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Institutional Practices and Youth Entrepreneurial Development Skills in Federal College of Education Technical Gusau, Zamfara State, Nigeria

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Abstract. This study investigates institutional practices and youth entrepreneurial development skills at the Federal College of Education Technical, Gusau, Zamfara State, Nigeria. It develops the literature; unlike previous descriptive studies, it hypothesized that the relevance of the curriculum, the quality of training delivery, and structured industrial partnerships have a positive and significant impact on youth entrepreneurial development skills. This study used descriptive survey research, with 293 staff across the eight schools as the population, and a sample size of 169 was determined using Taro Yamane's formula. This study employs a proportional stratified random sampling to ensure a fair representation across the schools. Employing multiple regression analysis through SPSS 25, it reveals that the relevance of the curriculum ($\beta = 0.456$, $p = 0.000$) and formal industry partnerships ($\beta = 0.473$, $p = 0.000$) have a positive and significant impact on youth entrepreneurial development skills, whereas the quality of training delivery ($\beta = 0.093$, $p = 0.249$) has an insignificant impact. This study concludes that the degree of skills impact on the youth entrepreneurial development skills at FCET Gusau is largely influenced by the institutional practices. Curriculum relevance and meaningful industrial relationships are very important in entrepreneurship skills, but mere quality training delivery can never succeed effectively without the right resources and working infrastructure. One of the major recommendations of this study is that the management should enhance and formalise collaboration with other industries, particularly the local SMEs and agribusinesses, to enhance youth entrepreneurial development skills.

Keywords: Entrepreneurship Skill, Curriculum Relevance, Industrial Partnership, Institutional Practice, Training Quality

1. Introduction

Youth entrepreneurial development skills (YEDS) refer to a collection of skills, including identification of opportunity, risk management, innovation, financial literacy, and business planning, that enable the youth to start and maintain businesses. The skills are essential in reducing socioeconomic problems experienced in the developing economies since they facilitate self-employment, innovation, and a diversification of the economy, with the ultimate effect of reducing poverty and sustainable development. They are specifically significant in Nigeria, where the number of young people makes up more than 60% of the entire population, as the unemployment rate among youths in the country (42% of the youth in the 15-24 years old group in recent years) has been increasing, triggering problems such as social instability and economic stagnation (Omeje et al., 2020). Such education-based skills acquisition can help improve resilience, create more jobs, and align with national objectives on economic growth, as evidenced by the studies that entrepreneurial training increases self-esteem and job rates among Nigerian youths (Erondu and Erondu, 2023). Nevertheless, at the Federal College of Education Technical Gusau (FCET Gusau), Zamfara State, Nigeria, there is still a major issue of graduates with low levels of practical YEDS, which causes high underemployment and fewer venture fostering. This is enhanced by the regional insecurities and economic instability in Zamfara state, where the rate of youth unemployment is higher than the country's average, which fails to facilitate the education to entrepreneurial success (Olawale and Abdulsalam, 2022).

The concept of institutional practices (IPs) is used to describe the organizational structures, policies, and working mechanisms of educational organizations, which facilitate teaching, learning, and skill building in educational institutions. They encompass factors

like administrative support, allocating resources, developing the faculties, student engagement planning, assessment plans, and partnerships. Nevertheless, this paper dwells on three major variables, which include: the relevance of the curriculum, the quality of the training delivery, and the structured industrial partnerships. Relevance in the curriculum entails the development of the content that incorporates both theoretical and practical entrepreneurial practices to make sure that they gain relevance with the market requirements. The concept of quality of training delivery focuses on efficient pedagogical strategies, including experiential training, mentorship, and interactive training, that are provided by competent trainers. Formal connections with businesses structured industrial relationships involve interning with businesses, mentoring, and exposure to the real world to formalize academic lapses.

