

Gender, Sexuality Education And Entrepreneurial Skill Acquisition Of Youths In Nigeria

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Received: 18 Feb 2026 | Received Revised Version: 27 Feb 2026 | Accepted: 27 Mar 2026 | Published: 27 Apr 2026

Volume 08 Issue 05 2026 | Crossref DOI: 10.37547/tajjir/Volume08Issue05-04

Abstract

Entrepreneurial skills development programme design for youths have come among other things, part of the policy thrust of the Nigeria Government in order to promote self-employability and reducing high unemployment rate among youths. This study was conducted to determine the difference among youths who had sexuality education knowledge before acquiring entrepreneurial skill and youths who did not have sexuality education but acquire entrepreneurial skill in Nigeria. To guide the study, two objectives, two research questions and two null hypotheses were formulated. The descriptive survey research design was used for the study. The population of the study comprise 151 million youths in Nigeria, 400 youths was obtained based on Taro Yamene Formula then multiply by 2 to have 800 youths for more generalization of the result of the Finding. Using accidental sampling technique. The research questionnaire designed and used for the study were subjected to reliability test on respondents and the data collected for the reliability were subjected to Cronbach Alpha reliability test, which yielded a coefficient of 0.80. Findings of the study show that there is different among youth who had creative and critical thinking skill based on sexuality education knowledge before acquiring entrepreneurial skill with youths who had not but acquired entrepreneurial skill. It is recommended that sexuality education should be introduce as a compulsory subject to study in both secondary and tertiary institutions to enable youths acquire salient information and skills on human sexuality and reproductive health

Keywords: Gender, Sexuality Education, Skills, Entrepreneurial Skills, Creative Thinking, Critical Thinking.

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Cite This Article: Akpanobong, Uyai E., Charles, Comfort Idongesit, & Claire Somiari-Jaja. (2026). Gender, Sexuality Education And Entrepreneurial Skill Acquisition Of Youths In Nigeria. The American Journal of Interdisciplinary Innovations and Research, 8(05), 25–34. <https://doi.org/10.37547/tajjir/Volume08Issue05-04>

1. Introduction

Gender includes the social, psychological, cultural and behavioural aspect of being a man, woman, or other gender identity. Most scholars agreed that gender is a central

characteristic for social organization. Gender identity refers to personal identification with a particular gender and gender role in the society. Gender is a term used to exemplify the attributes that a society or culture constitutes

as “masculine” or “Feminine”. According to Adanlawo and Chuka (2022). Gender is a social and cultural construct, which distinguishes differences in the attribute of men and women, girls and boys, and referred to the roles and responsibilities of men and women. Olagbaju (2020) asserted that women and men have different or comparable roles, responsibilities, and opportunities in a particular culture. The author defines gender as the socially and culturally imposed roles and values that shape how women and men relate to one another in a particular society. It is undoubtedly not about the biological or bodily differences that are typically referred to as “sex”. The economic contribution of certain sex groups is important to note. For a nation to develop economically, development policies should focus on gender equality.

Predominantly in Africa, sexuality education has become the most controversial topic of discussion among students in diverse institutions of learning. Discussion of sex issues is a taboo in numerous families, cultures and religions, which when discussed in schools as a topic becomes an offensive lesson to students with such background. Ram et al (2020). According to UNICEF (2020), Sexuality, which is also referred to as relationship education is aimed at the development of children into effective family members who are capable of handling any sexual related issues without bias. Sexuality education is vital learning experiences which provide information on gender, sexual development and healthy sexual relationship. As a result, it becomes a necessity for all students (Deshmukh and Chaniana, 2020). According to Okam (2017), sexuality education is the process of acquiring information and forming attitudes and beliefs about sex, sexual identity, relationship and intimacy. The author further revealed that sexuality education is the process of acquiring vital knowledge and information about human sexuality through development gradients.

Knowledge is vital for the health, safety and survival, and its acquisition is continually sought by vast majority of people through education. Astle et al, (2020), knowledge is the ability to understand or comprehend phenomena, the acquisition of positive information by the exercise of some capacity which humans presumably have in common. Knowledge is organized information shared by or to people. Through knowledge acquisition, human beings improve and make remarkable progress in science and technology for the health of mankind and the environment. Astle et al (2020), defined knowledge as information, skill and understanding gained through learning and experience. This indicates that knowledge is referred to as all factual information and skills learned through sequential sexuality education learning

experience by students (youth).

