

**IFE JOURNAL OF THEORY AND
RESEARCH IN EDUCATION**

ISSN: 0794-6754

IJOTRE

**Journal of the Institute of Education
Obafemi Awolowo University,
Ile – Ife.**

**Bi-Annual
Vol. 25 No. 1, 2024**

CALL FOR PAPERS
IFE JOURNAL OF THEORY AND RESEARCH IN EDUCATION
(IJOTRE)

NOTE TO CONTRIBUTOR

The Institute of Education Journal of Theory and Research in Education (IJOTRE) disseminates information derived from research findings and theoretical topics in the areas of Nursery, Primary, Secondary and Higher Education for practitioners, educators, educationist, academia, researchers, curriculum planners and policy - makers with the main goal of improving educational status. IJOTRE is a annual and peer - reviewed Journal.

Articles are expected to focus on any of the following topics:

1. Contribution on theoretical, methodological and practical teaching aspects of education.
2. Research notes and project reports
3. Articles representing scholarly opinions on contemporary issues and trends stemming from any aspects of education.
4. Book reviews that are significant in the field of education.

Guidelines for Papers Submission

- * Articles should not be longer than 15 A4 - sized pages using Times New Roman, font size of 12. Longer articles will attract additional publication fee.
- * Reference style should conform to the America Psychological Association format (6th Edition). This should be arranged in alphabetical order according to the surname of the authors.
- * Footnotes are not allowed.
- * Manuscripts' cover should include the title of the paper, author(s) name(s), institution affiliation and E-mail address.
- * Abstract should not be more than 250 words.
- * Two hard copies of the manuscripts should be submitted for review. Articles can also be submitted by post to The Managing Editor, IJOTRE, Institute of Education, Obafemi Awolowo University, Ile-Ife. Nigeria or electronically via e-mail to iedijotre@2022.
- * Assessment fee of ~~N~~5,000 shall be paid before any paper shall be reviewed.
- * Publication fee of ~~N~~40,000 (\$50), is a condition for publication that a manuscript submitted to Ife Journal of Theory and Research in Education (IJOTRE) has not been published and will not be simultaneously submitted or published elsewhere. All fees must be paid into the Institute Books and Journals, Account Number 1013534137 Zenith Bank

Submissions are published at the editor's exclusive discretion. Submission that do not conform to these guidelines may not be considered for publication.

Bi-Annual

IJOTRE, Vol. 25 No. 1, 2024

iv

EDITORIAL BOARD

Prof. H. O. Ajayi	(Editor – in – Chief)
Prof. P. O. Jegede	Member
Prof. C. O. Odejobi	Member
Prof. T. O. Bello	Member
Prof. O. E. Ojedokun	Member
Prof. B. A. Adeyemi	(Managing Editor)
Prof. O. S. Agboola	Member
Dr. O. O. Bakare	Secretary
Dr. Okewole	Member
Dr. S. O. Olajide	Member

EDITORIAL CONSULTANTS

Prof. D. Adeyemo –	Dept of Local Government Studies, Obafemi Awolowo University, Ile – Ife.
Prof. O. O. Obilade –	Dept. of Adult Education and Life Long Learning, Obafemi Awolowo University, Ile – Ife
Prof. B. I. Popoola –	Dept. Of Educational Foundations and Counselling, Obafemi Awolowo University, Ile – Ife.
Prof. B. A. Omoteso -	Dept.of Educational Foundations and Counselling, Obafemi Awolowo University, Ile – Ife.
Prof. M. A. Adeleke -	Dept. of Science and Technology Education, Obafemi Awolowo University, Ile – Ife.
Prof. O. A. Sofowora -	Dept. of Educational Technology and Library Studies, Obafemi Awolowo University, Ile – Ife
Prof. A. T. Akande-	Dept. of English, Obafemi Awolowo University, Ile – Ife
Prof. E. T. O. Babalola -	Dept. of English, Obafemi Awolowo University, Ile – Ife.
Prof. M. A. Ajayi -	Dept. of Human Kinetics and Health Education, University of Ibadan, Ibadan.
Prof. J. B. Bilesanmi-	Dept. of Curriculum Studies and Instruction Technology, Olabisi Onabanjo University, Ago-Iwoye, Ogun State.
Prof. J. A. Adegbile -	Institute of Education, University of Ibadan.
Prof. E. F. Bamidele -	Dept. of Science and Technology Education, Obafemi Awolowo University, Ile-Ife.
Prof. A. A. Adediwura -	Dept. of Educational Foundations and Counselling, Obafemi Awolowo University, Ile-Ife.
Pro. O. A. Ogunfowokan-	Dept. of Chemistry, Obafemi Awolowo University, Ile-Ife.
Prof. A. Akinlua -	Dept. of Chemistry, Obafemi Awolowo University, Ile-Ife.
Prof. O. I. Orimoogunje -	Dept. of Geography, Obafemi Awolowo University, Ile-Ife.
Prof. O. A. Ajala -	Dept. of Geography, Obafemi Awolowo University, Ile-Ife.
Prof. T. O. Akinbobola -	Dept. of Economics, Obafemi Awolowo University, Ile-Ife.
Prof. M. A. Fatiregun -	Dept. of Kinetic and Human Recreation, Obafemi Awolowo University, Ile-Ife.

