



**Skill Development and Job Creation in Entrepreneurship Education for Sustainable Development in Nigeria: Problems and Prospect.**

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**Abstract**

Entrepreneurship Education is one of the aspects of education that has put smiles on the faces of several people in Nigeria. If the country must therefore have a sustained viable economy and political stability, there is the need to properly equip entrepreneurship education to be able to train its recipients in skills that will enable them not only to gain employment but also become job creators in their generation. However, in the course of fulfilling this mandate of skills development and job creation, entrepreneurship education is faced with several challenges which affect its success. This paper therefore focuses on the areas where entrepreneurship education trainees can find job opportunities in the world of work and the challenges of entrepreneurship education can be resolved for a better prospect in the 21<sup>st</sup> century. Recommendations were also made as a way forward.

**Key Words:** *skill development, job creation, entrepreneurship education and sustainable development*

**Introduction**

Entrepreneurship Education has the mandate of preparing people to engage themselves in business as entrepreneurs or employers (Adepetun, 2017). It equips recipients with saleable skills, knowledge and attitudes needed for initial employment and advancement in business occupations. It involves teaching students the fundamentals of business practices, theories and processes of business. Osula, (1989) cited in Aghion, (2017) noted that Entrepreneurship has the following objectives.

**Economic Understanding:** To provide training that will result in developing individuals who are well adjusted in the sense that they are capable of coping with the world of work, in which they live and provide the understanding and appreciation of the actual functioning of the economic system.

**Occupation Knowledge:** provide the individual with necessary occupational information to enable them understand the various occupations found in the world of work.

**Consumer Education:** To help every individual to become an intelligent consumer of goods and services.

**Exploration:** To afford individuals pertinent information to enable them explore and learn about the world of work and the relevant interest and career areas of their choices.

**Personal Use:** To enable individuals acquire saleable skills in the field of their choices.

**Vocation:** To help individuals prepare for choice, enter into and progress in occupation of their choice.

**Semi-Vocation:** To train individuals for various business activities to many professional, industrial, agricultural, distribution and home management. No wonder after a close examination of the above objectives, Ethmer, Ottenbreit-Leftwich, Sadik, Sendurur & Sendurur, (2012) stated that Entrepreneurship education equips people with managerial skills to manage both human and material resources towards the nation's economic growth and development, this form and type of education curriculum advocates education for self reliance and job creation, thereby contributing to gross domestic product and gross national income for sustainable national development (Alebiosu and Akintayo, 2006; Aghion, Akcigit & Howitt, 2015). No matter how wonderful the strengths of any opportunities of business organizations are, if her weaknesses and threats are not properly addressed, there is the likelihood that the business will soon fold up.

Therefore it is very necessary that for any business organization to commence operation, a preliminary feasibility studies must be carried out with a comprehensive swot analysis (Strengths, weaknesses, opportunities and threats) to enable the business grow (Daini, 2006; Cakir, 2012). In like manner, if the challenges of entrepreneurship education are not given the due attention they deserve, it may not stand the test of time in this technologically advancing world. This may be the reason why Caliskan, (2015) lamented that the pedagogy of entrepreneurship education is highly theorized due to lack of basic teaching equipment. Business education according to them lack practical application of basic skills for real life work situations.

**Concept of Entrepreneurship Education:** According to Gulati, (2008) Entrepreneurship refers to education for the acquisition and development of skills competencies and attribute which are necessary for efficiency of the economic system. Nsowah, (2004) however posited thus, entrepreneurship education is necessary for skills development with emphasis on pre-vocational preparation for the individual. The author also describes it as education which prepares students for entry into and advancement in job within business and prepares them to handle their own business affairs and function intelligently as consumers and citizens in a business economy (Hamidi, Ghorbandordinejad, Rezaee & Jafari, 2011; Oguntimehin & Nwosu, 2014).

**Concept of Skills Development:** Demski, (2012) stated that conceptual skills involve the ability to picture the organization as a whole and the relationship among its various parts. They are needed for planning, organizing, coordinating and delegating. Human relations skills involve communication and motivation which enable the entrepreneur to work through and with people while Technical skills are the job's specific knowledge and techniques that are required to perform an organizational role such as marketing and accounting, whereas job creation is one's ability to employ the skills acquired to set up one's own business and employ others where they are not readily available jobs (Agada & Eneche, 2008; ISTE, 2009).

