



## The role of entrepreneurship education on youth employment in Yobe state, Nigeria

Hassan Yerima, Umar Farouk Musa and Mohammed Nuru Umar

*Department of Political Science, Faculty of Social Sciences,  
Sa'adu Zungur University, Bauchi State, Nigeria.*

Corresponding Email: [hassanyerima83@gmail.com](mailto:hassanyerima83@gmail.com)

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### Abstract

*Entrepreneurship education has been designed in the contemporary era to empower the youth to acquire vocational education for self-employed and minimize social vices, especially in developing economies and Nigeria inclusive. Literature exposed that armed robbery, Boko Harm insurgency, banditry, kidnappings, farmers and harder crises and agitation for resource control were propelled by these unemployed youth who were characterized to be jobless, poor and again the uncertain nature of the environment they found themselves pushed them to frustration and societal evils. Similarly, the inability of the government to develop entrepreneurship skills development centers forced them to be unable to embrace the spirit of creativity and discipline. Based on these predicaments, a qualitative secondary data was collected mainly from previous studies and explored the problem addressed by this article specifically in Yobe state. In achieving these objectives, Social Influence theory was applied and uncover the phenomenon under study. Consequently, findings revealed that entrepreneurship education faces infrastructural and manpower defies in facilitated capacity building mainly on basic knowledge and skills for self-confidence through small-scale businesses and the syndrome of social evils predominantly devoid of poverty and insecurity in the study area. Similarly, in an attempt to solve the challenges identified, the following suggestions were proposed firstly, the government should increase budgetary allocation to appropriate enough funding for the development of entrepreneurship education centres in all the local governments in the state. Additionally, the teaching of entrepreneurship education at all levels of education should be compulsory from primary to tertiary among others to strengthen the youngsters in the state with the spirit of self-reliance and confidence in building a prospective nation.*

**Keywords:** Entrepreneurship Education, Panacea, Yobe State, Youth Empowerment

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### 1. Introduction

Youth unemployment is one of the contemporary problems confronting many countries of the world, Africa particularly Nigeria. The phenomenon of youth unemployment is fundamental and pervasive among the state in the country of Nigeria causing many youths to engage in social vices and other sorts of criminal acts in pursuing their means of sustain. These also push them to immoral acts which is

capable of destroying their future (Ezemenaka, 2021). In an attempt to address these problems the government, Non-Governmental organizations, and international Agencies initiated many programmes to support the youth in the area of employment generation, wealth creation, poverty reduction, and youth empowerment (Musa, Mohamad & Ratnaria 2016). Despite government efforts, the



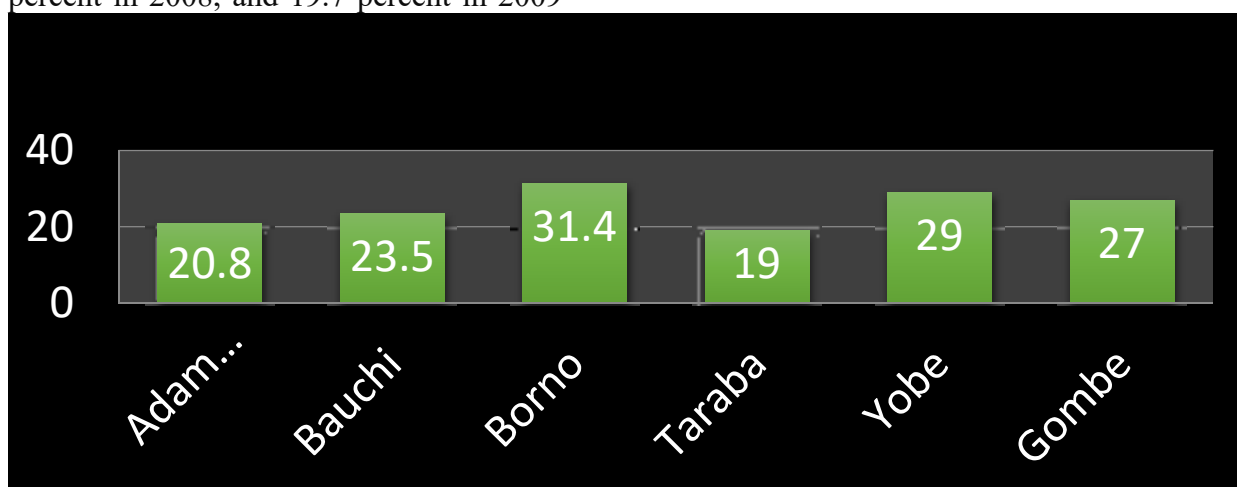
phenomenon of unemployment keeps on increasing (Aminu & Zehadul 2016).

