

## ENTREPRENEURSHIP EDUCATION AS A MECHANISM FOR EMPLOYMENT THROUGH TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)

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### Abstract

*Technical Vocational Education and Training (TVET) as well as Entrepreneurship Education has been used by the several developed nations as an instrument of industrial development and economic growth. TVET is seen as acquisition and application of skill, knowledge and attitude for self-reliance. While entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in their career. This paper explores areas which TVET can contribute meaningfully to employment generation for Nigerian graduates. The paper among other things dwelt on Overview of Technical and Vocational Education; concept of entrepreneurship education; The role of TVET in Entrepreneurship Education and entrepreneurship skills. Conclusion and recommendations were also proffered which include, teaching and learning of entrepreneurship education should be improved in the institution of learning by teachers, Standard and adequate instructional materials should be provided to the schools by the government at all levels, Tools, equipment and consumable materials should be provided for practical by the government.*

**Keywords:** Entrepreneurship Education, Technical Vocational Education and Training, Employment Generation

### Introduction

Education generally is the instrument for any meaningful development, socially politically, economically, and scientifically. The objective of education is to change or improve the knowledge, skills and attitude of people for sustainable development. In the developing world, skills and entrepreneurs are the primary engines of the job creation, wealth generation and poverty reduction through entrepreneurship.

Entrepreneurship is the ability and willingness to develop, organized and manage a business venture along with any of its risk in order to make a profit. Russell (2008) described entrepreneur as someone who organizes, manages and assumes the risks of an enterprise. Entrepreneur in the opinion of Kudu (2013) is an individual who have new ideas or opportunities and abilities to develop those opportunities into profit-making enterprise. Entrepreneurship Education is the process of imparting knowledge, skills and attitude to individual to be able to create, innovate and implement ideas into action which also involve risk taking for profit in business. Lee and Wong (2005), defined entrepreneurship education as individual ability to turn ideas into action. It includes creativity, innovation, as well as ability to plan and manage projects in order to achieve objectives. This explained that entrepreneurship education is a form of education that seeks to prepare people to be responsible and enterprising individuals to become entrepreneurs. According to Onoh (2006) Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in any career of Technical Vocational Education and Training (TVET)

TVET is that form of education that prepares individuals to acquire knowledge and practical skills to be self-reliant economically and also to employ others. According to Federal Republic of Nigeria (FRN) (2013) TVET is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sector of economic and social life. TVET are various forms of education where different types of knowledge and skills are learn in various occupations. According to Okorie (2001), TVET are designed to prepare individuals to acquire practical skills, basic scientific knowledge and attitudes required of craftsmen, technicians and other skilled personnel at sub-professional and professional levels.

All attempts towards the definition of TVET emphasized on a general theme of preparing trainees to acquire practical skills, attitudes and knowledge competent enough to perform determined tasks for

employment to the benefit of the individual involved, society at large and for economic recovery. TVET is seen as an instrument for the acquisition and application of skills, knowledge and attitude for self-reliance. According to Federal Republic of Nigeria (FRN,2013)One of the goal of education is the acquisition of appropriate skills and development of mental, physical and social abilities and also competencies as equipment for the individual to live in and contribute to the development of the society. Archibong (2004), also view TVET as that aspect of education which prepared people academically to be engaged in the acquisition and application of science and modern technology by focusing both on the theoretical and practical application of basic scientific principles. In the view of Enemali (2010) the principal purpose of TVET is to assist individuals in acquiring knowledge and developing skills transferable to jobs available in the local labour market. This explained that TVET is that aspect of education that train individual to acquire knowledge and skill to be self-reliance as an entrepreneur

Entrepreneurship education can be offered at all level of education from Primary, Secondary to University. From this statement, it is viewed that entrepreneurs are individuals or group of people that acquire knowledge and skills through training and to retrain others to be self-employed.

Despite the knowledge and practical skills acquire by the students during their training to be competent, self-reliance, participate in the world of work and to employ others for socio-economic development of the country, the problem of unemployment is still alarming. Ojo (2000) observed that some TVET graduates are not competent enough to showcase basic practical skills needed in their chosen careers. The desire to provide employment in a country is one of the major aspirations of the Nigerian government. The government has over the years evolved measures of providing job opportunities both at the federal and state levels. The job been provided seems not to be enough as a result of the teeming population in the country. The inability of the government to provide adequate job opportunities has rather made some graduates to become nuisance and deviants in the society. This therefore, a great concern to improve on entrepreneurship through TVET in Nigeria.

