



PERCEIVED POTENTIALS OF ENTREPRENEURSHIP EDUCATION AND CAPACITY BUILDING FOR SUSTAINABLE NATIONAL DEVELOPMENT AMONG YOUTHS' ENTREPRENEURS IN KATSINA SENATORIAL ZONE, NIGERIA

Abubakar Ammani, PhD

Department of Vocational Education

Hassan Usman Katsina Polytechnic, Katsina State

comradeammani8@gmail.com

GSM: 08036786669

Abstract

Entrepreneurship education and capacity-building have been instrumental in creating wealth using technologies that can be used to contribute to the development of a fragile economy. Of course, no nation's economy can develop without the development of skills for small and medium-range businesses in order to weaken the nation's economy as a result of the social crisis. The research was conducted to ascertain the entrepreneurship education and capacity building for national development among Youths' Entrepreneurs in Katsina senatorial zone. It is guided by three specific purposes, three research questions and two null hypotheses. A descriptive survey research design was adopted for the study. The population of the study consist one hundred and twenty-five (125) trained youths both male and female who participated in the entrepreneurship and capacity building training in Katsina State using purposive sampling technique to find out how important the capacity building training is and its impact on the depressed economy. The researcher developed a 4-rating scale questionnaire was used. Data was analyzed using mean and standard deviation to answer the research questions and t-test was used to test the research hypotheses at 0.05 Alpha level of significance. Conclusions were drawn based on the findings. It was recommended that entrepreneurship education and capacity building be continued because of its relevance among Youths' Entrepreneurs in Katsina senatorial zone, both male and female entrepreneurs in rural and urban communities could be developed through entrepreneurship and capacity building.

Keywords: Potentials, entrepreneurship education, capacity building, national development, youths' entrepreneurs.

Introduction

Entrepreneurship education and capacity building play a crucial role in promoting sustainable national development, particularly *Youths'* Entrepreneurs in Katsina Senatorial Zone. They serve as catalysts for economic growth, innovation, and job creation by equipping individuals with the entrepreneurial skills, knowledge, and mindset needed to navigate economic challenges and establish sustainable ventures. In contexts where formal employment opportunities are limited, entrepreneurship provides an alternative means of income generation and employment

creation, thereby contributing to overall economic well-being. Through supportive policies and capacity-building initiatives, governments and organizations can foster an entrepreneurial culture that enhances adaptability, economic resilience, and long-term national prosperity.

Entrepreneurship education is designed to develop learners' positive attitudes, innovation, and self-reliance, thereby reducing dependence on government employment and fostering self-confidence, independent thinking, and economic development (Uduwaiye, 2009, cited in Uzo-Okonkwo & Okafor, 2021). It equips learners



with the knowledge, skills, and motivation required for business success and lifelong learning (Nwadiani, 2011, cited in Uzo-Okonkwo & Okafor, 2021). Similarly, Sheikh et al. (2016) emphasized that entrepreneurship education fosters entrepreneurial intentions, attitudes, and competencies through formalized pedagogical processes that support business creation and innovation.

Entrepreneurship education also exposes learners to real-life experiences that encourage risk-taking, problem-solving, and responsible decision-making, thereby producing entrepreneurial thinkers (Oluwolu & Kaegan, 2012, cited in Emeronye et al., 2017). In this context, entrepreneurship involves value creation through the strategic integration of capital, risk-taking, technology, and human talent (Oduma, 2012, cited in Ammani et al., 2020), as well as innovation, diversification, and effective resource management (Ademuluyi, 2009). Supporting entrepreneurship education through capacity-building initiatives enhances access to resources, mentorship, and technical support, strengthens entrepreneurial competencies, and promotes resilience and innovation. Capacity building involves developing and sustaining the skills, abilities, and resources required for effective performance and adaptation, particularly during economic downturns (United Nations, n.d., Webster, 2023).

Uzo-Konkwo and Okafor (2021) examined the implementation of entrepreneurship education in tertiary institutions in Anambra State and emphasized that its effectiveness depends largely on well-defined institutional strategies. The authors noted that entrepreneurship education can significantly contribute to wealth creation and employment generation when it is supported by relevant and practical curricula, adequate funding, qualified instructors, and effective

teaching methods that emphasize skill acquisition rather than theory alone. They further stressed the importance of institutional commitment, government support, and collaboration with industry as critical factors for achieving the objectives of entrepreneurship education in reducing graduate unemployment and promoting self-reliance.