According to UNFPA (2018) report sexuality education is of utmost importance as it equips individuals with the knowledge and skills necessary to make informed decisions about their sexual health and relationship. Sexuality education equips youths with decision-making skills, allowing them to evaluate risks and consequences associated with sexual behaviours. It encourages creative and critical thinking and empowers them to make responsible choices that align with their values and beliefs.

Sexuality education is the provision of knowledge about body development, sexual life, relationship as well as skill development to assist young people in communicating about sex and making educated decision about their sexual health (Bridges, 2014). Comprehensive sexuality education (CSE) is critical in preparing young people for a safe, successfully, and satisfying life in a world where HIV/AIDS, sexually transmitted infections (STIs), unwanted pregnancies, gender- based violence (GBV), and gender inequality continue to pose significant threats to their well-being (UNFPA, 2018). According the author, sexuality education also provides people with the knowledge, skills, and motivation they need to make informed decisions about their sex and sexuality. Many people enter adulthood with contradicting, negative, and confusing messages about sexuality which are sometime worsened by adult’s embarrassment, and silence, including parent and instructors (UNFPA, 2018).

According to the 2018 Nation Health Demographic Surveys (NDHs), women aged 25- 49 had a median age of 17.2 years for their first sexual encounter, compared to 21.7 years for men’s aged 30- 59. 19% women begin sexual activity before the age 15, and 57% begin before the age of 18. With such and early onset, CSE is required to improve the knowledge and attitude towards positive sexual and reproductive health and behavior. Additionally, one in every five Nigerian women between the age of 15 and 19 is already a mother or expecting her first child and out of this, rural adolescent girls are three times more likely than urban adolescent girls to have started having children (27 % versus 8%). However, teenage pregnancy rates vary significantly, by state, ranging from 1% in Lagos to 41% in Bauchi. Nigeria women marry significantly earlier than their male counterpart, with women between age 25 to 49 having a median age at first marriage of 19. 1 year, while men between the ages of 30 and 59 have a median age at first marriage of 27.7 years National Population Commission (NPC) [Nigeria] and ICF, (2019).

Many Nigeria Youths should try to live above board in entrepreneurial skills by exploring skills that will not only make them earn a living, but become employers of labour. The National Bureau of Statistics (NBS) (2022) state that the unemployment rate in Nigeria is estimated to reach 33 percent. However, in 2023 it was further projected that the unemployment rate in Africa most populous nation Nigeria has rise to 38% in 2023. This according to the report 2023 is due to weak performance in job elastic sectors, low labour absorption of the sectors that will drive growth and population growth estimated at 3.2 percent which will lead to a decline in real capital income. Though 40.6% further rose of unemployment has been projected by world Bank, these projections is not taken seriously so that measures to return the economy to its proper place are put in place, further increase in the property situation of Nigeria may be witness.

In Nigeria, entrepreneurial skills development programme design for youths have come among other things, part of the policy thrust of the Nigeria Government in order to promote self-employability and reducing high unemployment rate among youths. This is always culminated into youth empowerment. Youth empowerment is the process where children and young people are encouraged to make change of their lives by addressing their situation and then taking action in order to improve their access to resources and transform their consciousness through their beliefs, value and attitude. Alexander and Adigwe, 2017. An entrepreneurial skill encompasses a large range of both soft and hard skills, such as leadership, business management, time management, creativity and innovation, and problem solving. Adeniyi (2022) defines a skill as an organized service of actions that have been masterfully performed and are typically displayed in a flexible but systematic temporal pattern. Along with knowledge, practical skills, dexterity, and tack are also included. The author further defined skill as the capacity to repeatedly carry out an action with dexterity. An establishment behavior pattern is what has been referred to a skill. It involves developing performance capacity. Processing a skill entails demonstrating the habit of acting, thinking, and acting in a way that, with practice, become natural to the person. According to Adanlawo and Chuka (2022), one is considered skilled when a procedure is carried out perfectly, successfully, and with an eye toward result. Skill acquisition programme is regarded as experience that will enable one to participate in occupation at different levels and to be well- equipped to produce goods and services (Adenlawo and Nkomo, 2023) similarly, Magaj (2015) describe skill acquisition programme as educational training that is capable of enhancing recipient opportunities

to secure jobs in various sectors of the economy or be self-dependent by being job creators. According to the authors, skills acquisition programmes are geared towards providing participants with transformative capacities that will enable socio economic development.

