

Entrepreneurial Skills Training Needs of Internally Displaced Persons (IDPs) in Plateau State

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DOI: <https://doi.org/10.62154/qjmr.2024.017.010482>

Abstract

The increasing deadly attacks on various communities in Plateau state and the destruction of lives, properties, businesses and farm lands has forced many inhabitants to flee their homes to nearby towns and villages, making them internally displaced. It is against this backdrop that the study examined the entrepreneurial skills training needs of internally displaced persons (IDPs) in Plateau state. To facilitate the conduct of the study, three specific purposes, three research questions and three null hypotheses were formulated. The descriptive survey design was used. A total of 400 IDPs were surveyed from the five local government areas (Barkin Ladi, Bassa, Bokkos, Mangu and Ryom) using the non-probability sampling. The instrument used for data collection was the Entrepreneurial Skills Training Needs Questionnaire (ESTNQ). The questionnaire was complemented by focus groups discussions across the five LGAs. The instrument went through face and content validation by three experts. The reliability of the instruments was ensured using the Cronbach Coefficient Alpha. The result yielded a reliability coefficient of 0.78. The data collected were analysed using mean and standard deviation. The hypotheses were tested using independent t-test at 0.05 level of significance. The findings revealed that IDPs needed entrepreneurial skills such as managerial skills, financial skills, marketing skills and general business skills for self-reliance. The study further revealed that there was a significant difference between the mean responses of male and female respondent on the entrepreneurial skills, entrepreneurial opportunities and entrepreneurial training methods for IDPs. The study concluded that the scale and complexity of internal displacement in Plateau state means that significant efforts are required to provide an effective and well-coordinated humanitarian response. The study recommended that government and all other stakeholders should as part of their interventions institute entrepreneurial skill training programmes for internally displaced persons.

Keywords: Entrepreneurial Skills, Economic Empowerment, Displacement, Internally Displaced Persons, Vocational Training and Self-Reliance.

Introduction

In the last two decades, Plateau, a state of plural ethnicity and religion, has faced several different forms of conflicts. It is one of the most ethnically diverse states in Nigeria. Like elsewhere in Nigeria, this diverse population is seen as bearing two identities; indigenes and settlers. There are also two major religions; Christianity and Islam (Nwokedi, Nwofor &

Nwokedi, 2024). In its contemporary situation, most of the so-called settlers are Muslims constituting a significant minority, while the supposed indigenes are mostly Christians who are in the majority (Salawu, 2016). This makes the state volatile and has been grappling and trying to cope with the problem of ethno-religious conflicts on the one hand, and the problem of herdsmen attacks on the other. This is because over the years the phenomena of ethnicity and religious intolerance have led to incessant recurrence of conflicts, which polarised the state along that line. Evidences have shown that series of conflicts in the state have been triggered by disputes over access to land, citizenship and broader questions of ethnic identity, particularly between people considered indigenous to an area and those regarded as settlers (Godfrey & Tafida, 2022).

Patterns of killings, destruction and displacements associated with rural banditry and other forms of violence have become a dominant feature of daily life in most rural communities. Rural banditry in Plateau state is largely traced to the increasing challenges of poverty, unemployment, exclusion and poor exploitation of the natural resources of the state (Kudu, 2023). Kwaja, (2014) observes that a major dimension of conflict in Plateau State is the violent clashes between farmers and herdsmen. This stems from encroachment in farmlands, struggle over grazing space, and so on. It has also resulted in series of attacks on communities. This situation continues to pose serious security threats to lives and livelihoods of the people, amidst the inability of security agencies to adequately provide them the much-needed security. These incidences have increased distrust among and between communities and also increased the internal population displacement in the state (Ogbuleke, 2019).

The plight of displaced persons in Plateau state has in recent months become a formidable problem of global significance and implications. The displacement across the state is largely due to communal violence, internal armed conflicts, and terrorist attacks (Ameh & Geoffrey, 2024). Irrespective of the cause of the displacement, the phenomenon always leaves socioeconomic, political and physical assaults on thousands of people, such as: vulnerability to security and physical threats, loss of lives and properties, loss of contact with children and family members, inadequate and insecure shelter, discrimination in aids distribution, psycho-social stress, sexual and gender-based violence (Magaji, 2023). Other challenges include loss of personal documentation, hampered access to health care, inadequate food, water and sanitation, education, employment, lack of access to basic services, issue of housing, land and property, and unsafe or involuntary return, local integration or relocation (Lwabukuna, 2021).

Internally Displaced Persons (IDPs) are a group of persons who are forced or obligated to flee or to leave their place of residence, in order to stay off the consequences of armed conflict, violations of human rights, situations of generalized violence, man-made or natural disaster, to another area that is considered relatively safe within their national borders (as internally displaced persons) or travel across an international border (as refugees) (Fatile & Bello, 2015). Under this circumstance, IDPs often find themselves stripped of their economic and social security. Their basic rights and freedoms sometimes also have to be

negotiated for these basic needs. The end result is that IDPs become exposed, pilloried, disadvantaged and vulnerable (Omoraka, Ogoh & Yusufu, 2022). Empowerment therefore becomes one of the few ways by which IDPs can be protected. This can take any of these two forms (a) formal educational empowerment (FEE) and (b) informal educational empowerment (IEE). FEE entails exposing IDPs to basic educational training. This is particularly important for the younger ones because it develops the mind early and help them develop a critical thought pattern which enables them appreciate issues from multi-perspective. The IEE on the other hand encompasses every known form of vocational exposure (Ngele, 2020). This has both present and future advantage and is not restricted to any age bracket. IDPs can gainfully deploy skills learnt to harness present and future economic benefit starting right from when they are in the camp. It also has a multiplier benefit because skilled IDPs can be employed to train others (Olusegun, 2015).

Entrepreneurship skills training therefore is a form of specialized vocational exposure, deliberately given to people to acquire the relevant and appropriate knowledge, competencies, capabilities and the right attitude to effectively start and run or manage a business outfit (Ukah & Atah, 2021). The need to identify the entrepreneurial skills training needs of the IDPs and to equally expose them to relevant skills is predicated on the fact that it will make the IDPs self-reliant. Being self-reliant means the IDPs will be able to meet their essential needs, the needs of others, increase their sense of self-worth and renewed vision for life and enjoy social and economic rights in a sustainable and dignified manner even after they are resettled (Ossai, 2024).

Although there are many interventions by government, non-governmental organizations, religious organizations, groups, public spirited individuals and others in terms of the provision of clothing, food items, healthcare, toiletries, education (primary education for the displaced children) to ameliorate the conditions of IDPs and rehabilitate the victims, there is little or no development or empowerment oriented interventions such as social mobilization, entrepreneurship training for self-employment, youth development and so on (Magaji, 2024). It is against this backdrop that this study examines the entrepreneurial skills training needs of the internally displaced persons in Plateau state for self-reliance.

