

ENTREPRENEURSHIP IN TECHNICAL EDUCATION: PATHWAY TO JOB OPPORTUNITIES IN NIGERIA

¹Umar, B. Kudu Ph.D & ²Mohammed, A. Usman

^{1,2} School of Technical Education, Niger State College of Education, Minna

Email: babanllahi@gmail.com; afuwagi7zu@gmail.com

Abstract

The study was designed to highlight the importance of Entrepreneurship in Technical Education as education that pathway to income generation, reduction of poverty and creation of job opportunities. The role of Technical Education, goals of entrepreneurship education, challenges of entrepreneurship and prospects for entrepreneurship education were explained and some recommendations were made which include, among others that adequate and qualified entrepreneurship education teachers/instructors and attendant should be employ in our institutions, adequate fund should be provided for entrepreneurship education to purchase consumable materials for the practical and maintenance of tool and equipment/machines, credit loan should be given to qualify entrepreneurs by banks especially bank of industry, the entrepreneurship teachers/instructors and attendants should be train and re-train from time to time to update their knowledge, skills and attitude for improvement.

Keywords: Entrepreneurship, Technical Education, Pathway, Job opportunities.

Introduction

Entrepreneur is referred to as a person who make money by starting or running business, especially when this involves taking a risk. According to Elebe (2011) An entrepreneur is one who organizes, manages, and assumes the risk of a business. Thomas (2012) described entrepreneurship as a process through which individuals identify the opportunities in their environment, respond to these opportunities by identifying, starting and allocating the resources needed to exploit that opportunity and create value. Entrepreneurship entails testing ones' ideas against an external reality and about transforming ideas into realities. While entrepreneurship education is the technique of teaching and learning to identify a business that will pathway to income and job opportunities to become self-reliant in the society. The objectives of entrepreneurship education according to Kudu (2013) is to understand the principles and practice involved in entrepreneurship so as to create wealth, job opportunity, employment and reduction of poverty in the society through knowledge, skills, and attitude of technical education.

Technical education is the acquisition of basic scientific knowledge and application of skill and attitude. The success of any Nation depends on education especially technical education. According to Uwaifo (2010) Technical education is the training of technically oriented personnel who are to be the initiators, facilitators and implemental of technological

development of a nation by adequately training its citizenry on the need to be technologically literate, leading to self-reliance and sustainability. Technical education can serve as change agents not only for technical knowledge but also for many other societal changes. The practical nature of Technical education makes it unique in content and approach, thereby requiring special care and attention. The inputs of Technical education are so visible to the extent that even an illiterate could see when ‘failures’ occur. Seyi (2014) noted that the aim of technical education is to prepared individuals for occupational fields and for effective participation in the world of work. Vicent, Nsini and Celeb (2013) added that technical education also provides people with skills to be gainful employ in both business and industries. Individuals are provided with the opportunity to develop their personality, and character. Ekpenyong (2011) explained that technical education is also designed at upper secondary and lower tertiary levels to prepare middle level personnel (technicians, middle management) and at university level, to prepare engineers and technologists for higher management positions. Therefore, the aim and role of entrepreneurship and technical education is to prepared individual to acquire knowledge, skills and attitude to become self-reliant economically.

Roles of Technical Education in Nigerian

The success of any industrialized nation depends on education especially technical education. Technical education has a vital role to play in technological advancement of any country. Seyi (2014) stated that It is a known fact that acquisition of knowledge, training, and utilization of relevant skills by the people is indispensable for economic growth and national development. Elebe (2011) explained that technical education is designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations, trades or jobs. Okoh (2017) also views the role of technical education as part of experience of the individual whereby he/she learns successfully how to carry on a gainful occupation which involves the development of skills, knowledge and attitudes required for success in the occupation. Nigerian Educational Research and Development Council (NERDC, 2008) supported the above assertion that the role of Technical Education involves the studies of general education, technology education and related science; and the application of practical knowledge, understanding, attitudes and skills relating to occupations in various sections of economic and social life.

According to Mohammed, Guyus, Ikwuakam and Solom (2012), the roles of technical education in Nigeria includes but not limited to the followings:

1. Personal Needs
 2. Societal Needs
 3. Social Contact
 4. Employment
 5. Manpower Development
1. Personal Needs: One of the reasons why people work is to satisfy their basic needs of life. Nigeria today just like any other developing nation is fast moving towards industrialization. Therefore, people need skills to be gainfully employed in both business and industries. Individuals are provided with the opportunity to develop their personality, and character which foster the capability for understanding judgment, self-expression and adaptation of varying environments
 2. Societal Needs: Infrastructure basic needs and services such as transportation, power and water supplies, roads and buildings construction. It is obvious that every society has a value system that gears toward healthy economic development. Such a society

needs an efficient and well-trained skilled worker for economic development dreams to materialize. Technical education is a tool for development of adequate technological manpower for Nigerian economy and productive enterprises. It provides Nigerians the necessary skills and theoretical knowledge to achieve the technological aspirations or value system.

