

Creation of Entrepreneurial Skills Training Facility and Employment Opportunities to Combat Insurgency in Selected Local Government Areas of Borno State

Mala Garba Hussein¹, Abdulkadir Ahmed², Mohammed Alhaji Nuhu³ Bukar Modu Gudumbali⁴ and Muhammad Adamu Mohammad⁴

¹*Registry Department, Federal Polytechnic Monguno, Borno State.*

²*Registry Department, Federal University Dutse, Jigawa State.*

^{3&4}*Department of Accountancy/OTM, Federal Polytechnic Damaturu, Yobe State.*

Correspondence email: malagh2008@yahoo.com

Abstract:

This research discussed the significance of practical skills in contrast to theoretical knowledge, highlighting how technicians often earn more than some college graduates due to their hands-on expertise. The study focused on the Entrepreneurship Skill Acquisition Centre's role in job creation to counter insurgency in Borno State. It employed a quantitative research design and surveys beneficiaries of three Entrepreneurship Development Institutions (EDIs) and empowerment programs like YESSO and NERI. SPSS software was used for data analysis. The study assessed the impact of skill acquisition programs on entrepreneurship, investment opportunities, and unemployment rates in the state, while also exploring challenges such as mismanagement of empowerment tools by trainees and the motivations behind such actions by youths.

Keywords; *Practical skills, Theoretical knowledge, Technicians, Job creation and Insurgency*

INTRODUCTION

The primary issue faced by young people in Nigeria today is unemployment. This group makes up a significant portion of the country's economically active population. Awogbenle and Iwuamadi (2010) report that according to Federal Bureau of Statistics data, Nigeria has a youth population of 80 million, comprising 60 percent of the total population, with 64 million unemployed and 1.6 million underemployed. This indicates a substantial amount of untapped potential that could contribute to economic growth is going unused. Despite the essential roles youths play, dating back to the 1980s, they have faced setbacks in finding meaningful employment (Nnabuife, 2009; Davies, 2006). This leads to frustration, manifesting in various social issues and contributing to insecurity. Unemployment is exacerbated by organizational closures due to reasons like inadequate staff training, market understanding, infrastructure, political instability, and poor marketing strategies. Other challenges include insecurity, lack of funding, innovation, corporate social responsibility, and community engagement. While unemployment is a global issue, it is particularly acute in developing countries like Nigeria, leading to a range of societal problems from idleness to criminal activities. Previous government efforts to address these issues through programs such as Better Life for Rural Dwellers, Operation Feed the Nation, Green Revolution, and Mass Mobilization for Rural Women have not yielded significant results due to the disparity between job creation rates and the increasing number of graduates entering the workforce.

PROBLEM STATEMENT/JUSTIFICATION

Unemployment is exacerbated by organizational closures due to reasons like inadequate staff training, market understanding, infrastructure, political instability, and poor marketing strategies. Other challenges include insecurity, lack of funding,

innovation, corporate social responsibility, and community engagement.

Entrepreneurship has become a crucial strategy for boosting the economy, especially in empowering vulnerable youth to become self-reliant and achieve their future goals by establishing sustainable businesses in a competitive and complex economic landscape (Odia & Odia, 2013). Effective entrepreneurship training should foster personal qualities like creativity, risk-taking, and responsibility while imparting the technical and business skills necessary for launching new ventures (Schaltegger & Wagner, 2011).

For Nigeria to compete globally and prepare its citizens for the challenges of today and tomorrow, it must embrace vocational skills for entrepreneurship and technological advancement (Uzoka & Bayode, 2010). This approach would nurture creativity and innovation, enable the development of viable business plans, and facilitate the establishment of new enterprises. The focus of this study is to explore a strategic approach to overcoming Nigeria's current economic recession through vocational skills acquisition in industrial technology education, aimed at fostering entrepreneurship development and technological progress. The study aims to address the problem of the economic downturn by emphasizing the importance of equipping individuals with practical skills and entrepreneurial knowledge. This not only enhances their self-reliance but also discourages them from joining insurgent groups.

The objectives of the study are as follows:

- (a) To assess how government and non-governmental organizations contribute to employment through entrepreneurial skill acquisition.
- (b) To evaluate the effectiveness of skill acquisition programs in addressing insurgent activities in Maiduguri.

(c) To examine the impact of practical training in reducing youth unemployment rates.

