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The Defy of Entrepreneurship to Vocational and Technical Education in Nigeria

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Abstract- Entrepreneurship has been recognize as an instrument for Nigerian youth to acquire basic managerial skills and to use that skilled acquired to be sustainable self-employment and to the Nation Development. This paper examines the challenges of entrepreneurship to vocational and technical Education. However, its vision the need to emphasize entrepreneurship at the phases of education as this will go extra miles in improving the socio-economic as well as socio-political problems such as unemployment, poverty among others that are threat to the nation security. Entrepreneurship is introduce to less socio-economic problems and will aid to job creation, poverty alleviation, reduction in unemployment, developing youth enterprise and technological development to Nigerian education. Those who have less education but have more practical experience and training, enter into the industry early, leaving the educated once with little or no experience patterning skill acquisition behind. However, in such cases less education restricts the growth and development of the enterprise. It is however recommended that entrepreneurship should be taught well in all phases of education especially vocational and technical education as a tool to transformation agenda to the nation and the world at large.

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The Defy of Entrepreneurship to Vocational and Technical Education in Nigeria

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Abstract- Entrepreneurship has been recognize as an instrument for Nigerian youth to acquire basic managerial skills and to use that skilled acquired to be sustainable self-employment and to the Nation Development. This paper examines the challenges of entrepreneurship to vocational and technical Education. However, its vision the need to emphasize entrepreneurship at the phases of education as this will go extra miles in improving the socio-economic as well as socio-political problems such as unemployment, poverty among others that are threat to the nation security. Entrepreneurship is introduce to less socio-economic problems and will aid to job creation, poverty alleviation, reduction in unemployment, developing youth enterprise and technological development to Nigerian education. Those who have less education but have more practical experience and training, enter into the industry early, leaving the educated once with little or no experience patterning skill acquisition behind. However, in such cases less education restricts the growth and development of the enterprise. It is however recommended that entrepreneurship should be taught well in all phases of education especially vocational and technical education as a tool to transformation agenda to the nation and the world at large.

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I. INTRODUCTION

The prosperity and progress of a nation depends on the quality of its people. If they are enterprising, ambitious and courageous enough to bear the risk, the community/society will develop quickly. Such people are identified as entrepreneurs and their character reflects entrepreneurship. Entrepreneurship is no monopoly of any religion or community, Business Times (1995) entrepreneurial potential can be found and developed anywhere irrespective of age, qualification, experience or socio-economic background, only efforts are required in the right direction. Entrepreneurship may not be regarded as a sufficient condition for growth activity but is surely a necessary condition. (Destipancle, 1984) hence it must be given top priority in the national programmes of a country. It is widely acknowledged in entrepreneurship literature that entrepreneurship is about people who realize new opportunities. Entrepreneurs are persistent, passionate adaptable and able to take risks. As a result entrepreneurship can occur in a range of environments. However, at the

centre of entrepreneurship lies the creation of new business ventures by individuals or teams.

Entrepreneurship is the lifeblood of the Nigerian economy. It is the cradle of job and wealth creation in the most innovative ways. It is therefore imperative that we recognised contribution that the entrepreneur makes to our economy and development.

A small business unit, is, thus an enterprise, its owner, an entrepreneur and his activities are the entrepreneurship. Entrepreneurship is a human activity development. It indicates to the spirit of enterprise such as spirit transforms the man from a nomad to a cattle rearer, to a settled agriculturist, to a trader and an industrialist Murthy (1989).

