CAPACITY BUILDING OF YOUTHS THROUGH ENTREPRENEURIAL SKILLS ACQUISITION FOR GREEN ECONOMY

BY

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Abstract

The study investigated the "Capacity Building of Youths on Entrepreneurship Skills Acquisition for Green Economy". Three research questions and three null hypotheses guided the study. A cross sectional survey design was adopted for this study. The population of the study comprised all the 612 participants from 10 Business Training Centres in the four clans of Uyo, Akwa Ibom State to include 100 instructors and 512 trainees. The sample of this study comprised 242 participants to include 80 instructors and 224 trainees drawn from the four clans in Uyo and was statistically determined by Taro Yamane sampling technique. The researcher-made structured questionnaire with 15 items which was titled: "Capacity Building of Youths through Entrepreneurship Skills Acquisition for Green Economy Questionnaire (CBYESAGEQ)" was used for data collection. The research instrument was face validated by three entrepreneurial experts in Business Training Centres in Uyo. The internal consistency of the instrument was determined using Cronbach Alpha Reliability Coefficient with the coefficient index obtained was of .87. The data collected were analyzed using independent t-test was used to test the null hypotheses at 0.05 level of significance. Based on the findings of this study, it was concluded that there is need gap in technical skills, managerial skills and ICT skills for green economy. Youths need more training to have capacity for green economy. It was recommended among others that the Ministry of Commerce and Industry should embark on capacity building, continual training, and education on life skills for youths, which should include business management skills, technical skills, marketing competencies, and ICT. Such capabilities would enable the enterprises founded and run by these recipients to prosper even in difficult economic times.

Keywords: Capacity Building, Entrepreneurial Skills, Green Economy

Introduction

The pervasive economic downturn experience in many developing countries places a huge burden on practitioners in various discipline and professions to evolve and re-invent in the spirit of entrepreneurship, if they must remain relevant. Entrepreneurship refers to an individual's ability to turn ideas into action. Ossai (2008) defined entrepreneurship as the process of creating something new or different with value by devoting the necessary time, assuming the accompanying financial, psychic and social risks and receiving the resulting rewards of most personal satisfaction. It is also the process of bringing together creative and innovative ideas, combining them with management and organisation skills in order to combine people, money and resources to meet an identified need and thereby create

wealth. According to Igbo (2006), entrepreneurship occurs when an individual develops a new venture, a new approach to an old business or idea or a unique way of giving the market place a product or service by using resources in a new way under conditions of risks.According to UNESCO (2003), entrepreneurial programmes offer the beneficiaries the ability to think creatively and become effective problem solvers. Indeed entrepreneurship has become a driving force of economic emancipation and the road map for self-reliance and green economy.

Youths are adolescence from age 13-30 years. These youths include secondary school drop- outs, undergraduates and unemployed graduates. Youths with innovative ideas and relevant capacity are the major driving force of green economy of any nation.Youths are the keyvigour in bringing movement and change to enhance green economy; but the youths are the most neglected part of the Nigerian populace. Today, the world is facing serious environmental degradation, global warming, increased environmental pollution and decline in the flora and fauna. The world is rapidly changing and conventional solutions are very limited on solving such multifaceted problems. Youth are also major productive stakeholders that have innovative ideas in planning, policy making and decision-making as change agents for sustainable developme

youths are the greatest assets that any nation can have, they are regarded as the future leaders and they are the investment for a country's development. They also serve as a good measure in which a country can reproduce as well as sustain itself. Obadan (2012) opined that this generation has empowered the youths with schools without education, with problems without solutions, with corruption without righteousness, with hatred without love, with politics without development.

