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**Perspectives On  
Managing Development,  
Governance and Leadership  
for National  
Sustainability**

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## CHAPTER 8

# Youth Entrepreneurship Education: A tool for Job Creation and National Sustainability

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### **ABSTRACT**

*Entrepreneurship has been recognized as an effective tool for social, economic, political and industrial development in both developed and developing countries. The involvement of youths in entrepreneurship has equally been seen as important especially in the areas of economic and national development. The objective of this paper is to examine how the exposure of youths to entrepreneurship education can contribute positively to the enhancement of job creation and national sustainability. Entrepreneurism and learning were adopted as the theoretical framework of the study. Primary data was sourced through the use of questionnaire. The data collected were analyzed with the model of regression analysis. The results of the survey revealed that there is significant relationship between youth exposure to entrepreneurship education, job creation and national sustainability. Among others, the study made recommendation that institutions should adopt more concrete strategies on how to encourage youth to be interested in the entrepreneurial development Studies (EDS) towards preparing them for active role in good governance.*

**Key Words:** Entrepreneurship, Entrepreneurship Education, Youth, Job Creation and National Sustainability

## Introduction

The economic situation of the country is compelling many youths to seek out more creative ways to earn money. Majority of them believe that starting and running a business or just learning the skills to do so can give them an advantage in life. It is becoming clear that the private and public sectors are not able to absorb all the graduates in the labor market. As a result, the government has decided to commit its efforts to cultivating an entrepreneurial approach to provide employment opportunities for youths. The plan of the government to unleash entrepreneurship in Nigeria is achieved by ensuring that all schools and existing institutions are to function as entrepreneurship training hubs to inculcate entrepreneurial skills and knowledge in youths.

The objective is to support the youth to identify business opportunities, prepare business plans, and link-up with finance and markets. This is also in line with European school of modernism such as in USA, Britain, Mexico, China, India to mention but few which argue that youth play a central role in the overall survival of a country and ignoring their political, economic and social roles they play, amounts to threatening the very survival of Nigeria as a nation. This paper is out to throw more light on the importance of entrepreneurship education as a critical factor for developing entrepreneurial skills attitudes and behaviours (which are the basis for economic growth) among Nigerian youths. Although several research works such as Kirby (2003a); Peterson (2004); Amanda (2008) have been carried out on entrepreneurship, further evaluation of the effects of youth entrepreneurship programs on job creation and national sustainability is needed. Upon this thrust, the researchers decided to embark on this study to find out how youth entrepreneurship education can be used as a tool for job creation and national sustainability. This paper is structured in such a way that it is divided into five sections. Section one is the introduction, section two is the literature review/conceptual framework, chapter three is the theoretical framework and methodology, chapter four is the analysis of the data, while chapter five is the discussion, conclusion and recommendations.

## Literature Review/Conceptual Framework

### **Entrepreneurship Defined**

Entrepreneurship has been defined in various ways by different authors and researchers. This paper adopts a simple definition from Kirchoff (1994) that reflects the topic of this paper. Kirchoff (1994) defined entrepreneurship as the creation of new businesses that prosper and create jobs for economic sustainability. This definition is in line with the first economists to talk about the role of the entrepreneur in economic development such as Schumpeter (1934, 1976), with his discussion of entrepreneurial innovation and creative destruction, which serves as a catalyst for economic growth. Schumpeter's work was intellectually motivated by the absence of entrepreneurship from the neoclassical model. The neo-classical approach essentially viewed firms as 'black box' production functions and therefore de-emphasized the role of individuals within them. It also left little room for distinction between firms that were innovative and others that were not (Eid, 2006)

### **Entrepreneurship Education**

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education is an initiative which brings together ideas, programmes and knowledge necessary for venture creation and profitability. It is a **lifelong learning process**, starting as early as elementary school and progressing through all levels of education, including adult education ([www.entre-ed.org](http://www.entre-ed.org)). Its curriculum is usually designed to reflect topics that will help students to be creative, innovative, proactive and focused driven towards proffering solution to the national problems such as poverty, unemployment, corruption, militancy, student's unrest and other social vices (Eid, 2006).

