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**ENTREPRENEURSHIP EDUCATION NEEDS OF OUT-OF-SCHOOL  
YOUTHS FOR EMPLOYMENT IN NSUKKA  
LOCAL GOVERNMENT AREA**

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**Abstract**

This study focused on entrepreneurship education needs of out-of-school youths for employment in Nsukka Local Government. The study was guided by two purposes and two research questions. Descriptive survey research design was adopted for the study. The population of the study comprised 3,511 registered members of the 28 youth organizations in Nsukka LGA. Multi-stage sampling technique was used to select 288 youths from fourteen youth organization. Instrument used for data collection was a questionnaire titled Entrepreneurship Education Needs of Out-of-school Youths for Employment (EENOYE). The instrument was face validated by three experts. The reliability coefficient values were obtained using Cronbach Alpha Statistical tool resulting to the overall coefficient value of 0.80. Findings revealed that learning to read correctly, write legibly, speak fluently and becoming self-reliant, among others are the functional education needs of out-of-school youths in Nsukka LGA while hair dressing skill, fashion designing, automobile repairs, among others were the skill acquisition needs of out of school youths in the study area. Based on the findings, some recommendations were made, that government and NGOs should promote every activity that leads to skill acquisition which will also make the youths employable.

**Introduction**

Entrepreneurship education is very essential for the creation of employment especially for out of school youths. Fayomi, Adepoju and Ayo (2015) see education as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. Leonard, Collins, and Felix (2014) defined education as the development of the cognitive, affective and psychomotor domain and abilities of an individual for optimal function and performance in the society. Leonard, Collins, and Felix opined that the essence of education is for optimal performance in the society. Furthermore, Jaja (2013) added that education is the process of acquiring knowledge, skills and other capabilities. These skills can be acquired through entrepreneurship education.

Entrepreneurship education is not just about acquiring skill but acquiring knowledge and driving towards enterprise in skills that enhance personal livelihood through ensuring business startups, enhancing employment opportunities, and promoting economic development and growth. Emeh, and Okechukwu (2012) affirmed that the success of entrepreneurship education depends on an entrepreneurial ability to identify opportunity in the environment, take initiatives towards desirable change and ensure value-based solution in the market place. Onyeizugbe, Orogbu and Oyigbo (2015), observed that entrepreneurs successfully run innovative enterprises, nurture them to grow and sustain them, with a view to achieving broad socio-economic development goals. In essence, entrepreneurs through entrepreneurial development such as in skill acquisition create job opportunities or become self-employed. Entrepreneurship education is very important in our present day to day activities. In addition, Gundry, Ofstein, and Kickul (2014) stated that other importance of entrepreneurship education provides training to individuals with the ability to recognize commercial opportunities, self-esteem, knowledge and skills to act on them. It ensures instruction in opportunity recognition, commercializing a concept, managing resources, and initiating a business venture. Entrepreneurship education is a veritable tool towards reducing unemployment.

Unemployment is still one of the hardest problems to solve in the modern world, and the Nigerian economy is not exempted. The menace of unemployment has eaten deep into the Nigerian economy because the youth who are the major workforce are the people mostly affected by it. According to Odia (2016) the unemployment rate of Nigeria was put at about 19.7% above world average of 14.2% by the World Bank, with 41.6% unemployment rate reported for youth in the 18 to

24 years age bracket. According to Lemo (2018), given the high rate of youth unemployment in Nigeria, entrepreneurship education is still a practical way for people to work for themselves, alleviate poverty and unemployment, and empower young people to start their own businesses, follow their dreams, and contribute to overall productivity and national economic growth and development. Consequently, developing entrepreneurial skills has become a crucial safety net for young self-employment and economic development. Entrepreneurship education is a remedy to the increasing rate of unemployment. As it stands now, unemployment rate in Nigeria seems to be more on the youths.

Youth comprises of persons between the ages of 18-35 years who are citizens of the federal republic of Nigeria (Nigeria Youth Development Policy, 2015). Furthermore, it is a period of transition from the dependence of childhood to adulthood independence and awareness of interdependence as members of a community. Out-of-school youths also include those who dropped out of the university. The entrepreneurship education needs of out-of-school youths according to Paul (2005) include: to offer functional education for self-employment and reliant; creativity and innovation; training on risk management; and skill acquisition among others. During the interview with the youths, the researchers realized that the most entrepreneurship needs for out of school youths for employment requires skills. Therefore, in this study, the researchers looked at the entrepreneurship education needs of out-of-school youths for employment in Nsukka LGA to include: functional education for self-employment and reliant; and skill acquisition.

Functional education is the kind of education that provides the learner with the information and abilities required to carry out useful tasks. Functional education is defined by Akumah (2008) as education that places a greater emphasis on the capacity to do productive tasks. It is a type of education that prioritizes application above theory. Nigerian system of education has not been functional because too much emphasis has been placed on theoretical and academic knowledge. There is also undue emphasis on the possession of certificates instead of on what one can do that is innovativeness.

