

**SOCIO-ECONOMIC CONSEQUENCES OF YOUTH UNEMPLOYMENT IN EGOR
LOCAL GOVERNMENT AREA, EDO STATE**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF DEPARTMENT OF
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CERTIFICATION

This is to certify that this research work was carried out by **Ezeh Favour Elizabeth** with Matriculation Number: **SSC2105924** in partial fulfillment of the requirement for the award of Bachelor of Science (B.Sc.) degree in Sociology and Anthropology, Faculty of Social Sciences, University of Benin, Benin City, Edo State under the supervision of :

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DATE

DATE

DEDICATION

This work is dedicated to God Almighty who is gracious and kind and has provided me guidance and protection throughout my stay in school. This work is also dedicated to my parents for their encouragement, prayers and financial support.

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I am deeply grateful to God Almighty for granting me the strength, wisdom and good health to successfully complete this project.

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ABSTRACT

The study examined the socio-Economic consequences of youth unemployment In Egor local government area of Edo State. The study adopted Survey research design. Combining quantitative and qualitative method Including questionnaire and In-depth Interview. Respondents were sampled using the simple random sampling to ensure qual representation from every respondents. Data analysis Involved descriptive statistics and Statistical package for social science(SPSS) . The findings reveal that youth unemployment lead to crime and drug abuse. The study concluded that youth unemployment is a complex phenomenon necessitating both government and private sectors to address the root causes. The study recommends that both public and private sectors should create job opportunities for youth by Investing in Industries and encouraging local production.

CHAPTER ONE

1.1 Background of the Study

The dream of every human on earth is to have the means to afford a life of luxury. Youth unemployment is a pressing issue globally, particularly in developing economies. It has severe socio-economic consequences, affecting not only individuals but also communities and societies as a whole. Youth unemployment in Nigeria has become a major concern, undermining the country's socioeconomic development. The relevance of youth in the socio-economic development of a nation cannot be overstated. As the future leaders and workforce of a country, youth play a crucial role in shaping its economic landscape and social progress. Their energy, creativity and adaptability are vital assets that drive innovation, entrepreneurship and productivity, thereby contributing significantly to economic growth and development (World Bank, 2019).

Unemployment refers to a situation where an individual who is actively seeking employment is unable to find a job. Unemployment is one of the developmental problems that face every developing economy Okafor(2017). Its impact has been felt more on youths especially those in search for white collar jobs. The economic hardship experienced in our society has made poverty and malnutrition to deeply penetrate the youth (one of the most vulnerable groups in any society). There are various reports and documents published which concern the youth; their employment and its causes, consequences and so on. Most of these documents portray the trends, the causes and consequences which include emergence of forced prostitution and increasing cases of drug addiction which leads to the rise of socially unfavorable incidences like teenage pregnancies, suicides, thefts and many others. With its

constant rise, youth unemployment has become a global concern. Youth unemployment is one of the most persistent socio-economic challenges confronting developing nations today, and Nigeria is no exception. The youth population, which represents over 60% of Nigeria's total population, is considered the most vibrant and productive segment of the society. Unfortunately, this category of the population faces the highest level of joblessness, underemployment, and precarious work (NBS, 2021; ILO, 2022). The problem of youth unemployment is not only economic but also social. Rising joblessness among young people has been linked to increased poverty, frustration, rural–urban migration, restiveness, and crime (AfDB, 2021). In many states across Nigeria, unemployed youths often engage in cybercrime, drug abuse, political thuggery, and other social vices. This shows that unemployment is not just a matter of wasted economic potential but also a threat to national security and development.

Youth constitute one of the most dynamic segments of the population and represent the driving force of social, economic, and political development in any nation. The United Nations (2019) defines youth as individuals between the ages of 15 and 24 years, although many countries, including Nigeria, extend this range to 15–35 years. Within this demographic lies immense potential for innovation, creativity, and leadership. However, this same group often faces systemic challenges such as unemployment, underemployment, limited access to quality education, poverty, and social exclusion, all of which can hinder their full participation in nation-building (World Bank, 2020; Akinwale & Olayinka, 2021). However, evidence increasingly shows that youth are not merely passive recipients of challenges but also active change agents.

1.2 Statement of the Problem

Youth unemployment in Egor local government area Edo state is alarming and becoming unbearable as it threatens the peace of the area. It is apparent that youths in any society are the greatest assets of national development if given the opportunity of employment. Due to non-availability of ample employment opportunity in the state, the teeming youths with vibrant energy cannot contribute effectively and efficiently to the economic growth and development but rather utilizes such energy in unacceptable means of satisfying their needs, wants and goals in life by engaging themselves in social vices such as armed robbery, kidnapping, violence, political thuggery, cybercrimes, fraud (419), murder, killing human beings, drug trafficking and prostitution as the only means of survival. Our present society is not helping matters as it places much emphasis and values on materialism.

Youth unemployment is one of the effect of corruption. Unfortunately, in Nigeria, every level of the society has been deeply permeated by a pervasive and debilitating culture of corruption. In this mess, Nigerian youths cannot find jobs because none has been created. Rotimi (2018) noted that the increased rate of violent crime is connected with unemployment. He further opined that youth unemployment leads to involvement of youth in crimes and armed conflicts. unemployment has contributed to the involvement of youths in internet fraud (“Yahoo Yahoo”), armed robbery, political thuggery, cultism, banditry, kidnapping and drug abuse (Okafor, 2020; Chukwu & Ibrahim, 2022). The rise in cybercrime, in particular, has been associated with frustration among educated but unemployed graduates who seek alternative often illegal means of survival. According to Adebayo (2019), the youths

supposed to be the driving force for development but they are often neglected , the consequences of this neglect are far reaching: high levels of poverty, increased involvement in criminal activities, irregular migration and political apathy. Closely linked to unemployment is the challenge of poverty and economic exclusion. Limited access to resources, entrepreneurship funding, and sustainable livelihood opportunities further exacerbates the situation (Cambridge, 2024). Poverty translates into limited life chances, making youths more vulnerable to exploitation and manipulation. The political exclusion of youths also presents a major problem . Although the “Not Too Young to Run Act” was passed in 2018 to lower the constitutional age requirement for political office, practical realities such as financial barriers, entrenched gerontocracy, and systemic corruption continue to hinder meaningful youth participation in governance (African Union, 2020).

1.3 Research Questions

This following research questions will be used to guide this study.

1. Do you think unemployment contributed to the poverty rate in Egor local government Edo state?
2. What are the consequences of youths unemployment in Egor local government Edo state?
3. Do you think unemployment has contributed to mental health issues among the youths in Egor local government area Edo State?
4. Have unemployment influenced crimes and violence among the youths in Egor local government area Edo state?

1.4 Objectives of the Study

The general objective of this study is on youths unemployment and its socio-economic consequences in Egor local government Edo state while the specific objective is to;

1. Investigate how unemployment has contributed to the poverty rate in Egor local government Edo State thereby reducing the standard of living of its inhabitants
2. To find out the extent youth unemployment has affected the socio-economic well-being of the individuals in Egor local government Edo State
3. To examine how unemployment has contributed to mental health issues e.g depression among the youths in Egor local government area Edo state.
4. To investigate how youths unemployment have influenced crimes and violence among the youths in Egor local government area Edo State

1.5 Significance of the Study

This study's findings could inform policy makers about the root causes of youth unemployment and its socio-economic impacts. By doing so, it provides policymakers, educators, and communities with insights to address these causes directly therefore enabling them to develop targeted interventions. It also helps in understanding the consequences of unemployment such as poverty, crime, social unrest, mental health challenges, and dependency on family or government support. This research findings will also serve as a guide for governments in crafting effective policies and interventions effects so they can design programs and initiatives to support youths and enhance their socio-economic well-being. This study underscores the importance of equipping young people with relevant skills, education, and opportunities which could also help identify opportunities for economic

growth and development in Egor LGA, therefore benefiting the local community and beyond. And lastly this study could contribute to the existing body of knowledge on youth unemployment, providing a foundation for future research and scholarly inquiry on how to minimize the effects of unemployment .

