



International Journal of Management & Entrepreneurship Research  
P-ISSN: 2664-3588, E-ISSN: 2664-3596  
Volume 3, Issue 4, P.No. 161-174, May 2021  
DOI: 10.51594/ijmer.v3i4.224  
Fair East Publishers  
Journal Homepage: [www.fepbl.com/index.php/ijmer](http://www.fepbl.com/index.php/ijmer)



## **SKILL ACQUISITION AS TOOL FOR SOLVING YOUTH RESTIVENESS AND UNEMPLOYMENT IN NIGERIA: THE ROLE OF NYSC**

Muogbo, Uju. S. Phd<sup>1</sup>, Eze, Solomon. U<sup>2</sup>, & Obananya, Chinwe. G<sup>3</sup>

<sup>1 & 3</sup> Entrepreneurship Studies Department, Faculty of Management Sciences  
Chukwuemeka Odumegwu Ojukwu University Igbariam  
Nigeria

<sup>2</sup> Department of Business Administration, Faculty of Management Sciences  
Nnamdi Azikiwe University  
Awka Nigeria

---

Corresponding Author: MUOGBO, Uju. S

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

Article Received: 16-04-21

Accepted: 30-04-21

Published: 15-05-21

**Licensing Details:** Author retains the right of this article. The article is distributed under the terms of the Creative Commons Attribution-Non Commercial 4.0 License (<http://www.creativecommons.org/licenses/by-nc/4.0/>) which permits non-commercial use, reproduction and distribution of the work without further permission provided the original work is attributed as specified on the Journal open access page.

---

### **ABSTRACT**

As of late, the scourge of abducting, cybercrime, terrorism, armed robbery, prostitution, brain drain among others has established an oddity among young people. For this, federal government have acquainted several scheme to assist in checking joblessness among youths. In March 2012, the National Youth Service Corp (NYSC) initiative introduced Skill Acquisition and Entrepreneurship (SAED) Programs into the NYSC orientation course content. The objectives of the scheme incorporate sensitization and mobilization of young graduates for skill acquisition, assistance of preparing and tutoring in business enterprise development. This study look at the usefulness of the NYSC-SAED program in reducing youth restiveness and unemployment among young graduates in Nigeria. 60 Corp members currently serving were interviewed using key informant interview and Focus Group Discussions. Significant

theoretical and empirical literature were reviewed. This research was supported on Strain Theory. The study population comprises of 60 Corp members selected arbitrarily from Anambra State. The information gathered were analysed using simple percentages and descriptive statistics. Greater part of the respondents recognized that the NYSC-SAED program has made them to become independent after the service year since they set up their independent company with the little training they got. The study therefore recommend that efforts ought to be geared towards leasing with financial institutions and protection offices to help in giving funds and protection which will help in living condition and improve their businesses. Likewise, SAED handouts ought to be made accessible to all Corp members at the camp at no expense to guarantee full participation by every one of them in the training.

**Keywords:** Skill Acquisition, Training, Unemployment, NYSC-SAED, Mobilization, Entrepreneurship Mentoring.

---

## INTRODUCTION

The Federal government of Nigeria introduced the National Youth Service Corps so as to include young countrymen in the nation's advancement and improvement. After the Nigerian civil war in January 1970, General Yakubu Gowon, the then President of Nigeria, propelled its post-war 3Rs (Reconciliation, Rehabilitation, and Reconstruction) plan. This plan brought forth the National Youth Service Corps (NYSC) on May 22, 1973. As indicated by the scheme, the thought behind the creation of the NYSC was to develop and support better association among youthful Nigerians with the end goal of guaranteeing national unity. Some portion of the objectives of the scheme incorporate instilling discipline in the Nigerian young people, giving them the chance to learn about higher ideals of national accomplishments, social and cultural improvement and building up the attitudes of mind gained through shared experience and suitable training which will make them progressively manageable to mobilization in the national intrigue. The NYSC scheme has throughout the years succeeded, in its own little way, in encouraging solidarity in the nation. Through the projects, a few inter-tribal marriages have been accomplished. Similarly, some of the corps members have remained back in their host communities (irrespective of tribal and ethnic differences) to earn a living through different genuine methods. Additionally, majority of the corps members have been exposed to different traditions and customs of various parts of the nation through the NYSC scheme. Unquestionably, along these lines, the NYSC scheme has throughout the years been a uniting factor in the country. It is, in any case, satisfying to take note that the facilitators of the scheme are taking advantage of the platform to empower corps members for better economic chances, particularly after the completion of the scheme. This is a very savvy and inventive move by the leadership of the scheme, especially taking into account the astounding unemployment situation in the nation.