Skill acquisition is another entrepreneurship need of out-of-school youths. Skill acquisition can lead to job creation, reduction in poverty and social vices such as robbery and kidnapping. Supporting the above, Isaac (2011) observed that skills acquisition has been described by many as the recipe for eradicating extreme poverty and hunger by creating avenues for employment, thereby creating an avenue for jobs and wealth creation while instilling self-sufficiency and reliance. Gumbari (2009) further opined that "skills acquisition is the key in the fight for the elimination of hunger and poverty, reduction or elimination of joblessness in the society and reduction of crime through effective engagement of youths. Skills acquisition is the ability to learn a skill, which can be intellectual such as learning to listen, speak, read and write or manual such as learning to build or make something. Skills acquisition has been described by many as the recipe for eradicating extreme poverty and hunger, thereby creating avenue for jobs and wealth creation.

Governments develop policies and frameworks that promote entrepreneurship as a viable option for addressing unemployment. These policies include provisions for easier business registration, tax incentives for startups, access to finance, and supportive regulations for small and medium-sized enterprises (SMEs), establishing vocational training centers, and microfinance programs, loan guarantee schemes, and venture capital funds to provide entrepreneurs with the necessary capital to start or expand their businesses and hiring forest guards among others. Thus, various sectors of society, including government, private business, civic associations and even church groups have allocated a substantial part of their resources for entrepreneurship development and promotion of small-scale enterprises (Awogbenle & Iwuamadi, 2010). NGOs focused on supporting social entrepreneurship, which addresses social and environmental challenges while generating employment opportunities. These organizations provide training, funding, and mentorship to out of school youths with the aim to create positive social impact through businesses. They offer small loans, savings programs, and financial literacy training to help individuals start or expand their businesses. By promoting financial inclusion, NGOs enable youths to access capital and resources that are essential for business development. Despite all these efforts, it seems that youth unemployment and other social vices are still on the rise. The prevalence of the social vices including robbery, prostitution, advance fee fraud (419 or yahoo/yahoo plus) and theft among others. There is high rate of unemployment among the youths in Nsukka Local Government especially among the out of school youths. Most of the out of school unemployed youths are not employable because they lack the required skills, hence the need for entrepreneurship education.

Nigeria as a whole has an alarmingly high proportion of youth unemployment, especially out of school youths. The rise in robbery, theft, prostitution, and advance fee fraud in Nsukka LGA is on

the rise due to unemployment. The education system and vocational training programs may not adequately equip youth with the relevant skills, leaving them ill-prepared for the job market. Additionally, there is often a mismatch between the skills acquired and the skills demanded by employers, exacerbating the unemployment problem. Therefore, the problem of this study is to assess the entrepreneurship education needs of out of school youths in Nsukka Local Government Area of Enugu State.

The purpose of the study is to assess the entrepreneurship education needs of out of school youths for employment in Nsukka Local Government Area.

### Research Questions

The following research questions guided the study:

1. What are the functional education needs of out of school youths for employment in Nsukka Local Government Area?
2. What are the skill acquisition needs of out of school youths for employment in Nsukka Local Government Area?

### Methodology

This study adopted descriptive survey design. Descriptive survey aims at collecting data on and describing in a systematic manner the characteristics, features or facts about a given population (Nworgu, 2015). The study was conducted in Nsukka Local Government Area of Enugu State. The population of the study comprise of 3,511 registered members of the 28 youth organizations in Nsukka LGA of Enugu State. The sample size adopted for the study was 288. The sampling technique adopted was multi-stage sampling technique. In the first stage, the researcher used simple random sampling to select fourteen (14) youth organizations out of the twenty-eight youth organizations giving a total of 720 youths. In the second stage the researcher used Proportionate Stratified sampling technique to draw 40% from each of the selected youth organization. Data was collected with the researchers designed instrument titled Entrepreneurship Education Needs of Out-of-school Youths for Employment (EENOYE). The questionnaire was designed basically for this study by the researcher in line with the two (2) research questions guiding the study. The instrument for data collection was validated by three experts from departments of Adult Education and Extra-Mural Studies and Measurement and Evaluation unit of Science Education from Faculty of Education, University of Nigeria Nsukka. The Cronbach Alpha Statistical tool was used to determine the internal consistency and overall reliability coefficient of 0.76 and 0.82 was obtained. The data collected were analysed using SPSS version 2.0. The research questions were answered using weighted mean and standard deviation Any mean rating of 2.50 and above was considered high and accepted while below 2.50 was considered low and otherwise not accepted

