
**ENTREPRENEURIAL, TECHNICAL AND VOCATIONAL SKILLS REQUIRED
FOR SELF-RELIANCE AND JOB CREATION IN NIGERIA****UMUNADI, E. Kennedy Ph.D.**Technical and Business Education, Delta State University,
P.M.B.1, Abraka

ABSTRACT: *This paper was set to examine entrepreneurial, technical and vocational skills required for self-reliant and job creation. The relevance and appropriateness of the entrepreneurial, technical and vocational education curricula for preparing individual for the world of work is not reviewed on a regular basis. Over the years as a result of industrial revolution, new machine, tools were manufactured for production in the company are now outdated. The industries are concerned about inadequate qualification of trained personnel and unemployable graduates that are roaming the street of the nation. Equally, educational institutions are reluctant to revise their curricula. They tend to stick to traditional and theoretical teaching, using outdated materials. Curricula of entrepreneurial, technical and vocational education review commissions are to look at the possibilities of identifying viable skills and initiatives for the acquisition of skills for self-reliant and job creation. The paper pointed out inadequate infrastructure, issues of technology, teaching students theoretically and government interference as challenges that are hindrances to the promotion of skill required for self-reliance and job creation. It also addressed strategies for self-reliance required for skills acquisition with some recommendations suggested that a combined curricula committee should be setup to x-ray the issues of skills among others.*

KEYWORDS: Entrepreneurial, Entrepreneur, Technical, Vocational, Self-Reliance And Job Creation

INTRODUCTION

Entrepreneurship is a form of education commonly recognized by every society a job provider for the jobless and drop out of individual from our institution in Nigeria. It is used as a strategy to solve social problems of unemployment, poverty, and unbalanced technological development. Entrepreneurship is the process of creating something new of value by devoting the necessary time and effort, assuming the accompanying financial psychic and personal satisfaction and independence (Hisrich and Peter, 2002). Ifeanacho and Ifeanacho (2014) cited Adegun and Akomolafe (2013) explained the concept of entrepreneurship development as a gradual growth of creative and economic and social venture. It involves setting up an individual to explore, opportunities successfully through making a profitable or suffering loss of invested capital. The fundamental “principle” of entrepreneurship as a field of study is that it deals with the organization of knowledge in a particular subject in such a way that it commands more of the hidden potential in the subject in the area of self-employment and job creation. It has to do with system of ideas and values that are now given attention recently as part of the tertiary institution curriculum (Mkpa, 2014).

The function of entrepreneurial studies at the school or faculty level in a conventional institutions is to enable its students to discover, whilst undertaking their regular course of studies, what other relevant work experiences other than those in paid employment of

government and other agencies are going on in society by the appropriate entrepreneurs so as to facilitate the direct exchange of information in the interest of students.

The Entrepreneurial and Entrepreneurship

According to Caree and Thurik (2002) an entrepreneur is an enterprising individual who builds capital through risk and /or initiative. Entrepreneur in English dictionary is a term applied to a person who is willing to help, launch a new venture or enterprise and accept full responsibility for the outcome. Over the time, scholars have defined the term in different ways. Here are some of their definitions. An entrepreneur is a person who pays a certain price for a product to resell it at an uncertain price, thereby making decisions about obtaining and using the resources while consequently admitting the risk of enterprise. An entrepreneur is an economic agent who unites all means of production- land of one, the labour of another and the capital of yet another and thus produces a product. By selling the product in the market he pays rent or land, wages to labour, interest on capital and what remains is his profit, he shift economic resources out of an area of lower and into an area of higher productivity and greater yield. The later definition is most appropriate when viewed from the perspective of economic development. Entrepreneurship is the practice of starting new organizations or revitalizing nature organizations, particularly new business generally in response to identified opportunities. An entrepreneur according to Butler (2012) is someone who creates a new organization by generating resources to take an idea to market by utilizing the entrepreneurial process. This involves an understanding of legal, fund raising and financial issues, marketing running the enterprise. Entrepreneurship is the act of identifying, initiating, organizing and bringing a vision to life, be it a new product, service, process, organizational strategy, promotional strategy or a niche market (Akinwumi, 2012).