Statement of the Problem

The increasing deadly attacks on various communities in Plateau state and the destruction of lives, properties, businesses and farm lands has forced many inhabitants' to flee their homes to nearby towns and villages (Ogbuleke, 2019). This situation calls for urgent intervention to usher in more sober responses to the plight of the internally displaced persons. The interventions could be broadly categorized in to two areas namely survival or sustenance support (provided to maintain their daily lives) and development support (that are focused on imparting life skills and capacity building) aimed at improving their quality of life (QOL) after resettlement.

While some efforts are made by humanitarian and faith-based organizations, government agencies, individuals and many others to address some of the basic needs of IDPs, their

vulnerability tend to be increased by barriers to accessing healthcare services, education, employment, economic activities and information for participation in decision making affecting their lives (Khouzam & Verma, 2020). With some IDPs camped in school buildings, education is usually disrupted for both local communities and displaced children. Fatile and Bello (2015) observe that not much have been done by the key agencies in charge of emergency issues in Nigeria to respond to the psychological, fundamental and human needs of victims in IDPs camps. The affected are not socially protected, there are no social interventions and empowerment programmes for the IDPs. The narratives of the victims are a pointer to the fact that there is little or no social security and development-oriented interventions (Alemika, 2015). The situation becomes more worrisome when weighed against the backdrop of the fact that those displaced persons are predominantly the youth and vulnerable groups such as women, children and aged.

Despite the obvious academic questions raised by the conditions of IDPs and the need to address the puzzle and harness its outcomes for public policy making and implementation, extant studies have paid fleeting attention to this all-important aspect of knowledge (Lwabukuna, 2021). The extant studies have not given deserved attention to how the IDPs could be rehabilitated and re-integrated into the society, but rather focused on how to provide temporary measures that would alleviate their plights (Itumo & Nwobashi, 2016). The problem of this study therefore is to examine the entrepreneurial skills training needs of internally displaced persons in Plateau state for self-reliance. This is in view of the vulnerable conditions of the IDPs with the resultant consequences of increased unemployment, poverty and the propensity for crime as criminal tendencies among the indolent can sometimes be very high.

Objectives of the Study

The main objective of the study was to examine the entrepreneurial skills training needs of internally displaced persons in Plateau state for self-reliance. Specifically, the study determined the following:

- i. The entrepreneurial skills needed by internally displaced persons in Plateau state for self-reliance.
- ii. The areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons in Plateau state for self-reliance.
- iii. Training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state for self-reliance.

Research Questions

The following research questions were raised to guide the study:

- i. What are the entrepreneurial skills needed by internally displaced persons in Plateau state for self-reliance?
- ii. What are the areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons in Plateau state for self-reliance?

- iii. What are the training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state for self-reliance?

Research Hypotheses

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

H₀₁: There is no significant difference between the mean response of male and female respondents on the entrepreneurial skills needed by internally displaced persons in Plateau state for self-reliance.

H₀₂: There is no significant difference between the mean response of male and female respondents on the areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons in Plateau state for self-reliance.

H₀₃: There is no significant difference between the mean response of male and female respondents on the training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state for self-reliance.

Scope of the Study

The aim of this research was to assess the entrepreneurial skills training needs of internally displaced persons (IDPS) in Plateau State. Although IDPs were present in many other States in Nigeria, the research was limited to Plateau state because the state hosts the highest number of IDPs who have been displaced as a result of the farmer-herder attacks on communities and not insurgency. Within the state, the geographical scope of the research was also limited to Barkin Ladi, Bassa, Bokkos, Mangu and Ryom Local Government Areas. The choice of these local government areas was predicated on the fact that they were the most affected at the time and played host to the highest number of IDPs in the State.

Literature Review

This study reviewed theoretical, conceptual and empirical literature on entrepreneurial skills training.

Theoretical Framework

The study will be strengthened by the theory of planned behavior by Icek Ajzen (1991). The Theory of Planned Behavior (TPB) predicts an individual's intention to engage in a behavior at a specific time and place. It posits that individual behavior is driven by behavior intentions, where behavior intentions are a function of three determinants: an individual's attitude toward behavior, subjective norms, and perceived behavioral control (Ajzen, 1991).

Dimensions

Behavioral Intention: This is a proxy measure for behavior. It represents a person's motivation in the sense of her or his conscious plan or decision to perform certain behavior

(Conner & Armitage, 1998). Generally, the stronger the intention is, the more likely the behavior will be performed.

Attitude toward Behavior: This refers to the degree to which a person has positive or negative feelings of the behavior of interest. It entails a consideration of the outcomes of performing the behavior. Consequently, when IDPs have good intention to be self-employed, then they will likely venture into self-employment. This intention can however be influenced by perceived usefulness and perceived ease of operation. When they view self employment to be rewarding, satisfactory, worthwhile and easy to venture in, their intention or interest towards it will increase. But if it is viewed as not rewarding or satisfactory and difficult to venture in, their interest will be negatively affected.

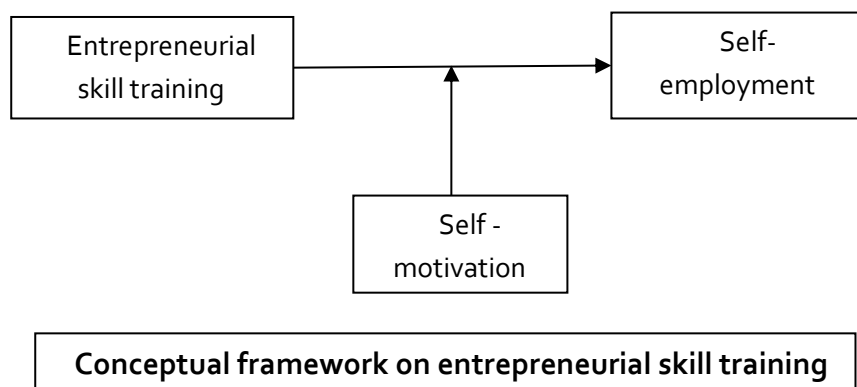
Subjective Norm: This refers to the belief about whether significant others think he or she will perform the behavior. It relates to a person's perception of the social environment surrounding the behavior. These significant others include peers, parents, spouse, teachers, mentors and people that have great influence on one's interest or intention. If IDPs view their entrepreneurial interest or intention to be likeable, appreciable and acceptable by the people who have much influence on them, their interest or intention will increase, if not, their motivation would be negatively affected.

Perceived Behavioral Control: This refers to the individual's perception of the extent to which performance of the behavior is easy or difficult (Ajzen, 1991). It increases when individuals perceive they have more resources and confidence (Ajzen, 1991). For IDPs to venture into entrepreneurship, they must perceive it as easy and possible amidst rivalry and security problems in the country. The IDPs need to be supported, motivated and encouraged to venture into self-employment.

The theory of planned behaviour is relevant to the study because understanding the intention, interest and attitudes of the IDPs could help in developing a more robust and effective entrepreneurial training programme. The more positive the attitude, subjective norms and perceived behavioural controls of the IDPs are towards entrepreneurship, the stronger their intentions or interest to perform as entrepreneurs.

