

The Significance of Entrepreneurship and Skill Acquisition in Reducing Youth Restiveness and Unemployment

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Abstract

Youth restiveness and unemployment is one of the major challenges facing Nigeria as a country. In order to address these problems, there is the need for the government, organizations, and able individuals to promote and support entrepreneurship. This study on the significance of entrepreneurship and skill acquisition in reducing restiveness among youths was limited within the populace of Jos-North Local Government Area of Plateau State with questions limited to effects of youth restiveness. The study aimed at discussing the effects of youth's restiveness and unemployment; examine the roles of entrepreneurship in curbing youth's restiveness and unemployment, and also to make possible recommendations. The Social Disorganisation Theory of Shaw and McKay and Abraham Maslow's theory of human motivation was used. Data was collected with the use of questionnaire; the results were presented in tables while correlation equation was used to explain the relationship between entrepreneurship and youth restiveness. The study found out that lack of entrepreneurship leads to increase in school drop outs, increase in youths involvement in drugs use and abuse, alcoholism etc. In other to solve these problems, some recommendations were made to include implementation of policies that support skills acquisition, promoting vocational training, promoting small scale businesses, provision of loan facilities among others.

Keywords: *Significance, Entrepreneurship, Skill Acquisition, Restiveness*

Background to the Study

Youth restiveness and unemployment is one of the major challenges facing Nigeria as a country. The inability or failure of Nigerian state to make available job or employment opportunities, or to prepare, equip, or train youths with self-sustaining capacities predispose the youth to all forms of restiveness ranging from drug use and drug abuse, alcoholic, gangstarism, school dropouts, ethnic violence, prostitution etc. Youth restiveness is an unwanted act behaviour or attitude being exhibited by youths in the society. It is a combination of actions and conduct that constitute unwholesome socially, unacceptable activities engaged by youths in any country.

According to Chiapaka (2012), youth restiveness is a phenomenon which its practices; lead, to breakdown of law and order, economic misfortune due to disruption of economic, religious and social activities; increased crime rate, intra-ethnic hostilities, harassment of prospective developments and other sundry criminal tendencies. As it is said, an idle mind is the devil workshop. In order to arrest this restiveness, unemployment and other social vices, there is the need for the promotion of a form of education that empowers, equip and provide the youth, with holistic knowledge that would enable them participate positively in the growth of the nation's economy through personal development, collective responsibilities and communal approach.

Education itself is a process of transmitting social lore's, values, morals, laws among others that lead to positive change in behaviour. It equips individuals with knowledge, abilities, skills or behaviour that enables them function in their immediate environment and the society at large. The National Teachers Institute Module (PDE) outlined some of the objectives of education to include provision of men and women with minimum skills necessary for them to take their place in society, to provide men and women with vocational training that will enable them to be self supporting. This among others reasons make it necessary for the provision and promotion of entrepreneur, vocational, technical and other forms of education that encourage and promote self sustenance. Therefore business education becomes imperative and a key factor in poverty alleviation, creation of employment and curbing youth restiveness.

According to David, David & Japyee (2003), government must implement economic policies that create jobs and economic growths. They should attract foreign investments, promote the export of locally manufactured goods, and create a minimum wage to raise standard of living. James and Jason (2012) contributed that economic opportunities should reach rural and poorer segment of the population. The introduction and sustenance of micro finance programmes in rural

areas or residential areas dominated by low income earners and vulnerable populations can help improve their living conditions, reducing the rate of unemployment and youth restiveness. Therefore the need to advocate for, promote, introduce and sustain the inclusion of entrepreneurial, vocational and business education is something that the government, groups and individuals needs to support.

Objectives of the Study

The general aims of this paper are to identify the relevance of business education as a panacea for youth restiveness and unemployment.

Specifically the paper will:

1. Identify the effects of youth restiveness and unemployment
2. Identify the roles of entrepreneurship in curbing with youth restiveness and unemployment
3. Identify some possible ways of reducing youth restiveness and unemployment.