1.6 Scope of the Study

The study was limited to youths unemployment and its socioeconomic consequences in Egor local government area Edo state. The research aims to find out if unemployment has contributed to poverty, mental health issues, crimes and violence among youths. The findings and insights generated inform policies and intervention strategists aimed at reducing youth unemployment in Egor local government area Edo star.

1.7 Operational Definition of Terms

Youth: Individuals aged 18–35 years, as defined by Nigeria’s National Youth Policy.

Unemployment: Condition where members of the labour force are willing, able, and actively seeking work but cannot find jobs (NBS/ILO).

Underemployment: Employment in jobs below one’s skills or working fewer hours than desired.

CHAPTER TWO

LITERATURE AND THEORETICAL FRAME WORK

2.1. Conceptual Review

In this chapter it explores the effects of youth employment in Egor local government and the causes of youth employment in this local government areas. And it will be measured using unemployment rate, underemployment, job search duration, graduate unemployment, income levels For the depended variable while the independent will be measured using educational mismatch, lack of entrepreneurial skills, finance barriers, weak economy, population pressure.

2.2. Youth

The concept of youth has been widely debated among scholars, policymakers, and development agencies because of its centrality to national development. Youth is generally regarded as the period between childhood dependence and adulthood independence, a stage characterized by energy, creativity, experimentation, and identity formation (United Nations, 2019).

The concept of youth has no global acceptable definition. The rang of a youth differs from country to country depended on the country's concern or based on the country concern. Idris (2016) argued that youth is define in the literature as both an age group and social construct. Youths are also regarded as those individuals that falls between the ages of 15-24. Those in this category are in the process of passing through childhood to adulthood. In

Nigeria like in other countries such as Guinea Bissau, Madagascar, Senegal, and Togo, Youths are those persons aged 18-35 (UNECA, 2017).

The United Nations defines youth as persons between the ages of 15 and 24 years, emphasizing a global standard for developmental planning. However, this definition is not universally accepted because different societies perceive youth differently. According to Olanrewaju (2020), youthhood is not merely a biological stage but also a social construct, determined by cultural expectations, economic independence, and civic responsibilities. For example, a 30-year-old graduate without employment or stable income may still be classified as a youth in Nigerian society because he or she has not attained economic independence. Youth constitute the largest proportion of Nigeria's population. According to the National Bureau of Statistics (2023), over 60% of Nigerians are below the age of 35, meaning that the youth form the bulk of the country's labor force. Scholars (Akanbi, 2021; Adebayo, 2023) consistently affirm that no nation can achieve sustainable development without adequately harnessing the potentials of its youth. In Edo State, and specifically Egor Local Government Area, youths dominate the informal economy, engage in small-scale businesses, and constitute the backbone of social and cultural life.

Historically, Nigerian youths have played active roles in political struggles, such as the nationalist movements that led to independence in 1960, and continue to shape national discourse through activism and digital engagement (Ojo & Bello, 2021). Their energy and innovation make them crucial agents of economic growth and technological advancement when properly harnessed. The significance of fostering creative job creation is particularly crucial in Nigeria, where the high rate of youth unemployment continues to

generate serious socio-economic challenges. Traditional employment practices have proven inadequate in addressing the needs of the rapidly expanding youth population, thereby necessitating novel approaches to work development (Okonkwo et al., 2019). Innovative practices in employment generation involve the conception and implementation of new ideas and initiatives designed to create sustainable and meaningful job opportunities specifically targeted at the younger demographic.

In this regard, the promotion of entrepreneurship is central to fostering innovative job creation. Entrepreneurship serves as a catalyst that empowers individuals to establish businesses, stimulate economic growth, and expand employment opportunities. For instance, in Ibadan, entrepreneurship development has been identified as a vital driver of innovative employment creation, providing a platform for youths to convert their skills and creativity into productive ventures (Soliu, 2021). The implementation of a proactive strategy for job creation is vital for several reasons, as it goes beyond merely reducing unemployment rates and contributes significantly to enhancing a nation's overall economic well-being (Akanwa, 2020). Employment generation plays a pivotal role in fostering economic growth and development, since the financial stability and well-being of individuals in any country are directly tied to their work status. Productive employees not only fulfill tax obligations but also contribute meaningfully to the Gross Domestic Product (GDP). In addition, they possess disposable income that stimulates consumer spending, thereby fostering a more prosperous and sustainable economic environment (Ovbiebo, 2021). Consequently, the adoption of innovative and creative job creation strategies remains an effective means of tackling unemployment a pressing issue in many countries, including Nigeria.

However, engaging in Innovative Employment Creation (IEC) presents numerous challenges for Nigerian youths. These challenges are complex and stem from a mixture of economic, social, and structural factors. The most prominent hindrance is the limited access to financial capital, which constrains the ability of young entrepreneurs to establish and sustain businesses (Idowu & Ogunnubi, 2022). This financial challenge is especially prevalent in economically disadvantaged regions, where youths struggle to secure the necessary resources for entrepreneurial endeavors (Ajayi, 2017). Such financial exclusion widens the gap in entrepreneurial opportunities and hampers the progress of inclusive economic growth.

Another critical obstacle is the lack of adequate knowledge and training. The acquisition of relevant skills is essential for both personal and professional development, particularly in the fields of innovation and entrepreneurship (Sheriff & Agrawal, 2017). Unfortunately, many youths in Ibadan, Nigeria, encounter difficulties in acquiring the competencies required for successful participation in innovative ventures (Òke, 2021). This skills gap reduces their ability to compete, innovate, and sustain entrepreneurial initiatives. It is therefore important to emphasize the early development of entrepreneurial awareness and competencies among young people. Such awareness should be accompanied by access to resources, structured training programs, and the adoption of best practices. Paradoxically, many aspiring entrepreneurs still exhibit limited understanding of these fundamentals, which continues to undermine their capacity to thrive in the highly competitive world of innovative employment creation.

2.3. Unemployment

According to Jato (2018), unemployment exists when a person who is capable of working and willing to work cannot secure a job, a situation that often leads to poverty and insecurity. Olajuwon (2020) further explained youth unemployment in Nigeria as a pressing crisis, with the rate reaching 54.4 percent in the last quarter of 2020, stressing the need for apprenticeship and vocational training as remedies. Akinwale (2020) emphasized that youth unemployment results not only in poverty but also in social vices and instability, thereby threatening national development. In the same line, Okafor (2021) viewed unemployment as a condition that reduces national output and hinders sustainable growth.