Bi-Annual

IJOTRE, Vol. 25 No. 1, 2024

INFLUENCE OF ENTREPRENEURIAL SKILLS DEVELOPMENT ON DROPPED OUT HIGH SCHOOL TEENAGE MOTHERS IN NORTH CENTRAL NIGERIA

AKPAN Louis Okon, Ph.D

Department of Educational Foundations
National Open University of Nigeria, Abuja
Email: airmailo@yahoo.com

Abstract

It was observed that majority of young girls dropped out of high schools recently due to early marriage, pregnancy and poverty in North Central Region of Nigeria. This led to the increase of out-of-school children which is now put at over twelve million. Based on this assertion, the researcher seeks to examine whether entrepreneurial skills development do mitigate poverty among now teenage mothers in the region. Two objectives were developed to guide the study. Similarly, two research questions were coined to reach the findings of the study. Furthermore, qualitative approach was used as a research design for the study. Six focus groups were formed to elicit information for the study. Additionally, semi structured interview was developed, thereafter, narrative analysis was adopted to analyse the data. It was discovered from the findings that teenage mothers were engaged in sewing, needle work, laali design and mobile phone repairs which positively influenced their financial autonomy, poverty reduction and overall improving of regional economy of Nigeria in particular and Nigeria in general.

Keywords: Development, entrepreneurial skills, poverty reduction, teenage mothers

Introduction

Nigeria is abundantly blessed with enormous human and natural resources. There is no part of this country where one particular natural resource or the other is not found. For instance, in Akwa Ibom state, there is crude oil, in Zamfara state Gold is found, in Enugu state, there is abundant deposit of Iron Ore. Moreso, cassiterite and tin ore are found in Plateau state, in Niger state there is phosphate, among others. In the area of human resource, Nigerians have excelled in various professions such as medicine, law, engineering, teaching, among others. Apparently, the success story of most Nigerians in various fields of human endeavours is a function of their doggedness in achieving their goals in the face of extreme adversity and unfriendly business climate. However, it is sad to say that most Nigerians who could not navigate the harsh situation are made to face abject poverty. In other words, the majority of Nigerians go to bed every day without food as a result of high level of poverty. Few who manage to eat one square meal on per day, does so from the position of extreme struggle and persistence. In another circumstance, World Bank Report (2022) says that every eight in ten Nigerians live below the national poverty

line. This assertion was collaborated by Uzoho (2022) who stated that Nigeria has maintained the infamous position as the poverty capital of the world, with over 93.9 million people currently living below the poverty line. This situation was further compounded by the recent removal of fuel subsidy in which International Monetary Fund (IMF) (2023) cautioned that if the government failed to provide palliatives, million Nigerians will fall into poverty level.