And so, it contributed to the current stage of insecurity in the federal republic of Nigeria; typically characterized by the Boko Haram insurgency, banditry attack, kidnapping, militancy, armed robbery and militant criminalize groups which crippled the economic, social, cultural, and political accomplishments of the nation. (Ahmed, 2022). Consequently, stakeholders in education have constantly lamented the unfortunate trend in the country’s tertiary institutions as many of them could not access job opportunities. These lead to high numbers of graduates roaming along the streets in search of non-existing job white-collar jobs. They have placed this ugly phenomenon on the doorstep of a dysfunctional entrepreneurship education system that has structurally failed to capture the dynamic nature of realities, agents of transformation of the society, and catalysts for individual self-reliance (Alabi, 2014).

Similarly, the National Bureau of Statistics (NBS, 2010) indicated that pointed out the unemployment figure in rates for Nigeria between (2000) and (2009) shows that unemployed persons constituted 31.1; 13.6 percent in 2001, 12.6 percent in 2002, 13.4 percent in 2004, 13.7 percent in 2006, 14.9 percent in 2008, and 19.7 percent in 2009

respectively. Similarly, on the age group, education and sex NBS (2010) maintained that the people between ages of 15 and 24 years represent 41.6 percent; the ages category from 25 and 44 years; 17 percent of unemployed people (Fraque, 2017). Additionally, The National Bureau of Statistics (NBS, 2019), revealed that Yobe State of Nigeria recorded a 29 percent rate of youth unemployment. This figure indicated the rate of unemployment in the country and Yobe State.

Nevertheless, in an attempt to address the phenomenon of unemployment, the government made a positive reaction towards addressing the issue because of the serious effects on development. Therefore, the federal government of Nigeria incorporates the teaching of entrepreneurship in the curriculum of tertiary institutions, Colleges, Polytechnics, and Universities to equip the Nigerian youth with the basic entrepreneurial knowledge and skills to reduce the growing number of youth unemployment and desire to create more jobs as well as wealth in the country. Accordingly, this will encourage them to become self-reliant and self-sufficient in pursuing their means of livelihood (Livinus, 2017). Below is the figure on the rate of unemployment in the northeast, Nigeria.



Source: (National Bureau of Statistics, NBS 2019)



From the figure above, Yobe State has a 29 percent rate of youth unemployment. Therefore, the choice of the study area is a result of the practical gap as the researcher was able to witness the consequences of the phenomenon of youth unemployment which requires the attention of the government to embark on strategies to empower the youth through skills acquisition training and expertise, poverty reduction and employment generation in the state. Furthermore, the unemployment situation in Yobe State prevented many youths from assessing numerous forms of opportunities. However, the unemployment rate according to the National Bureau of Statistics (NBS, 2022) revealed that Adamawa state 54.8percent, Bauchi 34percent, Borno 43percent, Taraba 31percent, and Yobe 51percent (Sasu, 2022). The study discovered that Yobe state consistently maintained second position among the northeast states, thus, motivating the research to inquire on factors that necessitated the prevalence of youth unemployment in the state.

It is against this background, that this paper explores the imperatives of entrepreneurship education in stimulating entrepreneurial spirit and job creation among the youth of Yobe State Nigeria. The study is structured into the background of the study, method of data collection, literature review, and definition of concepts, causes of unemployment in the study area, theoretical framework, policy recommendations, conclusion, and references.

## **2. Methodology**

The data utilized for this study were sourced from secondary materials particularly published reports and internet resources. These facilitated the exploration of the phenomenon under study and achieved the stated objectives.

## **3. Literature Review**

This section of the study discusses the concept of youth unemployment, types of unemployment entrepreneurship and entrepreneurship education, objectives of entrepreneurship education, the needs for entrepreneurship education, philosophy of entrepreneurship education policy, empirical review, and theoretical framework.