As O'Higgins (2001) argued, "for any entrepreneurship education programme to be effective, either in developed or developing country, the programme should be initiated by both business and educational establishment and be developed to re -



**establish a traditionally important resource for rural communities: local schools and colleges. School-based enterprise programmes represent examples of how rural school can play a significant role in community economic development.** To buttress his point, O'Higgins (2001) **emphasized that** a good entrepreneurship programmes should have institutional, educational, economic and individual goals. (i) Institutional goals will help rural schools to become effective small business incubators, (ii) Educational goals will help students and teachers develop understanding of, interest in, and competence around entrepreneurship and small business management/ownership, (iii) Economic goals will help create good new local jobs through identifying and utilizing untapped opportunities in the local economy while (iv) Individual goals will help to foster a sense of empowerment and heighten the capacity to be successful productive community members.

In support of O'Higgins (2001), Eid (2006) **affirmed that youth entrepreneurship** programs among others should lay more emphasis on;

(i) identification of employment opportunities for youth, (ii) training strategies and technical rehabilitation for youth, resulting in a skills acquisition, (iii) identification of funding opportunities and grants to support youth projects, (iv) strategies for reduction of unemployment, poverty, crime and drugs addiction, (v) strategies to reduce the shortcomings in government strategy with respect to youth development, (vi) strategies for reduction of terrorism and violence on the performance of youth., (vii) marketing and financing of business ventures, (viii) productivity and time management, (ix) new technologies and entrepreneurial solutions to social and environmental challenges (Eid, 2006)

**Murati (2009) also affirmed that** youth entrepreneurship initiative should aim to create a sustainable program led by young leaders, which provides youth with the necessary tools to contribute to their communities; to support, give assistance and professional training to young people in establishing a small business; and to stem youth

flight. The objective of youth entrepreneurship programme is therefore to; assist the development of entrepreneurial skills, self-confidence and self-reliance; help create an enterprise culture and stimulate entrepreneurial activity; and help young people respond to the changing employment situation by encouraging initiative (Murati, 2009).

### Promoting Youth Entrepreneurship Education in Nigeria

There are several reasons why youth entrepreneurship programme should be promoted in Nigeria, some of these reasons are

#### (i) **Developing Entrepreneurial Characteristics**

The importance of promoting youth entrepreneurship can be viewed from the role of entrepreneurial characteristics as a key factor for motivating youth into entrepreneurial venture. These characteristics have been identified by different researchers to include: innovative, flexibility, risk propensity, internal locus control, proactiveness, tolerant to ambiguity etc. (Schmitz, 1993; Schmitz & Muzyck, 1993; Spath, 1993; Nadvi & Schmitz, 1994). These factors are the major variables responsible for the emergence of small firms in economic development from countries throughout the world (Eid, 2006)

#### (ii) **Reduction of Unemployment**

By far, the strongest and best-substantiated conclusion from economic research on developing countries, is the urgent need to stimulate job-creating growth especially in the state with the fastest growing population in the world. Nigeria population has tripled since the independent year of 1960. The recent census of 2008 put Nigeria population to be over 140 million (CIA World Factbook, 2009). Increase in the population usually result to increase in the unemployment rate which makes (Alanana, 2003) which can make Nigeria to be among the countries in the world with the highest number of unemployed youth (Al-Samarrai and Brighton, 2003).

Entrepreneurship (whether it is being initiated by men, women, old or young) is focused on reduction of unemployment rate. Unemployment among youth (under twenty-five is over 40 per cent) has serious economic/social and brain drain implications. The largest

proportion of the unemployed (consistently 35 to 50 percent) is youths who are primary, secondary or tertiary institution school graduates (CIA World Factbook, 2009). This indicates the **presence of poverty and other social vices. This report sends disturbing signal to all segments of the Nigeria society and should not be treated with any form of laxity (Alanana, 2003). The estimated data of unemployment by the CBN annual report in Table 1 shows that more than 60 percent of the unemployed labor force in 2006 are youth.**

**Table 1: Graduate Unemployment Rate in Nigeria, FOS Data, 2006**

<b>NIGERIA (all ages -2003 )</b>	<b>2.30</b>
<b>NIGERIA (pry school leavers -2003)</b>	<b>14.70</b>
<b>NIGERIA (sec school leavers -2003)</b>	<b>53.60</b>
<b>NIGERIA (tertiary graduates 2003)</b>	<b>12.40</b>