Nigeria's human and economic development is under threat due to climate change which has resulted in diseases, reduced food production, energy shortages, desertification and overall environmental degradation (Akinyemi, Osabuohein, Alege, & Ogundipe, 2017). Despite the negative climatic effects, Nigeria still has potential markets for promotion of green economy in sectors such as energy, tourism, construction and energy. Nigeria is endowed with clean and renewable energy from solar, wind, biomass and hydropower (Maji, 2015). Green economy according to United Nations Environment Programme (2011) is "an economy that results inimproved human well-being and socialequity, while significantly reducing environmental risks and ecologicalscarcities."The concept of green economy has gained popularity because it gives credence to major global

issues which include environmental, economic and food crisis. The concept offers an opportunity of economic growth and food supply without putting the environment in jeopardy. It advocates and promotes a system that proactively addresses and prevents economic and environmental crisis as against the system that allows it (Antonio, 2012). Green economy in Nigeria however, is disadvantaged by a lack of environmental awareness, greening incentives, government support and lack of institutional and human capacity (Dittrich et al., 2012).

The need to go greencreates opportunities for entrepreneurs and such green businesses are gaining popularity as more opportunities arise for eco-entrepreneurs to invest in and this will in turn result in a green economy which is the agenda of the United Nations Environment Programme (UNEP). The green economy creates opportunities for entrepreneurs and in order to take advantage of this, the employability of young people and women should be improved by providing targeted, up-to-date training in the new skills required in the green economy and by creating incentive mechanisms to encourage green entrepreneurship (Demuth, 2015).

Studies have shown the positive impact of entrepreneurship to economic growth, which include employment generation and empo society (Oluremi & Gbenga, 2011). In industrialized nations, increased entrepreneurial activities serve to reposition dying industries, provide new jobs to compensate for unemployment and generally enhance economic flexibility and growth (Oluremi & Gbenga, 2011).

Despite, the benefits of entrepreneurship to the economy of any society, it is pertinent for the sustainability of the environment to be put into consideration by business operatives. Hence, it becomes imperative for the Nigerian entrepreneur to adopt green economy approach in business. The question then is, what is green economy and what are the opportunities available for the green entrepreneur in Nigeria? It is obvious that the response and efforts of environmentalists and governments is not enough to produce the desired economic and environmental results and so businesses (entrepreneurs) play a key role in combating environmental challenges. Thus, this paper looks at the Capacity Building of Youths through Entrepreneurial Skills Acquisition for Green Economy.

Capacity-building is the process of developing and enhancing the skills, instincts, abilities, procedures, and resources required by organizations and communities to strive, adapt and prosper

in a rapidly changing environment (Millar & Doherty, 2018). According to European Commission, World Bank, and United Nations, Capacity building comprises of five areas: clear policy framework, institutional development and legal framework, citizen/democratic participation and oversight, human resource improvements including education and training, and sustainability (Hambrick et al., 2019). The UN Development Group Capacity Development Guidelines give a framework for capacity development that includes three levels of capacity that are interconnected: individual, institutional, and enabling policy (Millar & Doherty, 2018).

Capacity refers to developing an individual, organizations or system ability to perform appropriate functions effectively, efficiently and sustainably. Capacity building according to Asogwa and Ohagwa (2010), is defined as effort geared towards improving the level of knowledge, skills and attitudes possessed by an individual for proficiency in a given task or job. In the context of this study, capacity building is defined as a process of optimizing skills and capabilities of young entrepreneurs to aid in the performance of core functions, solve problems, define and achieve objectives effectively. Capacity building refers to the processes including all forms of training and education to create an ensemble of capabilities growth and development.

According to United Nations Environmental Programme (UNEP, 2011), green economy is "an economy that results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities." The UNEP"s working definition of a green economy (Fareed, 2012) defined green economy as a system of economic activities related to the production, distribution and consumption of goods and services that result in improved human wellbeing over the long term, while not exposing future generations to significant environmental risks and ecological scarcities. Some concepts of green economy as provided by UNEP are:

i. A low carbon economy: part of a green economy measured by the carbon level of economic activities.
ii. Green growth: GDP growth subject to green conditions as well as focusing on green sectors as new growth engines.
iii. Green jobs: jobs in green sectors, also known as green collar jobs
iv. Circular economy: an economy in which the waste from one production/consumption process is circulated as a new input into the same or a different process.
v. Ecological economy: an economy subject to ecological principles (e.g. biodiversity & carry capacity) as well

as utilizing ecological functions to contribute to both the economy and ecosystems (eg organic farming).

