

ENTREPRENEURIAL EDUCATION AND ECONOMIC WELLBEING OF INTERNALLY DISPLACED PERSONS IN NORTH CENTRAL NIGERIA

Chidi Agu Mascot Uchenyi¹, Anastasia I. Ogbo¹, Emmanuel I. Agbaeze¹, Boniface Paul Otiala¹

¹Department of Management, University of Nigeria, Enugu Campus.

ABSTRACT

The study examined entrepreneurial education and economic wellbeing of internal displaced persons in North Central Nigeria. Specifically, the study sought to: examine the extent to which technical skill acquisition effects food security of internally displaced persons in North Central Nigeria; ascertain the extent to which knowledge acquisition effects literacy rate of internally displaced persons in North Central Nigeria; determine the extent to which innovation skill acquisition effects income generation of internally displaced persons in North Central Nigeria; assess the extent to which opportunity recognition effects health-care accessibility of internally displaced persons in North Central Nigeria and identify the extent to which critical thinking skills effects house accommodation of internally displaced persons in North Central Nigeria. Research design was descriptive survey research. Study Area was North Central Nigeria. The sample size of 399 respondents taken from population of 1,302,443 internally displaced persons in 219,445 households across Benue, Kwara, Kogi, Nasarawa, Niger, Plateau and Federal Capital Territory. The study has structured questionnaire to obtain data. Research questions was answered using mean score and standard deviation. The hypotheses stated will be tested using single regression techniques. The empirical results showed that technical skill acquisition has significant effect on food security of internally displaced persons in North Central Nigeria (t-statistic; 6.446; p-value; 0.000 < Sig-value; 0.05); knowledge acquisition has significant effect on literacy rate of internally displaced persons in North Central Nigeria (t-statistic; 11.826; p-value; 0.000 < Sig-value; 0.05); innovation skill acquisition has significant effect on income generation of internally displaced persons in North Central Nigeria (t-statistic; 7.238; p-value; 0.000 < Sig-value; 0.05); opportunity recognition has significant effect on health-care accessibility of internally displaced persons in North Central Nigeria (t-statistic; 9.516; p-value; 0.000 < Sig-value; 0.05) and critical thinking skills have significant effect on house accommodation of internally displaced persons in North Central Nigeria (t-statistic; 5.806; p-value; 0.000 < Sig-value; 0.05). The study concluded that entrepreneurial education has positive and significant effect on economic wellbeing of internally displaced persons in North Central Nigeria. The study recommended that there should be urgent need for Government to provide materials and well-furnished and equipped entrepreneurship centers for teaching technical skill acquisition in internally displaced persons camps in North Central Nigeria. And Centre for entrepreneurship education should be mandatorily established in all internally displaced persons in North Central Nigeria

Keywords: Entrepreneurial education, Economic wellbeing, Internally displaced persons, Entrepreneurship, Skill acquisition

1.0 INTRODUCTION

1.1 Background of the Study

Entrepreneurial education (EE) prepares people, especially the youth, to become responsible and enterprising individuals with the potential to contribute to economic development and sustainable communities (Aletan, Longe & Zuhumben, 2023). It refers to the process of equipping individuals

with the knowledge, skills, and mindset to identify opportunities, develop innovative ideas, and launch and manage new ventures, whether they are businesses or social initiatives. On the flip side of it, Economic wellbeing refers to the state of having sufficient resources to meet one's needs, both present and future, and to live a comfortable and fulfilling life. In developed and developing countries, entrepreneurial education is a critical economic driver for economic growth and sustainable development (Asur, Yusuf & Bashir, 2021). Entrepreneurship training is meant to sensitise both the literate and illiterate to change the mental orientation of "job-seeking" to "job-giving"; and to modernise and inject new ideas and technologies to enhance national socioeconomic development. EE based on experiential learning serves as a useful tool for economic growth through job creation.

Entrepreneurial skill acquisition may economically empower the internally displaced persons to be self-reliant, improves their lives and effort towards restoring peace in the region. However, only few studies have been carried out on the economic aspect, and those that are available are not detailed on entrepreneurial skill development and have not tried to assess the impact of the skills acquired towards economic self-reliance of internally displaced persons. For example, the study by Deng and Wang, (2023), concentrated more on the sustenance of internally displaced persons through provision of food, clothing, shelter, healthcare and education without considering the aspect of entrepreneurial skill acquisition. Many business owners have been forced to close down and some flee the town as a result of security challenges. Despite the efforts made by the Government and NGOs to alleviate economic hardship faced by the internally displaced persons, (Ekesionye & Onuoha, 2019). In addition, there is dearth in literature on the impact of entrepreneurial education on economic wellbeing of internal displaced persons. This poses a serious concern in the academics and creates wide gap in the literature. Thus, to fill this gap, this study focuses on assessing the impact of entrepreneurial education on economic wellbeing of internal displaced persons in North Central Nigeria.

Insurgents' attacks have been a serious concern in many countries of the World and it has become an epidemic for several years. The Internal Displacement Monitoring Center (IDMC) estimated the number of Internally Displaced Persons (IDPs) Worldwide to be about 38.2 million in 2014, the highest level since 1989 (IDMC, 2017). The figures kept escalating significantly in many insurgences affected countries, which brought the figure to 40.3 million people as a result of conflict and series of attacks on people as at 2016. The report shows that one person in every second is forced to flee their home in conflict affected countries (IDMC, 2017). Global Report on Internal Displacement (2017) opined that Africa is the hardest hit by heavy armed insurgence attacks that led many people to flee for safety. In 2016, the total Internally Displaced Persons in Africa was about 10.762 million out of a total world Internally Displaced Persons population of 40.3 million which is approximately 26.7%. Currently, Africa has about 13 million internally displaced persons, a third of the global number of Internally Displaced Persons, and more than double the number of refugees in the continent (IDMC, 2017). In Nigeria, numerous individuals have tragically lost their lives and endured various forms of abuse, forcing them to abandon their homes, property, and families. These displacements have occurred due to factors such as the presence of Boko Haram, political instability, civil conflicts, natural or economic disasters, and other threats. As these individuals have not crossed international borders, they are categorized as "internally displaced persons" (IDPs) rather than refugees (Aletan, Longe, Zuhumben, 2023). The statement of World Food Programme (WFP, 2000) stated that internally displaced persons face unique challenges relating to violence and abuse, particularly in regions experiencing ongoing conflicts. Recognizing their primary responsibility to protect and assist affected populations under

their control; governments have become increasingly responsive, as emphasized by the collaboration between the World Food Programme and the Norwegian Refugee Council (2017). Displaced individuals encounter numerous hardships, including limited access to water, healthcare, shelter, education, and basic income. It is crucial to meet their fundamental needs, such as adequate shelter, food, clean water, healthcare, education, security, clothing, and information, upon their safe arrival at temporary locations, in order to sustain their lives and prevent adverse social, cultural, and security consequences for both themselves and host communities (Mshelia & Aishatu, 2018). Moreover, Amnesty International in 2022 estimates that at least 17,000 people have lost their lives since Boko Haram intensified its insurgency in northern Nigeria in 2019.

The impact of entrepreneurship education in Nigeria is enormous in socio-economic lives of the people. Entrepreneurship education is the best-known veritable tool for training work force for national growth. It has trained more work force than other forms of education. It also has the potential for developing work force in over one thousand careers represented in all departments of human endeavours (Onuche & Olaniran, 2018). There is no socio-economic sector of the nation that does not benefit from entrepreneurship education. For instance, the technical knowledge, technical information and the skills needed for effective assimilation of the modern technological products are acquired through training and re-training in entrepreneurship education. According to Amoo, Smith, Ujah and Oladele, *et al* (2018), the knowledge of technical and entrepreneurship skills is the prime mover of economic and social development of any nation; therefore, investment in human capital is an investment for the future of any country. Education and training could be regarded as a bedrock for improvement and has to be problem oriented, person centered, community centered and should be able to cater for social problems which include unemployment, crimes, poverty, health, drug abuse etc. To empower entrepreneurship education in the pursuit of the above goals and monitor its efforts in achieving quality learning, the government has set up agents of quality assurance to do the job (Ojonugwa, 2019). These agents are National commission for Colleges of Education (NCCE), the National Board for Technical Education (NBTE) and the National Universities Commission (NUC).