In Nigeria, particularly in North Central Nigeria, millions of teenage girls are forced into poverty due to early pregnancy occasioned by force early marriage (Aborisade, 2019). Furthermore, these teenage mothers who are face with poverty are usually compelled to drop out of school. Ekefre, Ekanem and Essien (2014) posited that teenage mothers who are prone to early pregnancies and sexual experiences are those who are not in school. In addition, Stella (2019) argued that girls with pregnancy normally have poor academic performance which often led to lack of concentration at school and/or drop out of school. To arrest this ugly trend among these vulnerable groups of people, the Ministry of Women Affairs, Non-Governmental Organisations (NGOs) and some religious bodies in Nigeria organise entrepreneurial skills training to move teenage mothers out of poverty. However, the researcher seeks to unravel ways in which entrepreneurial skills development mitigates poverty among teenage mothers dropped out in high schools, North Central region of Nigeria.

The following objectives are developed to guide the study and they stated below.

- a) To examine kind of entrepreneurial skills training does teenage mothers exposed to after being dropped out of school.
- b) To determine the economic impact does entrepreneurial skills development have on teenage mothers?

In line with the objectives of the study, the following research questions are developed to arrive at the findings.

- a) What kind of entrepreneurial skills training does teenage mothers exposed to after being dropped out of school?
- b) What economic impact does entrepreneurial skills development have on teenage mothers?

Theoretical framework underpinning the study

The theoretical framework that underpins this study is the innovative theory of entrepreneurship developed by Schum-Peter in 1932. The concept of innovation is probably Schumpeter's most distinctive contribution to economics (Śledzik, 2013). However, this scholar conceptualised innovation from the perspective of introducing a new manufacturing process that has not yet been tested and commercially exploited. In other words, innovation is the introduction of a new product with which the customers are not familiar and locating a new source of raw material or semi-finished product that was not exploited earlier, opening a new market, hitherto

unexploited, where the company products were not sold earlier, developing a new combination of means of production (Upadhyay & Rawal, 2018). In fact, Wei, Liu and Sha (2019) sees innovation as nothing other than new combination of factor of production which unavoidably breaks the repetitious cycle of economic and market activities. Furthermore, Rae (2010) stated that an entrepreneur is the one who engages in creative activity. Therefore, the principal function of an entrepreneur is to reform or revolutionise the pattern of production by exploiting an invention or, more generally, an untried technological possibility for producing a new commodity or producing an old one in a new way, by opening a new source of supply of materials or a new outlet for products, by reorganizing an industry and so on (Guerrero & Urbano, 2019). Innovation theory in education simply means doing things in a new way, which require different approaches, processes, products, or strategies. From all indications, the theory is significantly relevance in the study in order to understand the influence of entrepreneurial skills development mitigate poverty among teenage mothers after they have dropped out of schools.

Literature Review

The Entrepreneur and Entrepreneurship

Amitabh (2017) looks at entrepreneurship as a process of creating or developing a new business venture in order to make a profit. Similarly, Arogundade (2017) views the entrepreneur as a person who possesses the ability and innovation to develop a business where none exists. Therefore, an entrepreneur constantly engages with new markets and tries to figure out how to supply those markets efficiently to make a profit (Ogwu, 2023). Here, one can easily conclude that an entrepreneur can be considered as an innovator or creator of wealth. An entrepreneur does not engage in any business which does not generate profit. He/she usually takes risk to come up with a new product so as to maximise profit and create wealth. Entrepreneurship is a platform for youths to transform opportunities to business ventures towards creation of jobs and poverty reduction (Okehi, 2019).

Challenges facing teenage mothers

Before now, the federal government of Nigeria have not made provisions to cater for the needs of teenage mothers who dropped out of school who were left on their own through the childbirth process resulting from their teenage pregnancies. Clearly, the government did not put in place any tangible plan to provide for the various needs of the participants. Therefore, they were exposed to all sorts of challenging issues ranging from hawking, drug abuse, servitude, prostitution, among others, for survival. Choji (2013) in his study on 'why we are on the streets?' reported that teenage mothers who dropped out of secondary school comfortably competed with older women to offer their bodies to men. In another circumstance, Wildsmith, Manlove, Jekielek, Moore and Mincieli (2012, p.12) stated that "teenage mothers are less likely to finish their education and are more likely to bring up their child alone and in poverty" Primarolo and Merron (2010); Pei and Chib. (2021) went further to

aver that children born from teenage mothers are likely at increased risk of poverty, low educational attainment, poor housing, poor health and have lower rates of economic activity in adult life. Notwithstanding the position held by Pei and Chib (2021), Wiggins et al. (2005) had posited that teenage mothers were also significantly more likely than older mothers to be living on welfare benefits, experiencing unemployment, lacking in school and university qualifications and living in social housing.