LITERATURE REVIEW

Skills Acquisition Training is an educational program designed to equip participants with a range of skills and address immediate issues like employment, independence, and managing unrest among young people (Uranta and Nlerum, 2017). According to Mike (2014), skill acquisition involves being willing and able to perform specific tasks or capacities. Magbagbeola (2004), as cited in Idoko (2014), argues that skill acquisition entails gathering various abilities to enhance task execution through a blend of theoretical and practical knowledge. He outlines key principles for sustaining skill acquisition programs, including providing training that allows trainees to acquire skills relevant to their chosen field for positive business outcomes and developing diverse skills that make them experts in specific areas. Entrepreneurial skills are a key focus of Skills Acquisition Programs, aimed at equipping participants with the necessary abilities to become economically viable and earn a livelihood. Given the significant unemployment rates, skill acquisition and training are seen as vital solutions. Entrepreneurship education plays a crucial role in fostering skills like creativity, initiative, and entrepreneurship, enabling individuals to think innovatively, develop proactivity, flexibility, autonomy, and project management skills, and achieve results (Odia and Odia, 2013). Various avenues, such as training classes, seminars, workshops, job rotations, intensive training, internships, organizational learning, research and development institutions, consultants, governmental and non-governmental organizations, and professional bodies, contribute to acquiring entrepreneurial skills (Akibu, 2002). These skills involve identifying business opportunities, taking risks, gathering resources, managing them effectively, and exploiting opportunities (Schumpeter, 1939; Steinhoff and Bureass, 1993; Nelson and

Leach, 1981, as cited by Anyakoya, 1995). Entrepreneurial skills are seen as crucial for economic development through employment, innovation, and welfare (Gujrati, 2013). They enable the creation and development of enterprises in various sectors and encompass activities like innovation, creativity, resourcefulness, profit orientation, persistence, adaptability, and forward-thinking (Anho, 2011; Ewubare, 2010). The Skill Acquisition Theory, proposed by Dekeyser (2007) and discussed by Speelman (2005), posits that learning various skills follows a similar developmental pattern, progressing from basic knowledge to fluent and proficient behaviour. This theory emphasizes the importance of practical exposure and verifiable procedures in adult learning, forming the basis for the study.

METHODOLOGY

This study was conducted using quantitative and qualitative approaches of survey design. The quantitative approach is used to obtain data through questionnaire and the qualitative using interview to be administered to the identified respondents within the communities. Five hundred questionnaires were administered to the respondents in 3 Entrepreneurship Development Institutions (EDIs) Namely; Ramat Polytechnic Maiduguri, Borno State University and University of Maiduguri. The random sampling technique is adopted in order to identify the study population of 300 beneficiaries of skills acquisition programmes. To serve the objectives of this research study, the researcher has chosen a quantitative and Qualitative method which is presumed to be suitable to conduct this study and furthermore, it was surveyed at a particular period of time. On top of it, many kinds of research undertaken for such purposes are time constraint so cross-sectional studies with a survey method are more preferred approaches (Saunders et al, 2012). Therefore, the quantitative method is the most common data analysis method, in which questionnaires are employed to collect

quantitative data as directed in structural design (Bechor et al, 2010).

Figure 1 purpose is to strengthen the study's discovery that training in entrepreneurial skills is a fundamental factor in preparing our young people for self-employment. It outlines clear steps and the importance of consistent practice to effectively acquire these skills.

FINDINGS OF RESULTS AND DISCUSSIONS ENTREPRENEURIAL SKILL ACQUISITION AND SELF-EMPLOYMENT



Figure 1: Response to question 1 on skills acquisition before employment

Figure 1 indicates that 75% of the participants acknowledged that skill acquisition programs would ready them for employment. This acknowledgment stems from the knowledge gained during the training sessions, highlighting the evident impact and advantages of such programs.