#### **Areas where Business Education can Create Work in the World of Work**

As in other careers of life, there are several areas of where entrepreneurship education creates job opportunities for recipients. Izumi, Fathers & Clemens, (2013) outlined areas of employment opportunities for graduates of Entrepreneurship education which includes wage consultancy and entrepreneurial employment. The authors further opined that self-employment opportunities could include establishment and running of companies, secretarial consultancy, managerial consultancy, establishing photocopying, computer and internet centers (Olagunju, 2004).

According to Jaffe, Newell & Stavins, (2002) entrepreneurship education as an aspect of vocational education has the role of preparing people for enterprise as employees or labor employers i.e. self-employment. The philosophy behind entrepreneurship education is to prepare its graduates for work which will earn them their living, and for the development of the society. It makes its graduates to be self-employed, self-reliant and self-sufficient. Entrepreneurship education can provide job opportunities in the following areas (Onoja and Ekpa, 2005; Jhurree, 2005). It is on this strength of what entrepreneurship education believes that education creates in man, the skills, ability, values, attitude, knowledge and ability to be a functional member of the society where he lives and works. Here, education should enable man to think, act and create avenues for making income not necessarily acquiring education for the purpose of getting a white collar job (Kincaid & Feldner, 2002; Koehler & Mishra, 2009).

**Establishment of business centers:** This involves the acquisition of computers for production of documents i.e. typing setting, photocopying, binding, lamination, scanning, spiral binding etc.

- Being a consultant i.e. secretarial consultancy e.g. registration of business, recruitment services etc.
- Writing and publishing of books in secretarial field, Accounting, Marketing and Administration.
- Organizing workshops and seminars for organizations in recruitment activities.

- Buying and selling of office machines and equipment.
  - Operating a stationery shop or being a petty trader.
  - Sales promotion of all products for different establishments and advertising.
  - GSM sales of phones, starter packs.
  - Repairs and maintenance of cell phones.
  - Supplying and distribution of goods and services.
  - Establishment of accounting and auditing and marketing firms.
  - Establishment of accounting and typing schools and centres for professional students.
  - Accounting clerks.
  - Credit controller programmer.
  - Soap & cream production.
  - Production of insecticides.
  - Poultry farms.
  - Laundry services.
  - Cloth weaving.
  - Bakery services.
  - Business machine operators.
  - Teaching among others.

Mishra & Koehler, (2006) opined that in the present work environment, secretaries are not only trained in the art of taking dictations and producing mailable documents, but also in locating, storing, retrieving and distributing information. The authors also identified three basic career options in entrepreneurship education, which are classified below as follows:

**a. Skilled/ Vocational Option**

- Stenography
  - Secretaryship
- Retailership
- Salesmanship
- Store keeping
  
- Record keeping

**b. Professional option**

- Accounting
- Auditing
- Administration
- Teaching

**c. Executive Option**

- Office management
- Marketing
- Purchasing
- Production Management
- Financial management and
- Operations management

Igbo (2005) also identified what the authors described as four creative skills and competencies development by entrepreneurship education in its recipients for entrepreneurial success (Onwukwu, 2009).

**A. Managerial Skills:** Important managerial skills identified include:

- Ability to make long and short term planning
- Ability to purchase goods, tools and equipment

- Knowledge of inventory control and turnover
- Acquisition of management and supervisory skills
- Ability to conduct personal evaluation
- Ability to manage time and meet job schedules
- Knowledge of human relations

**B. Accounting and Financial Competencies: They are as follow:**

- Knowledge of accounting and costing
- Ability to interpret financial statements
- Ability to know gross and net profits
- Ability to understand pay roll and various deductions
- Knowledge of federal, state and local government levies, taxes and regulations
- Knowledge of business law
- Knowledge of safety rules involved in a particular business
- Awareness of existence and use of professionals like lawyers, bankers, advertising agents etc.
- Knowledge of the use of insurance
- Knowledge of total business or industry being entered
- Awareness of manufacturing and production methods
- Knowledge of importance of space, traffic laws, site of business, parking lot and conveniences.

