

EDUCATION AND DEVELOPMENT IN NIGERIA BEYOND 2020: TERTIARY EDUCATION AND DEVELOPMENT, THE PLACE OF ENTREPRENEURSHIP EDUCATION IN THE EMPOWERMENT OF NIGERIAN YOUTHS.

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Abstract

It has been observed that Nigerian 's tertiary education have ran short of their expectations as majority of their products lack functional skills required to carry out their duties in their different fields. To this end entrepreneur ship education was introduced. However, planning provision and management have been the challenges. The development of any nation depends largely on the caliber of their youth development, for every sector of the nation's economy is managed by competent youths. This is why one of the aims of Nigeria tertiary education is the acquisition of both physical and intellectual skills which will enable individuals be self reliant and useful members of the society (FRN 2013). This study suggested some relevant strategies that would help tertiary education on the-youth's development into their empowerment. It is the 'skilled trainers and quality of tertiary education that have the task of producing skilled human resources, development for youth empowerment, productivity and efficiency in the society. The paper therefore recommends that government and tertiary institutions as a 'matter of priority provide relevant equipments and make provision for adequate power supply for workshop activities in schools and. at the community level if micro economy must, strive.

The continued existence of poverty, unemployment and other social vices in our country today are traceable to many causative factors among which are challenges faced

by the tertiary education system in Nigeria. This perhaps explains why entrepreneurship education was introduced into the tertiary curriculum to savage the situation. Some major areas of this intervention are areas like Information and Communication Technology [ICT] Energy, power and business enterprises. This was done to take education beyond classroom electorate system to a workshop based education through which practical experience and skills acquisition take centre stage while theories are used to complement and explain ideas being employed. Our experience so far shows that planning, provision and management of physical resources and materials are all factors militating against the attainment of set objectives in this direction. This paper therefore discussed the relevance of tertiary education in youth development and empowerment through entrepreneurship education.

Concept of Development and Education.

Development in general and socio-economic development in particular are relative terms to time, space, condition and the standard of living. They are characterized by structure factors like social, political, economic, structural, education and perhaps social values. The criteria used among others include the quantity and quality of food produced and used, the level and state of social infrastructural facilities and services provided, the energy requirements, exploitation and use of available resources and human capacity development. Development aims at enhancing the capacity of a people to improve their lives.

Development could be the process of economic and social transformation that is based on complex cultural and environmental factors and their interaction. Nothing contributes much more directly to its achievements than good education nurtured by quality, strict disciplined nourished and sustained by good leadership. Development is thus man – centered and it is a process through which man struggle to tame and exploit his environment to attain a better, sustainable and fulfilling life for himself.

Education as used in this context is the developing agent of every nation's human development. while pre – primary, primary and secondary education are used for formative and nurturing of ideas and ideals, tertiary education concretizes all ideals learnt. According to the National Policy on Education (FRN2013), tertiary education is aimed at the acquisition of both physical and intellectual skills which will enable individual to be self – reliant and useful members of the society. After so many decades of operation, youth restiveness, gangsterism, militancy, cultism, armed robbery and other forms of social vices are all factors associated with unemployment which in themselves are products of a theory based tertiary education system. As a direct response to this, entrepreneurship education was introduced into the tertiary education curriculum. Studies from third world countries like Nigeria, Nambia, Zimbabwe and Swaziland have shown that in the developed economics of the world and the fast developing ones like China, Indonesia, Thailand, Singapore, South Korea and many others, the rate of economic development expansion and industrialization is attributed to a great extent to

Omada V. Alachi (PhD)

the emergence of an entrepreneurial class (Usoro, 2010). The shift in global economic power away from the established advanced economic in North America, Western, Europe and Japan will continue over the next 35 years. The ever - continuing expansive of China's industry and its commitment to educating its citizens through schools and universities will mean the giant Asian nation will be the world largest economy by 2030. A report released by Price Warehouse Cooperation or PWC, the multinational professional services network , say India will challenge the US for second place by 2050 , while Indonesia, Mexico and Nigeria could push the UK and France out of the top 10. Thorpe said this would require a huge investment by government, and business away from mining and into education, particularly in to the science, technology ... and other subjects but this is not happening and on the contrary, the federal government is cutting back its investments in higher education, research and innovation. It is therefore important at this juncture to look at entrepreneurship education.

