

ENTREPRENEURIAL EDUCATION FOR ENHANCING EMPLOYMENT OPPORTUNITIES AMONG OUT-OF-SCHOOL YOUTHS IN IGBO-EZE SOUTH COMMUNITIES

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Abstract

This study focused on entrepreneurial education for enhancing employment opportunities among out-of-school youths in Igbo-Eze South communities. The study was guided by two purposes and two research questions. A descriptive survey research design was used for the study. The population of the study comprised 3,511 registered members of the 28 registered youth organizations in Igbo-Eze South communities. A multi-stage sampling procedure was used to select 288 youths from fourteen youth organizations. The instrument for data collection was a questionnaire titled Entrepreneurial Education Needs of Out-of-School Youths for Employment Questionnaire (EENOYEQ). The instrument was validated by three experts. The reliability coefficient values were obtained using Cronbach's alpha statistical tool, resulting in an overall coefficient value of 0.80. Findings revealed that learning to read correctly, write legibly, speak fluently, and become self-reliant, among others, are the functional education needs of out-of-school youths in Igbo-Eze South communities, while hairdressing skills, 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 the government should promote functional education in the Nigerian educational system, especially in rural communities. The government and NGOs should promote every activity that leads to skill acquisition, which will also make the youth employable.

Keywords: Entrepreneurial education, employment opportunities, Out-of-school, and Youth

Introduction

Entrepreneurship education is very essential for the creation of employment, especially for out-of-school youths. Leonard, Collins, and Felix (2014) described schooling as the improvement of the cognitive, affective, and psychomotor domains and skills of an individual for the best features and performance in society. Leonard, Collins, and Felix opined that the essence of schooling is for the most beneficial overall performance in society. Jaja (2013) added that training is a manner of acquiring expertise and different abilities. These capabilities may be obtained through entrepreneurship education. Entrepreneurship education is not just about obtaining ability, but also know-how and driving towards agency in skills that decorate private livelihoods through ensuring business startups, improving employment opportunities, and promoting economic improvement and increase. Emeh and Okechukwu (2012) affirmed that the fulfillment of entrepreneurship education relies upon an entrepreneurial capability to discover opportunities inside the surroundings, take initiatives towards an ideal alternate, and ensure a cost-primarily based answer within the marketplace location.

Entrepreneurship education is guided by using particular aims and targets to achieve effective training. Franke and Lüthje (2004) stated that the goals of entrepreneurship training include, amongst others, empowering human beings, diversifying the economy, creating employment, and enhancing men's or women's competence. In addition, Gundry, Ofstein, and Kickul (2014) stated that another significance of entrepreneurship education is that it gives training to individuals with the capacity to recognize industrial possibilities and the self-esteem, know-how, and talents to act on them. It ensures practice in opportunity recognition, commercializing an idea, handling assets, and starting up an enterprise venture. Entrepreneurship education is a veritable tool toward lowering unemployment.

Unemployment is still one of the toughest problems to clear up in the cutting-edge world, and the Nigerian economy is not exempted. The threat of unemployment has eaten deep into the Nigerian economic system because the young people, who are the major body of workers, are more often than not affected by unemployment. According to Kayode, Arome, and Silas (2014), the term "unemployment refers to a situation when a person who is actively searching for employment is unable to locate work. The maximum frequent degree of unemployment is the unemployment price, which is the range of unemployed human beings divided by the number of human beings in the labor force. Nwokeji and Ebirim (2021) are of the view that unemployment can also be alluded to as clear joblessness, a situation that occurs while individuals are without paintings and are effectively seeking out a commercial enterprise. On the other hand, Chappelow (2020) argues that unemployment occurs when a person who is actively attempting to find employment is not able to find employment. Information from the International Labour Organization (ILO) (2019) asserts that 201 million human beings globally are unemployed. With 8 million Nigerians technically unemployed (now not consisting of the ultimate 14.4 million underemployed, this indicates four percentage points of the sector's unemployed populace are Nigerians. The data from the International Labour Organization (ILO) in its 2019 report discovered that youths 18 to 30 make up nearly 1/2 (47 in keeping with cent) of the world's unemployed populace. According to Odia (2016), the unemployment rate in Nigeria was put at approximately 19.7% above the world average of 14.2% by the World Bank, with a 41.6% unemployment rate stated for children inside the 18 to 24 age bracket.

