



Entrepreneurship Education a Panacea to Youth Unemployment

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ABSTRACT

The evolution and advancement of any nation lies on the originality of people which to a great extent, relates to the quality of training and entrepreneurship education in that nation. Such evolution and advancement lies on the creation of employed youths and per capital income enhanced. The inclusion of Entrepreneurship education in Nigeria tertiary curriculum in 2005 was to establish the entrepreneurship spirit and culture among graduates due to them depending on white collar jobs. Entrepreneurship nurtures social, economic well-being and economic growth by providing substantial openings for youth making them employed. Youth unemployment affects developing countries, Nigeria inclusively. Data was gotten through questionnaire given to youths between the ages of 18-40. Simple random sampling and stratified random sampling technique was deployed in selecting Two hundred and twenty youths which comprises of youths within Akoka environment and Entrepreneurs within Akoka, Lagos, Nigeria were administered questionnaire while one hundred and eighty seven questionnaires was gotten. Findings revealed that after several entrepreneurship seminars and inclusion of Entrepreneurship education in the curriculum, youth still prefer to do several immoralities and cybercrime to make a living. It was concluded that entrepreneurship education to be more equipped to make youths accept it rather than creating the fear of the unknown which makes them go for other bad social vices in creating wealth

INTRODUCTION

Youth is the peculiarity of life as soon as one is young diffusing from childhood to maturity age. It is painstaking contrarily globally; Common Youth Program is 15-29. United Nations General Assembly 15-24, World Bank aged bracket 15-24. Youth unemployment is a rudimentary hindrance disturbing graduates pursuing job field of labor market yearly. The progression of entrepreneurship education is well-thought-out as a crucial edifice of economic evolution and advancement in fashioning job opportunities widely not accessible reducing asset among youths. The contemporary economy sees entrepreneurship as a key edifice towards economic development and growth (Assan, 2012). Entrepreneurship happenings brings impressions in the replica of economy growth and development in generating empowerment at all levels of education including the poor and women (Diradisle and OnKebile, 2017). Osuala (2004) established entrepreneurship education as a skill focused to kindle students to learn skills, ideas, management expertise needed to be self-reliant. Youth employment is the prerogative of real-world qualities in innovative, to start up enterprise utilizing appropriate skills vital for the environment and culture (Chigunta, 2002). According to Chigunta (2002), the following are steps youth go through regarding being entrepreneurs:

- i. Pre entrepreneurs (age bracket 15-19): This is the voicing stage and security transition from home to work place.
- ii. Building entrepreneurs (age bracket 20-25): Here, youths have attained knowledge in running their entrepreneurial undertakings.
- iii. Emerging entrepreneurs (age bracket 26-29): Youths have assimilated initial experience in other areas of life.

The creation of entrepreneurship education imbedded in every curriculum creating job formation among youths. The youth having no admission to create a miasma bringing more challenges that outweigh the success entrepreneurship education has brought (Aribisala, 2023). Entrepreneurial activities amid youths created more lapses due to quality of training given to graduates upsetting the nexus between entrepreneurship education and imitation towards entrepreneurship. Entrepreneurship rises global competition towards sustainable development and profitable growth (Homolova, et al, 2014). Also, entrepreneurship is the sentiment of innovation, growth efficiency, creation of high opposition, economic growth and creation of jobs (Grito and Thuril, 2006) linked with success individually.

Entrepreneurship is viewed as a stimulant drive for economic growth, vocation and profession around the globe (Aribisala, 2023). The European 2020 strategy sees entrepreneurship as a robust element to realize smart, sustainable and evolution inclusively (European Commission, 2010). Entrepreneurship is creating new organizations (Gartner, 1983). Also, entrepreneurship is a process of opportunities manipulating current in environment to generate value. Mba and Godday (2014) sees entrepreneurship as the procedure of identifying prospects, assigning resource and creating value through meeting unmet needs or chances for change. Entrepreneurship is an economic movement which all settled people achieve to make useful goods and services for the society to earn

a living (Ikhekwoba, 2017). Bawuah, et al (2017) stated the worth of entrepreneurship critical solving unemployment brings about economic advancement. Agi et al, (2013) opined that entrepreneurship education as the educational system of education involving acquisition of skills, knowledge and attitude. It is based on renovating, modifying global knowledge for the youth towards the economy (Aribisala, 2023). Nnamdi (2010) sees entrepreneurship education as a reflective learning and acquisition of skills enhancing entrepreneurial risks and successful thing and new business. National policy on Education (2013 ed.) stated that Entrepreneurship subjects includes the following:

1. Body auto repairing and paint spraying.
2. Electrical automobile work
3. Mechanical automobile work
4. Installing and maintenance of electrical work
5. Servicing electric radio and TV.
6. Making furniture.
7. Repairs and making of leather goods
8. Processing of data
9. Keeping of books and documents
10. Maintaining and repairing mobile phones

Entrepreneurship skill acquisition plays significant role in the generation of employment opportunities which act as a stimulant to national growth. Every society is powerful by knowledge and information which gave birth to entrepreneurship education in order to encourage diversity. (Mauchi et al, 2011) defined entrepreneurship education as the process of equipping individual with certain acquisition of attitudes abilities, skills and recognizing opportunities in an individual the ability to recognize entrepreneurial opportunities. The introduction of entrepreneurship education in the curricular of tertiary institution ensures resourcefulness and self-reliant among graduates. The following are roles of entrepreneurship education:

1. It creates a positive troposphere among tertiary institutions graduates on a wider range in the economy.
2. It provides adequate training enabling environment for more creativity and innovation to be reliant and employable.
3. It also develops good support and abilities such as decision making, interpersonal, marketing, managerial and financial.
4. It inculcates learners' attitude towards readiness of hard work.

The following are challenges facing entrepreneurship education in Nigeria:

1. Curriculum of course is not adequately implemented due to insufficient experts in the field.
2. The rate of entrepreneurship instructors taking practical areas.
3. The course content, textbooks, learning materials are obsolete.
4. Poor funding by government.
5. Inappropriate learning environment for entrepreneurial skills.
6. Lack of workshop for teaching and learning process.

7. Wrong perception of students towards the course.
8. Inappropriate learning environment for students.
9. Lack of appropriate motivational technique from lecturers and teachers.
10. Technical proficiency
11. Lack of perseverance.
12. Absence of self-confidence on the part of the entrepreneurs.
13. Lack of mental ability Ogunmayi, 2023

Statement of the Problem

Despite the stages youth go through in generating entrepreneurial culture after receiving entrepreneurship education in their different levels of education, the upgrading of entrepreneurial spirit is diminishing. The high rate of youth involvement in cybercrime and other dead end activities towards wealth creation cannot be overemphasized. The inability of government towards empowering youth in Nigeria has increased the fear of the unknown among youths. This study will be looking at Entrepreneurship Education as a panacea to youth unemployment.

Purpose of the study

Specifically, the purpose of the study, is to:

- i. Determine the incidences towards promoting entrepreneurship happens among youths.
- ii. Examine the role of entrepreneurship education as a panacea to youth unemployment.
- iii. Identify obstacles in job creation among youths.

Research Questions

- i. To what extent does the incidences towards promoting entrepreneurship happening among youths?
- ii. Does the role of entrepreneurship education acts as a panacea to youth unemployment?
- iii. What are the obstacles in job creation among youths?

THEORETICAL FRAMEWORK

Schumpeter's Theory of Entrepreneurship

Joseph A. Lois Schumpeter a father of Entrepreneurship stated a way of creating and using innovation chance for making a new product or re-establishing an ancient one in a new way by regrouping a firm and industry (Schumpeter, 1942). Entrepreneurs is seen as a self-assurance beyond one or more persons. His theory specifies the founding efficaciously of business profitable in an advanced business organization. He established that entrepreneurs are primary agents of economic development.