Conceptual Framework

The acquisition of entrepreneurial skills by internally displaced persons (IDPs) will help them to acquire a particular skill or type of behavior needed for business in order to identify and exploit entrepreneurial opportunities for self-employment. Skill training is measured as skill acquisition, general or business training. Self-motivation is measured in terms of determination to succeed while self-employment is defined in terms of the tendency to engage in new business or business expansion.



Entrepreneurial Skills

Entrepreneurship is an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives (EU skills panorama, 2015). It is seen as vital to promoting innovation, competitiveness and economic growth. Fostering entrepreneurial spirit supports the creation of new firms and business growth. However, entrepreneurship skills also provide benefits regardless of whether a person sees their future as starting a business. They can be used across people's personal and working lives as they encompass 'creativity, initiative, tenacity, teamwork, understanding of risk, and a sense of responsibility (Onyekwelu & Oyeogubalu, 2020).

Skill is the ability to do something well, usually gained through training or experience that is needed, while acquisition is the act of getting new knowledge and skill. This skill can be obtained through education, training or experience that will inculcate into the individual how to carry out or discharge his / her responsibilities very well with the new knowledge (Ekong & Ekong, 2016). According to Jardim (2021) skill is thought of as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience. Although skill depends essentially on learning, it also includes the concepts of efficiency and economy in performance. Modern concepts of skill stress the flexibility with which a skilled operator reaches a given end on different occasions according to precise circumstances (Lawal & Umoru, 2022). However, it must be reiterated that even though basic human capacities are not sufficient to produce skills, they form the necessary basis of their development; skills represent particular ways of using capacities in relation to environmental demands, with human being and external situation together forming a functional system.

Entrepreneurial skill acquisition is a process whereby a person acquires or learns a particular skill or type of behavior needed for business through training or education in order to identify and exploit entrepreneurial opportunity for self-employment (Ingwe, Okute & Okon, 2023). It also helps entrepreneurs to acquire self-confidence, self-esteem and participate in decision-making at household and community levels. Entrepreneurial skill is the ability of an individual to exploit an idea and create an enterprise (small and big) not

only for personal gain but also for social and developmental gains. This therefore implies the entrepreneurship skills are skills needed to start, develop, finance and succeed in business.

While entrepreneurial skills are business skills, which an individual acquire personally to function effectively in business as an entrepreneur and be self-reliant, the skills consist of effective utilization of ideas, information, and facts that help the individual to develop competencies and become productive (Ossai, 2024). Entrepreneurship has to do with a system of ideas and values that are not ordinarily treated as part of the curriculum. It is the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high growth potential (Onyemah, 2023).

Internally Displaced Persons

Internally Displaced persons are mostly victims of the brutality of man against man, various kind of injustices or violence confrontations, perpetrated either by their own government against them or by others, such as terrorism, communal clashes, religious conflicts, riots, natural disasters and so on. Lwabukuna (2021) opines that displaced persons under international law are persons or groups of persons who have been forced or obligated to flee or to have cause to leave their homes or place of habitual residence in particular, as a result of or in order to avoid the effect of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and they must have either remain within their own national borders (as internally displaced persons) or they must have crossed an internationally recognized state border (as refugees). IDPS are persons or group of persons who because of armed conflict, systematic violations of human rights, internal strife, natural or manmade disasters have been coerced to flee their homes or places of habitat residence suddenly or unexpectedly to another location but have not crossed an internationally recognized state border (Ibrahim & Gujbawu, 2017). Similarly, Magaji (2024) defines internally displaced persons (IDPS) as a group of people who as a result of situations of armed conflicts, mass violations of human rights, floods, earthquakes and other natural disasters, flee their homes for safety and protection within the country.

In essence, it is obvious that IDPS are the victims of the brutality of man against man, violence confrontations as well as various kinds of inhuman treatment perpetrated either by their own government or by other against them, such as terrorism, communal clashes, religious conflicts, riots, natural disasters and so on. In any conflict situation and particularly those with ethnic or religious underpinnings, the humanitarian needs are immense and the means to satisfy those needs within the conflict area are severely limited (Gwaza, Dakum & Bogoro, 2015). Internally displaced civilian populations move from one place to another seeking safety and protection inside their own country. Forced population movements resulting in mass exodus constitute by their very nature infringements on international human rights and humanitarian law.

In Plateau state, conflicts arising from the activities of Fulani herdsmen have resulted in high threats to lives and properties, death of thousands, displacements of millions of people (Kudu, 2023). The full scope of displacement in Plateau state is unknown as there is limited capacity of the state to collect data and the complex nature of displacement patterns. Itumo and Nwobashi (2016) observe that no comprehensive survey on internal displacement has been conducted and there are no mechanisms to monitor durable solutions. The available estimates only include people who have sought shelter at temporary IDP camps; whereas, most IDPs had reportedly preferred to seek shelter with relatives, rather than living in camps (Omoraka, Ogoh & Yusufu, 2022). The situation of the internally displaced person obviously calls for intervention and modalities aimed at addressing the plights of the IDPs in Plateau state, with a view to ameliorate their sufferings and repositioning them to contribute meaningfully to socio-economic development of the country.

The interventions can be broadly identified as survival, resettlement and development interventions. At survival level the interventions mainly focused on maintaining the IDPs lives inside the camps by fulfilling their minimum daily needs such as food, shelter, water, health and others, while the resettlement support or intervention focuses on preparing the IDPs to move to resettlement areas or their ancestral homes by providing support materials such as roofing sheets, mattresses, mosquito nets, transportation and others for a limited period. The development intervention which is the focus of this research includes interventions that will help the IDPs to increase their abilities, skills and competencies so as to ensure a quality life after resettlement.

Self-Reliance

Self-reliance is synonymous with self-sufficiency and self-independence. Olayiwola in Evans-Obinna, (2016) defines self-reliance as the personal initiative in the ability and effort to identify, harness and manage effectively and efficiently the personal and collective resources, human or natural in the immediate surroundings in order to uplift one's or a people's life quality, standard and condition of existence. Self-reliance cautions against dependency-syndrome on the government as the monopoly of development. Sammani (2017) views self-reliance as the ability to rely on one's own efforts and abilities. A self-reliant person is one who possesses great creative ability, one who is functional, one who has acquired some values and skills to improve not just himself, but people around him/her; a resourceful individual. Put succinctly self-reliant citizens breed self-reliant nation.

With regard to the IDPs, self-reliance is the ability of displaced people, households and communities to meet their essential needs and enjoy social and economic rights in a sustainable and dignified manner (Khouzam & Verma, 2020). Being self-reliant help to protect and improve the livelihood of displaced men and women. Displaced people who become self-reliant are able to lead active and productive lives and weave strong social, economic and cultural ties with their host communities. The citizens will be self-reliant when they have possible cause to access and utilize the essentials of life which includes

good food, clothing, shelters, medication, transportations, and functional education (Ukah & Atah, 2021).