### **3.1 Entrepreneurship Education**

Entrepreneurship education deals with the process of undertaking business initiatives through the application of knowledge acquired competently for the purpose of self-reliance, self-sustenance, and the overall society's development (Osaat, 2012). In a similar vein, Deakins and Freel (2009) view entrepreneurial education as the acquisition of practical knowledge and skills that are imparted simultaneously for self-employment and self-reliance. Entrepreneurship education is a process of training secondary, undergraduate, and postgraduate students to acquire resourceful skills to aid productivity and self-reliance in society. Additionally, Arogundade (2011) believes that entrepreneurship education seeks to prepare people particularly the youth to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers in real life, acquire learning experiences, risks taken, manage results, and learn from the outcome.

Several empirical studies were undertaken on the concepts of entrepreneurial education for instance, Ogundele, (2009) affirmed that entrepreneurial education is specialized training given to students of vocational and technical education to acquire the skills, ideas managerial abilities, and capacities for self-employment rather than being employed for pay. Additionally, Duru, (2011) pointed out that entrepreneurship education is a programme or part of a programme that



prepares individuals to undertake an operation, or small business enterprise which also includes franchise operations for the purpose of improving their expertise in performing all business functions. In line with this, Obona, Andeshi, & Udang (2023) identified the crucial role of training, entrepreneurship initiatives, adequate supervision staff, and mentoring students as a panacea for reducing unemployment among graduates. Equally, a high rate of staff turnover negatively impacts the quality of teaching and learning and hinders the ability of entrepreneurship education programs to fully develop the skills of learners. Ezeokafor, & Ekwere (2021) identified skill acquisition, entrepreneurship empowerment, and infrastructural development significantly affect unemployment in any society. Therefore, these will enable them to discharge their social responsibilities, legal requirements, and risks for the sake of profit in the conduct of private business enterprises. From the foregoing empirical evidence, it is clear that entrepreneurship education could turn around the economic fortune of Nigerians by providing jobs to the youth and reducing poverty and unemployment rates in the country. It might also help an individual to identify investment opportunities and harness untapped natural resources in the state and country at large. Consequently, produce the goods and services needed for the well-being of humanity. These will subsequently, reduce poverty and help to increase per capita income as well as employment generation.

Furthermore, Suleiman (2010) believes that entrepreneurship education seeks to prepare people particularly the youth to be responsible, enterprising individuals who might become future entrepreneurs or people with entrepreneurial thinking in real-life learning experiences whereby they can take risks, manage results, and learn from the outcome. Entrepreneurship

education entails teaching people that they can either take or create a job. This will enable them to be self-employed and establish job security. Entrepreneurship education training could be given to interested adults and students through workshops, classes, seminars, and conferences thereby observing the basic ideas for starting their own businesses and managing them well.

Consequently, Owoseni (2009) asserted that entrepreneurship education is specialized training given to students on vocational and technical education to acquire the basic skills, ideas, and managerial abilities as well as the capacities for self-employment rather than being employed. Additionally, Okojie (2009) maintained that the entrepreneur is believed to possess some traits which include boldness, confidence, personal leadership, and strength. Equally, Mathias, (2020) the challenges hindering the effectiveness of entrepreneurship education in reducing unemployment in the country including the lack of infrastructure, inadequate facilities, and lack of professional personnel to enhance the teaching of entrepreneurship become a problem.

Therefore, from the foregoing, it is evident that entrepreneurship education could turn around the economic fortune of Nigerians by providing jobs and reducing the unemployment rate and poverty level in Yobe State and Nigeria in general. It will also help an individual to identify investment opportunities and harness those untapped resources of their area in order to produce goods and services needed in the environment.

### **3.2 Challenges of Entrepreneurship Education in Yobe State**

Entrepreneurship education has been part and parcel of educational activities globally for over a decade, and the introduction of compulsory entrepreneurship education courses in Nigerian tertiary institutions has assisted the strategies for poverty reduction and unemployment. Nevertheless,



entrepreneurship education faces some defies in the Yobe state of Nigeria for instance the difficulty of accessing capital or loans to start a business, especially from commercial banks. Secondly, most of the young graduates faced the challenges of how to source initial capital to start their own businesses to sustain their lives.