1.2 Statement of the Problem

Economic well-being refers to an individual or society's ability to meet their needs and maintain a satisfactory standard of living, encompassing income, wealth, employment and access to essential goods and services. Education is a veritable tool for enhancing economic growth and national development. It is seen as the cornerstone of development because it forms the basis of literacy, skill acquisition, technological advancement, knowledge acquisition and ability to harness the natural resources of the environment. Entrepreneurship education has continued to feature as a captivating theme in local summits and international conferences because of its potency as tool for mitigating unemployment and other social-economic challenges inhibiting sustainable development in all parts of the globe (Ugwu, Asuma & Ugwuanyi, 2024).

The intensity of internal displacement arising from violent conflicts and its consequences on the population of Nigerian over the past years has caught the attention of both local and international communities. Northern Nigeria among other regions of the country has witnessed various degrees of insecurity with its resultant effect on the internally displaced persons (IDPs). The economic fortunes of the affected communities and overall standard of living of those living in the camps within the affected states has become challenging. Insecurity in the affected regions have not only prevented development of the affected communities but also hindered foreign investments, disrupt social activities, peaceful co-existences and has become a great threat to the growth and development of the region in particular and Nigeria in general.

With the above mentioned situation, it becomes imperative to proffer a sustainable solution to the dire situation being faced by the Internally Displaced Persons, especially those being quartered in camps. The internally displaced persons need a vital learning domain in areas of cognitive and psychomotor domain needed for sustainable livelihood. To this end, empirical studies have shown that vocational, technical and entrepreneurship training has the potentials of providing women and men alike with skills for self-reliance. Previous studies along this line seek to show that Vocational, Technical Education and Entrepreneurship Training is the major programme capable of providing youths with basic skills for self-reliance. This research therefore wants to find out the impact of entrepreneurial education on economic wellbeing of internal displaced persons, particularly in North Central Nigeria.

1.3 Objectives of the Study

The *main objective* of this study is to examine entrepreneurial education and economic wellbeing of internally displaced persons in North Central Nigeria. The *specific objectives* of this study are to:

- i. Ascertain the extent to which technical skill acquisition effects house accommodation of internally displaced persons in North Central Nigeria.
- ii. Ascertain the extent to which knowledge acquisition effects health care accessibility of internally displaced persons in North Central Nigeria.
- iii. Determine the extent to which innovation skill acquisition effects income generation of internal displaced persons in North Central Nigeria.
- iv. Assess the extent to which opportunity recognition effects food security of internally displaced persons in North Central Nigeria.
- v. Determine the extent to which critical thinking skills effects literacy rate of internally displaced persons in North Central Nigeria.

1.4 Research Questions

This study seeks to provide answers to the following research questions.

- i. To what extent is the effect of technical skill acquisition on house accommodation of internally displaced persons in North Central Nigeria?
- ii. To what extent does knowledge acquisition affect health care accessibility of internally displaced persons in North Central Nigeria?
- iii. To what extent does innovation skill acquisition affect on income generation of internally displaced persons in North Central Nigeria?
- iv. To what extent does opportunity recognition affect food security of internally displaced persons in North Central Nigeria?
- v. To what extent is the effect of critical thinking skills on literacy rate of internally displaced persons in North Central Nigeria?

1.5 Research Hypotheses

These Alternative hypotheses are formulated as follows:

- i. Technical skill acquisition has significant effect on house accommodation of internally displaced persons in North Central Nigeria.
- ii. Knowledge acquisition has significant effect on health care accessibility of internally displaced persons in North Central Nigeria.
- iii. Innovation skill acquisition has significant effect on income generation of internally displaced persons in North Central Nigeria.
- iv. Opportunity recognition has significant effect on food security of internally displaced persons in North Central Nigeria.

- v. Critical thinking skills have significant effect on literacy rate of internally displaced persons in North Central Nigeria.

2.0 LITERATURE REVIEW

2.1 Conceptual Review

2.1.1 Entrepreneurial Education

Enterprise education is defined as the process of equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make them happen (Nwalado & Simiku, 2022). Entrepreneurship education equips students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business. All of this is a prerequisite for entrepreneurial effectiveness, that is, the ability to function effectively as an entrepreneur or in an entrepreneurial capacity, for example within small businesses or as part of 'portfolio careers', where multiple job opportunities, part time work and personal ventures combine (Thandukwazi & Mpubane, 2023). Enterprise and entrepreneurship are transdisciplinary, with a strong connection to issues of employability, innovation, knowledge transfer, commercialisation, and intellectual property. Entrepreneurship education can be defined as the purposeful intervention by an educator in the life of the learner to impart entrepreneurial qualities and skills to enable the learner to survive in the world of business (Isa-Salabson, 2020). Mankgele, Ratsoma and Ramasobana, (2023) define entrepreneurship education as the structured formal conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures.

2.1.2 Internally Displace Persons (IDPs)

The concept of internally displaced persons (IDPs) has no specific definition. Like other social sciences concepts, it has been defined differently by different people such as scholars, authors and even students. However, Nwanna and Oparaoha (2018), see internally displaced persons (IDPs) as people who have fled their homes because of conflict and persecution based on religion, race, and nationality, membership in a social group or political opinion but remain within their home countries' borders. A comprehensive definition of internally displaced persons is offered by United Nations High Commissioner for Refugees (UNHCR) and the African Union Convention for Protection and Assistance of Internally Displaced Persons in Africa known as the Kampala Convention, (2009), as quoted by Obikaeze and Onuoha, (2016), internally displaced persons are persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border. From my understanding of the above definitions, internally displaced persons on a similar hand can also be a citizen of a country who involuntarily fled their legal residents or places of work for safety purposes as a result of natural or man-made disasters such as flooding, Tsunami, earthquake, civil war armed conflict, and terrorism among others but still remain within their country's borders.

2.1.3 Technical skill acquisition and House Accommodation of Internally Displaced Persons

Nigeria is witnessing various forms of insecurity challenges. The insecurity challenges have taken various forms in different parts of the country. In the North-eastern Nigeria, Boko Haram, Kidnapping and bandits are the common insecurity threats in the zone. The unparalleled spate of

insecurity and other forms of violent crimes in the area has left many inhabitants in the vulnerability situation, loss of lives, properties and disruption of economic activities among others. Abraham and Miftahu, (2023) lamented that insecurity has holds the nation to ransom. The author added that, armed robbery, kidnapping, insurgency and terrorism have spread across the entire nation like a wild fire across the polity. Chiekezie, Nzewi and Iyekekpolor, (2016) observed that there is a dramatic increase in violence, terrorism and the like, in Nigeria. The author stressed that, these days, the country is witnessing series of bombings, shooting and killings, kidnappings, armed robbery, arson and so on. There is no gain saying the insecurity in the country has put the citizens at a cross-road. The endemic and endless insecurity in the country and the inability of security agencies to tackle the problem forced the inhabitants to migrate to neighboring places. The study conducted by Ejiroghene and Okolie, (2019) reported that Nigeria the largest populated country in Africa is witnessing many waves of conflict, generalized violence, natural disasters, terrorist attack, bandits, human rights violations and other forms of atrocities. United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA, 2016). The report further revealed that, Nigeria is witnessing different forms of insecurity challenges, the report shows in 2009, over 20,0000 people have been killed, countless people were abducted and millions sustained serious injuries. The situation according to UNOCHA (2016) is a threat to human lives and properties. These explained why Emmanuelar (2018) reported that, today, safety of life and properties are not guarantee in different parts of Nigeria due to insecurity challenges.