These IPs are essential to YEDS since a relevant curriculum, which provides the youths with the fundamental knowledge and flexible skills, and high-quality training provision increases practical competence and confidence in alternatives to venture development (Iwu et al., 2025). The formal industrial relationship helps create practical experience, networking, and innovations, which are necessary to transfer the skills into the business sustainability realm and decrease unemployment (Oyinlola et al., 2024). These IPs are especially applicable to FCET Gusau since it is a technical institution of education, but the threats, such as the lack of renewed curricula, faculty development, and industry connection hinder the process of YEDS acquisition. As an example, national policies require the teaching of entrepreneurship, but the application at FCET Gusau is still decentralized, so the graduates are not well-equipped to work in the agrarian and war-torn economy of Zamfara (Ojeleye et al., 2021).

The idea behind this research is that there is a need to empirically investigate the impacts of specific IPs on YEDS in a localized Nigerian tertiary institution to cover a gap in situational studies. Although other researchers emphasize the contribution of entrepreneurship to the empowerment of youth, only a small number of studies concentrate on technical colleges within the northern region of Nigeria since the socioeconomic factors escalate the level of urgency (Afolabi and Ogunbanjo, 2024). This study warrants the need to investigate such dynamics to inform specific interventions in order to facilitate inclusive development in line with the Nigerian Sustainable Development Goals.

1.1 Statement of the Problem

Although there are national efforts, such as the entrepreneurship requirement by the National Universities Commission, YEDS are not developed in most institutions in Nigeria, and hence, youth continue to lack job prospects and the underutilization of human resources. As it's also eminent in FCET Gusau, leaving high levels of youth unemployment, low rates of venture creation among graduates (Ojeleye et al., 2021). The issue is directly connected to the gaps in the independent variables of the study, which are the institutional practices, in particular, the relevance of the curriculum, quality of the training delivery, and organized industrial partnerships, which lack the critical value of supporting the practical and market-oriented entrepreneurial competencies.

Curriculum relevance is a central concern because entrepreneurship courses at FCET Gusau and other institutions typically tend to be abstract, out-of-date, and unsuited to local economic conditions in an agrarian and conflict-ridden economy of Zamfara State. The policies of the country need to incorporate the pragmatic specifics, such as business planning, innovation, and opportunity recognition, but the application process is random, which leads to the graduates being deprived of the skills that could help them work independently or support their business after the creation of the venture (Omeje et al., 2020). Such irrelevance in the curriculum adds to poor entrepreneurial intentions and failure rates of youth-led businesses due to the fact that students lack preparation to tackle the challenges affecting the region locally, like insecurity or market connections.

To this is added the quality of training dispensation, in which the pedagogical approaches may often be based on traditional lectures, and a lack of an interactive and learning approach, mentorship, or practical sessions by a well-qualified instructor. Resource-constrained environments such as northern Nigeria have irregular faculty training, underperforming facilities, and insufficient focus on practical skill-building, which reduces engagement, confidence, and competence in YEDS. Research suggests that low quality of delivery introduces a skill gap, limiting the capacity of graduates to implement entrepreneurial knowledge in practice, and creates the cycle of unemployment (Obi et al., 2023; Umoh et al., 2023).

Moreover, industrial collaboration is much weaker or lacking in FCET Gusau, and there are few formal collaborations, internships, mentorships, and industry exposure to help close the gap between academia and practice. In Zamfara, which still has limited economic vulnerabilities and insecurities preventing the involvement of the private sector, the absence of such linkages inhibits networking, practical experience, and the transfer of innovations

needed by YEDS. This leaves graduates in the labour market or in being entrepreneurs without the networks or insight to succeed, which leads to venture failure rates of over 50% in those situations (Okafor et al., 2024; Yinka-Ojeleye et al., 2021).

According to the survey of FCET Gusau, the research determined that in a sample of five students, more than one-third of the entrepreneurship intentions were low due to the irrelevance of the curriculum and delivery of training, as well as the fact that by the time of graduation, the majority of students had no jobs (Ojeleye et al., 2021). Secondly, the local statistics of the North of Nigeria, and Zamfara, reveal the lack of effectiveness of the youth activities based on the lack of cooperation with industries, the use of skills, which also leads to the stagnation of the local economy with the high unemployment figure (Olawale, 2024).

