

ENTREPRENEURSHIP DEVELOPMENT, HUMAN RESOURCE SOFT-SKILLS AND ENTREPRENEURIAL INTENTIONS OF PUBLIC/PRIVATE UNIVERSITY GRADUATES IN NIGERIA

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Abstract

The situation in Nigeria has worsened in recent years where more people, cutting across all facets of age groups, educational strata, and geographical entities, are out of jobs than ever before based on the rate of unemployment in the country which has been so alarming, in spite of the establishment of entrepreneurship development course into the Nigerian tertiary institutions curriculum several years ago. Based on the ongoing, this study assessed the influence of entrepreneurship development and human resource soft-skills on entrepreneurial intention of public and private university graduates in Nigeria. The descriptive survey research design was adopted. The population is made up of NYSC members that served in three (3) selected states; Lagos, Ondo and Ogun in South-West, Nigeria. 403 sample size was selected via purposive sampling technique. Data were collected by means of structured questionnaires. The hypothesis was tested using the independent sample t-test with the aid of the Statistical Package for Social Sciences (SPSS) version 23. Findings revealed that, there is no statistically significant difference in entrepreneurial intention scores of the participants. Public ($M = 3.84$, $SD = 0.516$) and Private ($M = 3.72$, $SD = 0.586$; $t(400) = 1.70$, $p = 0.089$). This study recommends that, Entrepreneurship development curriculum should be practically /acquisition of skills oriented in our various universities as this will create a suitable environment for soft skills development that can accelerate the fulfillment of an entrepreneurial intentions.

Key Words: Entrepreneurship, Entrepreneurship Development, Human Resource Soft-Skills, Entrepreneurial Intentions, University Graduates.

Introduction

The influence of new and innovative business start-ups on entrepreneurship development is a worldwide phenomenon. These new businesses play substantial roles in job creation and influence policy makers to recognize and support entrepreneurial start-up activities due to their positive contribution to the economy. The importance of entrepreneurship in Europe, United States of America, Japan, Nigeria and many other countries can never be over emphasized. These countries have promoted enterprise, innovation, and entrepreneurship as vital ingredients of a healthy national economy through economic competitiveness (European Commission, 2003). Factually, scholars are of the opinion that entrepreneurship is responsible for economic development, unemployment reduction, capital investment and the creation of new markets (Grace & Omar, 2012). Besides, entrepreneurship development allows countries to develop their small and medium-sized enterprise (SME) sector, for enhancing industrial development, employment generation and poverty alleviation (Ajagbe & Ismail, 2014).

It is evident that the Nigerian government recognized the importance of entrepreneurship for economic expansion when the phenomenon was made as part of the main agenda for national developments plans right from her independence. The introduction of the Structural Adjustment Program (SAP) in 1986 was another commitment towards economic expansion for employment creation through entrepreneurship development in Nigeria. Some specific initiatives that have been

established for the major purpose of employment creation in Nigeria over the years include the National Directorate of Employment (NDE established in 1986), National Open Apprenticeship Scheme (NOAS established in 1986), National Poverty Eradication Program (NAPEP established in 2001), Youth With Innovation (YOUWIN established in 2011), the Small and Medium Enterprise Development Association of Nigeria (SMEDAN established in 1976). Many of these initiatives failed due to poor implementation, leading to 12.1 percent unemployment rate in January 2012 according to the National Bureau of Statistics (2018).