However, in order to curtail the social ills from happening, the Federal government of Nigeria through the Federal Ministry of Women and Humanitarian Affairs in recent time introduced different intervention programmes to break the cycle of poverty which enveloping teenage mothers. In Kenya, Okore (2021) teenage mothers who dropped out of school was supported through engaging them in business management skills to enable to attain financial independent. Additionally, Primarolo and Merron (2010) have mentioned that Leicestershire Teenage Pregnancy Partnership (LTPP) in order reduce poverty among teenage mothers have place a high priority on supporting teenage parents into learning skills that will enable them to achieve above average level of participation of thirty-three per cent in Education, Employment and Training (EET) for mothers aged 16-19.

Methodology

This study follows qualitative research approach. According to McBride, MacMillan, George, and Steiner (2019), qualitative approach is better in research because it enables researcher(s) to observe the complex cultural mechanisms that determine the patterns of transfers which cannot be understood or captured through conventional quantitative methods. Furthermore, qualitative research method is valuable in providing rich descriptions of complex phenomena; tracking unique or unexpected events; illuminating the experience and interpretation of events by actors with widely differing stakes and roles; giving voice to those whose views are rarely heard (Morgan, 2022) Drawing from the above scholarly position, the researcher adopted the qualitative approach in order to have a better understanding of the problem and yield more complete evidence from the participants. Based on this approach, the researcher uses interpretive paradigms to make sense and also to understand the conversation in which participants narrated.

Population

The population of the study is the entire teenage mothers who dropped out from secondary schools in six states in north central zone of Nigeria. The states of the zone consist of Benue, Kogi, Kwara, Nasarawa, Niger, and Plateau. Similarly, the researcher adopted purposive sampling technique to select the sample size. The choice of the sampling techniques is because the participants selected met the predetermined criteria for the study (Mthuli, Ruffin & Singh, 2022), which is teenage mothers who dropped out of schools and are engaged or engaging entrepreneurial skill development to start an entrepreneurial activity.

Purposive sampling technique was used to select sixty teenage mothers that dropped out of schools formed the sample size. In other words, ten participants were purposively selected from each of the six states of the zone, therefore, making the total of sixty participants. To elicit information from the participants, the researcher developed semi structured interview questions. In line with qualitative research, the researcher subjected the instrument to transferability and credibility (which is validity and reliability respectively in quantitative methods), and the instrument was found to answer the research questions developed above.

The researcher reasoned that to engage all the participants in one-on-one interview will be very difficult to access and time-consuming because they are settled in different locations in their different states. Therefore, to address the challenges, a focus group interview was organised for the participants in each state. For clarity, Benue is focus group 1 (F.G.1) Kogi (F.G. 2), Kwara (F.G. 3), Nasarawa (F.G.4) Niger (F. G. 5), and Plateau (F.G.6). During the focus group conversation, which was held in each state political capital, the researcher deployed audio tape recording and note-taking. According to Ngoasheng, Ngoepe & Marutha (2022), audio tape used during interview allow one to get everything the interviewee says word-for-word, while, note taking permits the researcher time to jot down important points which appear in non-verbal communication, hence its application in this study.

Ethical Considerations

This study involves teenage mothers, the participants' confidentiality and anonymity was adhered to strictly. Again, Consent Letter was designed for the participants to sign for their willingness to take part in the study. The participants actually signed the Consent Form indicating their acceptability to partake on the interview.

Data analysis

Data collected from the field were transcribed manually. The choice of manual transcription is based on Tang's (2023) assertion that manual transcription allows the researcher to immerse in the data and provides justification for the dynamics that are often lost in completing audio-to-text transcription. After data transcription, it was coded, and the emerging themes were analysed using narrative analysis. The choice of narrative analysis in the study is because it created and constructed through the stories of lived experience and sense-making, the meanings people afford to them, and therefore offers valuable insight into the complexity of human lives, cultures, and behaviours (Thornborrow, 2023).