*Sources: ILO (Al-Samarrai, S. and Brighton, P. B. 2003); Nigeria data from CBN Annual Report FME (2006). <http://www.fme.gov.ng>*

### **(iii) Job Creation**

As regards employment generation, researches evident that about 60% of the new created jobs usually starts in form of micro, small and medium scale and out of these number, about 25% of these jobs are being originated from the youths. Past literature on the role of micro and small enterprises in economic development which centers on the areas of job creation and poverty alleviation are initiated by youth entrepreneurs. In support of this, Eid (2006) emphasized that much of this literature tells tales of micro and small businesses that attract attention of people either because they are run by shoe-string entrepreneurs in adverse settings, or because they are owned by especially entrepreneurial youth in settings where youths do not run businesses, or because they are entrepreneurial in how they manage to operate in the informal economy... in virtually each of these accounts, one finds a discussion of entrepreneurial talent that explains daring innovation, overcoming negative externalities and success in adverse markets.

Over the next ten years, with population growth rates estimated to increase by 1.9 per cent, Nigeria is expected to create 47 million new jobs to keep pace with new entrants to the labour market (Ahluwalia, 2008). An estimated 6.5 million additional jobs would be needed to reduce the regional unemployment rate by half. This means that the current employed workforce would need to expand by approximately 60 per cent over the next decade, an accomplishment that will help to achieve the millennium development goals (MDGs) (Willard, 2008; Ahluwalia, 2008).

#### **(iv) National Sustainability**

Sectors whether corporate bodies, universities, nonprofit organizations, government agencies, micro, small, and large organizations all have a role to play in creating a more sustainable environment especially for the youth to learn to develop initiatives for breeding enterprises. Sustainability strategies need to be formulated and be integrated together. This can increase the country's GDP by a minimum of 38% over five years and contribution of small- and medium-sized companies can increase by a minimum of 66% in the same timeframe (Willard, 2008). This presents an exciting opportunity to engage young people as social and environmental entrepreneurs, building a society that can live within planetary boundaries (Ahluwalia, 2008). In line with this, Hawley (2008) emphasized that as a market-based society, there is need to distinguish sufficiency as the underpinning of sustainability and the contribution of successful venture managed and controlled by youth. This is important in order to grow a different sort of economy one that is socially, environmentally, and economically more sustainable.

#### **How to Promote Youth Entrepreneurship Programme**

To promote youth entrepreneurship, the following suggestions made by Ahluwalia (2008) can be adopted. According to Ahluwalia (2008) institutions that run youth entrepreneurship programmes should:

invite local entrepreneurs and business men and women from a variety of fields to speak to youth about how they got started and how they run their businesses.

visit nearby small businesses or work with business owners to



arrange job shadowing or externships for youth. In job shadowing, a youth follows an adult on the job for a day. In an externship, the youth spends a week working at a job site.

plan activities that help youth identify their interests and translate them into business ideas. A young person who likes yard work might start a landscaping business. A budding chef might start a catering business. Youth with computer skills might build Web sites, design software, or offer technical support to other businesses.

organize a group project in which youth work as a team to choose a business idea, come up with a plan, raise seed money, purchase equipment, and market and sell their product. For instance, an entrepreneurial class in a University can start a pastry-baking company so as to help the youth raise money for a vacation trip to Ghana

lend youth a small amount (for example, not more than N10,000) to invest in a business idea, such as selling products bought wholesale. The money must be paid back after a set a specified time period.

### **Theoretical Framework/Methodology**

#### **Theoretical Framework**

##### **Entrepreneurism and Learning Theory**

The theoretical framework underpinning this study is entrepreneurship and learning theory. Entrepreneurism is an ideology based on individual needs to create and/or to innovate and transform creativity and innovative desire into wealth creating and value adding undertaking for the individual's benefits and common good (Kao, 1997). It was propounded by R. W. Kao in 1997 to describe an individual needs and desires to create and innovate idea that can enhance wealth creation and employment generation within a particular environment. It inculcates entrepreneurial culture to individual which is the commitment of an individual to continuing pursuit of opportunities and developing an entrepreneurial endeavour to its growth potential for the purpose of creating wealth for citizenries and adding value to the society. Learning theory on the hand, focuses on the development of an individual's emotion, value, self-concept, goal and need (Huntt, 1997). It promotes self-independence, skill acquisition and direction in specialized education. Since entrepreneurial skills, attitudes and behaviours can

be learned, the application of entrepreneurship and learning theory to youth entrepreneurship can enhance student's interest, passion and exposure to entrepreneurship education through out their lifelong learning path.

