

ENTREPRENEURSHIP EDUCATION FOR ALLEVIATING YOUTH UNEMPLOYMENT IN NIGERIA: A CASE STUDY OF TECHNICAL VOCATIONAL EDUCATION AND TRAINING

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Abstract

This paper looked at entrepreneurship in Technical Vocational Education and Training (TVET) for alleviating youth unemployment in Nigeria. As the nation is presently experiencing challenges of youth unemployment, the paper observed that one of the most efficient ways to empower the youth is through enhancing entrepreneurship education in Technical Vocational Education and Training. The paper examined entrepreneurship education which is a process of preparing trainees for self-employment. The paper also highlights on the objectives of entrepreneurship education and the techniques of acquiring entrepreneurship education. Trends and practices in entrepreneurship education in some countries of the world were also discussed. The paper highlights on the challenges facing entrepreneurship education and youth unemployment in Nigeria. Conclusion were drawn amongst which are that government should develop entrepreneur internship programmes to enable TVET students to join locally successful entrepreneurs to acquire entrepreneurship competencies and skills to establish their own enterprise. There should be some form of genuine school work based learning incorporated in some studies as part of the national economic development strategies. This implies enriching the curriculum of TVET to be 70% practical while the theoretical content should be 30%. This should be specified in the curriculum of all TVET programmes.

Keywords: Technical Vocational Education and Training, Entrepreneurship Education, Youth Unemployment.

Introduction

Technical Vocational Education and Training (TVET) is the type of education whose major objective is to prepare individuals for employment in chosen occupations by equipping them with the vocational skills, knowledge and attitude necessary for employment. The TVET could be termed as that aspect of education which provides the recipients with the basic knowledge and practical skills necessary for entry into the world of work as employees or as self-employed. The TVET is defined as that type of education which fits the individual for gainful employment in recognized career as semi-skilled workers or technicians or sub-professionals. The Federal Republic of Nigeria (FRN, 2013) defined TVET as a comprehensive term referring to those aspects of educational process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economic and social life. The TVET gives individuals the skills to live, learn and work as a productive citizen. It reduces the over dependence of graduates on government for employment.

The FRN in the National Policy on Education (2013) revealed that the goals of TVET shall be to: provide trained manpower in the applied sciences, technology and businesses particularly

at craft, advanced craft and technical level; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; give training and impart the necessary skills to the individuals who shall be self-reliant economically. The TVET is offered in Technical Colleges, Polytechnics, Mono-technics, and Colleges of Technology among others. The Nigeria Policy on Education made it clear on the need for functional education to be relevant that will lead to the acquisition of practical and appropriate skills leading to the development of competencies as equipment for the individuals to live in and contribute to the development of his/her society (Aladekomo, 2004). Baba (2013) reported that about 80% of the TVET graduates find it difficult to get employment every year, at the same time much has not been done in trying to bring collaboration between the entrepreneurs and the institutions. The universities, polytechnics and any other academic institutions community stand to benefit a lot from entrepreneurs located there. Similarly, the entrepreneurs may harness and use the expertise of facilities in those institutions. This kind of interaction and interrelationship will go a long way in bridging the gap that exists between the entrepreneurs and the institutions. Lack of this kind of synergy shows the weaknesses, inadequacies and fallacies of the educational policies in Nigeria in the attainment of educational objectives (Akpomi, 2008). Therefore, students can acquire the skills needed to set up their own enterprise through entrepreneurship education which can alleviate the problem of youth unemployment.