Research Questions

This presentation on the significance of entrepreneurship and skill acquisition in reducing youth restiveness and unemployment is crucial at answering the following questions.

1. What are some of the effect of youth restiveness and unemployment on the youth?
2. What is the role of entrepreneurship in curbing these problems?
3. What are the possible ways of reducing these problems?

Scope

Due to shortage of time, finance and other resources, this study is limited within residence of Jos-South local government area. The questions would be limited to effects of youth's restiveness and roles of entrepreneurship.

Literature Review

Business education comprises of the types of education that prepares students for employment and or continuing education, opportunities in business through technical, vocational or apprenticeship etc, which occurs in the classroom, experiential education, in the laboratory, student internships, and through leadership and personal development by participating in student's leadership. It involves teaching students the fundamental, theories and processes of business (deshazo, 2010).

In a country where unemployment is on the increase on daily basis, it leads to high rate of crimes such as robbery, armed robbery, alcoholism, human trafficking, child abuse, child labour, hostilities among others. There is the need for policy formulation and implementation on the need to include entrepreneurship in the curriculum in primary, secondary and tertiary levels of education in the country. This is based on the fact that many people don't get to finish the primary education while others end their educational careers at the secondary level. Those that succeed in attending higher institutions are always faced with issues of unemployment or under employment. Therefore the need for entrepreneurial education in all levels of education would equip the youths with a desire knowledge, attitude and skills to be self employed and dependent.

Youth Restiveness

Some of the effects of youth's restiveness and unemployment include the following:

Poverty

Youths are one of the greatest assets that any nation can have, they are regarded as the future leaders, and they are referred to as the greatest investments for a country's development. They serve as a good measure to which a country can reproduce as well as sustain itself (National Youth Policy, 2011). Despite these wonderful policy provisions, the Nigerian youth population has been characterised by mis-employment, unemployment and under-employment which has resulted to poverty. Chiapaka (2012:4) observed that poverty is one of the major causes of youth restiveness. According to him, "There is so much poverty, inequality and social injustice in Nigeria. Due to poverty, many youths in urban centres in Nigeria have taken to hawking on the streets just to make out a living."

According to Philomena (2002), poverty is found all over the world. It is a symptom or partly a manifestation of underdevelopment. The (Central Bank of Nigeria, 1999), viewed that poverty could be a vicious circle and keeps the poor in a state of destruction and disillusionment. It affects many aspects of human conditions, hence needs a multi-dimensional approach.

According the former President of Nigeria Obasanjo (2000:12), he observed that "about 70percent of Nigerians live below the poverty line". Philomena (2000) explained that the poverty may be structural, economic, social, cultural and political deprivation. Absolute poverty relates to the inability to provide for physical, subsistence such as food, shelter, clothing, potable water, health services, basic education, public transportation and work to the extent of being incapable of protecting human dignity (kwankwenda, 2000).

In the past several attempts were made by both military and civilian government to arrest the challenges posed by poverty. These ranged from efforts like; Operation feed the Nation (OFN), the Green Revolution, Directorate of Food, Roads and Rural Infrastructure (DFRI), the Better Life Programme, the Agricultural Development programme among others. Despite these efforts, poverty has continued to invade the Nigerian population hence the need of the promotion of entrepreneurial, vocational and skill acquisition programme in all levels of learning in the country.

Youth and Anti-Social Behaviour

Anti-social behaviour is behaviour that lacks consideration for others and may cause damages to the society, whether intentionally or through negligence. This behaviour opposed to pro-social behaviour which is behaviour that helps or benefits the society. Anti-social behaviour is labelled as such when it is deemed contrary to prevailing norms for social conduct (Berger, 2005).

