

The Place of Entrepreneurial Education and Training in Achieving Youth Empowerment in Nigeria

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ABSTRACT: *Entrepreneurship education constitutes a crucial factor in the economic growth and development in Nigeria which could be achieved by harnessing and giving entrepreneurship education a special attention in the area of skills of competencies that would enable the youth function in today's emerging society. This paper highlights the prominence of entrepreneurial, unemployment rate in Nigeria and government intervention to achieve youth empowerment through entrepreneurial train and education. The paper further raises a number of suggestions that could help to improve entrepreneurship education training. If the recommendations, so as to achieve youth empowerment are pursued vigorously would no doubt remove the youth from shackle of poverty.*

Key Words: *Entrepreneurial, Education, Youth, Empowerment, Youth Empowerment*

Introduction

Nigeria is the most populous black nation in Africa and eighth in the world with a population of over 166.21 million people in 2012 with a nominal growth domestic product of €207.11 Billion. However, an impressive as these statistics might be, the human development index in 2002 ranked Nigeria as 148th out of 173 poorest. According to the /World Bank, job creation in Nigeria has been inadequate to keep pace with the expanding working age population. The official unemployment rate had steadily increased from 12 percent of the working age population in 2006 to 24 percent in 2011. Preliminary indications are that this upward trend continued in 2012.

One of the major issues in the world (Nigeria) today is the need to create more jobs. This idea would only be effective with the change of attitude towards entrepreneurship education. Entrepreneurship has to do with having the idea (thinking), initiating it into existence and having the mind to take the risk. Bringing the entrepreneurship into classroom is capable of shooting up the economic development of any nation to highest peak of development. According to Carleson & Karlsson (1999), many nations have suffered from economic backwardness and high unemployment due to neglect of entrepreneurship education in our school systems. The entrepreneurial spirit and its implementation are needed. As a result of rapid increase worldwide on entrepreneurial as the key for economic development and job creation, policy makers and non-governmental organizations have developed varieties of measures to improve entrepreneurship (Gnyanwali & Fogel, 1994).

Concept of Entrepreneurial Education

The term entrepreneurial is a group of experienced people from different areas of business who join together to form a managerial team with the skills needed to develop and makes a new product. According to Samson (1999), entrepreneurship education has to do with encouraging inspiring children, youths and elders on how to independent with in-depth thinking and creativity in business. Business being an economic activity in which man engages himself in order to satisfy his needs requires planning management and coordinating to ensure effectives. According to Sexton & Bowman (1987) entrepreneurship education is "creation of business plan, case studies and lectures for the spirit of entrepreneurship education to survive, the educators should take upon their shoulder to develop courses around business life cycle".

Allawadi (2007), defined entrepreneurship as involving evaluating business opportunities development of a business plan and determination of the required resources as well as management of resulting enterprise. It is the practice of consistently converting goods and ideas into profitable commercial ventures. It is a continually pursuit of opportunities through innovation and leverage of resources. Entrepreneurship refers to an individual's ability to turn idea into action. According to the European Commission (2009), entrepreneurial programmes and modules offers the beneficiaries the ability to think creatively and become an effective problem solver. Mc Mullian, Long & Wilson (1987), suggested that

entrepreneurship education should be creatively grounded and that students should be exposed to real problem solving and taught strategies to deal with ambiguous and complex situation. In addition to their view, students should be exposed to substantial hands-on working experience with community ventures. The knowledge of entrepreneurship education be exposed to both male and female at their early age should serve as a key to cement the reasoning of being independent to their minds.

Entrepreneurship apart from generating employment reduces pressure on governmental and large firms for salaried employment. It is designed mainly to equip potential entrepreneurs to staff and successfully manage small and medium scale entrepreneurs, when properly developed. It was dual linkage effects on rural development in the economy and import substitution leading to less pressure on foreign exchange with resultant effects on the strength of the nation's currency. According to Fatunla (1997), the teaming youths as well as the returned workers have opportunities to upgrade their welfare as well as contribute to national development and economic growth rather than the restiveness that is visible everywhere in the country.

