

EFFECT OF ENTREPRENEURIAL SKILL ACQUISITION ON ENTREPRENEURSHIP INTENTION: EVIDENCE FROM NYSC MEMBERS IN CHANCHAGA LOCAL GOVERNMENT OF NIGER STATE

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Abstract

Many graduates and NYSC members have low entrepreneurial intention despite having acquired knowledge of entrepreneurship skills from Skills Acquisition and Entrepreneurship Development (SAED) and universities. They attribute their challenges to lacking entrepreneurship skills, including innovation, technical, management, and personal skills as well as proper accounting. This study examined the effect entrepreneurial skills acquisition on entrepreneurship intention among NYSC members in Chanchaga Local Government of Niger State. The study used a survey research method. The instrument used was structured questionnaire which was measured using 5-point Likert scale. A sample of two hundred and fourteen (214) NYSC members using Taro Yamane (1973) sample size was selected from the population of four hundred and sixty-one (461) NYSC members in Chanchaga local government using convenience non probability sampling technique. Multiple regression analysis was used for testing of hypotheses. The result of the multiple regression shows that skills acquisition have significant effect on entrepreneurship intention among NYSC members in Chanchaga Local Government of Niger State. As a result, the study recommended, among other things. Instructors employed by Skills Acquisition and Entrepreneurship Development (SAED) should be trained to use teaching methods that foster the acquisition of technical, management, innovative, and personal skills. The government should create regulatory frameworks that will incentivize network groups, banks, incubators, and professional services to help young science entrepreneurs, as well as the facilities and equipment required for skills acquisition that will foster creativity and innovation.

Keywords: Skills Acquisition, Entrepreneurship Intention, Entrepreneurial Skills, NYSC Members

1.1 Introduction

In order to provide prospective entrepreneurs with the necessary skills, the Nigerian government has introduced a number of entrepreneurial skill acquisition centres. These initiatives include the introduction of entrepreneurship training courses and the creation of departments devoted to entrepreneurship at different higher institutions (Chan, 2019). These programs aim to influence young people's skills, attitudes, knowledge, expertise, and entrepreneurship intention in particular. They also provide micro credit to enable them to engage in self-employment or entrepreneurship and support the creation of jobs for others (Obananya, 2022). James, Tyodoo, and Hembadon (2019) assert that entrepreneurial intention is significantly influenced by entrepreneurship skills. This implies that students who acquired their management, technical, innovative, and personal skills are more likely to have entrepreneurial intention, which lowers the graduate unemployment rate. A strategy was also devised by the National Youth Service Corps (NYSC) to incorporate entrepreneurship education into the curriculum of its orientation programs nationwide in an effort to address the ongoing problem of graduate unemployment. Skills Acquisition and Entrepreneurship Development (SAED) was implemented in 2012 to provide 200,000 corps members with training on skill acquisition each year at the NYSC orientation camp (Umar, Okafor, & Nweke, 2022).

Entrepreneurial skill acquisition refers to the abilities an entrepreneur requires to successfully manage a company or bring value to their job. Acquiring skills is considered to be the essential collection of abilities needed to become an entrepreneur (Obananya, 2022). Entrepreneurship skills are essentially business abilities that people learn to help them operate as self-employed or entrepreneurs in the challenging business climate. Humans adapt to life through the use of skills, which are fundamental abilities (Tsetim, Achive & Diaka, 2019). According to Button, Seifert, Chow, Davids, and Araujo (2020), entrepreneurial skill acquisition is the process by which a person learns a certain skill or behavior needed for business through instruction or training in order to recognize and take advantage of self-employment possibilities.

Entrepreneurial skills enable business owners to participate in family and community decision-making and to gain self-confidence and self-esteem (Obananya, 2022). The ability of the business owner to take advantage of entrepreneurial opportunities also depends on their degree of education, skills, or knowledge from training, job experience, and social network. Prior experience gained via school or training serves as a preparation for entrepreneurship (Eunice Abdul, 2018). At the NYSC camp, skill development may impact entrepreneurship, open doors for business, and shape one's intentions.

Entrepreneurship Intention is the ambition to launch or run a new company, and it is a significant predictor of entrepreneurship. Stated differently, it may be seen as the most efficient signal that prompts action in the least amount of time (Moon & Su, 2021). Entrepreneurial intention was described by AL-Qadasi and Gongyi (2020) as the desire of an individual to launch a new company endeavor with the primary goal of making money at a later date. The term

"entrepreneurial intention" refers to a person's subjective attitude toward wanting to launch their own company. It encompasses behavioral inclinations and a "willingness to venture" mental state (Hong, Ching-Hung & Yuanyuan, 2020).

Most National Youth Service Corp (NYSC) members and graduates, have low intentions to pursue entrepreneurship and blame their difficulties to a lack of entrepreneurship skills, including management, innovation, appropriate accounting, and interpersonal skills (Tsetim, Achive & Diaka, 2019). The aforementioned suggests that the development of students' entrepreneurial ambitions is likely to require entrepreneurial skills including management, accounting, marketing, and sales (Khuong, & Anhe, 2016).

Research on the relationship between skill acquisition and entrepreneurship intention has produced mixed results. There appears to be a positive correlation between them, according to certain researchers (Tsetim, Achive & Diaka, 2019; Jaenudin, Octavilona & Astuti, 2021; Akter & Md. Iqbal, 2022; Abuzaid, 2023; and Amadi & Worgu, 2023). However, some draw the conclusion that acquiring new skills has little bearing on one's intention to pursue entrepreneurship (Odigbo, 2023). In light of this, the purpose of this study is to examine the effect of entrepreneurial skill acquisition on entrepreneurship intention among NYSC members in Chanchaga local government of Niger State.