Findings

Research Question 1: What kind of entrepreneurial skills training does teenage mothers exposed to after being dropped out of school?

The themes that emerged from the first research questions are as follows; Sewing and Needle work, laali design and mobile phone repairs.

Sewing and Needle Work

Majority of the participants in all the focus groups reported that government and some religious organisations set up training centres where they (teenage mothers) are trained in sewing and needle work. A participant in F.G.3 specifically reported that her situation was pathetic immediately she discovered that she was pregnant in her second year of senior secondary school. She went further to state that she was forced to drop out of school and her parents who ought to have given her support made the matter worse by driving her out of their home. She narrated how she gave birth and raised the child under terrible condition. However, the situation changed for the better when she was introduced into sewing and needle work by a Non-Governmental Organisation (NGO) called Girls' Power Initiative. She concluded that her condition and her child's own have greatly improved. In her own words about how her condition and that of her child has improved, she declared:

I was always very sad the time I was not engaged meaningfully. I was psychologically stressed and my parents always referred to me as a failure because I brought shame to the family. To make matter worst, my child's father did not help to care for our child. However, as soon as I was introduced into sewing and needle work by this organisation, I was able to stand on my own and care for my child.

In a similar manner, FG1 reported that aside from the religious bodies that assisted most teenage mothers by empowering them, Federal Ministry of Women Affairs also built some skills empowerment centres where most of the school dropped out teenage mothers are trained in needle works. The interviewer was quick to probe further by asking them the types of needlework they learned or are currently learning. In the reply, one of the participants in FG1 said.

"I am glad to inform you that I am being trained on the making different types of handbags." Another participant still in the group declared; "currently, I have designed different type of earrings, beads and necklaces for various celebrities in my community and I have made lot of money through this work."

From the above narrative, both religious bodies and Federal Ministry of Women Affairs set up skill empowerment centres in North Central Zone of Nigeria to empower teenage mothers who dropped out from school due to early marriage, pregnancy, poverty, among others.

Laali design

Teenage mothers also stated that some of them who could not be trained on sewing and needle work decided to pick a different vocation. When the interviewer questioned those participants on the type of vocation others decided to specialise on, they responded in chorus; *"some of us have decided to choose Laali designing as a*

vocation. "The interviewer was compelled to ask the FG5 to explain how *Laali* look like. Instead of responding to the question asked, they handed over the picture that clearly showed a woman who was designed previously on *Laali* (see picture).

Picture showing a woman' designed with Laali



Source: Picture from the participants of this study

Reacting to the above picture given by the FG5, the interviewer was quick to ask questions such as what is the cost for making *Laali* design, and on which occasion is the design made for?

Responding, FG5 declared.

The amount charged for making one design is determined by the status of the client. If the client is rich monetarily, she will be charged to pay more. However, if she is an average client, she will be made to pay averagely. Most women used Laali on their wedding day or going on special occasion.

The above excerpt indicated that some of the teenage mothers who dropped out of school were empowered in *Laali* design. The interviewer was informed that *laali* design is often used during weddings and for special occasions such as Oba and Emir's (chieftaincy) coronation ceremonies. It was further stated that price for each design is a function of the client's social and economic status.

Mobile phone repairs

The issue of empowerment of the participants through training in mobile phone repair was equally raised. FGs 2 and 4 reported that when they were first

informed by the officials of Ministry of Women Affairs that some teenage mothers will be trained in the area of mobile phone repair, they were a bit apprehensive because they were of the view that the job was only meant for men. However, they were so excited to later discover that mobile phone repair is not a male-dominated job. Based on the narrative from these participants, the interviewer asked if they enjoy working as mobile phone repairers. In response to this question, FG4 declared.

The simple truth is that repairing mobile phone for people is very interesting, because you meet all manners of people. Aside from that, we make a lot of money from the work.

Similarly, FG 6 believed that mobile phone repair is a very creative job in Nigeria today because there is no family where there is no mobile phone. In fact, the participants went on to say that there are at least three mobile phones in every family in the country, therefore, there are possibilities of these mobile phones getting spoiled due to poor handling by the owners. The spoiled phones are taken to the repairers by the owners for repairs. FG 6 concluded that in Nigeria today repairing damaged mobile phones is a viable money-making business which many people underestimated.