Thirdly, insufficient skilled manpower in Nigerian higher institutions, particularly those who will train the high-level manpower for effective teaching and learning of entrepreneurship education specifically in the study area (citation). Fourthly, poor infrastructural facilities in Yobe state and the state of infrastructure in tertiary institutions are worrisome as the new entrepreneurship education requires the application of modern technological gadgets. Moreover, the frequency of strikes by the Academic Staff Union of Universities (ASUU) has argued in several negotiations with the Federal Government that university infrastructures are poor, especially electricity, roads, and telecommunications networks. These amenities are provided adequately to enable younger entrepreneurs to access resources and become more productive in promoting the economic growth and development of the study area and the country at large (Okoye-Nebo & Kenneth, 2014).

Fifthly, ineffective curriculum system, education is a continuous process, but the introduction of entrepreneurship education in the tertiary institution without offering both secondary and primary levels had left an issue. Therefore, the curriculum planners should provide innovation in designing it to consider the practices of entrepreneurship at all levels of education to enhance the skills and productivity of the youth in the study area and Nigeria (Chinyere & Benjamin, 2016).

### **3.3 Entrepreneurship**

The concept of entrepreneurship has been defined by various scholars in different ways. For instance. Again, (2008) opined

that entrepreneurship is the ability to seek investment opportunities and establish an enterprise based on identified opportunities. Entrepreneurship occurs when an individual develops a new venture, a business, or an idea and a unique way of giving the marketplace a product or service by using resources in a new way (Akanbi, 2007). Entrepreneurship education is a process of training students of tertiary institutions both undergraduate and post-graduate levels on how to acquire resourceful skills to enhance productivity and self-reliance in life. Typical examples of entrepreneurship include small-scale, medium, and large-scale businesses. The different types of entrepreneurship include social, private, public, mass, techno-entrepreneurship, cultural, eco-entrepreneurship, agro-entrepreneurship, E-entrepreneurship, joint, domestic, and international among others (Umeaku, Nnedum & Nweke, 2021).

### **3.4 Youth Unemployment**

Youths' unemployment in Nigeria has been on the increase as the number of yearly graduates from institutions of higher learning continues to upsurge. Thus, defining unemployment therefore created more questions than it answers. For instance, the National Bureau of Statistics (NBS, 2018) defined unemployment as a stage where people (population) that are in full labor force within the working ages of 15-64, who were willing and actively looking for work but could not find it for not less than 20 hours during the reference period (NBS, 2017). In a similar vein, the International Labour Organisation (ILO, 2020), viewed unemployment as a person unemployed when the person is not working, currently available for work and the person seeking work.

Consequently, unemployment was defined as "all those of working age who were not in employment, carried out activities to seek employment during a specified recent period and were currently available to take





up employment given a job opportunity Olubukola, (2013). Arguably, this definition creates a lot of confusion among people as to what constitutes the features of unemployment that could be measured at various levels of human society in both developed and developing countries.

The unemployment and underemployment rate according to NBS (2018) rose to 23.1 percent and 16.6 percent respectively. While, youth unemployment is defined as young people ages 18-35 who are willing to work but could not able to find gainful employment (International Labour Organization, 2019). The unemployment rate in Nigeria has consistently increased from 12.31 percent in 2006 to 23.10 percent in 2017 (Trading Economics, 2019) and the youth unemployment rate had grown from an average of 23.6 percent in 2016 to over 36 percent in 2018 (Trading Economics, 2019). Reports indicated that 40 percent of the youth living in urban settlements have unemployment rates. Thus, this phenomenon has consistently post a challenge to the government of Nigeria (Central Intelligence Agency, 2019). Accordingly, the National Bureau of Statistics lamented that “any person or persons in the labor force who did not work for up to 40 hours during reference week” (NBS, 2020).

### **3.5 Types of Unemployment**

Literature has indicated many types of unemployment, however, this study discusses demand deficient, frictional, structural, and voluntary unemployment. Demand deficiency is the type of unemployment that typically happens during a recession where demand for some goods and services is restricted leading companies to disengagement as well as retrenchment of workers by factories or companies (Kayode, et al. 2014).

While frictional unemployment refers to those workers who are in between jobs. This occurs when a worker moves from one job to another at one period of time between

jobs. For example, a worker who recently quit or was fired is looking for a job in an economy that is not experiencing a recession (Beggs, 2012).

