
**ENTREPRENEURSHIP EDUCATION: A TOOL FOR
REDUCING UNEMPLOYMENT AND TERRORISM
AMONG YOUTHS IN NIGERIA**

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Abstract

This study investigated entrepreneurship education as a tool for reducing unemployment and terrorism in Nigeria. Descriptive research design of survey type was adopted for this study. Population of the study comprised of all students of Adekunle Ajasin University Akungba-Akoko, Ondo State, Nigeria. Convenience sampling techniques was used to randomly select three hundred (300) students from five faculties in Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria. A self-developed questionnaire titled Entrepreneurship Education as a Tool for Reducing Unemployment and Terrorism in Nigeria (ERUTNQ) was used for data collection. Data were analyzed using frequency count and simple percentage. The result showed that many have been propelled to seek further skills in tailoring, carpentry, baking and many others due to the kind of exposure they derived from Entrepreneurship Education. Finding of study equally revealed that Entrepreneurship Education suffers as a result of poor funding, ineffective planning and supervisions. Based on this, the youth prefer to go to school than to attend skill acquisition schools or centers since is most

likely that they will not have capital to start a business. It was concluded that Entrepreneurship Education has a significant impact on the country's unemployment rate vis-à-vis terrorism. It was therefore recommended that government at all levels should invest heavily in the training of specialist in the field of Entrepreneurship Education.

Keywords: Entrepreneurship Education, Unemployment, Terrorism, Nigeria.

Introduction

Nigeria, the giant of Africa properly called is one of the leading African countries faced with political and economic problems and these predicaments resulted to the depreciation of the nation currency, high rate of unemployment and crime, terrorism, poverty, hunger and frustration. The recent ethnic, religious and political crises witnessed in the past years may have been averted or neutralized if not from the restless and frustrated minds of the uneducated and educated but from unemployed youths (Nwachukwu, 1998). Nigerian youths are experiencing hardest hit by unemployment seeking for job after graduation is a common occurrence. This as a matter of fact has become a serious threat to the Nigerian economy with its attendant social problems of armed robbery, youth restiveness, prostitution and female trafficking that have reached alarming heights in the nation (Okam & Gele 2011).

The concept entrepreneurship education is used interchangeably with entrepreneurship training and skill acquisition, entrepreneurship education has gained much attention especially now that inflation is on the run. There is scarcity of paid employment as 95.1 million Nigerians are projected to go down the poverty line by the end of 2022 as predicted by the World Bank. In an attempt to develop human capacity-building assets and skills required in the display of organizational and management practices needed for developing Nigeria's natural resources and managing the environment in a sustainable manner, it has become vital that entrepreneurship education that has been deliberately introduced in our various

schools curriculum be implemented to letter (Agbaje, 2006).

Onwuzo and Okpala (2011) defined entrepreneurship as the ability to set up business enterprise as different from being employed. It involves the acquisition of skills, ideas and managerial abilities necessary for personal self-reliance. According to Ozoro (2003), entrepreneurship education is expected to develop in the learner's (recipients) the needed skills for self-reliance and easy adaptation in the world of work, thus producing not just job seekers but job creators and employer of labour. Olube and Obidike (2008) posited that entrepreneurial skills consist of effective utilization of ideas, information and facts that help a learner to develop companies, marketing service or being productive employees of organizations. Also, Elechi (2009) remarked that entrepreneurship is an instrument used for creating job and business. Hence, simply put entrepreneurship education empowers youth to be in control of their future. Based on entrepreneurship education is carefully tailored towards planned process leading to acquisition of entrepreneurial skills for efficient and effective living. Additionally, Gana (2001) succinctly put it that entrepreneurship entails willingness and ability of an individual to seek for investment opportunities in an environment and be able to establish and run enterprise successfully based on the identified opportunities.

Anho (2013) reflected that basic, functional and entrepreneurial education is capable of building good human and personal relation thereby addressing personal and social challenges. Vital to the prosperity of any enterprise is an efficient, capable, trustworthy and social cohesive and considerate personality which is the hall mark of an educated citizen. The idea of personal and social challenges can be curtailed with basic, functional and entrepreneurship education. Additionally, entrepreneurship education could go a long way to reduce high rate of unemployment, poverty and terrorism in both urban and rural areas of Nigeria, Africa and the world at large. The above could be achieved through equipping the recipients (youths) with the knowledge and skills for setting up and running small scale business. The biggest employer is the private sector, basic, functional and entrepreneurship education has the capability of providing jobs for millions of people in factories, agriculture

enterprises other service industries and small-scale businesses.

