

Entrepreneurship in Technical Vocational Education and Training For Self Reliance.

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Abstract.

High rate of unemployment among Nigerians, most especially Youths, has called for the proper implementation of entrepreneurship education in technical vocational education and training (TVET) at all levels of education. This is to reduce poverty, hunger, violence and social delinquent behavior among others. Entrepreneurship education in TVET will enhance the management skills of Nigerian youths in their quest to set up their own businesses after graduation. Because most youths graduate from school without the needed skills or competencies that will enable them function in today's emerging society. Entrepreneurship education should be given immediate attention by all stakeholders. Even though, there are challenges, but there is no any challenge without the way out. Other things considered were: Entrepreneurship Education, Characteristics of an Entrepreneurship, The Role of TVET in Job Creation for Self-reliance, Empowering TVET through Entrepreneurship for Self-reliance, Methods of Developing Entrepreneurial Education in TVET for Self-Reliance, Challenges, Strategies, summary and conclusion. Consequently, the paper concluded with recommendations that entrepreneurship education should be properly implemented and made mandatory to all technical vocational education and training students at all levels with proper funding by Government. And also to provide with materials and financial support from other agency like education tax fund (ETF) and non-Government organization (NGOs).

Keywords: Entrepreneurship Education, TVET, self-reliance.

Introduction

Development of any nation depends on the social and economic contribution of her citizen. One of the responsibilities of government is to provide employment for her citizenry. However in Nigeria, experience shows that government alone cannot provide paid jobs to the earning youths. According to Ebele (2011), employment opportunities as provided by government cannot keep pace with the number of youths leaving school (Secondary and Tertiary Institutions) to join the labour market each year. The rate of growth of students population appears to be on the increase while the growth of job opportunities on the decrease. In a related manner, observing the rate at which Nigerian youths are roaming on the streets, both skilled and unskilled in search for work/employment which are very scarce, it is an indication that the nation is experiencing economic challenges. Some of these challenges have giving rise to high rate of unemployment, poverty, hunger, youth violence, crime and social delinquent behaviour such as drug abuse, armed robbery, thuggery, and kidnapping. To reduce some of these problems, the place of entrepreneurship in different courses including Technical Vocational Education and Training (TVET) at all levels be revisited and properly implemented for self reliance.

According to Udofia (2009) to achieve a sustained and purposeful self reliant nation, effective innovation within the education system is required. Innovation harness the potential offered by modern science and technology to its social and economic advantage. Therefore

education that leads to the acquisition of knowledge, skills, abilities, and attitudes that are necessary for effective living in the society be encourage and promoted. And such education should involve entrepreneurship education.

Entrepreneurship education is the process of bringing together ideas, skills in order to combine resources to meet identified needs and create wealth. Omolayo (2006) said it is an act of starting a company, arranging business deals and taking risks in order to make profit through the education skills acquired such a person is called an entrepreneur. An entrepreneur according Sani and Nma (2014) is a person who possess the ability to recognize and evaluate business opportunities, assemble the necessary, to take advantage of them with appropriate actions to ensure success. Therefore Technical Vocational Education and Training (TVET) individuals need such education for self reliance. TVET prepared an individual for gainful employment and to be self reliant. Okerele opined that TVET is that aspect of education that exposes the learner to the acquisition of demonstrable skills that could be transform into economic benefits. The role of TVET for job creation is important if entrepreneurship education is involves. It should also be empowered and encouraged, so that one can develop himself. In all these, challenges are bond to come but there will always be ways of overcoming them.