The problems of insecurity which lead to displacement of people are more pronounced in North-eastern part of the country. The outbreak of Boko Haram crisis in the year 2009, and the persistent increase in the deadly attacks in the zone with consequential effects on properties and lives forced many people to flee to nearby places for safety of the lives. The report of United Nation indicated that 300,000 people in Borno, Adamawa and Yobe fled their homes early 2013. The report further indicated that, in March, many people living in rural areas of Yobe State fled their homes after receiving letters from Boko Haram warning them of impending attacks. Besides, reprisal attacks on communities accused of sheltering Boko Haram insurgents by the Nigerian armed forces had also added to the number of displaced people in the State. Agbo, (2021) reported that problem of insecurity in Northeastern Nigeria has rendered many people displaced from their homes. The study conducted by The Global Report on Internal Displacement (GRID, 2016) disclosed that Nigeria has 3.3 million displaced persons. Ojo and Fanto (2017) observed that, inadequate food, shelter or healthcare facilities, and traumatized situation are some of the challenges faced by the internally displaced persons in North East, Nigeria.

2.1.4 Knowledge Acquisition and Health-care Accessibility of Internally Displaced Persons

Kemei, Bukola, Matiwos, Hayat, Okeke-Ihejirika and Tina, (2024) examined forms and adverse effects of insecurities among internally displaced children in Ethiopia. The empirical results reported that IDP children in Burayu town faced many challenges related to poor socioeconomic conditions that exposed them to several insecurities and negatively affected their well-being. They reported inadequate access to clothing and shelter, clean water, sanitary facilities, food, and adequate healthcare due to financial barriers, lack of drugs, and quality of care. Our data analysis shows that socioeconomic and contextual factors intersect to determine the health and well-being of children in the Ethiopian IDP camp studied. The children experienced insecurities while navigating their daily lives. This is compounded by institutional practices that shape gender relations, income status, and access to healthcare, education, and food. These deficiencies expose children to traumatic events that could decrease future livelihood prospects and lead to compromised mental health, rendering them susceptible to prolonged post-traumatic stress

disorder and depression. Results are presented under the following topics: (1) basic needs insecurity, (2) healthcare insecurity, (3) academic insecurity, (4) economic insecurity, (5) food insecurity, and (6) physical and mental health insecurity. Ushe, (2018) examined the role of open and distance learning in providing religious education to the Internally Displaced Persons (IDPs) in Nigeria. The paper adopts a mixed methodology which makes use of descriptive survey design, structured questionnaires, interviews and secondary sources for data collection and data analysis. Using two single modes of open and distance learning institutions: National Open University of Nigeria and National Teacher's Institute, Kaduna, the study investigated how the mounting of certification programmes has significantly affected the availability, accessibility and adaptability framework delineating the content of the right to religious education for Internally Displaced Persons (IDPs) in Nigeria.

2.1.5 Innovation skill acquisition on Income Generation of Internally Displaced Persons

Innovation skill acquisition refers to ability to be trained on a particular task or function. It is a form of training of individuals or group of individuals to acquire skills needed for self-sustenance (Botha & Obeng-Koranteng, 2020). Innovation skill acquisition is the manifestation of idea and knowledge through training geared towards instilling in the youths the spirit of entrepreneurship needed for meaningful development (Naniek, Juntika, Dasim and Encep, (2023). Innovation skill acquisition is a major tool for extreme poverty and hunger eradication with the aim of creating an avenue for jobs and wealth which will bring self-reliance and sufficiency and, contribute to the growth and development of a country's economy (Aletan, Longe, Zuhumben, 2023). Innovation skill acquisition is the ability to be trained on a particular task or function (Asur, Yusuf & Bashir, 2021). Moindi and Nyatuka, (2022) posited that Innovation skill acquisition requires the gathering of various abilities that enhance task execution through the coordination of both theoretical and practical form of knowledge. It involves the training of people in different fields of trade under a legal agreement between the trainers and the trainees for certain duration and under certain conditions. Hamzat, Isa-Bello and Inuwa, (2024) stated that innovation skill acquisition leads to employment generation in small and medium enterprises such as computer business centers, book binding centers, laminating centers, computer sales, computer training, internet centers (cybercafé), business registration, photocopying centers, reprographic, and printing press among others.

2.1.6 Opportunity recognition on Food Security of Internally Displaced Persons

Most internally displaced persons crises occur in the poorest regions of the world, with immense material hardship experienced by internally displaced persons (Ekesionye & Onuoha, 2019). Some scholars argue that poor socioeconomic conditions can make it more likely for internally displaced persons to become radicalised. Ugwu, Asuma and Ugwuanyi, (2024) find that some Palestinian internally displaced persons living in poverty-stricken camps with minimal opportunities, have exhibited an attraction to radical Islam, which has not occurred among the better-integrated Palestinian community living outside the camps. Gathogo, (2024) argue that the negative effects of confinement and overcrowding in these camps, including feelings of despair, are likely to lead to chaos, hunger and famine. This desperation normally results in internally displaced persons scavenging for food wherever and however they can. Any opportunity or information at all that they get, they exploit it to scavenge for food. Some of these students, who expressed a sense of desperation, openly identified their desire to join al-Qaeda upon graduation. In light of these findings, Martin-Rayó (2023) concludes that a well-rounded education, even if for short duration, is a key factor in reducing hunger and starvation, as well as radicalisation of displaced populations

and that the international community should develop protocols for education in camps alongside established protocols for food, clothing and shelter.

2.1.7 Critical thinking skills on Literacy Rate of internal displaced persons

The acquisition of vocational and entrepreneurial skills by Nigerian youths will spur them to set up various types of business enterprises, aimed at alleviating the problem of poverty. Such business enterprises according to Thandukwazi and Mpubane, (2023), include dry cleaning or laundering services, manufacturing of soap and cream, interior and exterior decorations, catering and restaurant business, snack business and nourishing drinks, tie and dye or batik, bread baking, soft furnishing such as, headrest, arm rest, throw pillows, bead making, bags, flower vase, necklace and ear-ring, bead curtains, tailoring and fashion designs. The educational input for vocational and entrepreneurship education includes human resources such as teaching and non-teaching staff in the Vocational and Entrepreneurial Skills Acquisition Centres, experienced artisans and other resource persons in the community. The material resources include the books and periodicals, audio-visual materials including computers. The physical resources include Vocational and Entrepreneurial Skills Acquisition Centre buildings such as classrooms, laboratories, technical workshops, libraries, studios, administrative blocks, assembly halls and other physical facilities of the Vocational and Entrepreneurial Skills Acquisition Centre. The financial resources include the available funds earmarked for vocational and entrepreneurial skills acquisition in the Centre.

2.2 Theoretical Framework

2.2.1 Theory of Planned Behaviour

The Theory of Planned Behavior (TPB) was developed by Icek Ajzen as an attempt to predict human behavior (Ajzen, 1991). The theory of planned behavior posits that attitude toward the behavior, subjective norm, and perceived behavioral control influence behavioral intention. The Theory of Planned Behavior (TPB; Ajzen, 1985, 1987, 1991) was developed from the Theory of Reasoned Action, and is more applicable when the probability of success and actual control over performance of a behavior are suboptimal. In addition to attitudes and subjective norms which comprise the theory of reasoned action, the theory of planned behavior's key contribution is the concept of perceived behavioral control, defined as an individual's perception of the ease or difficulty of performing the particular behavior (Ajzen, 1987). How strong an attempt the individual makes to engage in the behavior and how much control that individual has over the behavior (behavioral control) are influential in whether he or she engages in the behavior. Behavioral intention is produced from a combination of attitude toward the behavior, subjective norm, and perceived behavioral control (Ajzen, 2002). Behavioral control is similar to self-efficacy, and depends on the individual's perception of how difficult it is going to be to engage in the behavior. The more favorable a person's attitude is toward behavior and subjective norms, and the greater the perceived behavioral control, the stronger that person's intention will be to perform the behavior in question. Moreover, given a sufficient degree of actual control over the behavior, people will be expected to carry out their intentions when the opportunity arises (Ajzen, 2002). Thus, an individual with positive attitudes about always using condoms during vaginal or anal intercourse, who perceives social support for these behaviors from key referent others and who has the conviction that he or she can carry out these behaviors effectively, will likely take consistent HIV preventive actions (Fisher, 1997). The model emphasizes the roles played by knowledge regarding necessary skills for performing the behavior, environmental factors, and past experience with the behavior (Ajzen and Madden, 1986). Critics have argued that these models would benefit from a more clear and explicit definition of behavior control. Others have suggested

adding the role of beliefs and moral and religious norms would help improve predictive ability of the models.