Entrepreneurship Education:

The term entrepreneurship is a derivate of French word “entrepreneur” meaning a person who undertakes the development of a new enterprise or a new venture at some risks. According to Johnson (2007), entrepreneurship is creating new enterprise to meet new challenges and opportunities presented in the situation. In the opinion of Wikipedia (2015) entrepreneurship education seeks to provide students' with the knowledge, skills and motivation for entrepreneurial success in a variety of settings. The National Directorate of Employment (NDE) established the entrepreneurship programme and the Federal Government recognized the relevance of it and directed all institutions of higher learning in Nigeria to introduce the study of entrepreneurship education as a compulsory course for all students irrespective of their discipline, with effect from 2007/2008 academic session. It is believed that the outcome of entrepreneurship education will enhance growth of individual and the nation, alleviate poverty, control youth restiveness, cultism, armed robbery, vandalization of oil pipelines, and stop kidnapping and human trafficking.

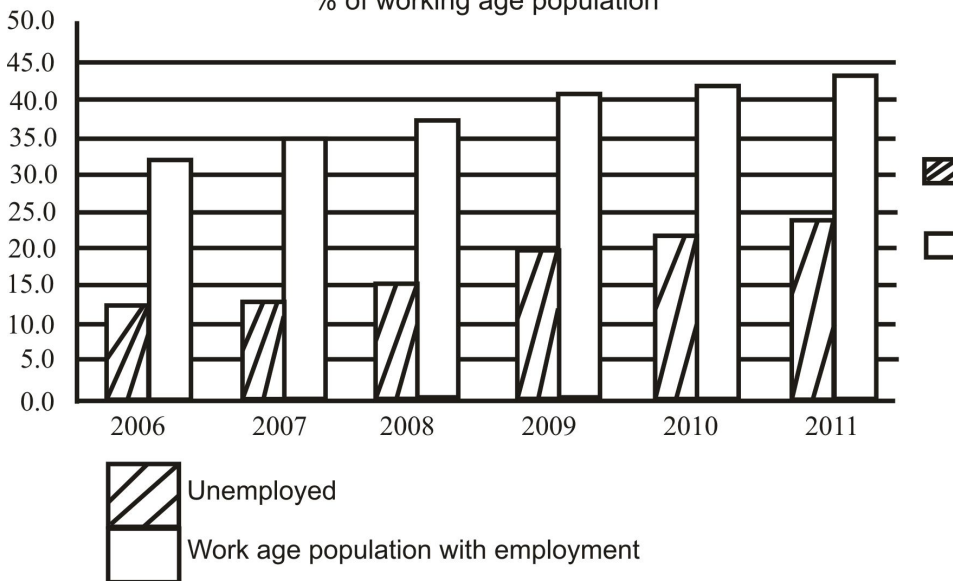
Apart from the above it will help the recipient to establish their own small scale business or companies after graduation. It will also enable them to acquire the skills for innovation, creativity and ability to recognize opportunities which are essential attributes of any potential business man, no matter the level he is. The efforts for training human resources for higher level manpower by institutions of learning come at different levels. Some come from Colleges of Education; others from Monotechnics, Polytechnics and Colleges of Technology while the rest come from the Universities in business education and business management programmes. Entrepreneurial training and subsequent acquisition of relevant qualifications at different levels are expected to equip the graduates with skills that will make them employable or self- employed, and why not, becoming employers of labour themselves.

There is however attendant challenges of inadequate or low quality infrastructure provided for learners, particularly at the tertiary education level. Sometimes there is a mismatch between teaching in the institution of learning and the needs of the labour market. Students therefore graduate without the required skills thereby making it difficult for them to function well in their areas of specializations. Again majority of students learn through lectures and academic textbooks which make them academically sound but with limited opportunities of acquiring practical experience through the use of relevant tools and equipments. In this regard, most of the students graduate with acquiring practical skills associated with their profession. As a result of the challenges above, unemployment rate in Nigeria increases instead of improving despite the introduction of entrepreneurship education. Job creation in Nigeria has been on the decline, either because the required skills were not impacted, or required enabling environment is totally or partially absent. One cannot give what one does not have and even where the skills are there, required enabling resources like capital and power sources are not there. The official unemployment rate has steadily increased from 21% of the working age population in 2006 to 24% in 2011 (National Bureau of Statistics). Preliminary indications are that this upward trend of unemployment has continued in a geometrical progression till today. Many Nigerians work in the informal sector doing various low paying jobs that do not add up to regular employment, and the nature of jobs being done are not in tandem with what they have studied in schools.

