



YOUTH EMPOWERMENT THROUGH ETHICAL AND VALUE EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

This study focused on youth empowerment through ethical and value education for sustainable national development in Ebonyi State. To carry out the study, two specific purposes with two corresponding research questions in line with null hypothesis guided the study. The population of the study was 2,354 graduates registered in Ebonyi State on Youths Economic Empowerment Scheme in Ebonyi State. The sample of the study was 336 graduates which was drawn through Taro Yamane formula while simple random technique was adopted for the study. Structured questionnaire tagged Youth Empowerment through Ethical and Value Education for Sustainable National Development Questionnaire (YEEVESNDQ) was used to elicit responses from the respondents. The structured questionnaire was validated by experts. The reliability of the instrument yielded 0.82 using Cronbach Alpha Procedure. Mean ($\bar{x}$) and standard deviation (SD) were used to answer the research questions while t-test was used in testing null hypotheses at 0.05 alpha level of significance. The results of the analysis revealed that ethical and value education should be given to the teenagers irrespective of their areas of specializations, with skills that may enable them engaged in income yielding ventures for self and sustainable development; youth Empowerment involved various processes: participation; welding, fishing, fashion designing. Manipulative skills; furniture making, mining, construction. Intellectual skills. Sculpting; painting, drawing. Comedy, music making among others. Sustainable development is characterized with growth, eradication of poverty, stability in governance, provision of employment and addressing other social concerns. The environment benefits are healthy environment, quality education, rational use of renewable natural resources leading to economic growth and natural development. Based on the finding, the recommendation maintained that government, schools, individuals and organizations should help youths acquire skills and be self-reliance. Besides youths should be put in front of national development for sustainability and building of a strong society.

Keywords: Youth Empowerment, ethical and value education, sustainable development.



Introduction

Youths are the young people, the period of life existence preceding maturity. They are leaders and helpers of tomorrow, therefore, maximum empowerment for sustainable development for a brighter nation should be provided for them. Empowerment is support giving to people to discover and claim their power. Omeje, Nwabueze and Sam-kalagbor (2021) see empowerment as the systematic process outcome and opportunity by which youths as change agents, gain the knowledge and skills to impact their lives and the lives of other individuals' organizations, communities and societies for sustainable development which are central points to forming socially conscious individuals, responsibilities and also empathetic. They are essential for shaping all round human development and growth.

Youth empowerment is a vital step which explains works aimed at providing reasonable skills and adequate environment for teenagers to improve their standard of living which will help them contribute meaningfully to the growth and development of the nation. Omeje, Nwabueze and Sam-kalagbor (2021) affirmed that it equally alleviates poverty, solve the problem of youth restiveness, cultism, arm robbery, vandalization of oil pipelines, reduce the issue of kidnapping and insecurity of life and property. It minimizes human Trafficking and prostitution, reduces the level of unemployment, and increase income per capita for sustainable growth and development. Youth empowerment simply is helping youths master necessary techniques for creativity, innovation and adequate opportunity for facing challenges and acquiring intellectual activities.

Nevertheless, this paper stands to ex-rays some major skills that will help our youths excel such as: Participative skills for working within social networks, engaging in group activities, contributing ideas, sharing perspective, and collaborating with people to achieve goals, manipulative skills which involve many economic activities like technical education, mining, computer, field events, technological works as building, wielding, carpentry, machines, manufacturing that can bring our youths into using sense organs and expose them to acquire practical transformation, intellectual skills, the brain work which include computer experts, scholars, authoring scientists that can lead our youth healthy, qualify instructors, communication skills for thinking fast with others and artistic skill, the act of good writing, fine and applied arts, Music and drama-graphics, actors, comedians, musicians etc. sculpture and artistic form in which wood or plastic materials can work into dimensions using wood, wax, clay, fabrics etc in carving, modeling, welding, casting among others.

Youth need these life coping or survival skills to overcome their environment or sustainability. Igwe (2023) concurs that youth empowerment is the process of giving young people the right knowledge, skills and attitude which will enable them in becoming useful to self, their communities and the entire nation. The researchers are of the opinion that youth empowerment program or skills is very useful in enhancement of economic growth for individual and the nation advancement.