Unemployment rate in Nigeria and government responses to achieving youth empowerment, according to the Central Bank of Nigeria (CBN), 2003, the national unemployment rate, raised from 4.3 percent in 1970 to 6.4 percent in 1980. The high rate of unemployment observed in 1980 was attributed largely to depression in the Nigeria economy during the late 1970's. Specifically, the economic downward led to the implementation of stabilization measures which include restriction on exports, which caused import dependency of most Nigerian manufacturing enterprises, this in turn resulted in operation of many companies below their installed capacity. This development led to the closure of many industries while the survived few were forced to retrench a large proportion of their workforce. Furthermore, the Nigerian government also placed an embargo on employment specifically total disengagement from the Federal Civil Service raised from 2.724 in 1980 to 6.294 in 1984 (Odusola, 2001) occurring to this, the national unemployment rate fluctuated around 6.0 percent until 1987 when it raise to 7.1 percent. It is important to the state here that the Structural Adjustment Programme (SAP) adopted in 1986, had services implications on employment rate in Nigeria. Records shows that unemployment rate decline from 7.1 percent in 1987, to as low as 1.8 percent in 1995, after which it raised to 3.4 percent in 1996, and between 3.4 and 4.7 percent between 1996 and 2000 (Odusola, 2001). Similarly, Eroke (2012) disclosed that 78.8 million youth aged between 15 – 24 were unemployed in 2011, an increase of more than since 2007. Eroke added that globally young people are nearly three times as likely as adults to be unemployed, nothing that the global youth unemployment rate at 12.7 percent remains a full percentage point above the pre-crisis level.

The analysis by educational status also suggests that people who have been majorly affect by unemployment are those without basic education, for instance, person with and without primary school education accounted for 78.8 / 80.6 percent of the unemployment in 1974 and 1978 respectively. In recent times however, the situation has been corresponded by the increasing unemployment of professionals such as accountants, engineers, among others. According to a 1974 survey reported by Odusola (2001), graduate unemployment accounted for less than 1 percent of the unemployed. In 1974 and 1984 the proportion rose to 4 percent for urban area and 2.2 percent in the rural areas. Graduate unemployment accounted about 32 percent of the unemployed labour force between 1992 and 1997.

The loss in GNP attributed to youth unemployment combined with the cost mitigating the impact of criminality associated with unemployment reinforces the need to address the issue. Consequently, the identification of effective interventions as well as adequate resources allocation is crucial . Resource constraint should not deter the Nigerian policy make from refusing public expenditure towards young people. Increased finding to raise the educational and health status of young people should be seen as a way of prioritizing allocation within the social sector.

Vanguard (2010), argued that addressing the problems of mass unemployment, low productivity, high inflation and poverty, will depend on how speedily it is able to develop the capacity of millions of its labour force into knowledgeable and skilled individual needed for required changes in the workplace. Ogwumike (2001) explained that human development will definitely be grossly undermined and impaired without employment. Skill acquisition a veritable vehicle to promote employment starvation has become a part of the policy thrust of the Nigerian Government beginning with the Directorate of Food and Rural Infrastructure (DFRII), National Directorate of Employment (NDE), the Family Support Programme (FSP), the people's bank of Nigeria were established by the government of General Ibrahim Badamosi Babangida and now the National Empowerment and Development Strategy (NEEDS), established by President Olusegun Obasanjo, are some of the intervention programmes that were intended to promote employment and reduce poverty to generation of Nigerians.

The Roles of Entrepreneurship Education

Entrepreneurship education represents a positive motivation in terms of promoting entrepreneurship as a respectable and valuable career option. Entrepreneurship education inevitably influences the population attitude Towards the skills and assists in the creation and maintenance of an enterprising culture. It helps in building a risk tolerant and entrepreneurial society. According to Kourilsky & Walstad (2012) nations, states and individuals should take entrepreneurship education serious more than any other thing due to its effects in empowering the youth as well as increasing the economic development. However, entrepreneurship education improves the feasibility for entrepreneurship by increasing the knowledge of students, building confidence and promoting self-efficacy and nation foundation. It also develops perceived desirability for entrepreneurship by showing students that this activity is highly regarded and socially accepted by the people.