Entrepreneurship creative force has spread across markets and industries, simultaneously creating new products and business models. Many “high value” entrepreneurial ventures seek venture capital in order to raise capital to build the business (Ugwuda, 2014). An entrepreneur with basic technical education skills can manage him/her self or set up his own business and become self employed and be able to employ other (FRN, 2004). The entrepreneur can establish a viable business enterprise and manage his entrepreneurial work efficiently as technical and vocational educator. This similarity of career goals of Entrepreneurial, technical and vocational education had a meeting point statement of individual acquiring necessary skill to be self reliant in a chosen field in the National Policy on Education (FRN,2004):

- The trained manpower will be equipped with scientific, technological and business knowledge particularly at craft, advanced craft and at technical levels.
- Technical knowledge and vocational skills necessary for agricultural, commercial and economic development.
- Training and impart the necessary skill to individual who shall be self reliant economically

The goals stated are all technical education skills required by an entrepreneur for survival as a business owner. Nonetheless, the importance of the subject in the world of business is such that most successful entrepreneurs are mostly technical educators by training. Entrepreneurs with a sound knowledge of technical education often perform better than their counterparts who are not proficient in the subject (Ugwuda, 2014). Being able to acquire scientific knowledge, technological skills, business knowledge, technical knowledge, vocational skill necessary for

agricultural products, commercial and economic emancipation and development in all ramifications, there is a strong belief the technical educator can perform the role of entrepreneur. The key to successful entrepreneurial business is skill acquisition in technical education. It is high time in a country without white collar jobs and government employment to embrace technical education for self-reliant.

An entrepreneur can be defined as an innovating individual who has developed an ongoing business activity where none existed before (Arogundade, 2011). Meredith (1983) defined an entrepreneur as a person or persons who possesses the ability to recognize and evaluate business opportunities, assemble the necessary sources to take advantage of them and take appropriate action to ensure success. Acs and Varga (2005) explained entrepreneurs as individual who constantly discover new markets and try to figure out how to supply those markets efficiently and make a profit. He is a person that searches for change, responds to change, and exploits change by converting change into business opportunity. An entrepreneur is someone who specializes in making judgemental decisions about the coordination of scarce resources (Casson, 2003). This means that the entrepreneur is an individual who can make effective decision on how his business venture can succeed. Also the term judgemental implies that the decision cannot be simply a routine application of a standard rule because the perception of opportunities is subjective, while opportunities are objective (Acs, 2006). Ugwoke, Onomereroro and Abidde (2004) explained entrepreneur as a word that originated from the French word *entreprendre* which means to undertake. An entrepreneur is one who undertakes to organize, manage and assume the risks of business. Entrepreneurship therefore, can be defined as the process of using private initiative to transform a business concept into a new venture or to grow and diversity an existing venture or enterprise with high growth potential. Akonbowa (2005) opined that entrepreneurship is the creation of new organization and that it is the process creating new ideas through devotion of time and efforts. Considering the definitions above, for one to qualify as entrepreneur he must be an originator of profitable business idea.

Relevant Skills Acquisition Programme in Nigeria

Various programs have been initiated in the past by both military and civilian administration and corporate bodies in the country aimed at skill acquisition, self reliant, job creation, poverty eradication, food adequacy, wealth creation, youth empowerment and reduction of crime in the social society. The success rate of these programmes could be best imagined than discussed. The relevance of skill acquisition cannot be relegated in any nation. There is a great need to develop skilled personnel to update relevant skills to meet the requirements in the world of work. Looking at skill acquisition from industrial development, there is need for training programmes for persons of all working ages to help meet demands for new skills and adaptation to changes in industrial structure.