The ills of anti-social behaviours are above an individual, family or group. They affect the wide society ranging from community to the whole country. These behaviours are socially, morally and unacceptable by the immediate community. Some of the anti-social behaviour found in Jos includes drug use and drug abuse, alcoholism, prostitution, forced early marriage, rape, thuggery, armed robbery, theft, bullying verbal abuse, hooliganism among others (Hele, 2012). Best (2008) further explains that increase in criminal activities and theft of livestock, atrocities such as rape and gang rape, abduction of women and children, forced marriage and sex slavery, brutal slaughter method, adopted by ethnic and religious militias, teenage pregnancy and prostitution among others. Similarly, Ejikeme (2000) observed that the oppressed, exploited, marginalised, hungry, poor, jobless, illiterate, ignorant and frustrated youths are likely to be aggressive, tyrannical, brutal, cruel, and authoritarians in relating to others.

Entrepreneurship/Vocational Training

The role of entrepreneur, small scale businesses, skill acquisition and vocational training in economic development is well recognised. Countries like Japan, China, India among others achieved industrialization through the promotion of small scale industries and vocational training among others.

According to Hassan (2003), the small industrialisation sector offers the opportunity for the development of indigenous entrepreneurship, skill acquisition, vocational training, domestic savings, utilization of local resources, modernisation of the rural sector, and creation of self reliance. Therefore it is of utmost importance for the Nigerian government to promote entrepreneurship. Datol, Danwanzan, Nyapsen, & Padung, (2004) suggested that vocational and technical education

simply refers to education for preparation. It is a form of education necessary for effective employment. It also refers to education given to person of all ages. According to Okorie (1993:10) "vocational and technical education is specialized education which is designed to prepare the hearer into a particular vocation or to upgrade only employed worker." Vocational and technical education provides means for individuals to identify occupational problems and development and specific abilities needed for change.

Echu (2004), contributed that in Nigeria, most of the vocational and entrepreneurial unit did not employ paid workers. They are found in a wide variety of manufacturing sector such as weaving, factoring, shoe-making, corn milling and they like. These are mostly marketed through petty traders. In an attempt to promote variety of vocational skills and entrepreneurship, the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) and Industrial Training Fund (ITF) make move of Train to Work (TRATION) Initiative. This is a move to create about 100,000 jobs. Osagie (2011) observed that these efforts were put in place by the minister of trade and investment Mr Olusegun Aganga. According to him the scheme stresses the areas of vocational training to include "carpentry, masonry, plumbing, tilling, block-making, painting, auto-mechanics. Leather works, shoe making ceramics, fabrication, welding, GSM phone repairs, productions of polyethylene bags, computer repairs, table water production; soap making, electrical works, shoes, car, machine (equipment) vulcanizing, agriculture and agro processing among others.

Despite this provisions or attempt by the government, there is the need for these identified vocations to be included in schools curriculum. This is to equip the fresh graduates with self sustaining skills that would enable them participate fully in the nation's economy. As it is observed by Chukwuma (2013), Nigerian economy is still crawling because her educational system has over time failed to address poor regard for human capital development and have also failed that to tow the lines of other notable countries that have used entrepreneurship education to achieve their economies and overcome mass poverty.

Theoretical Framework

Social Disorganisation Theory (Shaw and Mckay, 1976)

Social disorganisation theory is primarily concern with the issue of social control, the ability of a neighbourhood to regulate and control itself and to regulate the behaviour of community residents to realise common goals, including a crime free environment. Shaw and Mckay (1976) identified poor economic conditions, population turnover and racial ethnic heterogeneity as the structural factors that disrupted the ability of a community to exert social control. These theories assert

that there is high delinquency rate in low-income socio-economic areas. Shaw and Mckay contributed that disorganized societies, lack basic conventional institutions, have fewer conventional role models and have lower capacities for exerting both formal and informal social controls, bars and liquor stores are types of institutions that located in them.

This theory viewed that in areas of low socio-economic incomes earners there is social disorganisation which promotes all form of anti-social behaviour ranging from alcoholism, drug use and drug abuse, prostitution, thuggery among others. These makes it imperative to equip, the unemployed, underemployed and miss employed youth with supportive, or alternative skills and vocations that will keep them busy and productive, Hence, the need for entrepreneurship.

