



## ENHANCING EFFECTIVE JOB CREATION IN A TRANSFORMING AGENDA THROUGH ENTREPRENEURSHIP SKILLS IN VOCATIONAL AND TECHNICAL EDUCATION IN NIGERIA

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### ABSTRACT

*Prominent among the factors that inspired the 1969 national curriculum conference and subsequent introduction of a vocationally driven 6-3-3-4/9-3-4 system of education was unemployment, as well as the marked disparity between curricular offerings and actual labour market needs of our national economy. Similarly, in 2006, the National Universities Commission (NUC) made entrepreneurship education compulsory for all undergraduates in Nigerian universities to develop their job creation potentials. Therefore, this study examined the influence of planning, coordination and supervision of entrepreneurship education programmes and job creation tendency among students in universities in Lagos and Ogun State. To achieve the objective of the study, four hypotheses were developed. The descriptive survey research design was used for the study, 9,520 students offering entrepreneurship education was population and 840 were sampled for the study. An instrument titled Management of Entrepreneurship Education Programmes and Job Creation Tendency Questionnaire (MEEPJCTQ) was used for data collection. It was validated by three experts and its reliability was established through the Cronbach's alpha method. Pearson product moment correlation and multiple linear regression analysis were used to analyze the data collected. 850 was administered online and 840 was dully filled, retrieved and analyzed. The results of the study reveals that there is a significant relationship between all variables of management of entrepreneurship programmes and job creation tendency among students.*

**Keywords:** Entrepreneurship, Job, Technical Education, Vocational Education, Skills

### 1.0 Introduction

Education is an instrument for self-realization and empowerment. It facilitates rapid national socio-economic, political, cultural, aesthetic and technical development (Udida, 2015). Therefore, Nigeria adopts education as a tool for empowerment and instrument par excellence for effecting national development (Federal Government of Nigeria, 2013). Unfortunately, despite many decades of western education, the country is yet to experience significant development due to ineffective management of education programmes and policies. Consequently, universities which ideally should produce functional graduates with capacity for creativity, innovation, enterprise, and critical thinking have not effectively achieved these objectives. This is because; many graduates continue to roam the streets in search for non-existing white-collar jobs without potentials to create jobs for themselves. This has increased unemployment, poverty, restiveness, crime and violence among youths.

## 1.1 Statement of the Problem

Nigeria is an important case study of the youth unemployment. The country has had a pervasive unemployment for over a decade. Though Nigeria is the most populated black nation in Africa and eight in the world with a population of over 160 million people, she has a nominal Growth Domestic Product of £207.11 billion. However, as impressive as these statistics might be, the Human Development Index in 2002 ranked Nigeria as 148th out of 173 poorest. The situation as observed by Segun (2023) has reached alarming stage as more than 45 per cent of the Nigeria population leaves below poverty line, while 67 per cent of the poor are extremely poor. The reality on ground which helps to give a better explanation to poverty in Nigeria is that which is seen every day on the streets of both urban and rural areas. Similarly, the Federal Office of Statistics (FOS) report for the period 1980-1998 indicates that about 68million Nigerians are living below the poverty line of below \$1 a day, hence the needs to empower the Nigerian youth to avoid unforeseen dangers (Segun, 2023). Therefore, the only way to empower the youth is to provide them with adequate and qualitative education in order to make them job creators and eradicate poverty (Sekenu, 2004). Many countries of the world including Nigeria have considered Technical Vocational Education and Training (TVET) as relevant in equipping young people with technical skills that would enable them engage in productive lively hoods.

However, the United Nations Education Scientific and Cultural Organisation (UNESCO) section for Technical and Vocational Education and Training (TVET) in 2006 observed that TVET programmes have not lead to increased employment, despite the obvious need for technical and vocational services. This might be due to dearth of wage employment opportunities for technically trained man power. Another reason advanced by Tiong (2002) on the lack of increase employment by TVET is the impact of globalization which demands concrete response in the best direction and practice. These responses include among others strengthening the social fabric, restructuring the local economy and training human resources to meet the demands of the global world. The new world economy requires innovation, training, reinventing in vocational education and entrepreneurship training that will significantly favour the youth. Entrepreneurship skills could help the youth acquire the mind set and know-how necessary to make self-employment or viable career option. It is against this backdrop that this study seeks to examine effective job creation in a transforming agenda through entrepreneurship skills in vocational and technical education in democratic Nigeria.

## 1.2 Purpose of the Study

- The influence of planning of entrepreneurship education programmes and job creation tendency among students in universities in Lagos and Ogun State.
- The influence of coordination of resources for entrepreneurship education programmes on job creation tendency among students in universities in Lagos and Ogun State.
- The influence of supervision of entrepreneurship education in universities on job creation tendency among students in universities in Lagos and Ogun State.