The graduates in different field are roaming the streets of Nigeria as a result of lack of entrepreneur, technical and vocational skills necessary for employment as skilled personnel. An important issue of skill development in Nigeria is to ensure that human resources are developed to such an extent that the achievement of desired rates of technological change will not be impeded through lack of personnel with suitable and functional skills for the world of work. Okorie (2000) made it clear that the country's strive for industrial development also means that more well trained managers and technicians are needed to manage adequately the problems which are likely to arise mainly because of shortage of personnel with long industrial

experience. The individual retiring after long industrial services, replacement as a result of sickness, death, accident that can lead to amputation or fatality and so on.

There is need also to remove the weak points and deficiencies in indigenous workers, drop outs, jobless personnel that graduated long ago without jobs, under-employed workers, prisoners that are freed from jails. There are workers with nonchalant attitude to work the attitude to work and working relationship with others must be corrected through skill acquisition as entrepreneur, technical and vocational education initiatives and programmes. Some of these weak points and deficiencies include: inadequate practical knowledge on the job that requires specification and precision inadequate educational or professional background of practical oriented work. The worker may lack the initiative, managerial training, and poor relations with co-workers and reluctance to carry out manual work. Inadequate safety training and lack of skills for maintaining or keeping to rules and regulations of the company. It can also be seen as insufficient loyalty skills to a constituted authority or organization. The training needs and acquisition of skills are in great requirement in every points and situation mentioned because these are likely to have adverse effects on employee's productivity and retard industrial progress in the country (Okorie, 2000:6).

Technical and Vocational Education

Skill acquisition in technical and vocational education involves the mastery of practical skills and knowledge in any vocational and technical field of study. Skill acquisition in Nigerian educational system could be through technical and vocational education. This is done through teaching, training, retraining, practical experience and on-the-job training (Uzoka and Bayode, 2010).

Technical and vocational education is the education that provides the skills, knowledge and attitude that lead to the production of individual who are resourceful and productive (Ndagi, 1998). Technical and vocational education emphasizes skills, knowledge and attitudinal acquisition for productivity and self-reliance. Individual that is self-reliant can also be classified under entrepreneurial cadre because he/her is self employed and a manager of his/her own organization. Oladebo (1988) stated that the importance of technical and vocational education cannot be over emphasized as it enables acquisition of skills and development of attitude and knowledge which will enable young people to play their part in the business community and help them to be self-reliant.

Skill acquisition can be attained in the following areas of vocational education:

- Industrial and trade
- Vocational agricultural education
- Home economics
- Business education
- Distributive education

Technical education empowers and prepares an individual to achieve its full potential for contribution to a better quality life. Onwuka (2000) pointed out that through technical education an individual is empowered to develop capabilities and values for the benefits of the individual and that of the society. Entrepreneurial, technical and vocational education can be acquired in a formal way of education. Although there are three existing forms of education: formal and non-formal education. Formal education is the process of training and developing

people in skill, mind, and knowledge, character in a structured and certified programme. It is mainly classroom-based and provided by trained teachers. Teaching materials and methods are advanced in formal education as compared to informal or non-formal education. In this study, the researcher treated entrepreneurial, technical and vocational skills in the formal education system to assist the unemployed personnel to acquire the required skills and knowledge to enable him perform in their assigned duties in the world of work. Hornby (2010) stated that individual can acquire education through the process of teaching, training and learning especially in institution to improve knowledge and develop skills. It follows therefore that every individual including the emotionally challenged needs acquisition of skills and knowledge in order to develop their potentials (Anike, 2014).

Constraints of Entrepreneurs, Technical and Vocational Education in Nigeria

There are a lot of reasons for the failure of entrepreneurs in Nigeria according to Amara and Emuwa (2011) and Ali-Momoh (2011). These researchers pointed out that there are inadequate infrastructure/facilities like good road and power. There are challenges of electricity in Nigeria and the problem is still the same till date. The issue of technology education has been a major problem of the country. The institutions in Nigeria lack the technical know-how and most of the science oriented courses are taught theoretically and the practical aspect of the courses are not given thorough consideration.

