

Entrepreneurship Education: a Road Map for Mitigating Youths Migration in Nigeria

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Abstract

The study determined entrepreneurship skills needed, a road map for graduates of Technology Education for mitigating youths migration in Bayelsa and Rivers States, Nigeria. The study adopted the descriptive survey research design. The population for the study was 198, which comprised 142 male and 56 females University graduates of Technology Education. No sample was taken because the population was manageable. Entrepreneurship skills needs of University graduates Questionnaire (ESNUGQ) designed by the researchers with 12 items was used to collect data. The instrument for data collection was face validated by three experts and the Cranach Alpha coefficient test of reliability for internal constituency was 0.74 indicating high reliability of the instrument. Data was analyzed with mean and standard deviation. The null hypothesis was tested at .05 level of significance using z- test for two independent groups mean. The findings reveal that male and female University graduates of Technology Education rated Entrepreneurship skills considered highly needed for mitigating youths migration in Bayelsa and Rivers States, Nigeria. It was recommended that the Universities in both States should improve their Entrepreneurship centers for University graduates of Technology Education to improve on their skills needs, to recognize opportunities that others have overlooked, managed their business for mitigation youths migration in Nigeria.

Keywords: *Entrepreneurship, Technical Vocational Education, Mitigating, Migration and Youths.*

Introduction

Entrepreneurship Education is the process of providing individual with the concept, creativity and skills to recognize opportunities that others have overlooked and to have insight, self-esteem, and knowledge to act where others have hesitated (Mullin, 2020). The globalization of educational services and the emergence of knowledge economy have consequently brought about a paradigm shift from the traditional role of universities to innovation and entrepreneurship education.

Universities are now challenged with the global competitiveness and seeking ways and providing more useful and relevant educational services. This is borne out of the need to respond to the unprecedented demands of globalization by redesigning curriculum to equip the future generation of University graduates of Technology education with the challenges of improving their competencies. It is no news that the world has become globalize and driven by economic prosperity in the 21st century which requires the improvement of entrepreneurship skills to function. Technology Education graduates needs exposure in practical and entrepreneurship work experience in order to be proficient in their chosen careers as a road map for mitigating youths mitigation in Nigeria in the modern world.

According to Oziegbe (2019), Universities are formal sector, which provide the needed entrepreneurship skills that will enable university graduates become proficient in the public workplace and private environment. Technical Vocational education and training (TVET) are processes of adaption of the workers and training toward acquiring the minimum skills required. Okaka (2011) observed that entrepreneurship success depended on the possession of certain qualities and knowledge concerned with the technical aspect of owning a business through organized Technical Vocational Education and Training. Consequently, entrepreneurship education is crucial in skill of University graduates irrespective of areas of specialization.

Entrepreneurship is a planned effort undertaking by individuals, institutions, or agencies to develop the required road map in people through Technical Vocational and Training (TVET) options. Rao (2010), identified entrepreneurship skills as:

1. Improvement of spirit, characteristics, and personality associated with entrepreneurs.
2. Improvement of technological and professional competency needed for productive work employment.
3. Improvement of enterprise – building of small business, capacities to initiate and start one's own business and
4. Improvement of management capacity to run the business and self-employment activities successfully.

In another development, the demands of globalization have shown that Nigerian entrepreneurs must have multiple skills if they are to be agents of social and economic improvement.

Ogundele (2015) identified three broad categories of such skills, which have 28 elements:

- i. **Management Improvement Perspective Skills:** Time management; entrepreneurial self improvement, managing change for competitive success, decision making, human resources environment of business; helping people to learn; team building; project management, organizational improvement, corporate excellence and people skills.
- ii. **Interpersonal Skills:** leadership, subordinates improvement, delegation and counseling, information technology, re-engineering entrepreneurship ventures, managing information, employee empowerment, conflict management, negotiating and communication skills.
- iii. **Sectional Skills:** this group includes innovation/creativity; planning and organizing skills. These skills ought to be improved by Technology Education University graduates to effectively address the challenges and act as a road map for mitigating youth migration in Nigeria.

Further, Kayoma (2015) identified the following entrepreneurship skills needed for manpower development.

1. General business ideas, such as marketing; time management and hardworking etc
2. Identifying investment opportunities
3. Marketing decisions toward exploiting such opportunities
4. Formulating Organizational objectives
5. Conducting Marketing Survey
6. Establishing and starting the business enterprise
7. Distributing and promoting the organization products and services
8. Organizing the human and material resources for the attainment of the goals of the enterprise
9. Bearing risks and uncertainties
10. Innovation

Process that demand experience in networking access to capital and global market for product as well as studies in global market trends have also been stressed. When technology education graduates are equipped with these entrepreneurship skills, they will be able to manage their business very well for growth, become assets to the society and key elements in the achievement of government visions and policies for mitigating youths migration in Nigeria.