## 1.3 Hypotheses of the Study

Ho1: There is no significant influence of planning of entrepreneurship education programmes on job creation tendency among students in universities in Lagos and Ogun State.

Ho2: There is no significant influence of coordination of resources for entrepreneurship education programmes on job creation tendency among students in universities in Lagos and Ogun State.

Ho3: There is no significant influence of supervision of entrepreneurship education in universities on job creation tendency among students in universities in Lagos and Ogun State.

## 2.0 Literature Review

There are currently 306-degree awarding institutions in Nigeria (134 polytechnics and 174 universities) with an annual enrolment of 2million, yearly churn out over 600,000 graduates into an already saturated labour market (Vangaurd, 17th Dec, 2019; Joint Admission and Matriculation Board, 2020). Unemployment among Nigerian youths and graduates has contributed to the nation's unimpressive performance on core human development indices (HDI) like quality of life, life expectancy, health care, literacy, employment rate, democracy among others (United Nation Development Programme (UNDP 2020). The Nigerian Bureau of Statistics puts the unemployment rate of Nigeria at 27.1% and 33.3% in the 2nd and 4th quarters of 2020 respectively. The source also revealed that unemployment rate among youths and majorly graduates was 34.9% and 42.5% respectively; this was highest when compared to other age groups (National Bureau of Statistics, 2021). The poor ranking of Nigeria on employment could be attributed to ineffective management of entrepreneurship education. Nigerian graduates contend with the problem of unemployment, many years after graduation (Ejere & Tende, 2012). In 2014, 520,000 graduates applied for 4,000 advertised vacant positions in the Nigerian Immigration Service, in 2018, 700,000 graduates applied for 500 advertised positions in the Federal Road Safety Corps. Therefore, Nigerian graduates have been described as white-collar jobbers with no special professional entrepreneurial skills (Ojeifo, 2012). Similarly, over 65% of graduates lack appropriate mindset to face the challenges in the labour market. This has resulted to high unemployment among university graduates (Ejere & Tende, 2012). Therefore, there is an urgent need for effective management of entrepreneurship education to enhance the provision of relevant knowledge and skills for self-reliance, job creation and graduate employability.

Governments over the years have channeled efforts towards reduction of graduate unemployment through emphasis on Technical and Vocational Education and Training (TVET), as well as Entrepreneurship Education. Entrepreneurship Education (EE) was introduced in all tertiary institutions by the government through the National Universities Commission (NUC) in 2006 (Basse, Nwagbara & Bisong, 2014). It was introduced to enhance a dynamic process of vision and change creation among students. Therefore, entrepreneurship can be described as the application of energy and passion towards the creation and implementation of new ideas and creative solutions (Olorundare & Kayode, 2014). The objectives of entrepreneurship education include: equipping tertiary students with entrepreneurial skills, attitudes and competencies in order to be job creators and not just job hunters. It is also a problem-solving approach to students' empowerment through gaining the skills required to plan, start, run and grow a business that focuses on innovation and development of new products and services (Inegbenebor, 2005 & Agu, 2006).

Regrettably, over a decade of the inclusion of Entrepreneurship education into university curriculum, students' orientation towards white-collar jobs, personal job creation and self-employment seems not to change significantly. This could be attributed to the ineffective management of entrepreneurship education programmes in universities. This is because, effectively managed entrepreneurship education programme produces graduates with high entrepreneurship mindset that triggers venture creation (Akuegwu, Edet & Akeke, 2020), by enhancing students' capacity to be innovative, visionary, risk taking, value creator, recognition of opportunities, proactiveness and creativity (Ireland, Hitt, & Sirmon, 2003; Timon & Spinelli, 2007 & Neneh, 2012). Students cannot acquire relevant job creation skill without effective management of entrepreneurship education.

The management of entrepreneurship education programmes is carried out in coordinating Centres established in all universities. The directors of these centers are expected to ensure the quality of instruction and training provided to students, through the application of management practices such as planning, coordination and supervision. Effective management is essential to the success or failure of any venture (Mbon, Omorobi, Owan, & Ekpenyong, 2019; Omorobi, Mbon, Owan, & Ekpenyong, 2019 & Eton, Omorobi & Kajang, 2020). This is because, of the central role of management in the application of human and material resources towards achieving objectives and goals. However, Osuji and Amie-Ogan (2018) lament that, despite all efforts made by government and tertiary education regulatory bodies to ensure effective running of entrepreneurship programmes, there exist many missing links due to poor management. This could be due to poor planning, coordination and ineffective supervision of the programmes (Audu, Umar & Idris, 2013).