Unemployment figure which was 13.4 in January 2016 rose to 18.8 percent in 2017 and substantially reached 23.1 percent in 2018 (NBS 2018). Also, according to ILO (2023) unemployment rate rose to 62.3 percent at the end of year 2023. Imoisi, Olatunji & Ubi-Abai (2013) argued that graduates' unemployment occurs because of mismatch between the graduates' knowledge and labour market skills demand. Bustamam, Mutalib & Yusof (2015) argued that increase in unemployment rate was due to high rate of graduates that lack requisite human resource soft- skills in the Nigerian labour market. Undoubtedly, those who bear the brunt of unemployment crises the most in Nigeria, according to the NBS (2018) reports, are particularly the youth and graduates (Anyebe, 2016). Edree (2011) documented uncertainty in the global and national economy as the major contributing factor to the shrinking job market for graduates. While studies like Ahmad (2013) and Ogunlela (2012) blamed increasing graduate unemployment rate on expanding tertiary education institutions, both public and private as they all churn out graduates yearly in large numbers that continuously clog up the labour market in search of white-collar jobs. Salem (2014) posited that some universities have not fully integrated entrepreneurship development in their curricula, even Ouragini, Labidi & Ben (2023) observed that the curriculum and teaching of entrepreneurship development in private institutions promotes entrepreneurship compared to the exposure public university students experienced which does not help in reducing unemployment rate in the country.

Okoro (2014) argued that graduates with adequate entrepreneurship skills and training would be creative and innovative in identifying good business opportunities which can reduce unemployment rate by making them to have the intention of venture creation. Entrepreneurship development is viewed as a purposeful strategy that stimulates critical thinking in participants for generating innovative and creative business ideas (Sadeghi, Mohammadi, Nosrati, & Malekian 2013), as a result of which it is capable of reducing unemployment and this is made possible through entrepreneurship education. Awogbenle & Iwuamadi (2010) revealed that entrepreneurship development boost soft skills i.e. attitudes, traits, abilities capable of provoking entrepreneurial intentions among youths who have an interest in developing their nation. Anyadike, Emeh & Ukah (2012) observed that, while technical skills have always been part of many educational curricula without totally solving unemployment problems, development of human resource soft-skills need further emphasis in the university curricula so that students can learn their importance early in their academic programmes as a means of solving unemployment problem. Likewise, Pereira (2016) argued that the development of non-technical skills (human resource soft-skills) is critical for solving unemployment problems. Based on these facts, this study accessed the influence of entrepreneurship development and human resource soft-skills on entrepreneurial intention of public and private university students in Nigeria.

Literature Review

Entrepreneurship Development

Entrepreneurship development entails a structured formal conveyance of entrepreneurial knowledge, which includes concepts, skills and mentality required by enterprise managers or owners (Anderson, 2008). It's a way of making students capable of choosing entrepreneurship as their career by instilling the skills to be creative, innovative, and develop other entrepreneurial behaviors. Entrepreneurship development can transfer concepts into practices and lead students to think about entrepreneurship as a career (Fayolle & Gailly, 2013).

Human Resource Soft-Skills

Soft skills are vital to students as it prepares them for upcoming specialized responsibilities after graduation in the university (Kasumu & Ezeoguine, 2023). The challenging situation of today's economy means that, it is no longer sufficient for students and new graduates, to have only knowledge of theoretical academic subjects. What is required of them is to increase human resource soft-skills which could enhance their prospect of self-employment (Abdullah, 2012). Abdullah (2012) argued that human resource soft-skills developed by graduate and students, are very conclusive in the labour market and may eventually empower them lifetime employment. Human resource soft-skills as defined in the literature are nontechnical skills, abilities and traits required to be a successful employer of labour (Hurrell, Dora & Paul, 2013). Conrad & Leigh (2012) defined soft skills as, abilities and traits that pertain to personality, attitude and behaviour rather than formal or technical knowledge. Human resource soft-skills for Hurrell & Scholarios (2014) are interpersonal and intrapersonal abilities to facilitate mastered performance in particular contexts.