**Structural Unemployment:** this type of unemployment occurs when the number of jobs in the labor market is unable to provide sustainable jobs for everyone. This type of unemployment happens when the skills demanded by the jobs are available or when workers are available but are unable to reach the geographical location of the jobs (Harold, 2009).

**Voluntary unemployment:** This type of unemployment occurs when a worker decides to leave a job because it is no longer financially compelling. An example is a worker whose take-home pay is less than his/her cost of living (Haruna, Attah & Ndubuisi, 2014).

### **3.6 Causes of Unemployment in Yobe State**

The causes of unemployment particularly in Yobe State and Nigeria in general comprise rapid population growth, massive rural-urban migration, underutilization of agricultural potentials, collapse of vocational and technical education centres, and corruption among others (Makinde & Adegbami, 2019).

#### **3.6.1 Rapid Population Growth**

The rapid population growth in the Federal Republic of Nigeria has affected all the states, these also affected the labor force making it impossible for many youth to be employed. For instance, the National Population Commission stated that immediately after the 2006 Census figures, the population of the country stood at (140,431,790) and by (2012) the population had been projected to be 184 million people and by the year (2018) it is projected to be (250,000,000) million people (National Population Commission, 2018). Thus, if this trend continues the country will experience a population explosion mostly youth. Unfortunately, while the population



is growing job opportunities for the youths continue to be scarce. Accordingly, may involve crimes, poverty, and hawking along the streets and highways to earn a living (Emeh, 2012).

### **3.6.2 The Massive Rural-Urban Migration**

The deficiency of basic infrastructure in rural areas has compelled many youths to migrate to urban areas with the hope of getting white-collar jobs and better living or greener pastures that are non-existent in rural areas. In a similar view, Adesina (2013) stated that the absence of industries in the rural parts of the country mount has created massive youth migration from the rural to the urban area which results in a high unemployment rate among the youths in the state of Yobe state and Nigeria at large.

### **3.6.3 Underutilization Agricultural Potentials**

Many Nigerian youths have neglected the agriculture sector. Consequently, the majority of the youth move to urban areas and crave white-collar jobs. The agricultural sector which used to be the leading provider of employment, especially in many states faces low patronage due to inadequate capital to carry out farming as well as a lazy attitude (Adesina, 2013).

### **3.6.4 Collapse of Vocational and Technical Education Centres**

There is a decline in Vocational and Technical Education centers particularly in Yobe state, this sector is capable of contributing to the training of the individual youth to develop occupational skills and become self-reliant. However, the Nigerian government has neglected Vocational and Technical Education to the extent that enrolment in these specialized schools has suffered a huge setback at secondary school levels. Additionally, the Colleges of Education and Polytechnics that should provide higher technical skills are neglected and face the insufficiency of

training facilities as well as equipment. Moreover, there are inadequate entrepreneurship skills acquisition centers that will train youth with the basic entrepreneur knowledge and expertise to stand on their own in all aspects of their lives.

### **3.6.5 Corruption**

The high rate of youth unemployment is attributed to the menace of corruption which has led to the breakdown of infrastructure specifically local industries. Corruption is a big challenge to the Yobe State and Nigeria at large. The country is endowed with natural resources that need to be translated to improve the well-being of the citizens. The dishonesty has spread to all segments of society crippling the developmental process. The siphoning or looting of funds meant for building infrastructure and other developmental projects by some officials is a contributory factor to youth unemployment in the study area as a result, too many untapped talents do exist. Furthermore, corruption discourages national and international investment in the country which leads to fewer job opportunities for the youth. For instance, in (2015), the former Security Adviser to the government of Nigeria was arrested by the Economic and Financial Crimes Commission (EFCC) in connection with the \$2.1 billion arms deals and scandals. Similarly, in the year (2022), over \$80 billion was siphoned by the former Accountant General of the Federation among other cases across the country (Daily Newspaper, 2022). The stolen funds could have been used to transform the youth's welfare and assist them to be gainfully employed.

