

ENTREPRENEURSHIP EDUCATION AND TRAINING FOR JOB CREATION

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Abstract

This paper focuses on entrepreneurship education and training for job creation. It is the role entrepreneurship skills will play towards the realization of job availability especially when it is a condition precedent in job creation. Without the requisite entrepreneurship skills, there is no propensity to create jobs. Problems and prospects involved are highlighted. Appropriate recommendations were proffered. The paper concludes thus: Nigerians must be encouraged to be a part of entrepreneurship skill acquisition programmes as it is a panacea to the recurrent problems of massive unemployment.

Introduction

Education is an instrument for the self-improvement and for societal development. It refers to the process of learning and bringing about desirable changes in the attitudes of individuals and thus, becoming useful and acceptable members of the society, contributing to societal development by various skill acquisition, (Anerua and Obiazi, 2009). It is also through education that entrepreneurial skills are developed, which is a vital tool for self-realization and job creations, thus leading to providing solutions to the teething problems of unemployment.

There is therefore a growing need for skills acquisition in Nigeria. The National Policy on Education (2004) postulated the acquisition of appropriate knowledge and skills, necessary for an individual to get a good employment in offices or to be self-employed. The national education goals include acquisition of appropriate skills and the development of mental, physical and social abilities and competences as equipment for the individual to live and contribute to the development of our society. Education has been accepted as a crucial factor for economic and industrial development of

any nation (FRN, 1998). It is also a fact that the acquisition of appropriate knowledge and skills, are vital content of entrepreneurship which will automatically translate to job creation and availability.

Entrepreneurship therefore is the knowledge, skills and mind set to create jobs by creating and starting up new business (Anerua and Obiazi, 2009). Gana (2001) stated that entrepreneurship is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on identified opportunities.

Ugiagbe (2007) saw entrepreneurship as the process of bringing together creative and innovative ideas and coping with the management and organization skills in order to combine people, money and resources to meet identified needs thereby, creating wealth. Entrepreneurship enhances self-employment and skills acquisition. It is the process of creating something new, different from what has existed (Anerua and Obiazi, 2009).

It is the creation of something new and or novel that adds value to society and thus, leads to the evolvement of a new idea that will translate to something tangible that will eventually create jobs in a developing society. Without entrepreneurship skills acquisition, there cannot be the propensity to create wealth through resourcefulness, ingenuity, innovativeness, etc. Entrepreneurship occurs when an individual develops a new venture or adds a new approach to an old business or idea or a unique way of giving

the market place a product or service by using resources in a new way under conditions or risks (Sterihoff and Burges, 1993).

Education plays a vital role towards the realization of a new venture or a new approach to an old business or idea. It helps to hasten the actualization of this novel idea which will in turn, lead to creating avenues for job creation. Education assists us to develop our human intellect which is also a necessary tool for the conceiving of new ideas or new innovations and thus, create jobs in a developing society.

Anerua and Obiazi (2009), stated that in this period of global economic meltdown, the nations are in need of any type of education that would build up and sustain the economy. Entrepreneurship skills is therefore the answer.

Vocational Education and Entrepreneurship

It must be noted that the government of the Federal Republic of Nigeria has stated in the National Policy on Education that Vocational Education is to give “training and impart the necessary skills to the individuals who shall be self-reliant economically (FRN, 2004:31)”.

Through the process of vocational education of an individual, the necessary training and skills are acquired which leads to the creation of new ventures that provide employment. The objective of vocational education is to structure an individual to enable him or her acquire the necessary skills and training which will eventually lead to self-employment and job

creation. It is essential in vocational education that entrepreneurship education is of great emphasis. It is also the view of Anerua and Obiazi (2009) that entrepreneurship education acquired through vocational education aims at inculcating into the learner traits of resourcefulness, ingenuity, innovativeness, endurance, etc. This enduring disposition will constantly regulate the learner's choice of action. The entrepreneurship education is meant to enable one overcome the problem of unemployment and business challenges.

Kadiri and Oriazowanlan (2009), stated that vocational education is geared towards skill acquisition aimed at achieving the goal of the onus for a private sector driven economy for self sustainability, to combat poverty and unemployment problems in the society. According to Toby (2000) quoting Wenrich and Wenrich (1979),

“Vocational education is concerned with the whole hierarchy of occupations from those requiring relatively short periods of specialized preparation such as clerks, typists, to occupations requiring two or more years of specialized education such as Nurses or Inhalation Therapist. It includes the whole spectrum of the labour force from semi-skilled workers to technical and professionals”.

Toby (2000), was strongly of the opinion that the only education that can meet the yearnings and aspirations of the teaming populace which the liberal education fails to meet is vocational education. Some of the objectives he highlighted include:

- i) meeting the society's need for workers.
- ii) increasing individual career options
- iii) **Vocational Guidance, Entrepreneurship and Job Creation**
- iv) Vocational guidance is given to students to enhance their skills acquisition for better capacity and nation building. Guidance given to youths is guidance given to an entire nation for growth, survival and job creation.
- v) Kadiri and Oriazowanlan (2009) stated that vocational guidance refers to a programme of activities rendered to assist an individual or group of people to make wise choice of vocation and provide information to facilitate the process of career development. Vocational guidance is all the activities aimed towards assisting individuals or group of individuals in solving problems of occupational choice and planning with due recognition of individual's personal characteristics in relation to occupation.
- vi) Toby (2000), quoting Evans and Herr (1979) defined vocational education as “that part of education which makes an individual more employable in the group of occupation than another”. Vocational skills which can be acquired through proper vocational education include those for tailoring, shoe making, plumbing, hair dressing, typing, clerical work, nursing, medical practice, cookery, hotelling, carving,

teaching, surveying, engineering, agriculturists, etc. Aigbeka (2007) stated that “Vocational education includes preparation for employment in any occupation for which specialized education is required for where there is societal need and which can most appropriately, be acquired in the school or special centres”.