According to Nnajofofor (2010), entrepreneurship skills are needed for survival, function effectively and to face the challenges of life. Therefore, improvement of relevant entrepreneurship skills increases the productive power of the people. Thereby, making these individuals successful and productive members for economic progress of the society. Effective Technology education will equip the learner with relevant knowledge that can enable the university graduates function economically, be self-relevant, become individuals that are highly entrepreneurial oriented and develop a road map for mitigation youths migration in Nigeria.

Statement of the Problem

The Spate of university graduates migration raises serious concern for Technology education Practitioners in Nigeria who are supposed to be gainfully employed. The problem is not just entrepreneurship skill acquired but how efficient and affective are these university graduates in their field of work. There is the need for the university graduates of technology education to meet up with the technological advancement of this age for sustainable employment. Emphasis should not just be on acquisition of skills, which will equip the university graduates of technology education for sustainable employment but on the sustenance of these skills. The problem of the study, therefore, is what are the entrepreneurship skills needs of university graduates of technology education for mitigation youths migration in Nigeria?

Purpose of The Study

The general purposes of the study was to determine entrepreneurship education, a road map for mitigating youths migration in Bayelsa and Rivers States, Nigeria. Specifically, the study sought to determine the:

1. entrepreneurship skills needed by male and female university graduates of technology education for a road map for mitigating youths migration in Bayelsa and Rivers State, Nigeria.

Research Questions

The following research question guided the study.

1. What are the entrepreneurship skills needed by male and female university graduates of technology education for a road map for mitigating youths migration in Bayelsa and Rivers States, Nigeria?

Hypothesis

The following null hypothesis tested at .05 level of significance was formulated to guide the study.

HO: There is no significant difference in the mean rating of male and female university graduates of technology education on entrepreneurship skills needed by students for a road map for mitigating youths migration in Bayelsa and Rivers State, Nigeria.

Method

The study utilized a descriptive survey research design. The population of the study was 198 university graduates of technology elevation in Bayelsa and Rivers States, Nigeria. The instrument for data collection also a structure questionnaire with 12 items designed by the researchers to elicit information from male and female university graduates of technology education. It was face validate by three experts. The reliability of the instrument was tested and analyzed using the Cronbach Alpha reliability formula, which yielded 0.74 index.

The instrument was administered on the respondents by the researchers with the help of two research assistants. A total of 198 copies of the questionnaire were administered, retrieval of questionnaire was 190 copies. Data collected were presented in tables, means with standard derivation was used to answer the research question while the Null hypothesis was tested using Z-test at 0.05 level of significance. Decision rule was based on the lower and upper limits of the mean for the research question which includes; Very Highly

Needed (3.50-4.00) Highly Needed (2.50-3.40), Moderately Needed (1.50-2.49) and Not Needed (1.50-1.49) while Z-test was used to test the Null hypothesis of the study.

Thus, if the calculated Z-test value is equal to or greater than the Z-critical table value 1.90, reject the Null hypothesis, otherwise, do not reject the Null hypothesis.

Results

Research Question

What are the Entrepreneurship skills needed by male and female University graduates of Technology Education a road map for mitigating youths migration in Bayelsa and Rivers States, Nigeria?

Table 1: Mean ratings with standard deviations of male and female University graduates on Entrepreneurship skills needed as a road map for mitigating Youths migration in Bayelsa and Rivers States, Nigeria.

S/N	Questionnaire Entrepreneurship Skills Needed	University Graduates of Technology Education							
		Male N=140		Female N=50		Overall analysis and Decision			
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	DECSISON	
1	Management of materials								
	resources in their workplaces	3.41	0.70	3.19	0.94	3.30	0.82	HN	
2	Maintenance of good public relations with customers	3.45	0.73	3.19	0.94	3.32	0.84	HN	
3	Time management/prompt decision making	3.45	0.73	3.29	0.79	3.36	0.76	HN	
4	Adoption of team building in workshop	3.45	0.73	3.27	0.92	3.36	0.82	HN	
5	Management of conflict	3.41	0.83	3.97	0.95	3.18	0.90	HN	
6	Planning of investment opportunities	3.41	0.71	3.76	0.84	3.34	0.74	HN	
7	Vision for growth in business	3.45	0.71	3.21	0.89	3.30	0.80	HN	
8	Adoption of self motivation	3.44	0.72	3.17	0.92	3.31	0.82	HN	
9	Adoptability of changing environment	3.41	0.75	3.15	0.98	3.29	0.87	HN	
10	Being an excellent planner of business	3.44	0.71	3.20	0.96	3.29	0.87	HN	
11	Managing stress	3.45	0.69	2.89	0.87	3.17	0.79	HN	
12	Adaptation of innovative ideas								
		3.36	0.78	3.20	0.82	3.28	0.80	HN	
Grand mean and standard deviation		3.43	0.73	3.17	0.90	3.30	0.82	HN	