Theory of Human Motivation

Many theories of human motivation have been put in place to understand and promote human behaviour in work and working environment. Some of these theories include the hierarchy of needs theory by Abraham Maslow, the two factor theories by Fedrick Hezberg, the three needs, theory by David Mclleland among others. For the purpose of this presentation the Maslow's theory of hierarchy of needs is adopted. In his efforts to understand what motivate people, he believed that individuals possess a set of motivation system unrelated to rewards or unconscious desire (Mclead, 2007).

Maslow believed that people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfil the next one. One must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization. The original hierarchy of need, five staged model by Maslow (1954) include:

1. Biological and physiological needs – air, food, drink, shelter, warmth, sex, sleep etc.
2. Safety needs – protection, security, order, law, limit, stability.
3. Social needs – Belonginess and love- work group, family, affection relationships.
4. Esteem needs - self esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility.
5. Self actualization needs - realizing personal potential self fulfilment, seeking personal growth and peak experience.

According to Mclead (2007), the five stages of Maslow's hierarchy were expanded to eight stages to include cognitive, aesthetics and later transcendent needs. Basically

entrepreneurship, skill acquisition and vocational education provide individuals with the desired knowledge, skills and attitude needed for them to climb up the ladder as propounded by Abraham Maslow.

Methodology

This section is concern with methods, types of data collections and data analysis tools used in the study. For the purpose of this study, Quota sampling method was adopted. A study population of (100) one hundred participants to include males and females, adults was employed. The major tool for data collection is the questionnaire. The choice for the use of questionnaire was to ensure participants privacy, reduce time wastage and for easy tabulation and analysis. Data would be tabulated using simple percentages, while standard deviation would be used in answering research questions. The relationship between vocational training, entrepreneurship and skill acquisition would be tested using the correlation equation.

Discussion

Findings are based on information collected from respondent through the use of questionnaires. The questionnaires were distributed to respondents who are able to read and write. For the respondents that cannot read and write, the questionnaire was used as an interview tool and their responses were filled accordingly. The findings are presented in tables and in simple percentages while the research questions were answered using standard deviation. Correlation equation was used to find the relationship between entrepreneurship and its effects on the society.

Table I: Distribution of Respondents by Sex

Responses	Frequency	Percentage (%)
Male	65	54.2
Female	55	45.8
Total	120	100%

Table One: Show the Sex Distribution of Respondents. The Male Respondents were represented by 54percent while 45.8 Percent of the Respondents are Females.

Table IV: Distribution of Respondents by Educational Qualification

Responses	Frequency	Percentage (%)
Post graduate	11	9.2
Graduate/HND	25	20.8
Diploma/NCE	28	23.3
SSCE/NECO	42	35
First School Certificate	14	11.7
Total	120	100%

The findings presented in the above table shows that those with post-graduate qualifications are 11(9.2%) respondents. Graduates and HND holders formed 20.8percent of the study population, while 23.3 present of the respondents have Diploma/NCE qualifications. Another 35percent of the respondents are holders of SSCE and NECO certificates, while those responded with first school leaving certificate are represented by 11.7percent.

Table V: Distribution of Respondents by Effects of Youth Restiveness and Unemployment

Responses	Frequency	Percentage (%)
Drug use and drug abuse	28	23.3
Alcoholism	17	14.2
Prostitution	8	6.7
School dropouts	24	20
Breakdown of law and order	22	18.3
Other views	13	10.8
Total	110	100%

Table five above shows that 23.3 percent of the respondents suggest that youth restiveness and unemployment leads to drug use and drug abuse. Alcoholism as a possible effect scores 14.2percent. Another 8(6.7%) of respondents views that youth restiveness and unemployment could lead to prostitution, while school dropouts as a possible effects scores 24.2percent, and 22 (18.3%) respondents says that this could lead to breakdown of law and order, while respondents with other views scores 13.3(%).

Table VI: Distribution of Respondents Views on Significance of Entrepreneurship

Responses	Frequency	Percentage (%)
agree	20	16.7
Strongly agree	80	66.7
Disagree	15	12.5
Strongly disagree	5	4.1
Total	120	100

The above table shows that 20 respondents agree with skill acquisition and vocational training as a form entrepreneurship. Another 80 (66.7%) of respondents strongly agree. 12.5percent of the respondents disagree while 4.1percent strongly disagree on the significance of entrepreneurship in curbing with youth restiveness.