These interrelated gaps in the independent variables have a direct negative impact on the acquisition of YEDS at FCET Gusau, which is why specific empirical studies should offer the information necessary to implement changes in the institutions to improve entrepreneurial performance through the adoption of better practices. This study provides a solution to a practical problem by asking:

- To what extent does the relevance of the curriculum impact the youth entrepreneurial development skills in the Federal College of Education (Technical), Gusau, Zamfara State, Nigeria?
- To what extent does the quality of training delivery impact the youth entrepreneurial development skills in the Federal College of Education (Technical), Gusau, Zamfara State, Nigeria?
- To what extent does the industrial partnership impact the youth entrepreneurial development skills in the Federal College of Education (Technical), Gusau, Zamfara State, Nigeria?

The specific objective of this study is to:

- Investigate how curriculum relevance impact on the youth entrepreneurial development skills in the Federal College of Education (Technical) Gusau, Zamfara State, Nigeria
- Examine the impact of training delivery quality on the youth entrepreneurial development skills in the Federal College of Education (Technical), Gusau, Zamfara State, Nigeria.
- Assess the impact of the industrial partnership on the youth entrepreneurial development skills in the Federal College of Education (Technical), Gusau, Zamfara State, Nigeria.

This study, therefore, hypothesized that:

H_{01}: Curriculum relevance has a positive and significant impact on the youth entrepreneurial development skills in the Federal College of Education (Technical), Gusau, Zamfara State, Nigeria

H_{02}: Training delivery quality has a positive and significant impact on the youth entrepreneurial development skills in the Federal College of Education (Technical), Gusau, Zamfara State, Nigeria.

H_{03}: Industrial partnership has a positive and significant impact on the youth entrepreneurial development skills in the Federal College of Education (Technical), Gusau, Zamfara State, Nigeria.

The research is useful to scholars since it gives empirical evidence on IPs-YEDS associations, which supplements theoretical learning in the field of entrepreneurship. Educators and college administrators, among practitioners, acquire insights to reform the curriculum as well as the partnership strategy to improve the efficacy of training. The findings can be used by policymakers to improve national policies and allocate resources towards specific skills programs in underserved areas such as Zamfara.

It is restricted to FCET Gusau, where the sample is restricted to undergraduate students and faculty in technical education programs between 2020 and 2025. This rationale provides a detailed examination within a particular setting to guarantee practicality and applicability within regional-specific limitations and provides the scalability of information to the same institutions.

2. Literature Review

2.1 Conceptual Framework

The set of skills that help young people to spot opportunities, become innovative, take risks, and create viable enterprises is called Youth Entrepreneurial Development Skills (YEDS). With youth being a great population in Nigeria, YEDS enables people to solve local problems like poverty and lack of employment opportunities via innovative projects. However, YEDS points out that theoretical frameworks emphasize the acquisition of skills, but the actual practicability of these skills often fails because of failure to integrate real-life experiences into the acquisition, and this leads to a

gap between the theoretical knowledge acquired and practical application in the market.
The YEDS programs are also reported to be too theoretical in sub-Saharan Africa, such as in Nigeria, since it does not consider cultural, socioeconomic, and gender obstacles, which impede youth involvement and sustainability of the venture (Oyinlola et al., 2024). The issue of gender disparities continues to exist, thus denying the female youth access to resources and weakening inclusivity. Operationally, in this research, YEDS is the quantifiable skills of young people between the ages of 18-35 to identify business opportunities, to act upon them by new measures, to demonstrate creativity, address social issues, and to have entrepreneurial intentions, measured using a validated scale based on empirical measures.

Institutional Practices (IPs) refer to those systemic policies, structures, and operational mechanisms in an educational institution that enable knowledge transfer and the development of skills. These are the curriculum development, pedagogy, resource management, teacher training, student interaction, evaluation, and the external partnership. IPs play a crucial role in YEDS because it offers a supportive environment where the entrepreneurial mentality can be cultivated, providing a match between education and industry requirements in the case of higher education (Iwu et al., 2025). Nevertheless, IPs expose resource allocation inefficiencies and the inability to adjust to changing economic environments, especially within governmental agencies where bureaucratic barriers hamper innovation. African and Nigerian contexts also apply to IPs, as most criticize the focus on rote learning instead of experiences and thus end up with graduates who possess theoretical knowledge but lack practical skills (Oyinlola et al., 2024). The operational definition of IPs, in this case, is the institutional structures that facilitate the education of entrepreneurship, as reflected in the appropriateness of the curriculum, the quality of training delivery, and systematic individual industrial relationships.