Merriam-Webster's Dictionary (n.d.), defines capacity as the ability or potential to hold or contain something, as well as the mental or physical ability to perform tasks. According to the University of Memphis (2019), Capacity building is valuable and important because of its many long-term impacts. For examples as below:

Capacity building approaches purposefully minimize an over-reliance on outside as sources of knowledge, resources, and solutions to community issues. By preventing a dependency relationship on outsiders from forming, capacity building encourages local people to take action on local issues themselves; Capacity building fosters a sense of ownership and empowerment, so that community partners gain greater control over their own future development. It Strengthened confidence, skills, knowledge, and resources that increase from capacity building efforts on one project may enhance a community partner's ability to envision and take action on other projects; Capacity building efforts are sensitive to the particularities of local culture and context, and, as a result, often lead to more feasible and appropriate community solutions than approaches that lack a capacity building focus.

Succinctly, capacity building approaches to community work acknowledge that growth, learning, and change occur reciprocally; that is, both you and your community partner are expected to be different at the end of your



collaborative community work. Ideally, your community partner will be more effective and successful in addressing community issues, and you will learn about working with community partners more effectively and respectfully.

Sustainable national development entails the integration of economic growth, social progress, and environmental protection in ways that meet present needs without compromising the ability of future generations to meet theirs. It emphasizes inclusive growth, responsible governance, environmental conservation, and strategic planning to promote resilience and long-term prosperity. Achieving sustainable national development requires innovation, collaboration, and commitment to global development priorities such as poverty reduction, renewable energy adoption, biodiversity conservation, and climate change mitigation.

Abubakar (2014, cited in Shaibu et al., 2021) conceptualized sustainable national development as a continuous process that expands opportunities for individuals and communities to achieve their full potential while maintaining the resilience of economic, social, and environmental systems. This perspective underscores the interconnectedness of these systems and the need for balance in fostering long-term sustainability. Similarly, Shaibu et al. (2019, cited in Shaibu et al., 2021) viewed sustainable development as progressive qualitative advancement sustained over time through the transmission of desirable values, skills, and knowledge across generations, highlighting its intergenerational and holistic nature.

An economic depression, on the other hand, is a prolonged and severe economic downturn marked by high unemployment, widespread poverty, reduced investment, declining consumer spending, and business

failures, often resulting in social instability and a lowered standard of living. Somer and Ryan (2023) described such downturns as significant, widespread, and sustained declines in economic activity, typically reflected in consecutive periods of negative GDP growth. This means that recession is a prolonged and widespread decline in economic activity of a country, often defined as two consecutive quarters of negative in gross domestic product (GDP) growth. More complex formulas are also used to determine a recession.

Statement of the Problem

Capacity building refers to the systematic process of enhancing individuals' and organizations' skills, knowledge, and competencies to improve performance and achieve desired objectives. It involves the acquisition of new capabilities and the strengthening of existing ones to promote adaptability, resilience, and self-reliance in responding to emerging socio-economic challenges. In a similar vein, entrepreneurship education equips individuals with the requisite skills and innovative capacities needed to create value, generate employment, and stimulate economic growth.

Despite the widely acknowledged importance of entrepreneurship education and capacity building in fostering national development, many economies experiencing prolonged economic depression continue to grapple with high unemployment, poverty, low productivity, and weak institutional capacity. Although several studies have examined entrepreneurship education or capacity building in isolation, empirical evidence that jointly examines their combined potentials for promoting sustainable national development—particularly within the context of a depressed economy—remains limited. Moreover, existing studies have paid insufficient



attention to variations across gender and location in accessing these developmental potentials. This gap necessitates a systematic investigation into the potentials of entrepreneurship education and capacity building for sustainable national development among Youths' Entrepreneurs in Katsina Senatorial Zone, which this study seeks to address.