### **Overview of Technical Vocational Education and Training**

Technical Vocational Education and Training provides skills, knowledge and attitudes necessary for effective employment in the specific occupation. TVET provide socio-economic and political self-reliance. Any nation that can develop her people effectively through TVET and harness her natural resource through the socio-economic needs of her people is usually acclaimed a great nation and leaders among nations. Yankwa (2004), observed that the developed countries in the world such as United States of America, Britain, Asian (China, Singa pore, Taiwan, Hong Kong and South Korea, to mention but a few, have made socio-economic and political gains through TVET.

TVET is an academic programme offered in institutions/schools with various courses that can transform Nigeria economy and social services into production/manufacturing nation. Its various courses are career oriented which provide trainees with knowledge and skills to work in chosen trade or profession. In the view of Okorie (2000) TVET refers to education which is career oriented, with career specific courses offered in institutions such as Secondary Schools, Technical Colleges, Business School, College of Education (Technical), Polytechnics and Universities, which are meant to equip the learner with knowledge, understanding and skills of different occupational area in the industry. With this definition, TVET is geared towards the development of careers occupations of various courses to include but not limited to:

Automobile Technology; Building Technology; Electrical/Electronics Technology; Metal Work Technology; Wood Work Technology; Drafting Technology/Technical Drawing.; Agricultural education; Business Education; Fine and applied art Education and Home economic Education. (FRN, 2012).

TVET is meant to prepare learners for careers based on manual and practical activities (Arukombe, 2000) stated thatTVET relates to a specific trade in which the learners participates. To distinguish between technical and vocational educationOkolocha (2006) observed that technical education is the bedrock of sustainable development of any nation. While, according to National Teacher Institute (NTI, 2008) TVET is the type of education that involves the use of the right instructional devices, methods techniques and knowledge for developing skills for craftsmen as entrepreneur.

### **Concept of entrepreneurship education**

The concept of entrepreneurship has been around for as long as man existed. Entrepreneurship is a

common vocabulary to many people today, a concept that occupies a prominent position on the research agenda of scholars from different backgrounds and disciplines including economics, sociology, political science and psychology, since early 1770. (Hinddle and Gillin,1992). It is a subject that elicited a lot of interest for people from all walks of life and occupations. In view of the above therefore, entrepreneurship education is a carefully planned process that leads to the acquisition of entrepreneurial competencies, skills, aptitudes, knowledge and capacity for self-employment, job-creation and economic self-reliance. It equips the learner with skills on decision making, acquisition of new ideas, methods of raising and establishing business relationships (Ikene, 2006). Adamu (2005) relates entrepreneurship education to what he refers to as the four pillars of education which include: learning to know; learning to do; learning to live together and learning to be. Nevertheless entrepreneurship education can be understood and take place through formal and informal system of education for the purpose of self-employment and to employ others.

### **The Role of Entrepreneurship Development in Technical Vocational Education and Training**

Presently TVET is the driving force of technological change all over the world. Its role in harnessing resources for industrial growth and development cannot be over emphasized. There is no aspect of human activity today that has no orientation and complexity. The role of TVET is also seen as producing of graduates in various professions for production of goods and services. However, Enemali, (2010) observed that for individuals to contribute meaningfully to economic development; they have to train and retrained trainers for better performance. This form of training is better provided through TVET. The problem of unemployment among the youth of Nigeria requires the TVET system of education. According to the Federal Republic of Nigeria (2013).TVET is further understood to be:

- i. An integral part of general education;
- ii. Means of preparing for occupational fields and for effective participation in the world of work;
- iii. An aspect of lifelong and a preparing for responsible citizenship;
- iv. An instrument for promoting environmentally sound sustainable development;
- v. A method of alleviating poverty.

However, the trainees of TVET needs exposure in the practical work experience in order to be proficient in their chosen career as entrepreneurs and be useful to themselves and the society. Competencies of entrepreneurial skills in TVET are easily designed to lead the beneficiaries to be self-employed, employ others through short or long-term training and to alleviate poverty in the society. In the view of Haruna (2008) the role and benefits of TVET in entrepreneurship education include:

TVET prepares the individual to acquire skills for gainful employment

It enables individuals to be self-reliant through the setting up of small and medium scale enterprises (SMES)

It is a specialized education model for human resource development which is a pre-requisite for national industrial development

It helps improve and maintain the standard of managerial and technical performance in industries and other organizations.

It act as a platform for ensuring sustained supply of qualified manpower to meet future needs of organizations at all level.

It propels employees to high standard of proficiency in their vocation overcome.

It helps to raise the profitability and productivity of an enterprise through the effective use of highly trained manpower.