Education is the only veritable answer for bringing about positive changes in the pattern of life of a particular nation. Okoli (2022), any nation that genuinely wishes to attain greater height in national development cannot compromise the education of her citizenry because education is an effective instrument for addressing issues of poverty, under development, population, governance and other social concerns.

Ethics and value education connect social norms, people's cultures, attitude, moral principles which are central points to forming socially conscious individuals. Ethics is a set of principles right or wrong behavior representing a particular culture, individual or group. (Nirupama and D'souza 2021) concerns that ethics is a systematic approach to analyze and distinguish what is right and wrong, good and bad, understand them as they relate to the well-being of the relationship, it is the moral philosophy to be practiced by a person or group of people. It provides a frame work for individuals to evaluate and guide their actions, interactions and behaviors in various situations. Specifically, ethics induces systematic study of actions like duty, justice, responsibilities, attitude, competence, virtues, and rights. For youths to be well equip and empowered, these ethical concepts, must be systematically inculcated in them.

Values are basic and fundamental beliefs that guides or motivate attitudes or actions. Values are personal qualities needed to guide individual behaviors. The general guide lines like modesty, respect, honesty, fairness, trust, responsibility, integrity that make people behave in an acceptable manner in their community are examples. They shape people, the manner we treat ourselves and others around us. Ethic and value education act as guide to people's behaviors, decision making and contributions to the society. Young people need this education for holistic impact in life for sustainability. While value education focus on instilling specific values which shape human behavior and interactions, ethics deals with their moral philosophy and directions of principles.

Development is the transformation of previous material and restating it a new. It is a process of developing, growth in an organism and directing the change. Development is a multidimensional undertaking to achieve a higher quality of life for all people. Economic development and environmental protection are interdependent and mutually reinforcing components of sustainable development. Our youths need to be developed to be transformed.

Sustainability simply put the ability of a nation or individual to sustain something (Ogbuaji & Amadi 2015) affirmed, is the ability to hold, retain keep and build on what has been built, reclaimed or achieved. Through ethical and value education youths can be empowered for sustainability.

Statement of the Problem

Youth are the hope and builders of a nation. Youths have every right for quality ethical and value education, unfortunately, many of our youths who supposed to be in school to acquire the education turn around to see education as scaring value. Besides, some of them who wish to be educated and acquire knowledge and skills needed for sustainability which is growth and development are not empowered or sponsored. Some of these teenagers are not educated, many resorted to restiveness and rubbery, cultism, vandalization of oil pipelines, violent, conflicts and the likes.

Consequently, youth empowerment is necessary for the reduction of unemployment, human trafficking, poverty and increases in income per capital. This calls for a need to ensure that our youths are empowered through necessary techniques for facing challenges and acquiring manipulative, intellectual, artistic, sculpture and participatory skills for sustainable development to build a better society.

Purpose of the Study

The main purpose of the study was to examine how to empower youths through ethical and value education for sustainable development in Ebonyi State of Nigeria.

The specific objectives are to:

1. Examine types of youth empowerment programs needed for sustainable development in Ebonyi State of Nigeria.
2. Find out the roles ethical and value education play in empowering youths for sustainable development in Ebonyi State.

Research Questions

The following research questions guided the study: they include:

1. What are the types of youth empowerment programmes needed for sustainable development in Ebonyi State?
2. What are the roles education play for youth empowerment for sustainable development in Ebonyi State.

Research Hypotheses

The following null hypothesis were formulated for the study and tested at 0.05 level of significance.

1. There is no significant difference in the mean rating of male and female students on types of youth empowerment programs needed for sustainable development in Ebonyi State.

2. There is no significant difference in the mean rating of male and female students on the role's education play for youth empowerment for sustainable development in Ebonyi State.