The relevance and appropriateness of entrepreneurial, technical and vocational education curricula for preparing individual for the world of work is not reviewed on a regular basis, while, new machines, tools are manufactured for production in the company. A student that is studying technical and practical, vocational subjects may not be opportune to handle lathe machine, wood work machine or use farm tools, water can or tractor as the case may be. The computer students are not left out, you cannot find computer education student using or handling computer throughout his period of training in a computer room. In Nigeria technologically, we cannot produce cars, vehicles, electrical or electronics instrument such as television or radio. It is this inadequate technology mechanical farming that is still making Nigerians to import most of goods and services needed by Nigerians (Ajayi, Akinmyowa, Enaini and Olohi, 2012)

Government interference and political instability is another reason why entrepreneurs do not succeed like entrepreneurs, technical and vocational education in developed countries. Nigeria government activities and policies interfere in entrepreneurial growth in different cities all over the country. The political activities and environment can in great way influence entrepreneurial climate of the country a great deal. There are other hindrance to the growth of entrepreneurial empire, technology and vocational advancement. There is mistrust, dishonesty and corruption. These three points mentioned are major challenges to the growth of entrepreneurial, technology and vocational skills and knowledge in Nigeria. The struggle to get rich is the reason for corruption and the get rich syndrome can also facilitate individual to be dishonest and eventually lead to mistrust in the business world. In Nigeria, the business entrepreneurs are not reliable and some of the business men at the end of the month will refuse to pay their workers salaries. Entrepreneurs are supposed to treat workers like co-partners of their business venture. They should be honest in dealing with their employees' (Ajayi, et al, 2012).

Self-Reliance

An individual is said to be self-reliant when her/she can depend less on other people and his family in the management of her human and material resources. The citizens will be self-reliant when they have possible cause to access and utilize the essentials of life which includes good food, clothing, shelters, medication, transportations, and functional education (Ofoye, 2010)

A self-reliant individual must be enterprising, he/she is enterprising when there is attributes of verbal skills for selling, dominating, leading, conceives himself as a strong, masculine leader, avoids well defined language or work situations requiring long periods of intellectual efforts, is extraceptive, differs from the conventional types in that he prefers ambiguous social tasks and has a greater concern with power status, and leadership, is orally aggressive (Okorie, 2000). Vocational preferences, include business executive, buyer hotel manager, industrial relations consultant, manufacturers, representative, master of ceremonies, political campaign manager, real estate salesman, restaurant workers, speculator, sports promoter, stock and bond salesman, television producer, travelling salesman and entrepreneurs that are self-reliant (Okorie, 2000:28).

Job Creation

Job can be defined as work done for which you receive regular payment. The Oxford advanced learner's dictionary defined job as post, position, vacancy, placement, appointment or opening (Hornby, 2006). The creation of job can be possible if the candidate or personnel has the acquired entrepreneurial, technical or vocational skills needed to create or secure job either in the industrial or become self-reliant individual. Job in the real sense is created for those that need it, desire it and can effectively perform the expected skills to achieve the objectives of the company. The trained entrepreneur, technical or vocational personnel can decide to be self-reliant and also create job by employing others. The government of federal state local, non-governmental agencies, international organization, united nations, individual can create job in order to maximize profit. The multinational oil companies wearing the cap of investment can create job in their exploration drive in Nigeria (Umunadi, 2010). The reason for job creation is to produce goods and services and the establishment of the company must require skilled personnel to actualize the objectives of the company.