In March 2012, the NYSC administration introduced Skill Acquisition and Entrepreneurship (SAED) Programs into the NYSC orientation course content. The objectives of the scheme incorporate sensitization and mobilization of young graduates for skill acquisition, facilitation of training and tutoring of young graduates in skill acquisition and enterprise development of self-reliance. The SAED scheme is an initiative headed to help Corp members in acquiring fundamental skills that will urge them thusly to seek after enterprise vocations so as to diminish

their possible time spent in the labour market looking for paid employment. The SEAD Department is comprised of two divisions in particular: Skills Acquisition and Entrepreneurship and Empowerment. The introduction of SAED into the NYSC Scheme has helped lots of fresh graduates to be self-reliant, creating employment opportunities as opposed to looking for salaried occupations. The project is an across the country initiative, directed at young graduates who are mobilized and deployed for the NYSC scheme. It is intended to be actualized inside the structure of camping exercise (in-camp) and the service year of the corps members (post-camp). The in-camp period of the task center generally around creating the entrepreneurial and self-reliant spirit, helping corps members explore income generation opportunities available, with the end goal of recognizing the one that best suits their personality/conditions. The post-camp stage provides the platform for rigorous training of intrigued Corp members with a view to furnishing them with the essential technical/vocational skills as well as business competence expected to start up business. The training center more around Poultry, Snailry, Animal Husbandry, Fish Farming, Plantain and Banana Sucker Plantation, Catering, Bead Making, Fashion Designing, Hairdressing and Make-up, Photography and Graphics Designing. Today, the SAED policy is one of the few in the nation that is truly helping in empowering and setting up the youths for beneficial commitment. From its beginning till date, no less than 971,272 corps members have benefitted from the skill acquisition program while more than 7000 have set up their favored businesses. Corps members who participate in the skill acquisition training, and who toward the finish of their service year, are desirous of starting up their businesses, are given interest free loans to begin such business. The primary necessity is to bring a guarantor and the only collateral required is the certificate of national service, which will be released to the corps member toward the end of repayment of the loan facility. Up until now, around 5, 000 to 8, 000 corps members have accessed the facility. The credit facility ranges from N150, 000 to N250, 000 per person for small scale enterprises. This, for sure, is a good way of banishing joblessness, youth restiveness and other negative youth related inclinations from our country (Omosho 2017). The rest of this paper is organised as follows; section two looks at empirical reviews and the third section captured methodology including those of study plan and sampling determination, instruments and data collection procedure. The fourth section presents results and discussion of the study while the last segment concludes.

### **Problem Statement**

Savagery and youth restiveness are serious issues undermining lives, property and investment in Nigeria now. Young people appear to take more pleasure in hostage taking, violent demonstrations, and wanton pulverization of lives and property, making life insecure and awkward in the nation. Continuing clashes in various parts of Nigeria, characterized by inter-ethnic conflicts, seizure, and vandalization of oil facilities as well as kidnap of oil employees and all types of wrongdoing, is mounting an overwhelming pressure on the country's oil output and its short term designs for the business, which is the bedrock of the country. The oil organizations are counting their misfortunes resulting from shut-downs, and the government in forgone revenue. Crime percentage and violence because of youth restiveness in Nigeria has demonstrated that Nigeria is paying the consequences for their disregard for qualitative and functional education. Year in year out graduates are been produced who have no market value and unemployable because of their insufficiency in the required skills. The implication is that young people who endeavoured to gain higher education are not much better than their

counterparts who didn't as their educational exposure are insufficient to enable them secure steady employment. This issue has been found to constitute one of the significant reason for youth restiveness in Nigeria. Skills development in the youth, it is accepted, can give solution for this circumstance. With such skills young people can without much of a stretch gain employment or be self-employed, lessening the rate of poverty, idleness which regularly prompts anxiety and viciousness. The problem of this study accordingly is how youth restiveness and unemployment rate in Nigeria can be diminished through employable skills development.

### **Objectives of the Study**

Specifically the objectives are to:

1. Examine the level at which NYSC-SAED has contributed in reducing unemployment rate amongst young graduates
2. Determine the degree at which the NYSC-SAED program is effective more than the previous schemes introduced by the government
3. Examine the extent at which Corp members are willing to participate in NYSC-SAED training programme during and after the camp.

### **Research Questions**

The following research questions guided the research work

1. At what level has NYSC-SAED contributed to reducing unemployment rate amongst young graduates?
2. At what degree has NYSC-SAED program more effective than other previous schemes introduced by the government?
3. To what extent are Corp members willing to participate in NYSC-SAED training programme during and after the camp?