Entrepreneurship, according to Hisrich (2015), is the act of creating something new with value by dedicating the required time and effort, incurring the associated financial, psychological, and social risks, and reaping the ensuing monetary rewards and personal satisfaction and independence. Entrepreneurship capacity building is the process of developing entrepreneur knowledge and skills before he or she starts a business venture. Bruton et al. (2013) defined entrepreneurship as an identification of new business opportunities and the utilization of economic resources to start a new business or revitalize an existing one amid risk and uncertainty to profit under private ownership. The entrepreneurship training skills in this study were limited to technical and business management skills (Hisrich, 2015).

Technical skills could refer to a person's aptitude and competence in doing a certain profession or activity. Technical skills are those abilities that can be learned and practiced. They are usually job or task-specific; that is, a certain skill set or competency is necessary to accomplish a given job or activity (Mullins, 2010). Technical skills consist of writing, listening, oral presentation, organizing, coaching, teamwork, and technological know-how (Mullins, 2010). These skills are crucial as they reduce costs on unnecessary repairs and maintenance of machinery and other business equipment. As a result, a firm that spends less and saves more is more likely to succeed, and their income level will rise as well, resulting in an improvement to living standard and, eventually, a reduction in poverty (Alberti et al., 2014).

Management skills encompass all aspects of starting, developing, and managing a business. Being an entrepreneur entails being your manager as well as a manager of others. To be successful, you must have a wide range of talents. A competent entrepreneur must be capable of successfully managing people, budget, investors, and operations in certain cases. There is need for someone with a multi-tasking work style who can plan for both his business's short- and long-term objectives (McQuerrey, 2015). Management is the act of getting things done through people. It is a process of achieving an organization’s goal through coordinated performance of five specific functions namely; planning, organizing staffing, directing and controlling (Osuala, 2011). Papulova (2017) identified the skills needed for effective managerial functions to include, creativity, intuition, goal-oriented, responsibility, self-confidence, imitative, independence, cautioness, discipline persistence, optimism and fantasy.

Information and Communication Technologies (ICTs) are potentially powerful enabling tools for economic change and reform processes through improving both access to knowledge and resources education and the quality of that education. Isaa, Ayodele, Abubakar and Aliyu (2011) simply defined ICT as electronic based technologies generally used to collect, store, process and packaging information as well as provide access to knowledge. Accordingly, ICT utilization means the usage of ICT for word and data processing, presentation, e-mail and internet browsing by the teacher to facilitate effective teaching. For example they could utilize computer programmes such as Microsoft word, Spreadsheet, PowerPoint, e-mail and internet to achieve behavioural change and business advancement. ICT predominates all aspects of our lives:- governments, business, markets, productivity, education, and the labour market. It therefore became imperative that we integrate to the fullest the new technologies in the implementation of the green economy programme.

Statement of the Problem

Observations seem to show that so many youths in Uyo lack the required skills to be self reliant. These youths are not abreast with modern and sophisticated technical skills, managerial skills and ICT skillsthat would have ensured green economy. It is obvious that this could account for poverty bevelling our youths leading to restiveness, drug abuse, promiscuity and delinquency. Various efforts by stakeholders such as NGOs, philanthropists, Clubs, schools, government ministries, private business training centres through workshops, seminars training and re-training to enhance the capacity of youths have not yielded the expected result, as dearth of technical skills, managerial skills and ICT skills among others have continued to dwindle among potential entrepreneurs in Uyo, Akwa Ibom State.

Since green economy can only be achieve through capacity building of the youths.The question is “What are the capacity building needs required by youth for green economy? It is in the light of this pertinent and unanswered question that the researchers are undertaking this study to determine the Capacity Building of Youths through Entrepreneurship Skills Acquisition for Green Economy in Uyo, Akwa Ibom State.

Purpose of the Study

The major purpose of the study was to determine the Capacity Building of Youths through Entrepreneurship Skills Acquisition for Green Economy in Uyo, Akwa Ibom State. Specifically, the study sought to:

1. determine the capacity building needs of youths in technical skills acquisition for green economy;
2. determine the capacity building needs of youths in managerial skills acquisition for green economy;
3. Determine the capacity building needs of youths in ICT skills acquisition for green economy.