Pereira (2016) explained human resource soft-skills as context-dependent attained from abstract, implied knowledge with actual experience and one's own reflection. UNESCO (2008) treated human resource soft-skills in terms of competent communication, interpersonal relations through networking, self-confidence, self-efficacy, emotional intelligence, and teamwork which are critical from self-employment viewpoint. Hurrell, Dora & Paul (2013) however argued that, development of human resource soft-skills should be given utmost importance for massive job creation. Human resource soft-skills are extremely important that, special attention to its development should be given priority (Redoli, Mompo, Mata, & Doctor, 2012). Scholars around the world continued to lay emphasis on the importance of human resource soft-skill development in creating jobs, generation of wealth and how it contributed to the significant reduction of the current rate of unemployment (Pebrianto & Puspitowati 2022, Kasumu & Ezeoguine, 2023).

Human resource soft-skills are particular abilities that can improve one's employment performance and career prospects. These human resource soft-skills (self-efficacy, emotional intelligence, and teamwork) help students to develop their entrepreneurial skills and make them confident to work in a performance-oriented work environment as a critical lifelong learner (Jalil, Elumalai, & Shahril, 2021).

Entrepreneurial Intentions

Intentions to Fatima & Mustafa (2021) means what people plan to do in future while Entrepreneurial intention is a conscious state of mind that directs attention, experience and action toward a specific object (goal) or pathway to achieve it (Bird, 1989). Entrepreneurial intention according to Paul, Hermel & Srivatava (2017) in Pebrianto & Puspitowati (2022) is the effort to start a business through entrepreneurial behavior and entrepreneurial activities which are motivated by beliefs, needs, values and desires. It is also interpreted as a desire to own and start a private business, including plans to become entrepreneurs (Lee, Kang & Kim, 2022).

Entrepreneurship Development and Entrepreneurial Intention

Entrepreneurship development motivates and improves students' interest towards considering entrepreneurship as a career as it inculcates in learners, the necessary skills and knowledge required to efficiently tackle challenging situations, pertaining to decision making on seeing entrepreneurship as a career in future (Gelard & Saleh, 2011). Ndfirepi (2020) assessed the relationship between entrepreneurship education and entrepreneurial goal intentions. The scholar investigated whether psychological traits (need for achievement, risk-taking propensity, internal locus of control) mediate the predictive relationship between the perceived effects of entrepreneurship education and entrepreneurial intentions using a cross sectional survey with a sample of 308 vocational education students in Zimbabwe. It was found that entrepreneurship education had a positive and statistically significant relationship with need for achievement, risk-taking propensity, internal locus of control and

entrepreneurial goal intentions. The need for achievement, risk-taking propensity and internal locus of control accounted for a statistically significant amount of variance in entrepreneurial intentions. Meanwhile, among these three psychological traits, only need for achievement partially mediated the relationship between the effects of entrepreneurship education and entrepreneurial goal intentions.

Lukman & Isaac (2018) examined the tertiary institutions and entrepreneurship development as a case study of practical outcomes in Yaba College of technology, Lagos Nigeria. The study investigated the students' viewpoints on the outcomes of EDP on Entrepreneurial Mindset (EM), Entrepreneurial Intention (EI) and Entrepreneurial Capacities (EC) after undergoing entrepreneurship education courses. The quantitative research approach was used as the strategy for data collection. It was found out that, EDP has a significant influence on students' EM, EI, and EC. The study recommended interventions such as adequate funding, capacity-building for entrepreneurship lecturers, improved curriculum development, and Town-Gown collaboration for the synergy of practice and theory. Onuma (2016) examined the importance of exposing undergraduate students to entrepreneurial education on the ability to create a venture after graduation using 200 final year students from Ebonyi state university. The findings showed that entrepreneurial education is relevant to students as it equipped them with skills for post-graduation job creation ability rather than job seekers.

Human Resource Soft-Skills and Entrepreneurial Intention

Soft-skills are vital for human existence and daily activities as they are priority for high performance and considered as an important and effective element in the success of an individual and any organization (Zana, 2019, Ezenwanne, 2023). Zana (2019) identified the role of leadership soft skills (communication skills, initiative skills, training skills, and team building skills) in promoting entrepreneurship learning. The population comprised of members of college councils of Salahaddin University, Erbil in Iraq. Data was collected with the use of questionnaire which was distributed to 41 respondents. It was found that, there is a positive correlation and influence of leadership soft skills on learning entrepreneurship collectively and individually. The study recommends that there should be increase in the level of awareness of the importance of leadership soft skills to individuals in our various organizations in order to improve and achievement goals and performance.

