ENTREPRENEURSHIP EDUCATION, INNOVATION AND PERCEIVED REDUCTION IN YOUTH CRIME IN SOUTH-WEST NIGERIA

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Abstract
The study examined the influence of entrepreneurship education, innovation, and perceived reduction in youth crime in South-West Nigeria. Nigeria faces a significant challenge with high youth unemployment rates and escalating crime levels among its young population. It also examined the relationship between entrepreneurship education, innovation, and employment generation, as well as the role of entrepreneurship education in reducing youth involvement in criminal activities. The research design for this study is a survey research design. A purposive sampling technique was adopted to select a total of 180 respondents, with 60 youths drawn from each of the three states. Lagos, Oyo, and Ondo. The questionnaire was adapted from prior studies on entrepreneurship education, innovation, and crime prevention; reliability was assessed using Cronbach's Alpha with a threshold of 0.70. Hypothesis One: correlation coefficient of r= 0.494; Hypothesis Two: correlation coefficient of r= 0.533; Hypothesis Three: correlation coefficient of r= 0.534. A total of 180 copies of questionnaires were expected to be filled; 138 were filled and returned. Descriptive statistics, including frequency and percentage, were used to analyze demographic data, while Pearson Product Moment Correlation (PPMC) was employed to test the null hypotheses at the 0.05 level of significance. The study found that entrepreneurship education and innovation had a significant positive relationship with perceived reduction in youth participation in criminal activities in South-West Nigeria. Regulatory bodies and higher institutions should work together to implement diverse entrepreneurship programs targeting graduate unemployment and crime prevention.
Keywords*: youth crime, employment generation, skills development, South-West Nigeria.*

Introduction

Crime rates among youths in South-West Nigeria have been a persistent challenge, contributing to social instability and economic disruption (Nte et al., 2024). Historically, entrepreneurship education was not a focal point in schools, leaving many youths without the skills and opportunities needed to pursue self-employment. However, with the introduction of entrepreneurship education and innovation, there is growing interest in understanding how these initiatives can influence crime reduction. However, as societal needs shifted alongside economic changes, there emerged a growing realization of the significance of entrepreneurship education (Ranga & Etzkowitz, 2015). This led to a concerted effort to integrate entrepreneurship into school curricula. The introduction of entrepreneurship education into schools marked a significant shift in educational priorities. It was not just about teaching theoretical concepts; practical skills were also emphasized. Educators aim to equip students with critical thinking abilities, a knack for identifying opportunities, and the ability to take calculated risks. This approach not only enhanced students' knowledge but also instilled in them a sense of empowerment crucial for navigating today's competitive job market. Entrepreneurship Education, according to Hameed and Irfan (2019), is a specialized training given to students to acquire skills, ideas, managerial abilities, and capabilities for self-employment rather than being employed for pay. Entrepreneurship innovation involves creating new business ideas with the aim of earning profits, contributing to society, and fulfilling business goals (Carayannis et al., 2015). It empowers entrepreneurs,

either as individuals or in teams, to improve or replace existing goods, services, or operations (Elia et al., 2020). This process fosters the generation of new ideas and added value, enhancing the overall quality of business offerings. To address business challenges, innovative entrepreneurs make use of various strategies, guided by a clear vision and purpose to bring fresh solutions.

In today's globalized world, entrepreneurs must stay updated with innovative practices; otherwise, the growth of businesses, whether small, medium, or large, may stagnate (Cooke, 2019). In Nigeria, the subject of entrepreneurship and innovation has not been a major issue before as much as it is today (Adebakin & Ayanlowo, 2023). This shift in mindset led to the emergence of numerous new businesses, contributing to job creation and economic growth in Nigeria. Mavlutova et al. (2020) emphasize that entrepreneurship education demands innovative approaches to engaging students, such as participating in business plan competitions, joining business clubs, and gaining hands-on experience in business startups post-education. To cultivate entrepreneurial aspirations among students, educators should employ advanced practical tools like automated digital software for evaluating business ideas and assessing financial plans via digital systems. Integrating such tools into the curriculum can enhance educational practices, albeit requiring a significant enhancement in teachers' digital competencies. The elevated levels of criminal activity among youth in South-West Nigeria present a significant obstacle to the nation's stability, economic growth, and individual welfare. (Uchechukwu et al., 2023) Nigeria, characterized by a sizable youth demographic, grapples with a range of illicit behaviors primarily carried out by its youth, including theft, armed robbery, cybercrime, drug trafficking, and gang-related violence. This study fills the gap in empirical evidence on how entrepreneurship education and innovation jointly influence the perceived reduction of youth crime, particularly among youths in South-West Nigeria.