The Theory of Planned Behavior assumes that individuals have deliberate control over their behavior. The harder individuals try to perform a behavior, the more likely they are to succeed. Individuals are more likely to perform a behavior if they have a favorable attitude (perception of consequences of the behavior) and subjective norm (perception of other's approval) about the behavior and have a high degree of perceived control (perception of difficulty to perform the behavior). Media interventions that work on changing attitudes and subjective norms to be more favorable and to increase perception of control could be effective in reducing stigma.

2.3 Empirical Review

Gathogo, (2024) examined effect of entrepreneurship education on the entrepreneurial competencies among graduate students in Kenya. The study compared the entrepreneurial competencies namely entrepreneurial mindset, core self-evaluation, and entrepreneurial attitude of entrepreneurship students against their colleagues pursuing other electives in the Masters in Business Administration degree program. Descriptive analysis was done using graphs and tables and inferential statistical analysis was done which included exploratory factor analysis, discriminant, and convergent validity testing and student t-tests. The study findings revealed a positive substantive significant effect of entrepreneurship education on the entrepreneurial mindset of entrepreneurship students in comparison to their colleagues who did not choose the entrepreneurship elective, the study findings revealed that there was no statistical nor substantive significant effect of entrepreneurship education on the Core Self-Evaluation of entrepreneurship students in comparison to their colleagues who did not choose the entrepreneurship elective. They recommended that government should incorporate other entrepreneurial competencies such as entrepreneurial skill and knowledge.

Owoeye, Valda, Ndako, Adama, Adekunle, and Danlami, (2024) analyzed the effects of service delivery on the wellbeing of the Internally Displaced Person (IDPs) in the Federal Capital Territory (FCT), Abuja. The objectives of this inquiry were to assess the socioeconomic attributes of the internally displaced persons, scrutinize the types and efficacy of service delivery within the internally displaced persons camps, and appraise the consequences of service delivery on the well-being of the internally displaced persons in the research area. For this study, we selected a representative sample of 331 households to examine the households encompassing the internally displaced persons. The method of data analysis was content literature analysis. The findings unveiled the extent of deprivation endured in terms of essential amenities such as shelter, proper sanitation, reliable electricity, potable water, and adequate healthcare provisions. For instance, all participants resided in makeshift accommodations, including tents, plank houses, schools, and sack houses, with over 80% expressing concerns regarding security issues within the internally displaced persons camps. Consequently, this investigation concludes that the research area grapples with challenges encompassing food insecurity, personal security, criminal activities, fear of crime, poor health, limited educational opportunities, and precarious livelihoods, thereby augmenting vulnerability and diminishing the quality of life experienced by Internally Displaced Persons. The study recommended advocating for comprehensive planning measures targeting internally displaced persons in Abuja with the purpose of enhancing their well-being and overall quality of life.

Okafor, Igbadoo and Mazeli, (2024) assessed the effect of internal displacement on socioeconomic well-being in North central Nigeria. Its specific objectives were to evaluate the effect of destruction of properties on access to social amenities and to ascertain the effect of violence on access to

healthcare services in North central Nigeria. The methodology adopted for the study was survey design on a population of 122,000 internally displaced persons, a sample of 360 was obtained using Bill Gordon sample size determination formula. A structured questionnaire was administered on the sample. The hypotheses were tested using Spearman's ranked correlation coefficient at 0.05 level of significance. Findings revealed that, destruction of properties significantly affected access to social amenities of internally displaced persons ($\rho = 0.940$ sig = $0.01 < 0.05$) and that violence significantly affected access to healthcare services of internally displaced persons ($\rho = 0.893$ sig = $0.01 < 0.05$). The study recommended that: Government should implement targeted livelihood support programs tailored to the specific needs of internally displaced persons in North Central Nigeria. These programs could include skills training, vocational education; and there is need to conduct a thorough assessment to determine the specific health needs and challenges faced by internally displaced persons.

Jonathan, and Baniyet-Njei, (2023) examined the socio-economic and political implications of forced migration for internally displaced families in Nigeria. Specifically, the study sought to investigate influence of forced migration on socio-economic of internally displaced families in Nigeria and challenges facing internally displaced families in accessing education and healthcare in Nigeria. The method of data analysis was content literature analysis. The study used a combination of research interviews, focus groups, and case studies to collect data on the experiences, challenges, and coping mechanisms of internally displaced persons families. The findings of the study show that forced migration has a significant impact on the socio-economic and political status of internally displaced persons families. Internally displaced persons families experience high levels of poverty, unemployment, and food insecurity. They also face challenges in accessing education and healthcare. In addition, internally displaced persons families are often marginalised and discriminated against. It argues that the Nigerian government, international organisations, and civil society need to take steps to address the socio-economic and political challenges facing internally displaced persons families. It recommends providing basic services, promoting social and economic inclusion, and supporting political participation in internally displaced persons families to alleviate the hardship occasioned by the situation in which they find themselves.

Igbadoo, Aniagbaoso, Abara, Etim-Udoh, Tamunomoni, and Aondona, (2023) examined ethno-religious conflicts and socioeconomic well-being of internally displaced persons in North Central Nigeria. Its specific objectives were to assess the effect of incessant attacks on food security of internally displaced persons and to ascertain the effect of forced displacement on decent shelter for internally displaced persons. The methods of data analysis were inferential statistical analysis. The sample size of 360 respondents was drawn from 122,000 internally displaced persons. The structured questionnaire was administered on the sample. Data analysis reveals that, incessant attacks significantly affected food security of internally displaced persons ($p = 0.01 < 0.05$) and that forced displacement significantly affected decent shelter of internally displaced persons ($p = 0.01 < 0.05$). The study recommended that: Government should as a matter of necessity, introduce ranching for herders in order to avoid herds encroaching on farm lands, thereby causing conflicts between herders and farmers that do result to food insecurity and the use of information and communication technology gadgets by security operatives is paramount, government should provide and train security personnel in information gathering such that intending conflicts can be

nipped in the bud to avoid its escalation and consequent population displacement associated with it.

Okeke, Ochie, Meludu and Ezeano, (2023) assessed the determinants and constraints of food security among internally displaced persons in North Central Nigeria. Specifically, the study sought to explore family background determinants of food security among internally displaced persons and constraints of food security among internally displaced persons in North Central Nigeria. Primary data used for the study were derived by a survey of 137 residents of the internally displaced persons camps using a structured questionnaire. Data obtained were analyzed using simple descriptive statistics and binary logit regression. The result of the analysis showed that household size, children status, and religion are statistically significant at 5%. Poor health status, high cost of food in the camp, lack of steady income, limited access to farmland, and rapid population growth in the camp were identified among others as the constraints to food security with a high mean score of >2.4. The study recommended that government policy measures directed towards family planning in internally displaced persons camps should be given adequate attention and made a priority to reduce the number of persons in a household and ensure that every one is adequately taken care of.

Thandukwazi and Mpubane, (2023) conducted a study to determine the impact of entrepreneurship education on the entrepreneurial competences of students in Technical and Vocational Education and Training (TVET) Colleges in South Africa. Specifically, the study sought to: ascertain students' perceptions of the entrepreneurship education curricula in Technical and Vocational Education and Training colleges in terms of promoting entrepreneurial competencies and assess the role of Technical and Vocational Education and Training colleges in promoting entrepreneurship education. This study employed a convenience sampling method and collect data from 136 final-year students in the study area. The data were analysed using mean, standard deviation and Pearson coefficient. The findings demonstrated that entrepreneurship education has a positive and significant effect on entrepreneurial alertness and entrepreneurial competences. Additionally, entrepreneurship education was found to have a positive and significant impact on mediating the relationship between entrepreneurial competences and business start-ups. This finding highlights the importance of educators seeking to build an entrepreneurial mindset within entrepreneurship education, in addition to developing students' entrepreneurial alertness by focusing on opportunity identification and recognition. The study recommends that Technical and Vocational Education and Training Colleges should design entrepreneurship education programs that emphasize experiential learning. This can be achieved through practical activities such as business simulations, internships, and business incubators, where students can engage in hands-on learning and experimentation.