3. **Social Contact:** Communication is methods of sending information, especially through telephone, radio and computer. In order to survive people must share some of traditions, values and norms. Thus socialization is the process by which individuals acquire knowledge, skill dispositions that enable them participate more effectively as members of the society. Technical education provides an individual the opportunity and knowledge to create new indigenous values and the evaluation of innovative ideas to make it more habitable, it also provides people with social contacts and responsible participation in the society they may find themselves.
4. **Employment:** One of the characteristics of developing nation is employment. Nigeria is one of such countries that is bedeviled with the problem of unemployment. When relevant education and training are provided, employment and job opportunities are always ready after graduation. Technical education avails individuals the chance and opportunity to acquire the right type of practical and applied skills as well as basic scientific knowledge to be self-employed and employed others.
5. **Manpower Development:** It is obvious that no nation can ignore the impact of manpower, science and technology in the modern world. Indeed, the rapid advances made in all technical and industrial fields in recent decades have determined the direction of contemporary civilization. These changes as a matter of necessity require corresponding progress in manpower development of the country. Technical education therefore, provides manpower with knowledge, skills and techniques in design, production, manufacturing, distribution and consumption of goods and services for the welfare of mankind and their society.

Goals of Entrepreneurship Education in Nigeria

The main reason for introducing entrepreneurship education is to develop in individuals' skills and entrepreneurial capacities that will lead to meaningful contribution of individuals to the economic growth in the society. Obi (2013), explained that the goals of entrepreneurship education include but not limited

- i. To provide meaningful education for youth which could make them self-reliant and subsequently encourage them to drive profit and self-independence
- ii. To provide graduates with the training and support necessary to help them establish a career in small and medium size business
- iii. To stimulate industrial and economic growth of rural and less developed areas
- iv. To ensure that small and medium sized companies are provided with opportunity to recruit qualified graduates who will receive training and tutoring in the skilled relevant to management of the business centre
- v. To provide graduates with the training skills that will make them meet the manpower needs of the society

- vi. To provide graduates with enough training that will make them creative and innovative in identifying new business opportunities
- vii. To provide graduates with enough training in risk management to make to make uncertainty bearing and easy

The outlines shown above indicates that entrepreneurship education is a tool for employment and self-reliant for graduates. And to succeed on this adequate measures should be put in place during the course of training to reduce the challenges.

Challenges of entrepreneurship education in Nigeria

Entrepreneurship education is an integral part of education aimed at preparing individuals for self-employment, occupation fields and effective participation in the world of work. Amoor (2018) opined that entrepreneurship education provides the students with the opportunities to identify and develop a range of skills and attributes that will be of use to creating and shaping their future by experiencing both business and work environment. But entrepreneurship education is still faced with some challenges, some of these challenges according to Asele (2014) and Ayonmike (2011) includes:

(a) **Quality and quantity manpower:** Unqualified and inadequate entrepreneurship teachers/instructors and attendants is a very serious problem in entrepreneurship education. The quest for personnel in the present stage of development is very important as one strive towards being a self-reliant nation, meaning that, no meaningful development can take place without a conscious effort to develop manpower. Most of the graduates from our various institutions do not like to teach, they prefer to work in the industry, and those who are ready to teach are most of the time not employed and so they become unemployed. The effect of this is that most technical and vocational subjects are not offered in schools, while some are offered and taught by unqualified teachers

(b) **Inadequate facilities:** It is generally belief that certain basic facilities aid teaching and learning and improve productivity in business environment. Some of these facilities and services includes but not limited to tools, equipment/machines classrooms, laboratories, workshops, electricity supply and water.

(c) **Inadequate funding:** Availability of capital is central to establishment and continues existence of any enterprise irrespective of any size, goal and objectives. This is the same with skill centres which must often, are limited by lack of funds and so cannot affords to purchase consumable materials for practical. For an entrepreneur to start business, they must have access to funds. In a situation where the working capital is inadequate or unavailable, it become a problem. This is one of major problem that prospective entrepreneurs encounter. Even though Banks are supposed to give out credit loans to intending entrepreneurs.

(d) **High cost of training:** In many skill acquisition centres, exorbitant price fees are charged without considering less privilege people, young people often miss opportunities to equip themselves practically, mentally and otherwise for the assumption of entrepreneurship roles. This also result in low morale, inefficiency and lack of confidence

(e) **Staff Training:** Most entrepreneurship teachers/instructors and attendants have poor training background owing to the problem encountered during the training process. Most entrepreneurship teachers/instructors and attendants in our institutions have never been

adequately gone for re-training program in order to keep abreast with the ever-dynamic technical innovations associated with the never-ending needs of society.