The International Labour Organization (ILO, 2023) defined unemployment as the situation where individuals who are capable of work and actively seeking jobs are unable to secure one. Specifically, it described youth unemployment as affecting those between the ages of 15 and 35. Similarly, Edewor, Kollie, and Olaoye (2023) conceptualized youth unemployment as a state where individuals aged 15–34 are available for work and actively seeking, yet unable to find jobs. Aderounmu (2022), writing in *BusinessDay*, stressed that Nigeria’s unemployment rate, pegged at 33.3 percent, has grave economic and social implications, such as poverty, restiveness, and psychological distress among youths. In another review, *BusinessDay* (2023) criticized the new methodology of Nigeria’s National Bureau of Statistics (NBS), which drastically reduced the unemployment rate from 33.3 percent in 2020 to 4.1 percent in 2023, arguing that such reclassification conceals the true scale of youth unemployment by labeling minimal informal activities as “employment.”

Virk, Nelson, and Dele-Adedeji (2024) approached the problem from a structural perspective, arguing that the youth unemployment crisis in Nigeria cannot be

separated from poor governance, insecurity, and broader socio-economic failures. They stressed that unemployment should not only be understood as lack of work, but also as lack of meaningful and decent employment.

On a general note, Wikipedia (2025) defines youth unemployment as the portion of the labor force aged 15–24 that is without work but actively seeking employment. Likewise, Wikipedia's 2025 entry on unemployment explains it broadly as individuals above working age who are without jobs, available for work, and actively seeking employment, while emphasizing structural mismatches and economic constraints as causes.

2.3.1 Types of Unemployment

Several scholars including Arthur Pigou and John Meynard Keynes, identify the following types of unemployment which are also experienced in Nigeria;

(A) **Cyclical Unemployment:** Cyclical unemployment, also known as Keynesian unemployment, occurs when there is an economic recession. When there is a downturn in an economy, the aggregate demand for goods and services decreases and demand for labor decreases. At the time of recession, unskilled and surplus laborers become unemployed. In essence, during the times of depression, business activity is at low ebb and unemployment increases. Some people are thrown out of employment altogether and others are only partially employed. This type of unemployment is due to the fact that the total effective demand of the community is not sufficient to absorb the entire goods that can be produced with the available stock of capital. When the businessmen cannot sell their goods and services, their profit expectations are not fulfilled. So the entrepreneurs reduce their output and some factors of production become unemployed

(B) **Structural Unemployment:** Structural unemployment occurs when there is a change in the structure of an industry or the economic activities of the country. This may be because people's tastes have changed or it may be because technology has outmoded and the product or service is no longer in demand. It is mostly to be found in the developing countries of Asia and Africa. This type of unemployment is due to the deficiency of capital resources in relation to their demand. It occurs when there is a mismatch of skilled workers and occupational vacancies in the labor market. Some of the causes of the structural unemployment are geographical immobility (difficulty in moving to a new work location), occupational immobility (difficulty in learning a new skill) and technological change (introduction new techniques and technologies that need less labor force).

(C) **Frictional Unemployment:** Frictional Unemployment is a temporary condition. This unemployment occurs when an individual is out of his current job and looking for another job. The time period of shifting between two jobs is known as frictional unemployment. It may also be caused by industrial friction in which jobs may exist, yet the workers may be unable to fill them either because they do not possess the necessary skill, or because they are not aware of the existence of such jobs. The employable may remain unemployed on account of shortage of raw materials, or break down of machinery. Therefore, the better the economy is doing, the lower this type of unemployment is likely to occur.

(D) **Seasonal Unemployment:** Seasonal Unemployment is due to seasonal variations in the activities of particular industries caused by climatic changes, changes in fashions or by the inherent nature of such industries. In the tropical region, ice factories are less active in rainy season because demand for ice is low. Thus, seasonal oriented industries are bound to give

rise to seasonal unemployment. The industries that are affected by seasonal unemployment include hospitality and tourism industries and also the fruit picking and catering industries.

(E) **Residual Unemployment:** Residual unemployment is caused by personal factors such as old age, physical or mental disability, poor work attitudes and inadequate training.

(F) **Voluntary Unemployment:** This is an unemployment that people face because they choose to be unemployed. This occurs usually when individuals are bent on getting particular types of jobs they consider more rewarding than the existing ones. They remain unemployed until they find what they consider lucrative jobs.

(G) **Disguised Unemployment:** Disguised unemployment or underemployment is a situation of a labor not having enough paid or not doing work that makes full use of his skills and abilities. It can be measured by the number of hours worked per week. Generally in Nigeria period of working time per week is forty hours for which many workers fall short of due to non-availability of work. In some instances, available work is rationed (work sharing) especially among the low skilled workers and laborers even in the sector.

2.3.2 Youth Unemployment

Unemployment is a critical socio-economic problem, but it is even more severe among young people. Various scholars and organizations have defined youth unemployment in different ways, emphasizing both the lack of work and the structural conditions that sustain it. According to the International Labour Organization (ILO, 2018), an unemployed person is of working age, not engaged in employment, but actively seeking work and available to start. When applied to youths, it specifically captures the difficulties of young people in securing jobs. Similarly, ILO ILOSTAT (2024) explained youth unemployment as the situation of

persons, often aged 15–24, who are jobless but available for and seeking work, with disaggregation possible by sex, schooling, and job search duration.

The World Bank (2019–2025) conceptualizes youth unemployment as the proportion of the labor force aged 15–24 that is without work, but available and actively seeking, using internationally comparable indicators. In the same vein, the Organisation for Economic Co-operation and Development (OECD, 2020–2025) highlights youth unemployment but also distinguishes it from the broader category of NEETs (Not in Employment, Education, or Training), stressing that NEETs include not only the unemployed but also those completely detached from the labor force.

The United Nations Department of Economic and Social Affairs (UN DESA, 2020), in its World Youth Report, views youth unemployment as a global development challenge, defining it within the 15–24 age range and emphasizing its link to sustainable development goals. In the executive summary of the same report, UN DESA (2020) further described youth unemployment as a crisis that demands the creation of hundreds of millions of decent jobs within this decade. UNDP (2024) explained youth unemployment in terms of a development barrier, defining it as the condition where young people lack meaningful and productive employment despite being willing and able to work. Edewor, Kollie, and Olaoye (2023) described youth unemployment as the condition of individuals aged 15–34 who are actively seeking work and available for it but unable to secure employment.

In Nigeria, Jato (2018) defined youth unemployment as a state in which young persons capable and willing to work remain without jobs, linking it to poverty and insecurity. Similarly, Olajuwon (2020) noted that youth unemployment had reached a peak of 54.4

percent in Nigeria by the fourth quarter of 2020, stressing the need for skills training and apprenticeship schemes as a corrective measure. Akinwale (2020) explained that youth unemployment fosters poverty, social vices, and political instability, while Okafor (2021) highlighted its role in reducing national output and undermining sustainable growth. Aderounmu (2022), writing in *BusinessDay*, described youth unemployment as a national crisis with a 33.3 percent rate, arguing that its implications include poverty, unrest, and psychological distress among Nigerian youths. A related piece by *BusinessDay* (2023) criticized the new National Bureau of Statistics (NBS) methodology that reduced the unemployment rate from 33.3 percent in 2020 to 4.1 percent in 2023, stressing that such figures mask the true magnitude of youth joblessness by reclassifying minimal informal work as employment.

