 Government should allocate special funds to graduating students who has been identified have patents or special skills to enhance their business development
- 3 Government should stop all multiple taxation on Small and Medium Size Enterprises to make as a way to support their businesses
- 4 Concerted efforts should be made to drive infrastructure development which is key to all business thrift

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