Entrepreneurship Education

Entrepreneurship according to Vincent, Nsini and Caleb (2013) goes beyond just starting a venture, entrepreneurship is 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. And that this creation of value is possible through the identification of unmet needs and opportunities for change and improvement. Igweh in (Elebe 2011) defines entrepreneurship as the ability to set up an enterprise as different from being employed. The author reiterated that this ability involves the acquisition of skills, ideas and managerial competencies necessary for self-employment. Entrepreneurship is derived from a French word "Entrepreneur" which means the one who undertakes "task" that is, the tasks of production and that tasks in business include to plan, organize, market, finance recruit staff. Others are adequate information, research and development (Elebe 2011). Entrepreneurship also represents the ideas, innovation, talent, risks and organizational skills required to assemble all the factors of production in a bid to make profits (Vincent et al 2013). According to Vincent et al (2013), entrepreneurship education seeks to provide students with knowledge, skills and motivation to encourage entrepreneurial success. Entrepreneurship entails testing ones ideas against an external reality. It is about transforming ideas into realities. At all levels of education, whether at the university, Polytechnic, monotechnics, colleges of Education, Technical Colleges and Vocational training centres or other non-formal sector entrepreneurship education is very necessary.

Entrepreneurship education offers solutions for global economic crisis as students learn leadership and management skills, as well as interpersonal skills. Entrepreneurship education seeks to prepare people, particularly youths, to be responsible and enterprising. Entrepreneurship education further provides opportunities for work based experience. Students who participated in Technical Education programmes with work experiences are more likely to be employed than students who did not participate in such activities. Students with such opportunities are called entrepreneurs. Iyekekpolor in Elebe (2011) defines an entrepreneur as the originator of a new business. An entrepreneur is one who organizes, manages and assumes the risks of a business. One common characteristic of all entrepreneurs is risks taking abilities. Entrepreneurs are risk takers who see problems as opportunities and entrepreneurial success being dependent on identifying the

opportunities in the market place and initiating change to create values for all (Vincent et al 2013). They manage and assume the risks of the-enterprise. They improve on established products and services and also create new ones. Entrepreneurs draw up initial plan; some design the machine; develop the process and organize the workers.

Nigeria has a growing youth population with an educational system that turns out millions of graduates every year (Vincent et al 2013). It was noted that youth unemployment rates tend to be approximately twice the adult rate and it is rising sharply across much of the developed and developing world alike. In countries with most severe youth unemployment rates, a quarter of young people can be looking for work. According to Vincent et al. (2013) unemployment in Nigeria stands of 23%. Maigida, Saba and Namkere (2013) revealed that poverty situation in Nigeria is alarming, and that poverty and unemployment, especially among youth is a global phenomenon. For instance, findings released by the office of the international Labour organization (ILO) in 2004 in Maigida et al (2013) shows that youth (18-30) makeup nearly half (47 percent) of the world unemployed. This may have long term scarring effects on the working adults and for reaching implication for the next generation. Blanchflower in (Vincent et al 2013). The persistence of unemployment problem seems to demonstrate that standard economic policies have been insufficient.

According to Vincent et al 2013 Western governments are searching for new alternatives. One is the idea that policy should attempt to create more entrepreneurship among the young. Some benefits of entrepreneurship were outline as follows:

- 1) Entrepreneurship may promote innovation and thus create new jobs.
- 2) There may be direct effect on employment if new young entrepreneur hire fellow youths from roaming on the streets.
- 3) New small firms may rise the degree of competition in the product market,, bringing gains to consumers.
- 4) Young entrepreneurs may be particularly responsive to new economic opportunities and trends.
- 5) Greater self-employment among young people may go along with increased self-reliance and well-doing.

Characteristics of Entrepreneurship

According to Umar, Udu, Igwe and Mohanmmmed (2014) Business is a venture, whether it succeeds or fails, it depends on the ability of entrepreneur to judiciously use the certain positive characteristic. Some of these characteristics according to lfeoma (2002) are:-

- **Initiative:** - The ability to begin a plan or task, enterprise or determination. An introductory step in bringing something new without prompting.
- **Management:** - Getting things done through other people the act of coordinating people together, making decision to accomplish a desired goal. It comprises planning, organizing, staffing, controlling, directing, motivating and evaluation. Growth Potentials: - Investment style that looks out for increased revenue, having possibility or capacity for growth and improvement and as well as expansion.
- **Business drive:** - Having an aspect of the business that effects a change on another aspect of the business. A drive is most commonly a factor that contributes to the growth of a particular business. It can be people, knowledge or conditions, such as market forces, that can initiate and support the activities for which the business was designed.