This call for the federal government of Nigeria to develop and empower the Nigerian youths through vocational and technical education to enable them contribute to the development of the nation today and take over the leadership of the country tomorrow as they are the future leaders, especially in considering the persistent and consistent uprising of the issue of unemployment. It is in this regard this paper sought to find out how Nigerian government has fared in engaging youth unemployment with youth development and empowerment packages. And the paper make series of findings among which is that unemployment in Nigeria which is real and alarming; that youth development and empowerment can curb youth unemployment through the introduction of entrepreneurship in vocational and technology education

According to Aminu (2009), Nigeria is a country blessed with abundant resources in human and material resources that has not be properly manage but there was fear from many scholars about the future economy with respect to unemployment. Unemployment became worsen by the rate of crime committed by the unemployed youth and retrenchment becomes the order of the day in both private and public sector of the economy, the unemployment situation if aggravated by the political instability and high cost of running enterprise among the youth without adequate infrastructure which government are expected to provide job for teeming Nigerian population had made many top government functionary to ay "Government alone" cannot provide job for Nigerians and that should learn self reliant by becoming job creators rather than job seeker. However, government has started to assist entrepreneurs who opt for self employment by giving

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them all the necessary incentives for the development and promotion of small and medium term enterprise.

II. CONCEPTUALIZATION REVIEW

The concept of entrepreneurship as an organized knowledge came into being about hundred years ago. Though the economists from Adam Smith to Marshall were talking about it but without assigning the name of entrepreneurship. They used the terms as employer, the master, the merchant and the undertaker for carrying out different entrepreneurial activities now comprising of entrepreneurship. It was Cantillon who first brought out the term entrepreneur (Murthy, 1989) and entrepreneurship was recognized in economic literature.

Considerable attention has focused on the definition of the term "entrepreneur". Schumpeter (1959) considered the entrepreneur as an innovator. He writes that entrepreneurship is the "carrying out of new combination we call enterprise"; the individuals whose function is to carry them out we call entrepreneurs. The new combination focuses on five aspects (Schumpeter, 1934): The introduction of new goals, new methods of production, opening up of new markets, new sources of supply of raw material and new industrial organizations. Say (1964) uses the term entrepreneur to refer to someone who creates and then, perhaps, operates a new business firm, whether or not there is anything innovative in those acts. Baumol (1993) sees the "Schumpeter" type as an innovating entrepreneur and the "Say" type as the firm-organizing entrepreneur people who get ideas for creating a new business, bring that business into existence and then carry on the work of the enterprise, are entrepreneurs (Jena 1989). Precisely, an entrepreneur is one who undertakes to organize, manage, and assume the risks of a business. Even a small business unit is an entrepreneur and his activities are the entrepreneurship.

Entrepreneurship is a human activity which plays a major role in economic development its history is as old as human history it indicates to the spirit of enterprise. Such a spirit transform the man "from a nomad to a cattle rearer, to a settled agriculturalists, to a trader and an industrialist" (Muhy 1989).

An entrepreneur is a person while entrepreneurship is the process of its actual working. Entrepreneurship is also consistently equated with the establishment and management of small business enterprise. In United States, the entrepreneur is often defined as one who starts his own, new and small business (Druckert, 1985).

According to Adeyemi (2013) Says the role played by entrepreneurship in the development of western countries has made the people of developing countries very much conscious of its importance in the programme of rapid economic development. People

have begun to realize that for achieving the goal of development it is necessary to increase both the quantitative and qualitative entrepreneurship in the country. The qualitative entrepreneurship implies the stress on innovating and the quantitative implies the stress on imitating entrepreneurship. Both of them contribute stimulus for development. It is also known that even though a country has resources - labour, technology, capital and raw material etc, but these remain under-explored in the absence of the active and enthusiastic entrepreneurs, who have the ability to organize the various factors of productions.

III. VOCATIONAL AND TECHNICAL EDUCATION

The Naona1 Policy on Education (2004) defines vocational education as the type of education which led to the acquisition of applied skill and basic scientific knowledge. The policy further sited that vocational education aims at imparting the necessary skills that leads to production of technical man power which enhance enterprises and self-reliant. Olaitan (2007) also agrees with the view that vocational education implied as technical education, since skill development is the intent of its instructional programme, when he referred to it as "every area of specialization can be regarded as vocational if the ultimate objective is to provide the student with requisite skills to enable them function in work situation" this explanation serve well to those who try to divorce vocational education from being part of the total technical education programme.