Youth comprises people between the ages of 18 and 35 who are citizens of the federal republic of Nigeria (Nigeria Youth Development Policy, 2015). Furthermore, it's a period of transition from the dependence of early life to adulthood independence and the focus on interdependence as contributors to a community. The United Nations (2015) stated that age is the easiest way to understand who a teenager is, in particular on the subject of training and employment, beginning with their premises. Youths are between the ages at which they may go away for obligatory training and the age at which they locate their first employment. Out-of-youths are youths who dropped out of both primary and secondary school and, for this reason, have not completed their basic training program. Therefore, the entrepreneurship education desires of out-of-youths, in line with Paul (2005), consist of creativity and innovation and training on hazards control and risk management, among others.

Training on hazard control is one of the entrepreneurial wishes of out-of-school youths. The Cooperate Finance Institute (CFI) (2021) stated that hazard control encompasses the identity, evaluation, and reaction to hazard elements that form part of the life of an enterprise. By performing proactively in preference to reactively, powerful danger control pursuits can influence destiny's activities as much as possible. Tucci (2020) said that, risk management is the method of figuring out, assessing, and controlling threats to a business enterprise's capital and income. These dangers stem from a variety of resources, including financial uncertainties, prison liabilities, generation problems, strategic control mistakes, injuries, and natural screw-ups. Out-of-school youths need nice schooling on risk management. This is due to the fact that it will equip them with the ability to manipulate their corporations and trades without incurring a lot of loss. Therefore, precise hazard management has the potential to lessen both the probability of a risk and its viable outcomes.

In Igbo-Eze South communities, authorities have hooked up agriculture and agribusinesses through entrepreneurship education, which are crucial sectors for addressing starvation and poverty. By offering know-how and talents in agricultural practices, fee chain improvement, market-place access, and enterprise control, entrepreneurship training allows unemployed youths to interact in agricultural entrepreneurship. This can result in multiplied agricultural productivity, advanced food production and distribution, and stronger livelihoods for the youths, young marketers, and nearby communities. Through entrepreneurship schooling with the help of NGOs in Igbo-Eze South communities, youths can become self-employed or employ others, contributing to the task creation and financial boom of their communities. By starting a successful organization, they have the capacity to raise themselves out of poverty and improve their standard of living.

Despite most of these attempts by the government and NGOs, there is nevertheless an excessive rate of unemployment among a number of the youths in Igbo-Eze South Local Government, and specifically among dropouts. The occurrence of unemployment can be the purpose of the social vices, together with theft, prostitution, enhanced rate fraud (419 or Yahoo), and robbery, among others. Most of the out-of-school unemployed youths are not employable because they lack the specified skills and consequently, the desire for entrepreneurship education. The researchers deemed it fit to assess the effectiveness of entrepreneurial education in enhancing employment opportunities among out-of-school youths in Igbo-Eze South communities.

Purpose of the Study

The general purpose of the study was to assess the entrepreneurial education for enhancing employment opportunities among out of school youth in Igbo-Eze South communities. Specifically, the study sought to:

- Find out the creativity and innovation need of out of school youths for employment in Igbo-Eze South communities.
- Identify the risk management needs of out of school youths for employment in Igbo-Eze South communities.

Research Questions

The study was guided by the following research questions:

- What are the creativity and innovation needs of out-of-school youths for employment in Igbo-Eze South communities?
- What are the risk management needs of out-of-school youths for employment in Igbo-Eze South communities?