Curriculum relevance relates to the matters of correspondence of education materials to the needs of the market, which includes useful entrepreneurial courses like business planning, innovation strategies, and local economic needs. YEDS is also important because it enables the youths to develop relevant knowledge that improves their capability to transform ideas into sustainable projects and resolve graduate unemployment (Omeje et al., 2020; Oyinlola et al., 2024). However, most educational curricula in most institutions of higher learning are still old-fashioned and do not incorporate new trends, such as digital entrepreneurship or context-sensitive applications, which restricts the readiness of the youth in unstable economies like that of Nigeria. Regarding effect, curriculum relevance is a status that can be defined as how well the content of courses meets the requirement of the industry, community, in relation to how the perceived relevance of the course by the students, and how the course content corresponds with the entrepreneurial competencies.

The quality of training delivery incorporates competent teaching and learning practices such as interactive training, mentoring, experience-based learning, and effective trainers. YEDS must enforce it because the quality of delivery will result in the retention of skills, application, confidence, and competence in entrepreneurial activities (Fan et al., 2022). But inconsistent qualification of trainers, too much use of traditional lectures, and lack of resources undermine interaction and transfer of skills, particularly in the developing context, such as in Nigerian institutions. Operationally, it can be described as the effectiveness of teaching techniques and the teacher's competence, which is estimated using assessments of interactivity, achievement of results, and pragmatic orientation.

Structured industrial partnerships are formal relationships between businesses and institutions, which provide internship, mentoring, exposure to the real world, and networking. They are crucial in determining the success of YEDS, since they are in-between academic theory and practice, enhance innovation, employability, and venture success in entrepreneurial systems (Oyinlola et al., 2024). Nonetheless, implementation is lax, access is uneven (especially in rural or insecurity-affected areas), and absence of formal institutions, which still contribute to inequalities in the region and peripheral accumulation of skills (Iwu et al., 2025). Its operational definition is its existence and efficiency of formal linkages in terms of participation rates in industry programs, perceived value addition, and effect on practical skill development.

2.2 Theoretical Framework

The present research has its ground in the Human Capital Theory (HCT), according to which investing in education, training, and the development of skills improves the productive capacities of people, resulting in individual and economic gains (Becker, as cited in recent applications; Omeje et al., 2020). HCT also supports this study by connecting the institutional practices, including curriculum relevance, quality of training, and partnership, to the accrual of entrepreneurial human capital among the youths in Nigeria. Within the framework of FCET Gusau, HCT describes how focused educational contributions can boost YEDS, responding to unemployment and developing skilled entrepreneurs

in the unfavorable socioeconomic district of Zamfara (Iwu et al., 2025; Oyinlola et al., 2024). The theory is suitable because it stresses observable improvements in skills using institutional intervention mechanisms, which offer a better framework than intention-centered theories in that it underscores the actual human capital gains in Africa setting.

2.3 Empirical Review

Empirical research on the association between curriculum relevance and youth entrepreneurial development skills (YEDS) depicts that most associations are likely to be positive, and a few are mixed and insignificant. High-quality and market-oriented business education curricula in Nigeria have also been observed to improve the entrepreneurial abilities of their graduates to a significant extent, making graduates self-reliant and innovative to ensure sustainable development (Omeje et al., 2020). On the same note, according to the research done at a university in Nigeria, the positive effect of the appropriate entrepreneurship programs on the entrepreneurship desires and practical abilities of the students in identifying the opportunities and business planning skills was observed (Iwu et al., 2025). The topicality of the curriculum in the context of the African continent as a whole assist in obtaining skills through finding curricular content in consistent contact with the needs of the local economy, and the subsequent positive entrepreneurial activity of the young population (Oyinlola et al., 2024). The positive impacts are also similar between quantitative surveys and structural equation modeling in higher education institutions with a sub-Saharan Africa setting because unemployment pressures heighten the necessity of applicable training. Less frequent but observed in studies that find curricula too abstract, with no experiential elements included, are insignificant or negative outcomes, as found in some of the reviews of developing economies (Iqbal et al., 2022). It is through this study that we can end these contradictions by a means of examining a technical college in northern Nigeria (FCET Gusau), the relevance of the curriculum in a situation where there is a conflict between different groups, and an agrarian society, and bridging the gaps of past theoretical-heavy implementations through the introduction of practical modules.