Table VII: Distribution of Respondents on Possible Solutions

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<input type="checkbox"/> Skill acquisition	
<input type="checkbox"/> Vocational training	
<input type="checkbox"/> Apprenticeship	
<input type="checkbox"/> Small scale business	
<input type="checkbox"/> Inclusion of entrepreneurship education in schools	
<input type="checkbox"/> Provisions of loans and grants	
<input type="checkbox"/> Regulating condition to vocational training and skills acquisition	
<input type="checkbox"/> Promotion of vocational education via mass media	
<input type="checkbox"/> Encouraging private and individual entrepreneurship	
ÇŪŪi	

Table seven shows that 8.3percent of respondents preferred skill acquisition as a possible solution vocational training was agreed by 13 (10.8%) respondents. Another 14.2 percent accept apprenticeship while 10percent agree with small scale business. Inclusion of entrepreneurship education and vocational training in schools scores 7.5 percent, provision of loans and grants was supported by 18 respondents (15%). Another 14 (11.7%) of respondents preferred regulating conditions of vocational training and skill acquisition. Promotion of vocational education via-mass media was agreed by 10.3 percent while 14.2percent supported encouraging private and individual entrepreneurship.

Research Questions and their Answers

Three research questions were adopted to guide this study. In this section, an attempt is made to answer these questions based on the findings.

Research Question I

What are some of the effects of youth restiveness and unemployment on the youths?

Youth restiveness and unemployment have devastating effects, they affects the perpetrators (youths), families and the entire society. This study revealed that these effects ranged from drug use and drug abuse, prostitution, alcoholism, school dropouts, breakdown of law and order among others. When subjected to descriptive statistic table 5 revealed a high mean rating of $X=0.24$ ($SD = 0.34$) for school dropout. This is followed by drug use and drug abuse with the mean score of $X = 0.23$ ($SD = 0.42$). The study also find out that restiveness and unemployment leads to breakdown of law and order with a mean score of $X = 0.18$ ($SD = 0.39$). Alcoholism has a mean score of $X = 0.14$ ($SD = 0.35$), while respondents with other views score ($X = 0.13$, $SD = 0.34$), as it is presented in the table below.

Table VIII: The Mean, Standard Deviation of Some of the Effects of Youth Restiveness and Unemployment

Variable	N	Mean	Std
Drug use and abuse	120	.2333	.42473
Alcoholism	120	.1417	.35017
Prostitution	120	.0667	.25049
School dropout	120	.2417	.42989
Breakdown of law	120	.1833	.38856
Others	120	.1333	.34136

Research Question II

What is the role of entrepreneurship in curbing problem?

Entrepreneurship presents individuals, groups, families and the larger societies with various coping mechanism. This includes vocational training, skills acquisition, apprenticeship, small scale business, and opportunities among others. Table 4.6 when subjected to descriptive statistic revealed that the respondents when strongly agree with this notion score a high mean ($X = 0.67$, $STD = 0.47$). This is followed by a mean score of $X = 0.17$ ($SD = 0.37$) for those who simply agree. Those respondent who disagree have a mean score of ($X = 0.13$, $STD = 0.33$), while those who strongly disagree have a mean score $X = 0.4$ ($STD = 0.20$). This is presented in the table below.