### **Methodology**

#### **Sample Size**

A sample size of two hundred and fifty (250) respondents was purposively selected from a particular community in Ado Ota Local Government Area in Ogun State. The use of non-random sampling technique is based on the fact that youth were found to be more in that community because of high concentration of more institutions of higher learning in the area (Otokiti, Olateju and Adejumo, 2007). Out of the 250, 201 or 80.4% questionnaires were retrieved from the respondents. The profile of the respondents includes data such as sex, age, educational qualification, marital status, position in family, faculty and department.

#### **Sources and Collection of Data**

To carry out this research, primary and secondary sources of data were used. The primary data was collected as a part of a broader study was used for the analyses of the hypotheses. These data were enlarged to take into account information from the respondents as regards entrepreneurial characteristics, entrepreneurship education and youth involvement in entrepreneurship. Questionnaire as the research instrument were randomly distributed to the respondents with the assistants of five research assistants. A five Likert scaling point which include options such as strongly agree, agree, undecided, disagree and strongly disagree scaled at 5, 4, 3, 2, and 1 respectively was used in structuring the questionnaire.

The questionnaires were sent to the respondents by personal contact, to be filled and returned within a specific period of time. Questions that deal with the socio-economic and entrepreneurial characteristics of the respondents were among the questions contained in the questionnaire. Both close and open ended questions were asked in the questionnaire. The open ended questions enabled the respondents to express their views as regards to youth entrepreneurship programme. Data collected include dependent and independent variables relating

to youth entrepreneurship which gave more objective and precise information of the respondents. These variables formed part of the hypotheses formulated for data analysis.

#### Measurement of Variables

The demographic data of the respondents which include sex, age, marital status, academic level, and other related variables were gathered through the means of questionnaire. This questionnaire was structured into three sections with fifty three (53) items. These items have to do with youth entrepreneurial characteristics, their exposure to entrepreneurship education, job creation and national sustainability variables. The study adopted the model of regression to test the two hypotheses formulated for this study. The regression analysis model enables the researchers to measure the influence of independent variables on the dependent variable.

#### Hypotheses

Two hypotheses were postulated for this study and they are:

H1: There is no significant relationship between youth entrepreneurship education and job creation

H2: There is no significant relationship between youth entrepreneurship education and national sustainability

#### Data Analysis

##### Survey Results

The data collected were analyzed based on information on the respondent's profile, entrepreneurial characteristics, job creation and national sustainability variables using SPSS 12 (SPSS, Inc., 2003) statistical program. Frequency distribution, mean and standard deviation were developed based on the respondent's responses for each item. The results of the survey are showed in the tables below.

##### (i) *Demographic Characteristics of the Respondents*

Table 2 shows that out of the 250 questionnaires distributed, 201 or 85% of the respondents were received and this was used as the sample size of the study. The ages of the respondents show that 128 or 63.7% were below the age of 20; 58 or 28.9% were between the age of 21-30; 12 or 6.0% of the respondents were between the age of 31-40 while 2 or 1% of the respondents were above the age of 41. From the table, the number of female respondents was 107 or 53.2% and the

male respondents numbered 93 or 46.3%. The table also revealed that 133 or 66.2% of the respondents were holders of WACE, 46 or 22.9% of them were holders of BSc/HND; 11 or 5.5% were with MSc. while 10 or 5.0% were with PhD and other similar qualifications.