## **EMPIRICAL REVIEWS**

Empirically, Ogunlela (2012) discovered that National Directorate of Employment program has not been positive in Kaduna State and much still needs to be done. Using both secondary data as well as oral interview, it was also noticed that modest achievement in the area of generation of graduate employment has so far been recorded. He therefore call for a thorough reappraisal of the programme to overhaul the system. Ogundele, Akingbade, and Akinlabi (2012) emphasized that Skill Acquisition and training to reduce unemployment and social welfare service improvement will be much important if encouraged at all the level in the state especially at local and community level.

Adofu and Ocheja (2013) examined the relationship between skill acquisition and training in alleviating poverty and unemployment in Kogi state Nigeria using descriptive statistics. To test the validity or the effect of entrepreneurship skill acquisition on poverty alleviation, chi square was employed and primary sources were used to collect data from the six local government areas that made up the four district of the state. It was found that lack of entrepreneurship skills among youth is responsible for the high rate of poverty/unemployment in Nigeria. The result also revealed that individual that benefitted from the skills acquisition programme can now afford the basic necessity of life. The study recommends that the government should begin to think of the way of developing the programme to eradicate poverty/unemployment since most people that benefitted from the programme could now afford the basic needs of life.

Ezeji and Okorie (1999) emphasized that Nigeria's social and economic problems will be considerably reduced if people are given suitable vocational training in skills, raw materials, machineries and equipment while stressing the importance of skill acquisition in national growth. He stressed that material can be harnessed, manipulated and transformed into products with people who are skilled. The study recommends that with quality skills acquisition programmes, countries like America, Britain, Germany and Japan have rehabilitated drug addicts, school dropouts and several destitute who eventually contributed meaningfully to the economy and the development of high volume of productivity in their countries.

In their study, Kanyenze, et al. (2006) underscores that trainings in professional and specialized skills will diminish youth marginalization in Anglophone Africa. In the survey of six Anglophone nations of Africa including Egypt, Nigeria, South Africa, Uganda, Zambia and Zimbabwe, they found that these nations have initiated different projects of skills acquisition yet joblessness is still on the ascent. They, in this way propose that youth joblessness ought not to be viewed as a coincidental or uncommon anomaly of an otherwise employment friendly environment, however as a sign of the general basic issue that influences grown-ups just as young people. Accordingly, the point in conflict is that policies planned for improving the government assistance and employability of young people ought to ideally be attempted in the more extensive context of policies planned for upgrading the general work retention capacity of African economies.

Ajiboye, Adebayo and Adegboyega (2016), examined the apparent solution of youth restiveness using guidance and counselling technique in Kwara state, Nigeria. Utilizing information gathered with the aid of a questionnaire from a sample of 145 respondents drawn across learning institutions in the state. Data gathered were analysed using the measure of central tendency and t-test statistics. The results showed that obtaining and the use of self-assuredness skills by young people was seen as the essential answer for youth restiveness while the significant category of solution is youth related. There was a noteworthy distinction among married and single respondents in their view of solution to youth restiveness. The research finishes up by expressing that counsellors ought to organise programs where young people can be prepared in self-reliant skill.

Igbo and Ikpa (2013), analysed the impacts and methods for curbing youth restiveness in Nigeria. Using data drawn from a population of 1200 Batch B National Youth Service Corps (NYSC) members' from 2012 in Benue State, of which 200 were the sample for investigation. Data were analysed using frequencies and percentages. The outcome revealed that youth restiveness is generally brought about by lack of education, inconsistent circulation of national resources, poor child upbringing among others, while the impact incorporate upsurge of social indecencies and annihilation of lives and properties. Besides, the study uncovered that young restiveness could be checked through skill acquisition programmes and enlightenment against the phenomenon"

These studies reviewed have one thing in like manner: youth restiveness in its most flawless structure is horrible not just for educational development but influences the growth and development of the economy of the nation. Efforts must be made towards handling them, and these incorporate the use of counselling as well as blend of varieties of ways. This is significant in light of the fact that a variety of factors are liable for youth restiveness. Some could be institutional while others could be psychological and brought about by the youths or their

parents by and large. These are found out by means of observational investigations as looked into here.