Statement of the Problem

Nigeria faces a significant challenge with high youth unemployment rates and escalating crime levels among its young population (Ita & Bassey, 2022). Despite various government initiatives aimed at tackling these issues, the crime rate remains alarmingly high, particularly among unemployed and underemployed youths (National Bureau of Statistics [NBS], 2022). While existing studies have explored the relationship between entrepreneurship education and employability, there is limited research addressing its impact on crime rates among youths in South-West Nigeria. For instance, Ahua et al. (2021) focused on employability in Benue State. This study overlooked the specific dynamics of South-West Nigeria, which has unique socio-economic and cultural contexts influencing crime rates. Additionally, Ogunleye, Alabi, and Afolabi (2015) examined the effect of entrepreneurship development on insecurity in Nigeria but did not directly link this to measurable crime rates or focus on youth-specific crimes.

High unemployment correlates with an increase in crime, particularly among youths (Twambo & Mbetwa, 2017). Studies have highlighted that as the unemployment rate rises, so do various forms of social vices (Hassan & Abdulkareem, 2023). Youth crime rates are often linked to the lack of economic opportunities, and this remains a pressing concern in many Nigerian regions (Ojo & Ojewale, 2019). Crime rates remain high, especially in urban areas where unemployed youth are more susceptible to criminal activities (Malik, 2016). In addressing this issue, skills development strategies including vocational training, digital literacy, technical education, and soft skills enhancement are essential yet underutilized components in the fight against youth unemployment and crime. Many entrepreneurship education programs lack practical, hands-on skill-building opportunities that can equip youths with the competencies needed to launch and sustain legal income-generating activities. Without deliberate integration of these skill development initiatives, such educational interventions risk being abstract and ineffective in curbing criminal tendencies among youths.

Another significant gap is the absence of innovation as a key variable. While entrepreneurship education is widely studied, the potential complementary or independent role of innovation in crime reduction remains unexplored. Youth-specific crimes, such as cybercrime and theft, were also not addressed, leaving a critical gap in understanding how entrepreneurship education, integrated with relevant skills development strategies and innovation, can mitigate these issues. Finally, socio-demographic factors such as gender, education level,

and socio-economic background, which may influence the relationship between entrepreneurship education, skills acquisition, innovation, and crime rates, remain underexplored. By addressing these gaps, this study provides a comprehensive analysis of the influence of entrepreneurship education, innovation, and skills development on crime rates among youths in South-West Nigeria, contributing significantly to existing literature.

Objectives of the Study

The general objective of this study is to investigate the influence of entrepreneurship education and innovation on crime rates among youths in South-West Nigeria. Specifically, this study intends to:

i. Examine the influence of entrepreneurship education and innovation on reducing youth participation in criminal activities in South-West Nigeria.
ii. Investigate the relationship between entrepreneurship education and innovation on employment generation among youths in South-West Nigeria.
iii. Investigate the influence of entrepreneurship education and innovation on skills development strategies among youths in South-West Nigeria.

Research Questions

The following research questions guided the study.

i. To what extent do entrepreneurship education and innovation influence the reduction of youth participation in criminal activities in South-West Nigeria?
ii. How does entrepreneurship education and innovation relate to employment generation among youths in South-West Nigeria?
iii. To what extent do entrepreneurship education and innovation influence skills development among youths in South-West Nigeria?

Research Hypotheses

The following null hypotheses were formulated and tested at the 0.05 level of significance.
H01: There is no significant relationship between entrepreneurship education and innovation on the reduction of youth participation in criminal activities in South-West Nigeria.
H02: There is no significant relationship between entrepreneurship education and innovation on employment generation among youths in South-West Nigeria.
H03: There is no significant relationship between entrepreneurship education, innovation on skills development among youths in South-West Nigeria.