From a structural angle, Virk, Nelson, and Dele-Adedeji (2024) argued that youth unemployment in Nigeria cannot be fully understood in isolation from governance failures, insecurity, and broader socio-economic constraints. They define it not only as lack of jobs but as lack of meaningful and decent work opportunities. Wikipedia (2025) provides a general definition, identifying youth unemployment as the proportion of the labor force aged 15–24 who are jobless but actively seeking work. The Wikipedia entry on unemployment (2025) similarly defines it as the state of being without work while available and actively searching, and links youth unemployment to structural mismatches between education and labor market needs.

2.3.3. Causes of Youths Unemployment in Nigeria

There are several causes of youths unemployment in Nigeria including:

1. **Overpopulation:** They are more people looking for work than there are available job opportunities, resulting in a high unemployment rate. Nigeria increasing population puts pressure on the job market thereby resulting in limited job opportunities. Michael P. (2020). Todaro & Stephen C. Smith (2020) Additionally, Nigeria's economy has fallen into recession in recent years, making it difficult for companies to create new jobs. The recession has forced many businesses to reduce their workforce, making it even more challenging for people to find jobs, according to Legit. The combination of a large population and a struggling economy has led to high levels of unemployment in Nigeria.

2. **Government Corruption:** Government corruption in Nigeria is a systemic issue that has plagued the country for decades. John (2019) concludes that Corruption practices within the government have had far reaching consequences, with youth unemployment being one of the most significant outcomes. One of the ways in which this contributes to youth unemployment in Nigeria is through the mismanagement of public funds, resulting in the lack of investment in youth development, which has a direct impact on the unemployment rate among young Nigerians. Furthermore, nepotism often dictates who gets hired for available positions, with connections and bribes playing a more significant role than qualifications and merit. This unfair system not only perpetuates inequality but also limits the opportunities for talented and motivated youth to enter the workforce and contribute to the country's economic growth.

3. **Education System:** The outdated school curricula and lack of employable skills of many school leavers have also been adduced for the high level of unemployment in the country. It has been argued that the average Nigerian graduate does not possess the skills

needed by the employers labor for a formal employment and could therefore be said to be unemployable Ilo (2019).

4. **Low Economic Growth Rate:** The high level of unemployment, mismanagement of public funds, harsh economic policies and the insecurity of the Nigerian environment coupled with long-term despotic rule of the military among other factors have affect economic growth for a long time (Bello, 2019). In essence, low economic growth is manifested in low economic activity and investment rates, which do not generate enough additional employment. The combination of both low economic activity and high population growth results in a scarcity of jobs, meaning that hiring is based more on experience and education, the very assets young people are struggling to acquire.

5. **Neglect of the Agricultural Sector:** The agricultural sector has been the leading provider of employment in Nigeria especially in the sixties and in the seventies when the sector provided employment for more than 60 percent of the Nigerian population. However, unfortunately, in the wake of oil discovery, the attention on this anchor of the economy was gradually drawn away to the oil sector where employment capacity is very low. The resulting effect is the large number of job seekers who have no place in the oil industry. Even with the expansion of the unemployment has continued to grow at an alarming rate Bello (2018).

2.3.4 Effect of Youth Unemployment

There are different effects of youth unemployment which include;

1. **Poverty:** Poverty is a complex and multifaceted issue characterized by a lack of financial resources, limited access to basic necessities like food, water, shelter, and healthcare, and often accompanied by social exclusion and limited opportunities for economic mobility.

Youth unemployment can significantly contribute to poverty, as unemployed young people lack a steady income, struggle to meet their basic needs, and may rely on others for support, perpetuating a cycle of poverty that can have long-term consequences for individuals, families, and communities. While finding the effect of youth unemployment, scholars have conducted both theoretical and empirical studies in Nigeria and beyond, using primary and secondary sources of data. In Niger State, Nigeria for instance, Mohammad and David (2019) carried out a study on the relationship between poverty and unemployment. The study used descriptive and a logistics regression model to analyze the 102 cross-sectional data randomly collected from the three geopolitical regions in the state. The result thus showed the existence of a balanced bond between poverty and unemployment, following the pattern of previous studies. The study thus recommended the actions of the policymakers in creating vocational skill programmes to help curb the problem of unemployment in the state. Omojolaibi and Omojolaibi (2019) examined the relationship between economic growth, poverty, and unemployment in Nigeria, and found a robust balanced relationship between poverty and unemployment with the use ECM technique in estimating the time series data from 2019 to 2023. Ejikeme (2019) assessed the link unemployment and poverty have with security in Nigeria. His study underscored that unemployment and poverty are universal phenomena, and not necessarily a peculiar characteristic of any particular segment of the society. The research revealed that unemployment and poverty have direct links with security challenges in Nigeria.

2. **Mental Health Issues:** Youth unemployment can significantly impact mental health, leading to increased anxiety, depression, and stress. The lack of a steady income and uncertainty about the future can erode self-confidence and self-worth, causing feelings of

hopelessness and despair. Social isolation and loss of purpose can further exacerbate these issues. If left unaddressed, these mental health concerns can have long-term consequences. Providing support systems, such as counseling and job training programs, can help young people cope with the challenges of unemployment and build resilience.

3. **Social Crimes and Violence:** Youth unemployment can contribute to social crimes and violence by fostering frustration, desperation, and hopelessness among young people. Limited access to education, job training, and employment opportunities can drive them to seek alternative means of survival, increasing the likelihood of involvement in anti-social behaviors. This can lead to crimes such as theft, robbery, gang violence, and substance abuse, as well as exploitation by criminal groups. The level of involvement of unemployed young people in crime and violent activities across sub-Saharan Africa has been on the increase. Some scholars have attributed rising incidence of prostitution, armed robbery, rape, and other forms of violent activities to the high level of youth unemployment in these countries. Edward (2018) writes that the problem of social and political crime in Nigeria has been exacerbated by the high rate of unemployment and economic hardship which has forced many university graduates to go into various crimes. World Bank Report on "Employment and Growth" warned that "the share of young people between the ages of 15 - 24 outside the labour force is growing, despite the country's strong growth performance over the years." All Africa (2019) reported that the UN-Habitat study on crimes and violence stressed that socio-economic inequality and lack of opportunities for social advancement and employment are among the root causes of crime. In Nigeria, it may be deduced that a large number of the youths involved in criminal activities are from disadvantaged families and with limited opportunities for living

a good life, they fall prey to social and political criminal networks. Furthermore, Ibrahim (2019) reported that an empirical survey of children and youths in organized armed crime in Nigeria, showed that disenchantment and frustration of young people due to mass poverty and unemployment, has increased the number of aggrieved youths and resulted in the emergence of "area boys" and Almajiris who targeted the very society that alienated them.

4. **Political Effects:** Political godfathers are known to have used unemployed youths to undermine the democratic process, thereby hindering the election of competent leaders by the electorate. Unemployed youths have been used by political godfathers across the country to engage in anti-democratic activities during the fourth republic Political Godfathers usually hire unemployed youths to oppress, intimidate or kill political opponents who they believe stand the chance of defeating them in general elections (Sanni, 2019; Abdullahi, instances, during elections they are engaged to monitor and defend the votes of their particular candidates by standing at the polling booths to steal or prevent ballot boxes from being stolen depending on their strength and popularity in the political wards (Abdul-Jelil, n.d). Sometimes, the political godfathers use these unemployed youths to engage in stuffing of ballot boxes with ballot papers, Illegal thumb-printing of ballot papers, ballot box snatching, mobilize children for under-age voting, amongst other activities that border on rigging of elections.