### **3.6.6 Lack of Thriving Local Industries**

Insufficient manufacturing industries have continued to pose a serious challenge to the process of gainful employment opportunities for youths. Observations have indicated that many of the commodities that



were sometimes manufactured in Nigeria particularly, textiles, rice, petroleum products, and ceramics were being imported into the country from abroad regularly this scenario created a high rate of unemployment. According to Okafor (2011), there are over 800 industries collapsed in Nigeria, and over (837) factories closed shops in (2009) with about half of the remaining operating firms have been classified as “ailing”. This situation poses a great challenge to the survival of the manufacturing sector in the country. Similarly, the COVID-19 pandemic has led to the collapse of many manufacturing industries thereby increasing the number of youth unemployed in the country.

### **3.6.7 Poor Leadership**

The issue of poor leadership greatly contributes to the ineffectiveness of service delivery in Yobe state and the Federal Republic of Nigeria at large leading many groups of youth engaging in social vices such as banditry, kidnaping, Boko haram insurgency, militancy, cultism, and other vices. As a result of the repercussion of unemployment (Ndukwe, 2022). Furthermore, the phenomenon of Boko Haram has affected many local governments in the study area leading to economic meltdown.

### **3.6.8 Economic Downfall**

Economic recession is a period of general economic decline *Vis a Vis* drops in the stock market and increase in unemployment. The economic downturn normally bites hard on the citizenry as it generally affects all the areas of the national economy. The question that could in this situation is whether are there strategies established by the Nigerian government to influence the lives of the unemployed youths during the period of recession. (Eniola, Entebang, & Sakariyau 2015).

### **3.6.9 Insecurity**

Insecurity is a crucial issue for every nation’s economic development and its manifestations mean that economic growth and development will be hindered. The insecurity situation in Yobe state affects businesses and led to the close-down or relocation of many businesses to other states. Business activities were closed down owing to the activities of armed robbers and Boko Haram insurgents thereby resulting in the high rate of youth unemployment in the state (Joy, 2019).

### **3.6.10 Weak Governmental Regulations**

There are weak government regulations on the banning and circulation of harmful products that destroy human life and the importation of other products to the detriment of the country’s economy from neighboring countries, particularly Niger Republic, which also contributed immensely to the activities of Boko Haram insurgency in Yobe State and north-east. There is a high level of proliferation of small and light arms in the region enhancing the strength of the sect group. Similarly, banning commercial motorcycles in the state is considered to be dangerous blocking the labor productivity of the youth. This decision on the ban of commercial motorcycles by the government was to provide security for the lives of the citizens but has created a high level of unemployment in the state and country at large (Makinde & Adegbami, 2019).

### **3.7 Theoretical Framework**

This study is underpinned by Social influence theory, the major argument of the theory is that social networks influence the individual's perceptions, attitudes, behavior, or reactions in a social setting. The theory was first founded by Kelman (1958), who describes how attitudes and perceptions are influenced through compliance, identification, and





internationalization. He viewed compliance as the acceptance of external influence that shapes individual perceptions and behaviors. While identification could be perceived as the influence of people in a social network that induced attitudinal change. He further emphasized that internationalization is the acceptance of norms from an observation of the potential benefit such norms will provide.

Accordingly, social influence theory provides the basis for understanding how entrepreneurship education can be applied at both individual and societal levels to assist individuals in realizing their potentiality and competence to become self-independent. Consequently, within the domain of entrepreneurship, compliance is a measure of the relative importance of the norm on youths who perceive the importance of learning technical and vocational skills, expertise, and competence to become self-employed and improve the economic growth and development of their area. Identification of a measure of the relative power of the influencing agent reflects the role of parents and peers in inducing youths' perceptions and attitudes towards entrepreneurship education. Internalization, a measure of the potential benefit of the norm reflects a self-reported perceived benefit on job security, job creation, and the reduction of unemployment. Conceptually, compliance, internalization, and identification exert combined effects in shaping individual youths' attitudes and perceptions toward understanding entrepreneurship knowledge and skills.

#### **4. Discussions**

Entrepreneurship education is a crucial tool for capacity building, particularly in developing economies like Nigeria, where small-scale businesses should have significantly contributed to reducing unemployment, poverty, and mitigating social problems. The study uncovered that challenges of infrastructure are crucial

elements of entrepreneurship education. These infrastructure challenges include physical components such as classrooms, seminars, workshops, technology, and equipment necessary for instruction and skill development. Additionally, the personnel, comprising trained and experienced staff specifically teachers, facilitators, and support personnel, are vital for designing, implementing, and managing entrepreneurship education programs.