Prospects for entrepreneurship education

- a. Adequate provision of quality and quantity manpower: for quality assurance in teaching of students in entrepreneurship education, there is a need to have high quality and adequate teachers/instructors and workshop attendants to impart high-quality knowledge, skills and competencies that are required.
- b. Provision of adequate facilities: The shortage of facilities has been a serious problem. To teach entrepreneurship education it required adequate facilities such as classrooms, laboratories, workshops, electricity supply and water.
- c. Provision of adequate fund: Entrepreneurship education need to be funded adequately to enable the programme achieve its aim of empowering the learners to become self-reliant after graduation. The funding needs are quite enormous to purchase consumable material for practical and maintenance of equipment/machines
- d. Reduction of high cost of training: Entrepreneurship centres should reduce the cost of their registration to enable the less privilege to have the opportunities to engaged themselves to become entrepreneur.
- e. Re-training of staff: Constant training of entrepreneurship teachers/instructors and attendants supposed to be a continuous exercise to ensure consistent improvement in the quality of their output. This training according to Bonnstetter (2013) can be acquired locally or otherwise. Usually local training is cheaper but more strenuous because of inadequate facilities and literature overseas training requires a lot of foreign exchange but the enabling environment help to achieve success in record time and prospect

Conclusion

Entrepreneurship in technical education is acquired through knowledge, skills and attitude to create wealth, job opportunities and poverty reduction for individual and the society at large. Although the implementation of entrepreneurship education in the schools has not received the desired attention because of many challenges. And the prospect to such challenges were identified and explained.

Recommendations

In view of the issues highlighted in this paper, it was recommended that

1. Adequate and qualified entrepreneurship education teachers/instructors and attendant should be employ in our institutions
2. Adequate fund should be provided for entrepreneurship education to purchase consumable materials for the practical and maintenance of tool and equipment/machines
3. Credit loan should be given to qualify entrepreneurs through Banks especially Bank of industry
4. The entrepreneurship teachers/instructors and attendants should be train and re-train from time to time to update their knowledge, skills and attitude for improvement.

References

- Amor, S.S. (2018). Integrating Entrepreneurship Education into Business Education Curriculum in Nigeria University. *Zaria journal of liberal arts* 2(2): 15-21
- Asele, E. D. (2014). *Skills Acquisition and Entrepreneurship: Prerequisite for Self-reliance and National Development*. Proceedings of the 2nd International conference of school of technology education, Federal University of Technology, Minna. (2) 266-274.
- Ayonmike, C. S. (2011). Entrepreneurship Education: A model for addressing unemployment of technical and vocational education graduates in Delta State. *Nigerian Vocational Journal*, Vol.16, (1) pp. 66-74
- Bonnstetter, B. J. (2013). *The Skills Most Entrepreneurs Lack*. A paper presented for Target Training International. Ltd. USA
- Ekpenyong, L.E. (2011). *Foundation of Technical Education: Evolution and Practice for and Practitioners*. Benin City: Ambix Press Ltd.
- Elebe, M. I. (2011). Integrating Entrepreneurship Education in Technical and Vocational Education (TVE) Curriculum: A Tool for Sustainable Self-reliance of Nigerian Youth. *Journal of Research in Education and Society* Vol. 2 (1) P^P 55-60
- Kudu, B. U. (2013). Skills needed by entrepreneurs in technical vocational education and training (TVET) in Nigeria. *Niger Journal of Technical Education*. (2) 2
- Mohammed, U. T., Guyus, B. J., Ikwuakam, O. T., & Solomon. (2002). *Fundamentals of Vocational and Technical Education*. Umuahia: Versatile Publishers
- Nigerian Education Research and Development Council (2008). *Teachers Handbook for the New Basic Education Curriculum*. Lagos: NERDC Printing Press.
- Nwankwo, J. I. (2013). *Educational Administration Theory and Practice*. New Delhi: Vikes publication. Ltd
- Obi, C. N. (2013). Entrepreneurship Education in Nigeria: A strategy for Youth Empowerment and National Development. *Unizik Orient Journal of Education*, (1), 80-85
- Okoh, E.C. (2017). *Fundamental Issues in Vocational and Technical Education*: Kontagora: Amaka Enterprises
- Seyi, D. (2014). An overview of vocational and technical education in Nigeria under secondary school education system. *International Journal of Technology Enhancements and Emerging Engineering Research*, Vol. 2, issue 6. PP 119-122
- Thomas, M. C. (2012). *Entrepreneurship Skills for Growth –Orientated Business*. Duplin Institute of Technology. Report for the Workshop on Skill Development for SME and Entrepreneurship. Copenhagen: Turkish Press
- Uwaifo, V. O. (2010). Technical education and its challenges in Nigeria in the 21st Century. *International NGO Journal* Vol. 5 (2), pp 40-44. Retrieved from <http://www.academicjournals.org/ingoj>.
- Vicent, E. O., Nsini, A., & Celeb, E. E. (2013). Youth Empowerment and the integration of Entrepreneurship Education into Technical Vocational Education and Training (TVET) in Nigeria. *Academic Journal of Interdisciplinary Studies*. Vol. 2 (2).