

Entrepreneurship - A Panacea for Youth Unemployment in Nigeria: Implication of

Introduction:

In Nigeria, unemployment is a very serious problem combating all the states. Although accurate statistical data are lacking, local media reports however indicate that half of the Nigerian population of about 150 million are youths and that about 95% of them are unemployed. Idleness, decadence of economic stagnation and poverty have driven a large percentage of them into robbery, prostitution and violence. Nwachukwu and Nwamuo (2010) noted that when youths are not gainfully employed either in the public or private sector of the economy, they become very vulnerable to criminalities such as kidnapping, armed robbery, and many other social vices which are a menace to the society. In the same vein Ewumi, and Owoyale (2012) noted that one of the many pressing challenges facing Nigeria today is youths unemployment with the ripple effect of their resort to violent crime. All forms of antisocial vices are traceable to the unemployed youths.

In order to address this issue of unemployment, the Federal as well as the State governments have made some efforts through some agencies by creating skills acquisition programmes, yet many graduates and even post-graduates degree holders are still parading fine and quality certificates without employment either by public or private organizations. As a result of this, the importance of entrepreneurship development of the economy has received increased attention in Nigeria in the recent time. The Federal Government of Nigeria since 1960 has put in place different kind of institutional frame work to promote small scale enterprises in the country. These include the establishment of industrial development centers (IDCS), the Small Scale Industries Credit Scheme (SSICS), Credit Guidelines to Financial Institution (CGFI), Working For Yourself/Entrepreneurship Development Programme (WFYP/EDP), National Economic Reconstruction Fund (NERF) and the Endorsement of Micro-finance Banking System (EMBS) whose duty is to give loans to enable their customers establish small scale businesses. All these are geared towards the promotion of entrepreneurship.

Entrepreneurship, in this context, is seen as the process of discovering new ways of combining resources and becoming aware of business ownership as an option or viable alternative, by developing ideas for business; learning the process of becoming a business owner, undertaking the training to acquire the skills required to establish and develop business. It includes the practical application of enterprising qualities such as initiative, innovation, creativity and risk-taking into the work environment (either in self employment or employment in small start-up firms) using appropriate skills necessary for success in that environment and culture. The entrepreneur is often referred to as the agent of social, economic and technological development. The formal processes of equipping the entrepreneur with necessary insight and skill are through formal education, entrepreneurial training and development.

Training is considered as the organized procedure by which people learn knowledge and/or skills for definite purpose (Bench, 1975). The objective of training is to cause changes in behaviour of the trained. It should be noted that training means to guide someone through instruction and drill for skills acquisition. Learning is another related concept which means the human process by which skills, knowledge, habits and attitudes are acquired and utilized in such a way that behaviour is modified. Thus education as used here is inclusive of training and learning process (Ogundele & Kio, 2002) and the essence of these training is for development.

Development at the individual level according to Rodney (2005) is the increase in skill and capacity, greater freedom, creativity, self-discipline responsibility and material well being. The achievement of any of these aspects of personal development is directly related to the state of the society as a whole. At the level of social groups, development implies an increasing capacity to regulate both internal and external relationship. Rodney (2005) is of the view that the tool with which men work and the manner in which they organise their labour are important indices of social development. He further noted that development when used exclusively in economic sense, refers to how members of a society increase, jointly exercise their capacity for subduing the environment. Capacity here is dependent on the extent to which they understand the laws of nature (science), technological know-how and organisation of work which are assisted by the processes of formal education,

training and development in the society. Nwachukwu and Nwamuo (2010), see the application of these qualities as a process known as "Entrepreneurism" which leads to ventures on the social, political or business spheres and if one needs to acquire entrepreneurial skills for either private or public employments, there is a dire need for vocational counselling especially in the Nigerian secondary schools to create awareness on the importance on entrepreneurial education .