- **Decision making:** - One of the major tasks of Entrepreneurship is decision-making. Decisions reached by leader's lead to concrete actions. They have far-reaching effects on the effectiveness of the enterprise.
- **Opportunity recognition:** - A feasible profit seeking potential venture, that provides an innovative new product or services to the market, improves and existing one in a less than saturated market.
- **Risk Taking:** -Risk is the attributes in evaluating alternative causes of actions. It is embedded in a larger idea of choice as affected by the expected return or an alternative
- **Creativity:** - Generating novel and useful ideas for business ventures as well as the originality of the newly generated ideas.
- **Innovation:** - A new way of doing things; could be radial or revolutionary changes in thinking, products design or manufacture, services or organization.
- **Facing challenges:** - Ability to remain motivated in the face of obstacles and persist in the effort towards the accomplishment of a desired goal. The ability to remain determined even when things get difficult.
- **Organization:** -A group of people intentionally brought together to accomplish a common goal a set of goals. These characteristics in TVET will enable one to be more self-reliance.

Technical vocational education and training (TVET)

Technical vocational education and training (TVET) has frequently been described as any form of education whose purpose is to prepare person(s) for employment in an occupation or group of occupations. Idianhu in Lohor and Tongshuwal (2014) asserted that it is a form of education, training or retraining which is directed towards developing the learner to become productive either in a paid employment or in a self-employment. It is a type of training which is targeted at developing not only practical skills but also attitudes and habits that make the recipient creative, innovative and resourceful (Uwaifor 2007). The Federal Government of Nigeria in National policy on education FGN (2004) defined technical and vocational education as those aspects of education involving general education, the study of technologies and related sciences and the acquisition of practical skills, attitude, understanding and knowledge relating to occupation in various sectors of the economic and social life. According to the policy the goal of technical and vocational education are to

- a. Provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels.
- b. Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development.
- c. Give training and impart the necessary skills to individuals who shall be economically self-reliant.

TVET has been recognized over world as tools for empowering people, especially the youth, for sustainable livelihood (Ajibiila and Soyerni in Ayonmike 2011). It is also an aspect of education that exposes the learner to the acquisition of demonstrable skills that could be transformed into economic benefits. In Nigeria, according to Ibiok in Elebe (2011), TVET constitute educational subsectors which are characterized by purposes, level of institutions, courses offered, organization and control. Elebe further stated that generally, the institutions in the technical education sub-sector are of tertiary level but non university in status. The primary role is to produce middle level manpower for commerce, industry, agriculture health care and teaching. The types of institutions include: polytechnics or colleges of technology, monotronics and colleges of education. The colleges of education produce technical teachers. On the other hand, vocational education produce

low level manpower such as craftsmen and master-craftsmen for commerce, industry, agriculture and auxiliary services. The institution in this sub-sector include technical colleges. Business and engineering skills training (BEST) centres hither- to called vocational training best centres are lower in status than technical colleges. Individuals completing such courses with entrepreneurship education will be able to set up their own businesses and become self-employed and be able to employ others.