Curran & Storey (1999) here identified the need for evaluating entrepreneurship education programs. Dana (2001), states that implementing an effective research design to isolate the effects of different programmes across school system is a very important task. MxMullan, Christman & Vesper (2011), say, "there is unequivocal consensus among researchers that one of the primary economic measure of entrepreneurship program effectiveness is the member of new business started". This paper provides evidence of the positive relationship between entrepreneurship education and the number of ventures set by individuals who have attended entrepreneurship education and training.

Education or courses have a higher tendency to start their own business at some point in their career than those who attended other courses (Gil, 1998). Robbison & Hays (1991) "disclosed that majority of skills obtained from the various institutions, shows that entrepreneurs training and education has a positive relationship with growth and economic development of youth empowerment program in some states in Nigeria".

Achieving Youth Empowerment through Entrepreneurship Training and Education

The UNESCO (2003), while addressing the need for fostering entrepreneurship and promoting entrepreneurship education among the youth recommends vocational education and training as a way out of poverty facing the youth worldwide today. Nwoye (2011) says entrepreneurial studies allow the beneficiaries to consider various occupational possibilities. The work required available rewards, necessary training and relative advantages and disadvantages of each. The scope of entrepreneurship education according to the UNESCO (2003) includes creativity, innovation, risk taking and the ability to plan and manage projects in order to achieve objectives. In line with the scope of entrepreneurship education and its definition as the ability to turn ideas into action, the international labour organization in its recent appraisal of the word "job situation" urged member nations to create specific programmes to engage. The youth in vocational areas of automobile mechanic work, electrical electronics, carpentry, tailoring among others. Such intervention, the international labour organization opined is the solution to the ever-widening challenges of joblessness worldwide, vocational education and training prepares its graduates for employment in the workplace. It is in this spirit that the federal government of Nigeria in 1976 introduced the 6-3-3-4 system of education.

Introducing entrepreneurial studies as an explicit goal in the curriculum will be a clear signal that it is important for every student. Moreover, it will make it easier for teacher to spend teaching hours on the subjects. A general trend should be on how to shift national curriculum from content to competencies. The process would strengthen competency based teaching and learning to make it easier for entrepreneurship to be included in the school programmes. It is important that schools extent entrepreneurial training to all field of study in vocational education training. This Dike, (2009), opined world enable graduates of vocational education and training to make intelligent use to product of technology and develop better entrepreneurial skills to become more innovative workers.

Mohammed (2010), posited that Nigeria high rate of unemployment and the experienced is likely brought by the system failure, coupled with inability of government to create job for the teaming youth this means that entrepreneurship in vocational education and training could be employed to develop saleable skills in the youth so that they become easily self-employed or employable after graduation. The promotion of entrepreneurial studies would create opportunities for employment with subsequent income multiplier and effects for the surrounding community. If job creation and entrepreneurial activities are carefully coordinated, then it would be argued that increased entrepreneurship would no doubt help the most disadvantages in the labour market. This become more important because there seem to be no indication that unemployment will be eradicated completely in the 21st century. Entrepreneurship in vocational and training may serve as a tool for achieving youth empowerment. This is possible in the light of vocational education and training with immense contributions to social and economic development to individuals.

Conclusion

No nation could develop without entrepreneurship training as it produces more men and women who turn out to be self-employed as well as employing others in their establishment with others characteristics that give individuals the potential or propensity to run a successful business their traits which includes creativity, need to achieve, need for autonomy, intuition among other are the ingredients of good leadership and requirements effectiveness in any vocational area. Looking at the numbers of industries, factories, organizations to mention a few, it would be discovered that private owned industries are more compared to that of government, and their private organization in our nation (Nigeria), based on this, government should involved the entrepreneurship training in various institutions to provide necessary skills required by the labour market to enhance youth employment and betterment and development of the nation.

Recommendation

This paper recommends that to encourage entrepreneurship education: Government should encourage private factories, business environment for re-training of graduates for six months or one year, these would go a long way to change the attitudes of some students/educator toward entrepreneurship education.

The government should offer minimum start-up capital to commit students after graduation. This could be done through the students schools records not end result.

The involvement of out of school young people in vocational training be encouraged to promote social inclusion and employability. Incentives such as “tax holiday” and adequate protection from foreign competitors should be provided by government.

The trainees by given some allowance during the period, this would facilitate commitment to entrepreneurship.

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