### **Theoretical Framework**

The supporting theory in this study is **Strain Theory**. Strain theory expresses that social structures inside society may constrain residents to carry out wrongdoing. Among numerous sociologists, fierce clashes in many cases draw strength from the way of life of the general public, however from the structure of society itself that undermines social equity, fairness, equal economic opportunities, equivalent access to available life-chances and other essential elements for good life, as stipulated by differential opportunities point of view on human culture. According to Merton, deviance in the United States results generally from the way of life and structure of the general public (Kapelos-Peters, 2008). Social strain theory as developed by American sociologist Robert K. Merton (1938; 1957) states that social structures may pressurize citizens to develop criminal inclinations. Strain might be auxiliary, which alludes to the procedures at the cultural level that filter down and influence how the individual sees his or her needs. Strain may likewise be person, which alludes to the frictions and agonies experienced by a person as he or she searches for a way to fulfil individual needs. These type of strain can hint social structures in the general public which can apply pressure on citizens to become hoodlums. Kapelos-Peters (2008) citing Winfree and Abadinsky (2003) presented that, while society urges all residents to show un-tenacious individualism in quest for economic and material achievement, however, open doors for advancement and objective fulfilment are not equally accessible. Accordingly, structural blockages that limit access to real methods for some individuals from a general public also add to its anomic inclinations. Under such conditions, behaviour tends to be governed exclusively by contemplations of practicality or viability in getting the objective as opposed to by a concern with whether or not the behaviour complies with institutional norms and values. Consequently according to Merton, crime and deviance are brought about by unevenness embedded in social order when people use the most proficient and helpful methods, including wrongdoing, to accomplish their objectives (Cullen and Agnew, 2006 referred to in Kapelos-Peters, 2008). This imbalance where a few people (especially those of the lower-and lower-middle social classes) are hindered and have barely any possibilities of arriving at objectives, produces a strain (Gomme, 2007, cited to in Kapelos-Peters, 2008). Merton argues that a few people and groups are dependent upon a specific pressure as they battle to accomplish the basic social objectives, with confined methods and access to less "real" channels. Accordingly, such people are under significant strain, to adjust in the way is available to them. Within the confines of this paper, the theoretical clarification to the method of reasoning behind the youth's engagement in violent behaviour is situated in the structural imbalance in the nation. As can be observed, most of the young people that are given to fierce crimes are essentially the individuals who cannot meet up with middle class values and standard set in the society. For instance, the Almajiries, the Fulani herdsmen, the Niger Delta aggressors, and numerous other militia groups everywhere in Nigeria who are engaged in or controlled into brutal activities fall short in meeting the essential necessities of life and cultural desires. They are poor people, jobless and uneducated or insightful ruined. The vast majority of them who battle against social abuse, and are made to endure social corruption and disparity can barely oppose the temptation to turn to any available unwholesome or inadmissible intends to meet their financial needs and become effective throughout everyday life.

**The Goals of the SAED Policy include the following:**

1. Sensitize and prepare 200, 000 young graduates for skill acquisition every year
2. Encourage the training and tutoring of 100, 000 corps members in skill acquisition and business enterprise development for self-reliant yearly.
3. Promote public-private partnership for entrepreneurship development and self-reliance among Nigerian young people
4. Advance documentation and sharing of best practices on youth empowerment in Nigeria
5. Bolster proof driven advocacy efforts for ideal policies on youth empowerment in Nigeria
6. Sensitization and mobilization of corps members for enrolment into the skill acquisition and business enterprise development program
7. Improvement of a standard educational program for the in-camp skill acquisition exercise
8. Identification of organisation at state level to give training and coaching in explicit skills sets
9. Attachment of the corps members to the different organisations for skill acquisition and entrepreneurship development.
10. On-going checking and supervision of trainee corps members
11. Encourage access to accessible funding opportunities

The SAED program is delivered in stages: during and after the orientation camp. During the orientation camp, corps members are expected to take part in the SAED program within a minimum period of about fourteen days. These corps members are additionally expected to proceed with their particular SAED program after the three weeks orientation camp. Notwithstanding, while on-camp SAED program is free, corps members are expected to pay for the off-camp entrepreneurship training they take part in.

**Some of the Skill Acquisition Programs in the NYSC camp**

Since its introduction, the SAED program has left an enormous effect in the lives of some Corp members. There are encounters of Corp members who began a living with this, other people who do not have to spend money on purchasing certain items however would now be able to produce them all alone, and have helped to save some expenses in their family spending plan since they can produce these things at home. Many have learnt a great deal of important skills that stay with them until the end of time. Below are various classes of skills offered in the SAED program;

**Agro-allied**

This section partners with organization who are involved in large scale production, processing, and packaging of food using modern equipment and methods. They usually train and educate interested Corp members in the processing and packaging of food. It is quite an invaluable skill to acquire with the recent trend toward food processing and packaging.