Vocational counselling is a career service that focuses on helping those who need to obtain work. When people seek out for a vocational counsellor or are referred to one, they may work with that counsellor to evaluate and improve skills for jobs creation. Vocational Counsellors assess interests and abilities in order to properly guide their clients in making the right career choices in life. The Vocational Counsellor also networks with other agencies and government departments to educate and/or advocate on behalf of consumers to promote awareness of persons with unique entrepreneurial skills. The overall goal is to create an environment that will enhance the usability of skills and competences in their individual clients. The essence of vocational counselling is not only to ensure quality education, but also to help individuals acquire the knowledge, enhance skills, and experience necessary to identify opinions, explore alternatives and succeed in life. As a future self-employed, making decisions about the future business can be a stressful and overwhelming process but it is necessary to make sure that the information and counselling received evaluates the real interests, values and skills, to develop the ideal careers (Sarpe, Chirita, and Toma, 2012). Certainly, when information is wrong, the informed will be deformed. So to avoid this problem, appropriate information is needed in the development of entrepreneurship among the youths and this can only be achieved through professional vocational counselling. It is sure that when counsellors perform their expected duties in the school setting, the students will be satisfied as their different academic, vocational, social and personal life aspirations are fulfilled. The purpose of this paper therefore is to emphasize the importance of Entrepreneurship education through vocational counselling, in providing students in all levels of education in the Nigerian schools, with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings that would inevitably reduce unemployment among the Nigerian youths.

Concept of Entrepreneurship Education

According to Akudolu (2010) entrepreneurship education is the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. Entrepreneurship education is indeed a critical resource for whole life education. It is different from other forms of education because it emphasises realization of opportunities. These opportunities can be realized through starting a business, introducing new products or ideas or through doing something in a different way with the aim of achieving goals.

The Goal and Objectives of Entrepreneurship Education.

The major goal of entrepreneurship education is for learners to acquire entrepreneurial knowledge and skills that will lead to self employment. In order to achieve the major goal of entrepreneurship education instructional activities should be directed towards the achievement of the following specific objectives as identified by Obanya (2008).

- i. Demonstrate a good grasp of society " its functions, its economic demands etc.
- ii. Recognize socio-economic opportunities in environment.
- iii. Acquire and deploy the skills necessary for turning opportunities into viable ventures. These objectives can be achieved at different levels of education by first of all, creating the awareness of self employment and entrepreneurship as options for future career.

Fitting Entrepreneurial Education Into School Organization At All Levels

Akudolu (2010) recommended that entrepreneurship education should be a school-wide programme covering basic education through tertiary education. The programme can fit into any of the various school programmes and be implemented as follows:

- a. Basic Education. Entrepreneurship education should be built into all school activities and emphasis should also be on the creation of entrepreneurship awareness in the learners in order to develop right attitudes and values dimension as well as on basic lifelong learning skills. All basic education teachers are to use entrepreneurship " driven methodology.

b. Upper Basic Education Level. At this level, students should be exposed to the knowledge and skills dimensions of entrepreneurship education across the curriculum through the systematic use of entrepreneurship-driven methodology and emphasis should be on creating entrepreneurship environment.

c. Tertiary Education. This level of education should encompass all instructional activities strategically planned to foster entrepreneurship environment and entrepreneurship courses should be made compulsory for all the students. The courses should be taught through creative methodology

Model of Entrepreneurship Development for National Development.

Emergence

MICRO LEVEL

Biological makeup, mental capacity, attitudes, motivations, needs, etc. Entrepreneurial skills

INTERMEDIATE LEVEL

training, government support programming for developing entrepreneurs practice, radio, television, Vocational Counselling Entrepreneurial National Effectiveness Development

MACRO LEVEL

family, schooling, social groups, society values, economic conditions, political system and priorities culture, religious values, etc. Entrepreneurship Education

Source: Adapted from (Ogundele , 2005) and modified by the researcher.

