

Original Research Article

Influence of Entrepreneurship Education on Youth Empowerment in Nigeria

ABSTRACT

The aim of this study was to examine the influence of entrepreneurship education on youth empowerment in Ife Central Local Government area of Osun State. The study employed survey research design. A total of 125 youths in the study area was recruited by means of questionnaire administration. Data analysis was done using frequency counts and percentage distribution. The findings revealed that the youths in the local government are highly knowledgeable in entrepreneurship education and its influence on youth empowerment in the local government. The study revealed that 60% of the respondents have benefited from youth entrepreneurial programmes in the study area. Commonly identified entrepreneurial programmes in the study area includes Hair dressing, 48.3% were females while males' hairdresser accounted for 26.7%. On the other hand, more males 41.7% are tailors while 25% of the tailors were females. Also, 5.0% women does photography while male photography accounted for 3.3%. Overall, 65% of the respondents were males who engage in one form of entrepreneurial business or the other.

Keywords: Entrepreneurship, education, youth, government, osun.

1. INTRODUCTION

Nigeria, like most developing countries across the world, has a slew of issues, including poverty, unemployment, ethno-religious conflicts, and illness [1]. In order to combat the country's growing unemployment rate, the government has implemented several policy frameworks and actions targeted at creating jobs and lowering unemployment. One of these policy frameworks is the implementation of entrepreneurial education or development programs, which researchers have defined in many ways. The phenomenon of entrepreneurship is multidimensional. The term 'entrepreneurship' was derived from the French word 'entreprendre,' which originally meant the organizer of musical or other entertainments, according to Gangaiah and Viswanath [2]. Since the 16th century, the term has been in usage. A person who managed major projects was referred to as an entrepreneur in the Middle Ages. He was not taking chances, but rather managing initiatives with the resources available [3].

Scholars and practitioners have attempted to define entrepreneurship in many ways, but there is no consensus on the actual definition. Entrepreneurship is a wide concept that refers to current industrial business executives that are inventive and creative [4]. It is sometimes characterized in terms of the functions of an entrepreneur as someone who recognizes business possibilities and makes profitable use of scarce resources [5]. Suleiman, on the other hand, believes that entrepreneurship education aims to prepare people, particularly youths, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers by immersing them in real-life learning experiences in which they can take risks, manage the outcome, and learn from it [6]. Balasubramanian [7] argued that entrepreneurship is a key facet of any nation's economy and is the crucial driver for employment and economic growth.

Unemployment, according to Olubukola [8], is a worldwide phenomena in which a nation's qualified workforce is disengaged from the nation's service, whereas the World Bank [9] defines unemployment as the fraction of the labor force that is unemployed yet available for and seeking work. According to a 2011 economic assessment, Nigeria's unemployment rate was 23.9 percent. In other words, almost 38 million Nigerians are jobless. It is worrisome to realize that a larger proportion of this percentage is made up of graduates from Nigerian universities, schools of education, and polytechnics who scavenge the streets and job marketplaces for non-existent employment due to a lack of entrepreneurial abilities. Lack of entrepreneurial abilities is without a doubt a key contributor to the problem of graduate and young unemployment in the Nigeria

Graduate/youth unemployment is attributed to the educational system in place in the country prior to and after independence, which prioritized liberal education over the acquisition of vocational skills, which prepares school leavers and graduates with vocational skills for better employment opportunities. Despite the federal government's attempts to produce 2 million jobs every year, the majority of Nigerian university graduates do not find work [11]. This is obvious in the fact that many graduates wait three to four years after graduation before finding work, if at all. Based on these deplorable circumstances, academics are interested in investigating the effect of entrepreneurship education in lowering the unemployment rate among Nigerian graduates.