Table IX: The Mean and Standard Deviation of Role of Entrepreneurship in Curbing with Restiveness and Un-Development

Variable	N	Mean	Std
Agree	120	.1667	.37424
Strongly	120	.6667	.47338
Disagree	120	.1250	.33211
Strongly disagree	120	.0417	.20066

It is a fact that entrepreneurship remained the key weapon to fight youth restiveness and unemployment. The table above shows vocational training and skill acquisition to be highly relevant at ($r = .97, P < .05$). Apprenticeship correlates some recommendation of small scale business at a significant level of ($r = .82, < .05$). Provision of loans and other grants were rated at the significant level of ($r = .68, < .05$). Regulation of conditions for vocational training correlate with drug use and drug abuse at a significant level of ($r = .55, < .05$) and ($r = .83, < .05$) respectively. The use of mass media as a curbing mechanism received a high rating of ($r = .74, < .05$) and ($r = .90, .05$). Prostitution as an effect of youth restiveness and unemployment correlate at a significant level of ($r = .66, < .05$). school dropouts and breakdown of law and order received a high rating of ($r = .47, < .05$) and ($r = .83, < .05$) respectively. While others effects of youth restiveness correlates at ($r = .83, < .05$). This is presented in the table below.

Mean Standard Deviation and Correlation between Entrepreneurial Skills and Effects of Youth Restiveness

S/N	Variable	Mean	STD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Skill acquisition	0.83	.28	1.00														
2	Vocational training	0.11	.31	.84	1.00													
3	Apprenticeship	0.42	.35	.74	.86	1.00												
4	Small scale business	0.10	.30	.91	.96	.82	1.00											
5	Vocational training in sch.	0.75	.26	.94	.82	.70	.82	1.00										
6	Provision loans	0.15	.35	.72	.83	.97	.79	.68	1.00									
7	Regulating conditions for vocations	0.17	.32	.83	.96	.90	.92	.74	.86	1.00								
8	Use of mass media	0.85	.28	1.00	.87	.74	.91	.94	.72	.83	1.00							
9	Private entrepreneurship	0.14	.35	.74	.86	1.00	.82	.70	.97	.90	.74	1.00						
10	Drug use and drug abuse	0.23	.42	.55	.63	.74	.60	.52	.76	.66	.55	.74	1.00					
11	Alcoholism	0.14	.35	.74	.86	1.00	.82	.70	.97	.90	.74	1.00	.74	1.00				
12	Prostitution	0.68	.25	.89	.77	.66	.80	.94	.64	.74	.89	.66	.48	.66	1.00			
13	School dropouts	0.24	.43	.53	.62	.72	.59	.50	.74	.64	.53	.72	.98	.72	.47	1.00		
14	Breakdown of law	0.18	.39	.64	.74	.86	.70	.60	.89	.77	.64	.86	.86	.86	.56	.84	1.00	
15	Others	0.13	.34	.77	.89	.97	.85	.73	.93	.93	.77	.97	.71	.97	.68	.70	.83	1.00

All significant at p < 0.05

Summary, Conclusion and Recommendation

Conclusion

Basically, it is a fact that youth restiveness and un-employment have bedevilled Nigeria. This has affected the country so bad that most of this youths and other un-employed and disadvantaged population are forced to adopt other measures for survival. These measures are destructive, in-human and unacceptable by the larger society. These include drug use and drug abuse, prostitution, breaking down of law and order among others.

In conclusion, the findings from this work are so clear and glaring and becomes imperative and necessary for both individuals, families, groups, communities, other relevant bodies and the government to work together in order to promote entrepreneurship, skills acquisition, vocational training among others in order to cope with these epidemic of youth restiveness and unemployment.

Recommendations

The following recommendations are based on the findings, which when adopted and implemented would reduce if not eliminate the problems identified.

1. The government should formulate and implement policies that guide and support skill acquisition.
2. Vocational training should be promoted in both primary and other higher institutions of learning.
3. Apprenticeship should be encouraged and sustained to train those that are not able to access formal education.
4. The government should promote, encourage and sustain small scale businesses by providing loans or grants to youths. This would promote entrepreneurial spirit among citizens.
5. The government should formulate and implement policies that support the inclusion of entrepreneurship education and vocational training in schools and colleges.
6. The government should control and regulate conditions for vocational training and skill acquisition.
7. The mass-media should be adopted for the promotion of the relevance of and the needs for entrepreneurship.
8. Private, public and individual entrepreneurship should be supported and encouraged.
9. The government should make available loan facilities for individuals and groups willing to go into entrepreneurship.

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