The purpose of infusion of entrepreneurship curriculum programmes into Nigeria's education at all levels is meant to capitalized and explore the untapped asserts intrinsic management learning in order to bring about new dispensations in the organizational structure of teaching-learning situation in schools in the interest of learners. The usefulness embedded in entrepreneurship curriculum programmes as a matter of fact could be employed in getting learners in our various institutions of learning gain awareness and understanding, regarding a sound knowledge of the various components of the objectives that is rooted in Nigeria's functional and quality education.

Nigeria is blessed with both human and natural resources, yet her vast human are still living below the poverty level. Poverty, terrorism, kidnapping and unemployment among others have been the major problem among Nigerian youths. This problem was attributed to the fact that most of the Nigerian graduates do not acquire the needed skills and competence that will transform them to employers of labour cum self-employed. Available research revealed that about 2.8 million fresh graduates enter the labour market annually and only 10% of these are gainfully employed. Going by these figures, it is a clear cut that self-reliance that enshrined in our National Policy on Education which is achievable is yet to transform to the implementation level in our various institutions of learning. It is against this background that this study advocate for entrepreneurship education that will translate to self- sufficient of every Nigerian youths so as to reduce rate of unemployment, poverty and terrorism in our God's own nation, Nigeria.

Objectives of the Study

This study investigated entrepreneurship education as a tool for reducing unemployment and terrorism in Nigeria. The specific objectives are to:

- i. determine how entrepreneurship education enhances acquisition of the necessary skills for gainful self-employment in Nigeria;

- ii. examine the challenges of entrepreneurship education in our society; and
- iii. suggest solutions to the identified challenges in the implementation of sound entrepreneurship education programmes in Nigerian schools.

Research Questions

The following research questions were generated to guide the study thus:

- i. How entrepreneurship education can enhances acquisition of the necessary skills for gainful self-employment in Nigeria?
- ii. What are the challenges of entrepreneurship education in our society?
- iii. What are the solutions to the identified challenges in the implementation of sound entrepreneurship education programmes in Nigerian schools?

Methods

The research for this study is descriptive survey design. The research respondents for this study were final year students of Adekunle Ajasin University Akungba-Akoko, Ondo State, Nigeria. A total of 300 students formed the target population comprising five Faculties in Adekunle Ajasin University. A total of 60 respondents were selected from each Faculty. A self-designed and well validated instrument titled “Entrepreneurship Education as a Tool for Reducing Unemployment and Terrorism Questionnaire” (ERUTNQ) was used to gather data. This has section A with three terms dealing with profile of the respondents such as gender, age, location, among others. Section B has 20 items. The respondents were asked to respond to the questions on a four point Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Data were analysed using frequency and percentages.

Results

Research Question One: How can entrepreneurship education enhances acquisition of the necessary skills for gainful self-employment in Nigeria?

Table 1: How entrepreneurship education enhances acquisition of the necessary skills for gainful self-employment in Nigeria

S/N	Items	SA	%	A	%	D	%	SD	%	Total
1.	Many have been propelled to seek further skills in tailoring, carpentry, baking etc. due to the kind of exposure they get from entrepreneurship education	88	29.3	75	25.00	73	24.3	64	21.0	300
2.	Some of my mates in entrepreneurship education classes are not self-employed	56	18.7	116	38.7	77	25.7	51	17.0	300
3.	Many people get to know the benefits of skill acquisition in school from entrepreneurship classes	81	27.0	89	29.7	67	22.3	63	21.0	300
4.	Graduates of this specialized education set up their small/medium scale business, which will enable them to utilize the local resources available in their vicinity	112	37.3	48	16.0	84	28.0	56	18.6	300

5.	Through entrepreneurship education, a pool of potential entrepreneurs who are well equipped with skills and technical know how to manage small/medium scale industries are produced	77	25.7	66	22.0	73	24.3	84	28.0	300
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Source: Field survey, 2021.

Table 1 shows how entrepreneurship education can enhance acquisition of the necessary skills for gainful self-employment in Nigeria. 88 (29.3%) strongly agreed that many have been propelled to seek further skills in tailoring, carpentry, baking etc. due to the kind of exposure they get from entrepreneurship education, 75(25.0%) agreed, 73 (24.3%) disagreed and 64 (21.0%) strongly disagreed. 116 (38.7%) agreed that some of my mates in entrepreneurship education classes are not self-employed, 56(18.7%) agreed, while 77(25.7%) strongly agree, and 51(17.0%) strongly disagreed. 81(27.0%) strongly agreed that many people get to know the benefits of. skill acquisition in school from entrepreneurship classes and 89(29.7%) agreed, while 67 (22.3%) disagreed and 56 (18.6%) strongly disagreed. 112 (37.3%) strongly agree that graduates of this specialized education set up their small/medium scale business, which will enable them to utilize the local resources available in their vicinity, 48 (16.0%) agreed, while 84(28.0%) disagreed and 56(18.6%) strongly disagreed. 77(25.0%) strongly agreed that through entrepreneurship education, a pool of potential entrepreneurs who are well equipped with skills and technical know how to manage small/medium scale industries are produced 66(22.0%) agreed, 73 (24.3.0%) disagreed and 84 (28.0%) strongly disagreed.