The marital status of the respondents showed that 168 or 83.6% were single, 24 or 11.9% were married while 5 or 2.5% of them were divorced. About 148 or 73.6% of the respondents were from the College of Development Studies, 23 or 11.4% were from the College of Science and Technology while 23 or 11.4% were from other unit of the organization. The table revealed that out of the total number of the respondents, 135 or 67.2% were students, 21 or 10.4% were academics, 37 or 18.4% were non academics while 5 or 2.5% were from other units of the organization. The table also showed that 172 or 86.1% of the respondents saw entrepreneurship as an important factor in youth employment while 28 or 13.4% did not agree that it is an important factor. About 172 or 86.1% saw the exposure of youths to entrepreneurship as important while and 28 or 13.4% saw youth exposure to entrepreneurship as not really important. About 142 or 71.1% of the respondents agreed that youth exposure to entrepreneurship can lead to self-employment and while 41 or 20.1% of the respondents disagreed with the statement.

**Table 2. Descriptive Statistics of the Respondents**

Items	Freq	Per. (%)	Items	Freq.	Per(%)
<b>Sex:</b>			<b>Faculty:</b>		
Male	93	46.3	CDS	148	73.6
Female	107	53.2	CST	23	11.4
Total	200	99.5	Others	23	11.4
<b>Age:</b>			<b>Position:</b>		
Below 20	128	63.7	Student	135	67.2
21-30	58	28.9	Academics	21	10.4
31-40	12	6.0	-academics	37	18.4
41-50	1	.5	Others	5	2.5
Above 50	1	.5	Total	198	98.5
Total	200	99.5			



<b>Entrepreneurship is an important factor</b>			<b>Marital status</b>		
Yes	172	86.1	Single	168	83.6
No	28	13.4	Married	24	11.9
Total	200	99.5	Divorced	5	2.5
Exposure of youth to Entrepreneurship			Total	200	99.5
Yes	172	86.1			
No	28	13.4	<b>Educational Qualification</b>		
Total	200	99.5	WACE	133	66.2
Exposed to entrepreneurship help them to be self-employed			BSC/HND	46	22.9
Yes	142	71.1	MSc/MBA	11	5.5
No	41	20.9	Ph.D & others	10	5.0
Total	183	92.0	Total	200	99.5

*Source: Study Survey 2010*

Table 3 below highlights the mean and standard deviation of the responses of respondents with the questions on 'youth entrepreneurship as being important for job creation' with the highest mean of 4.7384 and a standard deviation of 2.9720. This result confirms hypothesis one which states that 'youth entrepreneurship education has significant relationship with job creation'. The second question with a strong relevance is 'the more youth are exposed to entrepreneurship education the more creative and innovative they become' with a mean score of 4.5326 and standard deviation of 0.7369, this is followed by the response 'youth entrepreneurship and acquisition of knowledge and skill' with a mean score of 4.5152 and standard deviation of 0.6430. Finally the response on 'youth involvement in entrepreneurship and industrial development' has a mean score of 4.5025 and standard deviation of 0.7645 while 'investing in youth entrepreneurship and welfare of the citizenries' had a mean score of 4.3417 and standard deviation of 0.8371. These results confirm hypothesis two which states that 'youth entrepreneurship education is vital factor for national growth and sustainability'.

**Table 3. Respondents' Information on Job Creation and National sustainability**

Items	Mean	Standard Deviation
Investment in entrepreneurial education can reduce the unemployment situation in the country especially among youth	4.41206	0.77918
Youth entrepreneurship can help in job creation in Nigeria	4.48743	0.73070
The more youth are exposed to entrepreneurship education the more creative and innovative they become	4.53266	0.73696
youth entrepreneurship is important for job creation	4.73845	2.97208
The more youth are involved in entrepreneurship, the more we experience growth in industrial development	4.50251	0.76458
Through entrepreneurship youth can acquire knowledge and skill	4.5152	64302
Self employment is best option to improve the per capita income of the citizenries of a country	4.34170	0.83715
Investment in youth entrepreneurship can enhance the welfare of the citizens of a country	4.49246	0.73765
Youth Entrepreneurship can help to improve national sustainability.	4.52261	0.72351
Entrepreneurial activities are the key factors for the enhancement of the infrastructure of a country	4.41708	0.72607
Youth entrepreneurship can enhance human capital development	4.47738	0.75761