Entrepreneurial Skills Needed by Internally Displaced Persons in Plateau State for Self-Reliance

Entrepreneurial skills are those skills that are acquired through entrepreneurship education and training such as management, creative, manipulative and so on. These skills serve as tools that prepare the individuals for gainful self-employment and minimizes unnecessary dependent on white collar jobs (Ezeh & Ekemezie, 2015). What constitutes entrepreneurship skills has been the subject of much discussion. Unlike other important economic skills, entrepreneurial skills are not related to a specific occupation, discipline or qualification (Ossai, 2024). However, the greater emphasis on entrepreneurship training and developing entrepreneurial skills has brought more analysis and agreement of entrepreneurial abilities and competencies.

While entrepreneurial skills are business skills, which an individual acquires personally to function effectively in business as an entrepreneur and be self-reliant, the skills consist of effective utilization of ideas, information, and facts that help a learner develop competencies, services, or become productive employees of organizations (Mbanefo & Eboka, 2018). Umunadi (2014) identifies many categories of competencies or skills needed for success in entrepreneurship such as managerial, accounting and financial competencies, marketing and sales skills, and general business skills.

Onyemah (2023) describes skills as the knowledge that is determined by action – an ability to perform in a positive way. The author added that the skills that are required by entrepreneurs can be grouped into three distinct categories: - technical skills, business management skills and personal entrepreneurial skills. Technical skills include oral and written communication, technical management, and organizing skills. Business management skills are the managerial skills like accounting, decision making, planning and marketing. Entrepreneurs must have personal skills like innovation, risk taking and steadfastness. Jardim (2021) observes that the absence of key skills like motivation, ability to gather resources, financial management, marketing management, human resource management, and technical skills, may lead to non-performance and ineffectiveness in the overall performance of the venture.

The Organisation for Economic Cooperation and Development (2014) identifies three main groups of skills required by entrepreneurs:

- i. Technical - communication, environment monitoring, problem solving, technology implementation and use, interpersonal, organisational skills.
- ii. Business management - planning and goal setting, decision making, human resources management, marketing, finance, accounting, customer relations, quality control, negotiation, business launch, growth management, compliance with regulations skills.

- iii. Personal – entrepreneurial self-control and discipline, risk management, innovation, persistence, leadership, change management, network building, and strategic thinking.

Ingwe, Okute and Okon (2023) identify the skill-sets required to be an entrepreneur and viewed them as key requirements. These skill-sets can be broken down into three groups: entrepreneurship skills, technical skills and management skills.

- i. Entrepreneurship skills include inner discipline, ability to take risk, innovative, change-orientated and persistence
- ii. Technical skills include operations specific to industry, communications, design, research and development, environmental observation
- iii. Management skills include Planning, decision-making, motivating, Marketing, finance, selling

Ukah and Atah (2021) report that the level of education and training required to develop each of these skills will be highly dependent upon the levels of human capital that individuals might already possess before embarking upon their entrepreneurial journey. Indeed, it has been argued that developing these skill-sets will engender enterprising persons who should be equipped to fulfill their potential and create their own futures, whether or not as entrepreneurs.

Similarly, Ossai (2024) examines an entrepreneurial development system and identified the keys skills to include:

- i. Technical skills - which are those skills necessary to produce the business's product or service;
- ii. Managerial skills - which are essential to the day-to-day management and administration of the company.
- iii. Entrepreneurial skills - which involve recognizing economic opportunities and acting effectively on them.
- iv. Personal maturity skills - which include self-awareness, accountability, emotional skills, and creative skills.

In examining the key skills required of entrepreneurs, Onyemah (2023) identifies a number of key elements which he believes featured prominently in entrepreneurship:

- i. The ability to identify and exploit a business opportunity
- ii. The human creative effort of developing a business or building something of value
- iii. A willingness to undertake risk
- iv. Competence to organise the necessary resources to respond to the opportunity.

However, Onyekwelu and Oyeogubalu (2020) maintain that within any society it is important to support all people with 'entrepreneurial mindsets', not just the entrepreneurs, as they each have the potential to inspire others to start a business. The authors argued that any entrepreneurship training should enable people not just to develop skills to start a business but rather to be capable of behaving entrepreneurially in whatever role they take in life. This approach is quite broad but it captures the critical philosophy of modern entrepreneurship education and training programmes required if countries are to generate

an increasing pool of people who are willing to behave entrepreneurially. But how one develops these skills and values, particularly with relevance to growth-orientated business activities, remains a question to which many researchers are still seeking an answer.

Entrepreneurship Opportunities Available for Internally Displaced Persons in Plateau State

Without an opportunity, there is no entrepreneurship. A potential entrepreneur can be immensely creative and hardworking, but without an opportunity to target with these characteristics, entrepreneurial activities cannot take place (Franco & Haase, 2020). Recognizing this reality meant that whereas historically, entrepreneurship research tended to center on entrepreneurs and their behaviors in creating new ventures, the role opportunities play has received increased scholarly attention in recent years (Korzhov & Pasko, 2020).

Following this argument, the link, i.e. the nexus, between the entrepreneur and pursuable opportunities should receive extended focus in academic research. This could give rise to a better comprehension of opportunities in the entrepreneurial process. According to Davidsson (2015), opportunity is a very elusive concept which is difficult to explain, limiting the extent to which the link between opportunities and entrepreneurship can be studied.

The Oxford Dictionary defines an opportunity as: "a time or set of circumstances that makes it possible to do something." Following this basic concept, Okute (2020) states that an entrepreneurial opportunity contains a set of ideas, beliefs and actions that make it possible to create future goods and services for which a market does not yet exist. Jardim (2021) define entrepreneurial opportunities as situations in which new goods, services, raw materials, markets and organizing methods can be introduced through the formation of new means, ends or means-ends relationships. A broader definition was developed by Mitchell and Shepherd in Ajamobe (2021) who explain an opportunity as "a perceived means of generating economic value (i.e., profit) that previously has not been exploited and is not currently being exploited by others." The author say that an opportunity contains three main characteristics: potential economic value (which indicates the capacity to generate profit), newness (something that did not exist before) and perceived desirability (acceptability in society).

It is in view of the above definitions of opportunity that Omoregie (2017) reports that "if entrepreneurship is about innovatively solving social, economic and related problems, and creating a profitable, growth oriented and enduring commercial vehicle for this purpose, then a developing country like Nigeria, with its many challenges presents immense opportunities for the creative entrepreneur." This implies that entrepreneurial opportunity exists where there is a service gap, a problem that needs to be solved innovatively.

Since 2001 to date, Plateau state has witnessed one form of violent conflict or the other leading to increased number of IDPs with severe economic and social hardship brought about by the displacement and destruction of source of livelihood. A direct consequence is increased unemployment, poverty and the propensity for crime as criminal tendencies

among the indolent may be high (Gwaza, Dakum & Bogoro, 2015). This therefore informs the need for IDPs to exploit the immense entrepreneurial opportunities available, in agriculture, mining, technology, support services, power, health, education and other sectors of the economy. This will enable the IDPs to lead active and productive lives and weave strong social, economic and cultural ties with their host communities and improve their quality of life (QOL) after resettlement. What is perhaps more useful is a framework, that enables IDPs identify or create viable and bankable entrepreneurial opportunities aimed at meeting existing and emerging needs.