Methodology

The researchers adopted a descriptive survey design with a population of 2,354 graduates registered in Ebonyi State on youth Economic Empowerment scheme. The sample size for the study was 336 graduates drawn through taro Yamne formular while simple random technique was adopted. Structured questionnaire tagged youth Empowerment through ethical and value Education for sustainable development (YEEVESNDQ) was used to elicit response from the respondents. Structured questionnaire was validated by experts. The reliability of the instrument yielded 0.82 using Cronbach Alpha procedure. Mean ($\bar{x}$) and standard deviation (SD) were used to answer the research questions while t-test was used in testing null hypothesis at 0.05 level of significance

Results

Research Question 1: What are the types of youth empowerment skills needed for sustainable development in Ebonyi state?

Table1: Mean rating and standard deviation on the types of youth empowerment skills needed for sustainable development in Ebonyi State

S/NO	Types of youth empowerment skills needed for sustainable development include:	X	SD	Decision
1.	Participatory skills: engaging in group activities, contributing ideas etc	2.94	0.66	Agree
2.	Manipulative skills! Technical education, mining, field event etc	2.95	0.67	Agree
3.	Intellectual skills. Computer experts, scholars'	2.75	0.62	Agree
4.	Artistic skills, the art of good writing' fine and applied arts, music etc	2.51	0.59	Agree
5.	Communication skills for thinking fast, talking smarts etc	2.76	0.63	Agree
	Average Mean	2.78		Agree

Table 1 showed that the respondents agreed on the types of youth empowerment skills needed for sustainable development in item 1, 2, 3, 4, and 5 with mean score of: 2.94, 2.95, 2.75, 2.19 and 2.76 respectively, Participatory skills programme, manipulative skills! technical education, mining, field event, intellectual skills such as computer experts, scholars', Artistic skills, the art of good writing' fine and applied arts music etc and communication skills for thinking fast, talking smarts are needed types of skills for youth empowerment.

Research Question 2: What are the roles education plays for youth empowerment for sustainable development in Ebonyi State.

Table 2: Mean and standard deviation on the roles education (ethical and values) play for youth empowerment for Sustainable Development in Ebonyi State.

s/no	Roles education play in youth empowerment for sustainable development includes:	X	SD	Decision
6	Ethical and value education engage youths with self for sustainable development	3.11	0.66	Agree
7	Engaged youths with quality education that is holistic.	3.20	0.49	Agree
8.	Promotes rational use of renewable natural resources leading to economic growth.	2.66	0.50	Agree
9.	Offers youths opportunity for working experience thereby making healthy environment	3.11	0.66	Agree
10.	Promote social economic and cultural relationship among youths	2.86	0.67	Agree
Average Mean		2.99		Agree

Table 2 showed that the respondents agreed that: ethical and value education engage youths with self for sustainable development, engaged youths with quality education that is holistic, Promotes rational use of renewable natural resources leading to economic growth, offers youths opportunity for working experience thereby making healthy environment and promotes social economic and cultural relationship among youths as recorded on item, 8, 9, 10, 11, 12 and 13 which scores a grand mean of 2.99.

Research Hypotheses

1. There is no significant difference in the mean ratings of male and female youths on the types of youth empowerment skills needed for sustainable development in Ebonyi State

Table 3: t-test of difference in the mean responses of male and female youths on the types of youth empowerment skills needed for sustainable development in Ebonyi State

Items	Category of Respondents	N	Mean	SD	df	t	P-Value	Decision
1	Male	165	3.21	0.95	334	1.407	0.160	Not Significant
	Female	171	3.35	0.83				
2	Male	165	3.38	0.75	334	0.290	0.772	Not Significant
	Female	171	3.40	0.68				
3	Male	165	3.39	0.64	334	0.040	0.968	Not Significant
	Female	171	3.39	0.56				
4	Male	165	3.41	0.65	334	0.250	0.803	Not Significant
	Female	171	3.39	0.59				
5	Male	165	3.08	0.85	334	1.286	0.199	Not Significant
	Female	171	3.21	0.85				

Result on Table 3 revealed that the mean ratings of male and female youths on the types of youth empowerment skills needed for sustainable development in Ebonyi State was not significant as the items as the p-value is greater than alpha level of 0.05. This indicate that male and female youths has the same opinion on the types of youth empowerment skills needed for sustainable development in Ebonyi State.