*Source: Study Survey 2010*

### Regression Analysis- Results

Table 4 shows the result of testing hypothesis one which states that there is no significant relationship between youth entrepreneurship education and job creation. Two variables (dependent and independent) were regressed. Variables such as youth involvement in entrepreneurship and exposure to entrepreneurship education were used in capturing the independent variables. The result shows that the independent variables are significantly correlated with the dependent variable (job creation) based on 1% ( $p < 0.01$ ) level of

significant. It is interesting to note that entrepreneurship education and youth involvement in business's beta and t-value scored 0.303, 0.236 and 4.540, 3.534 for being capable of creating job. This indicates the existence of strong positive relationship with the dependent variable (entrepreneurship education leading to self-employment) at .000 and .001. Since the result from the analysis of hypothesis one proved to be significant, we therefore accept the alternative hypothesis which states that youth entrepreneurship education has significant relationship with job creation and reject the null hypothesis. The model summary table also shows that the changes in the dependent variable resulted from 18% changes in the independent variables.

**Table 4 Regression Result on Youth Entrepreneurship and Job Creation Coefficients(a)**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	BStd.	Error	Beta	B	Std.Error
(Constant)					
Entrepreneurship education	.705	.109 6		.462	.000
	.353	.078	.303	4.540	.000
Youth involvement in entrepreneurship,	.143	.041	.2363	.534	.001

a Dependent Variable Youth entrepreneurship and self - employment

Source: Study Survey 2010

**Model Summary(b)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		Change Statistics			Durbin-Watson		
	R Square Change	F Change	Df1	Df2	Sig. F Change	R Square Change	F Change	df1	df2	Sig. F Change	
1	.423(a)	.179	.171	.56366	.179	21.073	2	193	0001	.830	

a Predictors: (Constant), Youth involvement in entrepreneurship, entrepreneurship education and youth employment

b Dependent Variable: Youth entrepreneurship and self - employment

Table 5 shows the result of testing of hypothesis two which states that there is no significant relationship between youth entrepreneurship education and national sustainability. Two variables (dependent and independent) were regressed. Variables such as growth in GDP, per capital income, industrial development were used in capturing the dependent variable. The result shows that the independent variables are significantly correlated with the dependent variable based on 1% ( $p < 0.01$ ) level of significant. It is also interesting to note that the entrepreneurship education and youth involvement in business's beta and t-value scored 0.277, -0.095 and 3.900, -1.338 for being capable of enhancing national sustainability. This indicates the existence of strong positive relationship with the dependent variable (youth entrepreneurship being capable of enhancing national sustainability) at .000 and .0103. Since the result from the analysis of hypothesis two proved to be significant, we therefore accept the alternative hypothesis which states that youth entrepreneurship has significant relationship with national sustainability and reject the null hypothesis. Although the result of the hypothesis two shows a significant relationship, the negative beta and t-test results (-0.095 and -1.338) is an indication that youth involvement in business no effect on national sustainability. The model summary table also shows that the changes in the dependent variable resulted from only 7% changes in the independent variables. The result of the R-square is very low. This confirms the negative results of the beta and t-test.

**Table 5. Regression Result on Youth Entrepreneurship education and National Sustainability Coefficients(a)**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	BStd.	Error	Beta	B	Std.Error
1(Constant)	3.182	.831		3.830	.000
entrepreneurship education and youth exposure to business	1.939	.497	.277	3.900	.000
Youth involvement in business, past five years	-.544	.406	-.095	-1.338	.183

*a Dependent Variable: Youth entrepreneurship education can enhance national sustainability*

*Source: Study Survey 2010*



### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Durbin-Watson		
	R Square Change	F Change	Df1	Df2	Sig. F Change	R Square Change	F Change	df1	df2	Sig. F Change
1	.275(a)	.076	.066	3.52103	.076	7.797	2	190	.001	2.016

*a Predictors: (Constant), Youth involvement in business, past five years, Relationship between entrepreneurship education and youth exposure to business*

*b Dependent Variable: Youth entrepreneurship can enhance national sustainability*