Planning refers to the intelligent process of setting goals and developing strategies for achieving them. It involves making decisions on how resources can be procured, managed, used and maintained for the attainment of the objectives of entrepreneurship education (Eton, 2022). Ineffective planning of entrepreneurship programmes in terms of the nature and quality of teachers, space required for lectures and practicals, required technologies, facilities and equipment could lead to a haphazard entrepreneurship programme incapable of providing the expected outcome. Rational planning of entrepreneurship leads to the selection of qualified and experienced resource persons, identification and adoption of viable ventures, and intelligent allocation of time and space resulting in effective learning thereby increasing the likelihood of venture creation among students.

Close supervision of quality academic staff and resource persons while delivering course contents in class and technical sessions is very critical to passion for venture creation among learners. It is essential because ensures and enhances the quality of teaching and learning experience of teachers and students. Additionally, coordination can be described as a force that binds all other management functions. It involves harmonizing and synchronizing activities of people and resources for the achievement of unified goals and objectives. It is perceived as an essential element that cuts across every managerial activity such as purchase, production, sales and finance. Chukwudi and Nwosu (2018) lamented the poor structural coordination of university entrepreneurship education and observed that, it lacks capacity to adequately equip students with the required skills, attitude and mindset for job creation. The source further maintains that the management of entrepreneurship education in many universities does not conform to the National Universities Commission benchmark for entrepreneurship education programme. For instance, NUC prescribes six credits hours for entrepreneurship education, but due to full credit loading, most universities reduce it to a one-time two credits hour with a very shallow content for two semesters in a four/five-year programme. Additionally, NUC Benchmark also provides that (41%) of entrepreneurship training should be domiciled at departmental level, (31%) of the contents in the business faculties, and (23%) at the university entrepreneurship and skill development centres, yet it is done centrally. Hence the need for the study to examine effective job creation in a transforming agenda through entrepreneurship skills in vocational and technical education in democratic Nigeria.

### 3.0 Methodology

This section describes the research design, the sample and the sampling technique, data collection, validity and reliability of the research instrument; and the statistical analytical technique adopted in the study.

### 3.1 Research Design

The study was conducted based on the descriptive survey designs.

### 3.2 Population and Sample

The population of the study consists of 9,520 300level students in LASU and TASUED offering Entrepreneurship Education. They were adopted because they are the recipient of Entrepreneurship Education and are most suitable for provision of reliable and valid data on its management and how its management influences their job creation tendencies. The instrument was administered and retrieved from 840 students who were the sample for the study.

### 3.3 Area of the study: The study was carried out in two universities in Lagos and Ogun states.

### 3.4 Instrument

The instrument used for data collection was the researchers' developed modified 4-point Likert scale questionnaire titled Management of Entrepreneurship Education and Job Creation Tendency of Students Questionnaire (MEEJCTSQ). The instrument was divided into three main sections. Each section contained 6 items. Section 1 focused on demographic data of students, section 2 contained items on the management of Entrepreneurship Education Programme while section 3 dealt with item on students' job creation tendencies.

### 3.5 Validity and reliability of Instrument

The instrument was validated by three experts. One from Department of Educational Management. One from Research and Evaluation unit both from Lagos State University of Education, Ijanikin, Lagos and one from Department of Industrial Technical Education Tai-Solarin University of Education Ijebu Ode. Three items were modified and three were completely replaced. Thereafter, the instrument was ascertained to be valid and usable. The reliability of the instrument was established using the split-half reliability method. Fifty 300Level students offering Entrepreneurship Education were respondents to the instrument for this purpose. The instrument yielded reliability coefficient of  $r = .78, .72$  and  $.80$ .

### 3.6 Administration of the Instrument

The instrument for data collection (questionnaire) was administered online to the respondents by the researcher. The questionnaire was retrieved back from the respondents online immediately after completion and submitted.

### 3.7 Data Analysis

Simple linear regression analysis was used to analyzed the data collected.

## 4.0 Results and Discussions

Hypothesis one:

There is no significant relationship between planning of entrepreneurship education programmes and job creation tendency among students in universities in Lagos and Ogun State

**Anova.**

VARRIABLES	N	X	SD	Df	Cal.r	P
Job creation tendency	840	14.79	3.80	838	.000	.000
Planning Ent. Edu Prog	840	14.41	3.81	838	.381	.000
Resource Coordination	840	15.46	3.55	838	.457	.000
Supervision	840	15.19	3.68	838	.244	.000

Source: The Authors computation (2024)

The results on the table indicates that for planning ( $r=.381, p=0,000$ ); resource coordination ( $r=.457, p=0,000$ ) and supervision ( $r=.244, p=0,000$ ). Since  $P(.000)$  for all the variables are less  $p(.000)$ ; the null hypotheses were rejected. It therefore follows that there is a significant positive relationship between effective planning, coordination of resources and supervision of Entrepreneurship Education programmes and job creation tendency among students.

TABLE 2

Multiple linear regression analysis of the influence of planning of entrepreneurship education programmes and job creation tendency among students in universities in Lagos and Ogun State.