Research questions

The following research questions guided the study.

1. What are the capacity building needs of youths in technical skills acquisition for green economy?
2. What are the capacity building needs of youths in managerial skills acquisition for green economy?
3. What are the capacity building needs of youths in ICT skills acquisition for green economy?

Statement of Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean responses of instructors and trainees on capacity building needs of youths through technical skills acquisition for green economy.
2. There is no significant difference in the mean responses of instructors and trainees on capacity building needs of youths through managerial skills acquisition for green economy.
3. There is no significant difference in the mean responses of instructors and trainees on capacity building needs of youths through ICT skills acquisition for green economy.

Methodology

A cross sectional survey design was adopted for this study. The population of the study comprised all the 612 participants from 10 Business Training Centres in the four clans of Uyo, Akwa Ibom State to include 100 instructors and 512 trainees. The sample of this study comprised 242 participants to include 80 instructors and 162 trainees drawn from the four clans in Uyo using Taro Yamane sample formula. The researcher-made structured questionnaire with 15 items which was titled: “Capacity Building of Youths through Entrepreneurship Skills Acquisition for Green Economy Questionnaire (CBYESAGEQ)” was used for data collection. The research instruments were face validated by three entrepreneurial experts in Business Training Centres inUyo. The internal consistency of the instrument was determined using Cronbach Alpha Reliability Method with the overall coefficient index obtained was of .871. The data collected was analyzed using independent t-test was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question 1

What are the capacity building needs of youths through technical skills acquisition for green economy?

Table 1: Mean Gap of Capacity Building Needs of Youths through Technical Skills Acquisition for Green Economy n = 304

S/N	Technical skills	$\bar{X}_I$	$\bar{X}T$	$\bar{X}I - \bar{X}T$	Remarks
1	Business presentation skills	3.65	2.05	1.60	SN
2	Coaching Skills	3.46	2.52	0.94	SN
3	Team work skills	3.39	2.35	1.04	SN
4	Writing skills	3.44	2.43	1.01	SN
5	Technical know-how	3.43	2.36	1.07	SN
	Grand Mean	**17.37**	**11.71**	**5.66**	**SN**

Key: SN = Skills Need

The data presented in Table 1 indicated that all the items on technical skills have gaps to be positive (0.94-1.60). The result implies that youths need more training on all the identified technical skills for green economy.

Research Question 2

What are the capacity building needs of youths through managerial skills acquisition for green economy?

Table 2: Mean Gap of Capacity Building Needs of Youths through Managerial Skills Acquisition for Green Economy n=304

S/N	Managerial Skills	$\bar{X}_I$	$\bar{X}T$	$\bar{X}I - \bar{X}T$	Remarks
6	Business analysis skills	3.59	2.11	1.48	SN
7	Planning skills	3.54	2.06	1.48	SN
8	Time management skills	3.44	2.08	1.36	SN
9	Goal-oriented skills	3.79	2.05	1.74	SN
10	Creative skills	3.66	2.04	1.62	SN
	Grand Mean	**18.02**	**10.34**	**7.68**	**SN**

Key: SN = Skills Need

The data presented in Table 2 indicated that all the items on managerial skills have the mean difference to be positive (1.38- 1.74). The result implies that youths need more training on all the identified managerial skills for green economy.

Research Question 3

What are the capacity building needs of youths through ICT skills acquisition for green economy?

Table 3: Mean Gap of Capacity Building Needs of Youths through ICT Skills Acquisition for Green Economy

S/N	ICT Skills	$\bar{X}I$	$\bar{X}T$	$\bar{X}I - \bar{X}T$	Remarks
11	Data collecting skills	3.53	2.92	0.61	SN
12	Data storage skills	3.56	3.18	0.38	SN
13	Data analysis skills	3.60	3.13	0.47	SN
14	Presentation skills	3.74	2.93	0.81	SN
15	E-mailing skill	3.64	3.39	0.25	SN
	Grand Mean	**18.07**	**15.55**	**2.52**	**SN**

The data presented in Table 3 indicated that all the items on ICT skills have the mean difference to be positive (0.25-0.81). The result implies that youths need more training on all the identified ICT skills for green economy.