Research Question Two: What are the challenges that hinder sound entrepreneurship education in our society?

Table 2: Challenges that hinder sound entrepreneurship education in our society

S/N	Items	SA	%	A	%	D	%	SD	%	Total
6	Poor funding by government and Non-governmental organizations is one of the challenges facing entrepreneurship education	107	35.7	125	41.7	57	19.0	11	3.7	300
7	Many of government programmes towards entrepreneurship education suffer from poor or ineffective planning, supervision information and evaluation of the programme across the board	109	36.3	112	37.3	39	13.0	40	13.4	300
8	Entrepreneurship education is inadequately funded	140	46.7	60	20.0	60	20.0	40	13.4	300
9	There is inadequate motivation for available teaching and nonteaching staff which affects staff efficiency, retention, creativity and initiative	101	33.7	150	50.0	29	9.7	20	6.6	300
10	Objectives of specialized education are not often translated into practical realities in most universities	30	10.0	92	30.7	90	30.0	88	29.4	300

Source: Field Survey, 2021.

Table 2 shows the challenges that hinder sound entrepreneurial education in our society. 107 (35.7%) strongly agreed that poor funding by government and non-governmental organizations is one of the challenges facing entrepreneurship education, 125 (41.7%) agreed, while 57 (19.0%) disagreed and 11 (3.7%) strongly disagreed. 106 (36.0%) strongly agreed that many of government programmes towards entrepreneurship education suffer from poor or ineffective planning, supervision information and evaluation of the programme across the board and 112 (37.3%) agree, while 39 (13.0%) disagreed and 40(13.4%) strongly disagreed. 104 (46.7%) strongly agreed that entrepreneurship education is inadequately funded, 60 (20.0%) agreed, while 60 (20.0%) disagreed and 40 (13.0%) strongly disagreed. 101 (46.7%) strongly agree that there is inadequate motivation for available teaching and non-teaching staff which affects staff efficiency, retention, creativity and initiative, 150 (50.0%) agreed, while 29 (9.7%) disagreed and 20(6.6%) strongly disagreed. 30(10.0%) strongly agreed that objectives of specialized education are not often translated into practical realities in most universities, 92 (30.7%) agreed, while 90 (30.3%) disagreed and 88 (29.4%) strongly disagreed.

Research Question Three: What are the solutions to the identified challenges in the implementation of sound entrepreneurship education programmes in Nigerian schools?

Table 3: Solutions to the identified challenges in the implementation of sound entrepreneurship education programmes in Nigerian schools

S/N	Items	SA	%	A	%	D	%	SD	%	Total
11	Universities should start to commercialize their research findings instead of leaving them in the shelves.	98	32.7	123	30.0	48	16.0	31	10.3	300
12	All stakeholders must encourage the proposed introduction of Entrepreneurship study across faculties and departments as general courses in the country.	67	22.3	104	34.7	93	31.0	36	12.0	300
13	Experts with practical experience in entrepreneurship from the industry could also be engaged on full or part-time arrangement.	100	33.3	115	38.3	46	15	39	12.6	300
14	The Vice Chancellors, Rectors and Provost overseeing the affairs of the universities, polytechnics and colleges of education should invest massively in training of specialists in the field of entrepreneurship educations.	92	30.7	90	30.7	30	10.0	68	29.4	300
15	Federal Ministry of Education in consultation with relevant agency should reinvent the one-year National Youth Service as a period for putting into practice the entrepreneurship education learnt in the universities/polytechnics/colleges.	116	38.7	77	25.7	56	18.7	51	17.0	300

Source: Field Survey, 2021.

Table 3 shows perceived solutions to the identified challenges in the implementation of sound entrepreneurship education programmes in Nigerian schools. 98 (32.7%) strongly agreed that Universities should start to commercialize their research findings instead of leaving them in the shelves, 123 (30.0%) agreed, while 48 (16.0%) disagreed and 31 (10.3%) strongly disagreed. 67 (22.3%) strongly agreed that all stakeholders must encourage the proposed introduction of Entrepreneurship study across faculties and departments as general courses in the country, 104 (34.7%) agreed, while 93 (31.0%) disagreed and 36 (12.0%) strongly disagreed. 100 (60.0%) strongly agreed that experts with practical experience in entrepreneurship from the industry could also be engaged on full or part-time arrangement, 115 (38.3%) agreed, while 46 (15.0%) disagreed and 39 (12.6%) strongly disagreed. 92 (30.0%) strongly agreed that the Vice Chancellors, Rectors and Provost overseeing the affairs of the universities, polytechnics and colleges of education should invest massively in training of specialists in the field of entrepreneurship educations, 90 (30.0%) agreed, while 30 (10.0%) disagreed and 68 (22.6%) strongly disagreed. 116 (38.7%) strongly agreed that the Federal Ministry of Education in consultation with relevant agency should reinvent the one-year National Youth Service as a period for putting into practice the entrepreneurship education learnt in the universities/polytechnics/colleges, 77 (25.7%) agreed, while 56 (18.7%) disagreed and 51 (17.0%) strongly disagreed.