Furthermore, Ezenwanne (2023) explored various skills needed by today's youths for Sustainable Development. The study implemented descriptive survey research. The participants involved were students and lecturers at Nwafor Orizu college of education, Nsugbe, Anambra State, Nigeria. The population size was 70 students and 30 lecturers. Data were collected using questionnaire. The responses were analyzed using arithmetic mean and standard deviation scores, the null hypothesis was tested using a t-test. The result revealed that self-motivation and creativity inspires entrepreneurial intentions. Furthermore, it was found that students and lecturers do not differ significantly in their mean perception scores regarding sustainable entrepreneurial soft skills required by today's youths. Jalil, Elumalai & Shahril (2021) examined the theory and models of developing soft skill rubric for co-curricular subject amongst matriculation program student of the ministry of education Malaysia. The study entails the development of soft skills rubric for student co-curricular matriculation program based on AddiM and morrow model. This study is a combination of descriptive and experimental design. The researchers were able to produce a soft skills rubric for student's co-curricular matriculation program for ministry of education Malaysia. Ahmad (2023) explored the moderating effect of entrepreneurial skills on the relationship between self-efficacy and entrepreneurial intention of business schools' students. The population involves 558 students from 4 business schools in Jordan. Data was collected through an online questionnaire. The hypotheses were tested via structural equation modelling technique using SmartPLS version 4 software. It was found that, self-efficacy and entrepreneurial skills positively influence entrepreneurial intention, entrepreneurial skills also have a positive moderating effect on the relationship between self-efficacy and entrepreneurial intention.

Susan (2019) focused on the identification of successful soft skills training strategies in the logistics industry. The participant involves three logistics organization leaders in Burlington, Middlesex

and Somerset. Data were generated through semi-structured interviews and review of company documents. Based on data analysis after merging multiple data sources, the study concludes that, soft skills training programs should focus on individual needs, group and individual training, addressing emotional behaviours at work, and training on effective communication. Michelle (2018) explored the impact of teaching soft skills on high school students. A soft skills curriculum and group was created using self-efficacy theory. The group, Soft Skills Training Group (SSTG) consisted of eight sessions and covered five soft skills: communication, collaboration, time management, work ethic, and goal setting. Likewise soft skills related to employability which includes creating a resume, completing a job application, and practicing of job interviews were taught, modelled, and then practiced by the participants. Quantitative and qualitative data were collected. Quantitative data are student and teacher soft- skills survey results while qualitative data includes student homework assignments and work produced during the intervention. Reflection sheets were completed after each session which serves as an assessment of new knowledge and application of soft skills covered in each session. Concluding the SSTG intervention, participants were also interviewed to collect qualitative data about their experience in the group. It was revealed that even though high school students had received some training of soft skills, they lacked the motivation to constantly use their knowledge of soft skills in the classroom.

Ekeruche & Echedom (2023) examined interpersonal skills as correlate of career development of librarians in academic libraries in South-South, Nigeria. The study adopted correlational survey design. The participants are 301 librarians in south-south, Nigeria. The mode of data collection was questionnaire. Data collected were analyzed using inferential statistics. The hypotheses proposed were tested using Pearson Product Moment correlational coefficient (PPMC) and point biserial correlation coefficient and multiple regression analysis. It was revealed that, there exist a high positive significant relationship between interpersonal skills and career development and a low negative relationship between work experience of librarians and their career development in academic libraries. Aledo (2022) investigated the impact of entrepreneurial education on soft skills and the entrepreneurial attitude of two groups of students. The control group (social sciences) and experimental group (health sciences) development of business plans. It was found that experience arouse the entrepreneurial intention of the students and helped them acquire soft skills to improve their talent.