Onyekwelu and Oyeogubalu (2020) observe that a lot of fast growing business opportunities exist in most communities in Nigeria. Some of these opportunities are emerging and have not reached their peak or full potential. They include catfish and poultry farming, metal fabrication, shoe mending, catering and decoration, mobile phone, computer repair, mechatronics and spray painting. Others are weaving, soap/pomade making, computer/GSM repair, electrical wiring, tiles and marbles laying and painting. Mshelia and Abdulrahman (2018) report that base on the type of training received; the IDPs can venture into self-reliant vocations and occupations such as the following:

1. Baking and Catering
2. Tailoring and Sewing
3. Bricklaying and Concrete Practices
4. Motor Vehicle Mechanics
5. Welding and Metal Fabrication
6. Carpentry and Joinery
7. Computer skills
8. Bicycle Repair
9. Hair Dressing and barbing
10. Agriculture- Animal and Crops Husbandry
11. Handset repair
12. Solar panels installation and maintenance

All of these vocations provided are demand driven and are in high demand within the affected communities. The aim of entrepreneurial skills training is to equip the IDPs with the necessary skills for successful business venture. The training is designed towards unlocking the potentials of the beneficiaries to find alternative business opportunities that would enable them become self-reliant. Entrepreneurial skills training promotes free self-employment oriented vocational and technical training and will address the qualitative and quantitative needs of the IDPs and their households, because the training is on life skills, will contribute to both self-employment and alleviation of poverty among the IDPs.

Training Techniques or Methods for Entrepreneurial Skill Acquisition by Internally Displaced Persons in Plateau State

Training is the systematic development of the knowledge, attitudes and skills required by an individual to perform adequately a given task or job (Armstrong, 2016). It is concerned with developing a particular skill to a desired standard by instruction and practice. Ekoh-Nweke and Offia (2017) define training as the process of gaining skills, competencies and knowledge to perform an action effectively. It is given to ensure that an individual perform effectively the desired task. Ozuruoke (2015) emphasized that of all the tasks, training and development of people is the most crucial as there is no other way to productivity, profitability or survival in the new business field.

The term entrepreneurship training refers to a specialized educational activity that inculcates in learners the traits of risk-taking, innovation, arbitrage and co-ordination of factors of production for the purpose of creating new products or services for new and existing users within human communities (Ajamobe, 2021). Zakka, Bewaran and Moris (2018) view entrepreneurial skill training as a formal training intervention that shares the broad objective of providing individuals with the entrepreneurial mindsets and skills to support participation and performance in a range of entrepreneurial activities. It focuses on mindsets and skills development including socio-emotional skills like self-confidence, leadership, creativity, risk propensity, motivation, resilience, self-efficacy and the general business knowledge and skills needed for opening and managing a business (Onyemah (2023). It is a specialized training given to people to acquire the skills, ideas and managerial abilities and capabilities for self-employment rather than being employed for pay.

The techniques or methods of entrepreneurial training must be carefully selected so that trainees could benefit maximally. Its organisation must equally be seen to be relevant to the beneficiaries and their communities. Esene, Olumese and Ovbiagele (2017) outline some of the techniques or methods of entrepreneurship training to include apprenticeship, mentoring, role modeling, role play, team training, internship, orientation, socialization, conferences, seminars, workshops, demonstration, field trips, excursions, observation and self-development. The authors added that the effectiveness of these training techniques can further be enhanced through the learning modality and the training environment.

Learning modality refers to the method of communication by which training content is conveyed to the learners. The three learning modalities are: learning by doing, learning by seeing, and learning by hearing.

- learning by doing refers to situations where the trainees acquire training content through the action of performing the task.
- learning by seeing to refers to cases where the trainees acquire the training content by watching the task being performed, and
- learning by hearing for the acquisition of training content by hearing.

The training environment refers to the setting in which the training takes place. A natural environment refers to the real work environment. A contrived environment refers to a training environment that is created specifically for the training and does not resemble the

work environment, whereas a simulated environment is contrived but aims to simulate the natural work environment (Olaleye, 2023). Therefore, for the training environment criterion we have three possibilities: natural, contrived, and simulated. All on-the-job training takes place in a natural environment whereas off the- job training can be either contrived or simulated.

Ossai (2024) outlines some of the objectives of entrepreneurship training to include

- to acquire appropriate knowledge of entrepreneurship
- to acquire skills needed in the use of methods or techniques
- to acquire skills in the analysis of solutions and integration of action plans
- to identify and foster entrepreneurial drive, skills and talent
- to develop affinity and support for all unique aspects of entrepreneurship
- to construct attitudes towards change and to boost new start-ups and other entrepreneurial ventures.

Ukah and Atah (2021) argue that the pattern behind most entrepreneurship training programs is of a technical nature, by giving a quick fix program in those areas which the participants are not familiar with. The main areas of concern are business skills training, entrepreneurial skills training and technical skills training. The business skills' training covers all general management training areas in a business. Technical skill training addresses the ability to use knowledge or techniques of a particular discipline to reach certain limits. Entrepreneurial skill training involves the setting up and growth of business enterprises and also includes other entrepreneurial characteristics like creativity and innovation, risk propensity, leadership, need for achievement etc.

In the same vein, Olaleye (2023) explains that a training need arises when there is a shortfall in performance or when performance could be improved, in order to increase the productivity or the quality of service provided. Ikegwani (2017) observes that entrepreneurship is not just about buying and selling for now hoping that tomorrow will be better. There are factors that can lead to sustained efforts. Every effort must be made to train and retrain the individuals in order to make development be on a steady increase. Onyemah (2023) reports that the areas of training needs for entrepreneurs include training in business and its objectives, quality assurance in such business, ethical practices, innovation, managing business environment, tackling social responsibility issues and being information and communication technology compliant.

Entrepreneurial skill training can involve a range of public and private stakeholders, including government, educational institutions, businesses, and non-governmental and international organizations (Ngele, 2020). The roles of these stakeholders can include the development, financing, delivery, and evaluation of training interventions aimed at empowering the IDPs. This is because empowerment is a multi-dimensional social process that helps people gain control over their own lives. It is a process that fosters power in people, for use in their live, their communities and their societies by acting on issues that they define as important. Lawal and Umoru (2022) see empowerment as the process of increasing the assets and capabilities of individuals or group to make purposive choices and

transform those choices into desired actions and outcomes. This includes encouraging and developing the entrepreneurial skills of IDPs for self-reliance with a focus on ameliorating their sufferings and repositioning them to contribute meaningfully to socio-economic development of the country.

Methods

The descriptive survey design was used for the conduct of the study. A total of 400 IDPs were surveyed from the five local government areas using a questionnaire that was administered individually. The questionnaire was administered in 19 different locations across six local government areas where the IDPs were spread, including in official IDP camps and host communities (targeting both IDPs residing with host families and those in informal settlements). The local government areas where the IDPs were camped include: Barkin Ladi, Bassa, Bokkos, Jos-South, Mangu and Ryom. The sampling technique used was the non-probability sampling. However, the size of the sample was not proportional to the total population of interest.