Omidiyi and Ogwu (2019) Categories skill in any training programme into technical skill, human skills and conceptual skills. The author claimed that technical skill abilities require knowledge of and competence in a particular activity, particularly, one that involve methods, procedures, or techniques. Human skills are an individual capacity to function well in a group setting in order to promote teamwork within the group that they lead. Kabir and Jazuli (2017), revealed that developing new skill is one of the most reliable ways for graduate (youths) to enter the work force. Omidiji and Ogwu, (2019) asserted that skill acquisition led to an increase in the industrious power of a nation. This indicates that a nation whose citizens are well equipped makes a meaningful contribution to the welfare of the nation. As stated by Adanlawo and Vezi- Magigaba (2022), the acquisition of Knowledge and skills in entrepreneurship is important in today's modern technological society in order to cope with the complexities. Competences acquired through entrepreneurial skills will assist an individual in coping with the rapidly changing technological environment.

Creative thinking is the act of generating solution to problems by the force of imagination and reasoning. It is the ability to come up with unique, original solutions and about developing innovative solutions to problems (Kuplan, 2023). Creative thinking plays a pivotal role in various aspects of life, including entrepreneurship. Creativity thinking is essential for generating novel ideas, finding unique solutions and driving business success in the context of new venture (Theintactone, 2023). Creative thinking enable entrepreneurs to gain traction with their business and maintain forward momentum. It promote divergent, innovative though in business processes, product design and encourages continuous re-evaluation of circumstances (Herkert, 2022). Creative thinking enables entrepreneurs to approach problems from fresh angles and find unconventional solution by exploring different viewpoints and challenging assumptions, entrepreneurs can uncover hidden opportunities and overcome obstacles, thereby driving their venture forward. (Theintactone, 2023). Creative thinking skills improve the quality of business opportunity identification through active information search. Sugiro et al (2020), Creative thinking is instrumental in generating new and innovation ideas; as such,

entrepreneurs who engage in creative thinking are more likely to general unique business concept product or services than can disrupt existing markets or create new ones. Creative idea generation is the foundation upon which successful new ventures are build (Theintacton, 2023).

Critical thinking skill refers as a process of deciding an action by the entrepreneur. It is self-directed, self discipline, self monitored, and self- corrective thinking. According to Samoszuk, (2017), critical thinking is a reflective thinking aimed at making decision on what to believe and what business to do. The entrepreneur makes reasonable choices through conceptualization, observation, analysis and evaluation. Figliuolo, (2016), posited that critical thinking among entrepreneur is the ability to think reflectively and independently and make thoughtful decisions with the aim of succeeding. Critical thinking skills therefore is a more analyzed and objective way of thinking about a problem or idea where logical reasoning is also involved with solutions of how to achieve those ideas or problems. Therefore, this study examined the different between youths acquiring creative and critical thinking base on sexuality education before entrepreneurial skill acquisition in Nigeria.

Statement Of The Problem

Globally, youth aged between 15 and 24 are three times more likely than adult to be out of a job. Many who do have a job are typically underemployed, in part-time or temporary work and in the informal sector of poor working condition. This global youth underemployment crisis imposes a heavy cost, both in terms of depletion of human and social capital and loss of opportunities for economic growth for present and future generation. Youth unemployment is tightly linked to social exclusion, as in the ability to find employment create a sense of worthlessness and idleness among young people. Idle youth are not contributing to the economic growth of the country.

High youth unemployment is associated with higher incidence of unhappiness and mental health problem as well as increase incidence of burglary; theft, drug offence, prostitution and put them in a higher risk of contracting HIV and other sexually transmitted disease. Lack of employment opportunities for youth has become a major source of political and social unrest as well.

In view of the above, this study seeks to determine the difference between youths who have acquired sexuality education Knowledge such as creative thinking and critical thinking before acquiring entrepreneurial skills in Nigeria.