Scope of the study

This study determined the influence of entrepreneurship education and innovation on crime rates among youths in South-West Nigeria. This study focuses on South-West Nigeria, covering states within the region, namely Lagos, Oyo, and Ondo. The three states were purposively selected. The primary subjects of this study were youths, typically defined as individuals between the ages of 18 and 40. This demographic is targeted because it is often most affected by crime and unemployment.

Literature Review

Entrepreneurial education in Nigeria involves the knowledge, skills, and attitudes that enable individuals to discover opportunities, create value, and successfully manage enterprises or entrepreneurial activities. There is an increasing need for entrepreneurial education throughout different stages of learning because of the entrepreneurship-rich nature of the country and the importance of entrepreneurship in facilitating economic

development and job creation. Entrepreneurship education involves different techniques for discovering and recognizing opportunities. Entrepreneurship is a key facilitator of economic development and job creation in any nation, according to (Kulmie et al., 2023). Furthermore, entrepreneurship education is defined by (Miço & Cungu, 2023) as one's ability to realize ideas. Entrepreneurship education is about the ability to manage projects towards the achievement of certain objectives.

The commission notes that various aspects of entrepreneurship education can be accessed throughout different educational levels, from elementary and secondary schools up to graduate levels in universities. Entrepreneurship education, according to Kotsios (2023), involves the skills and attitudes which an individual must possess to enable him to adapt to his environment in order to establish, protect, and operate a business. The basis for their perspective rests on the assumption that some basic attitudes and skills are required by an individual to adapt positively to his environment and develop fully. According to Andriadi and Idrus (2024), entrepreneurship education gives people the necessary skills to manage themselves and other people's businesses. Therefore, education that helps students develop positive attitudes, inventiveness, and abilities for self-reliance rather than relying on the government for employment is known as entrepreneurship education. The goal of entrepreneurship education is to transform the recipients' perspective and mindset. The procedure will give them the abilities and information needed to launch and run a business (Olanrewaju, 2024). According to Ahmad et al. (2023), the goal of entrepreneurship education is to cultivate the necessary entrepreneurial abilities, attitudes, competencies, and temperament that will enable the person to be a motivating force in business management. According to Debarliev et al. (2022), entrepreneurship education emphasizes the development of knowledge and the ability to pursue entrepreneurial behaviors, skills, and attitudes in a variety of circumstances.

Gajdzik and Wolniak (2022) define Innovation as the utilization of an individual's talent or creativity to conceive an idea or solution. Creativity is deemed essential for effective entrepreneurs as it involves implementing learned concepts to yield positive outcomes. Afuah (2020) asserts that innovation involves introducing novel ideas into a business, ultimately leading to revenue generation, which is the primary objective of any business venture. Innovation holds significant importance across all sectors of the economy, including education, healthcare, and business. Entrepreneurs who incorporate innovation into their ventures tend to be more productive. Ejimonye and Eneogu (2020) define innovation as the primary strategy for competitive small and medium-sized enterprises (SMEs). Innovation encompasses creativity, bringing forth new ideas for business ventures. Product innovation, process innovation, and organizational innovation are three types of innovation crucial for the advancement of SMEs (De Oliveira & Terence, 2018). In Nigeria, innovation encompasses a wide range of activities including creativity, problem-solving, and the implementation of new ideas, technologies, or processes to enhance products, services, or systems.

Skills development involves the critical competencies that individuals need to cultivate in order to operate effectively as entrepreneurs. These competencies are vital for the successful management of business activities and for making meaningful contributions within entrepreneurial settings. Markley et al. (2017) emphasise that the cultivation of such skills should be guided by structured educational initiatives, which help to direct entrepreneurial abilities toward sustainable and socially beneficial small-scale enterprises, ultimately serving both the individual and the broader community. Furthermore, acquiring entrepreneurial skills includes the attributes necessary for thriving in innovative and digital learning environments. Pahuja and Sanjeev (2015) describe it as the capacity to generate novel ideas that hold value by investing the required time and effort, bearing associated financial, psychological, and social risks, and ultimately enjoying both personal and economic rewards, including independence. Udukeke and Usoro (2023) similarly define it as the individual's ability to transform ideas into either small- or large-scale ventures for both self-fulfilment and societal advancement.