The instrument used for data collection was the Entrepreneurial Skills Training Needs Questionnaire (ESTNQ). The questionnaire consisted of three sections with items based on the purposes of the study and the research questions. Each of the items on section 'A' of the questionnaire were assigned four response options of Highly Needed (HN-4 points), Moderately Needed (MN-3 points), Slightly Needed (SN-2 points) and Not Needed (NN-1 point). While sections 'B' and 'C' were assigned four response options of Strongly Agreed (SA-4), Agreed (A-3), Disagreed (DA-2) and Strongly Disagreed (SDA-1). The questionnaire was complemented by focus groups discussions across the five LGAs, with IDP leaders, community leaders and members of the host communities.

The instruments were validated by three experts in the subject area. A pilot study was conducted with resettled IDPs in Langtang South local government area of Plateau state in order to establish the reliability of the instrument. Cronbach Alpha was used to determine the reliability or otherwise of the questionnaire. The result yielded a reliability coefficient of 0.78.

The data collected were analysed using the mean and standard deviation. The mean was used to answer the research questions while the standard deviation was used to determine the closeness or otherwise of the responses from the mean. Positive decision rule for this study was established at a mean of 2.50 and above while any mean less than that was regarded as negative. The null hypothesis stated were tested using the t-test at 0.05 level of significance. Hypothesis of no significant difference was accepted when the observed probability value is greater than or equal to 0.05 level of significance. Where the calculated probability value is less than 0.05 level of significance, the null hypothesis was rejected.

Analysis of Data and Results

This research work was conducted to examine the entrepreneurial skills training needs of internally displaced persons in Plateau state for self-reliance. The analyses were carried out

under the following sub-headings: Analyses of data to answer the Research Questions, Hypotheses Testing and Discussion of Findings.

Analyses of Data to Answer the Research Questions

Analysis of data to answer the research questions are presented in Table 1 to 3 as follows:

Research Question 1: What are the entrepreneurial skills needed by internally displaced persons in Plateau state for self-reliance?

Table 1: Mean and standard deviation of responses on the entrepreneurial skills needed by internally displaced persons in Plateau state for self-reliance

S/no	Item statement	\bar{X}	SD	Remark
1	Innovation skills to introduce new business ideas or new ways of doing business	3.31	0.79	Moderately Needed
2	Ability to undertake calculated risk	3.14	0.86	Moderately Needed
3	Ability to identify and exploit business opportunity	3.14	0.74	Moderately Needed
4	Creativity skills for developing a business or building something of value	3.04	0.87	Moderately Needed
5	Ability to organise the necessary resources to respond to the opportunity	3.03	0.73	Moderately Needed
6	Ability to manage effectively the finances of the business	3.52	0.50	Highly Needed
7	Ability to locate market for the sale of the product or service	2.66	1.06	Moderately Needed
8	Ability to plan, coordinate and control the business	3.01	0.80	Moderately Needed
9	Ability to keep accurate records of business activities	3.33	0.75	Moderately Needed
10	Ability to communicate effectively and keep good relationship with customers	3.21	0.84	Moderately Needed
11	Creative thinking and problem solving skills	2.81	0.99	Moderately Needed
12	Ability to evaluate business progress	3.33	0.74	Moderately Needed
13	Ability to market products or services to customers	3.43	0.70	Moderately Needed
	Weighted average	3.15	0.80	Moderately Needed

Source: Field survey, 2020

Data in table 1 reveals that the respondents generally indicated that all the constructs are entrepreneurial skills needed by internally displaced persons in Plateau state for self-reliance. The respondents indicated the ability to manage effectively the finances of the business as skill highly need by IDPs with a mean of 3.52. They also indicated the ability to

market products or services to customers, ability to keep accurate records of business activities, ability to evaluate business progress, innovation skills to introduce new business ideas or new ways of doing business, ability to communicate effectively and keep good relationship with customers, ability to undertake calculated risk and ability to identify and exploit business opportunities as skills moderately needed by the IDPs. These were supported with mean scores of 3.43, 3.33, 3.33, 3.31, 3.21, 3.14 and 3.14 respectfully. Other skills moderately need were creativity skills for developing a business or building something of value, ability to organise the necessary resources to respond to the opportunity, ability to plan, coordinate and control the business, creative thinking and problem-solving skills and ability to locate market for the sale of the product or service with mean scores of 3.04, 3.03, 3.01, 2.81 and 2.66 respectfully.

All the 13 items have standard deviation scores ranging from 0.50 to 1.06 which are below the fixed value of 1.96. This means that the responses of the respondents are not wide spread as they are close to the mean. Table 1 shows a calculated weighted average mean and standard deviation of 3.15 and 0.80, which indicates that all the constructs are moderately needed.

Research Question 2: What are the areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons in Plateau state for self-reliance?

Table 2: Mean and standard deviation of responses on the areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons in Plateau state for self-reliance

S/no	Item statement	\bar{X}	SD	Remark
1	Dry season farming (irrigation)	3.38	0.72	Agreed
2	Animal husbandry (piggery, poultry, fishery etc.)	3.58	0.49	Strongly Agreed
3	Baking services	2.89	0.93	Agreed
4	Tailoring and sewing	2.68	1.11	Agreed
5	Motor vehicle mechanics (automobile mechanic) and spray painting	1.70	1.05	Disagreed
6	Tiles and marble laying	1.70	1.09	Disagreed
7	Welding and metal fabrication	1.77	1.09	Disagreed
8	Carpentry and joinery	2.30	1.03	Disagreed
9	Electrical wiring	1.72	1.05	Disagreed
10	Hair dressing and barbing	2.75	1.11	Agreed
11	Soap and pomade making	2.76	1.17	Agreed
12	Computer and GSM repairs	2.55	1.13	Agreed
13	Mining (buying and selling of tin and precious stones)	2.75	1.16	Agreed
14	Bricklaying and concrete practices	2.52	1.17	Agreed
15	Weaving/knitting	2.66	1.16	Agreed
16	Food processing/catering services	2.50	1.14	Agreed
17	Trading (buying and selling of farm produce and other products)	3.07	0.95	Agreed
	Weighted average	2.55	1.03	Agreed

Source: Field survey, 2020

Data in table 2 reveals that the respondents strongly agreed that animal husbandry is an area of entrepreneurship (entrepreneurship opportunity) available for internally displaced persons with a mean score of 3.58. The respondents also agreed that dry season farming, trading (buying and selling of farm produce and other products), baking services, soap and pomade making, mining (buying and selling of tin and precious stones), hair dressing and barbing, tailoring and sewing, weaving/knitting, computer and GSM repairs, bricklaying and concrete practices and food processing/catering services are areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons. These were supported with mean scores of 3.38, 3.07, 2.89, 2.76, 2.75, 2.75, 2.68, 2.66, 2.55, 2.52 and 2.50 respectively. Items 5,6,7,8 and 9 were however rejected.