Aletan, Longe, and Zuhumben (2023) examined the impact of vocational training on internally displaced women in Plateau State. Specifically, the study sought to explore to; examine how skill acquisition influence the economic status of women in internally displaced persons Camp in Plateau State and find out how skill acquisition through soap making influence health status of internally displaced persons woman in Plateau State. The study adopted descriptive survey research method. The target population of the study comprised all internally displaced women in internally displaced persons camps in Plateau State. This research was carried out in Riyom of Plateau State in North Central Nigeria. Sixty respondents were randomly selected as sample for

this study but at the end of the exercise, only Fifty-Five (55) were retrieved for data analysis. A structured inventory was constructed and administered on the respondents for data collection. The data obtained were statistically analyzed using simple percentages, mean and standard deviation. The findings revealed that skill acquisition through Beads making has influence on the economic status of women in internally displaced persons Camp in Plateau State; also, skill acquisition through soap making has influence on the health status of internally displaced persons woman in Plateau State. It was recommended that the administration of the state and stakeholders should build vocational centers and equip them with basic amenities that will help with the vocational training educational facilities to improve the internally displaced persons' educational needs.

Naniek, Juntika, Dasim and Encep, (2023) explored the role of entrepreneurship education in shaping students' emotional and cognitive competencies for entrepreneurship. Specifically, the study sought to investigate the role of moderation in entrepreneurship education at the vocational high school level in shaping students' emotional and cognitive competencies to enter the entrepreneurial field. The factor analysis research design was used to see the role of entrepreneurship education and each contribution of students' emotional competence and cognitive abilities to students' interest in entrepreneurship. Structural equation model analysis was used to analyze the contribution between variables. Research findings show that entrepreneurship education is able to make a significant contribution to students' emotional and cognitive competencies in increasing their interest in entrepreneurship. The contribution of students' emotional and cognitive competencies has a direct influence on entrepreneurial attitudes, interests and self-efficacy. So, students who have emotional competence will have a better interest in entrepreneurship, so that they are considered to be preparing them to be good entrepreneurs. The study recommends further research to further explore the influence and relationship between students' emotions and cognition in a business context. In addition, potential future research could include entrepreneurship teaching methods, problems and design of entrepreneurship teaching activities.

Nwalado and Simiku, (2022) examined entrepreneurial trainings for internally displaced persons (IDP's) for self-reliance as perceived by Delta State Emergency Management Agency. Specifically, the study sought to: identify the entrepreneurial trainings for internally displaced persons (IDPs) for self-reliance as perceived by Delta State Emergency Management Agency Asaba; examine the benefits of the entrepreneurial trainings for internally displaced persons (IDPs) for self-reliance as perceived by Delta State Emergency Management Agency Asaba and determine the challenges faced by the internally displaced persons (IDP's) when acquiring entrepreneurial training skills for self-reliance. A survey research design was adopted for the study. The population of the study consisted of eighty-one (81) Staff of State Emergency Management Agency Asaba. Data were analyzed using mean and standard deviation statistical tool. The findings of the study revealed that the problem of displaced persons has in recent years become a global concern with its implications and since there is no guarantee that internally displaced persons problems will end soon, entrepreneurial skills training is strongly needed in order to boost entrepreneurship development for the internally displaced persons in Delta State. The study recommended among others that the three tiers of government should identify with established entrepreneurs of business education, technical education also in the communities like in bakery, fashion designing, catering, computer schools etc. who will provide professional trainings; and

entrepreneurial training should be practically oriented rather than theory as this will expose the internally displaced persons to various lucrative vocations.

3.0 METHODOLOGY

3.1 Research Design

In this study, Research design is descriptive survey research.

3.2 Sources of Data

The major sources of data/information for the study are the primary and secondary data sources.

3.3.1 Primary Source of Data

The primary source of data refers to data that come through first hand source of information. The primary data of this study are obtained through questionnaire, observation, interpolation of respondent and face-to-face interview techniques.

3.3.2 Secondary Source of Data

The secondary sources of information relating to the study were gathered from records on the aspects of performance of the subject which include textbooks, lecture notes, journals, newspaper, magazines and internet media which help to get empirical research work for this research study.

3.4 Population the Study

The population of this study comprises of 211,508 internally displaced persons (IDPs) across Benue, Kwara, Kogi, Nasarawa, Niger, Plateau and Federal Capital Territory (International Organization for Migration IOM, - United Nation Migration Agency, June 2024). Again, the choice for the study population was because of nature of this study, accessibility and availability of data.

Table 3.1: The Distribution of Population of IDPs in North Central Nigeria

S/N	State	internally displaced persons in Camps
1	Benue	198,181
2	Kogi	5,432
3	Kwara	0
4	Nasarawa	1,559
5	Niger	388
6	Plateau	5,848
7	FCT Abuja	0
	Total	211,508

Sources: International Organization for Migration (IOM) United Nation Migration Agency (June, 2024)

3.5 Sampling Techniques

This study employed purposive and simple random sampling methods. In the purposive sampling method, the researcher includes in the sampling only those that possess some given characteristic and are ready and willing to be part of the study and they are selected randomly. Five internally displaced persons were selected by slip of paper with replacement. The study used stratified sampling method. To determine the adequate sample size, the study adopted the Freund and Williams's statistical formula. In calculating the sample size, the study used the statistic formula for selecting a finite population as formulated by Freund and Williams (as quoted by Uzoagulu, 2011).

$$n = \frac{Z^2 N(pq)}{\dots}$$

$$N(e)^2 + Z^2(pq)$$

Where

n	=	Sample Size
N	=	the population
p	=	Probability of success/proportion
q	=	Probability of failure/proportion
Z	=	Standard error of the mean
e	=	Limit of tolerable error (or level of significance)
N	=	211,508
p	=	.5
q	=	(1 - .5) = .5
Z	=	95 percent = 1.95
e	=	0.05 percent

$$\text{Substituting} = \frac{(1.96)^2 \times 211,508 \times .5 \times .5}{211,508(0.05)^2 + (1.96)^2 \times .5 \times .5} = 385.1204$$

$$n \approx 385$$

In order to ensure equitable representation of each unit, the **Bowley Proportional Allocation** was adopted to get proportionate sample of each unit (See: below). The formular is

$$\text{Proportionate Sample} = \frac{\text{State Population}}{\text{Total Population}} \times \text{Sample Size}$$

$$n_h = (N_h / N) * n$$

where:

n_h = the sample size for stratum h

N_h = the population size of stratum h

N = the total population size

n = the total sample size

Table 3.2: The Proportionate Sample

S/N	Sampled of States	Number of IDPs in States	Proportionate Sample
1	Benue	198,181	$198181/211,508 * 385.1204 = 360.8541 = 361$
2	Kogi	5,432	$5,432/211,508 * 385.1204 = 9.1973 = 9.2$
3	Nasarawa	1559	$1559/211,508 * 385.1204 = 2.8386 = 2.8$
4	Niger	388	$388/211,508 * 385.1204 = 0.7064 = 0.71$
5	Plateau	5948	$5948/211,508 * 385.1204 = 10.8303 = 11$
	Total	211,508	384.71 \approx 385

Source: Field Survey, 2024

3.6 Instruments of Data Collection

The study was structured questionnaire to obtain data. The title of the questionnaire on the topic “Entrepreneurial Education and Economic wellbeing of Internally Displaced Persons in North Central Nigeria. was “EEEIDPsQ”

The questionnaire was divided into two sections A and section B. The section A part of the questionnaire involves the bio-data of the respondents which includes gender of the respondents, age bracket of the respondents, marital status of the respondents and qualification of the respondents. The section B includes the research questions of the study. The research questions includes: (i) what is the effect of technical skill acquisition on food security of internal displaced persons in North Central Nigeria; (ii) in what way does knowledge acquisition affect literacy rate of internal displaced persons in North Central Nigeria; (iii) how does innovation skill acquisition affect on income generation of internal displaced persons in North Central Nigeria; (iv) to what extent does opportunity recognition affect health-care accessibility of internal displaced persons in North Central Nigeria and (v) what is the effect of critical thinking skills on house accommodation of internal displaced persons in North Central Nigeria? The questionnaire was sent to all respondents to obtain their opinions. The five point Likert Scale were used in the questionnaire. The questionnaire was retrieved for analysis. The researcher also conducted personal interviews with some of the respondents.