1.2 Statement of the Problem

Despite the introduction of entrepreneurship education into the curricula of Nigerian universities and the NYSC, which identified the acquisition of entrepreneurship skills as a tool to reduce unemployment among young Nigerians, approximately 80% of these youth are unemployed and 10% are underemployed; seven out of ten Nigerian graduates are still unemployed or underemployed (Olanipekun, Sokefun & Akinlabi, 2021). According to the former minister of labor and productivity, the vast and high rate of unemployment in the Nigerian state has "paved way for diverse anti-social vices" and is "the biggest problem bedeviling the smooth activities of government today." In the current day, when globalization has increased competitiveness, countries are grappling with severe issues related to graduate unemployment (Adesina, 2013).

When the NYSC Skills Acquisition and Entrepreneurship Development (SAED) program was launched in 2012, the unemployment rate in Nigeria was 10.6%, with 6.64% of young people unemployed (NBS, 2019). However, the unemployment in the third quarter of 2023 is 17.3% (NBS, 2023). This suggests that there could be a problem with the SAED program's conception or implementation. It is projected that the program will instruct about 200,000 corps members yearly (Umar, Okafor & Nweke, 2022). Also, since the creation of Skills Acquisition and Entrepreneurship Development (SAED) in 2012, the extent to which skills acquisition impacts on entrepreneurial intention among NYSC members in Chanchaga Local Government of Niger State is still yet to be researched. Earlier researchers only focused on NYSC members in other

States or other local governments of the state. This knowledge gap will be filled by the researcher.

Furthermore, the link between skills acquisition and entrepreneurial intention was explored by Tsetim, Achive & Diaka (2019); Jaenudin, Octavilona & Astuti (2021); Akter & Md. Iqbal (2022); Abuzaid (2023); Amadi & Worgu (2023); Al Ghafri & Malik (2021); Muhammad & Olutayo (2020) and Deng & Wang (2023). The findings of their study indicates that there is significant relationship and impact between skills acquisition and entrepreneurial intention. However, research study by Jaenudin, Octavilona & Astuti (2021); Akter & Md. Iqbal (2022); Al Ghafri & Malik (2021); Deng & Wang (2023) and Odigbo (2023) could not reveal the sample size and technique used for their study. The researcher fills this methodological gap by using the sample size of Taro Yamane (1976) and convenience non probability sampling technique for the study. In addition, Tsetim, Achive & Diaka (2019); Muhammad & Olutayo (2020); and Amadi & Worgu (2023) in a similar study but could not used any pre- regression test before testing of hypotheses. This study also fills this research gap by using Skewness and Kurtosis for the pre-regression test. Furthermore, Odigbo (2023) in a comparable study restrict its scope by focusing on NYSC members in Ekiti State. This study aims to close this gap by examining the effect of entrepreneurial skills acquisition on entrepreneurship intention among NYSC members in Chanchaga local government of Niger State.

1.3 Research Question

The study main research question of the study is "What is the effect of entrepreneurial skills acquisition on entrepreneurial intention among NYSC members in Chanchaga local government of Niger State? Other specific research questions to be answered are:

- i. What is the impact of Technical Skill on Entrepreneurship Intention among NYSC members in Chanchaga local government of Niger State?
- ii. Does Management Skill have any significant effect on Entrepreneurship Intention among NYSC members in Chanchaga local government of Niger State?
- iii. To what extent does Innovative Skill have any significant effect on Entrepreneurship Intention among NYSC members in Chanchaga local government of Niger State?

1.4 Aims and Objectives of the Study

The study main objective is to conduct and examine the effect of entrepreneurial skills acquisition on entrepreneurial intention among NYSC members in Chanchaga local government of Niger State. The specific objectives to be achieved are:

- i. To examine the effect of Technical Skill on Entrepreneurship Intention among NYSC members in Chanchaga local government of Niger State;
- ii. To examine the effect of Management Skill on Entrepreneurship Intention among NYSC members in Chanchaga local government of Niger State; and

- iii. To examine the effect of Innovative Skill on Entrepreneurship Intention among NYSC members in Chanchaga local government of Niger State.

1.5 Research Hypotheses

For the purpose of achieving the stated objectives above, the following working hypotheses were postulated. These include;

H₀₁: Technical Skill has no significant effect on Entrepreneurship Intention among NYSC members in Chanchaga local government of Niger State.

H₀₂: Management Skill has no significant effect on Entrepreneurship Intention among NYSC members in Chanchaga local government of Niger State

H₀₃: Innovative Skill has no significant effect on Entrepreneurship Intention among NYSC members in Chanchaga local government of Niger State.

1.6 Significance of the Study

The purpose of this study is to examine the effect of entrepreneurial skill acquisition on entrepreneurship intention among NYSC members in Niger State. Therefore, the following stakeholders will gain from it:

- i. **Management of NYSC:** The management of the National Youth Service Corps (NYSC) and Skills Acquisition and Entrepreneurship Development (SAED) would benefit from the outcomes, results, or conclusions. They will be able to comprehend how the NYSC's skills Acquisition and Entrepreneurship Development (SAED) program has affected the corp members' skills and how these skills might materialize as the formation of new ventures. It also helps NYSC members understand the value of the SAED-organized skills acquisition program and how to inspire and include other corp members in the goal of entrepreneurship that will result in the formation of new businesses.
- ii. **Government:** Additionally, it will assist the government comprehend how NYSC's skills acquisition program has contributed to a decrease in graduate unemployment nationwide. Additionally, it would support government organizations in developing and putting into practice policies that would promote and encourage the development of entrepreneurial skills, which will in turn spark an intention to pursue entrepreneurship and lower the nation's unemployment rate.
- iii. **Future research and theoretical development:** The study contributes to the body of information previously available on the development of entrepreneurial skills by providing a complete analysis of the impacts of skill acquisition. It can serve as a springboard for further investigation and theoretical development in this area, enabling academics to build on their findings and look into fresh aspects of acquiring entrepreneurial skills and how they affect the intention to pursue entrepreneurship.