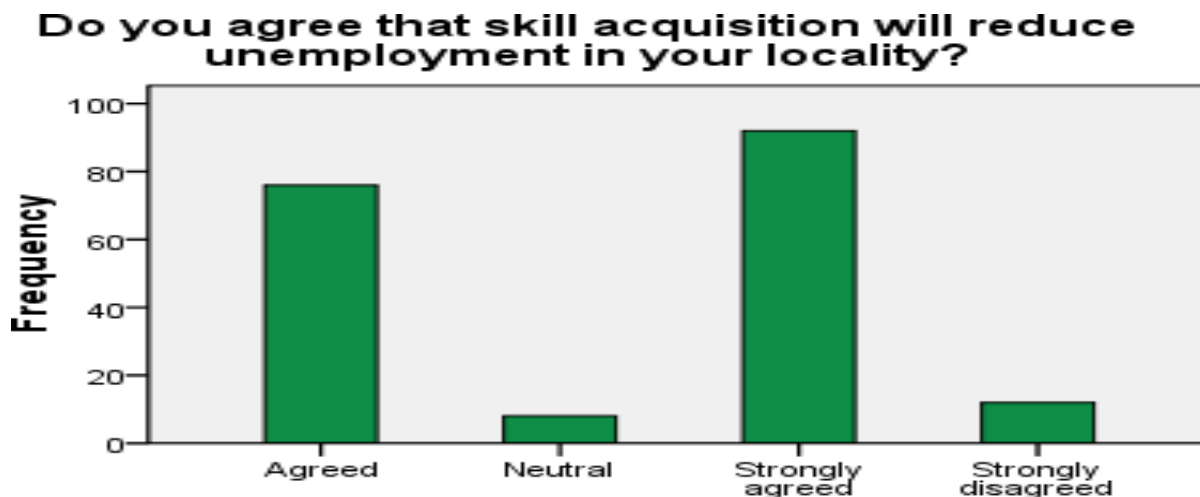


Figure 2: how skill acquisition programs contribute to reducing unemployment

Figure 2 shows skill acquisition programs contribute to reducing unemployment. The responses indicate that approximately 90% of

the participants strongly agreed that these programs significantly decrease unemployment. This underscores the

importance of entrepreneurial skill acquisition in enhancing self-employability. Consequently, the Nigerian government should prioritize promoting self-employability to address the high unemployment rates among Nigerian youth. Recognizing the impact of such skill acquisition programs, the government has collaborated with various bodies like Youth Employment and Social Support Operation (YESSO), the Directorate of Food, Roads, and Rural Infrastructure (DEFRI), the National

Directorate of Employment (NDE), and the People's Bank of Nigeria (Maigida, Saba & Namkere, 2013). These efforts have yielded positive results, as evidenced by the respondents who are beneficiaries of empowerment programs offered at entrepreneurship development centres within Ramat Polytechnic Maiduguri, Borno State University, and the University of Maiduguri, as outlined in this research.

SKILLS ACQUISITION PROGRAMME AND ROLES OF GOVERNMENT AND NON-GOVERNMENTAL ORGANISATIONS.

Figure 3 shows the responses of the trainees as to the role of government and non-

However, about 80 percent of the respondents are of the view that they are not aware of any

In what form the assistance rendered?

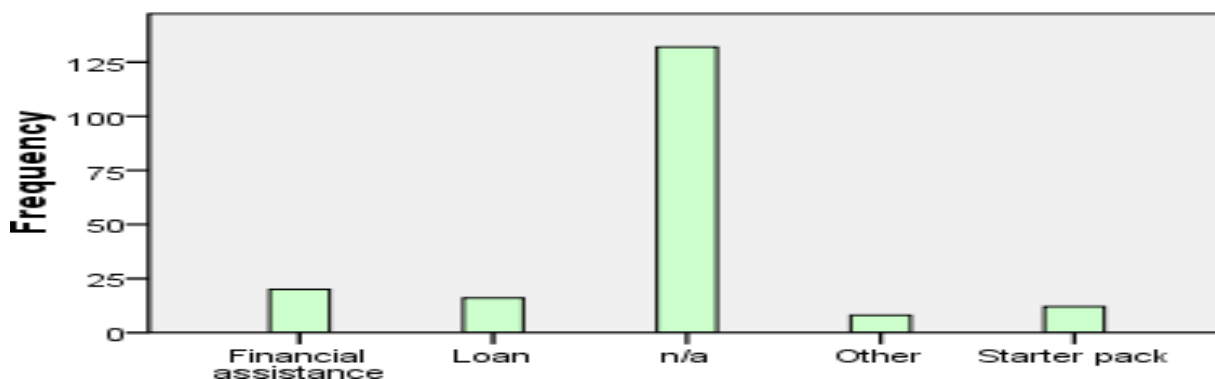


Figure 3: Responses of the trainees as to the role of government and non- governmental organisations in skills acquisition programmes.

governmental organisations in skills acquisition programmes. From the responses given, about 15 percent agreed that they have access to financial assistance to venture in to business, another 10 percent have access loan to supplement their efforts in their businesses.

financial assistance or they don't have access to the loan by banks and other financial institutions. This may be due to lack of collateral securities, lack of connection, poor business plan and corruptions within the financial systems.

Did you agree that skill acquisition training will give rise to the development of new enterprise among youths?