Entrepreneurship Education

Entrepreneurship education in training institutions is very important. According to Nwabuama (2004) entrepreneurship education is the identification of the general characteristics of entrepreneurs and how potential entrepreneurs can be trained in management techniques needed for effective performance of persons for long time survival of an organization after the acquisition of occupational skills. Olawolu and Kaegon (2012) confirms that entrepreneurship education prepares youths to be responsible and entering individuals who become entrepreneurs or entrepreneurial thinkers by exposing them in real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. Ememe (2011) observes that entrepreneurship education enables youths to seek for success in ventures through one's effort. To Ebele (2008) entrepreneurship education is the teaching of knowledge and a skill that enables the students to plan, start and run their own business. Entrepreneurship education aims to stimulate creativity in students, enables them to identify opportunities for innovation and motivate them to transform the ideas into practical and targeted activities whether in a social, cultural or economic context. Amusan (2004) agrees that entrepreneurship education will provide opportunities for students to access their attitude, aptitude and skills relating to those necessary for developing and running business. Entrepreneurship education entails teaching students, learners and would-be businessmen, the essential skills required to build viable enterprises, equipping the trainees with skills needed for taking responsibility and developing initiatives of prospective trainees (Ezeani, 2012).

According to Abefe and Nwankpa (2012) entrepreneurship education involves a dynamic process of creating wealth through the process of creating something new and in the process assumes both attendant risks and rewards. Izedonmi in Lucas, Alaka and Odozi (2014) states categorically that it is a process of preparing trainees for self-employment. Okereke and Okorofor (2011) asserted that entrepreneurship education has been acknowledged world- wide as a potent and viable tool for self-empowerment, job and wealth creation. To Atakpa (2011) Entrepreneurship education is an aspect of education which equips an individual and create in the person the mind-set to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school. Also

to Fashua (2006) entrepreneurship education creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identified opportunities. Hence, the overall purpose of entrepreneurship education is to develop expertise as an entrepreneur. Entrepreneurship education entails philosophy of self-reliance such as creating a new cultural and productive environment promoting new sets of attitudes and culture for the attainment of future challenges (Ogundele, Akingbade & Akinlabi, 2012; Lucas, *et al*, 2014).

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurship success in a variety of settings. Entrepreneurship education according to Paul (2005); Ojeifo (2013) is structured to achieve the following objectives.

- (i) To offer functional education for the youth that will enable them to be self-employed and self-oriented.
- (ii) Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
- (iii) To serve as a catalyst for economic growth and development.
- (iv) Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
- (v) To reduce high rate of poverty.
- (vi) Create employment generation.
- (vii) Reduction in rural – urban migration.
- (viii) Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
- (ix) To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
- (x) Create smooth transition from traditional to a modern industrial economy.

Features of Entrepreneurship Education in Nigeria

Entrepreneurship education is the process through which individuals are made participating members of their society. It enables them to become capable of living in the society and to contribute towards its economic development. According to Ayatse, (2013) entrepreneurship education has the following features:

- (i). Entrepreneurship is a key driver of our economy; wealth and a high majority of jobs are created by small business started by entrepreneurially-minded individuals, many of whom go on to create big businesses. There is more creative freedom for people who are exposed to entrepreneurship education. There is higher self-esteem, and an overall greater sense of control over their own lives. It is the believe of many experienced business people, political leaders, economists and educators that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale. It is with this in mind that the National Standards for Entrepreneurship Education were developed – to prepare youth and adults to succeed in an entrepreneurial economy.
- (ii). Entrepreneurship Education is a lifelong process; starting as early as elementary school and progressing through all levels of education, including adult education. The standards and their supporting performance indicators are a framework for teachers to use in building appropriate objectives, learning activities, and assessments for their target audience. Using this framework, students will have progressively more challenging educational activities; experience that will enable them to develop the insight needed to discover and create entrepreneurial

opportunities; and the expertise to successfully start and manage their own businesses to take advantage of these opportunities.

- (iii). Entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviors, skills and attributes in widely different context. It can be portrayed as open to all. The propensity to behave entrepreneurially is not exclusive to certain individuals. Different individuals will have a different mix of capabilities for demonstrating and acquiring entrepreneurial behaviors, skills and attributes. These behaviors can be practiced, developed and learned; hence it is important to expose all students to entrepreneurship education.
- (iv). Entrepreneurial skills and attributes provide benefits to society, even beyond their application to business activity. Obviously, personal qualities that are relevant to entrepreneurship such as creativity and a spirit of initiative can be useful to everyone in their working responsibilities and in their day-to-day existence. Also the relevant technical and business skills need to be provided to those who choose to be self employed and or to start their own venture or might do so in the future.