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 of a given population. These studies are only interested in describing certain variables in relation to the population (Nworgu, 2015). It is appropriate for this research because it is set to determine whether entrepreneurial education enhances employment opportunities among out-of-school youths in Igbo-Eze South communities. The study was conducted in entrepreneurial education to enhance employment opportunities among out-of-school youths in Igbo-Eze South communities. The population of the study comprises 3,511 registered members of the 28 youth organizations in entrepreneurial education for enhancing employment opportunities among out-of-school youths in Igbo-Eze South communities. The sample size adopted for the study was 288 youths, and the sampling technique was multi-stage. A questionnaire titled Entrepreneurship Education Needs of Out-of-School Youths for Employment Questionnaire (EENOYEQ) was used to collect relevant data for the study. The instrument for data collection was face-validated by three experts, two from the Departments of Adult Education and Extra-Mural Studies and one from the Measurement and Evaluation Unit of Science Education all from the Faculty of Education, University of Nigeria, Nsukka, to ascertain the relevance of the instrument and its appropriateness to the study. After a thorough assessment, they recommended that some items be changed and some be reconstructed. Their recommendations were used to draft the final copy of the questionnaire for the study. To ensure the reliability of the instrument, a trial test was carried out by giving out 20 copies of the questionnaire to 20 youths from Obollo-Afor community that share the same characteristics and experience in terms of cultural background. A reliability coefficient of 0.87 and 0.77 was obtained using the Cronbach's alpha statistical tool; while the overall reliability value of 0.80 shows that the instrument was reliable. The data was analyzed using weighted mean.

Results

Research Question One: What are the creativity and innovation needs of out-of school youths in Igbo-Eze South communities?

Table 1: Creativity and innovation needs of out-of-school youths in Igbo-Eze South Communities

S/N	Item Statement	SA	A	D	SD	No of Resp	Total Score	Mean	Decision
1	Acquire the ability to solve complex problems	112	76	39	61	288	815	2.8	Agreed
2	Learn how to be productive in business	79	36	114	59	288	711	2.5	Agreed
3	Learn how to bring uniqueness and novelty to business process	81	112	59	36	288	814	2.8	Agreed
4	Acquire the ability to take advantage of opportunities	75	40	110	63	288	703	2.5	Agreed
5	Learn how to reduce business cost and increase income generation	74	111	64	39	288	796	2.7	Agreed
Grand Mean								2.6	Agreed

Table 1 reveals the creativity and innovation needs of out-of-school youths in Igbo-Eze South communities. The individual items show that the ability to solve complex problems has a mean of 2.8, learn how to bring uniqueness and novelty to business process 2.8, learn how to reduce business cost and increase income generation 2.7, learn how to be productive in business 2.5, and acquire the ability to take advantage of opportunities 2.5. Therefore, the grand mean of 2.6 shows that all the items in the list were accepted as the creativity and innovation needs of out of school youths in Igbo-Eze South communities.

Research Question Two: What are the risk management needs of out-of-school youths in Igbo-Eze South communities?

Table 2: Risk management needs of out-of-school youths in Igbo-Eze South communities

S/N	Item Statement	SA	A	D	SD	No of Resp	Total Score	Mean	Decision
1	Acquire risk management skill								
2	Learn how to implement risk management plans	108	82	86	11	288	861	2.9	Agreed
3	Learn how to handle potential risk in business	102	88	85	12	288	854	2.9	Agreed
4	To be trained on how to develop structures to address potential threats to business	79	115	59	35	288	814	2.8	Agreed
		74	65	110	39	288	750	2.6	Agreed
5	To be trained on how to improve the odds of becoming successful in business								
		109	81	81	16	288	938	3.2	Agreed
6	Learn how to take good decision in business	77	38	113	60	288	708	2.5	Agreed
7	Learn how to control unexpected events								
		157	33	81	17	288	906	3.1	Agreed
Grand Mean								2.8	Agreed

Table 2 reveals the risk management needs of out of school youths in Igbo-Eze South communities. The items mean indicates that: To be trained on how to improve the odds of becoming successful in business has a mean of 3.2, learn how to control unexpected events has a mean of 3.1, acquire risk management skill 2.9, learn how to implement risk management plans 2.9, learn how to handle potential risk in business 2.8, to be trained on how to develop structures to address potential threats to business 2.6, learn how to take good decision in business 2.6, learn how to take good decision in business 2.5. Therefore the grand mean of 2.8 shows that all the items in the list were accepted as the risk management needs of out of school youths in Igbo-Eze South communities.