## Discussion, Conclusion and Recommendations

### Discussion

In the light of prevalent views on the relationship between youth entrepreneurship, job creation, and national sustainability, attention is focused on the issue of youth involvement in entrepreneurship and its effects on growth in GDP, per capital income, industrial development, human capital development and availability of infrastructural facilities. Considering the fact that entrepreneurship education is needed to build entrepreneurial human capital for the society of the future, it is important to encourage a more entrepreneurial culture and develop the necessary skills, attitudes, and behaviours to prepare youth to pursue entrepreneurial opportunities (Wilson, 2009). First, we can think about the entrepreneurial characteristics and background of youth in terms of family position, educational qualification and their economic status. These three factors are often referred to as important factors in determining entrepreneurial motivation (Murati 2009). On factors such as entrepreneurial education/training and work experience in business, respondents were classified on the basis of whether they had some or no form of entrepreneurial experience. This purpose of this classification is to see how this study can help to bring together different stakeholders from the public and private sectors as well as practitioners, experts and members of academia and civil society, to share existing knowledge and good practices, raise awareness and work together to design innovative new approaches for entrepreneurship education in line with the report of Lloyd Blankfein, the chairman and Chief Executive Officer of the Goldman Sachs Group Inc (World Economic Forum, 2009). Entrepreneurship education involves living with ambiguity instead of oversimplified answers to complex

situations (Peterson, 2004). In order to help students to maximize their understanding of entrepreneurship, the teaching environment should allow them to be entrepreneurial in their actions and approaches to education. The importance of this is to boost their entrepreneurial skills, attitudes and behaviours which are potent factors for enhancement of job creation and economic sustainability.

The result of this study is also in line with the report of A Harvard Graduate School of Education study commissioned by the National Foundation for Teaching Entrepreneurship which found out in 2008 that participating in an entrepreneurship program increased youths' interest in attending college, their career aspirations, and their belief in the ability to achieve their goals (business related). Experts on entrepreneurship education Rae (1997); Mueller, Thornton, Dewberry, Tan, and Hu, (2005) also confirmed that starting a business has risks and rewards a combination that may energize some youth more than others. Still, the ability to "think like an entrepreneur," combining creativity, problem-solving and long-range vision, can boost the fortune of any young person, regardless of age, family background, career and life goals (Murati, 2009).

### **Conclusion**

This paper examined the relationship between youth entrepreneurship education, job creation and national sustainability. The model of regression analysis was used in analyzing the hypotheses. The results revealed that there is significant positive relationship between youth entrepreneurship education, job creation and national sustainability. In conclusion, the words of Ismail Serageldin, the former president of World Bank can be very useful. "Let us be clear. Half-educated, unemployed youth, with no prospect of being integrated into a better future is a prescription for disaster. If young people do not have a stake in the existing social and political order, if they do not feel there is a way for them, why should they sacrifice today for a better tomorrow? Why should they have an interest in protecting the stability and social safety of that system?" (Ismail, 1999). To avoid this future disaster, it is important to commit efforts and resources to youth entrepreneurship.

### **Recommendations**

Based on the findings of this study, the following recommendations are made for policy implications;

- (i) There is need to set up national capacity structure and

infrastructure to ensure that at least 2 million youth in Nigeria become entrepreneurs (either in social and business terms) by 2020. The availability of infrastructure such as electricity will help in the generation of business ideas and inspiration of youth to venture into business.

(ii) Integrated policies on youth entrepreneurship should be formulated both in government and across sectors of governmental bodies, communitybased NGOs, research centers, the private sector and international agencies. This will help to highlight the importance of entrepreneurship education for youth employment and sustainable development at the local, state, national and international levels. (iii) Government should link up with the private sector, academia, experts and other stakeholders to share existing knowledge and good practices, create more awareness and work together to design new and better approaches for teaching entrepreneurship education in our institutions. (iv) The Nigerian institutions (primary, secondary and tertiary) should adopt more concrete strategies on how to encourage more youth to be interested in the entrepreneurial development studies (EDS), a course that has been proved to be the only panacea for the solving the problem of poverty, unemployment, corruption and other social vices among youth and the entire population at large. (v) Universities should redesign its Entrepreneurship Education Curricula to include social programmes such as 'entrepreneurship week' where intensive and interactive training will be organized for young entrepreneurs in business skills and youth entrepreneurship. This programme will include topics like job creation strategies, young entrepreneurs' award for creativity and invention, competition on writing business plan. This will help the universities to capitalize on the potential of such programmes to move from capacity building institution to entrepreneurial action institution.

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