From the above benefits entrepreneurship education should be taught to students in all disciplines in institutions of learning especially TVET institutions. It is not out of place to say that many business ideas emerge from non-business disciplines but are often waved aside or ignored because students are not sufficiently educated in the knowledge and skills required.

Techniques of Acquiring Entrepreneurship Education

The followings are listed as the techniques of acquiring entrepreneurship education according to Lucas, *et al*, (2014):

- (i). Experimental/Practical Technique
One of the objectives of entrepreneurship educations is to prepare individuals to act as entrepreneurs, one of the most efforts are ways/technique is to facilitate experiments by trying entrepreneurship out in a controlled environment, for instance through business simulation or role playing
- (ii). Excursion Technique
Excursion technique will facilitate first hand information on a particular field of study. This will enable young entrepreneurs' opportunity to acquaint themselves with the various skills needed in accomplishment of their dream and aspirations as future entrepreneurs.
- (iii). Co-operation or Group Learning Technique
This is a process of organizing young entrepreneurs into small groups so that they can work together to maximize their own and each other's learning. Team work is a contemporary form of collaboration. This technique will prompts a sense of mutual responsibility among the entrepreneurs boost their self-esteem, improved social skills and offers greater comprehension of the subject matters.
- (vi). Industrial Training
Skills does not depend solely upon a person's fundamental innate capacities but must be developed through training practice and experience. If the objective of entrepreneurship education is to equip individuals with entrepreneurial skills, which are applicable directly to work, then the best technique is industrial training exercise which would provide education and training that enable individuals to involve directly in the entrepreneurial process.

Trends and Practices in Entrepreneurship Education in Some Countries of the World

Entrepreneurial education and training is becoming a global phenomenon due to world growing unemployment and poverty driven crimes and crises. This has made many countries of the world-developed, developing or underdeveloped to be interested and making progress though slow. A look at some of these countries will suffice to high light the trends.

United Kingdom

In England and Wales, at stage 4 of their education system, age 14 - 16, enterprise education is integrated as compulsory part of pupils work. In Scotland, every pupil from Primary 1 through to Secondary 6 has an entitlement to enterprise activities on an annual basis and, in addition, pupils in Secondary 5 and Secondary 6 have an entitlement to case studies based on local and Scottish business. In England, according to Nwadiani (2011) the Department of Education drafted national guidance on enterprise learning; made that available to teachers and introduced it to all secondary schools making enterprise as part of the statutory work-related learning in all secondary education in England.

China

Education in the People's Republic of China is a state-run system of public education run by the Ministry of Education. There is compulsory school attendance for at least nine years. Since the end of the Cultural Revolution (1966-76), the education system in China has been geared toward economic modernization and universal fostering of social equality. In the early 1980's – the post-mao zedona Chinese communist party leadership, science and technology education became an important focus of education policy. By 1986, training skilled personnel and expending scientific and technical knowledge was given priority. Although the humanities were considered important, vocational and technical skills were considered paramount for meeting China's modernization goals.

Though there was no entrepreneurship education but the vocational and technical education have aspects of entrepreneurship – skill acquisition. There are; job-finding centers and other adult skill and social training institutes. For the purpose of better accommodating the demands of economic re-structuring and urbanization, the government remodeled vocational education orient to it towards obtaining employment, and focusing on meeting society's ever more acute demand for high quality, skilled workers in modern manufacture and service industries; and training rural labourers moving to urban areas.

Spare-time education for workers and peasants and literacy classes for the entire adult population formed components of China's basic education to make the citizens relevant to themselves and the country.