Purpose of the Study

The main purpose of this study is to find out the difference between youths who have acquired sexuality education Knowledge before acquiring entrepreneurial skills in Nigeria. Specifically, this study will seek to;

1. Determine the difference between youths who have creative thinking skill base on sexuality education before acquiring entrepreneurial skill in Nigeria.
2. Determine the difference between youths who have critical thinking skill base on sexuality education before acquiring entrepreneurial skill in Nigeria

Research Questions

The following questions guided the study;

1. What is the difference between youths who have creative thinking base on sexuality education before acquiring entrepreneurial skill in Nigeria?
2. What is the difference between youths who have critical thinking base on sexuality education before acquiring entrepreneurial skill in Nigeria?

Null Hypotheses

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

HO1: there is no significant different between youths who have creative thinking base on sexuality education before acquiring entrepreneurial skill in Nigeria.

HO1: there is no significant different between youths who have critical thinking base on sexuality education before acquiring entrepreneurial skill in Nigeria.

Entrepreneurial Skill Acquisition

Entrepreneurial skill acquisition is not just about acquiring skill but acquiring knowledge and driving toward enterprise in skill which enhance personal livelihood through enduring business start-ups, enhancing enterprise and creation of opportunities, promoting economic development and growth. Enhancing entrepreneurial skills and competency on youths' is what drives the world today and economic prosperity in the 21st century required the functioning of entrepreneurial skills. Maigida et al, (2013). Adesanya et al (2017) asserted that entrepreneurial skills are important sets of skill that are required by an entrepreneur. To successfully run a business and add value to work, these skills must be available and used to right format. The entrepreneurial skills comprised the themes of entrepreneurial processes and entrepreneurial traits/ behavior. This ready skill comprised the theme of business foundations, communication and

interpersonal skill, creativity and innovating skill, adaptability skill digitally skills, economic, financial, literacy, professional development, financial management information's management, risk management and strategies management. The skill dimension is concerned with specialized skill in all area of human endeavor. It is expected that youths, (male and female) must be equipped with skill not only for understanding their capabilities but also for coping with different situation in life. Entrepreneurial skills and capacities that youth are expected to acquired through entrepreneurial education are innovativeness, self-motivation, confidence, creativity, dynamism, resourcefulness, adaptability, endurance, risk daring, pressure management, ability and willingness to accept both positive and negative results of life venture Akudolu, (2010).

Olokindum, (2017) posited that entrepreneurial skills acquisition can be obtained through various avenue such as attending entrepreneurial training classes, development programs, seminar and workshops. This implies that when training has been obtained by the Nigeria youths, it will help them acquire necessary skill to be job creators.

Youth is a period of someone life when ones are young or in the state of being young (Cald, 2019). It is a phase of transition from dependence to independence. (Nsidibe et al, 2017). This stage requires the youth to be controlled emotionally, psychologically, in their attitudes and behavior to attain relative peace. Youth is a period of change from the reliance of childhood to adulthood's freedom and being aware of the need to work with other members of the society to help achieve the aim and objective of the society. (United Nation Youth, 2019). At this stage, the youths with or without Education are determine to have sustainable employment to help them met their essential needs. However, the youth in society are increasing thereby leading to higher unemployment rate and increased level of dependency. It is eminent to state the strength of labour and effort of youths are assets to a functional social environment. Positive contribution helps to promote growth and development of the place. Youth's restiveness has led to the inactiveness of the youth to tackle problem, discharge responsibilities effectively and inability to meet goals of the society. Nsidebe et al, (2017) stated that restiveness orchestrated by youth has been on the increase in almost all communities in Nigeria, most especially in recent past. Since the inception of our nascent democracy, there has been a proliferation of unraveled violence, killing of innocent people and most recently the insurgence in North East, militancy in the Niger Delta, Marauding attack by

Fulani's Herdsmen, kidnapping by bandits, and sexual harassment/ violence across the country.

The inability of Nigeria youths to adjust to their environment, crave for wealth and lust for recognition are problems they are confronted with. Hence, the youths have become involved in kidnapping, vandalization of oil pipeline, increase rate of armed robbery, bomb attacks, thuggery, murder, destruction of properties, sexuality business (that is sugar daddies and mummies) to mention but a few.