1.2 Statement of problem

The number of people living in severe poverty (less than \$1.25 per day) has decreased from 47 percent in 1990 to 22 percent in 2014. Poverty has reached a very frightening and worrying level in Nigeria, engulfing a substantial section of the country's population. The ugly phenomenon of poverty is one of the forces militating against the socio-political and economic development in Nigeria. The consequences or manifestations of this plague include hunger, disease, ignorance,

malnutrition, child mortality, untimely death, pervasive illiteracy, unquenchable corruption in every facet of society, unemployment, frustration

Despite the relative tranquility it enjoys in comparison to the northern and south-south parts of Nigeria, the United Nations Multi-Dimensional Index Report in 2014 found that the south west region of the country has a high prevalence of poverty and a lack of youth empowerment. Specifically, the MDI (2014) report revealed that 29.4% of Nigerians live in poverty in Oyo state, while 26.1 percent live in poverty in Ogun state, despite various poverty alleviation programs implemented by successive governments, such as Operation Feed the Nation (OFN.1979-1983) Directorate of Food, Roads, and Rural Infrastructure (DFRRI, 1986-1993). The Better Life Programme (BLP.1987-1993) of the Peoples Bank of Nigeria (PBN.1985-1993) [12]. Family Economic Advancement Program (FEAP) [13], which ran from 1998 to 2000.

1.3 Objectives of the study

- To examine youth entrepreneurial potential in Ife central local government area of osun state.
- To examine the youth empowerment programme available in Ife central local government area of osun state.
- To find out the barriers to youth empowerment programme in Ife central local government area of osun state.

2. METHODS

2.1 Study design

A cross-sectional study was carried out to examine the influence of entrepreneurship education on youth empowerment at Ife Central Local Government, Osun state. This study was approved institutional ethics committee of Oduduwa University, Ipetumodu, Nigeria.

2.2 Study population

The population of the study was drawn from two groups. First, the officials of the national directorate of employment (NDE) at the Ife local government area. Secondly, the youths in the local government area. A total of 200 youths in addition to the officials of NDE in the local government area was recruited for the study.

2.3 Sample Size and Sampling Technique

A simple random sampling technique in selected 200 youths and census (total enumeration) of staff of the NDE at the local government level. According to Kothari and Gard (2016) census survey arises when the objective of study is very serious in nature and information is required about each and every sampling unit, there is no other way out but to resort to census survey. Simple random sampling technique was used to select respondents for this study. A total of 200 youths in the local government area was randomly recruited for this study.

2.4 Instruments for Data Collection

Primary Sources of data was used in this study. Primary Sources of data include interview and the use of questionnaire which was administered to the youths in the public shops business centers. A self-developed structured questionnaire with 5 sections was used for data collection in this study. Need more details

2.5 Method of Data Analysis

The analysis of the primary data collected was done using descriptive statistics. The demographic characteristics was analyzed using frequency counts and percentage distribution.

The formulated objectives was analyzed using frequency counts, percentage distribution as well as mean and standard deviation. All of these was achieved with the aid of statistical package for social sciences

(SPSS) version 20. In the same vein, personal interview of the NDE officials was conducted because the interview remains the most effective method of

3. RESULTS AND DISCUSSION

A total of 125 youths participated in this study. 78(62.4%) were males while 47(37.6%) were females. Majority of the youths were 31-40 years of age. About 15(12.0%) were less than 20 years of age. 25(20.0%) had only Senior school leaving certificate (SSCE), 10(8.0%) had Ordinary national diploma/National certificate in Education. About 70(56.0%) were students, 25(20.0%) were private employed, 15(12.0%) were self-employed and artisans. This results indicated that respondents have diverse working experience. This study found out that 75(60%) of the respondents had benefitted from youth entrepreneurial programmes at Ife central local government while 50(40%) had never benefitted. Depicted in Table 1, 45(75.0%) had hairdressing entrepreneurial engagement out of which 29(48.3%) were females and 16(26.7%) were males. On the other hand, more males 41.7% were tailors while 25% of the tailors were females. Also. 5.0% women does photography while male photography accounted for 3.3%. Overall. 65%, 35% of the respondents were males and females who engage in one form of entrepreneurial business or the other respectively. According to Table2, the most ranked knowledge about youth entrepreneurial programme include, entrepreneurship education is the promotion of students personal self-competence and social skills' (mean=1.75) followed by Entrepreneurship education as usually part of academic syllabus in Nigerian tertiary institution

(mean=1.72), while ranked the least was Entrepreneurship education is “the promotion of different entrepreneurial capabilities (mean=1.41) closely followed by, entrepreneurship education is “the promotion of students” innovativeness (mean=1.43). Overall, the results suggest that the youths in the study area were highly knowledgeable about youth entrepreneurial programme.