5. **Economic Effects:** Youth unemployment has significant economic effects, including reduced economic growth, lost productivity, and increased dependency ratio. Unemployed youths contribute less to the economy through taxes, spending, and productivity, leading to reduced consumer spending and demand for goods and services. Prolonged unemployment can also result in skills degradation, making it harder for young people to secure future

employment. Furthermore, youth unemployment increases the burden on social services and reduces tax revenue, limiting the government's ability to fund public services and infrastructure. Addressing youth unemployment is crucial for promoting economic growth, reducing poverty, and ensuring a stable and prosperous future.

6. **Skill Degradation:** Youth unemployment can lead to skill degradation as prolonged periods of joblessness can cause young people to lose touch with the skills they have acquired through education and training. Without opportunities to apply and develop their skills, young people may experience a decline in their proficiency, making it even more challenging to secure employment in the future. This can create a vicious cycle where lack of work experience and skills degradation reinforce each other, reducing the employability and productivity of young people. Furthermore, the rapidly changing job market demands continuous learning and adaptation, and unemployed youths may struggle to keep up with new technologies, trends, and industry requirements, further exacerbating their skills degradation and diminishing their chances of future employment. As a result, it's essential to provide young people with opportunities for skills development, training, and work experience to prevent skill degradation and enhance their employability.

2.4 Reducing Youth Unemployment through Career Development and Support

To effectively address youth unemployment, various strategies can be implemented to create job opportunities and empower young individuals in the society by providing a more balanced employment protection and support for youths in order to prepare the youths for the labour market, which will ensure that young people who lack work experience can prove their abilities and skills to then progressively transition to regular

employment. The first strategy to tackle youths unemployment include the term career guidance. Career guidance has been identified as a key focus in addressing this mismatch between the needs of labour market and the products of the educational and training system thereby dealing with unemployment and improving labour mobility (Balasuriya & Hughes 2023). The Organization for Economic Cooperation and Development (OECD. 2024) defines career guidance as services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. This definition includes making information about the labour market and about educational and employment opportunities more accessible by organizing it, systematizing it and having it available when and where people need it. It also includes assisting people to reflect on their aspirations, interests, and abilities to match available training and employment opportunities. Career guidance plays a key role in helping labour market meet their goals. According to Jarvis (2019), career guidance assists the young ones in selecting their career in line with their choice and interest thereby making them healthy, self-reliant and resilient individuals. It enables individuals to assess the following areas while choosing a career (Francis 2019).

- a. Aptitude
- b. Skills
- c. Personality
- d. The level of responsibility that suits him/her
- e. Interests
- f. Needs

g. Priorities

Another strategy to tackle youth unemployment in the society is promoting entrepreneurship and supporting young entrepreneurs. By providing mentorship, access to capital, and business development resources, aspiring young entrepreneurs can be encouraged to start their own ventures.

Entrepreneurship not only creates employment for the young entrepreneur but also has the potential to generate jobs for others in the community. The youth are, struggling with the challenging of acquiring "employability" skills because the society is focused mostly on formal university education. Every facet of the economy has been affected by the scarcity of skilled technicians. The society lacks competent bricklayers, carpenters, painter, auto mechanics, laboratory and pharmacy technicians, electrical/electronic technician, and skills vocational nurses etc. which the nation needs to function effectively and efficiently (Moja 2020). Some scholars perceive technical and vocational education as one of the "bulwarks of social efficiency" as the preparation of a well trained workforce is a sine qua non of an efficient society. In regard, technical and vocational education is an integral component of life and an important determinant of income and wealth creation/distribution. It empowers the youth with skills to become productive and highly paid workers.

Collaboration between governments, educational institutions, and the private sector is essential for tackling youth unemployment. By working together, stakeholders can align educational curricula with industry needs, develop internship and apprenticeship programs, and establish partnerships to facilitate job placement and career guidance. Such collaboration ensures that young individuals are equipped with relevant skills and knowledge

to thrive in the job market. Implementing targeted skill development and job placement programs is vital. These programs can focus on providing vocational training, upskilling, and reskilling opportunities to young people. By tailoring these programs to meet the demands of specific industries, young individuals can acquire the necessary competence sought by employers, increasing their chances of securing employment. Another strategy to tackle youth unemployment is by providing young people with digital skills and facilitating access to online job platforms can significantly expand their employment options, especially in sectors such as technology, e-commerce, and creative industries. Governments can also provide incentives and create favorable policies to attract businesses and investments in industries that have a high demand for labor. This includes sectors such as renewable energy, healthcare, tourism, and infrastructure development. By implementing these strategies, society can address youth unemployment, create job opportunities, and empower young individuals to contribute to the economy and foster a prosperous future for the young.

2.5 Entrepreneurship Education

Entrepreneurship education has attracted wide attention from scholars, policymakers, and practitioners in recent years, particularly due to its role in equipping young people with the skills, attitudes, and competences necessary to navigate dynamic labor markets. Different authors have defined entrepreneurship education in various ways, reflecting differences in scope, focus, and context.

According to UNESCO–UNEVOC (2018–2024), entrepreneurship education refers to a collection of formalized teachings that inform, train, and educate individuals with

the aim of promoting entrepreneurship awareness, venture creation, and small business development. This definition emphasizes education as a driver of socio-economic development. The European Commission Joint Research Centre (2019–2024), through its EntreComp framework, describes entrepreneurship education as the development of a lifelong competence that enables people to turn ideas into action across different life situations. This reflects a competence-based orientation.

Similarly, the EU Publications Office (2020) explains that entrepreneurship education provides a shared understanding of what it means to be entrepreneurial, guiding learning and teaching approaches across institutions. The MDPI Encyclopedia (2023) defines entrepreneurship education as a process through which learners develop the skills and mindset to transform creative ideas into entrepreneurial action, which contributes not only to business creation but also to personal development, citizenship, and employability.

Miço (2023) describes entrepreneurship education as a research-driven educational process that shapes graduates with life skills while enhancing their ability to translate innovative ideas into productive ventures.

According to He (2024), entrepreneurship education involves formal training and coaching programs that help students acquire the ability to create or manage ventures, either during their schooling or afterwards. In the same vein, de Sousa, de Almeida, and Mansur-Alves (2024) view entrepreneurship education as any pedagogical intervention designed to impart entrepreneurial competences, capable of influencing the behavior and mindset of learners.

The Organisation for Economic Co-operation and Development (OECD, 2025) distinguishes between two conceptions: the narrow view, which focuses on start-up and venture creation, and the broad view, which emphasizes creativity, initiative, adaptability, and problem-solving as core educational outcomes.

The EU–EntreComp Library (2020) defines entrepreneurship education through 15 competences that range from opportunity recognition to mobilizing resources and taking action, stressing its applicability across curricula.

Cera et al. (2020) describe entrepreneurship education as a structured learning process proven to significantly influence students' entrepreneurial intentions, thereby linking education directly to behavior.

According to NBL Formosa (2025), entrepreneurship education is a teaching process aimed at developing self-efficacy, entrepreneurial intention, and mindset, with evidence from schools on how it mediates behavior.

UNESCO (2019–2024) explains entrepreneurship education as training that enables learners to exercise creativity, assume responsibility, take risks, and adapt to social and economic change, thereby promoting resilience in labor markets.

A systematic review (2022) defines entrepreneurship education as curriculum-based interventions and training ecosystems that equip learners with opportunity recognition, risk-taking, and value-creation competences.