Osuala (2007) viewed the term vocational technical education as "vocational technical training which is given in school or classes under public supervision and control" it refers to the systematic learning experiences which are designed to fit individual for gainful employment in recoganzed occupations as semi-skilled workers or sub-professionals. It includes guidance and counseling in connection with the training other instruction directly related to an occupation.

IV. AIMS OF VOCATIONAL TECHNICAL EDUCATION

Osuala (2007) and National Policy on Education (2004) are of the view to see the aim of vocational and technical education as the following:

- To meet the manpower of the society
- To serve as a motivational force to enhance all type of learning
- To enable the learner to wisely select a career
- To prepare the learner for employment and advancement in his or her choice of career
- To increase the option available to each student

From the aim of vocational technical education define from Osuala (2007) and National Policy on

Education (2004), all these definition exclude programme designed to fit individuals for, employment in occupation, which are considered professional, requires Nigeria Certificate in Education (N.CE) or National Diploma (O.N.D) are designed primarily as general education. Hence, the presenter view vocational education is required, for which there is societal need, and which cannot appropriately be done in the schools. Vocational technical education also is well concerned with the whole of occupation from those requiring relatively short-period of specialization in preparation, such as clerk, typist, to occupation requiring two or more years of specialized education such as paramedics including the whole spectrum of the labour force from semi-skilled workers to technicians professional and sub- professional whose occupation require less than NCE or Diploma by acknowledgement that every individual is unique and that uniqueness contribute to self-actualization of other individuals, we are in this effect of creating for our self and environment that fosters generational sustainability and heading towards National Empowerment (Nwosu, 2010).

According to Osuala (2007), says vocational graduates can easily get paid employment In their private of public sector as the demand for their skills continue to rise, It is therefore a lot easier for vocational education graduate to get office paid job than others because there is no area of work that does not in one way or the other that does not rely on vocational education to survive.

According to Falusi (2010), Vocational Education also provides increase productive power to supplement remedial or rudimentary apprenticeship in any given Nation. Manpower development is the training of skilled labour force for the public services, business industrial development and self employment. To this end, it is a strategy to meet the increased demand.

Better trained workmen who will be in the position to improve the quality and quantity of goods and services available for National empowerment.

Balutu in Ighalo (2011) listed major occupational areas that must be taken by graduate for National empowerment through the following programmes:

1. Practical skill acquisition in Agricultural Science which includes: animal husbandry-poultry, piggery, goat, fishery, snail farming, etc.
2. Practical skill acquisition in Business which includes: sales of goods and services, running business centers, video services etc.
3. Practical skill acquisition in Home Economics which include: weaving, catering services, day-care centers, making of meat pie etc.
4. Practical skill acquisition in computer Education which includes: word processing and desktop publishing, spread sheet, computer graphics, establishing cyber cafes etc.

5. Practical skill acquisition in Fine & Applied Arts which includes: graphics, ceramics, textile designs, sculpture and painting, etc.
6. Practical skill acquisition in technical Education which includes: air conditioning, maintenance, automobile skills services, construction skills etc.

V. PROBLEMS MITIGATING OF ENTREPRENEURSHIP TO VOCATIONAL AND TECHNICAL EDUCATION

The challenges or problems mitigating the training of technical education or vocational education are:

1. Funding: tertiary institution in Nigeria are owned and funded by the Federal Government, state government and private individuals. Over the years, government subventions to universities have never been adequate but at the same time governments, maintain he policy that these institution should not charge fees it deemed adequate to complement the financial effort of the government. In Nigeria, the allocation to education as a share of the GDP is quite minimal. Till date, government funding of vocational and technical education programmes have not been impressive (Daso, 2012).
2. Facilities: Oriya (2005) indicated that only 40% of institutions of Higher Education in Nigeria have laboratory or workshop space for technical education programmes. Most technical education departments in Nigerian tertiary institutions do not have laboratories or workshops space let alone usable equipment and facilities and where they exist, they are not inadequate to contain the numbers of student in the class, even some of the facilities are obsolete or out-dated.
3. Brain Drain: According to Daso (2012), In the context of this paper, brain drain refers to the movement of lecturers of technical education which are needed for the socio-economic and technological advancement of Nigeria from one university to other universities or to other professionals (including politics) calling for better conditions of service Akintunde (1989) identified five different components of brain drain:
 - i. Experts in academics who moved to the industry where they get better pay for their services.
 - ii. Lecturers and students who leave the country to acquire more knowledge and skill but later refused to return.
 - iii. Lecturers who move from one country for other conditions of service.
 - iv. Skill professionals who abandon the practice of technical education in favour of other more lucrative economic activities and political appointments which are not related to their training.

- v. Skilled professionals, although in their field of training who do not devote their full attention to their job because of their effort to supplement their earnings through other unrelated economic activities.

Bassi (2004) reported that:

- i. About 45% of all Nigerian professionals including technical educators have left the Nigerian shores over the decades since colonization.
 - ii. Between 1997 and 2007 alone, Nigeria lost over 10,000 middle level and high-level managers to the western economies.
 - iii. About 500 lecturers from Nigerian universities continue to emigrate each year, particularly to Europe, America and other African countries where the condition of service is relatively better. These Nigerians in Diaspora contribute 35 times more wealth to Europe, America and other African economy.
4. Staff training: The training of academic staff is ordinarily a continuous exercise to ensure consistent improvement in the quality of their outputs. The training is two-fold: training to acquire minimum qualification (Ph.D) to teach and continued professional training. Both types of training can be acquired either locally or overseas.
 5. Staff situation: Many universities across the country are inadequately staffed both qualitatively and quantitatively. In most departments especially in technical education programme, the proportion of staff without Ph.D out numbers those with Ph.D. Daso in Uwaifo (2005) asserted that it is difficult to get people trained to the level of Ph.D because academic is not as attractive and commensurate to the effort, commitment and finances put in to acquire it whereas a first degree graduate can function well in the industry and politics etc and earn good money.
 6. The apathy of political office holders/law makers: Education generally, including technical education programmes has been grossly neglected in Nigeria. Technical educators have the greatest challenge of convincing the law makers on why they should give priority to the programme in allocating resources. Many options of getting positive results have been advocated at different for a, namely, lobbying, participation of technical educators in governance, wooing etc. Yet the government is playing a lopsided attitude to the proper development of the programme in Nigeria. Thus, Nigeria will ever remain a technologically backward and dependent nation if this attitude and trend is not reversed.

VI. CONCLUSION

Jimngang (2004) posited that there is need for a total overhauling of the educational system and that in

many fields, course work available only lead to rising unemployment, poverty and misery. He concluded that the situation could only be curbed if syllabuses were innovated, re-engineered or re-designed to include disciplines that build up the fighter-spirit needed for today's intellectual battles of life. For progress to be made in Nigeria the challenges confronting technical education must be recognized and fought vigorously. Adequate resources should be allocated to the programmes in order to achieve positive outcomes. A comprehensive reform towards technical and vocational education and a deliberate attempt to uplift the programme is the only panacea to a technological underdevelopment in this country.

VII. RECOMMENDATIONS

1. That the general school curriculum should be remodeled to inculcate technical skill acquisition which will help even secondary school graduates to have employable skills
2. Government should embark upon massive youth development programmes in all the states in the country with entrepreneurial skills acquisition and entrepreneurship development.
3. Funds should be raised to remodel or buy new equipment for skill acquisition.
4. There is a dearth of teaching materials especially case materials that are suitable for teaching entrepreneurship in Nigerian Universities. It is suggested that entrepreneurship teachers in the various institutions should embark on producing real cases, projects of entrepreneurs, and exercises that are suitable for experiential learning among students
5. The salary and service benefits paid to technical education teachers in Nigeria should be encouraged. This leads them not to migrate to other countries.

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