- vii) The Major Areas of Vocational Education
- viii) The major areas of vocational education includes Agricultural Education, Business Education, Home Economics Education, Fine and Applied Arts Education, Distributive Education, Music Education, Educational Health, Computer Education, Industrial Education, Office Education, etc. It is thus stated that proper vocational guidance enhances entrepreneurship skills which will in turn, lead to development of new ideas, innovations and ventures that will also lead to job creation in a developing economy. Vocational guidance thus, leads to proper acquisition of vocational skills, which are necessary for entrepreneurship creation.

Role of Entrepreneurship Education and Training

Kadiri and Oriazoluanlan (2009) stated that vocational skills has been acknowledged as relevant for they provides the impetus for self-reliance which enhances capacity building for

economic growth empowerment. Self-reliance is an ultimate goal of skill acquisition, to alleviate poverty and generate employment so as to achieve vision 2020 and to meet the Millennium Development Goals (MDGs) of 2015. With the self-reliance motive of vocational skill acquisition, it becomes a veritable tool for youth empowerment, for better capacity building in the society. Oriazoluanlan (2007), posited that “Youths are the engine house” of any nation, when the youths are empowered, the nation is empowered as well”. Through vocational education, youths are equipped with practical skills to compete favourably in the local and global market for self-sustainability and national economic growth. Youth’s empowerment through vocational skills is not a novelty; it is as old as the world.

When youths are thus empowered through the acquisition of vocational skills, there is a tendency for using their skills in creating new avenue for wealth through performance of various types of jobs. Urevbu (2001) quoting Fafunwa (1980) stated “Young men and women were trained in traditional vocation such as weaving, carving, pottery, mat-making, blacksmithing, goldsmith, bronze casting, traditional medicine and numerous other skills. It is stated that all these acquisitions are tailored towards employment generation to proffer a lasting solution to the perennial problem of unemployment. In Nigeria, unemployment is growing at a geometric progression especially with the global economic meltdown. The only surviving hope is the investment on skill

acquisition for self-sustainability through entrepreneurship education that will ultimately lead to job creation. Reports have shown that small and medium enterprises (SMEs), a subset of vocational skill acquisition employ about 80% of the Nigeria labour force. Even advanced countries of the world attained their economic height through small and medium enterprises (Kadiri and Oriazowanlan, 2009).

Small and medium enterprises (SMEs) are recognized world over as useful engine of economic growth and transformation. With the necessary entrepreneurship training/education, there will be vocational skill acquisition which will help to accelerate development through the establishment of SMEs, which in turn curtails mobility of labour since youths are equipped with practical skills to invest on, instead of migrating to seek greener pasture abroad or in urban centres. Ugiagbe (2007) posited that vocational skills are some of the modern simple tools and methods used in promoting large scale production of goods and services. It therefore aids industrial growth, development and job creation.

Constraints to Effective Entrepreneurship Education and Training

Despite the numerous prospects of effective vocational education for proper skills acquisition and entrepreneurship training which enhances job creation, there are certain constraints that affect the effective implementation of the programme. Some of these factors are

inadequate competent personnel, insufficient funding, inadequate governmental patronage and attention, inadequate facilities especially for research activities and inadequate mass mobilization for the acquisition of these skills despite their usefulness.

- **Inadequate Competent Personnel:** The role of a teacher is of crucial importance to the survival of any educational programme. Aigbomian and Iyamu (2001) stated that “No one can afford to gloss over the role of the teacher in the implementation process”. Competent personnels are needed to handle programmes in schools, because of their relevance to capacity and nation building. These teachers help to embark on effective teaching which is necessary for skill acquisition and entrepreneurial training and education for job creation.
- **Inadequate Government Attention:** It should be observed that the government pays inadequate attention to the development of these skill acquisition centres which are the engine room for entrepreneurial training/education. The Government gives less attention to funding and monitoring of implementation process and human capital development. This in turn lead to poor entrepreneurial training/education.
- There is also the issue of inadequacy of funding research in skill acquisition centres and this leads to poor vision and growth which in effect, affects entrepreneurial training/education.

- There is also inadequate mass mobilization by way of publicity campaigns to raise awareness in vocational skill acquisition. This lack of mass mobilization and advocacy campaigns has tended to stunt the growth of entrepreneurial training/education which affects job creation.

Conclusion

Vocational skill is needed for capacity building for individuals and national self-sustainability. It is an essential ingredient in the development and acquisition of skills through entrepreneurial training/education, which translates to job creation and mobilization. There is an urgent need for emphasis to be laid on the development of skills acquisition centres where entrepreneurial training/education is conducted which ultimately leads to job creation.

Recommendations

- There should be proper publicity campaign and advocacy of the gains and merits of skill acquisition.
- Government should emphasize the human capital development programmes, organize workshops, seminars, symposia, on the need to acquire skills through vocational training for job creation.
- The Government should also adequately fund vocational education and career guidance programmes, constant monitoring of same, and proper funding of schools to effectively teach vocational skills. This will improve entrepreneurial training/education.
- Government should also pay more attention to the growth of vocational education in the society, by constant monitoring and evaluation.
- Lastly, those who have acquired these skills should be assisted with finance to establish various business outfits as this lead to employment of more people.
- The Government must embark on adequate funding through its relevant agencies and/or parastatals of these skill acquisition centres, which will in turn improve entrepreneurial training for job creation. Due to global economic recession, there is this tendency of neglect of this very important aspect by the government and this lack of proper funding leads to dearth of facilities at the skill acquisition centres.

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