Tanzania

Tanzania is located in East African with an estimated population of 30 million, its political capital is Bodoma and main commercial city is Dar-es salaam. As reported by Mapima (2012) of Tanzania Education Authority, Tanzania education sector is challenged to cope with the socio-economic and technological advancement in general, as envisaged by the Millennium Development Goals (MDG) and the Tanzania vision 2025 which seeks to develop a well-educated and learning society. According to Mapima, to answer to this demand the education sector has in place various legal and policy frameworks including.: the Educational Act No. 25 of 1978 as amended from time to time (now the Education Act, Cap. 353), the Education and Training Policy (ETP) of 1995, the Higher Education Policy of 1999, revised 2007, the Education Sector Development Programme (ESDP) of 1997 revised in 2001, the National Strategy for Growth and Reduction of Poverty (NSGRP) and other macro-level

policies are working tools, administrative, strategies and policies to ensure enhancement of creativity, entrepreneurship, reduction of poverty and national development.

Tanzania education has no entrepreneurship curriculum per-see-but its main objective of education – Arusha declaration is based on the policy of self-reliance releasable through the infusion of disciples in the sciences, arts, technology and other vocational subjects. However, entrepreneurship education is offered in some institutions if higher learning such as Institute of Development Management (IDM), Institution of Finance Management (IFM), in Dar as salaam.

Cameroun

The Republic of Cameroun is located east of the Gulf of Guinea and bordered by the Atlantic Ocean and the Africa nations of Nigeria, Chad, Congo, Gabon, Equatorial Guianese and the Central African Republic. Cameroun covers an area of 475,000 kmz and according to a census done in 1986, has a population of 10,446,400. Long before the Cameroonians are reported to be versed in the trades or skills necessary to survive and help the family and community. Thus, Cameroun has traditional form of informal education that met the needs of the people and prepared the individuals to be productive members of society. There is a form of entrepreneurship education and during the early missionary education; the citizens learn construction and manual tasks like farming, carpentry and brick-making along reading, writing and mathematics. Graduates of the missionary schools were prepared to work in evangelical, clerical, administrative, educational and commercial settings.

There are emerging number of higher institutions of learning like the Nacho University, Fonab Polythenic, and many others such as Bamenda University of Science and Technology, the University of Younde which Faculty are re-shaping the education in Cameroun to include technical, vocational and entrepreneurship education. Law and economic sciences, and the school of business administration have some elements of entrepreneurship education.

Kenya

The provision of educational opportunities has been of great priority since Kenyan's independence in 1963. Kenya introduced the 7-4-2-3 system of education after independence. However, the system was criticized as lacking the capacity and flexibility to respond to the changing aspirations of individual. Kenyan's and the labour market needs in terms of new skills, new technologies and the attitude to work. According to Simiyu (2001) the was being too academic and therefore not suitable for direct employment. Thus the policy lacked orientation to employment which entrepreneurship education advocates.

The Gachatthi (1976), also raised the issue of unemployment. There is the need for a change the education system in order to help reduce unemployment in Kenya (Lucas, *eta* /, 2014). These and many other criticism of the 7-4-2-3 education, gave birth to the 8-4-4-system introduced by the then country's president Moi's regime in 1985 which emphasized vocational subjects with the assumption that this new structure would enable school dropouts at all levels to be self-employed or get employment in the non-formal sector.

The 8-4-4 system was also criticized that the curriculum does not help students to rise to current challenges and meet the requirements of vision 2030. Moreover, that the 8-4-4-failed to produce all rounded individuals for the workforce required for a rapidly developing economy. Kiyapi (2012) noted that the new education system, the 26-6-3 is expected to accommodate other disciplines such as technical work, self-employment and wealth creation (entrepreneurship).

Nigeria

The Federal Republic of Nigeria Government has been making various efforts to enhance skill acquisition of youths and unemployment. However, Education For All (EFA) reported by Babalola (2011) showed that sufficient attention is not given to skill training for youth and adults. This form the basis of the then President Obasanjo to mandate all universities students in Nigeria, regardless of which major, to be exposed to entrepreneurship development study. However, as Babalola (2011) reported, efforts at integrating entrepreneurship into the curriculum of Nigeria public university seen to be inadequate. As at 2010, the most coordinated entrepreneurship education in Nigerian public universities is reported to be at the University of Ibadan which commenced in the 2003/2004 academic session. The programme is reported to be integrated into the curriculum and only concentrated on few students who are interested in developing their entrepreneurial skills.