In most empirical studies, the quality of training delivery is positively related to YEDS. The interactive, high-quality, and experiential methods of delivery, such as mentorship, practicals conducted by qualified lecturers, have proven to be effective as far as entrepreneurial skills, confidence, and intentions are concerned in the minds of Nigerian undergraduates (Kowo et al., 2018). It is applied in sub-Saharan African environments where a strong delivery of training leads to better business continuity and performance by maintaining skills and their application (Leger et al., 2025). Regression and survey studies indicate that pedagogical effectiveness, i.e., hands-on approaches, forecasts improved entrepreneurial competences and fear of failure (Fan et al., 2022). Some trivial results can be seen in disjointed programs where there is a lack of instructor professionalism or resource base, as the case is in parts of Nigeria and Saudi Arabia (Olawale & Abdulsalam, 2022). This paper tackles these inconsistencies by analyzing the quality of delivery in a resource constrained insecurity prone institution such as FCET Gusau with human capital theory to combine effective delivery with localized YEDS performance and counterbalance delivery barriers.

Positive benefits of structured industrial partnership and YEDS are mainly confirmed by empirical evidence; however, obstacles exist in the implementation. Formal partnerships such as internship and mentorship programs are a way of connecting theory to practice, and help African youths enhance their networking, innovations, and use of skills (Sassi et al., 2025). University-industry relations have been seen to develop entrepreneurial ecosystem in Nigeria, where ventures and employability are made more sustainable through exposure to the real world (Kadhila et al., 2024). In collaborative models, there are positive associations with the assistance of surveys and case studies and, in particular, in sub-Saharan Africa, where the partnership will assist in covering resource gaps and increasing the inclusive growth. Effective enforcement, lack of equality in rural settings, or formal frameworks have negative or insignificant effects, which cause marginal skill gains (Oyinlola et al., 2024). Patterns have greater positive results in the Asian and European regions with structured models, and African studies focus on ecosystem-building requirements. This paper addresses the contradictions with the localization of partnerships in the technical education scenario of Zamfara State FCET Gusau by evaluating their functionality in dealing with the regional insecurities and through systematic associations to strengthen YEDS, where past rural-based activities failed.

3. Methodology

This study used descriptive survey research. This design is suitable as it empowers the researcher to access the data that used to test the impact of practices adopted in institutions and the capacity to foster entrepreneurial capabilities among the students of the Federal College of Education (Technical), Gusau, Zamfara State.

All the academic staff of the Federal College of Education (Technical), Gusau will be the target population among the eight schools. The total number of staff stands at 293. The sample size was determined using Taro Yamane's (1967) formula, which is applicable when we are dealing with a finite population. The sample size is:

$n = \frac{N}{1 + N(e)^2}$ Where: n = sample size; N = population, e = margin of error (0.05)

$n = \frac{293}{1+293(0.05)^2} = \frac{293}{1 +293(0.0025)} = \frac{293}{1 + 0.7325} = 169$

This has led to 169 respondents in the study sample. This study employed a proportionate stratified random sampling so that the samples have a fair representation of all the staff in the various schools. A school is a stratum, and the samples that were proportionally selected are. The distribution is presented in Table 1 below:

School	Population	Calculation	Sample Size
Business Education	31	(169/293)31	18
Education	40	(169/293)40	23
Science Education	85	(169/293)85	49
Technical Education	39	(169/293)39	23
Vocational Education	17	(169/293)17	10
Primary Education	22	(169/293)22	13
Arts & Social Sciences Education	22	(169/293)22	13
Languages Education	37	(169/293)37	20
Total	293		169

Source: *Author's Calculation*

A structured questionnaire was used to collect data. I divided it into two parts, part one for demographic information of the respondents and part two for organizational information structured based on a 5-point Likert scale, i.e., Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1)
Face and content validity of the questionnaire were done by the experts in Educational Management and Entrepreneurship Studies to ascertain relevancy, clarity, and adequacy of the items in the questionnaire. In addition, the instrument was tested in terms of reliability through Cronbachs Alpha method, and a reliability of 0.70 or more was deemed acceptable to the study.

The data obtained was analyzed in terms of descriptive statistics, including frequency, percentage, mean, and standard deviation, through SPSS 25. Ordinary least squares (OLS) was used in testing the research hypotheses at a 0.05 level of significance. To achieve the objective of this study, the following model was formulated:
$YEDS = f(CR, STD, SIP)$
$YEDS = \beta_0 + \beta_1 CR + \beta_2 STD + \beta_3 SIP + \varepsilon$
Where: YEDS = Youth Entrepreneurial Development Skills, CR = Curriculum Relevance, QTD = Quality of Training Delivery, SIP = Structured Industrial Partnerships, $\beta 0$ = Constant, $\beta_1 - \beta_3$ = Coefficient, ε = Error Term

4. Results and Analysis

Out of 169 questionnaires distributed, only 169 distributed only 158 were responded to and retrieved.

Table 2: Gender

	Frequency	Percent
Male	101	63.9
Female	57	36.1
Total	158	100.0

Source: SPSS 25, 2926

Table 2 shows that 63.9 percent of the respondents were males and 36.1 percent were females. This reveals that FCET Gusau is a male-dominated place of work force. What this implies is that institutional practices and the decisions that are made relative to entrepreneurship may be influenced more by the attitude of the male staff members, and this tends to be the case in the technical and vocational institution in Nigeria.

Table 3: Age

	Frequency	Percent
Less than 30 years	36	22.8
31 - 40 years	40	25.3
41 years and above	82	51.9

Total	158	100.0

Source: SPSS 25, 2926

The age group indicates that most of the respondents (51.9) were 41 years and above, 25.3% were between 31-40 years, and 22.8% below 30 years. This means that the College has well-informed employees running it.

Table 4: Staff

	Frequency	Percent
Academic	122	77.2
Non-academic	36	22.8
Total	158	100.0

Source: SPSS 25, 2926

According to Table 4, the academic and non-academic staff were 122 respondents (77.2) and 36 respondents (22.8), respectively. It implies that academic staff got the largest portion of responses, which were direct participants of teaching and entrepreneurship training, and, therefore, the results are more relevant to the institutional practices and the teaching of entrepreneurship to the youth.

Table 5: Descriptive Statistics on Youth Entrepreneurial Development Skills among Students

	N	Min.	Max.	Mean	Std. De.	Remark
Students are able to identify business opportunities in the local environment effectively	158	1.00	5.00	2.9810	1.55769	Rejected
Students demonstrate innovation and problem-solving abilities through potential entrepreneurial ventures	158	1.00	5.00	2.8418	1.15390	Rejected
Students possess adequate financial literacy and risk management skills needed to start businesses	158	1.00	5.00	2.9430	1.32224	Rejected
Students show strong entrepreneurial intentions and resilience that would enable successful self-employment	158	1.00	5.00	3.1582	1.22356	Accepted

Source: SPSS 25, 2926

Based on the results, the respondents rejected the ability of students to find opportunities, be innovative, and be financially literate, with a score lower than the norm mean of 3.00. Only one of them was accepted, entrepreneur's intention and resilience (Mean = 3.1582). This indicates that the students may have interest and motivation towards entrepreneurship, but they lack practical and technical skills of entrepreneurship, and there is a mismatch between intent and ability. It can be said to be in agreement with the Human Capital Theory that emphasizes the acquisition of skills rather than intention.