Formal definitions of entrepreneurial skills often highlight attributes such as self-confidence, resilience, courage, empathy, vision, openness to expert guidance, and the ability to identify and seize opportunities (Pennetta et al., 2024). Tehseen and Ramayah (2015) support this view by noting that entrepreneurial

competencies span recognising economic prospects, initiating innovations, securing scarce resources, and managing both internal operations and external growth of the business.

The elevated levels of criminal activity among youth in South-West Nigeria present a significant obstacle to the nation's stability, economic growth, and individual welfare (Uchechukwu et al., 2023). Nigeria, characterized by a sizable youth demographic, grapples with a range of illicit behaviors primarily carried out by its youth, including theft, armed robbery, cybercrime, drug trafficking, and gang-related violence.

Numerous factors contribute to the prevalence of youth crime in South-West Nigeria. The leading factor among these is widespread unemployment, particularly among young individuals, which often leads to feelings of frustration and a dearth of legitimate income avenues (Ahmadu & Valentine, 2022). Poverty compounds this issue, pushing marginalized youths towards illegal activities as a means of survival. Moreover, social disparities, political instability, and ineffective law enforcement further exacerbate the problem.

The ramifications of high youth crime rates extend across various domains. They not only jeopardize public safety and security but also hinder economic advancement and societal development. Communities besieged by crime grapple with fear, suspicion, and social breakdown, hindering their ability to flourish. Additionally, engagement in criminal behavior perpetuates a cycle of violence and exclusion, ensnaring young people in a cycle of poverty and hopelessness.

Ojo and Ojewale (2018) said that addressing the root causes of high youth crime rates in South-West Nigeria demands a multifaceted approach. It entails not only addressing immediate concerns but also creating alternative avenues for personal and economic growth. Initiatives such as entrepreneurship education and fostering innovation emerge as potential remedies, empowering young people with skills and opportunities while redirecting their energies towards constructive pursuits. By nurturing an entrepreneurial mindset, fostering innovation, and cultivating environments conducive to youth entrepreneurship, Nigeria can mitigate youth crime rates and foster a safer and more prosperous society (Agbai, 2018).

The challenges of getting Nigerian Youths empowered to acquire skills and ideas necessary for creating employment, alleviating poverty, surmounting restiveness, and, most importantly, reducing the rate of crime become a critical issue for the development of small, medium, and large-scale enterprises that later metamorphose into national development. The first and foremost challenge confronting entrepreneurship education in Nigeria is poor curriculum implementation across tertiary institutions. The style of teaching entrepreneurship across tertiary institutions in Nigeria has been flawed (Agbonlahor, 2016). According to Adeyemi (2021), this has had a negative impact on the actualization of entrepreneurship goals among Nigerian youths. Entrepreneurship Education is better imparted via industrial tours, professional talks from successful business owners, and the execution of business projects while in school. Lack of time Management emanates from an inability to devote quality time to the building and development of our youths. This could be a result of a lackadaisical attitude on the side of the youths because of their erroneous perceptions that entrepreneurship is an elective or general course imposed on them by the government just to increase their academic workloads. However, time is a critical factor essential for learning and understanding the basic principles, such as the actual development of entrepreneurial skills, creative skills, and innovative skills in individuals (Brueggemann & Matthews, 2024)

The lack of funds has raised a lot of dust in the field of entrepreneurship education. Adequate funds are needed for the successful implementation of the educational curriculum (Ndubuisi-Okolo et al., 2014). Lack of funds automatically dwindles the fate of would-be entrepreneurs, making them dependent rather than independent and self-reliant. It equally robs the intending entrepreneur of his confidence and heightens his fears of failure in the future.

Theoretical Review

Schumpeter's theory holds that innovation is the key factor in any entrepreneur's field of specialization. He argued that knowledge can only go so far in helping an entrepreneur to become successful. He believed development consisted of a process that involved the reformation of various types of equipment for production, outputs, marketing, and industrial organizations.

However, Schumpeter viewed innovation along with knowledge as the main catalysts of successful entrepreneurship. He believed that creativity was necessary if an entrepreneur was to accumulate a lot of profits in a heavily competitive market.