- iv. **Higher institution:** Based on the research findings, educational institution management might decide that curriculum changes are necessary to guarantee that students are focused on acquiring entrepreneurship skills in order to graduate with the ability to be creative, inventive, and eventually venture creators who become employers of laubor.

1.7 Scope of the Study

The influence of entrepreneurial skill acquisition on entrepreneurial intention among NYSC members in Niger State is the main focus of this study. The researcher focused on Batch C stream 2 NYSC members in the Chanchaga Local Government of Niger State as the geographical scope in order to identify the ways in which skill acquisition might influence the corp members' decision to pursue entrepreneurship. Because the researcher is certain that the batch is accessible for the duration of the research, batch C stream 2 NYSC members in Chanchaga Local Government were chosen. Because there are a lot of responders with broadly applicable replies, the study was carried out. The independent variable in this study includes the proxies of skill acquisition such technical, managerial, and innovative skills, while the dependent variable is self-efficacy, which is used as proxy to entrepreneurial intention. The study's theoretical framework is Ajzen's (1991) theory of planned behavior.

2.0 LITERATURE REVIEW

2.1 Concept of Entrepreneurial skills Acquisition

According to Button, Seifert, Chow, Davids, and Araujo (2020), entrepreneurial skill acquisition is the process by which a person learns a certain skill or behavior needed for business through instruction or training in order to recognize and take advantage of self-employment possibilities. Acquiring talents is considered to be the essential collection of abilities needed to become an entrepreneur. To put it another way, skill acquisition refers to the abilities an entrepreneur requires to successfully manage a company or bring value to their job (Obananya, 2022).

Simply put, entrepreneurial skills are those that people learn to help them operate successfully in the challenging business world as independent contractors or entrepreneurs. Humans adapt to life through the use of skills, which are fundamental abilities (Tsetim, Achive & Diaka, 2019).

Tyodoo and Hembadoon (2019) assert that entrepreneurial skills are the essential skills required to establish, expand, fund, and sell a business venture. Entrepreneurship skills are the traits or proficiencies that an entrepreneur needs in order to start and maintain a profitable business in a competitive market, according to James, Tyodoo, Akande, and Hembadoon (2019). Any form of training that can lead to an individual or group acquiring the information required for self-sustenance is considered skill acquisition. It comprises putting people through training in different trades in accordance with the conditions of a written agreement between the trainers and the trainees that details the duration and other details (Umar, Okafor, & Nweke, 2022).

2.1.1 Dimensions of Entrepreneurial Skills

- i. **Technical Skill:** Technical skills are a blend of specialized knowledge and bodily function abilities used to accomplish a task (Nasir, Ali & Noordin, 2011). According to Sousa and Almeida (2014), technical skills incorporate ideas of technical knowledge such as working techniques, procedures, and situations. Technical skills are connected abilities relevant to a given task that are needed to do it. Technical skills include specialized knowledge, the capacity to analyze within a specialty, and proficiency with the instruments and methods unique to the field in question (Olaitan & Ikeh, 2015). The primary business of an organization is tied to technical abilities. Most of the time, it is simple to see, measure, and quantify these abilities. Because there is typically no unlearning required and the skill sets are relatively fresh to the student, they are also simple to teach (Padhi, 2014).
- ii. **Managerial Skills:** It is stated that having management abilities is a prerequisite for being an entrepreneur. Put differently, management skills refer to the essential abilities an entrepreneur has to effectively manage a firm or provide value to their job (Tsetim, Achive & Diaka, 2019). Effective communication, goal-setting and planning, decision-making, interpersonal interactions, marketing, and financial management are all components of management abilities (Amesi, 2014). Entrepreneurs should possess management abilities. For example, good communication is crucial to the operation of a business. Basic oral and written communication skills, the capacity to collaborate with people from different backgrounds in work groups and teams, and the ability for managers of an organization to resolve conflicts and solve problems when they arise all contribute to improved performance (Morreale, Osborn & Pearson, 2000).
- iii. **Interpersonal skills:** A group of abilities known as interpersonal skills are employed by individuals during interactions and communication with one another. In business environments, the phrase "interpersonal skills" is frequently used to describe a person's capacity to function within an organization through social interactions and communication. Persuasion, active listening, delegating, and leadership are some of these abilities (Tsetim, Achive & Diaka, 2019). According to Fitriati and Hermiati (2011), personal talents may also relate to the abilities a person possesses that could help them succeed as an entrepreneur. Positivity, risk-taking, and locus of control are examples of personal skills. A person's locus of control is a dispositional trait that indicates how well they can employ willpower to carry out a certain task. Van Gelderen, Kautonen, and Fink (2015) state that locus of control inhibits the emergence of doubt, anxiety, and giving-up.
- iv. **Innovative Skills:** The capacity to present or use novel concepts or methods is known as inventiveness. Imagination is used to create models, find possibilities, manipulate tools or variables, and create previously unimaginable things and pictures. This is the creative thought process that goes into invention. Mbanefo and Eboka (2017) define innovation as the introduction of new ideas or modifications to existing rules and practices with the aim of enhancing procedures, output, quality, or quantity.