The Role of TVET in Job Creation for Self-reliance

TVET plays a very important role in creating job for self-reliance. It furnishes skills required to improve productivity, raise income levels and improve access to employment opportunities (Umar, Igwe and Mohammed 2014). The authors said developments in the last three decades have made the role of TVET more decisive. The globalization process, technological change, and increased competition due to trade liberalization necessitates requirements of higher skills and productivity among workers, in both modern sector firms and Micro and Small Enterprises (MSE). Skills development encompasses a broad range of core skills (entrepreneurial, communication, Financial and leadership) so that individuals are equipped for productive activities and employment opportunities (wage employment, self-employment and income generation activities). The authors further said that the primary objective of all Technical and Vocation Education and Training (TVET) programmes is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupation. One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills (Owodunmi, in Umar et al 2014). TVET delivery systems are therefore well placed to train the skilled and entrepreneurial work force that Nigeria needs to create wealth and overcome poverty. TVET is a most effective means for society to develop its member's potentials to respond to the challenges of the future. The provision of relevant and appropriate skills which is the focus of TVET represents a significant element of the overall development pathway of a country. The present situation emphasizes the need for every citizen to be self-reliance, hence it becomes necessary for more attention to be given on entrepreneurship in TVET. It is also a way of using adequate contents with other members to develop better habit and skills in an individual (Summer, 1999). In this regard the paper emphasizes the fact that more efforts, attention and proactive measures be taken on Entrepreneurship Education. TVET should not merely produce the job seekers who come to work in time, do what they are told by the respective authority alone but to train people to be self-reliance

Empowering TVET through Entrepreneurship for Self-reliance

Funding of TVET for self-reliance in Nigeria through Entrepreneurship Education is a very critical thing that will boost our National development. TVET should not be seen as just another form of education, because it aims in preparing people for the world of work with acquisition of skills in practical situations. As such it deserves much attention so as to accelerate national growth and development.

It is a fact that the amount of money needed to train an individual in TVET can be used for training more than twenty individuals in other forms of education. The TVET Education is practically oriented and also applies theory in knowing its basic concepts, while other forms of education only educate. Bayode in Umar et al 2014 stated that Technical and Vocational Education and Training is geared towards the production of the educated man who can effectively work with his hands. The reduction of poverty and the crave for self-reliance and self-sustainability is the driving force for acquiring technical and vocational education. To achieve these, a radical approach must be adopted by the government, this include but not limited to;

Provision of scholarship awards for acquiring entrepreneurial education (Umar et al).TVET is a most effective means for society to develop its member's potentials to respond to the challenges of the future. The provision of relevant and appropriate skills which is the focus of TVET represents a significant element of the overall development pathway of the country. Skills development in all technical sectors take on an increasingly important role in national development. Providing the needed financial and material resources needed by TVET institutions, Umar, Audu and Idris (2009) are of the opinion that public private partnership schemes like: Built-Operate and Transfer (EOT), Buill Own-Operate and Transfer (BOOT) and Rehabilitate-Operate and Transfer (ROT) are vital schemes that will strengthen TVET, making the products job givers instead of job seekers.

Methods of Developing Entrepreneurial Education in TVET for Self-Reliance

Developing entrepreneurship education in TVET for self-reliance is paramount to national development. Many graduates of TVET programmes have the potential to become self-employed if they had the knowledge and skills of what it takes to start and operate an enterprise.

Jophus (2004) said entrepreneurship education equips students with knowledge and skills that could enable them identify business opportunities, start, successfully manage and expand an enterprise. Therefore relevant authorities should intensity efforts on implementing and adding more relevant courses on the curriculum.

Jophus (2004) further added that stemming rural-urban migration and improving the stature of training institution is important. The author further stated that establishment of small business centres in training institutions is important. This could serve as real enterprises provide start-up training to entrepreneurship education graduates and extension services to practicing entrepreneurs. These centres could also provide linkage between the training institution; business community and appropriate assisting agencies or experts. If run well, the small business centres could become a major source of generating income for the training institutions. Another way of developing entrepreneurship education in TVET is to improve on making the trained personnel available, suitable literature and relevant training materials. Also graduates who wants to establish their businesses to be supported.

Challenges of TVET

Despite admirable concepts of TVET African union (UN) in Ayonmike (2011) outline some numbers of challenges facing TVET in African countries to include:

- i. Lack of harmonization among ministries responsible for education, training and skill development.
- ii. Lack of appropriate career guidance
- iii. Shortage of funding allocation for TVET
- iv. Tools and equipment that do not meet industry standard
- v. Poor attitude to TVET.