**c. Marketing and Selling Skills:** These include the following:

- > Knowledge of seasonal fluctuation of goods
- > Ability to determine the extent to which products will sell
- > Familiarity with various aspects of sales and salesmanship
- > Ability to budget and forecast
- > Ability to determine and interpret factors which indicate extent and strength of competition
- > Ability to determine current and future trends in sales of products
- > Ability to determine availability of goods / raw materials for production and storage of finished goods
- > Ability to determine and interpret factors which indicate extent and strength of competition
- > Knowledge of advertising

**d. General Entrepreneurship Competencies:** These include the following:

- > Knowledge of types or nature of business (sole proprietorship, corporation);
- > Understanding basic steps involved in starting a business
- > Awareness of facilities available for supplying information on starting a small business (governmental agencies, trade association resources).
- > Familiarization with purchasing of fixture, equipment and furnishing.
- > Ability to determine cause of failure of similar business
- > Ability to assess facilities and equipment required
  - Knowledge of building and space utilization
  - Ability to judge performances of employees
  - Knowledge of how to determine employee wages and allowances

However, Barret, (2008) listed the following as skills that are gotten from Entrepreneurship education:

- Technical skills which include technology, interpersonal, listening, ability to organize, network building management style, coaching and being a team player
- Entrepreneurship management skills which are decision making, human relationship, negotiation venture launch and managing growth

- Personal entrepreneurial skills: These include risk taking, innovativeness, change oriented, persistent visionary leadership and the ability to manage change.

### **Challenges of Entrepreneurship Education in Skills Development and Job Creation in Nigeria**

There is hardly anything that exists without challenges. Life is challenged by death, riches are challenged by poverty and beauty is challenged by ugliness. Likewise skill development and job creation in entrepreneurship education has a lot of challenges warring against them as discussed below:

According to Nwaokoto, (1994), no matter how good a curriculum is, it can be marred at the implementation state. The author stated that curriculum implementation is the translation of a curriculum plan into practice. It is the practical phase of the curriculum. The researcher also lamented that existing entrepreneurship education curriculum is outdated as it cannot match the level of technological advancement of the world today (Bukola, 2014; NBS, 2016). Inadequate funds hamper implementation of many educational programs in Nigeria; it affect project like construction of hostels, libraries. It leads to strikes and inadequate funds to start business and programmes are usually affected. The author further noted that there is low public awareness and insufficient recognition by the government, educational planners and general public. The researcher also stated that another challenge is that most graduates fail to realize their self-value, and apply their skills appropriately in self-employment and that there is shortage of teaching and learning and technical support personnel (Bukola, 2014; Okonji, 2016).

Ogbaekirigwe & Uloh (2008) noted that conservatism on the part of some educators is alarming. Most people are not computer literate and as such do not feel they have to apply ICT (where available) in teaching and learning process. Furthermore, the issue of epileptic electric power supply has stagnated, hindered and obstructed growth and development adversely. Almost all ICT equipment's and tools need electric power for their operation but electric power is rarely available and the voltage is always low. Olowodun (2006) observed that the genesis of examination malpractice is due to emphasis on paper qualification at the expense of ability and skill. The researcher therefore lamented that the reading culture is gone. There is value for requiring instant wealth at the expense of education; schooling at the expense of education; and reading for examination at the expense of studying and for developing the human person. Where is our value system? There is no sincerity by our policy makers; there is lack of political will to chart a course for entrepreneurship education as a discipline in order to inculcate basic skills, knowledge and attitude that are needed to function in the current world of work (Ayodele, 2006). This undoubtedly leads the nation groping in the kind of unemployment situation we find ourselves, youth restiveness, drug abuse, armed robbery to mention but a few (O'Mahony, Robinsonb, Vecchi, 2008). Another problem of entrepreneurship education is that there is high level of misconception among the corporate organizations and the public about business education. Many people see business education as education for dropouts and dullards. Even corporate organizations treat the graduates of business education s only teachers meant for the classroom (Wangwu, 2007; Omolayo, 2006).

Chidinma (2008) opined that there are adequate classrooms and rooms for housing equipment/machines and tools in our schools. Students on their part show some negative attitude towards some courses like word processing and shorthand, farming, woodwork, building Engineering etc (O'Mahony, et al., 2008). Hence, they boycott lectures and shun assignments. They graduate by hook and crook and go into the labor market half-baked without requisite skills. In the long run, the entire society becomes casualties. Another problem confronting the entrepreneurship education is the near absence of practical textbooks (workbook) in the practical courses like word processing, typewriting and shorthand, soap making, bakery, cloth weaving etc (Reamer, 2014; Oznacar & Dericioglu, 2017). Lessons which are supposed to be both practical and theoretical are taught one sided. The teacher is constrained as these practical books are still few and unpopular. A cursory look at the office technology and management (OTM) department show inadequacy of

equipment. This is why Chuke (2003) observed that many institutions which offer Business Entrepreneurship education & OTM do not have adequate materials. Even computer is still a luxury in some institutions.