2.2 Concept of Entrepreneurship Intention

Entrepreneurial intention is the process of formulating and deciding upon a new company concept. Before entrepreneurs launch their new companies, their entrepreneurial intents are formed, which leads to the development of entrepreneurial concepts and attitudes about entrepreneurial prospects (Geofanny & Elissa, 2021). The ambition to launch or run a new company is known as entrepreneurial intention, and it is a significant predictor of entrepreneurship. Stated differently, it may be seen as the most efficient signal that prompts action in the least amount of time (Moon & Su, 2021).

According to Yi (2020), Entrepreneurship Intention (EI) may also be defined as a person's view toward the outcomes of important actions and how likely they are to believe in themselves, feel competent, and seize chances. This includes having aspirations, being steadfastly devoted, and wanting independence. In the entrepreneurship process, entrepreneurial intention is a crucial initiative aspect. An element that forms an entrepreneur's intents is their qualities, needs, values, habits, and beliefs. Lestari (2020) argues that the attainment of a certain objective is directly associated with one's thinking, experience, and action.

Entrepreneurial intention was described by AL-Qadasi and Gongyi (2020) as the desire of an individual to launch a new business endeavor with the primary goal of making money at a later date. The term "entrepreneurial intention" refers to a person's subjective attitude toward wanting to launch their own business. It encompasses behavioral inclinations and a "willingness to venture" mental state (Hong, Ching-Hung & Yuanyuan, 2020).

2.2.2 Dimensions of Entrepreneurial Intention

- i. **Self-efficacy:** One good personal trait that might affect behavior is self-efficacy. This component expresses a person's confidence in their capacity to take the necessary steps to produce desired outcomes (Wahyuningsih & Arisnawati, 2020). According to Bandura (1977), self-efficacy is a person's conviction in their ability to carry out behavior for a desired result based on motivational, cognitive, and action components. A high degree of self-efficacy will boost one's confidence in one's ability to accomplish.
- ii. **Creativity:** According to Laguía, Moriano, and Gorgievskib (2019), creativity is a vital talent for any successful business. Individual creativity is defined as one's conviction in or sense of one's own creative capacity (Nguyen, Phan & Pham, 2021). According to Laguía, Moriano, and Gorgievskib (2019), creativity is the self-efficacy of an individual, which allows entrepreneurs to develop creative firms by integrating available resources and coming up with new ideas.
- iii. **Motivation:** Entrepreneurial intention is driven by motivation (Alam, Kousar & Rehman, 2019). Motivation is an urge that can originate from an individual's internal or external sources (Chang et al., 2011). The relationship between entrepreneurship and entrepreneurial ambitions is that an individual's interest in entrepreneurship will be

stronger if they receive a significant boost from learning about entrepreneurship, such as how to become an entrepreneur (Qamari, Azizah & Farahdiba, 2022).

2.3 Review of Empirical Literature

Tsetim, Achive, and Diaka (2019) investigated the impact of entrepreneurial skills on the entrepreneurial intent of university undergraduates in Benue State, Nigeria. The University of Agriculture Makurdi's undergraduate students were the study's primary focus. The study primarily looked at how management, interpersonal, and customer service abilities affected university undergraduates' willingness to start their own business in Benue State, Nigeria. The study's design was a questionnaire. 749 students from the school's College of Management Sciences make up the population. A questionnaire was employed as the data gathering tool. The study used simple random selection, and the questionnaire was given to 261 students. While regression analysis was employed to test the hypotheses, simple percentages, mean, and standard deviation were utilized for presentation of data and interpretation. The study's conclusions demonstrated the influence of management, customer service, and interpersonal abilities on university undergraduates' intention to pursue entrepreneurship in Benue State, Nigeria. Among other things, it was suggested that undergraduate students be placed in environments that will help them improve their interpersonal skills. However, the researchers failed to test the normality of their data before testing of hypothesis. This research close this gap by using Skewness and Kurtosis to test the normalcy of the data.

Jaenudin, Octavilona, and Astuti (2021) investigated if the entrepreneurial skills variable had an impact on students' intentions to pursue entrepreneurship as well as whether entrepreneurship education had an impact on enhancing or diminishing the impact of entrepreneurial skills on intentions. The research employs a quantitative methodology, utilizing ex post facto quantitative data for statistical analysis. Multiple Regression Analysis (MRA) is used to evaluate and examine the effects of moderator variables in data analysis. It is used to determine the functional connection between two or more predictor factors and the criterion variables. use paperwork and surveys to gather data. The study's findings show that, of the total number of factors influencing students' entrepreneurial ambitions, the value of the coefficient of determination (R^2), which stands at 0.331, or 33.1%, indicates the importance of entrepreneurial abilities on such intentions. Additionally, as demonstrated by the values of the coefficient of determination (R^2), which is 0,321 and $R = 0,576$ in the second regression equation involving the moderating variable, entrepreneurship education, it is known that entrepreneurship education can strengthen the influence of entrepreneurial skills on students' entrepreneurial intentions. Hower, the researchers failed to state the methods used in estimating the sample size for their study. This research close the gap by using Taro Yamane (1967) sample size estimation method.