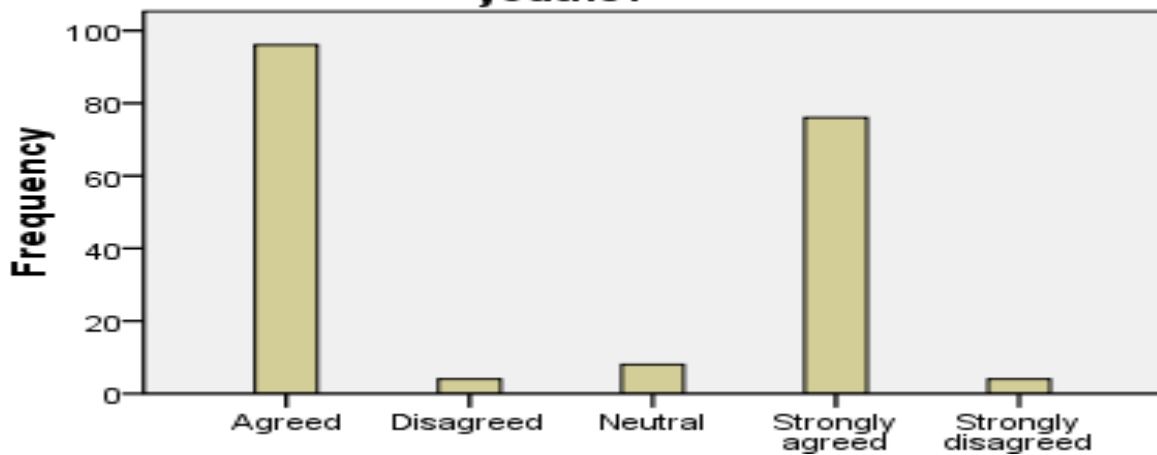


Figure 4: skill acquisition program has led to the creation of new ventures

The responses from Fig. 4 indicate that the skill acquisition program has led to the creation of new ventures, likely due to the participants' interest and motivation in utilizing the skills they have acquired.

Both Fig. 5 and Fig. 6 show responses on how skill acquisition will facilitate the exploitation of opportunities among vulnerable youth and reduce crime rates respectively.

Did you believe that skill acquisition program will facilitate the exploitation of opportunities among vulnerable youth in the community?

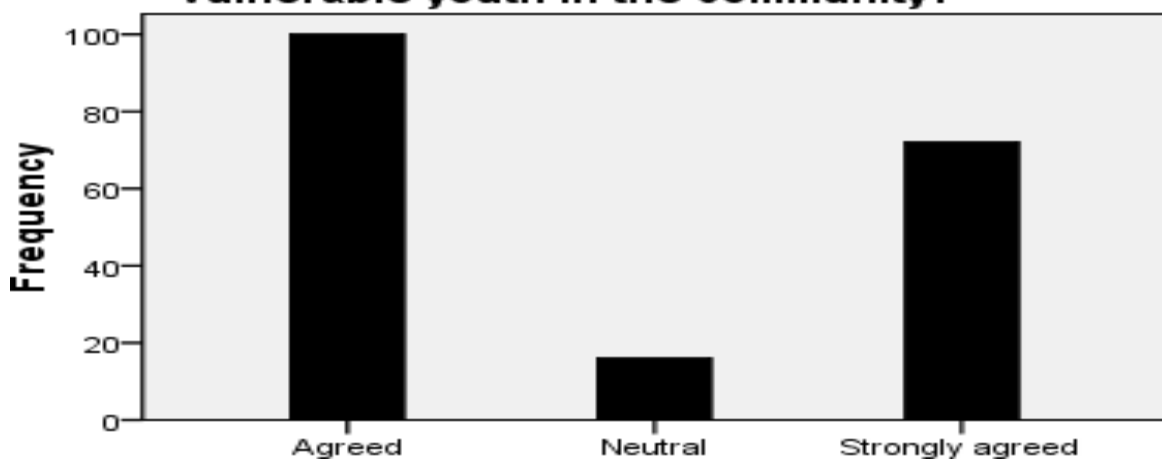


Figure 5: skill acquisition will facilitate the exploitation of opportunities among vulnerable youth

Did you agree that skill acquisition program will reduces crime rate in the community?