Obi and Oborah (2000) and Sepehrdoust & Khodaei, (2013) lamented that the problem of inadequate up-to-date facilities affect the delivery system of Entrepreneurship Education. According to them, only few schools can boast of adequate number of computers, projectors, televisions and other modern visual, audio and audio visuals. The graduates will obviously not perform if they are employed in organizations with these gadgets. The Students Industrial Works Experience Scheme (SIWES) is a popular program in vocational education which entrepreneurship education is a part of. Its aim is to equip students with practical skills. It is on this note that Toledo, (2005) averred that entrepreneurship education was meant to give the graduates a holistic perspective of being self reliant, self sufficient and self sustaining, but unfortunately, these objectives has become bottlenecked resulting from:

- Rejection of students by industries
- Delay in payment of students and supervisors allowances
- Un-conducive environment by the industries such as no remuneration, and
- Insufficient time (Yu & Prince, 2016; United States Department of Education, 2017).

Poorly trained teachers tend to produce their own kind. It has often been said that the teacher is the curriculum and that the success of any curriculum is directly related to the teacher. It is however pertinent to know that entrepreneurship education teachers are not moving as fast as the technological changes of today. It is important to note that even a well-reviewed curriculum cannot stand for a poor and or ill equipped teacher. The non-admirers of entrepreneurship education have greatly misinformed and misdirected students about the nature of entrepreneurship education (Valdez, 2004). They say it is a program for the training of typists, potential traders, non-ambitious students, file pushers and worst still, students who are not academically sound. It has necessitated the introduction of career guidance in secondary schools (Warschauer & Matuchniak, 2010).

Oru (2008) noted that the calendar of most government owned schools today are very unstable. Thanks to incessant actions by lecturers, closure of schools due to students unrest or political upheaval to mention but a few. Consequently schools graduate who are half baked and quite unprepared for the challenging society (Webb, 2011). The author also observed that you can force a horse to the river but you can't force it to drink water. You can produce and employ an efficient teacher but the teacher can only teach effectively if properly motivated. Unfortunately, low teacher morale due to irregular payment of salaries, poor working conditions, lack of incentives etc. Often stand between a willing teacher and the objectives of teaching (Omolayo, 2006; Williams & Adesope, 2016).

## **Conclusion**

Entrepreneurship education not only equips recipients with requisite skills for employment, it also gives them the understandings of the economy which make them function effectively and efficiently and can become self-employed. For this mission to be fully achieved, then proper attention must be paid to the several challenges confronting Entrepreneurship Education. Once these challenges are squarely tackled, Entrepreneurship education can provide the necessary manpower needed for sustainable, social, economic and political development in this 21<sup>st</sup> century.

## **Recommendations**

As way forward, the following recommendations are made to help keep entrepreneurship education active and result oriented:

- There should be a uniform curriculum for entrepreneurship education programs at various levels of our educational system i.e. from secondary to tertiary education system respectively).
- The three tiers of government and non-governmental organizations (NGOs) should increase their commitment to funding Entrepreneurship education programs.

- A re-orientation campaign should be organized by the government to encourage the citizens to enroll in entrepreneurship education programs.
- More qualified, skill oriented entrepreneurship education teachers should be employed to reduce the stress on the existing lecturers and teachers.
- The existing lecturers should be sent for in-service training to improve their skills in the areas of computer production of various items and use of the modern teaching and learning gadgets.
- The current school curriculum at all level is not all encompassing enough, as such; school curriculum should be made to covers more areas of entrepreneurship education.
- There should be provision for constant electric power supply in the various schools and societies to allow for the use of other modern technological gadget during entrepreneurship trainings
- The students and teachers should be provided with recreational facilities such as football pitches, tennis courts, swimming pools etc., to recreate themselves.
- Students should be made to understand the need for skills acquisition instead of mere certificates.

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