Table 6: Curriculum Relevance Descriptive Statistics.

	N	Min.	Max.	Mean	Std. Dev.	Remark
The curriculum cover operational courses in business planning and market requirements in line with the local economic facts in the Zamfara State.	158	1.00	5.00	3.1139	1.41410	Accepted
Innovation strategies and opportunity recognition are well incorporated in the course content applicable to the field of entrepreneurship.	158	1.00	5.00	3.0886	1.25875	Accepted
The curriculum is continuously changed to accommodate and include the new trends that are relevant in the region like digital entrepreneurship.	158	1.00	5.00	3.1962	1.14246	Accepted
The general teaching material is sufficient to equip students with the real-life entrepreneurial situation.	158	1.00	5.00	3.3418	1.19858	Accepted

Source: SPSS 25, 2926

Mean values of all the items are over 3.00 that implies acceptance. The respondents confirmed that the curriculum is realistic and aligned with the local economic environment, which is revised on a regular basis and prepares the students with the realities of entrepreneurship in the real world. The relevance of curriculum has a structural level and leads to the assumption of Human Capital theory, which holds that pertinent educational content enhances the acquisition of human capital.

Table 7: Descriptive Statistics on Quality of Training Delivery

	N	Min.	Max.	Mean	Std. Dev.	Remark
Instructors/academic staff employ interactive and experiential methods (e.g., mentorship, hands-on sessions) effectively in entrepreneurship training.	158	1.00	5.00	3.2468	1.25524	Accepted
The training delivery enhances students' confidence and competence in applying entrepreneurial skills	158	1.00	5.00	3.6076	1.27612	Accepted
Delivery methods, including assessments and feedback mechanisms, support long-term skill retention and real-world application among students.	158	1.00	5.00	3.1709	1.26286	Accepted
Academic staff are well-qualified and provide practical guidance through engaging pedagogical approaches.	158	1.00	5.00	3.1203	1.30339	Accepted

Source: SPSS 25, 2926

The range of the indicators' mean values was between 3.12 and 3.61, and there was no rejection of any of the indicators of training delivery. The respondents had the feeling that the instructors use interactive methods and are very qualified. The perceived quality of training delivery is high, and the descriptive acceptance may not always translate into measurable results in terms of skills, as further explained in the results of the regression.

Table 8: Descriptive Statistics on Structured Industrial Partnerships

	N	Min.	Max.	Mean	Std. Dev.	Remark
The college maintains formal collaborations with industries that provide internships and real-world exposure for students.	158	1.00	5.00	3.3228	1.29806	Accepted
Existing partnerships facilitate networking and mentorship opportunities essential for students' entrepreneurial development.	158	1.00	5.00	3.1456	1.18819	Accepted
Existing partnerships facilitate networking and mentorship opportunities essential for students' entrepreneurial development.	158	1.00	5.00	3.3797	1.24975	Accepted
These partnerships contribute significantly to innovation transfer and students' entrepreneurial employability through hands-on experiences.	158	1.00	5.00	3.4177	1.14110	Accepted

Source: SPSS 25, 2926

Mean above 3.00 was recorded across all the items, and this indicates that the college has partnerships that support internship, mentorship, networking, and exposure to innovation. The alliances play a crucial role in bridging the gap between theory and practice, which is important in the creation of entrepreneurial human capital, especially when it is within a technical education context.

Table 9: Reliability Statistics

Cronbach's Alpha	N of Items
.743	4

Source: SPSS 25, 2926

The Alpha of 0.743 implies that the research instrument is internally consistent. This confirms the fact that the questionnaire is an effective tool in gauging the institutional practices and competency of the developments in youth entrepreneurship.