Theoretical Framework

This study is hinged on McClelland (1965) need for achievement theory.

Need for Achievement Theory

McClelland initiated the need for achievement theory in the 1940s. This theory which is also known as the (Acquired Needs Theory) or the (Learned Needs Theory) based on Anakwe, Suleiman & Momoh (2014) assertion, is success in competition with some standard of excellence. Asmara, Djatmika & Indrawati (2016), posited that the need for achievement is the unconscious concern for excellence in accomplishments through individual efforts, personal attributes and traits such as soft skills. Similarly, Jayeoba (2012) stated that the need for achievement is the desire to accomplish something difficult, attain a high standard of success, master complex tasks, and surpass others. Individuals who exhibit the need for achievement seek to accomplish realistic but challenging goals. The need for achievement theory displayed the functionality of a solid association between entrepreneurship development, human resource soft-skills and entrepreneurial intention. One of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of a well-structured entrepreneurship development curriculum and education. Entrepreneurship development in a school curriculum if well delivered makes students to have high need for achievement and offers the learners a chance to become an entrepreneur as each student is the architect of his/ her fortune. Entrepreneurship development is an approach to arouse students need for achievement, self believe, confidence, esteem and creativity towards the intention of job creation (Yusoff, et al, 2015).

According to McClelland graduates with high levels of need for achievement is a potential entrepreneur. The proponent of this theory likewise explained that there would be a relatively greater number of entrepreneurial activities in the society, where the average level of need for achievement is relatively high (McClelland, 1961). McClelland believed that entrepreneurship is learned by going through a well-structured, feasible and applied entrepreneurship development curriculum that accelerate the student's confidence, believe in their capacity and ability and such learning would motivate the intention of fruitful creation of new businesses. High exposure to a well-established entrepreneurship development curriculum both empirically and practically will accelerate the students need for achievement, entrepreneurial spirit, which automatically encourage them into having the intention of job creation upon graduation from school.

Methodology

This study adopted the descriptive research design which covered the usage of cross-sectional design and quantitative approach. The study population comprised NYSC Corps Members that served in the three (3) selected states (Lagos, Ondo and Ogun) in Southwest, Nigeria. Using the Krejcie & Morgan (1970) sample size determination table, a sample of 403 was selected to form the sample size using the convenient sampling technique. The researcher picked convenient sampling technique so as not to force the participants in filling the questionnaire and also based on easy access to data. The study adapted three scales for data collection. These scales were chosen because they have been found to possess sound psychometric indices. For entrepreneurship development, The Entrepreneurship Development Scale (EDS) developed by Olokundun (2017) was adapted. The scale produced good reliability estimate of .89. The construct human resource soft-skills (SS) was measured using a scale developed by with Cronbach alpha coefficient of .80 . For the Entrepreneurial Intention construct (EI), 10-item scale developed by Asmara, Djatmika & Indrawati (2016), was adapted for measuring recent graduate's entrepreneurial intention in this current study. Asmara et al., (2016) stated a good internal consistency of the Cronbach alpha coefficient of .83 for the scale. These scales were set in the 5-point Likert's type rating scale; ranging from strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5).

Copies of the questionnaires were administered to selected participants at the orientation camp. The questionnaire was divided into two parts; section A is concerned with demographic data, that is, personal information of respondents such as sex, age, department, and tertiary institution. While section B, contains the scales on the variables under-study. Also, the copies of the questionnaire were administered personally by the researcher with the help of NYSC camp officials. A total of four hundred and fifty copies of questionnaire were distributed, four hundred and thirty was retrieved while four hundred and three questionnaires were found fit and used for final analyses, with the aid of Statistical Package for Social Sciences (SPSS) version 23. Collected and collated quantitative data were analyzed using the descriptive and inferential statistics. The descriptive statistics was used to examine the demographic variables while inferential statistics (Independent sample t-test) was used to test the stated hypothesis with the aid of the Statistical Package for Social Sciences (SPSS) version 23.