At the University of Nigeria, Nsukka, in 2010 the Centre for Entrepreneurship and Development Research (CEDR) was set up to promote entrepreneurial culture and mind-set, skill acquisition, self-employment economic independence and self-actualization. The University of Ilorin was reported to have agreed since 2005 to create a directorate to handle entrepreneurship training however it was only in 2008/2009 the University established the directorate of Technical and Entrepreneurship Centre (TEC).

University of Benin also established an entrepreneurship development centre to; develop and offer courses, seminars, workshops and conferences to advance and propagate entrepreneurship.

- (i). Offer a 2 credit course to penultimate analyzed student.
- (ii). Provide clinics in entrepreneurship to students, staff and members of the public.
- (iii). Serve as a national centre for the training and development of experts in entrepreneurship.
- (iv). Promote research and experimentation in entrepreneurship. and
- (v). Commercialize innovation and inventions.

Considering the importance of entrepreneurship education in the life of Nigeria citizens in general and university graduates in particular, the National Universities Commission (NUC) made it a national policy to encourage Nigerian Universities to provide entrepreneurship education for undergraduates to address the challenges of unemployment. This made NUC design an entrepreneurship course titled Graduate Self Employment (GSE, 301) with the theory and practice components to be taught in Nigerian Universities.

In Delta State University, it is the policy of the University that those reading Business Management or Accounting courses must register, study and pass courses in entrepreneurship. While it forms part of the general courses required to be passed before graduating.

In other state Universities in Nigeria, it is only offered as general courses. However, the case of Covenant University, Sango Otta is an outstanding example of where a serious effort has been made to integrate entrepreneurship development study into the curriculum since the inception of the University in 2001. All the students from 100 to 400 levels are made to register for, study and pass Entrepreneurship Development Study (EDS).

It is therefore observable that; there is a missing link in the National Universities Commission (NUC) policy on entrepreneurship education with the absence of a standard curriculum and course outline/content to guide and develop entrepreneurship in the Universities, since entrepreneurship education in Nigeria schools, colleges, polytechnics and universities is not given serious attention it deserves. Therefore, there should be a

systematic coordinated planning and implementation carried out to produce well course structured, teaching contents, methods and materials.

From the discussion, and analyses of some developed, developing and underdeveloped nations, it is noted that within the last decade, many nations recognized the importance of entrepreneurship education to national development, sustainability and security. This is reflected in Global Entrepreneurship Monitoring (GEM) report of countries participating in entrepreneurship education as at 2008 cited in Martinaz, Levie, Kelley, Saem Umdsson, and Schott (2010), the nations were categorized into innovation driven, factor driven and efficiency driven as shown Table 1:

Table 1: Category of Nations as Innovation Driven, Factor Driven and Efficiency Driven

S/N	Innovation Driven Countries	Factor Driven Countries	Efficiency Driven Countries
	Belgium	Bolivia	Argentina
	Demark	Columbia	Brazil
	Finland	Ecuador	Chile
	France	Egypt	Croatia
	Germany	India	Dominican Republic
	Greece		Hungary
	Iceland		Iran
	Israel		Jamaica
	Italy		Latvia
	Japan		Macedonia
	Republic of Korea		Mexico
	Slovenia		Peru
	Spain		Romania
	United Kingdom		Serbia
			South Africa
			Turkey
			Uruguay

Source: Ikoya, (2011)

The Global Economic Monitor (GEM, 2000) in Anho, (2014) reported the in research findings by the Ewing Marion Kauffman centre for Entrepreneurial leadership at the Babson College, USA established that there is a strong relationship between the level of entrepreneurship in a country and national economic development. The GEM report also shows a correlation between the prevalence of new firms and projected Gross Domestic Product (GDP) also there is correlation between the Total Entrepreneurial Activity (TEA) and projected GDP.