Null Hypothesis 1

Ho_1: There is no significant difference in the mean responses of instructors and trainees on capacity building needs of youths through technical skills acquisition for green economy.

Table 4: t-test analysis of the difference in the mean responses of instructors and Trainees on capacity building needs of youths through technical skills acquisition for green economy

Items	Group	N	$\bar{X}$	S.D	t-cal	P<.05	Decisions
Business presentation skills	Instructor	80	3.65	.506	17.402	.000	S
	Trainee	224	2.05	.765			
Coaching Skills	Instructor	80	3.46	.693	7.878	.000	S
	Trainee	223	2.52	.986			
Team work skills	Instructor	80	3.39	.907	8.537	.000	S
	Trainee	224	2.35	.944			
Writing skills	Instructor	80	3.44	.570	8.639	.000	S
	Trainee	224	2.43	.982			
Technical know-how	Instructor	80	3.43	.708	9.334	.000	S

	Trainee	224	2.36	.931	

S = Significant, df = 302, Sig@p<.05 Source: Field Work (2022)

Table 4 gives the summary of the t-test analysis of the difference in the mean responses of instructors and trainees in technical skills need for green economy. The result shows that respondents were statistically significant in all the five items on technical skills with (calculated t-values ranging from 7.878 to 17.402, p-values were .000 at 302df). Since all the p-values are lower than the .05 alpha level, it implies there is a significant difference between the mean of the respondents hence, the null hypothesis which stated that there is no significant difference in the mean responses of instructors and trainees on capacity building needs of youths through technical skills acquisition for green economy is rejected.

NullHypothesis 2

Ho$_2$: There is no significant difference in the mean responses of instructors and trainees on capacity building needs of youths through managerial skills acquisition for green economy.

Table 5: t-test analysis of the difference in the mean responses of instructors and Trainees on capacity building needs of youths through managerial skills acquisition for green economy

Items	**Group**	**N**	$\bar{X}$	**S.D**	**t-cal**	**P<.05**	**Decisions**
Business analysis skills	Instructor	80	3.59	.567	16.764	.000	S
	Trainee	224	2.11	.713			
Planning skills	Instructor	80	3.54	.594	16.573	.000	S
	Trainee	224	2.06	.712			
Time management skills	Instructor	80	3.44	.633	14.863	.000	S
	Trainee	224	2.08	.727			
Goal-oriented skills	Instructor	80	3.79	.441	20.842	.000	S
	Trainee	224	2.05	.697			
Creative skills	Instructor	80	3.66	.594	17.413	.000	S
	Trainee	224	2.04	.754			

S = Significant, df = 302, Sig@p<.05 Source: Field Work (2022)

Table 5 gives the summary of the t-test analysis of the difference in the mean responses of instructors and trainees in managerial skills need for green economy. The result shows that respondents were statistically significant

in all the five items on managerial skills with (calculated t-values ranging from 14.863 to 20.842, p-values were .000 at 302df). Since all the p-values are lower than the .05 alpha level, it implies there is a significant difference between the mean of the respondents hence, the null hypothesis which stated that there is no significant difference in the mean responses of instructors and trainees on capacity building needs of youths through managerial skills acquisition for green economy is rejected.

Null Hypothesis 3

Ho3: There is no significant difference in the mean responses of instructors and trainees on capacity building needs of youths through ICT skills acquisition for green economy.