Imabong and Christabel, (2024), examined the relationship between creative thinking, adaptability and entrepreneurial development in Nigeria. Using research design, sample of 361 small scale enterprise owners form a population of 3751 were examined using random sampling technique. Pearson product moment correlation was used to analyze the Data. Findings of the study revealed that there is a positive relationship between creative thinking ($r = 0.777$; $p = 0.000$), adaptability ($r = 0.589$; $p = 0.000$) and entrepreneurial development. The study concluded that creative thinking and adaptability have a positive relationship with entrepreneurial development. The study recommended that creative thinking skills should be integrated into businesses as it empowers an individual for entrepreneurship development.

Ead et al, (2022) conducted study on Critical thinking Education in the Development of Entrepreneurial Intentions in science students, Cairo university case study. The study evaluates the ability of the science students studying as Cairo university with respect to entrepreneurship in relation to quantitative measurements of their critical thinking skills. The author adopted questionnaire consisting of four sets of questions, sample of 300 male and female students, Quantitative research methodology was applied. The author used the IBM-SPSS software to analyze the collected data. Finding of the study for critical thinking among science students, indicated a significant impact on their attitude regarding their acquisition of entrepreneurial skills. It is concluded that if today's student learn to think critically, as this will help them evaluate their opportunities.

Method

The descriptive survey design was employed for the study. The population consists of 151 million youths in Nigeria. The sample of 800 youths was obtained from the population of 151 million youths in Nigeria. In order to achieve this, Taro Yamane formula was used to obtain 400 youths then multiply by two for more generalization of the result of the

study in Nigeria. Accidental sampling technique was employed for the selection of the respondents.

Both primary and secondary data were used for the study. Data on population of youths in Nigeria was obtained from online source based in Demographic Statistic Bulletin, (2022). An instrument entitled “Gender, Sexuality Education and Entrepreneurial Skill Acquisition Questionnaire (GSEESAQ)” was used for data collection. The instrument was validated by experts in business education department and guidance and counseling unit in the University of Uyo, Uyo, Akwa Ibom State. The instrument was tested for reliability using the inter-item method on 50 respondents. The collated scores were subjected to Cronbach alpha reliability test, which gave a

value of 0.80. The instrument was administered on youth of Nigeria at schools, malls, churches and entertainment centers out of 800 questionnaires distributed, 763 were collected. Analysis of Variance was used to test the null hypotheses at 0.05 level of significance while mean and standard deviation were used to test answers the research questions raised for the study. The result of the data analysis is as shown in Tables 1-4.

Results

Research question 1

What is the different between youth’s who have creative thinking skill base on sexuality education before acquiring entrepreneurial skill in Nigeria.

Table 1: mean analysis of the different between youth who have creative thinking skill base on sexuality education before acquiring entrepreneurial skill in Nigeria.

Gender	Sexuality Education	Mean of Creative Thinking	STD Deviation	N
Male	Acquire	17.07	2.38	246
	Not Acquire	15.12	3.36	215
	Total	16.16	3.04	461
Female	Acquire	17.13	2.37	166
	Not Acquire	13.67	2.37	136
	Total	15.57	3.53	302
Total	Acquire	17.09	2.37	412
	Not acquire	14.56	3.59	351
	Total	15.93	3.25	763

The results in Table 1 show the mean scores of creative thinking skill for male and female youths based on sexuality education. The table reveals that male and female youths who acquired sexuality education have the mean scores of 17.07 and 17.13 respectively; which those without sexuality education have the mean scores of 15.12 and 13.67

respectively. The results mean that female youths who have acquired sexuality education are slightly better in creative thinking skill than their male counterparts which male youths who have acquired sexuality education are better in creative thinking skill than their female counterparts. On the whole, the youths that have acquired sexuality education are

more skillful in creativity thinking than those who do not. Hence, there is a difference in creative thinking skill of male and female youths based on sexuality education.

What is the different between youth who have critical thinking skill base on sexuality education before Acquiring Entrepreneurial skill in Nigeria?

Research question 2

Table 2: mean Analysis of the different between youths who have critical thinking base on sexuality education before Acquiring Entrepreneurial skill in Nigeria.