Research Question 2: What economic impact does entrepreneurial skills development have on teenage mothers?

The themes that emerged from the second research question are teenage mothers' financial independence, poverty reduction and contribution to regional economy.

Teenage mothers' enjoyment of financial independence

The interviewer was reliably informed by all the focus groups that subjecting school dropped out teenage mothers to entrepreneurial skills development by the Federal Government of Nigeria via Ministry of Women Affairs and NGOs was the best thing to ever happen to them. They based their assertion on the fact that the skills acquired has significantly impacted their financial independence. FG1 and 2 specifically reported that all of them who were trained in one entrepreneurial skill, or the other have enjoyed financial independence. The interviewer went further to ask for their explanation of the concept 'financial independence.' In response, FG1 declared:

Sir, what we mean by 'financial independence' is that all of us who specialised in one vocation or the other, we can comfortably feed and cloth ourselves and children without necessarily looking for any kind of financial assistance from our parents. In fact, most of us are now bread winners in our different homes.

In similar circumstance, FG3 and 5 narrated that they are extremely happy by the opportunity government provided to most of the teenage mothers who dropped out of school to pickup the pieces of their lives again after the society had written

them off. They reported that their parents who usually spoke ill against them before, now praise them for providing food for all members of the family. The interviewer was informed by majority of the participants in FG6 that due to financial autonomy they are now enjoying their lives, most of them are planning to re-enrol in school to complete their educational programmes.

Poverty reduction

The interviewer was also informed by all the focus groups that acquiring different skills is very advantageous because it has reduced poverty in their families. FG4 specifically narrated that before entrepreneurial skills acquisition, they found it extremely difficult to feed once a day. Moreover, they were often subjected to various verbal abuses by their parents and neighbours due to their (teenage mothers) inability to provide for the family what to eat. According to FG3 and 5, the acquisition of various skills has provided them money to solve their fundamental needs, which invariably reduced poverty in their families and conversely, communities.

In a similar reaction, FG1 declared;

Though poverty cannot be eradicated in Nigeria because of some government policies. However, currently we can reasonably say that poverty in our families have been reduced by certain percentage due to our acquisition of different entrepreneurial skills. In fact, it is also possible for our family to eat atleast two times a day, unlike before where to eat once was not feasible.

From the narrative, it can be observed that there was poverty reduction among teenage mothers' households due to their ability to work and earn a living legitimately. In fact, vocations engaged by these participants were able to provide money for their livelihood. Parents who hitherto saw the teenage mothers as 'never do well' people due to their inability to provide for themselves and family, suddenly saw them become 'saviours' based on the fact that they are now breadwinners to the family.

Contributing to regional economy

All the participants agreed that the acquisition of entrepreneurial skills has not only made them self-sufficient monetarily and reduced poverty in their families, rather, it also contributed significantly to the regional economy. FG 2 stated that most of the locally designed handbags produced by them are being sold overseas. The interviewer was very curious to establish the authenticity of the participants' assertion, therefore, he asked how they know that their handbags are sold outside the country. In their response, they said:

We knew that our products (handbags) are shipped to countries such as South Africa, Botswana, Britain among others through some women who always patronised them. They often tell us to improve the quality of the products because it is marketed outside the country.

FG 6 made the interviewer to understand that their products immensely contribute to regional income, employment, productivity and entrepreneurial skill training. Additionally, FG 1 averred that their products are among the driver of economic growth in the region which ensures a paramount shift from crude oil export as a major source of government revenue to a service driven economy.

Discussion

All the participants in this study agreed that they engaged in various vocations because of the ugly situations all of them found themselves, namely, falling pregnant as teenage girls and dropping out of school. It was discovered that these teenage mothers committed one mistake or the other which made them to dropped out of school. Based on the foregoing, they were regarded by their parents and community as nuisance, therefore, to reclaim their lost image, teenage mothers were introduced into entrepreneurial skills such as sewing and needle work, laali design and mobile phone repairs by the Federal Ministry of Women Affairs and some NGOs. The essence of introducing teenage mothers to entrepreneurial skills development is to arrest the alarming rate of out of school children in Nigeria which is put at twelve million (Ogunode & Adanna, 2022). Furthermore, Aborisade (2019) supported the findings by saying that training teenage mothers on entrepreneurial skills provided or helped them to earn legitimate livelihood, therefore, quit prostitution.