Table 6: t-test analysis of the difference in the mean responses of instructors and trainees on capacity building needs of youths through ICT skills acquisition for green economy

Items	Group	N	$\bar{X}$	S.D	t-cal	P<.05	Decisions
Data collecting skills	Instructor	80	3.53	.795	5.136	.000	S
	Trainee	224	2.92	.932			
Data storage skills	Instructor	80	3.56	.592	3.804	.000	S
	Trainee	224	3.18	.819			
Data analysis skills	Instructor	80	3.60	.628	4.004	.000	S
	Trainee	224	3.13	.970			
Presentation skills	Instructor	80	3.74	.443	7.050	.000	S
	Trainee	224	2.93	.991			
E-mailing skill	Instructor	80	3.64	.557	2.941	.000	S
	Trainee	224	3.39	.680			

S = Significant, df = 302, Sig@p<.05 Source: Field Work (2022)

Table 6 gives the summary of the t-test analysis of the difference in the mean responses of instructors and trainees in ICT skills need for green economy. The result shows that respondents were statistically significant in all the five items on ICT skills with (calculated t-values ranging from 2.941 to 7.050, p-values were .000 at 302df). Since all the p-values are lower than the .05 alpha level, it implies there is a significant difference between the mean of the respondents hence, the null hypothesis which stated that there is no significant difference in the mean responses of instructors and trainees on capacity

building needs of youths through ICT skills acquisition for green economy is rejected.

Discussion of Findings

Capacity Building of Youths in Technical Skills

Hypothesis one reveals that there is a significant difference in the mean responses of instructors and trainees on capacity building needs of youths through technical skills acquisition for green economy. The p-value was less than the alpha value .05. Hence, the null hypothesis was rejected.

This finding is supported by (Mullins, 2010) who reported thattechnical skills consist of writing, listening, oral presentation, organizing, coaching, teamwork, and technological know-how. Also, Alberti et al., (2014) reported that technical skills are crucial as they reduce costs on unnecessary repairs and maintenance of machinery and other business equipment. As a result, a firm that spends less and saves more is more likely to succeed, and their income level will rise as well, resulting in an improvement to living standard and, eventually, a reduction in poverty.

Capacity Building of Youths in Managerial Skills

Hypothesis two reveals that there is a significant difference in the mean responses of instructors and trainees on capacity building needs of youths through managerial skills acquisition for green economy. The p-value was less than the alpha value .05. Hence, the null hypothesis was rejected.

This finding is supported by (Osuala, 2011) who viewed Management as the act of getting things done through people. It is a process of achieving an organization's goal through coordinated performance of five specific functions namely; planning, organizing staffing, directing and controlling. In addition, Papulova (2017) identified the skills needed for effective managerial functions to include, creativity, intuition, goal-oriented, responsibility, self-confidence, imitative, independence, cautioness, discipline persistence, optimism and fantasy.

Capacity Building of Youths in ICT Skills

Hypothesis three reveals that there is a significant difference in the mean responses of instructors and trainees on capacity building needs of youths through ICT skills acquisition for green economy. The p-value was less than the alpha value .05. Hence, the null hypothesis was rejected. This finding is supported by Scott (2012) who described ICT as

encompassing a range of applications, communications and technologies which aid information retrieval, research, communication and administration, included among these devices and application are online data bases, library services, and online service and fax machines. ICT predominates all aspects of our lives:- governments, business, markets, productivity, education, and the labour market.

Conclusion

Based on the findings of this study, it is through this study that those interested in youth empowerment can understand the context and settings in which the theory flourishes, expanding the reach beyond entrepreneurship and incorporating it into other spheres of the society where the public is engaged such as education policy and economic systems which result in the creation of youth as change agents. Based on the findings of this study, it was concluded that there is need gap in technical skills, managerial skills and ICT skills for green economy. Youths need more training to have capacity for green economy.

Recommendations

Based on the findings, the following recommendations were made.

1. The government and stakeholders in economic development should embark on capacity building, continual training, and education on life skills, which should include busines skills, marketing competencies, and ICT. Such capabilities would enable the enterprises founded and run by these recipients to prosper even in difficult economic times.
2. Furthermore, the Akwa Ibom State government should place a strong focus on youth entrepreneurship. This will make them less vulnerable to banditry and terrorism and will enable them to be more productive in life. This may be accomplished by encouraging young people to enroll in vocational training programmes that give hands-on training and life skills. The government can do this by providing financial assistance to students for tuition and bursaries. This will assist the youth to be prepared with the required skills to start and manage their enterprises.
3. For any poverty eradication programme to be successful, the government should also aim to reduce high levels of corruption, inefficient programming, and poor beneficiaries targeting.

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