From a historical perspective, Industry & Innovation (2025) describes entrepreneurship education as an evolving concept that has passed through different iterations:

vocational training, business education, enterprise skills, and venture creation, each shaping the way entrepreneurship is taught.

Finally, Fayolle (widely cited; still relevant in 2018–2025 studies) defines entrepreneurship education as the use of teaching methods and pedagogies to develop entrepreneurial attitudes, skills, and intentions, emphasizing that its impact depends on the context of learners and institutions.

Entrepreneurship teaches skills like creativity, problem-solving and communication - skills that will support youths in future careers. Regardless of the enterprise's outcome, the young talent acquires an entrepreneurial mindset, skillset and spirit. Entrepreneurship also creates job opportunities - not just for the entrepreneur but for the entire community. Supporting entrepreneurship has a ripple effect. "By showing young people they are capable of creating jobs for themselves and economic livelihoods for other people, through entrepreneurship, you can change the world," says Asheesh Advani, CEO of nonprofit youth organization JA Worldwide. Youth entrepreneurship become an important strategy for integrating youth into labour markets thereby addressing unemployment challenges (Elo,2019). Due to limited resources life and work experiences, young people face barren than older age cohorts (Schoof 2020: Blanchflower and Oswald,2018). Suleiman (2019) defines entrepreneurship as "the willingness and ability of an individual to seek for investment opportunities to establish and run an enterprise successfully"; while Drucker (2020) viewed an entrepreneur as a person who perceives business opportunities and takes advantage of the scarce resources and use them profitably. Entrepreneurs are job creators and/or become self-employed rather than seekers of jobs in an overstretched public service. The entrepreneur

is essentially a person who owns or controls a business through which income is gained. An entrepreneur gives the marketplace a product or service by doing it in a new way. Drucker also considers that the entrepreneur always searches for change responds to it and exploits it as an opportunity.

Entrepreneurship is not just skill acquisition for acquisition sake: it is an acquisition of skills and ideas for the sake of creating employment for oneself and also for others. It also includes the development based on, creativity (Oseni, Momoh and Momodu, 2019). Entrepreneurship leads to the development of small, medium and sometimes large scale businesses based on creativity and innovation. The success of these businesses in turn helps in developing the nation's economy. It equally reduces poverty rate with visible increment in employment rate among the youth. Entrepreneurship shifts young people from being "job seekers" to "job creators" and also from social dependence to self sufficient people. However, training is very essential in entrepreneurship.

2.6. Empirical Review

Several empirical studies have been conducted in recent years to examine the relationship between entrepreneurship education, youth empowerment and job creation, especially in developing countries. Deng et al. (2023) carried out a meta-analysis of multiple higher education settings and found that entrepreneurship education exerts a significant positive effect on students' entrepreneurial intentions, although the magnitude of the effect varies according to programme design, gender and socio-economic background. In line with this, Liu et al. (2022), in a survey of Chinese university students, established that entrepreneurship education enhances entrepreneurial intentions, with entrepreneurial self-

efficacy mediating the relationship. They further argued that personality traits and family economic status condition the effectiveness of entrepreneurship education.

Similarly, Pham et al. (2023) examined the impact of entrepreneurship education on e-entrepreneurship across diverse student populations and concluded that when digital and technological components are integrated into the curriculum, the likelihood of students pursuing entrepreneurial ventures increases substantially. Yan et al. (2023) employed a quasi-experimental design across ten Chinese institutions and reported that entrepreneurship courses based on the Theory of Planned Behaviour significantly improved perceived feasibility and intentions towards business start-up. In another study, Xu et al. (2023) also found that entrepreneurship education positively influences entrepreneurial intentions across academic disciplines, reinforcing the view that exposure to such training is relevant for all students, not only those studying business.

A meta-analysis by Zhang et al. (2022) further confirmed that entrepreneurship education has an overall positive effect on entrepreneurial intention, but the effect size differs across countries, pedagogical methods and measurement tools. Likewise, Jiatong et al. (2021) found that self-efficacy and creativity are strong mediators of the entrepreneurship education–intention link, suggesting that universities should place greater emphasis on developing creative mindsets. Empirical findings from Cera et al. (2020) in Europe also demonstrated that experiential methods such as project-based learning, business simulations and incubator participation yield stronger entrepreneurial outcomes than traditional classroom teaching.

In the vocational education context, Lavelle (2021) revealed that entrepreneurship education increased the entrepreneurial aspirations of vocational college students in China, suggesting that entrepreneurship competencies should be mainstreamed in technical training. Minh and Pham (2023) similarly highlighted that technological innovativeness strengthens the effect of entrepreneurship education on entrepreneurial intentions, especially in e-commerce-related ventures. These findings imply that digital skills are becoming indispensable to modern entrepreneurship training.

Evidence from African contexts further enriches the discussion. Oyinlola et al. (2024), in a mixed-methods study of Nigerian universities and policy frameworks, found that entrepreneurship education policies are well intentioned but face severe implementation challenges, such as weak university–industry linkages and outdated teaching methods. Isiaka (2023) also noted that while university-based entrepreneurship education significantly boosts entrepreneurial knowledge and intentions, structural obstacles such as poor funding and lack of mentorship prevent students from translating intentions into actual start-ups. Evaluations of Nigeria’s large-scale youth empowerment programmes such as N-Power and YouWiN! have also been conducted. Onor and Olorunsola (2022) showed that N-Power beneficiaries perceived improvements in skills and income, but the transition to long-term employment or business sustainability was limited. Similarly, Maduforo (2022) and McKenzie’s World Bank impact evaluations of YouWiN! indicated that while some entrepreneurs successfully launched businesses, survival rates and scalability remained a challenge, particularly in the absence of financial and technical support.

Programme-specific evaluations further emphasize the need for ecosystemic interventions. For instance, World Bank assessments of YouWiN! revealed that combining business training with finance yielded better entrepreneurial outcomes than training alone. Complementary evidence from PEP studies of the N-Power Agro programme also indicated short-term income improvements for participants but weak long-run effects on employment. Omoju et al. (2023), in their policy review of youth employment programmes in Nigeria, concluded that poor targeting, limited monitoring, and insufficient linkages to finance constrain programme success. Abbas (2024), using regional case studies, similarly found that entrepreneurship education enhances intentions but without practical experiential support, these intentions rarely translate into actual ventures.

Across these studies, several patterns emerge. First, entrepreneurship education consistently improves entrepreneurial intentions among students and young people (Deng, 2023; Liu, 2022; Xu, 2023). Second, mediating variables such as creativity, technological innovativeness, and entrepreneurial self-efficacy play central roles in determining outcomes (Pham, 2023; Jiatong, 2021). Third, programme implementation quality strongly influences effectiveness, as seen in the gaps between policy frameworks and practice in Nigeria (Oyinlola, 2024; Isiaka, 2023). Finally, while intentions and skills acquisition often improve, translating these gains into sustainable businesses and long-term employment requires additional support in the form of finance, mentoring, market access and institutional reforms (Onor & Olorunsola, 2022; McKenzie, 2022; Omoju, 2023).

In summary, empirical evidence from 2018 to 2025 consistently shows that entrepreneurship education and youth empowerment programmes play a vital role in shaping

entrepreneurial aspirations and skills. However, the sustainability of their impact on job creation depends on contextual factors, curriculum content, delivery methods and the presence of supportive entrepreneurial ecosystems.