From the second research question, it was discovered that teenage mothers benefited immensely by earning more money to themselves through the sales of their products to the public. In fact, it was found that teenage mothers were able to feed themselves and their wards from the proceeds of the handiwork. Furthermore, it was revealed that aside from having financial autonomy, hence, there was noticeable reduction in poverty in their household. Okolie, Ehiobuche, Igwe, Agha-Okoro & Onwe (2021) supported the findings when they said that rural Igbo women involvement in basket weaving enterprise significantly help their families out of poverty. Mubecua and David (2019) had already stated that there is a positive relationship that exist between entrepreneurial skill development and poverty reduction. In order circumstance, in line with the findings which indicated that the teenage mothers' products contribute largely to the Nigeria economy. This finding is affirmation of Yunusa & Paul (2018) assertion who reported that girls' entrepreneurial skill revolution is effective tool for poverty reduction, employment generation and enhancement of Nigeria's economy.

Conclusion

The researcher wondered why teenage mothers who dropped out of high schools were regarded as nuisance by their parents and the society at large. The amazement is because most of them were redundant with no tangible means of livelihood. However, it was discovered that the Federal Government of Nigeria through Ministry of Women Affairs and NGOs introduced various skills acquisition

centres to train them on various skills to be useful to themselves and the society. This compelled the researcher to question whether entrepreneurial skills development do mitigate poverty among teenage mothers who dropped out of school. The research found that these teenage mothers seized the opportunity provided by the government and NGOs to develop their skills on sewing, needle work, laali, and mobile phone repair skills. Similarly, based on the fact that they are meaningfully engaged skill wise, they are financially autonomous, they witnessed poverty reduction among their household and they also contribute immensely to Nigeria's economy.

Recommendations

It was established that most teenage mothers are from the poor families. In fact, some of them are the ones providing food to their families through immoral means. Therefore, both the federal and state governments should introduce skill acquisition training in all high schools for the training of these adolescent girls. It is believed that when they are empowered while in school, they will be self-sufficient, therefore, engaging themselves in immoral act eradicated.

References

- Aborisade, R. A. (2019). Police abuse of sex workers in Nigeria: evidence from a qualitative study. *Police practice and research*, 20(4), 405-419.
- Amitabh, S. (2017). What is entrepreneurship? Retrieved from <http://www.paggu.com/entrep>, dated 05th April, 2023.
- Andam, K., Edeh, H., Oboh, V., Pauw, K., & Thurlow, J. (2020). Impacts of COVID-19 on food systems and poverty in Nigeria. In *Advances in food security and sustainability*. 5, (pp.145-173). Elsevier.
- Arogundade, B. B. (2017). Entrepreneurship education: An imperative for sustainable development in Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 2(1), 26-29
- Choji, R. (2013). *Nigeria: Why we are on the streets - Teenage prostitutes*. AllAfrica
- Farley, M. (2020). Prostitution, the sex trade, and the COVID-19 pandemic. *Logos*, 19(1), 1-34.
- Gichuna, S., Hassan, R., Sanders, T., Campbell, R., Mutonyi, M., & Mwangi, P. (2020). Access to Healthcare in a time of COVID-19: Sex Workers in Crisis in Nairobi, Kenya. *Global Public Health*, 15(10), 1430-1442.
- Guerrero, M., & Urbano, D. (2019). A research agenda for entrepreneurship and innovation: the role of entrepreneurial universities. *Journal of Education*, 1 (2) 107-133.
- McBride, K. A., MacMillan, F., George, E. S., & Steiner, G. Z. (2019). *The use of mixed methods in research*. London: Sage.
- Morgan, H. (2022). Conducting a Qualitative Document Analysis. *Qualitative report*, 27(1).20-34.
- Mubecua, M. A., & David, O. J. (2019). So far so good? Tracking the poverty eradication goal of SDGs in Kenya, Nigeria, and South Africa. *Journal of*