Akter and Md. Iqbal (2022) examined how an individual's entrepreneurial behavior is influenced by their surroundings, entrepreneurial abilities, and programs that encourage entrepreneurship education. The study examines the effects of environmental factors, entrepreneurship education

support programs, and entrepreneurial skills in addition to the established TPB constructs of attitude, subjective norms, perceived behavioral control, and entrepreneurial intention. It does this by using the Theory of Planned Behavior (TPB). Simple random selection was used to gather data from 327 respondents of a private institution in Bangladesh using a questionnaire. Partial least squares (PLS) analysis was used to assess the conceptual model and assumptions. The study's findings support the research model. Furthermore, the results highlight the importance of contextual elements, programs supporting entrepreneurship education, and entrepreneurship skills in shaping an individual's inclination toward entrepreneurship. Nonetheless, it was shown that there was no significant correlation between entrepreneurial intention and subjective norms about attitude toward entrepreneurship. However, the researchers failed to state the methods used in estimating the sample technique for their study. This research close the gap by using convenience non probability sampling technique for the study.

Abuzaid (2023) examined the moderating role of entrepreneurial skills on the link between young people's self-efficacy and entrepreneurial intention. In particular, the desire to start a business is seen as a key marker and a necessary step toward getting young people involved in entrepreneurship. A total of 558 students from Jordan's four business schools answered the online survey. Using SmartPLS version 4 software, the author employed the structural equation modeling approach to evaluate the study hypotheses. The study's findings demonstrated that entrepreneurial ambition is positively impacted by self-efficacy and entrepreneurship intention. Furthermore, the study's findings showed that the link between self-efficacy and entrepreneurial intention is positively moderated by entrepreneurial skills. The author offered several useful recommendations for policymakers to encourage entrepreneurship based on the study's findings.

Idris and Moh'd (2020) investigated into the value of behavioral intention and entrepreneurial skills for polytechnic graduates in Nigeria to achieve long-term socioeconomic self-independence. It is believed that graduates of entrepreneurial education and behavior would succeed in their chosen fields as independent business owners within the socioeconomic society. A study and analysis of the extant empirical, conceptual, and theoretical literature was conducted in order to get pertinent and adequate data about the impact of entrepreneurial education on graduates' behavioral intentions with regard to their decision to pursue self-employment. As a result, it promotes the success and advancement of each graduate individually as well as the community at large. The authors used a descriptive approach in utilizing a number of research databases to gather pertinent data that would help the study identify various approaches and strategies for acquiring entrepreneurial experiences, skills, and the proper behavioral tendencies for involvement in entrepreneurship. However, the researchers failed to used robust method for data analysis and testing of hypothesis. This research close the gap by using multiple regression analysis for data analysis and testing of hypothesis.

Muhammad and Olutayo (2020) examined the impact of entrepreneurship skills on the entrepreneurial intent of graduating students from particular Northwestern Nigerian universities. The research utilized a cross-sectional survey methodology. The final analysis made use of a

sample of 364 self-administered surveys that were successfully returned. While linear regression analysis was utilized to ascertain the relationship between entrepreneurial abilities and entrepreneurial purpose, descriptive statistics such as frequencies, percentages, and means were also employed. According to the study, graduating students' entrepreneurial ambition is highly influenced by their personal qualities (Adjusted $R^2=0.131$, $p=0.000<0.05$). Additionally, it was discovered that among graduating students, technical abilities had a substantial impact on entrepreneurial ambition (Adjusted $R^2=0.386$, $p=0.000<0.05$). Furthermore, it was discovered that among graduating students, business management abilities had a substantial impact on entrepreneurial desire (Adjusted $R^2=0.392$, $p=0.000<0.05$). According to the study's findings, technical proficiency, company management, and personal traits are likely prerequisites for entrepreneurial purpose. The study suggested that colleges implement teaching strategies that give students technical, interpersonal, and business management abilities. However, the researchers failed to test the normality of their data before testing of hypothesis. This research close this gap by using Skewness and Kurtosis to test the normalcy of the data.

Amadi and Worgu (2023) examined the impact of acquired entrepreneurial skills and the entrepreneurial intention of secondary school students in Port Harcourt Metropolis, Rivers State. The researcher developed research questions, null hypotheses, and five (5) objectives for the study in order to fulfill its aim. Establishing the association between two variables and getting information from the respondents was the main goal of the design. The study employed a correlational design. The 58,882 SSI, SS 2 and SS 3 pupils in the Rivers State local government areas of Obio/Akpor, Port Harcourt, and Eleme make up the study's population. The research included 400 pupils in its sample. Using the Taro Yamane formula, the figure was produced. A simple random sample strategy was used in the investigation. A self-structured questionnaire served as the data gathering tool. Two (2) more specialists from the Department of Business Education and Measurement and Evaluation, together with the study supervisor, validated the instrument. The test-retest approach was used in the study to ensure the instrument's dependability. Reliability coefficients of 0.81 and 0.88 were obtained by analyzing the replies using Pearson product moment correlation. The collected data were subjected to a test of hypotheses and research questions using the Pearson Product Moment Correlation descriptive statistical approach. The study's conclusions, which were based on the data analysis, showed that secondary school students' entrepreneurial purpose was positively and significantly correlated with their creativity, risk-taking, opportunity identification, and entrepreneurial abilities and behaviors. Based on the study's findings, the researcher suggests that the government host a conference on the value of creative abilities and that school administrators train instructors to help pupils take risks. However, the researchers failed to test the normality of their data before testing of hypothesis. This research close this gap by using Skewness and Kurtosis to test the normalcy of the data.