3.7 Method of Data Collection

A total of three hundred and eighty five copies (385) of the Research questionnaire was distributed to respondents by hand, and after collection and sorting them out, to select out correctly filled ones from the mutilated, and badly filled ones, only three hundred (300) copies were considered valid, and were subsequently to be used. The study will make use of research assistant who was duly briefed on the pattern of distribution and collection of questionnaire for the respondents. They will be required to either circle or tick the option that best suited their choice and also to fill the blank spaces where necessary. To avoid delay and the materials were collected at the spot to ensure high return rate.

3.8 Validation of the Instrument

The instrument for data collection (questionnaires) was given to three experts who are in the research field of management who vetted it in terms of appropriateness of content, clarity of words and relevance to the objective of the study. This is to ensure that the research study come up with correct formalities and measure what it's meant to measure. The corrections made by the three were used in the final draft of the instruments to establish the face validity, content validity and construct validity.

3.9 Reliability of the Instrument

In other to ascertain that the instruments are reliable, the study adopted the test-retest method in which 20 copies of the questionnaire were distributed to the sets selected respondents (10 copies to each set of respondents). The instruments is collected afterwards and re-administered for the second time. The scores obtained from the test-retests were correlated using Cronbach's Alpha correlation coefficient technique and score was 0.787. This indicated that the instrument is reliable. The result shows very high reliability meaning that method of data collection is consistent. (See: computation of Cronbach's Alpha correlation coefficient Result in Appendix B).

Table 3.3: Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Table 3.4: Reliability Statistics

Cronbach's Alpha	N of Items
.787	2

3.10 Methods of Data Analyses

Research questions was answered using mean score and standard deviation. The hypotheses stated will be tested using single logistic regression techniques. Statistical Package for Social Science (SPSS) is computer Application Software was used for the data analyses.

DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

Table 4.1: Comprehensive Demographic distribution of the Respondents

Title	Frequency	Percentage
Questionnaire Distributed	389	100%
Returned Questionnaire	300	77%
Not Returned Questionnaire	89	23%

Sources: Field Survey, 2024.

4.2 Test of Hypotheses

The five hypotheses were formulated for this study and were tested and a decision taken is based on the rule below.

Decision rule: Reject H_0 if $P\text{-value} > 0.01$

Test of Hypothesis One

H_2 = Technical Skill Acquisition has significant effect on House Accommodation of Internal Displaced Persons in North Central Nigeria.

Table 4.6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.931 ^a	.866	.865	.26055

a. Predictors: (Constant), Technical skill acquisition

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	57.077	1	57.077	18.604	.000 ^b
	Residual	1095.276	299	3.068		
	Total	1152.353	300			

a. Dependent Variable: House Accommodation

b. Predictors: (Constant), Technical skill acquisition

Coefficients^a

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
-------	----------------------------------	------------	-----------------------------------	---	------

1	(Constant)	1.614	.089		18.111	.000
	Technical skill acquisition	.529	.082	.931	6.446	.000

a. Dependent Variable: House Accommodation

In testing this hypothesis, Technical Skill Acquisition was regressed against House Accommodation. The result of the single-regression analysis showed the model to examine the extent to which Technical Skill Acquisition effects House Accommodation of Internally Displaced Persons in North Central Nigeria.

House Accommodation = 1.614 + 0.529 Technical Skill Acquisition

The empirical result showed that the coefficient of Technical Skill Acquisition has positive effect on House Accommodation of Internally Displaced Persons; it means that Technical Skill Acquisition has positive and direct effect on Food Security of Internally Displaced Persons. The results of the t – statistics denoted that the coefficient of Technical Skill Acquisition was statistically significant. This is because observed values of t – statistics (6.446) was greater than its P-values (0.000). The results of the F – statistical test showed that the overall regression of the hypothesis two was statistically significant. This was because observed value of the F – statistics (18.604) was great than its P-value (0.000). Again, our empirical result showed that the Pearson product moment correlation analysis (r) was 0.931. The strength of relationship between the two variables was high. However, we rejected the null hypothesis and concluded that Technical Skill Acquisition has positive and significant effect on Food Security of Internally Displaced Persons in North Central Nigeria.

Test of Hypothesis Two

H₂ = Knowledge Acquisition has significant effect on Health care Accessibility of Internally Displaced Persons in North Central Nigeria.

Table 4.7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.891 ^a	.866	.865	.26055

a. Predictors: (Constant), Knowledge acquisition

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	43.789	1	43.789	9.184	.000 ^b
	Residual	1702.176	299	4.768		
	Total	1745.965	300			

a. Dependent Variable: Health care Accessibility

b. Predictors: (Constant), Knowledge acquisition

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.418	.075		5.568	.000
	Knowledge acquisition	.201	.017	.969	11.826	.000

a. Dependent Variable: Health care Accessibility

In testing this hypothesis, Knowledge Acquisition was regressed against Literacy Rate. The result of the single-regression analysis showed the model to ascertain the extent to which knowledge acquisition effects Literacy Rate of Internally Displaced Persons in North Central Nigeria.

Health care Accessibility = 0.418 + 0.201 Knowledge Acquisition

The empirical result showed that the coefficient of Knowledge Acquisition has positive effect on Health care Accessibility of Internally Displaced Persons; it means that Knowledge Acquisition has positive and direct effect on Literacy Rate of Internally Displaced Persons. The results of the t – statistics denoted that the coefficient of Knowledge Acquisition was statistically significance. This was because observed values of t – statistics (11.826) was greater than its P-values (0.000). The results of the F – statistical test showed that the overall regression of the hypothesis three was statistically significant. This was because observed value of the F – statistics (9.184) was greater than its P-value (0.000). Again, our empirical result showed that the Pearson product moment correlation analysis (r) was 0.891. The strength of relationship between the two variables was high. However, we rejected the null hypothesis and concluded that Knowledge Acquisition has positive and significant effect on Health care Accessibility of Internally Displaced Persons in North Central Nigeria.

Test of Hypothesis Three

H₃ = Innovation Skill Acquisition has significant effect on Income Generation of Internally Displaced Persons in North Central Nigeria.

Table 4.8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826 ^a	.933	.932	.30129

a. Predictors: (Constant), Innovation skill acquisition

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	41.911	1	41.911	13.692	.000 ^b
	Residual	1103.487	299	3.091		
	Total	1145.398	300			

a. Dependent Variable: Income Generation

b. Predictors: (Constant), Innovation Skill Acquisition

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.528	.109		4.846	.000
	Innovation skill acquisition	.325	.045	.966	7.238	.000

a. Dependent Variable: Income Generation

In testing this hypothesis, innovation skill acquisition was regressed against Income Generation. The result of the single-regression analysis showed the model to determine the extent to which Innovation Skill Acquisition effects income generation of Internal Displaced Persons in North Central Nigeria.

Income Generation = 0.528 + 0.325 Innovation Skill Acquisition

The empirical result showed that the coefficient of Innovation Skill Acquisition has positive effect on Income Generation of Internally Displaced Persons; it means that Innovation Skill Acquisition has positive and direct effect on Income Generation of Internally Displaced Persons. The results of the t – statistics denoted that the coefficient of innovation Skill Acquisition was statistically significant. This was because observed values of t – statistics (7.238) was greater than its P-values (0.000). The results of the F – statistical test showed that the overall regression of the hypothesis four was statistically significant. This was because observed value of the F – statistics (13.091) was greater than its P-value (0.000). Again, our empirical result showed that the Pearson product moment correlation analysis (r) was 0.826. The strength of relationship between the two variables was high. However, we rejected the null hypothesis and concluded that Innovation Skill Acquisition has positive and significant effect on Income Generation of Internally Displaced Persons in North Central Nigeria.

Test of Hypotheses Four

H₄ = Opportunity Recognition has significant effect on Food Security of Internal Displaced Persons in North Central Nigeria.