Wage jobs in Nigeria are therefore scarce as they are mostly provided by government. In addition, a rather large number of working age Nigerians are categorical as being out of the labour force yet the development of any nation depends largely on the caliber of their youths who are competent to manage the economic sector. The graph below shows yearly unemployment trend in Nigeria.

Omada V. Alachi (PhD)

Unemployment in Nigeria: 2006 - 2011
% of working age population



Source: National Bureau of Statistics, Bank calculations

As shown in the graph Bank calculations in 2011, 44.6% of working age population in Nigeria was categorized as being either unemployment or out of the work force. This has been the trend since 2006, when unemployment rate rose geometrically from 33% in 2006, to 35% in 2007, 37% in 2008, 41% in 2009 and 42% in 2010. One wonders what the graph would look like today particularly that more graduates of tertiary institutions are being turned out in their quantum every year.

Strategies used for Development of Entrepreneurship:

For any significant impact to be felt as a fall out of the entrepreneurship education, Information and Communication Technology must be made to play a central role. In doing these aspects of energy and power, business education should be factored into the programme. Lecturers in higher institutions have to face the inevitable challenges of technological changes. This brings into focus the issue of training and re-training of teachers to train the youths to meet the challenges of new technology. The universities have to create enabling environment by providing well equipped ICT laboratories with modern up –to date machines, gadgets and related information technology initiatives. The equipment provided should target the one – on –one strategy of instruction to enable the learners have opportunity for prolonged and sufficient practice and training. There in need for the introduction of this technology education from the primary to the secondary school level, before it's used at the higher institution of learning.

According to Usoro (2010), mentorization is another strategy available for human resources development. This is a situation whereby a more experienced youth takes on a less experienced one for the purpose of guiding, supporting, advising, and assisting him/her toward professional development or efficiency. Usoro (2010) carries the call for ICT education to higher height when he crisply opined that the demands of modern office today are highly technological. The acquisition of office technology skills and their uses in offices, personal lives, and private business enterprises would definitely lead to self – reliance and eventual development of the economy. Youths have to develop skills in word processing, data processing, telecommunications, reprographics, micrographic, computer and communication competencies. These are the core areas of office technology that would make the youthful graduate to be gainfully employed or self – employed thus becoming another employer of labour.

The government should therefore provide for the above infrastructural facilities in the tertiary institutions of learning so as to enable the students have access to them or a one – on – one basis for efficiency and competency. Qualified personnel's to teach the students should also be made available. To realize this, steady power supply is required in all workshops in schools and at community levels if micro economy must thrive. This is where sincerity of purpose, drive and political will becomes sacrosanct if government of the day must bring about relevant entrepreneurial education. There is no short cut to ICT if our dream of industrial education is to be achieved through entrepreneurship education. For entrepreneurship education to function effectively, the youth and the trainers should always be on the watch out for changes and demands of the labour market. There is need for rethinking, repackaging, repositioning and re-engineering of mission and methods in line with changing requirements of the labour market.

Conclusion

The challenges before, all the higher institutions of learning today is how to make the students develop skills that can give self – employment since the office jobs are not enough for the teaming graduates that are turned out into the labour market every year. It is the possession of these skills that will enable them to contribute to national development. Frequent workshops, seminars, symposia, conferences can be organized for them to update their knowledge and keep abreast with new devices, technological changes and innovations coming up in their areas. The government at both the federal, state and local government level has a big role to play here. Unemployment cannot be reduced by meer rhetorics as employment cannot come by happenstance. Functional ICT laboratories must be established in all institutions, adequately equipped and manned by qualified and efficient teachers. All successful countries have fully embraced ICT. In this global world controlled by ICT, Nigeria cannot live in isolation and think that unemployment and all its attendant challenges will be brought to an end through manual approaches. We must take the bull by the horn: catch them young, give them ICT skills

Omada V. Alachi (PhD)

from primary through tertiary institutions and our youths will be job creators creating opportunities instead of being at the receiving end as consumers.

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