Al Ghafri and Malik (2021) looked at how students at the University of Nizwa, the second-biggest university in the nation, felt about starting their own business after participating in a

nationwide project called entrepreneurship education. A whole cohort of students (N=349) enrolled in the University of Nizwa's mandatory Entrepreneurship course (MNGT100) for the Fall 2019–2020 semester was polled. The results demonstrate that students' aspirations to pursue entrepreneurship may be positively impacted by entrepreneurial education. The findings have academic as well as policy consequences since expanding and enhancing entrepreneurship education would further boost the students' entrepreneurial inclinations. However, the researchers failed to state the methods used in estimating the sample technique for their study. This research close the gap by using convenience non probability sampling technique for the study.

Deng and Wang (2023) assess how Entrepreneurship Education affects the Entrepreneurship Intention of various college student groups based on factors such as gender, household registration, school type, and poverty status. According to benchmark regression results, Entrepreneurship Education significantly raises students' Entrepreneurship Intention. The following are the results of the heterogeneity analysis. Entrepreneurship Education first affects women's Entrepreneurship Intention more significantly, which can narrow the gender gap in entrepreneurship. Second, the difference in entrepreneurial aptitude between urban and rural students will grow as Entrepreneurship Education is more successful in raising urban students' Entrepreneurship Intention. Third, since private colleges tend to be application-focused, Entrepreneurship Education has raised the Entrepreneurship Intention of students from these institutions. This indicates that in order to close the entrepreneurial gap with private colleges, public institutions—which are known for their research orientation—need to develop more people for real-world applications. Fourth, compared to poor pupils, non-poor students' Entrepreneurship Intention improved more after obtaining Entrepreneurship Education. A cycle of poverty in business that spans generations can easily result from Equal Entrepreneurship Education's widening of the achievement gap between impoverished and wealthy kids. The entrepreneurship of college students in western China, which is still mostly undeveloped, is the empirical data used in this study to promote the growth of Entrepreneurship Education and entrepreneurial activities. However, the researchers failed to state the methods used in estimating the sample size for their study. This research close the gap by using Taro Yamane (1967) sample size estimation method.

Odigbo (2023) examined the impact of entrepreneurship development and skill acquisition on self-employment intentions of Nigerian NYSC-Corps members. Both minor and major study questions were posed in order to assess each step and segment of SAED and look into how it affected corps members' inclinations to pursue self-employment. To gather data for the study, a mixed design of observation and quasi-experiments was used. The observation data were analyzed using an analytical rubric, and the quasi-experiment scores were compared using percentages. The outcomes demonstrated subpar performance across all implementation stages and segments. The quasi-experiment results indicated a decline in the intention to work for oneself. The main suggestions were to completely rethink the program and choose a suitable model to direct its execution. However, the researchers failed to state the methods used in estimating the sample size for their study. This research close the gap by using Taro Yamane

(1967) sample size estimation method.

2.4 Theoretical Framework

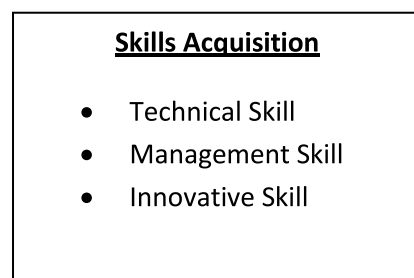
The theoretical framework underpinning this study is the theory of planned behavior. The theory was proposed in 1991 by Ajzen. According to Ajzen (1991), the theory of planned behavior sees behavioral goals as the primary driver of planned action and provides basic recommendations for explaining the processes involved in launching a new business. It mostly pertains to conduct that is sporadic, hard to identify, or has variable time intervals. In TPB, a person's behavior and reactions are determined by a number of elements, including his attitude toward entrepreneurship (TPB_ATE), his perception of behavioral control (TPB_PBC), and subjective norms (TPB_SN). Ajzen's model aims to elucidate the connection between a person's personal traits and his emotional intelligence (TPB_EI) (Ajzen, 2005). Intentions are the single strongest predictor of any planned conduct, including entrepreneurship, according to Krueger Jr et al. (2000). The understanding of the desired conduct is enhanced when we comprehend the intents' antecedents. Nonetheless, there is a dearth of study on the factors that lead to students' entrepreneurial intention (Hoda et al., 2020). An individual's self-efficacy and attitude will precede their purpose to act in an entrepreneurial manner. Emerging business owners can also choose to act like entrepreneurs in an already-existing company or in their own brand-new venture. When presented with options, attitudes toward certain aspects of the outcomes linked to the choice items influence intentions. They verified that an individual's perspectives on risk, ownership, and autonomy affected their entrepreneurial intent. As a result, the drive, self-reliance, and ownership attitudes of National Youth Service Corps (NYSC) members will decide their intention to pursue entrepreneurship.

2.5 Conceptual Model

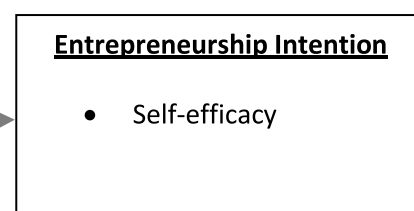
The conceptual model showing the relationship between skills acquisition and entrepreneurship intention among NYSC batch C stream 2 members is depicted in Fig. 2.1 below:

Fig. 2.1: Conceptual Model

Independent Variables.



Dependent Variable



Source: Researchers Survey, 2024.