Objectives of the Study

The main objective of the study was to ascertain the potentials of entrepreneurship education and capacity building for sustainable national development among youths' entrepreneurs from Katsina Senatorial Zone, Nigeria

Specifically, the study sought to ascertain the:

1. Perceived Potential of Entrepreneurship education for sustainable national development among youths' entrepreneurs in Katsina Senatorial zone.
2. Examine perceived Capacity building needed for sustainable national development among youths' entrepreneurs in Katsina Senatorial zone.

Research Questions

The following research questions were formulated to guide the study:

1. What is the perceived Potential of Entrepreneurship education needed for sustainable national development among youths' entrepreneurs in Katsina Senatorial Zone?
2. What are perceived Potentials of Capacity building needed for sustainable national development among youths' entrepreneurs in Katsina Senatorial zone?

Hypotheses

1. There is no significant difference in the mean scores of male and female Entrepreneurs on the potentials of entrepreneurship education needed for sustainable national development among youths' entrepreneurs in Katsina Senatorial zone.
2. There is no significant difference in the mean scores of urban and rural based Entrepreneurs on the potentials of Capacity building needed for sustainable national development among youths' entrepreneurs in Katsina Senatorial zone

Methodology

The researcher used Descriptive survey research for the study. It is a research design in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group (Nworgu, 2015). The design is appropriate to aid the researcher collect data on the opinions of sampled group from the entire Katsina State, Nigeria in order to make inferences. The population of the study consist of one hundred and twenty-five (125) trained entrepreneurs (youths) from (Katsina Senatorial Zone). The sample size of the study comprises 125 Entrepreneurs (90 males and 35 females). The instrument used for data collection was A 4-point rating scale questionnaire titled "Potentials of Entrepreneurship Education and Capacity Building Rating Scale" (PEECBRS) developed by the researcher. Validation was done by three experts, two of the experts came from Vocational Education Department and one from Mathematics and Statistics all in Hassan Usman Katsina Polytechnic, Katsina. The instrument was subjected to internal consistency testing after validation. The data collected was tested using Cronbach Alpha. The reliability coefficient obtained were as follows: cluster 1 (0.84); cluster 2

(0.86) and cluster 3 (0.83) However, the overall reliability coefficient was 0.84.

Mean and standard deviation were used to answer the research questions. A criteria value of 2.50 was adopted as a bench mark for the mean scores in the research questions. This means that any item with 2.50 and above was considered agreed as entrepreneurship education and capacity building needed, while any item with mean value below 2.50 will not be considered as entrepreneurship education and capacity building needed. t-test was used to test the null hypotheses at

0.05 alpha level of significance. For any of the null hypotheses to be accepted, the calculated-t value must be less than the critical-t value otherwise rejected.

Results

Research Question 1: What are the potentials of entrepreneurship education needed for sustainable national development among youths' entrepreneurs in Katsina Senatorial zone?

The data analysis for Research Question one is presented in Table 1.

Table 1: Mean and Standard Deviation of respondents on potentials of entrepreneurship education needed for sustainable national development in Katsina Senatorial zone

S/ N	ITEMS STATEMENT	$\bar{X}$	SD	Decision
1	It alleviates unemployment and stimulates economic growth	3.78	0.41	Strongly Agree
2	It provides solutions to societal challenges	3.52	0.50	Strongly Agree
3	It equips individuals with skills to adapt changes and ability to navigate economic downturn	3.34	0.47	Agree
4	It helps SMEs thereby contribute to sustainable national development	3.20	0.40	Agree
5	It creates wealth by re-investing in the economy and driving further development	3.60	0.49	Strongly Agree
6	It creates businesses that meet the need of the communities to localize economic development and improved living standards	3.44	0.49	Agree
7	It enhances the global competitiveness leading to increase in trade and investment opportunities	3.74	0.43	Strongly Agree
8	It prevents dependency relationship on outsiders	3.21	0.41	Agree
9	It reduces rural urban migration	3.02	0.15	Agree
10	It reduces resilience on a single sector and increasing economic resilience	3.09	0.29	Agree
Grand Mean		3.39		Agree

Table 1 shows that items 3, 4, 6,8,9, and 10 were agreed by the respondents while items 1,2,5, and 7 were strongly agreed as potentials of entrepreneurship education needed. The grand mean value of 3.39 indicates that the items constitute potentials of entrepreneurship education needed for sustainable national development among

youths' entrepreneurs in Katsina Senatorial zone.