Table 4.9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801 ^a	.866	.865	.26055

a. Predictors: (Constant), Opportunity Recognition

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	67.881	1	67.881	9.604	.000 ^b
	Residual	2523.276	299	7.068		
	Total	2591.157	300			

- a. Dependent Variable: Food Security
 b. Predictors: (Constant), Opportunity Recognition

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.366	.089		4.121	.000
Opportunity recognition	.780	.082	.931	9.516	.000

- a. Dependent Variable: Food Security

In testing this hypothesis, Opportunity Recognition was regressed against Food Security. The result of the single-regression analysis showed the model to assess the extent to which Opportunity Recognition affects Health-care Accessibility of Internally Displaced Persons in North Central Nigeria.

Food Security 0.366 + 0.780 Opportunity Recognition

The empirical result showed that the coefficient of Opportunity Recognition has positive effect on Food Security of Internally Displaced Persons; it means that Opportunity Recognition has positive and direct effect on Food Security of Internally Displaced Persons the coefficient of compulsory resignation was statistically significance. This is because observed values of t – statistics (9.516) was greater than its P-values (0.000). The results of the F – statistical test showed that the overall regression of the hypothesis two was statistically significant. This was because observed value of the F – statistics (9.604) was great than its P-value (0.000). Again, our empirical result showed that the Pearson product moment correlation analysis (r) was 0.801. The strength of relationship between the two variables was high. However, we rejected the null hypothesis and concluded that Opportunity Recognition has positive and significant effect on Food Security of Internally Displaced Persons in North Central Nigeria.

Test of Hypothesis Five

H_2 = Critical Thinking Skills have significant effect on Literacy Rate of Internally Displaced Persons in North Central Nigeria.

Table 4.10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781 ^a	.866	.865	.26055

- a. Predictors: (Constant), Critical Thinking Skills

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.346	1	30.346	8.184	.000 ^b
	Residual	1108.692	299	3.708		
	Total	1139.038	300			

a. Dependent Variable: Literacy Rate

b. Predictors: (Constant), Critical thinking skills

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.418	.075		5.568	.000
	Critical thinking skills	.447	.077	.969	5.806	.000

a. Dependent Variable: Literacy Rate

In testing this hypothesis, Critical Thinking Skills was regressed against Literacy Rate. The result of the single-regression analysis showed the model to identify the effect of Critical Thinking Skills on Literacy Rate of Internally Displaced Persons in North Central Nigeria.

Literacy Rate = 0.418 + 0.447 Critical Thinking Skills

The empirical result showed that the coefficient of Critical Thinking Skills has a positive effect on Literacy Rate of Internally Displaced Persons; it means that Critical Thinking Skills has a positive and direct effect on Literacy Rate of Internally Displaced Persons. The results of the t – statistics denoted that the coefficient of Critical Thinking Skills was statistically significant. This was because observed values of t – statistics (5.806) was greater than its P-values (0.000). The results of the F – statistical test showed that the overall regression of the hypothesis three was statistically significant. This was because observed value of the F – statistics (8.184) was greater than its P-value (0.000). Again, our empirical result showed that the Pearson product moment correlation analysis (r) was 0.781. The strength of relationship between the two variables was high. However, we rejected the null hypothesis and concluded that Critical Thinking Skills have positive and significant effect on Literacy Rate of Internally Displaced Persons in North Central Nigeria.

4.3 Discussion of Findings

The findings of the study revealed that Technical Skill Acquisition has significant effect on House Accommodation of Internally Displaced Persons in North Central Nigeria since Technical Skill Acquisition equips IDPs with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business (t-statistic; 6.446; P-value; 0.000 < Sig-value; 0.05). The outcome of the study is in line with the study of Gathogo, (2024) that examined effect of entrepreneurship education on the entrepreneurial competencies among graduate students in Kenya. The study findings revealed a positive substantive significant effect of entrepreneurship education on the entrepreneurial mindset of entrepreneurship students in comparison to their colleagues who did not choose the entrepreneurship elective, the study findings revealed that there was no statistical nor substantive significant effect of entrepreneurship education on the Core Self-Evaluation of entrepreneurship students in comparison to their

colleagues who did not choose the entrepreneurship elective. The outcome of the study is not in line with the study of Owoeye, Valda, Ndako, Adama, Adekunle, and Danlami, (2024) that analyzed the effects of service delivery on the wellbeing of the Internally Displaced Person (IDPs) in the Federal Capital Territory (FCT), Abuja.

The findings of the study revealed that Knowledge Acquisition has significant effect on Health-care Accessibility of Internally Displaced Persons in North Central Nigeria since Knowledge Acquisition has significant effect on Health-care Accessibility of Internally Displaced Persons in North Central Nigeria (t-statistic; 11.826; P-value; $0.000 < \text{Sig-value}; 0.05$). The outcome of the study is not in line with the study of Okafor, Igbadoo and Mazeli, (2024) that assessed the effect of internal displacement on socioeconomic well-being in North central Nigeria. The outcome of the study is in contrast with the study of Jonathan, and Baniyet-Njei, (2023) that examined the socio-economic and political implications of forced migration for internally displaced families in Nigeria. Specifically, the study sought to investigate influence of forced migration on socio-economic of internally displaced families in Nigeria and challenges facing internally displaced families in accessing education and healthcare in Nigeria.

The findings of the study revealed that Innovation Skill Acquisition has significant effect on Income Generation of Internally Displaced Persons in North Central Nigeria since Innovation Skill Acquisition provides knowledge, skill and abilities to gain access to organizational resources and mobilize them to earn their livelihood (t-statistic; 7.238; P-value; $0.000 < \text{Sig-value}; 0.05$). The findings of the study revealed that Igbadoo, Aniagbaoso, Abara, Etim-Udoh, Tamunomoni, and Aondona, (2023) that examined ethno-religious conflicts and socioeconomic well-being of internally displaced persons in North Central Nigeria. The outcome of the study is not in line with the study of Okeke, Ochie, Meludu and Ezeano, (2023) that assessed the determinants and constraints of Income Generation among Internally Displaced Persons in North Central Nigeria.

The findings of the study revealed that Opportunity Recognition has significant effect on Food Security of Internally Displaced Persons in North Central Nigeria since Opportunity Recognition Skill leads to lower unemployment rate, expansion of the urban formal sector and the contraction of the urban informal sector (t-statistic; 9.516; P-value; $0.000 < \text{Sig-value}; 0.05$). The outcome of the study is in line with the study of Thandukwazi and Mpubane, (2023) that determined the impact of entrepreneurship education on the entrepreneurial competences of students in technical and vocational education and training colleges in South Africa. The outcome of the study is in line with the study of Aletan, Longe, and Zuhumben (2023) that examined the impact of vocational training on Internally Displaced women in Plateau State.

The findings of the study revealed that Critical Thinking Skills have significant effect on Literacy Rate of Internally Displaced Persons in North Central Nigeria since Critical Thinking Skills enable internally displaced persons to be effective entrepreneurs who can hire other factors of production such as capital, land, labour for the generation of income, wealth and creation of utilities (t-statistic; 5.806; P-value; $0.000 < \text{Sig-value}; 0.05$). The outcome of the study is in line with the study of Naniek, Juntika, Dasim and Encep, (2023) that explored the role of entrepreneurship education in shaping students' emotional and cognitive competencies for entrepreneurship. The outcome of the study is in line with the study of Nwalado and Simiku, (2022) that examined entrepreneurial trainings for internally displaced persons (IDP's) for self-reliance as perceived by Delta State Emergency Management Agency.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The study concluded that entrepreneurial education had positive and significant effect on economic wellbeing of Internally Displaced Persons in North Central Nigeria. The study shows that Technical Skill Acquisition, Knowledge Acquisition, Innovation Skill Acquisition, Opportunity Recognition and Critical Thinking Skills are most important entrepreneurial education that mostly needed to promote Food Security, Literacy Rate, Income Generation, Health-care Accessibility of Internally Displaced Persons in North Central Nigeria.

5.2 Recommendations

Based on the findings of this study, the following recommendations were made.