Gender	Sexuality Education	Mean	STD Deviation	N
Male	Acquire	14.96	2.76	99
	Not Acquire	10.66	3.43	56
	Total	13.43	3.65	155
Female	Acquire	14.44	2.66	54
	Not Acquire	9.43	3.38	45
	Total	12.30	3.77	99
Total	Acquire	14.78	2.72	153
	Not Acquire	10.25	3.38	101
	Total	12.98	3.73	254

The entry in Table 2 shows the mean scores of critical thinking skill for male and female youths based on sexuality education. The Table reveals that male and female youths who acquired sexuality education have the mean scores of 14.96 and 14.44 respectively; while those without sexuality education have the mean score of 10.66 and 9.43, respectively. The result means that male youths who have acquired sexuality education are slightly better than their female counterparts in critical thinking, while male youths

who have no sexuality education are better than their female counterparts. Hence, male and female youths are different in critical thinking skills based on sexuality education.

Hypothesis:

Ho1: there is no significant different between youths who have creative thinking skill base on sexuality education before acquiring entrepreneurial skill in Nigeria.

Ho2: t-test result of the difference between youths who have creative thinking skill base on sexuality education before acquiring entrepreneurial skill in Nigeria

Source	Type III Sum of Square	df	Mean Square	F	Sig
Corrected model	1396.77	3	465.59	53.16	.000
Intercept	179573.76	1	179573.76	20504.61	.000

Gender	86.67	1	86.67	9.70	.002
Sexuality education	1327.81	1	1327.81	151.62	.000
.Gender *					
Sexuality education	103.28	1	103.28	11.79	.000
Error	6647.11	759	8.79	_____	_____
Total	201584.00	763	_____	_____	_____
Corrected Total	8043.89	762			

Table 3 indicates that the F-value of 11.79 with its associated significant value of .000 is less than .05 alpha level. The result is significant. Therefore, the null hypothesis which claimed that male and female youths do not significantly different in creative thinking skill based on sexuality education is rejected. Hence, there is a significant

difference in creative thinking skill of male and female youths based on sexuality education in Nigeria.

Ho2: there is no significance different between youth who have critical thinking skill base on sexuality education before acquiring entrepreneurial skill in Nigeria.

Table 4: t-test result of the different between youths who have critical thinking skill base on sexuality education before acquiring entrepreneurial skill in Nigeria.

Source	Type III Sum of Square	df	Mean Square	F	Sig
Corrected model	279.33	3	426.44	47.626	.000
Intercept	36097.37	1	36097.37	4031.40	.000
Gender	30.29	1	30.29	3.38	.067
Sexuality education	1181.68	1	1181.68	131.97	.000
Gender*					
Sexuality education	2.47	1	2.47	.28	.600
Error	2238.53	250	8.75	_____	_____
Total	46288.00	254	_____	_____	_____
Corrected Total	3517.858	253			

Table 4 indicates the F-value of 0.28 with its corresponding significant value of .600 is greater than .05 alpha level. The result is not significant, therefore, the null hypothesis that male and female youths in Nigeria do not significantly differ in their critical thinking skill based on sexuality education is retained.

Discussion Of Finding

The finding of the study show that sexuality education provides people with the knowledge, skill and motivation they need to make informed decision about their sex and

sexuality. These findings are in line with Theintacton (2023), who stated that creative thinking skill base on sexuality education improve the quality of business opportunity identification through active information search. Again, Sugiro et al (2020), revealed that creative thinking skill is instrumental in generating new and innovative ideas, as such, entrepreneur who engage in creative thinking are more likely to generate unique business concept, product or service that can disrupt existing markets or create new ones. The findings also in lines with Samoszuk (2017), who opined that critical thinking skill aimed at making decision on what to believe

and what business to do.

Conclusion

The aim of the current paper is to examine the different between youths that have sexuality education knowledge before acquiring entrepreneurial skill with youths that have not but acquired entrepreneurial skill in Nigeria. Base on the findings of the study, it is concluded that youths who acquired creative thinking skill and critical thinking skill base on sexuality education before acquiring entrepreneurial skill differs with youth who not acquired creative thinking and critical thinking before acquiring entrepreneurial skill in Nigeria.

Recommendation

The following recommendations were made from the findings;

1. Government should create a supportive environment to assist parent in their roles as sexuality educators, parent should see sexuality education as their responsibilities and also start the discussion early.
2. Sexuality education should be introduced as a compulsory topic of study in both secondary and tertiary institution of learning to enable youths acquire salient information, and skill on human sexuality and reproductive health.

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