The model of entrepreneurship for national development designed by Ogundele (2005) shows that entrepreneurship can result in positive changes which can lead to a great and dynamic economy in Nigeria in 21st century. The model showed the process for the education, training and development programme that are expected to produce the desired changes in the individuals and groups behaviour, which will in turn lead to positive improvement in the economy of the society. At the micro level of the model, focus is on the personality of the individual or entrepreneur. The issues of focus at this level are the fundamental characteristics of the individual. They are based partly on the physical make-up of the individuals and the mental capacity which will set some limits as to the types of the opportunities that could be exploited by him/her. Others are the individual's attitudes, motivations and needs as a member of a family and the general society. Training and development are expected to positively help in reducing areas of shortcomings which will lead to improved performance in entrepreneurship practice. The intermediate level relates to supportive institutions and agencies that could further mould the entrepreneurs or individuals, by equipping them with more practically oriented skills and competencies for improve performance. The assumptions are that existing or practicing entrepreneurs could perform better when exposed to relevant education, training and development and non- entrepreneurs could be developed to become active entrepreneurs or self-employed. This is because deficiencies that are manifested in entrepreneurial practice may be corrected through on and off the job trainings and the provision of financial support and training facilities could facilitate the emergence of new entrepreneurs. This calls for supports from various institutions ranging from private institutions, government agencies and, multinational organisations. The macro level focuses on the individual's childhood and

adolescence environments which include the homes, schools, social groups, economic characteristics of the environment political systems, technology, culture and religion. Various combinations of these macro level variables will determine the types of education, which the individuals are exposed to, with entrepreneurially oriented education, training and development in mind through vocational counselling. These will consequently affect the processes of emergence, behaviour and performance of entrepreneur, which, if properly handled with appropriate visions and implementation, will lay the foundation for educating and developing the touch bearer for national development in the 21st century.

Installing Educational, Training and Development Programme or Entrepreneurial Development

Ogundele (2000) noted that the levels of formal education, types of technical, vocational, managerial and other forms of specialised education, training and development will affect entrepreneurship. Lack of appropriate and necessary education, training and development would adversely affect the positive development of the economy. Therefore, appropriate entrepreneurial educational training and development programmes must be provided for pupils and students at various levels of Nigeria educational systems and for the adult in other forms of social institutions of which they are members.

Skills to be Developed in Entrepreneurs and the General Society for National Development in the 21st Century

According to Ogundele, (2005), the demands of globalization have shown that Nigeria entrepreneurs must have multiples of skills if they are to be agents of national development. He categorized these skills into three broad categories with twenty eight elements. The first is Management Development Perspective Skills. There are thirteen elements in this category, they are; time managements, entrepreneurial self development, managing change for competitive success; decision-making, human resources environment of business; helping people to learn; team building; project management, re-engineering or business process redesign; total quality management, organizational development, corporate excellence and people skills.

The second is Interpersonal Skills. There are also twelve elements in this group, they include; leadership; subordinate development, delegation and counselling, information technology, re-engineering entrepreneurship ventures, managing information, employee empowerment, conflict management, negotiating, and communication skills. The third category is cross-sectional skills. This group consists of four elements which are innovation/creativity, planning, organizing and Kaizen skills. Apart from the 28 skills areas listed above, other skills development necessary for Nigeria entrepreneurs are cultural adaptation, managing knowledge for organization success, creating participative organization, quality customer service, managing ones health, physical, mental job specific, technical transfer of knowledge and human relations skills. These skills must be developed in Nigeria entrepreneurs so as to be able to face effectively the challenges of globalization and other environmental factors, which will lead to national development. The adaptation and implementation of these proposals can be the sure foundations for rapid national development in Nigeria in the 21st century.

Entrepreneurship Education and Vocational Counselling

Entrepreneurship is the ability to make use of the right quantity, quality and combination of resources that are consistent with profit making under risks and uncertainty effectively. Entrepreneurship is the process of discovering new ways of combining resources and becoming aware of business ownership as an option or viable alternative, develop ideas for business; learn the process of becoming a business owner, undertake the training and skills required to establish and develop the business. Entrepreneurship is the ability to become self employed through the use of acquired skills, ideas and managerial abilities necessary for self-reliance.