Strategies to Overcome Challenges of TVET

Some strategies are drawn from the recommendation on the workshop on Revitalizing TVET provision in ECOWAS countries organized by UNESCO and CEDEAO (2009) as:

- i. Countries should operate and localized their TVET curriculum in line with international best practices,
- ii. The establishment of regional TVET centres of excellence for sharing curriculum and information teaching and learning material, staff development, TVET database and other activities should be explored.

- iii. Strengthen the capacity for technical teacher training and training of the trainers as well as the structure of teacher training programme.
- iv. Encourage public-private partnership in TVET delivery and technical teachers training.
- v. Organize regular workshops and meetings for knowledge sharing on TVET issues and best practices among ECOWAS countries.
- vi. The youth in should be provided with TVET guidance and counseling to help them in their choice of training opportunities.
- vii. Promote TVET apprenticeship and skills training in non-formal setting and encourage their integration and linkages with the formal TVET system.
- viii. Entrepreneurship training should be included in all TVET programmes.

Challenges of Entrepreneurship

Oviawe in Ayonmike (2013) highlights some factors that hinders entrepreneurship education in Nigeria as:

- i. Poor knowledge based economy and low spirit of competition.
- ii. Poor enterprising culture
- iii. Lack of entrepreneurship teaching materials and equipment.
- iv. Unavailability of fund.
- v. Non-inclusion of entrepreneurship programme in the school curricula

Some strategies for addressing challenges of Entrepreneurship according to Ayonmike are:

- i. Provide small schools where interested students and community members can participate
- ii. Establishing an enterprise college aimed at fostering the specific skills sets required for entrepreneurship to serve as skill acquisition centres for the youths,
- iii. Develop entrepreneurs' internship programmes matching students with locally successful entrepreneurs with clearly established education programme.
- iv. School based enterprises where students identify potential business, plan, create and operate small business being using the school or mini incubators.

Summary

It is certain that government alone cannot provide paid jobs opportunities for her citizenry. Entrepreneurship educations in TVET help individuals to bring together ideas, skills, in order to combine resources to meet identified needs and create wealth. Some benefits of entrepreneurship were outline. The characteristics of entrepreneurship such as initiative, innovative spirit and decision making in TVET are important.

TVET is directed towards developing an individual to become productive either in paid employment or in self employment. The role of TVET in job creation for self reliance is important because it furnishes skills required to improve productivity, raise income levels and improve access to employment opportunities. Therefore funding is a necessary factor to empower TVET through entrepreneurship. However, there is no system without challenges, but no challenge without the way forward.

Conclusion

The highest pool of potential workforce for any nation is its students from vocational training centres to those at tertiary level, including graduates of universities. Those from low level manpower to high level manpower. Incorporating entrepreneurship education in TVET programmes will greatly encourage young people to be self-reliant especially when encouraged by the government through grants and enabling conditions that promote the ease to set up business. For unemployment to be addressed, government, international organizations, scholar, educational administrators, curriculum planner, Non-Governmental Organization should intensified the

introduction of entrepreneurship education as part of TVET curriculum to foster economic development of TVET students and the nation at large. Entrepreneurship education in TVET curriculum will give Nigerian youth the needed knowledge to be able to manage their own businesses and make them employers of labour rather than mere job seekers. This will reduce poverty level and alleviates the individuals economically.

Recommendations

Some few recommendations are mention

- I. To achieve the reduction of poverty using Entrepreneurship Education, through Technical and Vocational Education Training, the following are hereby recommended.
- II. Government should provide enabling environment in terms of social amenities for business to thrive.
- III. Entrepreneurship classes should be made to all TVET students.
- IV. Entrepreneurship education should be encouraged and popularized through the electronic and print media, workshops, seminars and career talks.
- V. Government at all level should provide adequate funds to TVET in view of the “enlarge curriculum” to accommodate entrepreneurship.
- VI. Other governmental agencies like Education Tax Fund (ETF) and Nongovernmental Organization (NGO's) should also expand their contributions through monitoring body, to support entrepreneurship activities being undertaken by TVET, so that tools, equipment, machines can be made available to trainees. Parent and guardian should endeavour to support their wards financially and otherwise while undergoing training and after training.

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