**Automobile**

In the section, Corp members learn the skill of driving. Federal Road Safety Corps brings in different driving schools to teach them the driving skill, different road signs and requirements for being a good driver. A lot of Corp members find themselves interested in this section which I feel is very useful for every graduate to learn.

**Construction**

The training in this section involves building construction which includes brick laying, building of houses, and building of roads, and others like it. It can really be an interesting course for some Corp members.

### **Culture and Tourism**

The culture and tourism section is interested in educating Corp members on how to make a living from culture and tourism. Culture and tourism happens to be placing importance on the art works, relics and attractive centres of a community that raise the interest of tourist. A good knowledge of the business is vital if a person wants to embark on it.

### **Food Processing/Preservation**

This aspect deals with technologies in food processing and preservation. Corp members who have interest on this are taught by organizations on the modern technologies, and ways to use them in food processing and preservation and how to generate income from it.

## **METHODOLOGY**

### **Study Design**

Mixed method approach (qualitative and quantitative) was adopted to study the job of NYSC in reducing youth restiveness in Anambra State Nigeria. Qualitative method used oral expressions, words and perceptions to communicate a reality portraying the Corp members' attitude, behaviour and activities in an ordinary circumstance (Golafshani, 2003). Qualitative technique were utilized basically on account of the requirement for a complex and in-depth comprehension of the issue from the perspective of the members in the group. The study got nitty gritty data by talking directly to the Corp members in an interview and administering questionnaire (including Focus group discussion) which allows them to give information on their encounters with the NYSC SAED program. Quantitative approach is a research tool which requires a trust in figures and numbers that likewise captures views or ideas in a study (Kothari, 2004). Quantitative method were used explicitly to give numbers and figures to help explain the issue under study and the qualitative technique added value to the discoveries of this paper through clarification from the respondents.

### **Sample Selection, Instruments and Data Collection Procedure**

The purposive sampling method were used as respondents are chosen Corp members serving in Anambra State. Simple random sampling procedure was used to choose the genuine respondents while the goal of the research was disclosed to the respondents to get their consent before taking part in the study. Generally, 60 respondents were selected from youth Corp members serving in Anambra State thus, equal opportunity was given to each group to guarantee reasonable representation and cooperation. Focus Group Discussion were used to get qualitative information while an interviewer-administered questionnaire were used to gather quantitative data. During the focus group discussions, responses from the respondents were audio recorded and notes taken. Inside and out clarifications were given to the respondents with these instruments, and reactions were assembled from them regarding the subject. The data were exposed to approval checks and cross check to help the successive responses. The modified data were analysed and descriptive statistics were embraced to depict the nature and conveyance of the data. Results were arranged and presented as diagrams, frequencies and percentage counts. To supplement the quantitative data, the qualitative data were replicated in exactly the same words and analysed through content analysis bolstered with quotations from respondents.

This study was conducted among Batch B corps members who were not only mobilized in November 2019 but deployed (or redeployed) to Anambra state. The choice of Awka/Onitsha was not subjective but rather was given inclination because it is a major commercial and industrial area. Anambra state was purposively chosen as proof suggested that it is presumed to have the highest number of corps members in the south-East area of Nigeria. This research was conducted all through December 2019 to February 2020. This was a period when corps members are about to pass out from their service year and in that capacity, it was adequate at this period to engage with these corps members in the study. Then, as a cross-sectional descriptive study, the article used qualitative method of data collection. This method was adopted to enable researcher to fill the current gap in the literature by looking at the role of NYSC in reducing youth joblessness and restiveness using the SAED program.

Thus, it's sufficient to say here that the most ideal method for accomplishing this is through a qualitative research technique. Accordingly, 60 in-depth interviews (IDIs) and focus group discussion were conducted among corps members. As an immediate method for acquiring information, the study embraced purposive sampling technique to draw the subjects of the research. In the mean-time, the method of data analysis for this study was subjective in nature. In particular, the qualitative technique of data analysis was used to examine the data gathered through IDI sessions. Finally, international accepted practices in social science research involving human were observed. First, the study instruments were institutionalized to adjust to moral standards inside and outside the academy. Expert and pragmatic consideration was paid to basic components of ethical research. In all, respondents' privileges to secrecy, uprightness, and opportunity from hurt/hazard were respected and maintained all through the research procedure.