In every country, entrepreneurship is important because it leads to reduction of unemployment through creation of valuable jobs for the entrepreneurs and others (George & Archibong, 2010). This will to a large extent reduce government expenditure in a way and thus contributing to a balanced budget for the economy. Apart from this, entrepreneurship capacities enable graduates by self-determination to create their own future, exploit the opportunities that emerge in the complex unpredictable worlds and contribute better to economic development and social well being

(Anyamene, Anyachebelu, Nwakolo & Izuchi, 2009). These are achieved through vocational counselling.

Vocational Counselling is described as a process of assisting a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work with satisfaction to himself and benefit to the society. Vocational services are the services given to help an individual student understand the work, how to find rightful place in it and perform to an optimal level (Nwachukwu, 2007). There have been a lot of studies on the importance of guidance programmes (in which vocational counselling is one) and entrepreneurship development among students and the youths in general. Ubah, (2010) found out that counselling will intensively equip students for sound public relation, self understanding and better management skills which will facilitate entrepreneurship development; better educational and occupational adjustments can enhance students' entrepreneurship whereby the students are assisted to harness abilities and potentials to be more productive educationally and vocationally and hence become more enterprising to attain sustainable employment which will in turn contribute to national development. These qualities can be inculcated into our curriculum at every level of the Nigerian educational system in training the youths on job creation

Role of the Counsellor in Entrepreneurship Education.

Development is a process that leads to maturity. According to Ewumi and Owoyele (2012), development means getting the correct environment and putting healthy people into such environment and exposing them to situations of learning to actively strive towards unfolding inner endowments in such a manner that full realization and fruition is realized. Sustainability means the ability to hold, to retain, to keep and build on what has been built, reclaimed or achieved. Sustainable development therefore means an unfolding and actualization of endowment which is conducted such that no ground is lost, but indeed a later achievement is built on an earlier one through the introduction of entrepreneurship education in schools. As Entrepreneurship Education is being introduced into Senior Secondary Education Curriculum, the counsellor has a vital role to play in making sure that the concept of entrepreneurship is explained in schools and promoted as a career opportunity for youths through vocational counselling right from primary school and teachers of different subjects should be re-oriented to design lessons towards entrepreneurship education since most tertiary institutions owned by both public and private individuals across the country have units for entrepreneurship skills acquisition (Alademere, 2004). With this as noted by Orubele, (2005), the present unemployment situation will change when the youths are guided effectively at school into choosing subjects and occupations that best suit their individual abilities and interests.

Entrepreneurial education offers students the opportunity of acquiring the necessary technical know-how on business management, risk taking in business management thereby creating productive society as well as eradicating unemployment in the nation. Vocational counselling is needed to achieve this. Vocational Counselling and Entrepreneurship Education will assist learners to create wealth in future by integration of school education within the economic activities of the community. Anagbogu (2002), suggested that vocational counsellors should stress the possibility of self-employment, the nature of occupations, the job requirements as this will help the students after graduation to apply the knowledge in varying context. Lack of vocational counselling through occupational information and non-inclusion of entrepreneurship courses in school curriculum had led to the production of graduates without entrepreneurial knowledge and skills for effective running of business, hence emergence of increased unemployment trend in the society.

Conclusion

The functional implementation of entrepreneurship education in schools at all levels of education will enable students especially the youths to discover their respective abilities which they can put into optimal utility for national economic development. This pursuance of entrepreneurship education through vocational counselling will help students and the youths in general to build more competence and balanced future hopes for themselves as this will enhance high economic productivity and thus drastically reduces the damaging high rate of unemployment in the country.

Recommendations.

Professional counsellors should be employed in schools at all levels of education in Nigeria so

as to channel the students to their appropriate centers for skills acquisitions for the maximum achievement of their respective potentials.

• Teachers should ensure that they use the right methodology in the teaching of those vocational courses to enable the students acquire the right through active participation in the teaching and learning process.

• Experts should be employed to carry out the practical aspect of the vocational subjects for acquisition of the appropriate skills needed for self reliance.

• Parents should be sensitized on the need for skills acquisitions for one or more trades for their children.

• Government should make provision for appropriate equipments to enable the trained experts carry out the practical teaching of these vocational subjects in the schools.

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