As shown in Table 3, youth empowerment programme were classified into three categories namely, vocational skill development programme, rural agricultural training and development program and entrepreneurship development programme. Overall, grant (mean=2.9) was the most benefitting vocational skill development programme, closely followed by capacity building (mean=2.73) and skill acquisition (mean=2.69). With regards to rural agricultural training and development programme, microcredit facilities (mean=3.25) were the first ranked program while welding (mean=3.11) was the ranked entrepreneurship development in the study areas.

The barriers shown in Table 4 were classified into three broad categories. The Table shows that lack of trust was the first identified individual barriers (mean=3.6), followed by Youth” unwillingness/intention to share knowledge with others (mean=2.2). Among the highly rated institutional factors, insufficient reading/seminar facilities in the study was ranked the highest (2.11). Also among the top rated technology related barriers was lack of provision of intercom technology for business knowledge sharing among youth (mean=2.2), followed by Unavailability of internet facilities across the local government (mean=2.05).

Table 1: Gender distribution of entrepreneurial engagement in the study areas using percentage of total.

	Male N (%)	Female N (%)	Total
Hairdressing	16 (26.7)	29(48.3)	45(75.0)
Tailoring	25(41.7)	15(25.0)	40(66.7)
Photography	2(3.3)	3(5.0)	5(8.3)
Bead making	1(1.7)	4(6.7)	5(8.3)
Interior designing	2(3.3)	3(5.0)	5(8.3)

Table 2: Knowledge of youth on Entrepreneurial Programme

	SA N (%)	A N (%)	D N (%)	Mean	Rank
Entrepreneurship education is the promotion of students personal self-competence and social skills	46(36.8)	64(51.2)	15(12.0)	1.75	1 st
Entrepreneurship education as usually part of academics syllabus in Nigerian tertiary institution	45(36.0)	70(56.0)	10(8.0)	1.72	2 nd
The entrepreneurship education always support to creative certain entrepreneurial abilities like that how to start your own business and the presence of innovation in the existing business	62(49.6)	48(38.4)	15(12.0)	1.62	3 rd
The introduction of entrepreneurship education is to improve the academic performance, to develop the skills in the students to learn new subject and learn some basic skills like practical market skills	58(46.4)	60(48.0)	7(5.6)	1.59	4 th
Entrepreneurship education is the promotion of students social skills	59(47.2)	61(48.8)	5(4.0)	1.57	5 th
Entrepreneurship education is the promotion of students personal qualities	68(54.4)	47(37.6)	10(8.0)	1.54	6 th
Entrepreneurship education is the promotion of students personal enthusiasm to do certain project/business	62(49.6)	58(48.4)	5(4.0)	1.54	7 th
Entrepreneurship education is one of the neglected area in the Nigeria higher education institutions	60(48.0)	65(52.0)	nil	1.52	8 th
The introduction of entrepreneurship education is to improve the academic performance, to develop the skills in the students to learn new subject and learn some basic skills like practical market skills	75(60.4)	35(28.0)	15(12.0)	1.52	9 th
Entrepreneurship education is the promotion of students personal creativity	69(55.2)	51(40.8)	5(4.0)	1.49	10 th
The entrepreneurship education is the subject that improves the skills of the students like taking initiatives, willingness to accept innovative subjects in academic	81(64.8)	34(27.2)	10(8.0)	1.44	11 th
Entrepreneurship education is the promotion of students innovativeness	81(64.8)	34(27.2)	10(8.0)	1.43	12 th
Entrepreneurship education is the promotion of different entrepreneurial capabilities	79(63.2)	41(32.8)	5(4.0)	1.41	13 th