Human Capital Theory

It started in the early 1960s. It has elevated education as a energetic tool improving progress in the economy. It is seen as persuasive underpinnings of education policy discovery worldwide encouraging investment in education brings returns in allocated course in terms of economic growth. Lastly, the human capital theory is based on the individuals' evidence on the society benefits from people.

METHODS

The instrument used to gather data for the study was adopted from a study title Entrepreneurship Education Panacea to Youth Unemployment. The data was collected from primary source using a structured questionnaire using stratified random sampling technique. The population consist of youths between the ages of 18-35. Data was gathered from one hundred and eighty seven (187) youths which includes entrepreneurs in Akoka environment in Lagos State. The questionnaire was designed using a four point likert scale from Strongly Agree to Strongly Disagree. The questionnaire items were tested using mean and standard deviation.

RESULTS

Table 1. To what extent does the incidences towards promoting entrepreneurship happening among youths?

S/N	Statement	Mean	SD
1.	Be your own boss syndrome	3.69	0.82
2.	Realizing visions and dreams	3.92	0.77
3.	Provision of job opportunities	3.80	0.50
4.	Income security	3.30	0.84
5.	Creating innovative concepts	3.61	0.78

The results in Table I revealed that items 1,2,3,4 and 5 were rated very high extent and high extent. None of the items are rated low extent.

Table 2. Does the role of entrepreneurship education acts as a panacea to youth unemployment?

S/N	Statement	Mean	SD
6.	Equips recipient with entrepreneurial skills	3.25	0.92
7.	Job creation	2.70	0.90
8.	Capacity building	3.88	0.74
9.	Identification of opportunities	3.80	0.90
10.	Idea generation	3.16	0.19
11.	Self-actualization	3.07	0.89

Table II shows the respondents were strongly agreed by youths and entrepreneurs in Akoka environment with mean scores ranking between descriptive values between 2.70 to 3.88 respectively.

Table 3. What are the obstacles in job creation among youths?

S/N	Statement	Mean	SD
12..	Government policies	3.60	0.76
13.	Inadequate funds	3.52	0.76
14.	Irregular power supply	2.48	0.93
15.	Non challant attitude towards job creation among youths	2.50	0.94

Table III above reveals the obstacles in job creation among youths in Akoka environment under Shomolu Local Government, Lagos State, Nigeria. The items rated no. 12, 12 15 as strongly agree and agree while items 14 was disagreed.

DISCUSSION

This study was channeled at establishing the concept of entrepreneurship in Nigeria. The respondents were between 18-35 years old. The population spreads across genders, although male population was 39% higher than the female population. Most of the respondents had more than senior secondary school certificates, and their businesses cuts across several economies of Nigeria. The occurrences promoting entrepreneurship happening among youths in Nigeria. Their responses shows that provision of job opportunities and be your boss syndrome are high occurrences making youth entrepreneurs. Adequate support from loved ones, loan and credit facilities supports youth entrepreneurial activities.

However, the role of entrepreneurship education acts as a panacea to youth unemployment cannot be under emphasized. It identifies job opportunities, generation of ideas and equipping youths with entrepreneurial skills. These reasons among others acts as a panacea to youth unemployment.

Also, the study shows the obstacles in job creation among youths. Government policies, irregular power supply and non challant attitude towards jobs creation amidst themselves are highly significant factors affecting youth employment in establishing entrepreneurial venture.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the necessity for government intervention, regular power supply and start up financing for the Nigeria youth to succeed as entrepreneurs in a developing country cannot be larger than life.

Recommendations

1. Government special intervention funds to be set up for youth involvement in entrepreneurship.
2. Involvement of youth should be enhanced on policy regarding entrepreneurship.
3. Capacity building should be organized for entrepreneurs among youths.
4. Established of entrepreneurial centers should be more inhibited among youths entrepreneurs.
5. Entrepreneurship education should be brought to primary education so that they grow in the entrepreneurial culture.
6. Tertiary institutions should nurture involvement of students in entrepreneurial activities.

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