- Public Affairs*, 19(4), e1964.
- Mthuli, S. A., Ruffin, F., & Singh, N. (2022). 'Define, Explain, Justify, Apply'(DEJA): An analytic tool for guiding qualitative research sample size. *International Journal of Social Research Methodology*, 25(6), 809-821.
- Ngoasheng, C., Ngoepe, M., & Marutha, N. S. (2022). Sounds like a broken record: Preservation and access of audio-visual records at the South African broadcasting corporation radio. *Global Knowledge, Memory and Communication*, 71(4/5), 383-397.
- Ogunode, N. J., & Adanna, C. M. (2022). An Analysis of Factors Responsible for High Out of School Children in Nigeria and Way Forward. *International Journal on Integrated Education*, 5(6), 194-202.
- Ogwu, E. N. (2023). Challenges in implementing entrepreneurship education (ee) for youth's empowerment at the post-basic education level in Nigeria. *International Journal of Studies in Education*. 16, (1), 209-219.
- Okehi, F. (2019). Adopting new strategies in social entrepreneurial education: A panacea to the daunting challenges of the 21st century entrepreneurs (sociological approach). In M. A. Mkpa, *Compendium of curriculum theorizing, development, designing & innovation in Nigeria* (pp. 703-707). Owerri : C @J Publishers.
- Okolie, U. C., Ehiobuche, C., Igwe, P. A., Agha-Okoro, M. A., & Onwe, C. C. (2021). Women entrepreneurship and poverty alleviation: Understanding the economic and socio-cultural context of the Igbo women's basket weaving enterprise in Nigeria. *Journal of African Business*, 22(4), 448-467.
- Olowu, D. I., Ichoku, H. E., & Nwosu, E. O. (2018). Spatial distribution of poverty in multiple dimensions in Delta State of Nigeria. *Journal of Economics and Allied Research*, 2(2), 32-44.
- Pei, X., & Chib, A. (2021). Beyond the gender (dis) empowerment dichotomy: The mobile phone as social catalyst for gender transformation in the Global South. *New Media & Society*, 23(3), 578-595.
- Primarolo, D& Merron, G. (2010). *Teenage Pregnancy Strategy: Beyond 2010*. London: Sage.
- Rae, D. 2010. Universities and enterprise education: responding to the challenges of the new era. *Journal of Small Business and Enterprise Development*, 17, 591-606.
- Schumpeter, J. A. (1932). *Capitalism, Socialism and Democracy*, 3rd edition, London: George Allen and Unwin.
- Tang, R. (2023). Manual Transcription. In *Varieties of Qualitative Research Methods: Selected Contextual Perspectives* (pp. 295-302). Cham: Springer International Publishing.
- Thornborrow, J. (2023). Why narrative matters. *The Routledge Handbook of Discourse Analysis*. London: Sage
- Upadhyay, C.S, & Rawal, P. (2018). A critical study of Joseph A. Schumpeter's innovation theory of entrepreneurship. *International Journal of Creative*

- Research Thoughts*, 6(2)1678-1686.
- Uyanga, R. E. (2009). The Disadvantage in a Culturally Diversified Society: Focus on the Girl Child in Northern Nigeria. *International Journal of Diversity in Organisations, Communities & Nations*, 8(6).28-41
- Uzoho, M. (2022). *High level of Poverty in Nigeria*. London: Sage
- Wildsmith E, Manlove J, Jekielek S, Moore KA, & Mincieli L (2012). Teenage childbearing among youth born to teenage mothers. *Youth & Society*, 44(2), 258–283
- Wei, X., Liu, X., & Sha, J. (2019). How does the entrepreneurship education influence the students' innovation? Testing on the multiple mediation model. *Frontiers in psychology*, 10, 1557-1568.
- Wiggins, M., Oakley, M., Austerberry, H., Clemens, F., & Elbourne, D. (2005). Teenage parenthood and social exclusion: A multi-method study. *Summary of report findings*. London: Social Science Research Unit, Institute of Education, University of London
- Yunusa, A., & Paul, A. A. (2018). Assessment of the contributions of small scale enterprises to the development of the Nigerian economy. *Journal of Good Governance and Sustainable Development in Africa*, 4(1), 37-47.