Concept of Youth

Youth is defined by Adebayo (2012) as "the time of life when one is young especially the period between childhood and maturity of the early period of existence, growth or development" the word "youth", "adolescent", "teenager" and "young person's" are often used interchangeably. Youth generally refers to a time of life that is neither childhood nor adulthood but rather somewhere in between childhood and adulthood. Youth is an alternative word to the scientifically oriented adolescent and the common terms of teen and teenager. According to Jega (2012) "Youth can be define as a special group of people with strong stamina and passion for realizing certain set goals and objectives ". The way in which a nation defines its youth is related to the objective conditions and realities that exist on the ground especially historical and contemporary socio-economic and political issues that need to be addressed. That is why nations use different parameters and variables in defining their

youth. For the purpose of execution of Nigeria's National Youth Development Policy; the youth comprises all young persons of age 18-35 who are citizens of the Federal Republic of Nigeria. This category represents the most culture, the most volatile and yet the most vulnerable segment of the population, socio-economically, emotionally and in other respect. Youth shared certain characteristic that distinguish them from others generation. Such characteristics include, impatient for change, zealousness, radicalism, rebellions, curiosity, hard work, ego and ambition. Looking at the above definition, it is safe to say that, youths are the engine and actualize of national development, if their mindsets are channels in the right direction.

Concept of Youth Unemployment

The issue of unemployment has become a global issue. In the USA for instance unemployment had increased from 5 percent in 2007 to 9 percent in 2011. That of Spain has risen from 8.6 percent to 21.53 percent as a result of the debt crisis in Europe. In the UK from 5.3 to 8.1 percent while that of the Greece rose from 8.07 to 18.4 percent during the same period (Salami, 2013). The average unemployment rate within the African continent is generally high, South Africa have 25 percent unemployment rate, Botswana at 17.5 percent, Angola at 25 percent and Kenya at 11.7 percent (Allawadi, 2010)

Nigeria like most developing nations of the world is faced with myriad of problems which include youth and graduate unemployment and high rate of poverty among others. Unemployment has become a major problem be-devilling the lives of Nigerian Youth causing frustration, dejection and depending on family members and friends. The high rate of unemployment among the youths in Nigeria has contributed to the high rate of poverty and insecurity in the country (Ajufo, 2013). Awogbenle and Iwuamadi (2010) observed from the excerpts of statistics obtained from the National Manpower Board and Federal Bureau of statistics that Nigeria has a youth population of eighty (80) Million representing 60 percent of the total population of the country. Over Sixty-four (64) Million of them are unemployed (Lucas, *et al*, 2014)

According to National Bureau of Statistics (2009:238; 2010:2), the national unemployment rates for Nigeria between 2000 and 2009 showed that the number of unemployed persons constituted 31.1% in 2000; 13.6% in 2001; 12.6% in 2002; 14.8% in 2003; 13.4% in 2004; 11.9% in 2005; 13.7% in 2006; 14.6% in 2007; 14.9% in 2008 and 19.7% in 2009. Specifically, as regards the age group, educational group and sex, data provided by the National Bureau of Statistics (2010:3) which further showed that as at March 2009 in Nigeria, for persons between ages 15 and 24 years, 41.6% were unemployed. For persons between 25 and 44 years, 17% were unemployed. Also, those with primary education, 14.8% were unemployed and for those with only secondary education, 23.8% were unemployed. Furthermore, for those with post-secondary education, 21.3% were unemployed. For those who never attended school and those with below primary education, 21.0% and 22.3% were unemployed respectively. As regards sex, data showed that males constituted 17.0% while females constituted 23.3%. It is important to note that the figures highlighted may not have captured in totality the youth unemployment situation in Nigeria, however, they are pointing to the fact that the phenomenon is a very critical issue with far-reaching implications for stability of Nigerian democracy. In view of this, one can only conclude that Nigeria's unemployment poses a threat to its development, security and peaceful coexistence, being that Nigeria is made up of diverse entities from different cultural and religious backgrounds most of whom have shown differences in political, cultural and religious understanding and accommodation emanating from concerns of abuse of power, resource allocation, nepotism and negligence among others (Unegbu, 2011). This high level

of unemployment can be drastically reduced through Technical Vocational Education and Training.