Discussions

Findings revealed that many have been propelled to seek further skills in tailoring, carpentry, baking etc. due to the kind of exposure they received from entrepreneurship education, and some of the respondents are of the opinion that majority of their mates in entrepreneurship education classes are self-employed. Many youth have got to know the benefits of skills acquisition in school from entrepreneurship classes and graduates of this specialized education set up their small/medium scale business, which will enable them to utilize the local resources available in their vicinity. Entrepreneurship education has been created a pool of potential entrepreneurs

who are well equipped with skills and technical know how to manage small/medium scale industries are produced. This is in agreement with Emeruwa (2005) who asserted that the entrepreneur does not only identifies but mobilizes and organizes the resources to tap the opportunities by assisting men, materials, money and machines to explore the opportunity.

Additionally, findings indicated that there are a lot of the challenges facing entrepreneurship education in Nigeria which include, poor funding by the government and Non-governmental organizations, many of government programmes towards entrepreneurship education suffer from poor or ineffective planning, supervision information and evaluation of the programme across the board. Inadequate motivation for available teaching and non-teaching staff also affects staff efficiency, retention, creativity and initiative and objectives of specialized education are not often translated into practical realities in most universities. This is in line with Aiyeduso (2004), Osuala (2010) who opined in their different study that challenges which hinder sound entrepreneurship education in our society include: poor funding by government and non-governmental organizations, poor or ineffective planning, supervision information and evaluation of the programme across the board. These challenges posed on globalization, information and communication technology (ICT) have effect on curriculum, methodology, facilities, staff and equipment.

Findings revealed that some of the solutions to the identified challenges facing the implementation of entrepreneurship education in Nigerian schools can be summarized thus: Universities should start to commercialize their research findings instead of leaving them in the shelves. All stakeholders must encourage the proposed introduction of entrepreneurship study across Faculties and Departments as general courses in the country. Experts with practical experience in entrepreneurship from the industry could also be engaged on full or part-time arrangement. The Vice Chancellors, Rectors and Provosts overseeing the affairs of the Universities, Polytechnics and Colleges of Education should invest massively in training of specialists in the field of entrepreneurship educations. Federal Ministry of Education in consultation with relevant agencies

should reinvent the one-year National Youth Service as a period for putting into, practice the entrepreneurship education learnt in the Universities/Polytechnics/Colleges. This is in agreement with Koch (2013) who asserts that it is necessary to sensitize students to entrepreneurial thinking and taking action in the right direction. One focus can be to sensitize students that creating a new venture can be an alternative to employment. It is important to raise awareness and generate motivation for the discipline of entrepreneurship. Strategically, two target groups may be addressed; first, entrepreneurship education in “a wider sense” and entrepreneurship education in “a narrower sense”.

Conclusion

This study demonstrates that entrepreneurship education has a significant impact on the nation’s unemployment rate. The youth’s attitude toward entrepreneurship education is ordinary, and it faces a number of issues that requires immediate action. Entrepreneurship education is so crucial that all Nigerian higher institutions of learning must comply with presidential orders mandating all students in Nigerian higher education institutions, regardless of their field of studies. Additionally, if the findings of this paper and the recommendations made are adequately utilized, unemployment among Nigerian youths will be things of the past and the living standard of Nigerians will be improved and Nigerians can hope to be listed among the first 20 strong economics of the world.

Recommendations

To realize the benefit of entrepreneurial skills among unemployed youths, it is recommended that Nigerian government through higher institutional principal officers should invest heavily in the training of specialists in the field of entrepreneurial education. Federal government support agencies such as National Directorate for Employment (NDE), the National Poverty Eradication Programme (NAPEP), Small Medium Enterprises Development Agency (SMEDAN) and others should have periodic visits to tertiary institution for the sensitizing students on their statutory mandates

and how they can assist willing entrepreneurs in facilitating self-employment. All stakeholders should support government efforts on entrepreneurship education by providing soft loans without interest to Nigerian youth's school leavers to establish their small scale business. This will go a long way to supplement the Federal Government efforts in eradicating properly and encouraging small scale business as well.

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