2.7 Theoretical Framework

In order to have an in-depth understanding on the concept youth unemployment this research will make use of Marxist theory as its theoretical base. Marxist theory, developed by Karl Marx, focuses on the conflicts between social classes particularly the bourgeoisie (owners of the means of production) and the proletariat (working class). It argues that capitalism exploits workers for profit, creating inequality, poverty and unemployment. According to Marx, unemployment is not accidental but rather a deliberate outcome of capitalist economic systems designed to maintain control over labour and keep wages low. In applying Marxist theory to youth unemployment in Egor Local Government Area, we view unemployment as a structural problem, not merely a personal failure or lack of skills. It stems from economic and class relations that favour the rich and exploit the working class. The youths who form the bulk of the labour force are largely excluded from access to capital and stable employment leaving unemployed youths to remain dependent and marginalized. This mirrors Marx's idea of economic exploitation and alienation where the youth are willing to work but are denied access to productive means.

The high rate of youth unemployment in Egor local government Edo state provides a pool for cheap labour that employers can exploit. When jobs arise, young people are often forced to accept low-paying or precarious work in informal sectors (okada riding, petty trading, or casual labour).

It frames youth unemployment as a consequence of the capitalist system's need for a "reserve army of labor" to keep wages low and profits high. This "reserve army" consists of both underemployed and unemployed individuals, including young people, who compete for a limited number of jobs, driving down wages. Youths who often lack experience and job security, are particularly vulnerable to being part of this reserve army. They may face difficulty finding jobs, and when they do, they may be forced to accept lower wages due to the competition from other unemployed youth and this situation can lead to a cycle of poverty and struggle for young people. They may be forced to take low-paying jobs, face long periods of unemployment, and struggle to achieve economic independence. This keeps wages depressed and reinforces class inequality leading to youths being Frustrated, Enter a cycle of poverty, Involvement in crime or drug abuse and participation in political thuggery (as elites exploit their economic desperation). These outcomes further reflect Marx's idea that capitalism dehumanizes and alienates the working class.

Applying Marxist theory reveals that youth unemployment in Egor Local Government Area is a product of structural inequality within a capitalist system. The problem persists because of class domination, economic exploitation and the concentration of power among the elites. Addressing youth unemployment therefore requires more than job creation, it demands systemic change toward economic justice and equitable distribution of resources.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focuses on the various methods that was used in the study. It contained the research design, population of the study, sampling techniques, instrument of data Collection, method of data collection, Validity and reliability, method of data analysis and ethical consideration

3.1. Research Design

The study adopted the survey research design with a mix of qualitative and quantitative research methods. The quantitative data include use of questionnaire to collect required information from respondents while the qualitative method involve the use of indepth interview to guide and further complement the data retrieved from the questionnaire

3.2 Population of the Study

The population of the study comprises of youths between the ages of 18-35 years of age who reside within Egor local government area Edo state irrespective of sex, age, marital status, education and religion.

3.3. Sample Size and Sampling Technique

A sample is a small group of individuals that represent the larger population by retaining the essential characteristics. In this study a specific sample size was chosen because it was not possible to investigate the entire population. To overcome this challenge, a sample size of one hundred respondents was randomly selected from the population. Simple random sampling was used to select respondents from the population. The choice of this technique was based on the fact that it ensured fairness and representativeness of all the elements that participate in the research

3.4. Instruments of Data Collection

The questionnaire and indepth interview was used in this study

Questionnaire

Given the survey research design which the study adopted, a structured questionnaire containing both open ended and closed ended questions was designed for the respondents.

The questionnaire was made up of two sections. Section A consists of bio data of respondents while section B deal with the issues relating to the topics under investigation

Indepth Interview Guide

Unstructured interview guide was used to collect qualitative data, critical questions relating to youth unemployment were discussed. The open-ended questions contained in the interview guide was designed to obtain data on substantial issues

3.5. Validity and Reliability of Instruments

The research questionnaire was subjected to construct validity to ascertain whether questions in the questionnaire and interviews were adequate to address what they intended to address in the research. This was done by the superior and two other senior lecturers to verify and ascertain the validity of the measuring instruments. The rational behind it is to sublet the work to valid test and to ensure that the research instrument and findings are of good quality. To achieve reliability of the questionnaire by ways if internal consistency. The corn Bach alpha technique was used to access the internal consistency of the questionnaire items.

3.6 Method of Data Collection

The study adopted a one time survey method as the researcher went to the field to engage the respondents and interviews once and for all without having to go back to the same population for additional information after the first contact with them

3.7 Methods of Data Analysis

The quantitative data generated was analyzed using the statistical software, SPSS version 23.0. The data was represented in the form of frequency tables, tabulation and percentage helped in summarizing the quantitative findings effectively. Quantitative data will be transcribed thematically and analyzed using the content analysis

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Demographic Characteristics of Respondents

This chapter focuses on the presentation, interpretation and analysis of field data collected through the aid of a questionnaire for the study. The data were analyzed using statistical tools as frequency, tables and percentages

Section A: Background characteristics of respondents. This section deals with the demographic profile of the respondents. It discusses their sex, age, marital status, educational qualification and religion

1. Table 1: Distribution of Respondents by Sex

Sex	No of Respondents	Percentage
Male	56	56%
Female	44	44%
Total	100	100%

Source: Field Survey 2025

From the table 1 above, it can be observed that 56 respondents of the total respondents are male while 44 respondents are female. Hence majority of the respondents are male.

2. Table 2: Distribution of Respondents by Age

Age	No of Respondents	Percentage
18-26	46	46%
27-30	38	38%
31-35	16	16%

Total	100	100%
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Source: Field Survey 2025

From the table 2 above, it can be observed that 46% of the total respondents are between the ages of 18-26 years. While 38% of the total respondents are between the ages of 27-30 years and 16% of the total respondents are between the ages of 31-35 years of age .

3. Table 3: Distribution of Respondents by Marital Status

Marital Status	No of Respondents	Percentage
Single	61	61%
Married	28	28%
Separated	10	10%
Divorced	1	1%
Total	100	100%

Source: Field Survey 2025

From the table above it shows that 61% of the respondents are single, 28% of the respondents are married, 10% of the respondents are divorced,1% of the respondents are divorced while 0% of the respondents are widowed

4. Table 4: Distribution of Respondents by Educational Qualifications

Educational level	No of Respondents	Percentage
Primary Education	20	20%
SSCE	45	45%
HND/ BSC	30	30%
MSC/PHD	5	5%
Total	100	100%

Source: Field Survey 2025

From the table above, it shows that 20% of respondents have primary school certificate education, 45% of the respondents have secondary education certificate, 30% have HND/BSC certificate while 5% of the respondents have masters degree

4.3 Analysis of Research Question

5. Table 5: What does Unemployment mean to you

Varieties	No of Respondents	Percentage
Absence of job opportunities	60	60%
when people do not have work	40	40%
Total	100	100%

Source: Field Survey 2025

The table above indicate 60% respondents know unemployment to be absence of job opportunities while 40% of respondents know unemployment to be when people do not have work

6. Table 6: What do you think are the causes of youth unemployment

Varieties	No of Respondents	Percentage
Corruption	40	40%

Poor Education	10	10%
Inadequate skills	15	15%
lack of employment opportunities	35	35%
Total	100	100%

Source: Field Survey 2025

The table above indicate that 40% of respondents think corruption is the causes of unemployment, 10% of respondents think poor education is the cause of unemployment, 15% of respondents think inadequate skills is the cause of unemployment while 35% of respondents think that lack of employment opportunities is the cause of unemployment

7. Table 7: Do you think unemployment contributed to the poverty rate in Egor local government Edo state?

Varieties	No of respondents	Percentage
Yes	78	78%
No	20	20%
Don't know	2	2%
Total	100	100%

Source: Field Survey 2025

The table above shows that 78% of respondents think unemployment contributed to the poverty rate in Egor local government, 20% of respondents think unemployment do not contribute to the poverty rate in Egor local governments while 2% of respondents do not know if unemployment contribute to poverty rate in Egor local government.