Self-Reliance and Job creation

The social and economic environment in Nigeria with respect to technical and vocational education, calls for the creation of a full partnership between employers and educators in preparing individuals for the world of work. This is particularly true for those looking forward to wage employment. However, for those who may finish with the hope and desire for self employment, then the involvement of small businesses in technical and vocational education programme becomes an absolute necessity. Technical and vocational education can expand its horizons to provide new options for youth and contribute to increased productivity through involvement in entrepreneurship education (Mndebele and Lukhele, 1995). With a limited industrial base, entrepreneurship education and self employment should be presented to students as a career option in addition to the technical and vocational education. Processes for entrepreneurship should be initiated at both the secondary and post secondary levels. The term entrepreneurship describes individuals who have economic opportunities for themselves and others through their ability to look beyond what presently exists within the job opportunity arena (Mndebele and Lukhele, 1995). He further explained that entrepreneurs create new businesses and can also reshape jobs into positions which are more productive. The need to

expand individual abilities to analyse their own generic occupational skills in order to create and expand the present economic base is critical for a sustainable economic growth.

CONCLUSION

Entrepreneurial, technical and vocational education can be explained as synonymous form of training that seeks to develop one's knowledge, skills, mind, attitude and character towards self-reliant and job creation. These three areas are specially prepared to promote skills required for the world of work in different areas of life endeavour. Entrepreneurial education can be explained as a form of education given to entrepreneur who is willing to help, launch a new venture or enterprise and accept full responsibility for the outcome. An entrepreneur can be defined as an innovating individual who has developed an ongoing business activity where none existed before. Entrepreneurship is the art of engaging in activities through which one can earn a living, as well as providing employment opportunities for other. Technical and vocational education is the education that provides the skills, knowledge and attitude that lead to production of individual who are resourceful and productive. A resourceful and productive personnel quality in technical and vocational educator can best explain the meeting point of an entrepreneur, technical and vocational educator in era of joblessness, unemployment and eradication of poverty in our society. As a result it is important that the reader of this paper can be helped to become independent, self reliant and job creator through exposure to entrepreneurial, technical and vocational skills and knowledge that can assist them survive and create wealth in their environment.

RECOMMENDATIONS

- i) Government should provide adequate infrastructural facilities like goods and power. Electricity supply should be given priority to solve the problems of epileptic power supply in Nigeria.
- ii) Technology education must be given due attention by the government and the teachers in secondary and tertiary institution. Practical aspect of practical oriented course should be taught with relevant tools and equipment in a well equipped workshops.
- iii) Government should encourage local entrepreneur to establish manufacturing industries to produce local materials for cars, computers electronics equipment, television to reduce importation of manufactured goods in the country.
- iv) Government should set-up entrepreneurial technical and vocational training centre to produce the required skilled personnel to cater for the local demands of skilled personnel in Nigeria.
- v) Entrepreneurial centres in our institutions in Nigeria must be equipped and utilized to assist the university and other institution to bridge gap created by the theoretical nature of our entrepreneurial technical and vocational education programme in our institution.
- vi) Government should set-up a joint curricula of entrepreneurial, technical and vocational education to x-ray the possibilities of mismatching skills knowledge and initiatives or the acquisition of skills for self-reliant and job creation.

REFERENCES

- Acs, A.J. and Varga, A. (2005). Agglomeration, entrepreneurship and technological change. *Small Business Economics*. 23(2), 271 – 280.