According to Schumpeter, the concept of innovation and its corollary development embrace the Introduction of a new good, the Introduction of a new method of production, the Opening of a new market, the Conquest of a new source of supply of raw materials, and the carrying out of a new organization of any industry.

Schumpeter represents a synthesis of different notions of entrepreneurship. His concept of innovation included elements of risk-taking, superintendence, and co-ordination.

Human Capital Theory refers to the educational attainment, knowledge, experience, and skills that are acquired that prepare youths for the future. The theory of human capital is relatively new in finance and economics. It states that companies have an incentive to seek productive human capital and to add to the human capital of their existing employees. Put another way, human capital is the concept that recognizes labor capital is not homogeneous. In the 1960s, Economists Gary Becker and Theodore Schultz pointed out that education and training were investments that could add to productivity.

Human Capital Theory is a concept in economics and sociology that posits that individuals and society derive economic benefits from investments in people (education, training, skills development). Developed by economists like Gary Becker and Theodore Schultz, this theory highlights the importance of education and training in enhancing the productivity and efficiency of individuals. Investment in education and training enhances individuals' skills, knowledge, and competencies. This, in turn, increases their productivity and employability. Individuals with higher levels of education and skills typically earn higher wages and have better employment opportunities. Societies benefit from a more educated and skilled workforce through higher levels of economic growth, innovation, and competitiveness.

Human Capital Theory provides a robust framework for understanding the impact of education and training on individual and societal outcomes. By investing in entrepreneurship education, we enhance the human capital of youths, increasing their productivity, employability, and economic stability. This, in turn, reduces the likelihood of engaging in criminal activities, contributing to a safer and more prosperous society.

Economic Model of Crime: Becker's (1968) Economic Model of Crime provides the criminological basis for linking entrepreneurship education and innovation to youth participation in criminal activities. The model posits that individuals consider the expected benefits and costs of legitimate and criminal activities when making decisions. Entrepreneurship education equips youths with skills for self-employment and income generation, while innovation creates opportunities for productive economic activities. These legitimate opportunities can increase the returns to lawful activities and reduce the relative attractiveness of crime. Thus, Becker's model explains how entrepreneurship education and innovation may contribute to reducing youth participation in criminal activities, complementing Schumpeter's emphasis on innovation and Human Capital Theory's focus on education and skills development.

The application of Human Capital Theory to entrepreneurship education and crime rate in South-West Nigeria underscores the importance of targeted educational interventions in fostering economic development and social stability. This work is anchored on Human Capital Theory (Becker, 1964). This is supported by (Ochu, 2004) who stressed the importance of training sound human capital required for national growth and crime reduction.

Methodology

The research design for this study adopted a descriptive correlational survey research design. The descriptive component was used to describe the characteristics of the respondents and the patterns of the study variables, while the correlation component was employed to examine the relationships between entrepreneurship education, innovation, and crime rates among youth in South- West Nigeria.

The target population for this study comprises youths residing in South-West Nigeria, particularly from three selected states: Lagos, Oyo, and Ondo. Given the infinite nature of the youth population in this region, a sample size calculator based on Cochran's formula was employed to determine an appropriate and representative sample size for the study. At a 95% confidence level, with an assumed population proportion of 0.5, a sample size of 384 respondents would be required at a 5% margin of error. However, considering the scope and some constraints of the study, a sample size of 180 respondents, corresponding to a margin of error of approximately 7.3%, was adopted for the study. A purposive sampling technique was adopted to select the youths; the study targeted 60 respondents from each of the three selected states, resulting in a planned sample size of 180 respondents. However, 138 questionnaires were completed online and found usable for the analysis. The usable responses comprise 54 respondents from Lagos State,46 from Oyo State, and 38 from Ondo State. Consequently, the analysis was based on 138 valid responses rather than the initially targeted 180 respondents.

The primary research instrument was a structured, closed-ended questionnaire designed to elicit information relevant to the study's objectives and hypotheses. The questionnaire was adapted from prior studies on entrepreneurship education, innovation, and crime prevention, ensuring its relevance to the context of South-West Nigeria. It was divided into four sections: Section A: Biodata of respondents, Section B: Reduction of youth participation in criminal activities, Section C: Employment generation among youths**,** Section D: Skills development among youths.