### Results

**Table 1: Functional Education Needs of out of School Youths for Employment in Nsukka LGA.**

S/N	Item Statement	SA	A	D	SD	No. of Res p	Total Score	Mean	Decision
1	Learn how to read correctly	151	87	33	17	288	948	3.2	Agreed
	Learn how to write legibly	157	81	17	33	288	938	3.2	Agreed
2	Learn how to speak fluently	153	37	87	11	288	906	3.1	Agreed
3	Acquire effective communication skill	100	90	81	16	288	848	2.9	Agreed
4	Learn how to become self-reliant	77	111	61	39	288	802	2.7	Agreed
5	Acquire the skill of how to access information correctly	157	81	17	33	288	938	3.2	Agreed
6	Acquire the ability to solve mathematical problems	151	87	33	17	288	948	3.2	Agreed
	<b>Grand Mean</b>							<b>3.0</b>	<b>Agreed</b>

Table 1 presents the mean opinions of youths on functional education needs of out of school youths in Nsukka Local Government Area. From the result, items that have mean scores above the criterion mean of 2.50 indicating that to read correctly, write legibly, acquire skill to access information correctly, acquire the ability to solve mathematical problems, to speak fluently, acquire effective

communication skill and to become self-reliant are accepted as the functional education needs of out of school youths in Nsukka Local Government Area.

**Table 2: Skill acquisition needs of out of school youths in Nsukka Local Government Area.**

SN	Item Statement	SA	A	D	SD	No. of Resp	Total Score	Mean	Decision
7	Hair dressing skills	94	96	86	11	288	847	2.7	Agreed
8	Fashion and designing	97	93	81	16	288	845	2.9	Agreed
9	Automobile repairs	101	89	56	11	288	854	2.9	Agreed
10	Hardware engineering	84	109	56	39	288	814	2.8	Agreed
11	Catering services	72	113	69	34	288	799	2.7	Agreed
12	Painting	102	88	81	16	288	850	2.9	Agreed
13	Software development	89	51	112	36	288	769	2.6	Agreed
14	Web application development	101	89	96	10	288	846	2.9	Agreed
15	Video editing	157	71	27	33	288	928	3.2	Agreed
16	Graphics designs	116	72	69	31	288	849	2.8	Agreed
	<b>Grand Mean</b>							<b>2.9</b>	<b>Agreed</b>

Table 2 presents the mean opinions on the skill acquisition needs of out of school youths in Nsukka Local Government Area. From the data presented on the table, it is observed that the key rated items with overall mean of 2.9 indicating that hair dressing skill, fashion designing, Hardware engineering, Catering services, Painting, Software development, Web application development, Video editing and graphics design are accepted with the grand mean of 2.9 as the skill acquisition needs of out of school youths in Nsukka Local Government Area.

### Discussion

The findings from the analysis of research question one revealed that learning how to read correctly, write legibly, speak fluently, possessing effective communication skill, and becoming self-reliant, accessing information correctly, and the ability to solve mathematical problems were accepted as the functional education needs of out of school youths in Nsukka Local Government Area with the cumulative mean value computed as 3.0. This is in line with the view of Nwaka (2014) which states that functional education is that education that is relevant to the current and anticipated needs, problems and aspirations of the individual learner, which is based on the occurrence and changes in the learner's cultural milieu. Rintaningrum (2009) stated that the functional education needs of out of school adults self-development, personal branding, professional development, schooling, and national development.

The findings further revealed that hair dressing skill, fashion designing, automobile repairs, hardware engineering, catering services and painting were accepted as the skill acquisition needs of out of school youths in Nsukka Local Government Area. This agrees with the view of Development Education Center (DEC, 2015) which states that skill acquisition include computer literacy, fashion & designing, cosmetology, catering and hotel management, bag/shoe making, hair dressing, and bead making among others. Also, Chron (2021) stated that the skill acquisition needs of out of school youths involves raising capital for starting up boosting existing business and for starting new ones, strategic planning, this implies being good at starting a business and putting all the effort to ensure the survival of the business and crisis management. This entails the ability to put in structures in order to handle unforeseen or unpleasant circumstance.

### Conclusion

Based on the findings of the study, the researchers conclude that learning how to read correctly, write legibly, speak fluently, effective communication skill, and becoming self-reliant, accessing information correctly, and ability to solve mathematical problems are the functional education needs of out of school youths in Nsukka Local Government Area while hair dressing skill, fashion designing, automobile repairs, hardware engineering, catering services and painting are the skill acquisition needs of out of school youths.

### Recommendations

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

1. The government should promote functional education in Nigerian educational system especially in rural communities. This will help to empower the youths with the ability to learn how to read, write and solve mathematical problems. This will also make the youths employable.

2. The government and NGOs should promote every activity that leads to skill acquisition which will also make the youths employable. This will help the youths especially out of school youths to be trained on various skills including hair dressing skill, fashion designing, automobile repairs, hardware engineering, catering services, and painting.

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