However, Yobe State is facing a deficiency of infrastructure, access to modern technology and equipment, and inadequate funding for maintenance and upgrades of these facilities. The shortage of these infrastructure shortcomings hinders entrepreneurship education programs in the study area in providing youth practical training and skill-building opportunities. This result is consistent with the previous studies which stated that the challenges hindering the effectiveness of entrepreneurship education in reducing unemployment in the country including the lack of infrastructure, inadequate facilities, and lack of professional personnel to enhance the teaching of entrepreneurship become a problem (Mathias, 2020).

Moreover, The study further found that there are inadequate qualified and experienced teachers and trainers in the area of study. And there are lack of sufficient training and career enhancement for the teachers. Upholding this result, Obona, Andeshi, & Udang (2023) identified the crucial role of training, entrepreneurship initiatives, adequate supervision of staff, and mentoring of students as a panacea for reducing unemployment among young graduates. Equally, the high rate of staff turnover negatively impacts the quality of teaching and learning and hinders the ability of entrepreneurship education programs to fully influence the development of the skills of learners in the study area.

Thus, the study identifies various ways to tackle these issues, emphasizing the



importance of greater investment in the infrastructure and personnel to enhance entrepreneurship education. These includes establishment and improving facilities, equipping youth with modern technology and resources, and offering them some training and professional development opportunities for educators and facilitators. Furthermore, the need for initiatives and policies that encourage the appointment and retention of skilled and experienced teachers and facilitators. Previous study conducted by Ezeokafor, & Ekwere (2021) identified skill acquisition, entrepreneurship empowerment, and infrastructural development significantly influenced unemployment in the study area.

### **5. Policy Recommendations**

This study recommended that the Yobe state government should address the identified challenges and offer better legislation for the overall growth and development of the state as well as the Federal Republic of Nigeria. Firstly, there is a need for the establishment of many entrepreneurship skills acquisition centers in all parts of Yobe State. People at all levels of governance should be provided with skills and acquisition training centers in the three Senatorial Districts across the state in line with the needs of the people. Secondly, there is a need for the government to increase and ensure prompt release of the budget allocation and the compulsory implementation of entrepreneurship education programs in tertiary institutions in the state. Thirdly, the government should incorporate practical field trips to some of the existing industries for real practice. In that case, there is a need for youths to be exposed to all forms of entrepreneurial activities and techniques right from their early stage of primary education, and those out of school should be enrolled in one entrepreneur program designed by the government to address poverty and unemployment in the state.

Fourthly, policymakers both (State and National Assembly) should mandate the Federal Ministry of Education to incorporate the teaching of entrepreneurship education as a compulsory subject and course to be offered by all students at different levels of education in the study area. The need for Public Private Partnership will also go a long way in poverty and unemployment reduction.

Fifthly, government, Non-Governmental Organizations, and International Donors should finance various entrepreneurship programmes to complement the government in addressing the menace of poverty and unemployment in Yobe State and Nigeria at large. In doing so, there is a need for regular public lectures, seminars, and workshops organized monthly or periodically to retrain and encourage parents, guidance, and community leaders to embrace the applicability of entrepreneurship policies and programmes. This will assist in updating research in relevant areas of today's dynamic and globalized environment.

### **6. Conclusion**

In conclusion, poverty and youth unemployment are some of the contemporary problems confronting many countries of the world, Africa particularly Nigeria. These phenomena have reached a pervasive level, especially in Yobe State and the country at large leading many youths to engage in social vices and other sorts of criminal acts in pursuing their means of sustainability. Thus, this study was carried out to draw the attention of policymakers to address these challenges to train the youth who are known to be leaders of tomorrow. Literature has indicated that rapid population growth, massive rural-urban migration, underutilization of agricultural potentials, the collapse of vocational and technical education centers, and corruption were the main factors that caused unemployment and poverty in the



study area. Consequently, Social influence theory, as propounded by Kelman (1958) argues that social networks influence individuals' perceptions, attitudes, behavior, or reactions in a social setting thus embracing strategies of entrepreneurship education to avail themselves from the bondage of unemployment and poverty; thereby becoming vibrant citizens.

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