Sources: Field Report Data, 2023

Key: VHN= Very highly needed, HN= highly needed

MN= moderately needed, NN= Not needed

X= Mean, SD = Standard deviation

Data from table1 show the result grand mean value of 3.30 (0.82) which indicate that male and female university graduates of Technology Education Highly Needed Entrepreneurship skills for mitigating youths migration in Nigeria. The grand standard deviation of 0.82 for male and female university graduates is small not widely dispersed, but clustered and close to mean. This shows that the university graduates of Technology Education ratings have a small variability and therefore homogeneous in their responses.

Hypothesis (HO)

There is no significant difference in the mean ratings of male and female universities graduates of Technology Education on Entrepreneurship skills needed, a road map for mitigating youths migration in Bayelsa and Rivers States, Nigeria.

Table 2: Z-test for mean ratings of male and female university graduates of Technology Education on Entrepreneurship skills needed, a road map for mitigating youths migration in Bayelsa and Rivers State, Nigeria.

University graduates of Technology Education	N	\bar{X}	SD	df	z-cal	z - table	Decision
Male	142	3.43	0.73	196	1.49	1.96	NS
Female	56	3.17	0.90				

Key: NS = Not significant

From the results of the Z-test in table 2 above, the Z - calculator of 1.49 is lesser than the table value of 1.96 and null hypothesis is not rejected. It indicates that at $P \leq 0.05$, there is no significant different in the mean ratings of male and female University graduates of technology education with respect to the entrepreneurship skills needed, a road map for mitigating youths in Bayelsa and Rivers States, Nigeria.

Discussion of Findings

The discussion of the findings is made according to the research question and hypothesis. Research question determined entrepreneurship skills needed for male and female university graduates of technology education, a road map for mitigating youth's migration in Bayelsa and Rivers States, Nigeria. Further, the male and female grand mean ratings revealed that entrepreneurship skills for mitigating youths migration was highly needed. That is the university graduates of technology education rated all the 12 items as highly needed. In line with findings, Mullin (2010) observed that entrepreneurship success depended on the possession of certain qualities in addition to skills and knowledge concerned with the technical aspect of owning a business through organized technical vocational education and training. Okaka (2011) further reported that entrepreneurship education provide individuals with the concept, creativity and skills to recognize opportunities that others have overlooked and to have insight, self esteem and knowledge to act where others

did not act otherwise.

Hypothesis (HO) tested the significant difference in the mean ratings of male and female university graduate of technology education with respect to the entrepreneurship skills needed for mitigating youths migration in Bayelsa and Rivers States, Nigeria.

The Z - calculator value of 1.49 is lesser than Z-table value of 1.96 which showed that there was no significant difference in the mean ratings of male and female university graduates of technology education with respect to the entrepreneurship skills needed for mitigating youths migration in Bayelsa and Rivers States, Nigeria.

From these findings, the male and female university graduate of technology education rated all the 12 items as highly needed for mitigating youths migration in Bayelsa and Rivers States, Nigeria. These findings agreed with the findings of Rao (2010), who identified entrepreneurship skills as improvement of spirit, characteristics, personality associated with entrepreneurs, improvement of technological and professional skills needed for productive work employment, improvement of entrepreneurship in small business, capacities to initiate and start one's own business or self – employment and improvement of managerial capacity to run the business and other self – employment activities successfully.

Further, Kayoma (2015) also opines general business ideas, identifying investment opportunities, making decision forward exploiting such opportunities, formulating organizational objectives, constructing markets surveys are entrepreneurship skills when improved would militate youths migration in Bayelsa and Rivers State, Nigeria.

Conclusion

Based on the findings of their study, it was therefore noted that the male and female university graduates of Technology Education rated that entrepreneurship skills needs for mitigating youths migration in Bayelsa and Rivers States, Nigeria are highly needed, further, the mean rating did not differ significantly on whether entrepreneurship skills was needed for a road map for mitigation youths migration in Bayelsa and Rivers States, Nigeria.

Recommendations

Based on the findings of this study, the researchers made the following recommendations:

1. The Government should establish technology education libraries to enable Universities graduate of Technology education to read textbooks, bulletins, attend workshops, conferences and seminar as a road map for mitigation youths migration in Nigeria.
2. The curriculum planners should equip the curricular of universities graduate of technology education with practical skills needs for self-reliant.

3. The universities should improve their entrepreneurship centers for university graduate in technology education to improve on their entrepreneurship skills needs, to recognize opportunities that others have overlooked, manage their business for sustainable development.

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