Research Question 2: What are the Potentials of capacity building needed for sustainable national development among youths' entrepreneurs in Katsina Senatorial Zone? The data analysis for Research Question two is presented in Table 2.

**Table 2: Mean and Standard Deviation of respondents on Potentials of capacity building needed for sustainable national development in Katsina Senatorial zone**

S/N	ITEMS STATEMENT	X	SD	Decision
11	Creation of new jobs	3.00	0.00	Agree
12	It improved economic output and growth	3.55	0.49	Strongly Agree
13	It contributes in the growth of SMEs size for economic diversification	3.63	0.48	Strongly Agree
14	It enhances competitiveness by industries in the global market	3.21	0.41	Agree
15	Adoption of new technologies & innovative practices to improve competitiveness in the economy	3.21	0.41	Agree
16	It develops the skilled and knowledgeable workforce	3.00	0.00	Agree
17	It improves social outcomes in health, education etc.	3.22	0.52	Agree
18	It helps build resilience in the economy to better withstand economic shocks & challenges	3.78	0.41	Strongly Agree
19	It improves individuals' & organizations build their knowledge & skills and capabilities	3.66	0.52	Strongly Agree
20	It improved economic recovery and growth	3.36	0.48	Agree
Grand Mean		3.36		Agree

Table 2 shows that all respondents were agreed with items 11, 14, 15, 16, 17 and 20 while items 12, 13, 18 and 19 were strongly agreed as potentials of capacity building needed. The grand mean value of 3.36 indicates that the items constitute potentials of capacity building needed for sustainable national development among youths' entrepreneurs in Katsina Senatorial zone.

Research Hypothesis 1

There is no significant difference in the mean scores of male and female Entrepreneurs on the potentials of entrepreneurship education needed for sustainable national development among youths' entrepreneurs in Katsina Senatorial zone.

The t-test analysis of data collected to test the null hypothesis one is presented in Table 3

Table 3: male and female Entrepreneurs responses on the potentials of entrepreneurship education needed for sustainable national development in Katsina Senatorial Zone.

Gender	N	Mean	Std.	Df	t-cal	Level of significance	t-crit	Decision
Male	90	3.73	0.11	123	0.33	0.05	1.98	Accept
Female	35	3.69	0.10					

Data in Table 4 show that at 0.05 level of significance and 123 degrees of freedom, the calculated t-value 0.33 is less than the t-value of 1.98. hence the null hypothesis is accepted. This means that there is no

significant difference in the mean scores of male and female entrepreneurs on the potentials of entrepreneurship education needed for sustainable national development



among youths' entrepreneurs in Katsina Senatorial zone.

Research Hypothesis 2

There is no significant difference in the mean scores of urban and rural based Entrepreneurs on the potentials of Capacity

building needed for sustainable national development among youths' entrepreneurs in Katsina Senatorial zone.

The t-test analysis of data collected to test the null hypothesis one is presented in Table 5

Table 4: urban and rural based entrepreneurs' responses on the potentials of capacity building needed for sustainable national development in among youths' entrepreneurs in Katsina Senatorial Zone.

Gender	N	Mean	Std.	Df	t-cal	Level of significance	t-crit	Decision
Male	90	3.36	0.11	123	1.90	0.05	1.98	Accept
Female	35	3.39	0.79					

Data in Table 4 shows that at a 0.05 level of significance and 123 degrees of freedom, the calculated t-value = 1.90) is less than the critical t-value = 1.98. Hence, the null hypothesis is accepted. This means that there is no significant difference in the mean scores of urban and rural-based entrepreneurs on the potentials of capacity building needed for sustainable national development among youths' entrepreneurs in Katsina Senatorial zone.