Presentation and Analysis Results

This section presents statistical results of the tested hypothesis and the discussion of results.

Analysis of Respondent's Background Information

This sub-section of this chapter shows the bio-characteristics of the 403 respondents, which explains their Sex, University, Age, Faculty and Educational qualifications and the impact that it has on the study variable.

Table 1: Sex of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	172	42.7	42.7	42.7
Female	231	57.3	57.3	100.0
Total	403	100.0	100.0	

Source: Field Survey (2019)

Table 1 reveals that 172(42.7%) of the respondents are male, 231(57.3%) of the respondents are female, and the number of respondents is 403. This indicates that the majority of the respondents are female.

Table 2: University of the Respondents

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Public	331	82.1	82.1	82.1
Private	72	17.9	17.9	100.0
Total	403	100.0	100.0	

Source: Field Survey (2019)

As seen from the above table 4.1.2 that, 331(82.1%) of the respondents are from public schools while 72(17.9%) of the respondents are from private institutions and the number of respondents is 403. This suggests that most of the respondents are from public institutions.

Table 3: Faculty of the Respondents

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Management Sciences	90	22.3	22.3	22.3
Social Sciences	64	15.9	15.9	38.2
Sciences	111	27.5	27.5	65.8
Education	60	14.9	14.9	80.6
Engineering	42	10.4	10.4	91.1
Arts	36	8.9	8.9	100.0
Total	403	100.0	100.0	

Source: Field Survey (2019)

Table 3 reveals that 90(22.3%) of the respondents are from management sciences, 64(15.9%) of the respondents are from social sciences, 60(14.9%) of the respondents are from education, while 42(10.4%) of the respondents are from engineering and also 36(8.9) are from faculty of arts. This shows that majority of the respondents are from the faculty of sciences.

Discussion of Results

Hypothesis one

H₁: There is no significant differential influence of entrepreneurship development curriculum and

human resource soft-skills on entrepreneurial intentions of public and private universities graduates in Nigeria.

Table 4 : Results of independent sample t -test conducted to compare entrepreneurial intention scores of recent graduates of both private and public universities in Nigeria and Group Statistics

	University_Type	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurial_Intention	Public	330	3.8436	.51610	.02841
	Private	72	3.7264	.58695	.06917

Table 5: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means
	F	Sig.	T
Entrepreneurial_Intention Equal variances assumed	1.320	.251	1.703
Entrepreneurial_Intention Equal variances not assumed			1.568

Table 6: Independent Samples Test

	t-test for Equality of Means		
	Df	Sig. (2-tailed)	Mean Difference
Entrepreneurial_Intention Equal variances assumed	400	.089	.11725
Entrepreneurial_Intention Equal variances not assumed	96.382	.120	.11725

Using the criteria of determining the significance level for independent sample t-test as suggested by Pallant (2011) and Oyeniyi, Abiodun, Obamiro, Moses & Osibanjo (2016), if your sig. value for Levene's test is larger than .05 (e.g. .07, .10), you should use the first line in the table, which refers to equal variances assumed. In this study, the significant value for Levene's test is larger than .05. Tables 4, 5 and 6 above illustrated the independent-samples t-test result conducted to compare entrepreneurial intention scores of recent graduates of both private and public universities in Nigeria. Based on the result above, there is no statistically significant difference in entrepreneurial intention scores of recent graduates of both private and public universities in Nigeria. Public ($M = 3.84$, $SD = 0.516$) and Private ($M = 3.72$, $SD = 0.586$; $t(400) = 1.70$, $p = 0.089$). Consequently, the stated null hypothesis is accepted and the alternative is rejected.