Discussion

From the findings in table 1; to acquire the ability to solve complex problems, being productive in business, bringing uniqueness and novelty to business process, acquiring the ability to take advantage of opportunities, reduce business cost and increase income generation were accepted as the creativity and innovation needs of out-of-school youths in igbo-eze south communities. Anyanwu (2021) stated that young people in nigeria are the innovators, the creators and the entrepreneurs of today and tomorrow. anyanwu continued by saying that, nigerian youths, along with others in africa and around the world are innovative, using their energy, ingenuity, curiosity and creativity to create a better future. Through creativity and ingenuity, young people in all regions across nigeria are driving change and carving pathways to a better future. The finding is also in line with adebambo (2021), who stated that one of the greatest national endowments is the enormous human resources that abound everywhere and in every field of human enterprise, we are referring to knowledge, the fabric of creativity and innovation. That indeed, as we know, is the currency that drives the marketplace of ideas and global economy of today, in which the development status of every nation is measured.

Findings, from table 2 shows that acquiring risk management skills, learning how to implement risk management plans, handling potential risk in business, and training on how to develop structures to address potential threats to business were accepted as the risk management needs of out-

of-school youths in igbo-eze south communities, as each of their mean is above the benchmark of 2.5. This finding corroborates with maiti (2021) who found that out-of-school youths need training on risk management because it makes jobs safer, enables project success, reduces unexpected events, saves time and effort, benefits culture, and guides decision-making. It also lends credence to singh (2021) identified that the needs for risk management as follows: implementation of a robust risk management plan will help an organization build policies and procedures around avoiding potential threats and measures to minimize their impact if they occur; it is crucial for any business to know the nature and extent of the risk it is prepared to take and the level of risk it can tolerate and communicate the same to its employees at all levels of management. This enables limited control throughout the organization. The ability to understand risks enables the organization to make confident business decisions. It protects the organization from the risk of unexpected events that can cause it financial and reputational loss; planning and developing structures to address potential threats improves the odds of becoming a successful organization. The corporate finance institute (cfi) (2021) stated that risk management encompasses the identification, analysis, and response to risk factors that form part of the life of a business. They also added that effective risk management means attempting to control, as much as possible, future outcomes by acting proactively rather than reactively. Effective risk management offers the potential to reduce both the possibility of a risk occurring and its potential impact. Continuing, cfi stated that risk management structures are tailored to do more than just point out existing risks. A good risk management structure should also calculate uncertainties and predict their influence on a business. The practice of risk management involves identifying, looking into, and responding to potential risks in company operations or manufacturing processes. If appropriate risk management strategies were used to manage future occurrences by making proactive efforts to lower the likelihood of a risk occurrence, business activities may operate at their peak efficiency (ahmodu-tijani & adnan, 2020).

Conclusion

Summarily, it was concluded that the ability to solve complex problems, be productive in business, bring uniqueness and novelty to business processes, acquire the ability to take advantage of opportunities, reduce business costs, and increase income generation are the creativity and innovation needs of out-of-school youths in igbo-eze south communities. While acquiring risk management skills, learning how to implement risk management plans, handling potential risk in business, and training on how to develop structures to address potential threats to business are the risk management needs of out-of-school youths in igbo-eze south communities.

Recommendations

Based on the findings of the study, the following recommendations have been made:

- The government and non-governmental organizations should promote every activity that leads to innovative thinking and creativity. This will make the youths, especially out-of-school youths to acquire the ability to solve complex problems; and learn how to be productive in business.
- The government through the ministry of education should promote entrepreneurship education which will focus on risk management needs of out-of-school youths. This will help the youths to acquire risk management skills, learn how to implement risk management plans, learn how to handle potential risk in business, and be trained on how to develop structures to address potential threats to business.

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