## RESULTS AND DISCUSSIONS

### Descriptive Statistics and Distribution of Variables

From the table 1 below 63.3 are male corps members and were considered for the study. The majority of the respondents were Christians (68.3%) while 31.7% were Muslims. Also, the majority of the surveyed graduates schooled in Nigeria (93.3%) while few attended schools abroad (6.7%). Furthermore, 95% of the respondents were single while 5% were married. 83.3% of the respondents were between 19-24 years old while 16.7% are between 25-30 years of age. This study also found that 25% of the surveyed corps members attended state-owned school, while 36.7%, 21.7% and 16.6% of the respondents attended federal, private and missionary schools respectively. In addition, 26.7% of the respondents studied pure/applied science-related courses while 56.7%, and 16.6 graduated from Arts and Education Departments. Meanwhile, majority of the corps members that were considered for this study was affiliated to the Igbo ethnic group. This can be linked to the fact that the study was conducted in the South East state, which is the habitat of the Igbo ethnic groups

Table 1  
*Socio-demographic Characteristics of Respondents*

Variables	Frequency	Percentages
<b>Sex</b>		
Male	38	63.3
Female	22	36.7

<b>Religion</b>		
Christianity	41	68.3
Islam	19	31.7
<b>Location of the School</b>		
Nigeria	56	93.3
Abroad	4	6.7
<b>Marital Status</b>		
Married	3	5
Single	57	95
Divorced	none	
<b>Age</b>		
Less than 18	none	
19-24	50	83.3
25-30	10	16.7
<b>Type of Institution attended</b>		
State	15	25
Federal	22	36.7
Private	13	21.7
Missionary	10	16.6
<b>Course of Study</b>		
Applied/Pure Sciences	16	26.7
Arts	34	56.7
Education	10	16.6
<b>Ethnicity</b>		
Igbo	24	40
Hausa	12	20
Yoruba	10	16.6
Tiv	8	13.3
Ijaw	3	5
Isoko	3	5
<b>Total</b>	<b>60</b>	

Source: Field Survey 2020

Table 2  
*Responses on Research questions*

S/N	Variables	Disagree	Undecided	Agree	Strongly Agree	Remarks
1	NYSC SAED has contributed to reducing unemployment rate amongst young graduates	3 (5)	1 (1.7)	26 (43.3)	30 (50)	Strongly Agree
2	NYSC SAED program is more effective than other previous schemes introduced by the government?	2 (3.3)	3 (5)	34 (56.7)	21 (35)	Agree
3	Corp members are willing to participate in NYSC SAED training programme during and after the camp?	10 (16.7)	2 (3.3)	30 (50)	18 (30)	Agree

Source: Field Survey 2020

From the table 2 above, 43.3% of the respondents agree that NYSC SAED has contributed a lot in unemployment eradication amongst graduates, 50% indicated strongly agree, while 1% undecided and 5% disagreed. The respondents agrees that NYSC SAED is more effective than the previous schemes introduced by the federal government. From the above responses, 56.7 % of the respondents agree that the scheme is effective, 35% strongly agree, 5% were not too sure, while 3.3% disagreed. Additionally, 30% of the respondents strongly agree that Corp members were willing to participate in NYSC SAED training programme, 50% agree, 3.3% undecided, and 16.7% disagreed.

### **Extract from Focus Group Discussion/In-depth Interview**

*“I served in Anambra State and after serving I established a bakery industry because I participated in the SAED program both in camp and outside. I thank God I am doing well for myself now.” (Corp member Female/ August 2019).*

*“Time factor discouraged me from participating in SAED program. I teach students at my primary place of assignment every day and at the end of the day I become too tired to go for entrepreneurship training and won't have time for myself too.” (Male/English Language/August 2019)*

*“It is a nice scheme by the federal government however, the SAED instructors have made money the bedrock of everything. “During the training session in the camp, they sold many hand-outs to us, which we later discovered that the source was from the internet. This incident discouraged me to participate in the off-camp training because I believe that money should be the priority of these SAED instructors ” (Female/Mathematics/ August 2019)”*

*“I was discouraged to take part in the SAED training because of large population of corps members during training sessions. There were noises to the extent that one will not be able to hear what the instructor is teaching. I had to stop attending the programme because I could not cope and it definitely looks like a waste of time for me” (Female/Economics/August 2019)*

*“I participated in the SAED training program for livestock farming section. I am very much glad that I did because after the training I got a small grant and opened my livestock farm, now I supply eggs to bakeries, schools, hospital and local community” (Male/Accountancy/August 2019)*

## **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

### **Summary of Findings**

From the study, the respondents accept that corps members who have attended specific institutions, studied certain courses or potentially graduated with certain cumulative grade point have a characteristic possibility of securing proper jobs, consequently establish a disheartening factor to participating in entrepreneurship development program during service year.

In particular, it was found that the non-commitment of corps members in the SAED program was partly a result of the egocentric syllogism of corps members. For example, corps member who studied Medicine and Surgery or Pharmacy were profoundly unengaged to taking part in the SAED program. This was on the grounds that they felt that after going through a minimum of 6 years thorough learning and after spending huge money related and non-monetary resources before graduation, settling down for program like that of SAED program means disappointment on their part.