In summary, all the items have standard deviation scores ranging from 0.49 to 1.17 which are below the fixed value of 1.96. This means that the responses of the respondents are not wide spread as they are close to the mean. Table 2 shows a calculated weighted average mean and standard deviation of 2.55 and 1.03, which indicates that the respondents agreed with constructs.

Research Question 3: What are the training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state for self-reliance?

Table 3: Mean and standard deviation of responses on the training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state for self-reliance

S/no	Item statement	\bar{X}	SD	Remark
1	Apprenticeship training in a particular trade or craft	3.39	0.67	Agreed
2	Mentorship (guidance provided by an experienced person)	3.11	0.74	Agreed
3	Role modeling (a person looked to by others as an example to be imitated)	2.60	1.07	Agreed
4	Team training (the use of teams to increase individual proficiency)	2.73	1.10	Agreed
5	Internship (working in an organisation to gain work experience)	2.78	1.08	Agreed
6	Orientation training to acquaint trainees with basic job information	2.09	1.15	Disagreed
7	Socialization	2.10	1.11	Disagreed
8	Conferences	2.41	1.14	Disagreed
9	Seminars (training to acquire a specific skill)	2.20	1.14	Disagreed
10	Training workshops (interactive training on a particular activity)	2.89	1.11	Agreed
11	Demonstration (training with the aid of visuals)	3.17	0.79	Agreed
12	Field trips or excursions (journey away from the normal environment to acquire new skill)	2.40	1.09	Disagreed
13	Observational training (observing others exhibit the behavior)	2.88	0.97	Agreed
14	Self-development (taking personal steps to learn new skills)	1.89	1.07	Disagreed
	Weighted average	2.62	1.02	Agreed

Source: Field survey, 2020

Data in table 3 indicates that the respondents agreed that the training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state include apprenticeship training in a particular trade or craft, demonstration (training with the aid of visuals), mentorship (guidance provided by an experienced person), training workshops (interactive training on a particular activity), observational training (observing others exhibit the behavior), Internship (working in an organisation to gain work experience), team training (the use of teams to increase individual proficiency) and role modeling (a person looked to by others as an example to be imitated). These were supported by mean scores of 3.39, 3.17, 3.11, 2.89, 2.88, 2.78, 2.73 and 2.60 respectfully. However, items 6, 7, 8, 9, 12 and 14 were rejected.

On the whole, all the items have standard deviation scores ranging from 0.67 to 1.15 which are below the fixed value of 1.96. This means that the responses of the respondents are not wide spread as they are close to the mean. Table 3 shows a calculated weighted average mean and standard deviation of 2.63 and 1.02, which indicates that the respondents agreed with constructs.

Test of Hypotheses

The three null hypotheses of the study were tested using independent t-test. The null hypotheses were tested at 0.05 level of significance. The summary of the test results are presented in Tables 4 to 6 as follows:

Table 4: Summary of t-test of the difference between the mean response of male and female respondents on the entrepreneurial skills needed by internally displaced persons in Plateau state for self-reliance

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	148	3.20	0.39				
				-2.860	367	0.005	Rejected
Female	221	3.12	0.50				

Source: Field survey, 2018

P<0.05

The data in Table 4 reveals that there are 148 male and 221 female respondents. The male and female responses showed that entrepreneurial skills are moderately needed by internally displaced persons in Plateau state for self-reliance ($\bar{X} = 3.20$; $SD = 0.39$) and ($\bar{X} = 3.12$; $SD = 0.5032$). Their responses are close to the mean as the standard deviations are very low. The table revealed that there is a significant difference between the mean response of male and female respondents on the entrepreneurial skills needed by internally displaced persons in Plateau state for self-reliance ($t_{367} = 2.86$, $P < 0.05$). Therefore, the null hypothesis that states that there is no significant difference between the mean response of male and female respondents on the entrepreneurial skills needed by internally displaced persons in Plateau state for self-reliance was rejected. This implies that although the male and female respondents have an average response indicating the need for entrepreneurial skills, their responses are well spread and differs. Though there was a slight difference between their mean responses with male having higher mean responses, but the difference was not statistically significant (mean difference = 0.8).

Table 5: Summary of t-test of the difference between the mean response of male and female respondents on the areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons in Plateau state for self-reliance

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	148	2.64	0.39				
				-2.334	367	0.021	Rejected
Female	221	2.57	0.46				

Source: Field survey, 2018

P<0.05

The data in Table 5 reveals that there are 148 male and 221 female respondents. The male and female responses showed that respondents generally agreed with the areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons in Plateau state for self-reliance ($\bar{X} = 2.64$; SD = 0.39) and ($\bar{X} = 2.57$; SD = 0.46). Their responses are close to the mean as the standard deviations are very low. The table revealed that there is a significant difference between the mean response of male and female respondents on the areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons in Plateau state for self-reliance ($t_{367} = 2.33$, $P < 0.021$). Therefore, the null hypothesis that states that there is no significant difference between the mean response of male and female respondents on the areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons in Plateau state for self-reliance was rejected. This implies that although the male and female respondents have an average response indicating the availability of entrepreneurship opportunities, their responses are well spread and differs. Though there was a slight difference between their mean responses with male having higher mean responses, but the difference was not statistically significant (mean difference = 0.07).

Table 6: Summary of t-test of the difference between the mean response of male and female respondents on the training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state for self-reliance

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	148	2.76	0.25				
				-4.043	367	0.000	Rejected
Female	221	2.52	0.35				

Source: Field survey, 2018

P<0.05

The data in Table 6 reveals that there are 148 male and 221 female respondents. The male and female responses showed that the respondents agreed with the training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state for self-reliance ($\bar{X} = 2.76$; SD = 0.25) and ($\bar{X} = 2.52$; SD = 0.35). Their responses are close to the mean as the standard deviations are very low. The table revealed that there is a significant difference between the mean response of male and female respondents on the

training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state for self-reliance ($t_{367} = 2.33$, $P < 0.00$). Therefore, the null hypothesis that states that there is no significant difference between the mean response of male and female respondents on the training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state for self-reliance was rejected. This implies that although the male and female respondents have an average response indicating an agreement with the training techniques or methods for entrepreneurial skill acquisition, their responses are well spread and differs. Though there was a slight difference between their mean responses with male having higher mean responses, but the difference was not statistically significant (mean difference = 0.24).

Discussion of Findings

Based on the result of the data analysis and test of hypotheses, the following findings were made:

Research Question One sought to determine the entrepreneurial skills needed by internally displaced persons in Plateau state for self-reliance. The null hypothesis one (H_{01}) stated that there is no significant difference between the mean response of male and female respondents on the entrepreneurial skills needed by internally displaced persons in Plateau state for self-reliance. The findings revealed that the IDPs highly needed the ability to manage effectively the finances of the business. The study also revealed that the IDPs moderately needed skills to market products or services, keep accurate records of business activities, evaluate business progress, introduce new business ideas, communicate effectively and undertake calculated risk. Other skills moderately needed by the IDPs are the ability to identify and exploit business opportunities, creativity skills, ability to plan, coordinate and control the business, creative thinking and problem solving skills. The findings further revealed that there was a significant difference between the mean response of male and female respondents on the entrepreneurial skills needed by internally displaced persons in Plateau state for self-reliance ($t_{367} = 2.86$, $P < 0.05$).