- i. The Government should provide materials and well-furnished and equipped entrepreneurship centers for teaching Technical Skill Acquisition in Internally Displaced Persons camps in North Central Nigeria. As this will have a significantly positive effect on the Internal Displaced Persons camps in North Central Nigeria.
- ii. Awareness should be created on the value of entrepreneurship knowledge acquisition on the part of Internally Displaced Persons camps in North Central Nigeria, for youths to understand the importance of entrepreneurial education.
- iii. Instructors for Innovation Skill Acquisition should be adequately recruited and regularly trained in area of entrepreneurship education, and always sponsored to attend local and international conferences as to acquire more knowledge by strengthening the capacity to create ideas and innovation
- iv. Government and other relevant stakeholders' should revisit, review and redesign entrepreneurship education curriculum to involve Opportunity Recognition in line with our developmental needs as to come up with quality curriculum content and policies that will create more entrepreneurship education programs.
- v. Government and other relevant stakeholders' should provide basic needs like food, clothing, and shelter, thus education becomes less priority if those needs are not met. Government should provide support by buying products made by those beneficiaries of critical thinking skills (entrepreneurship education programs) to strengthen them until they can compete favourably in the market.

REFERENCES

- Abraham, V. & Miftahu, I. (2023) Effect of economic empowerments on the livelihood of internally displaced persons in Taraba State; *Polac Economics Review*; 3 (2); 32-43.
- Agbo, F. O. (2021) The challenges of internally displaced persons and the way forward: the Nigerian experience; *UCC Faculty of Law Journal*; 1 (1); 17-36.
- Aletan, S., Longe O. & Zuhumben B.P. (2023) Impact of vocational training on internally displaced women in Plateau State; *International Journal of Educational Research*; (12) 1; 135-143.

- Amoo, O.S. Smith, S.I.; Ujah, I.A.O. & Oladele, D. (2018) Socio economic and health challenges of internally-displaced persons as a result of 2012 flooding in Nigeria; *Ceylon Journal of Science* 47(3) 2018: 229-234.
- Asur, R., Yusuf, A. & Bashir, K. M. (2021) Effects of micro-entrepreneurial skills acquisition of trained IDPS towards economic self-reliance; *International Journal of Business Systems and Economics*; 13 (14); 137 – 152.
- Botha, R J. & Obeng-Koranteng, M. (2020) Entrepreneurship Education in Ghana: A Case Study of Teachers' Experiences; *International Journal of Learning, Teaching and Educational Research*; 21 (6); 270-285.
- Chiekezie, O.M. Nzewi, H.N. & Iyekekpolor, A. E. (2016) Entrepreneurial Skill Acquisition and Job Creation in Benin City, Nigeria; *International Journal of Economic and Business Review*; 4 (6); 34-41.
- Deng, W. & Wang, J. (2023) Effect of entrepreneurship education on the entrepreneurial intention of different college students: Gender, household registration, school type, and poverty status. *PLoS ONE* 18(7): e0288825.
- Ejiroghene, A. O. & Okolie, C,U. (2019) Responsibility to Protect and the challenges of Displaced Men in Nigeria; *International Journal of Economic and Business Review*; 4 (6); 34-41.
- Ekesionye, N.E. & Onuoha, I. R. (2019) Entrepreneurship Education in Public Secondary Schools: Challenges and Remedies; *International Journal of Studies in Education*. 16 (2); 277-289.
- Gathogo, R. K. (2024) The Effect of entrepreneurship education on the entrepreneurial competencies among graduate students in Kenya; *Research Invention Journal of Research in Education* 3(2):19-28.
- Hamzat, H. Y.; Isa-Bello, G. & Inuwa, B.A. (2024) Assessing the Impact of Skills Acquisition Programmes of National Directorate of Employment incurring Unemployment in Taraba State *Jalingo Journal of Social and Management Sciences*; 5 (3); 48-53..
- Igbadoo, I. C. ; Aniagbaso, A. I.; Abara, O.; Etim-Udoh, B.; Tamunomoni, A. B., & Aondona, P. A. (2023) Ethno-religious Conflicts and Socioeconomic Well-being of Internally Displaced persons in North Central Nigeria; *Innovations*, 74 (1); 12-20.
- Isa-Salabson, G. (2020) The influence of entrepreneurship education among senior secondary school students in Billiri LGA of Gombe State; *Journal of Entrepreneurship Education*, 26(1); 1-6.
- Jonathan A. Y. & Baniyet-Njei, E.B. (2023) The Socio-Economic and Political Implications of Forced Migration for Internally Displaced Families in Nigeria; *International Journal of Migration and Global Studies*; 3 (1); 92-103.

- Kemei, J. Bukola, S., Matiwos, S., Hayat, I. M., Okeke-Ihejirika, P. & Tina, L. (2024) The forms and adverse effects of insecurities among internally displaced children in Ethiopia; *BMC Public Health*. 5 (3); 45-52.
- Mankgele, K.P., Ratsoma, J.M., & Ramasobana, M. (2023). The Effect of Entrepreneurship Education on Entrepreneurial Intention of High School Students in Sekhukhune District, South Africa. *Journal of Entrepreneurship Education*, 26(1); 1-6.
- Moindi, R. & Nyatuka, B. (2022) Competency-Based Assessment in Entrepreneurship Education in Kenya's Tertiary Institutions; *Africa Journal of Teachers Education* (11); 1; 100-120.
- Mshelia, A. G. & Aishatu, A. (2018) Entrepreneurial Skills Training Needs in Business Education For Internally Displaced Persons (IDPs) in Borno State For Sustainable Development. Department of Business Education; *Nigerian Journal of Business Education*; 5 (2); 18-26.
- Naniek, K. Juntika, N. Dasim, B. & Encep, S. N. (2023) The Role of Entrepreneurship Education in Shaping Students' Emotional and Cognitive Competencies for Entrepreneurship; *International Journal of Learning, Teaching and Educational Research*; 22 (2); 262-280.
- Nwalado, N. O. & Simiku, H. N. (2022) Entrepreneurial Trainings for Internally Displaced Persons (IDPs) For Self-Reliance As perceived By Delta State Emergency Management Agency Staff; *Knowledge Review*; 39 (1); 12-27.
- Oboreh, J. C. & Nnebe, E. G. (2019) Entrepreneurship Education and Skill Acquisition of Graduates in Public Universities South-East, Nigeria; *International Journal of Business & Law Research* 7(4):84-97.
- Ojonugwa, A.F. (2019) The challenges of internally displaced persons and the way forward: the Nigerian experience; *Journal of Infrastructure Development* (7) 1: 22-37.
- Okafor, C. A., Igbadoo, I. & Mazeli, N. (2024) Internally Displaced Persons and Socioeconomic Wellbeing in North Central States of Nigeria; *Journal of Good Governance and Sustainable Development in Africa*; 8 (4); 22-44
- Okeke, C. C., Ochie, F. O., Meludu, N. T. & Ezeano, C. I. (2023) Socio-economic determinants of food security among internally displaced persons (IDPs) in North Central Nigeria; *International Journal of Agriculture, Food and Biodiversity*; 2 (1); 10-15
- Onuche, O.I. & Olaniran, O. (2018) Socio-Economic Effects of Internal Displacement on Displaced Families in Nigeria; *International Journal of Migration and Global Studies*; 3 (1); 92-103.
- Thandukwazi, R. N. & Mpubane, E. M. (2023) The Impact of Entrepreneurship Education on the Entrepreneurial Competences of Students in TVET Colleges In South Africa; *Journal of Entrepreneurship Education*, 26(1); 1-6.

- Ugwu, J. N.; Asuma, M. N. & Ugwuanyi, I. P. (2024) The Impact of Entrepreneurial Education Initiatives on Academic Performance and Economic Development in Uganda; *Research Invention Journal Of Research In Education* 3(2):19-28.
- Ugwuonah, G., & Ebinne, E. (2010). Social Science Research: Principles, Methods and Applications. Enugu: EL'DEMAK.
- Ushe M. U. (2018) Internally displaced persons and the right to religious education in Nigeria through Open and Distance Learning; *Journal of African Studies and Sustainable Development*; 1 (2); 18-24.