3.1 Methodology

The research used survey type of quantitative research design. The study was conducted in Chanchaga local government, Niger State. The study used primary data. The research population consists of NYSC members of Batch-C, Stream-2 in Chanchaga local government. According to Niger State NYSC Secretariat, the total population of NYSC members in Batch-C, stream-2 who were posted to Chanchaga local government are four hundred and sixty-one (461). The sample size estimate approach proposed by Taro Yamane (1967) was used to select 214 Corp members. Using a structured questionnaire, the convenience non-probability sampling technique was employed to select the research respondents. There were two sections to the questionnaire. Respondents' personal information is the subject of Section "A," whereas research variables based on comments on a 5-point Likert scale are the focus of Section "B." The proxies of entrepreneurial skills are measured using technical, managerial, and innovative skills as independent variables. Technical and management skills were adapted from the work of Mustapha, Umari, Idrisen, Saba, Audu, and Musa (2018) while the innovative skills was adapted from the works of Mbanefo and Eboka's (2017). Additionally, the dependent variable includes the entrepreneurial intention which was measured using self-efficacy and is adapted from the work of Satriadi, Almaududi Ausat, Heryadi, Widjaja and Sari (2022).

3.2 Method of Data Analysis

Frequency tables and percentages were used to analyze the collected data, which were tabulated and presented. The data collected from the questionnaire was coded and entered into the Statistical Package for Social Science (SPSS Version 23). Entrepreneurial intention was regressed on the three independent variables using a regression model. In the study, multiple regression analysis, or MRA, was also used. The regression model derived from Alabi's (2015) study is provided as follows:

$$EI = \alpha + \beta_1 TS + \beta_2 MS + \beta_3 IS + e; \text{----- eqtn (1)}$$

Where:

α : Constant

EI= Entrepreneurial Intention

TS: Technical Skill

MS: Management Skill

IS: Innovative Skill

e: Error Term

β_1 - β_3 : Parameters to be estimated

4.0 DATA ANALYSIS AND DISCUSSION OF FINDINGS

A total number of two hundred and fourteen (214) batch-C, stream-2 Corp members was selected and data gathered by means of a structured questionnaire. Two hundred and six copies of questionnaire (206) were properly filled and returned by the respondents.

4.1 Reliability Test

Twenty-five Corp members from batch-C stream-2 in the Chanchaga local government of Niger State participated in a pilot test. For the purpose of testing and retesting the instrument's reliability, Cronbach alpha was employed. The study's independent and dependent variables are tested using the test-and-retest methodology. According to Cresswell (2003), a Cronbach alpha value of 0.70 or higher is deemed reliable. Table 1 below therefore demonstrates that the variables satisfy the previously stated reliability scale.

Table 1: Reliability Test

Variables	Number of Items	Reliability Coefficient
Technical Skills T(S)	4	.823
Management Skills (MS)	4	.795
Innovative Skills (IS)	4	.884
Entrepreneurship Intention (EI)	4	.891

Source: Primary Data, 2024

4.2 Normality Test

In this study, the normality of the distribution was determined using the measures of Skewness and Kurtosis. For a dataset to be deemed normally distributed, Hair, Black, Barbn, and Anderson (2010) state that the values for Kurtosis and Skewness must be within the respective ranges of -7 to +7 and -2 to +2. Table 2 illustrates how the numbers align with the previously established assumptions.

Table 2: Normality Test using Skewness and Kurtosis

Variables	Skewness	Kurtosis	Decision
Technical Skills (TS)	-0.626	-0.239	Normal
Management Skills (MS)	0.983	0.134	Normal
Innovative Skills (IS)	0.260	-1.285	Normal

Entrepreneurship Intention (EI)	0.653	-1.012	Normal
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Source: Researchers Survey, 2024

4.3 Test of Hypotheses

4.3.1 Test of Hypotheses I

H₀: Entrepreneurial Skill has no significant effect on Entrepreneurial Intention among NYSC members in Chanchaga local government of Niger State.

Table 3: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.648 ^a	.420	.411	1.090	.112

a. Predictors: (Constant), IS, TS, MS

b. Dependent Variable: EI

With an R-squared of 0.420, it can be seen that 42% of the variance in the dependent variable, entrepreneurship intention, is explained by the independent variable. An excellent degree of prediction is indicated by the multiple correlation of R-value of 0.648 in Table 3's regression result. An adjusted R-square of 0.420 variables indicates that it accounts for 42% of the variation in the independent variable.

Table 4: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	173.562	3	57.854	48.694	.000 ^b
	Residual	239.997	202	1.188		
	Total	413.558	205			

a. Dependent Variable: EI

b. Predictors: (Constant), IS, TS, MS

Table 4 above shows that the model has a statistically significant F value of 48.694 and a value of $P = .000$. It is possible to conclude that changes in the dependent variable, entrepreneurial intention, are predicted by the independent variables, technical skills, managerial skills, and innovative skills.

Table 5:**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	16.618	2.013		8.256	.000	12.649	20.587		
	TS	-.289	.048	-.365	-5.977	.000	-.384	-.194	.769	1.300
	MS	-.715	.061	-.724	-11.791	.000	-.835	-.596	.762	1.312
	IS	.684	.146	.255	4.669	.000	.395	.972	.964	1.037

a. Dependent Variable: EI

The multiple linear regression findings that were used to assess the hypotheses are shown in Table 5. The regression analysis's findings point to the following equation-form relationship between the desire to start a business and the acquisition of technical, managerial, and innovative skills. $16.618 = -0.289X_1 + (-0.715)X_2 + 0.684X_3$ is the entrepreneurial intention (Y).

The output of the regression between the entrepreneurship intention and the entrepreneurial skills has a constant β value of 16.618 and a standard error of 2.013. Technical Skill has a coefficient β value of -0.289, a standard deviation of 0.048, a t-value of -5.977, and a significance level of 0.000. Therefore, among NYSC members in the chanchaga Local Government, technical skill has a favorable and significant impact on entrepreneurship intention.