Based on the findings from the above hypothesis which was tested using the independent t-test, it was evident that, there is no statistically significant difference in entrepreneurial intention scores of recent graduates of both private and public universities in Nigeria. As seen from the descriptive statistics three hundred and thirty one (331) which is (82.1%) of the respondents are from public schools while seventy two (72) which is (17.9%) of the respondents are from private institutions. This implies that,

most of the respondents are from public institutions. Entrepreneurship development as a mandatory course for all students in the higher institutions, boost the graduates' human resource soft-skills and motivates them entrepreneurially based on their various intentions. Entrepreneurship development is an educational strategy mostly targeted at developing human resource soft-skills, curbing graduate unemployment by motivating students' entrepreneurial intentions as well as the creation of successful businesses upon graduation from higher institutions. This result confirms the findings of Lukman & Isaac (2018) after investigating the students' of tertiary institutions viewpoints on the outcomes of entrepreneurship development programme (EDP) on entrepreneurial mindset (EM), entrepreneurial intention (EI) and entrepreneurial capacities (EC) after undergoing entrepreneurship education courses. The scholars discovered that, EDP has a significant influence on students' EM, EI, and EC and recommends that interventions such as adequate funding, capacity-building for entrepreneurship lecturers, improved curriculum development, and Town-Gown teamwork for the synergy of practice and theory.

Likewise, Wang, et al (2019) and Sani (2017) in consistence with the findings of this study found out that, entrepreneurship education course offered by student's aided development of favourable entrepreneurial attitude and also has a positive effect on students' intention for new venture creation. Entrepreneurship development improves the capacity of graduates to develop positively, independently, confidently and this stimulates their human resource soft-skills. Abdullar (2012) argued that human resource soft-skills developed by graduates are decisive in the labour market and may ultimately empower critical life-long employment. Based on this, Fatoki (2014) posits that soft-skill seeks to propose people, especially young people, to be responsible enterprising individuals that can become job creators rather than job seekers. The role of entrepreneurship development must not be disregarded as it equips graduates with the human resource soft-skills needed for the global economy. This is validated by the work of onuma (2016) that, entrepreneurial development is relevant to students as it equipped them with skills for post-graduation job creation ability rather than job seekers. It's a means to increase self-reliance, independence, number of entrepreneurs both social and commercial, and it can be a gateway for a bigger combination of key competences for lifelong learning. This is in line with the need for achievement theory by McClelland (1965) that showed the functionality of a strong association between entrepreneurship development, human resource soft-skills and entrepreneurial intention. McClelland believed that entrepreneurship is learned by going through an entrepreneurship trainings and programmes that improve human resource soft-skills (self-efficacy, emotional intelligence & teamwork etc.) capacity and such learning can be encouraged fruitfully through creation of new businesses. Othman, Hashim & Ab-Wahid (2012) stressed that, entrepreneurship development programmes are developed to teach and encourage entrepreneurial behaviour understanding which influenced and sharpen individuals' intentions to choose self-employment as a career. Lastly, from the above viewpoints, it can be extrapolated that, entrepreneurship development improves acquisition of knowledge, skills and abilities that motivates entrepreneurial intention necessary to be job creators rather than job seekers.

Conclusion

This study concludes that there is no statistically differential influence of entrepreneurship development and human resource soft- skills on entrepreneurial intentions of public and private university graduates in Nigeria. This implies that, the entrepreneurial intention of recent graduates of both private and public universities in Nigeria based on entrepreneurship development curriculum and their human resource soft-skills are the same. This study therefore recommends that, entrepreneurship development curriculum, in our various universities must be well prepared such that it will accelerate acquisition of human resource soft-skills (self-efficacy, emotional intelligence, teamwork etc.) And also an early introduction of initiative on support systems in Nigerian universities that is relevant to entrepreneurial development such as entrepreneurship mentoring, seed funding, business incubation, among others. This will create a suitable environment for innovations and accelerate fulfillment of an entrepreneurial intentions.

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