### **Entrepreneurship Skills**

Entrepreneurship skills denote an ability to do business activities or any skills job. Entrepreneurship skills according to Amusa (2010) are the required capabilities to perceive business opportunities, take advantage of the scarce resources, control and coordinate available human and material resources for success in an enterprise. Akinola (2001) contended that business enterprise skill sare for the purpose of performing all enterprise functions relating to a products or services with emphasis given to the social responsibilities, legal requirements and risks for the sake of profit making in self – employment. Osoka (1998) confirmed that without entrepreneurship skills, it will become very difficult for graduates to articulate good mission and vision of their enterprise goals. Osoka further emphasized that acquisition of entrepreneurship skills training will boost the operational efficiency oftranees. Timmons (2004) was of the opinion that entrepreneurship skills can be learnt through TVET.

Entrepreneurship skills needed to be learnt in order to excel, according to Timmons (2004), entrepreneurship skills include: self-motivation skills; self-confidence skills; sales skills; financial

management skills; supervisory skills; managerial skills; and marketing skills. Similarly, entrepreneurship skills required for a start-up and flourish in an enterprise as an entrepreneur according to Nwabuona (2004) include: management skills; technical skills; human relations skills; innovative skills; self-motivation skills; competitive skills; communication skills; business planning skills; marketing skills; and problem solving skills.

However, various types of skills are required to be merged and used for successful entrepreneurial ventures. In order to identify these desirable skills, it is necessary to group them into different categories required for demonstration. Igbo (2007) identified four major categories of competencies/skills needed for success in entrepreneurship.

- (a) **Managerial skills:** Important managerial skills identified include the following: Ability to communicate effectively using oral and written skills; knowledge and method of conducting effective meetings; ability to do long and short term planning; knowledge of factors involved in overhead control; knowledge of inventory control and turn over; acquisition of management and supervisory skills; ability to manage time and meet job schedule; knowledge to important job demand on home and family life; knowledge of good human relationship; knowledge of need for employee growth and development; ability of determine personal salary.
- (b) **Accounting and Financial Competence/Skills**  
These are: knowledge of account; knowledge of costing; ability to interpret financial statements; Ability to understand payroll and various deductions; Ability of Know gross and net profit; ability to know source of funds; Ability to know how to obtain loans; knowledge of federal state and local government levies, taxes and regulations; knowledge of business laws; knowledge safety rules involved in own types of business; awareness or industry being entered; awareness of manufacturing and production method; knowledge of importance of space, traffic flow, site of business, parking lot and convenience.
- (c) **Marketing and Sales Skills**  
Knowledge of seasonal fluctuation of goods; Ability to determine the effect to which products will sell; Familiarity with various aspects of sales and salesmanship; Ability to budget and forecast; Ability to determine current and future trends in sale of products; knowledge of how to determine availability of good/raw materials for production and storage of finished goods; Ability of determine and interpret factors which indicate extent and strength of competition; ability to determine what customer need; knowledge of advertising.
- (d) **General Business Competition/ Skills**  
Knowledge of typing/ownership of business (sole proprietorship, Partnership Corporation etc).  
Understanding basic steps involved in starting a business  
Awareness of facilities available for supplying information on starting small business (governmental agencies, trade association resources)  
Familiarization with purchasing of fixtures, equipment and furnishing.  
Ability to assess facilities and equipment required  
Knowledge of building and space utilization  
Ability to judge performance of employees  
Ability to find out source of capital business  
Knowledge of how to determine employee wages and allowance  
Know how to hire and fire employees

## Conclusion

It is believed that the promotion of entrepreneurship and TVET would enable an individual to be self-reliance, more useful and productive citizen of the society for the sustainable development in Nigeria. Entrepreneurial skills and attitudes provide benefits to society, even beyond their application to business activity. Obviously speaking, personal qualities that are relevant to entrepreneurship, such as creativity and a spirit of initiative, can be useful to everyone, in their working responsibilities and in their daily

existence. Also the relevant technical and business skills need to be provided to those who choose to be self-employed and/or to start their own venture – or might do so in the future

### Recommendations

The following recommendations are proffered to enhance entrepreneurship delivery TVET

- (i) Teaching and learning of entrepreneurship education should be improved in the institution of learning by teachers
- (ii) Standard and adequate instructional materials should be provided to the schools by the government at all levels
- (iii) Tools, equipment and consumable materials should be provided for practical by the government
- (iv) Instructors/teachers should always be re-train by all levels of government from time to time to meet up with modern training facilities
- (v) Seminar, workshops and conferences should always be organized for teachers/instructors to update their knowledge and skills by the management of the schools/organizations.

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