8. Table 8: What are the consequences of youth unemployment

Varieties	No of Respondents	Percentage
Increase poverty	29	29%
Encourage Crime and drug abuse among youths	36	36%
Creates frustration among youths	35	35%
Total	100	100%

Source: Field Survey 2025

The table above shows that 29% of respondents believes that increase poverty is the consequences of youth unemployment, 36% of respondents believes that encourage crime and drug abuse among youths is the consequences of youth unemployment while 35% of respondents believe that creation of frustration is the consequences of youth unemployment

9. Table 9: Lack of job Opportunities is a major cause of youth unemployment in

Egor?

Varieties	No of Respondents	Percentage
Yes	90	90%
No	10	10%
TOTAL	100	100%

Source: Field Survey 2025

The table above shows that 90% of respondents believe that lack of job opportunities is a major consequences of youth unemployment while 10% of respondents believe that lack of job opportunities is not a major consequences of youth unemployment

10. Table 10: Do you think unemployment has contributed to mental health issues among the youths in Egor local government area Edo State?

Varieties	No of Respondents	Percentage
Yes	62	63%
No	38	38%
Total	100	100%

Source: Field Survey 2025

The table above shows that 62% of respondents believe that unemployment as contributed to mantas health issues among the youths in Egor local government while 38% of respondents believe that unemployment as contributed to mental health issue in Egor local government.

11. If yes how?

Varieties	No of Respondents	Percentage
Depression	37	37%
Sucidal thoughts	24	24%
Reduced self esteem	29	29%
Anxiety	10	10%
Total	100	100%

Source: Field Survey 2025

The table above shows that 37% of respondents believe that unemployment has led to depression among youths in Egor local government, 24% of respondents believe that unemployment has led to suicidal thoughts among youths in Egor local governments area, 29% of respondents believe that unemployment has led to reduced self esteem among youths in Egor local government area while 10% of respondents believe that unemployment has led to Anxiety among youths.

12. Table 12: Have unemployment Contribute to crimes and violence among the youths in Egor local government area Edo state?

Varieties	No of respondents	Percentage
Yes	57	57%
No	43	43%
Total	100	100%

Source: Field Survey 2025

The table above shows that 57% of respondents believe that unemployment contribute to crimes and violence among youths in Egor local government area while 43% of respondents believe that unemployment do not contribute to crimes and violence among youths in Egor local government area

4.3. Discussion of Findings

The result for the findings revealed that majority of the respondent 40% opined that corruption is the major cause of youth unemployment that stated that money would have been used to build industries to create job for youths are embezzled by individuals and

government. The finding further revealed that 78% of respondents were of the opinion that unemployment lead to poverty. They opined that unemployment lead to loss of income and lead to increase in crime.

The findings revealed that 29% of respondents were of the opinion that the consequences of youth unemployment is increased crime and drug abuse. They stated that many unemployed youths are under the influence of drugs while committing crime. The findings revealed that 62% of the respondents opined that unemployment contributed to mental health issues among youths like depression, anxiety, social isolation, loneliness and low self esteem among others

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Summary

The goal of the study under review Youth unemployment and its social economic consequences in Egor-local government: survey research design was adopted for this study. This study combine quantitative and qualitative methods using questionnaire and in depth interview. The population of the study consists of youth from 15-35 years of age.

The sampling technique employed simple random sampling used to select respondent from the population. The Instrument of data collection consist of structured questionnaire and In -depth Interview designed to capture both quantitative and qualitative data. The method of

data analysis Involves data presentation followed by statistical analysis using spss for quantitative data and thematic analysis for qualitative data

5.2 Conclusion

In conclusion, youth unemployment in Egor Local Government Area poses a serious threat to both social stability and economic growth. The problem stems from multiple causes including lack of job opportunities, inadequate education and skills acquisition and poor policy implementation. Its consequences are evident in rising poverty, crime and loss of productivity among the youth population. To reduce this trend deliberate efforts are required from both government and private sectors. Reducing youth unemployment will not only enhance the living standards of individuals but also contribute to the overall development of Egor Local Government Area and Edo State as a whole.

5.3. Recommendations

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

1. **Skill Acquisition and Vocational Training:** The government should establish more vocational and technical training centers to equip youths with practical skills that can make them self-reliant and employable
2. **Promotion of Entrepreneurship:** Youths should be encouraged and supported to start small and medium-scale businesses through entrepreneurship education and mentorship programs
3. **Access to Financial Support:** Government and financial institutions should provide soft loans, grants, and startup funds for young entrepreneurs to help them establish and grow their businesses.

4. **Education Reform:** The educational system should be restructured to include more practical and skill oriented courses that prepare students for the labor market
5. **Job Creation Initiatives:** Both public and private sectors should create more employment opportunities by investing in industries and encouraging local production.
6. **Government Policy Implementation:** Effective policies should be put in place and strictly enforced to address unemployment challenges and promote economic development.

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APPENDIX

**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF BENIN
BENIN CITY**

I am a final year student of the above faculty. I am conducting a research on the topic “**Socioeconomic Consequences of Youth Unemployment in Egor Local Government Area Edo State**”. This questionnaire is strictly for academic purpose and it is meant to obtain relevant information on the topic. I therefore solicit your full cooperation in answering the question below as it will aid the success of this study. I assure that all responses will be treated with utmost confidentiality. Thanks for your cooperation and prompt response

Instruction: kindly tick the boxes that best express your response or fill out the blank spaces

Section A: Socio demographic characteristics of respondents

1. Sex: Male (), Female ()
2. Age: 18 - 26 (), 27 - 30 (), 31 - 35 ()
3. Marital status: Single (), married (), separated (), divorced (), widowed ()
4. Highest educational qualification: Primary (), SSCE (), HND/B.Sc (), MSc/Ph.D ()
5. Religion: Christianity (), Islam (), African traditional religion (), other specify ()

Section B

6. What does unemployment mean to you?————
7. What do you think are the causes of unemployment?————
8. Do you think education reduces unemployment? Yes(.). No(.)
9. Do you think unemployment contributed to the poverty rate in Egor local government Edo state? Yes(), No(), Don't know ()
10. What are the consequences of youths unemployment in Egor local government Edo state?————
11. Lack of job opportunities is a major cause of youth unemployment in Egor.? Yes(.) No(.)
12. Do you think unemployment has contributed to mental health issues among the youths in Egor local government area Edo State? Yes(.). No(.)
13. If yes how? ——
14. Have unemployment Contribute to crimes and violence among the youths in Egor local government area Edo state? Yes(.) No(.)

15. Does unemployment make Idle youths engage in drug abuse and other social vices?
Yes(.). No(.)
16. Does Unemployment lead to reduced economic productivity in the community?
Yes(.). No (.)
17. Do you agree that unemployment frustrates youths?