Data collection was facilitated through a Google-based form, with the link shared across various social media platforms targeting youths in South-West Nigeria. The questionnaire includes introductory notes to ensure the protection of the data collected. Descriptive statistics were used to summarize participants' bio-data and status information. Research questions related to the study's objectives and hypotheses were tested using appropriate statistical techniques. Frequency and percentage were employed in analyzing the demographic data, while Pearson Product Moment Correlation (PPMC) was used to test the null hypotheses.

Findings

A total of 180 respondents were invited to participate in the online survey, out of which 138 completed and submitted the questionnaire, representing a response rate of 76.7%. Frequency and percentage were used to analyze the demographic characteristics of the respondents, while Pearson Product Moment Correlation (PPMC) was employed to test the null hypotheses.

Demographic Data of Respondents

Table 1: **Percentage Distribution of the Respondents**

Variable	Options	Frequency (N)	Percentage (%)
Sex	Male	62	44.9
	Female	76	55.1
Age	18 – 20 years	0	0
	21 – 25 years	26	18.8
	26 – 30 years	53	38.4
	31 – 35 years	26	18.8

	36 – 40 years	33	24.0
Marital Status	Single	53	38.4
	Married	85	60.9
	Divorced	1	0.7
	Widowed	0	0
Educational Qualification	SSCE/GCE	9	6.5
	NCE	12	8.7
	OND/HND	16	11.6
	B.Sc	66	47.8
	M.Sc/MBA	29	21.0
	Ph.D	6	4.3
State	Lagos	54	39.1
	Oyo	46	33.3
	Ondo	38	27.5
Employment Status	Employed	48	34.8
	Unemployed	10	7.2
	Self-employed	80	58.0

Table 1 provides demographic information on a sample of respondents across several categories, including gender, age, marital status, educational qualifications, employment status, and work experience. In terms of gender, the sample consists of 138 respondents, with a higher proportion of females (55.1%) compared to males (44.9%). Based on the age distribution, the largest group falls within the 26–30 years range, representing 38.4% of the sample (53 respondents). In terms of marital status, the majority of respondents (60.9%) are married, while 38.4% are single. Only one respondent (0.7%) is divorced, and no respondents are widowed. Regarding educational qualifications, the majority of respondents hold a Bachelor's degree (47.8%). Smaller proportions have a Master's degree or MBA (21.0%), while a few respondents have qualifications such as SSCE/GCE (6.5%), NCE (8.7%), or OND/HND (11.6%). A small percentage (4.3%) hold a Ph.D. In the area of employment status, most respondents (58.0%) are self-employed. A smaller portion is employed (34.8%), while only 7.2% are unemployed. The data also indicates that the majority of participants are from Lagos State, comprising 54 individuals, Oyo State follows with 46 participants and Ondo State contributes 38 participants.

Hypotheses Testing

Hypothesis One: There is no significant relationship between entrepreneurship education and innovation on the reduction of youth participation in criminal activities in South-West Nigeria

Table 2: PPMC analysis on relationship between entrepreneurship education and innovation on the reduction of youth participation in criminal activities in South-West Nigeria

Variable	No	Mean	Std.	Peason Correlation	Sig. Value	Decision

Entrepreneurship Education and Innovation		3.99	.56			
	138			0.494	0.00	Rejected
Reduction of Youth Participation in Criminal activities		3.92	.67			

P<0.05

Table 2 shows a correlation coefficient of r= 0.494, a significant value of .00 at critical alpha value of 0.05. The correlation coefficient of r= 0.494 indicates that there exists a moderate but positive relationship between entrepreneurship education and innovation, and the reduction of youth participation in criminal activities. Also, the significant value of 0.00 is lesser than the critical alpha value of 0.05. Therefore, the null hypothesis is rejected. This implies that there is significant relationship between entrepreneurship education and innovation on the reduction of youth participation in criminal activities in South-West Nigeria.