Discussion of Results

Findings from Table 1 revealed that entrepreneurship education possesses significant potential for sustainable national development among Youths' Entrepreneurs in Katsina Senatorial Zone through unemployment reduction, wealth creation, SME development, economic diversification, reduced urban migration, enhanced global competitiveness, and improved living standards. These outcomes underscore entrepreneurship education as a critical driver of national development during economic downturns. This aligns with Shaibu et al. (2021), who identified SMEs as vital mechanisms for resource mobilization, industrial development, GDP growth, poverty reduction, and improved social status. Similarly, Ajuzie (2017) emphasized

that quality entrepreneurship education contributes substantially to social, political, and economic development by enabling individuals to establish and manage businesses independently, thereby reducing reliance on government employment. Sheikh et al. (2016) further corroborated that entrepreneurship education fosters entrepreneurial intention and positive attitudes among learners.

The results in Table 2 show that respondents generally agreed that capacity building has strong potential for promoting sustainable national development among youth entrepreneurs in Katsina Senatorial Zone, as indicated by the grand mean score of 3.36. Capacity building was perceived to support job creation, skills development, economic recovery, SME growth, economic resilience, and improved social outcomes. These findings suggest that capacity building enhances productivity, innovation, and competitiveness, which are vital for sustainable development. This result aligns with Uzo-Konkwo and Okafor (2021), who found that effective capacity building and entrepreneurship education promote wealth creation and employment, and with Merriam-Webster (n.d.), which defines capacity as the ability and potential to perform effectively.



The test of hypothesis one indicated no significant gender difference in perceptions of the potentials of entrepreneurship education. This suggests that entrepreneurship education is gender-neutral and equally relevant to both males and females in promoting sustainable development. This finding supports Christiana (2020), who, drawing from the World Economic Forum's Global Gender Gap Report, argued that gender parity is essential for economic and societal growth. The statistical analysis presented in Table 4 indicates that there is no significant difference between the perceptions of male and female entrepreneurs (representing urban and rural contexts) regarding the potentials of capacity building for sustainable national development in the Katsina Senatorial zone. With a calculated t-value of 1.90, which is lower than the critical t-value of 1.98 at a 0.05 level of significance, the null hypothesis is accepted. The mean scores for both groups (Male: 3.36; Female: 3.39) are remarkably close, suggesting a unified consensus that capacity building is a critical lever for economic recovery and youth empowerment, regardless of gender or geographic location within the Katsina Senatorial zone.

Conclusions

Entrepreneurship education and capacity building have the potential to create opportunities and drive economic growth, even in a downturn. To achieve this, governments must foster an entrepreneurial culture and provide access to capital, markets, and technology. By doing so, they can stimulate innovation, create a thriving ecosystem, and reduce unemployment. Both genders should be taught how to start and grow businesses to increase economic activity. Encouraging entrepreneurship also promotes sustainable national development by fostering innovation, creativity, and problem-solving. Investing in entrepreneurship can create new industries

and diversify the economy, leading to long-term sustainable development. Building entrepreneurship skills and mindset is crucial for developing a workforce that can adapt to economic challenges.

In summary, entrepreneurship education and capacity building are crucial elements for sustainable national development during an economic downturn. By providing individuals with the essential skills, knowledge, and support, entrepreneurship can drive economic transformation, create jobs, and foster innovation. Embracing initiatives for entrepreneurship education and capacity building is essential for building a resilient and prosperous economy, even in challenging times.

Recommendations

The following recommendations were made based on the findings of the study:

1. The government should include entrepreneurship education in the national curriculum across all educational levels to cultivate an entrepreneurial mindset from an early age. Additionally, the government should provide specialized training programs and workshops for individuals of both genders in regions significantly affected by the economic downturn, with a focus on imparting practical skills and knowledge necessary for initiating and maintaining a business.
2. The government should offer mentorship and coaching programs to aid aspiring entrepreneurs, especially those from marginalized communities, in overcoming the obstacles of launching a business in a struggling economy. Furthermore, the government should establish cooperative networks and platforms that link entrepreneurs with potential investors, customers, and business partners to assist them in expanding



their enterprises and contributing to economic revitalization.

3. To promote entrepreneurship education and capacity building, it is important to establish public-private partnerships that utilize the knowledge and resources of both sectors to provide comprehensive assistance, including grants, low-interest loans, and tax incentives, to aspiring entrepreneurs in priority sectors. Additionally, during economic crises, governments and stakeholders should prioritize entrepreneurship education and capacity building to drive sustainable national development.

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