Likewise, they additionally accepted that the individuals who were meant to participate in the programme were those who graduated in selected state-owned colleges and polytechnics who are, to them, perceived as "unrecognized" by Nigerian employers. Likewise, respondents argued

that a corps member who has done well by graduating with a first class or a second-class, upper division has possibilities of getting a job within the formal sector.

Further, it is found that factors encouraging and debilitating corps members in partaking in enterprise development program during service year are not just economic, social, political, and educational in nature, but is because of the views held by specific corps members as regards the NYSC entrepreneurship development program. These authenticate the expectations of the Structuration theory of Anthony Giddens (1984) who doubt that human activity isn't just being obliged by powerful stable cultural structures but also an element of the individual articulation of will (i.e., agency). This is to state that, while the cultural structures decide the interest of corps members in entrepreneurship development program during service year, the socially built convictions likewise have a method for deciding the participation of specific corps members in the skill acquisition program during service year.

### CONCLUSIONS

The mission of Nigeria in becoming one of the main 20 most industrialized economies by the year 2030 and the requirement for the accomplishment of societal development has been the essential objective of successive governments in Nigeria. However, this can't be accomplished in a nation whose young one is keener on formal employment as opposed to participating in self-reliant activities because of the vocation decision factors and the egocentric thinking of corps members, among others. Along these lines, the accomplishment of the previously mentioned objectives is premised on the degree at which the most dynamic huge part of the Nigerian demographics - the young - are prepared and nurtured to fit into the present situation of the nation through self-employment development program of the NYSC (i.e., the SAED program). However, in spite of the entrepreneurship development program started by successive administrations of Nigeria, there was no time in history where youth employment constituted a mystery as now. This might be connected to the way that past authors and policymakers have concentrated more on the macro factors influencing enterprise development in Nigeria, with little attention regarding micro social factors. As a result of the foregoing, this article documented elements influencing the participation of corps members in the SAED program. This article presumes that, while macro factors, for example, corruption, epileptic power supply, insecurity, infrastructural decay, maladministration, inadequate funding are liable for the declining participation in self-employment activities in the nation, micro factors, for example, the primary place of assignment, SAED teachers, corps members career decisions, egocentric thinking of corps members likewise influences their interest in NYSC-SAED program. The most intriguing of these findings is the corps member's conviction on who is intended to partake in the program. These beliefs depended on three overlapping grounds: course studied, institutions attended, and class of result graduated with. This bizzare preference is unfriendly to the success of the SAED program, consequently, demands for a prompt intervention by concerned stakeholders if Nigeria needs to grow socially and financially.

Policy Recommendations after a cautious and intensive research into the role of NYSC SAED program as a tool for curbing Youth restiveness and joblessness in Nigeria, are as follows:

1. Tertiary institutions and the administration of NYSC orientate forthcoming graduates and corps members separately towards taking business enterprise serious and as a major profession choice in the developing Nigeria. In addition, entrepreneurship education is to be made mandatory for all students and corps members, irrespective of their course of study.

2. Likewise, there is need to moderately orientate forthcoming graduates and corps members alike on who a business person is, as the idea has been relegated to being a farmer, bead maker, fashion designer, vulcanizer etc (as contained in the SAED training program available to corps members). Hence, the individuals who studied Medicine and Surgery, Pharmacy, Law, and others, should consider themselves as an entrepreneur inside their discipline. In accomplishing this, the management of NYSC should introduce SAED program that will oblige to afore mentioned disciplines. Basically, this will instigate them to be innovative in their own calling.
3. The administration of NYSC should attempt to post each corps members on Primary Place of Assignments (PPAs) that will manage the cost of corps member's participation in the Skill Acquisition and Entrepreneurship Program (SAED). In accomplishing this, the administration of NYSC should make it obligatory for employers to release corps members as at when due to attend these entrepreneurship trainings regularly.
4. The NYSC/SAED management is not only expected to provide enough SAED educators to corps members, however they ought to likewise furnish them with sufficient training equipment so as to encourage the information transfer process from teachers to corps members. Furthermore, when an erring SAED educator is being accused for exploitative practices, the administration of SAED/NYSC should ensure that the blundering teacher is relieved of his/her obligations and replaced right away. This will not only depict the degree of earnestness of the administration of NYSC on the program, but also serve as a warning to different educators who are engaging in, or intending to take part in practices that are unethical.