2. There is no significant difference in the mean ratings of male and female youths on roles education (ethical and values) play for youth empowerment for Sustainable Development in Ebonyi State.

Table 3: t-test of difference in the mean responses of male and female youths on roles education (ethical and values) play for youth empowerment for Sustainable Development in Ebonyi State.

Items	Category Respondents	of N	Mean	SD	df	t	P-Value	Decision
6	Male	165	3.11	0.66	334	1.111	0.512	Not Significant
	Female	171	3.20	0.49				
7	Male	165	2.66	0.50	334	0.330	0.612	Not Significant
	Female	171	3.11	0.66				
8	Male	165	2.86	0.67	334	0.231	0.875	Not Significant
	Female	171	3.59	0.62				
9	Male	165	3.21	0.34	334	0.341	0.123	Not Significant
	Female	171	3.19	0.56				
10	Male	165	3.18	0.62	334	1.222	0.223	Not Significant
	Female	171	3.11	0.59				

Result on Table 4 revealed that the mean ratings of male and female youths on roles education (ethical and values) play for youth empowerment for Sustainable Development in Ebonyi State, was not significant as the items as the p-value is greater than alpha level of 0.05. This indicate that male and female youths has the same opinion on the roles education (ethical and values) play for youth empowerment for Sustainable Development in Ebonyi State.

Discussion

The researches discuss the results based on research question and null hypotheses that guarded the study under the following subheadings: Types of youth empowerment skills needed for sustainable development. The result of the data analysis presented in table I reveals that the respondents agreed that the types of youth empowerment skills needed for sustainable development in Ebonyi state, include: Participatory skills, manipulative skills, intellectual skills Artistic skills and communication skills. Bases on that, the researchers agreed that youths needed empowerment skills. These will help the youths acquire life coping or survival skills like engaging in group activities, technical education, computer experts, fine and applied art, skills for thinking fast which to over come their environment and become useful in enhancement of economic growth for all.

The finding of the study is in line with that of Madumere, Obike, Okeke and Nwabueze (2013) which affirm that the skills male and female undergraduates acquire after completing an entrepreneurship course include: innovation/creative skills, communication skills risk-taking skills, desire for achievement in life, leadership skill time management skill, tolerance for ambiguity, sale/marketing skills and problem solving skill. Ubah (2011) state that youth empowerment programme helps them establish their own small scale business or company after graduation. The result of the data analysis presented in table 2 reveals that ethical and value education engage youths with self for sustainable development, quality education that is holistic, promote national use of renewable resources leading to economic growth, working experience for healthy environment and promotes social economics and cultural relationship among youththe finding of this study is in agreement with that of Uche, Nwabueze and Ememe (2009) that, education plays vital role in empowering the youths to acquire practical knowledge, skills, and be self employed as well as develops creativity and innovative skills for self and sustainable development. The result of the findings is also in accordance with Omege, Nwabueze and Sam-kalagbor (2021)



who further affirmed that education has numerous functions in the training of youths to be self-reliant, productive, creative and innovative for self and sustainable development. All are gearing that educating youths, instilling specific value which shape human behavior, interactions and inducing some ethical actions in various situations on them like duty, justice, responsibilities among others are most needed.

Conclusion

This study had focused on youth empowerment through ethical and value education for sustainable national development. The study had x-rayed that providing reasonable skills and adequate environments for youths will help them master necessary techniques for creativity, innovation and adequate opportunity for facing challenges and intellectual activities. It solves the problem of youth restiveness, cultism, arm robbery and minimizes human trafficking and insecurity of life and properties, reduces the level of unemployment and increase income per capital for sustainable growth and development.

Recommendations

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

1. Government should help youths acquire many skills and be self-reliance in Ebonyi state.
2. Schools should help to give young people value and ethical education to guide their behaviors decision making and contributions to the society

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