Table 3: Youth empowerment programme available in Ife central Local Government

Vocational skill development programme	Benefitted to a great extent	Benefitted to a moderate extent	Benefitted to a low extent	Not benefited at all	Mean	Rank
Grants	17(12.0)	43(34.4)	6(4.8)	59(47.2)	2.89	1st
Capacity building	30(23.2)	30(24.0)	10(8.0)	55(44.0)	2.73	2 nd
Skill acquisition	19(14.4)	53(42.4)	2(1.6)	51(40.8)	2.69	3rd
Rural Agricultural training and development programme						
Microcredit financing	28(21.6)	1(0.8)	10(8.0)	86(68.8)	3.25	1st
Grants	22(16.8)	25(20.0)	5(4.0)	73(58.4)	3.05	2 nd
Agricultural support	27(20.8)	23(18.4)	0(0.0)	75(60.0)	3.00	3rd
Entrepreneurship development programme						
Welding	36(27.2)	1(0.8)	5(4.0)	83(66.4)	3.11	1 st
Auto mechanic	36(28.0)	10(8.0)	5(4.0)	74(59.2)	2.95	2 nd
Painting/interior designing	32(25.6)	10(8.0)	15(12.0)	67(53.6)	2.94	3 rd
Auto electrician	30(23.2)	17(13.2)	10(8.0)	68(54.4)	2.94	4 th
Photography	36(28.0)	14(11.2)	5(4.0)	74(59.2)	2.89	5 th
Bead making	38(29.6)	10(8.0)	15(12.0)	62(49.6)	2.82	6 th
Farming	32(24.8)	24(19.2)	6(4.8)	63(50.4)	2.81	7 th
Hairdressing/barbing	40(31.2)	9(7.2)	26(20.8)	50(40.0)	2.70	8 th
Tailoring	26(20.0)	41(34.8)	6(4.8)	52(41.6)	2.69	9th
Carpentry	48(37.6)	10(8.0)	5(4.0)	62(49.6)	2.66	10 th
Exposure to general ICT skills	37(28.8)	31(24.8)	10(8.0)	47(37.6)	2.55	11 th

Table 4: Barriers to youth programme in Ife central local government area of Osun.

Individual factors	Crucial	Important	Somewhat important	Not important	Mean	Rank
Lack of trust	42(33.6)	67(53.6)	11(8.8)	5(4.0)	3.6	1 st
Youth unwillingness/intention to share knowledge with others	60(48.0)	53(42.4)	7(5.6)	5(4.0)	2.2	2 nd
In ability to belonging to a discussion group	44(33.6)	60(48.0)	6(4.8)	10(8.0)	2.2	3 rd
Youth cognitive inability to share knowledge with others	52(41.6)	61(48.8)	7(5.6)	5(4.0)	2.1	4 th
Individual personality	77(61.6)	37(61.6)	11(8.8)	0(0/0)	1.34	5 th
Individual attitude	68(54.4)	37(29.6)	20(16.0)	0(0/0)	1.32	6 th
Youth inability to communicate easily with others	40(32.0)	51(40.8)	19(15.2)	10(8.0)	1.2	7 th
Institutional factors						
Insufficient reading/seminar facilities in study	46(36.8)	62(49.6)	11(8.8)	5(4.0)	2.11	1 st
Inadequate provision of basic infrastructure e.g. electricity	36(28.8)	47(37.6)	41(32.8)	1(0.8)	1.87	2 nd
Lack of reward and motivation for knowledge sharing	37(29.6)	60(48.0)	28(22.4)	0(0/0)	1.70	3 rd
Poor university structure and culture for knowledge sharing	42(33.6)	64(51.2)	19(15.2)	0(0/0)	1.62	4 th
Technology factors						
Lack of provision of intercom technology for business knowledge sharing among youth	30(24.0)	55(44.0)	22(17.6)	5(4.0)		1 st
Unavailability of internet facilities across the local government	37(29.6)	61(48.8)	11(8.8)	16(12.8)	2.05	2 nd
Unavailability of e-library for the use of the youth	47(37.6)	57(45.6)	10(8.0)	11(8.8)	1.94	3 rd

4. CONCLUSION

This study revealed that youth empowerment programme depends primary on the level of entrepreneurial orientation of the youths themselves. Nevertheless, the study has underscored the fact that government and policy makers at all level needs to provide more supports for the youths in the study area to encourage their participation in entrepreneurial programmes. In view of the findings of the study, the following recommendations are made.

- Youths should see entrepreneurship programme as alternative to white-collar jobs that is difficult to attain.
- Youths in the local government area should be supported by the government and donor agencies by providing financial supports for new entrants into the market |
- Government should provide the basic infrastructure such as good roads, electricity supply among others that would encourage the youth to take interest in entrepreneurship programme.

CONSENT

As per international standard or university standard, participant's written consent has been collected and preserved by the authors.

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