This finding agrees with Umunadi (2014) who identifies many categories of skills needed for success in entrepreneurship such as managerial skills, financial skills, marketing skills and general business skills. This view was also supported by Ezech and Ekemezie (2015) who observes the entrepreneurial skills serve as tools that prepare the individuals for gainful self-employment and minimizes unnecessary dependence on white collar jobs. Meanwhile, the focus group discussion revealed that the IDPs mostly agreed that entrepreneurial skills are important and relevant to them, though there are differences between individuals concerning how skillful they are in terms of these skills. The differences together with the notion that entrepreneurial skills can be learnt imply that to develop and improve these skills among IDPs is a feasible option and objective.

Research Question Two sought to determine the areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons in Plateau state for self-reliance. The null hypothesis two (H_{02}) stated that there is no significant difference

between the mean response of male and female respondents on the areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons in Plateau state for self-reliance. The findings revealed that the respondents strongly agreed that animal husbandry is an area of entrepreneurship (entrepreneurship opportunity) available for internally displaced persons. The study also revealed that respondents agreed that dry season farming, trading, baking services, soap and pomade making, mining, hair dressing and barbing are areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons. Others are tailoring and sewing, weaving/knitting, computer and GSM repairs, bricklaying and concrete practices and food processing/catering services. The findings further revealed that there was a significant difference between the mean response of male and female respondents on the areas of entrepreneurship (entrepreneurship opportunities) available for internally displaced persons in Plateau state for self-reliance ($t_{367} = 2.33, P < 0.021$).

This finding corroborates that of Okezie, Alex and Asoluka (2013) who observe that a lot of fast-growing business opportunities exist in most communities in Nigeria. Some of these opportunities are emerging and have not reached their peak or full potential. Mshelia and Abdulrahman (2018) report that base on the type of training received; the IDPs can venture into self-reliant vocations and occupations such as baking and catering, tailoring and sewing, animal and crops husbandry, carpentry and joinery among others. Meanwhile, the focus group discussion revealed that respondents differ in their choice of business opportunities due to cultural believes and traditions as some occupations are seen to be for women while others are seen to be the exclusive preserve of the male.

The purpose of Research Question Three was to determine the training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state for self-reliance. The null hypothesis three (H_{03}) stated that there is no significant difference between the mean response of male and female respondents on the training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state for self-reliance. The findings revealed that the respondents agreed that the training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state include apprenticeship training, demonstration, mentorship, training workshops, observational training, internship, team training, and role modeling. The findings further revealed that there was a significant difference between the mean response of male and female respondents on the training techniques or methods for entrepreneurial skill acquisition by internally displaced persons in Plateau state for self-reliance ($t_{367} = 2.33, P < 0.00$).

This finding is in line with Zakka, Bewaran and Moris (2018) who explain that the techniques or methods of entrepreneurial training must be carefully selected so that trainees could benefit maximally. Supporting this view, Esene, Olumese and Ovbiagele (2017) outline some of the techniques or methods of entrepreneurship training to include apprenticeship, mentoring, role modeling, internship, workshops and demonstration among others. Meanwhile, the focus group discussion revealed that respondents differ in their choice of

training technique and methods due peculiarities in roles, level of education and in some cases customs and traditions that would not allow married women or girls to go far from their homes for any form of skill acquisition or training programme.

Conclusion

The scale and complexity of internal displacement in Plateau state means that significant efforts are required to provide an effective and well-coordinated humanitarian response. While some significant displacement crises have attenuated due to the cessation of hostilities and some IDPs have been able to return to their original places of residence, a good number of them remain in precarious situation and new situations of internal displacement continues to occurs. A great deal therefore remains to be done to address IDPs protection, assistance and empowerment needs. This therefore inform the need to identify the entrepreneurial skills training needs of the IDPs and to equally expose them to relevant skills that will make the IDPs self-reliant. Being self-reliant means the IDPs will be able to meet their essential needs, the needs of others, increase their sense of self-worth and renewed vision for life and enjoy social and economic rights in a sustainable and dignified manner even after they are resettled.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government institutions, non-governmental organizations, religious organizations and public-spirited individual have been providing mainly survival services while a few engaged in providing development support services. These stakeholders should as part of their interventions institute entrepreneurial skill training programmes for internally displaced persons. This will afford them the opportunity of acquiring various entrepreneurial skills during their stay in the camp and also help open up employment opportunities. It will also assist the IDPs in full rehabilitation preparatory for resettlement back to the society. Such training can be targeted towards vocational and technical skills training for service delivery, instruction in agricultural production, construction work, or crafts, training in entrepreneurship and the provision of access to microfinance.
2. In view of the fact that much potentials and entrepreneurial opportunities abound for IDPs intending to venture into entrepreneurial activities in Plateau state, the government should nip in the bud the remote causes of these crises, then ensure that security of lives and properties is achieved through the use of state paraphernalia. Starter packs and financial assistance should also be provided by all stakeholders to internally displaced persons who have identified an entrepreneurial opportunity and are ready to venture into business. This is in view of the fact the most of them have little or nothing to start with, as they might have lost all they have to the crisis. Also, continuous assistance, encouragement and professional

guidance from local businessmen and entrepreneurs is critical, this will help sustain the business and boost entrepreneurship development.

3. There is a need for public private partnership with established entrepreneurs and industries for the establishment of entrepreneurial training centres that will cater for the training needs of IDPs. Arrangements can also be made with established entrepreneurs and industries for the training of IDPs in various entrepreneurial ventures of their choice. This will help cater for the various training need of the IDPs.

Limitations

The conduct of the study was not without some difficulties and limiting factors. They include the following:

- i. The outbreak of the coronavirus disease (covid-19) led to the restriction of movement in the country. This made it difficult to conduct the study on good time as movements were restricted and lock downs enforced by both federal and state governments. Followed by this was the 'End SARS' protest which also disrupted activities and led to the imposition of 24-hour curfew in some states including Plateau state.
- ii. The level of knowledge and poor capacity of understanding amongst some of the IDPs was a clear limitation as sizable number of them could not clearly comment on some areas such as empowerment and support services they received. Thus, the researchers had to spend more time on educating them and trying to get the actual perceptions and realities.
- iii. Some IDPs seemed to hide their economic achievements thinking that they may not receive government assistance in the future if the true picture is revealed. Although with revalidation of the questions, especially during the focus group discussions, the researchers tried to minimize this bias, still the data and opinions collected could have an influence on the analysis and findings.

Acknowledgement

This research was funded by the Tertiary Education Trust Fund (Tetfund), Nigeria under the Institutional Based Research Fund. Thanks to Tetfund for the sponsorship.

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