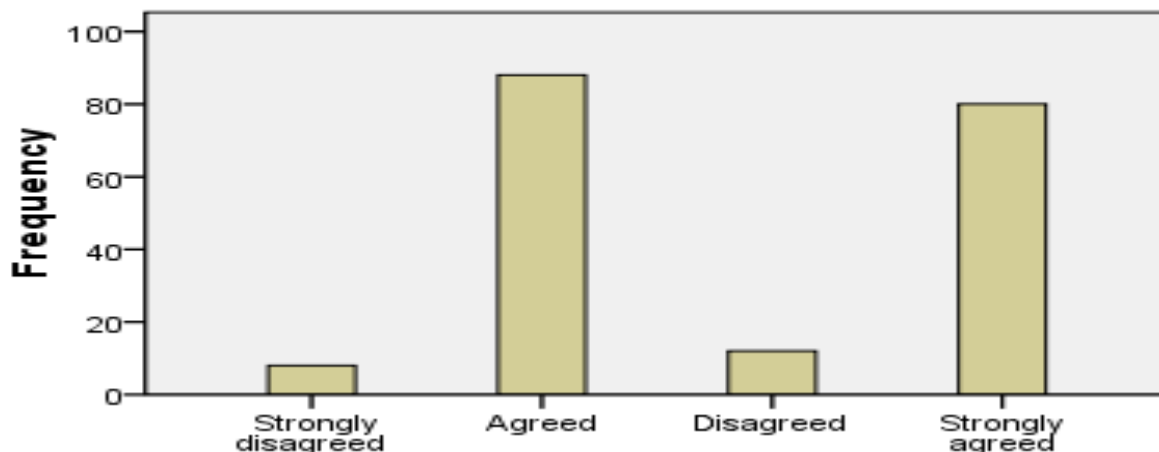


Figure 6: skill acquisition will reduce crime opportunities

Recommendation

1. Government and non-governmental organizations need to engage with the growing number of entrepreneurs emerging from skill acquisition programs and assess the potential for investment opportunities that can generate employment in the region.
2. It's crucial for government and non-governmental organizations to assist and motivate young individuals by covering their training expenses and offering starter kits to facilitate their entry into business, fostering self-reliance and entrepreneurship.
3. Entrepreneurship development centers should actively monitor and evaluate the practical application of skills acquired during training, assessing their impact on empowering youth to become successful entrepreneurs.

Acknowledgement

This study is entirely supported financially by the Tertiary Education Trust Fund (TETFUND).

REFERENCES

Adofu I, Ocheja A (2013). Alleviating Poverty through the use of Entrepreneurship Skill Acquisition

in Kogi State, Nigeria. International Open Journal of Economics, 14-23.

Akpama SI, Esang OU, Asor LJ, Osang WO (2011). Non-formal Education Programmes and Poverty Reduction among Young Adults in Southern District, Cross River State, Nigeria. Journal of Education and Development Psychology 56-67.

Anerua FA, Obiazi AE (2018). Entrepreneurship education in home economics: problems and prospects. Journal of Qualitative Education. 7:1-7.

EmejorC.(2012) Role of National Directorate of Employment (NDE) in Nigeria, International Labor Office (2010) . A Skilled Workforce for Strong, Sustainable and Balanced Growth: AG20 Training Strategy Geneva.

Jamaluddin K. National (2015) Service 2.0 to include soft skills training, The Malaysian Insider.

Kazaure MA (2015) TVE is the Answer to Unemployment in Nigeria, Nigerian Television Authority

Creation of Entrepreneurial Skills Training Facility and Employment Opportunities to Combat Insurgency in Selected Local Government Areas of Borno State

- (NTA). Oxford University Press, 26-64.
- Ogundele OJK, Akingbade WA, Akinlabi HB (2012). Entrepreneurship Training and Education as Strategic Tools for Poverty Alleviation in Nigeria. *America International Journal of Contemporary Research*.148-156.
- Ogunlela YI. (2012) Impact of the Programmes of the National Directorate of Employment on Graduate Employment and Unemployment in Kaduna State of Nigeria. *Pakistani Journal of Social Sciences*. 9:40- 45.
- Ohize EJ, Muhammed JA (2009) Case study of Youth Empowerment Scheme of Niger State, Nigeria in Poverty Alleviation. *AU JT.*; 13:47-52.
- Okolocha CC, Okolocha CB (2012). Students Entrepreneurial Skill Acquisition through SIWES in Nigeria: An Analytical Approach. *International Journal of Independent Research and Studies*; 1:97- 105.
- Oyelola OT, Ajiboshin IO, Raimi L, Raheem S, Igwe CN (2013). Entrepreneurship for Sustainable Economic Growth in Nigeria, *Journal of Sustainable Development Studies*.
- Robinson JO (2013) Environmental Education and Sustainable Development in Nigeria: Breaking the Missing Link. *International Journal of Education and Research*.
- Speelman C. (2005) Skill Acquisition: History, Questions, and Theories. In: Speelman C, Kinser K (eds.) *Beyond the Learning Curve: The Construction of Mind*, Oxford,
- The African Development Fund (2005). *Skilled Training and Vocational Education Project, Appraisal report for Federal Republic of Nigeria*, OCSA.
- The African Development fund (2006) *Nigeria: Bank Group Supports Skills Training and Vocational Education*