- Acs, Z. (2006). How is entrepreneurship good for economic growth? *Innovations*, winter, 97 – 109.
- Ajayi, F.I.O., Akinmayowa, J. T. and Enaini, S.O. and Olohi, O. (2012). Profiling of the Nigerian entrepreneurs. 6(2). 326 – 352.
- Akinwumi, O. O. (2012). Entrepreneurship: A pathway to wealth creation. Retrieved :<http://tribune.com.ng/index.php/opinion/50667-entrepreneurship-a-pathway-to-wealth-creation>.
- Akonbowa, B.A. (2005). Entrepreneurship roles and factors affecting entrepreneurship. A quarterly publication of the chartered institute of administration. 5 (2) 63 – 69.
- Ali-Momoh, B.O. (2011). “Classes and forms of Entrepreneurship in Nigeria”. In Jimah M.S. (2011). *Entrepreneurship studies: An introduction*, Revised Edition. Benin City: Gompia Press.
- Amara, A. and Emuwa, E. (2010). “The Dilemma of the Nigerian Entrepreneur”. The professional and independent facilitator: retrieved from <http://www.usinfor.state.gov/products/pubs/entrepreneurship/part> on 11th November, 2011.
- Anike, A. I. (2014). Education for the emotionally challenged children: A tool for wealth generation in Nigeria. *International Journal of Education Research*. 13(1), 301 – 312.
- Arogundade, B.B. (2011). Entrepreneurship education: An imperative for sustainable. *International Journal of Education Research*. 13(1),61
- Uzoka, I. and Bayode, K. (2010). Constraints to skill acquisition in vocational agriculture in educational system in Nigeria. *Journal of qualitative Education*. 6(1), 118 – 121.
- Butler, J.(2009). Entrepreneurship and wealth creation through technology transfer. Retrieved:[http://diversitymbamagazine.com/entrepreneurship and wealth creation through technology transfer](http://diversitymbamagazine.com/entrepreneurship-and-wealth-creation-through-technology-transfer).
- Caree, M. & Thurik, A.R. (2002). The impact of entrepreneurship on economic growth-international handbook of entrepreneurship research. Boston/Dordrecht: Klumer Academic publishers.
- Casson, M. (2005). The individual –Opportunity Nexus: A review of Scott Shane: The general theory of entrepreneurship. *Small Business Economic*. 24 (5). 423 – 430.
- Federal Republic of Nigeria (2004). National Policy on Education, Nigeria. Yaba, Lagos, NERDC Press.
- Hisrich, R.D. and Peters, M.P. (2002). *Entrepreneurship*. London: UK Publications Press.
- Hornby, A. S. (2006).Oxford Advanced learner’s dictionary (7th edition), Oxford, New York: Oxford University Press.
- Hornby, A. S. (2010).Oxford Advanced learner’s dictionary (8th edition), Oxford, New York: Oxford University Press.
- Ifeancho, V.A. and Ifeancho, J.C. (2014). Secondary school entrepreneurship education: An imperative for entrepreneurship development, job creation, wealth generation and global competition. *International Journal of Education Research*. 13(1), 211 – 221.
- Kalu, I. (2014). Tertiary education for global competitiveness and entrepreneurship development. *International Journal of Education Research*. 13(1). 47 – 64.
- Meredith, O. (1983). *The practice of entrepreneurship*. Geneva: International Labour Office.
- Mkpa, A, M.(2004). Education for Global Competiveness in job creation: Inclusion of Entrepreneurship in Nigerian Higher Education: Challenges and Prospects. *International Journal of Educational Research*.13(1) 1-13.

- Mndebele, C. B. S. and Lukhele, L. B. (1995). Enhancing co-operation. Establishing Partnership in Technical and Vocational Education: co-operation between educational Institutions and enterprise in Technical and Vocational education. UNESCO/UNIVOC
- Ndagi, J.O. (1998). Technology education the way forward. A key address at the annual state conference of NATT, April, 1-2.
- Ofoye, O.I. and Asarah, M. (2010). Skills acquisition through fine and applied arts in Nigeria: Problems and prospects. *Journal of Qualitative Education*. 6(1) 139 – 145.
- Oladebo, S.O. A. (1988). Strategies for preparing youth for gainful occupation education. *Journal of Research in Education*. Vol. 1.
- Onwuka, J.A. (2000). Introduction to education: The Nigerian perspective. Enugu: Ugovin Publishers Nigeria Limited.
- Ugwoke, S. C., Onomerroso, M. E. and Abidde, E.(2014). Entrepreneurial skill Development in Basic Education for Wealth creation. *International Journal of Educational Research*. 13(1),65-80.
- Ugwuda, A.O. (2014). *Mathematics* education: A vehicle for quality entrepreneurial skills and competencies for attaining vision. 20:2020. 13(1), 108 – 116.
- Umunadi, E.K. (2010). Acquisition of skills and competences by technical education teachers and instrument for national growth in Nigeria. *Journal of qualitative education*. 6(1): 1-9.