Hypothesis Two: There is no significant relationship between entrepreneurship education and innovation on employment generation among youths in South-West Nigeria

Table 3: PPMC analysis on relationship between entrepreneurship education and innovation on employment generation among youths in South-West Nigeria

Variable	**No**	**Mean**	**Std.**	**Peason Correlation**	**Sig. Value**	**Decision**
Entrepreneurship Education and Innovation		3.99	.56			
	138			0.533	0.00	Rejected
Employment generation		3.99	.60			

P<0.05

Table 3 shows a correlation coefficient of r= 0.533, a significant value of .00 at critical alpha value of 0.05. The correlation coefficient of r= 0.533 indicates that there exists a moderately positive relationship entrepreneurship education and innovation on employment generation among youths. Also, the significant value of 0.00 is lesser than the critical alpha value of 0.05. Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between entrepreneurship education, innovation and employment generation among youths in South-West Nigeria.

Hypothesis Three: There is no significant relationship between entrepreneurship education and innovation on skill development among youths in South-West Nigeria

Table 4: PPMC analysis on relationship between entrepreneurship education and innovation on skill development among youths in South-West Nigeria

Variable	No	Mean	Std.	Peason Correlation	Sig. Value	Decision
Entrepreneurship Education and Innovation		3.99	.56			
	138			0.534	0.00	Rejected
Skills development		4.13	.49			

P<0.05

Table 4 shows a correlation coefficient of r= 0.534, a significant value of .00 at critical alpha value of 0.05. The correlation coefficient of r= 0.534 indicates that there exists a moderate and positive relationship between entrepreneurship education and innovation, and skill development among youths. Also, the significant value of 0.00 is lesser than the critical alpha value of 0.05. Therefore, the null hypothesis is rejected. This implies that there is significant relationship between entrepreneurship education and innovation, and skill development among youths in South-West Nigeria.

Summary of the Findings

The findings of research question one revealed that the extent of entrepreneurship education influence on reduction of youth participation in criminal activities in South-West Nigeria is high. This is evident as the respondents believed that participating in entrepreneurship education programs has motivated them to pursue legal business opportunities instead of engaging in criminal activities, entrepreneurship education provides practical skills that can deter youth from criminal behaviour and that entrepreneurship education is an effective way to reduce crime among youths in my community. Studies by Davids et al. (2021) also revealed that entrepreneurship education enhances the entrepreneurial spirit among youth, making them more likely to pursue legitimate business opportunities instead of resorting to crime.

1. Entrepreneurship education and innovation, have a significant relationship on reduction of youth participation in criminal activities in South-West Nigeria
2. Entrepreneurship education and innovation have a significant relationship on employment generation among youths in South-West Nigeria
3. Entrepreneurship education and innovation have a significant relationship on skills development among youths in South-West Nigeria.

Conclusion

Conclusively, the findings of this study reveal how important entrepreneurship education and innovation can be in the transformation of youth development in South-West Nigeria about unemployment and crime prevention. Hence, the findings suggest a significant relationship between entrepreneurship education and youth participation in criminal activities simply indicating that respondents perceive entrepreneurship education as relevant to providing young people with skills and knowledge that may support legitimate and productive livelihood opportunities. Similarly, the findings indicate that entrepreneurship education is associated with employment generation is also clearly seen because the programs provide the youths with the stakes that will enable them to create businesses and jobs for themselves. Based on the study, the
In a nutshell, it highlights entrepreneurship education for socioeconomic development, reduction of youth crimes, and employment generation. Entrepreneurship education acts as a strong tool for change in the socio-economic landscape of South-West Nigeria because it prepares the youths with the skills and mindset needed to be successful in the contemporary economy.

Recommendations

Based on the findings of the study, it was recommended that:

1. Given the high influence of entrepreneurship education on crime reduction, government agencies should prioritize the integration of entrepreneurship education into school curricula and vocational training programs.
2. Integration of practical skills into entrepreneurship education programs should emphasize the combination of theoretical knowledge with hands-on practical skills, such as clothing and textile production, woodwork, and other vocational skills. This approach ensures that learners acquire practical expertise, enhancing their self-employability.
3. Community-based initiatives should be launched to promote the benefits of entrepreneurship as a means to combat unemployment and insecurity. These campaigns can help foster a culture of entrepreneurship among youths.
4. A joint effort by educational regulatory bodies and higher education institutions is essential to identify and implement diverse entrepreneurship programs tailored to reducing graduate unemployment to promote the positive influence of entrepreneurship education on crime prevention.

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