Table 10: Correlation Matrix

		YEDS	CR	QTD	SIP
YEDS	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	158			
CR	Pearson Correlation	.379**	1		
	Sig. (2-tailed)	.000			
	N	158	158		
QTD	Pearson Correlation	.516**	.590**	1	
	Sig. (2-tailed)	.000	.000		
	N	158	158	158	
SIP	Pearson Correlation	.468**	.262**	.365**	1
	Sig. (2-tailed)	.000	.001	.000	
	N	158	158	158	158

Source: SPSS 25, 2926

All the explanatory variables have positive relationships with the dependent variable, and there is no strong relationship between the explanatory variables themselves, which implies that there is no issue of multicollinearity

Table 11: Regression Summary

	B	Std. Error	T	Sig.	Tolerance	VIF
(Constant)	-.347	.278	-1.249	.213		
CR	.456	.068	6.667	.000	.635	1.576
QTD	.093	.080	1.157	.249	.551	1.816
SIP	.473	.071	6.673	.000	.821	1.219
R-Square	.500					
IAdjusted R-Square	.491					
IF Change	51.401			.000		
Durbin-Watson	1.755					

a. Dependent Variable: Youth Entrepreneurial DeDevelopment Skills Among Students

Source: SPSS 25, 2026

The difference in development skills of youth entrepreneurship is explained by the regression model, 50.0 percent ($R^2 = 0.500$). This is a statistically significant model ($F = 51.401$, $p < 0.05$). The Durbin-Watson is 1.755, which does not reflect any serious autocorrelation problem. Multicollinearity does not exist as the values of VIF are less than 5, and the tolerance is less than 1.

Hypothesis One (H01) $\beta = 0.456$, $p = 0.000$. Decision: Reject H01

It is also a tremendous boost to youth entrepreneurial development since the skills are relevant in the curriculum. It can be explained by the Human Capital Theory, according to which the corresponding training improves the productive skills. The outcome same as that of Omeje et al. (2020), Iwu et al. (2025), and Oyinlola et al. (2024). Hypothesis Two (H02) $\beta = 0.093$, $p = 0.249$. Decision: Fail to reject H02

Although some may believe that training delivery is good, it did not affect entrepreneurial skills significantly. This adds to other findings by Olawale and Abdulsalam (2022) who pose that external factors entail the absence of facilities, security, and well-developed experience infrastructures, and such conditions may have an adverse influence on the quality of delivery to the skill acquisition.
Hypothesis Three (H03) $\beta = 0.473$, $p = 0.000$. Decision: Reject H03

The association of industrial activities is highly instrumental in developing the talent of young entrepreneurs. This supports Sassi et al. (2025) and Kadhila et al. (2024) and reinforces the Human Capital Theory in the necessity of practical exposure in the development of skills.

5. Conclusion and Recommendations

This study concludes that the degree of skills associated with the entrepreneurial growth of the young people at the FCET Gusau is largely influenced by the institutional practices. Curriculum relevance and meaningful industrial relationships are very important in entrepreneurship skills, but mere quality training delivery can never succeed effectively without the right resources and working infrastructure. The findings point to the need for institutional intervention in combination to address the problem of youth unemployment in Zamfara State.

This study, therefore, recommended as follows:

- The college should put more efforts on hands-on and locally applicable entrepreneurship courses.
- The management should enhance and formalize collaboration with other industries, particularly the local SMEs and agribusinesses.
- The government and stakeholders should develop facilities in terms of funding, security, and training to enhance the effectiveness of delivery.
- To ensure that pedagogy is aligned with the actual outcomes in the field of entrepreneurship, the instructors should be provided with unceasing professional development.

6. Contributions to Knowledge

This study contributes by:

- Utilizing the empirical data of a technical college in Nigeria (Northern), which is a part researched environment.
- Demonstrating that the relevance of the curriculum and the industry relations are more decisive in terms of perceived delivery.
- Human Capital Theory would be applied to the entrepreneurship development issue in a resource and insecurity-prone environment.

7. Limitations of the Study

- Self-reported information may be biased.
- Limit generalization and focus on an institution.
- Inability to quantify environmental and security issues.

8. Future Research Suggestions

- Future studies should adopt longitudinal designs that will be used to track the development of skills over the course of time.
- Relative studies of different technical institutions will be appreciated.
- Deep-rooted institutional and environmental processes require being captured through mixed methods.
- Adequacy of funds and institutional security are the moderating variables that should be included in future research.

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