Additionally, the management skill has a t-value of -11.791, a standard error of 0.061, a positive co-efficient β value of -0.715, and a significance level of 0.000. According to Chanchaga Local Government, NYSC members' intentions to pursue entrepreneurship are positively and significantly impacted by management skill.

Furthermore, the Innovative Skill co-efficient is 0.684, with a significance level of 0.000, a standard error of 0.146, and a t-value of 4.669. Therefore, innovative skill has a significant positive influence on entrepreneurial intention among NYSC members in the Chanchaga Local Government.

In the meanwhile, the lower and upper boundary boundaries are reached using the 95% confidence intervals of the predictors. Initially, -0.384 and -0.194 represent the lower and upper bounds of technical skill, respectively. The predicted coefficient value for Technical skill is -0.289. This suggests that technical skills have a significant and positive influence on

entrepreneurial intention among Chanchaga Local Government NYSC members. The technical skill coefficient value lies between the lower and upper border boundaries, which explains this.

Secondly, the Management skill ranges are -0.835 to -0.596, respectively, for the bottom and higher boundaries. The predicted coefficient value for management competence is -0.715. This indicates that managerial abilities have a strong and positive influence on the intention to pursue business among NYSC members in the Chanchaga Local Government. The management skill coefficient value lies between the lower and upper border boundaries, which explains this.

Thirdly, 0.395 and 0.972 represent the lower and upper boundaries of Innovative skills, respectively. The predicted coefficient value of innovative skills is 0.684. This reveals that among NYSC members in Chanchaga Local Government, innovative skills has a favorable and substantial influence on entrepreneurial intention. The inventive skill coefficient value is between the lower and upper bounds.

4.4 Discussion of Findings

Results from the three hypotheses shows that technical, management and innovative skills (entrepreneurship skills) have positive and significant effect on entrepreneurship intention among NYSC batch C stream 2 members in chanchaga local government area of Niger State. Therefore, we conclude that entrepreneurship skills have significant effect on entrepreneurship intention ($P = 0.000 < 0.05$). This finding is in line with the findings of Deng & Wang (2023), Amadi Worgu (2023), Abuzaid (2023) and Idris and Mohammed (2020).

5.1 Conclusion and Recommendations

Many graduates and NYSC members have low entrepreneurial intention despite having knowledge of entrepreneurship skills acquisition from Skills Acquisition and Entrepreneurship Development (SAED) and universities. They attribute their challenges to lacking entrepreneurship skills, including innovation, technical, management, and personal skills as well as proper accounting. A survey research approach was employed in this study. The instrument used was a structured questionnaire with a 5-point Likert scale. The data gathered via surveys was examined using multiple regression analysis. The results of the three hypotheses indicate that among NYSC members in the Niger State local government of Chanchaga, technical skills, managerial skills, and innovative skills all have positive and substantial influence on entrepreneurial intention. Thus, we conclude that the development of entrepreneurial skills has a major impact on entrepreneurship intention.

5.2 Recommendations

Based on the findings of the study, the researcher recommended that skill acquisition instructors employed by Skills Acquisition and Entrepreneurship Development (SAED) should be trained to use teaching methods that foster the acquisition of technical, management, innovative, and

entrepreneurial skills.

The government should create regulatory frameworks that will incentivize network groups, banks, incubators, and professional services to help young science entrepreneurs, as well as the facilities and equipment required for creativity and innovation. All relevant parties (financial, business, and regulatory organizations in Nigeria) should encourage the youths to acquire the entrepreneurial skills necessary to become employers rather than workers.

5.3 Limitation for Further Study

The findings of this research is limited to NYSC batch C stream 2 members in Chanchaga Local Government of Niger State. Future researchers can focus on other local governments in the state or can measure entrepreneurial skills acquisition and entrepreneurship intention using other proxies not used by the researcher.

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Descriptives

		Statistic	Std. Error
TS	Mean	17.49	.125
	95% Confidence Interval for Mean	Lower Bound	17.24
		Upper Bound	17.73
	5% Trimmed Mean	17.57	
	Median	18.00	
	Variance	3.227	
	Std. Deviation	1.796	
	Minimum	13	
	Maximum	20	
	Range	7	
	Interquartile Range	1	
	Skewness	-.626	.169
	Kurtosis	-.239	.337
MS	Mean	14.03	.100
	95% Confidence Interval for Mean	Lower Bound	13.83
		Upper Bound	14.23
	5% Trimmed Mean	13.98	
	Median	14.00	
	Variance	2.067	
	Std. Deviation	1.438	
	Minimum	12	

	Maximum		17	
	Range		5	
	Interquartile Range		1	
	Skewness		.983	.169
	Kurtosis		.134	.337
IS	Mean		11.51	.037
	95% Confidence Interval for Mean	Lower Bound	11.44	
		Upper Bound	11.58	
	5% Trimmed Mean		11.49	
	Median		11.00	
	Variance		.280	
	Std. Deviation		.530	
	Minimum		11	
	Maximum		13	
	Range		2	
	Interquartile Range		1	
	Skewness		.260	.169
	Kurtosis		-1.285	.337
EI	Mean		9.40	.099
	95% Confidence Interval for Mean	Lower Bound	9.21	
		Upper Bound	9.60	
	5% Trimmed Mean		9.33	
	Median		9.00	
	Variance		2.017	

Std. Deviation	1.420	
Minimum	8	
Maximum	13	
Range	5	
Interquartile Range	3	
Skewness	.653	.169
Kurtosis	-1.012	.337