Challenges Facing Entrepreneurship Education and Youth Unemployment in Nigeria

Entrepreneurship Education has been receiving increasing recognition as a source of job creation, empowerment for the unemployed and economic dynamism in a rapidly globalizing world. But despite this, there are several factors that hinder entrepreneurship education in Nigeria they include:

- (i) Poor knowledge based economy and low spirit of competition
- (ii) Poor enterprising culture
- (iii) Lack of entrepreneurship teachers, materials and equipment
- (iv) Unavailability of fund
- (v) Non-inclusion of entrepreneurship programme in the school curricula
- (vi) Poor societal attitude to Technical and Vocational Education development.
- (vii) Inadequate facilities and equipment for teaching and learning.
- (viii) Insensitivity of government to enterprise creation and expansion strategy.
- (ix) Poor plan and execution of processes of action.
- (x) Isolated or pockets of ineffective programmes and management in competencies (Lucas, *et al*, 2014).

In the same vein, the Federal Republic of Nigeria in the National Youth Policy (FRN, 2019-2023) highlighted some of the challenges facing youth and the National Development. - Inadequate parental care - Non-availability of suitable sports and recreational facilities-Moral decadence in the society - Lack of appropriate role models - Religious fanaticism - Cult activities - Political manipulation of youth organizations - Poor education - Break down of family values, and - Indiscipline Despite the difficult situation and the dire need for change, the government has done little to reduce the misery and frustrations of its citizens, fostering hopelessness in the majority of young people who have resorted to any means, including crime to succeeded in life. The youths are expected not to involve in crime but to channel their strength towards the development of our dear country, Nigeria.

Effects of Youth Unemployment

Mass unemployment and the resulting poverty have multi-variance consequences on youth, economic, social, political development of a nation leading to youth restiveness and personal society and national insecurity. As noted by Anho (2014); Nwaosa, Ojohwoh and jegbefum (2013), some of the effects includes;

- (i). Social unrest;
- (ii). Destruction and vandalization of private and public properties;
- (iii). Creation of fear in citizens;
- (iv). Threat to life (individual and national);
- (v). Economic wastage and acute reduction in the nation's Gross Domestic Products (GDP) and Personal/National Income;
- (vi). Lack of foreign investment in a country or in particular region;
- (vii). Committal of other crimes such as: Arm robbery; Arson; Bombing; Cultism; Youth exuberance; Hostage-taking; Human and drug trafficking; Ganstarism; Kidnapping; Thuggery; Rape; Vandalism of properties; Seizure of facilities; Occupation of industrial public and personal site; Inter and intra community strife; Oil bunkering; Fake and illegal drug peddling; to mention but a few.

Conclusion

Entrepreneurship Education has been viewed as a veritable antidote to the endemic problem of youth unemployment. When youth are trained, they explore opportunities in their immediate rural environment instead of chasing shadows and uncertainties in the urban centres. The development of entrepreneurship education will go a long way in creating employment, give young people the opportunity to develop their enterprising skills, empowering the young to be job creators and not job seekers as stipulated in the objectives of TVET and also provide them with the necessary skills and knowledge to raise their output; income and wealth. There is the need for the government to develop entrepreneur internship programmes to enable TVET students to join locally successful entrepreneurs to acquire entrepreneurship competencies and skills to establish their own enterprise. There should be some form of genuine school work based learning incorporated in some studies as part of the national economic development strategies. This implies enriching the curriculum of TVET to be 70% practical while the theoretical content should be 30%. This should be specified in the curriculum of all TVET programmes.

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