## References

- Adebayo, A., A. (2013). "Youths' Unemployment and Crime in Nigeria: A Nexus and Implications for National Development. *International Journal of Sociology and Anthropology*, 5(8), 350-357.
- Adofu, I., & Ocheja, A. (2013). Alleviating Poverty through the use of Entrepreneurship Skill Acquisition in Kogi State, Nigeria. *International Open Journal of Economics I*, 14-23.
- Agu, E., & Ayogu, D. (2015). Assessing the Prospects and Problems of Entrepreneurship Development in Nigeria. *International J Journal of Business and Management Invention*, 3(10), 208-221.
- Ajiboye, S. K., Adebayo, D. O., & Adegboyega, L. O. (2016). Perceived solutions to youth restiveness by guidance counsellors in Kwara State, Nigeria.
- Akpama, S. I., Esang, O. U., Asor, L. J., & Osang, W. O. (2011). Non-formal Education Programmes and Poverty Reduction among Young Adults in Southern District, Cross River State, Nigeria. *Journal of Education and Development Psychology*, 1, 56-67.
- Amadi, O. B., & Abdullah, H. (2012). Perception of Capacity Building among Youths Involved in Vocational Skills Development. *Journal of Social and Development Sciences*, 3, 214-221.
- Anasi, S. N. I. (2010). Curbing youth restiveness in Nigeria: The role of information and Libraries. *Library Philosophy and Practice*. Retrieved July, 2012 from <http://www.webpages.uidaho.edu/~mbolin/anasi.htm>.

- Chidiebere, O., Iloanya, K., & Udunze, U. (2014). Youth Unemployment and Entrepreneurship Development: Challenges and Prospects in Nigeria. *Arabian Journal of Business and Management Review*, 4(4), 20-35.
- Chika, P.E., & Onyene, V. (2010). Youth restiveness in the Niger Delta of Nigeria: Implication for education and leadership. *European Journal of Social Sciences*, 18(2), 286-296.
- Eme, O. I. (2014). Unemployment Rate in Nigeria: Agenda for Government. *Academic Journal of Interdisciplinary Studies*, 3, 103-114.
- Emejor, C. (2012). The Role of National Directorate of Employment (NDE) in Nigeria.
- Ezeji, V.O., & Okorie, B.Y. (1999). Skills Acquisition and Natural Development. *Development Series Journal*, 5, 332-345.
- Federal Republic of Nigeria (FRN) (2004). National Policy on Education (4<sup>th</sup> Edn.), Lagos: NERDC.
- Igbo, H. I., & Ikpa, I. (2013). Causes, effects and ways of curbing youth restiveness in Nigeria: Implications for counselling. *Journal of Education and Practice*, 4(6), 131-138.
- Kanyenze, G., Mhone, G.C., & Sparreboom, T. (2000). Strategies to Combat Youth Unemployment and Marginalization in Anglophone Africa. *International Labour Organization/ Southern Africa Multidisciplinary Advisory Team (ILO/SAMAT) discussion paper no 14, Harare-Zimbabwe.*
- Merton, R. (1938). Social Structure and Anomie. *American Sociological Review*, 3(5), 672-682. doi:10.2307/2084686. JSTOR 2084686.
- Ogundele, O.J.K., Akingbade, W.A., & Akinlabi, H.B. (2012). Entrepreneurship Training and Education as Strategic Tools for Poverty Alleviation in Nigeria. *America International Journal of Contemporary Research*, 2, 148-156.
- Ogunlela Y. I (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, E.J., & Muhammed, J.A. (2009). Case study of Youth Empowerment Scheme of Niger State, Nigeria in Poverty Alleviation. *AU Journal of Technology*, 13, 47-52.
- Okolocha, C.C., & Okolocha, C.B. (2012). Students Entrepreneurial Skill Acquisition through SIWES in Nigeria: An Analytical Approach. *International Journal of Independent Research and Studies*, 1, 97-105.
- Ola A.O. (2013). Determination of Skills Acquisition and Professional Knowledge Acquired by Nigerian Graduates through the Current University Curriculum. *American Journal of Business and Management*, 2, 245-255.
- The NBS NYSC (2016). Historical Background of the National Youth Service Corps. Retrieved on 10/05/2016 from [www.nysc.gov/aboutNYSC](http://www.nysc.gov/aboutNYSC)> NYSC, (2017). The Skill Acquisition and Entrepreneurship Development (SAED) Programme retrieved in 28/09/2017 from <http://nysclagos.com/saed.php>
- Uloko, M.E., & Ejinkonye, U.B. (2010). Entrepreneurial education and training for job creation. *Journal of Teacher Perspective*, 308-314.