**Anova**

Variables	SS	df	MS	F	P-value
Regression	4564.593	3	1521.531	168.313	.000b
Residual	7557.364	836	9.040		
Total	12121.957	839			
	Unstandardised		Standardised		
	B	Std. Error	Beta	t	Sig.
Constant	.195	.698	-.280	.780	
Resource coordination	.474	.029	.444	16.260	.000
Supervision of Ent.	.188	.029	.182	6.585	.000

R=614, R2=.337, Adj.=.374

Source: The Authors computation (2024)

The results on the table indicates that the influence of management of Entrepreneurship Education programmes significantly predicted students’ job creation tendencies. Results show that Adj. R2= .337, this implies that 33.7% of variance in job creation tendency among students can be accounted for by the three predictors (Effective planning, coordination of resources, and supervision of entrepreneurship education programmes), collectively,  $F(3, 836)= 168.313, p<.001$ . Since  $p(.000)$  is less than  $p(.05)$ , the null hypothesis is rejected. Looking at the unique individual contributions of the predictors, the result reveals that planning ( $\beta=.339, t=12.259, p=.000$ ), coordination of resources ( $\beta=.444, t=16.260, p=.000$ ), and supervision ( $\beta=.182, t=6.585, p<.05$ ) of entrepreneurship programme positively influenced students’ job creation tendency. This suggest that coordination of resources for entrepreneurship programme ( $\beta=.444, t=16.260, p=.000$ ), accounted for greater influence on students’ job creation tendency; followed by effective planning ( $\beta=.339, t=12.259, p<.05$ ), which accounted for .339 increase in students job creation tendency; and lastly effective supervision ( $\beta=.182, t=6.585, p=.000$ ) which accounted for .182 of the total increase in students’ job creation tendency.

## 4.1 Discussions

The findings of the study revealed that there is a statistically significant positive relationship between effective management of entrepreneurship education programmes (in terms of effective planning, coordination and supervision) and job creation tendency among students in public universities in Lagos and Ogun State, Nigeria. The implication of this results is that, an improvement in management practices of effective planning, coordination of resources and effective supervision of Entrepreneurship Education programmes has the potential to increase students' desire and determination to create jobs for themselves. Effective planning, coordination of resources and supervision are indispensable management practices that facilitate the achievement of the goals and objectives of any programmes. For instance, besides the enthusiasm that accompanies floating of laudable education policies and programmes, there is an essential need for effective and efficient planning to achieve laudable policy statements. The findings of this study are in tandem with Okoroma (2019) that avers that planning is an essential activity that succeeds policy formulation. Therefore, effective planning is required to make the objectives and goals of entrepreneurship education a reality. The overall goal of educational planning is to foster quality education through learning and human capacity development for skill acquisition (through vocational education), gainful employment, and solving problems (Khan &Khalique, 2019). However, planning for quality education that facilitates capacity development for skill acquisition and management requires the effective use of technology in the twenty-first (21st) century. To ensure the development of entrepreneurship mindset that facilitates venture creation among students, its curriculum among other things must be effectively planned and tailored towards local needs and realities. This aligns with the observation of Eton &Omorobi, (2020) that planning includes making decisions on how resources can be procured, managed, used and maintained for the attainment of the objectives of education. Therefore, for effective implementation of entrepreneurship education, directors must plan in advance the nature and type of teachers, classroom space, skills set to be taught, the type and nature of equipment required for practical among others.

Another finding of the study was that coordination of resources for entrepreneurship education programmes significantly relates with students' job creation tendency. In the same vein, the regression result shows that coordination of resource has a greater influence on job creation tendency. This finding is as a result of the central role of coordination in entire management process. It intertwines every aspect of management. The finding is in tandem with the findings Ekere and Adetun (2018) that head teachers' mobilization/coordination of resources had a significant positive relationship with primary school goals attainment. The process of mobilization of resources ensures the sourcing, identification, procurement, recruitment, and effective harmonization of physical, financial and human resources use in the implementation of educational programmes. Similarly, Ekok's (2014) study revealed a significant influence of resource, financial, work environment, physical facilities and library resource on their administrative effectiveness than those who lowly mobilized them. Therefore, when there is effective and efficient mobilization and coordination of resources, the delivery of Entrepreneurship Education become simple and factual to both lecturers and students thus enhancing a seamless knowledge transfer by way job creation in reality. Managers need to coordinate and or mobilize resource by making them available lecturers' utilization in the implementation of Entrepreneurship Education programmes. The third finding shows that there is a significant positive relationship between supervision of entrepreneurship programmes and job creation tendency among students. This finding is in consonance with the findings of Eton & Omorobi (2020) that supervision is a quality control mechanism that enhances the effective attainment of organizational goals. Besides, effective planning and adequate mobilization of resource, supervision is required to ensure that lecturers are doing their work according to plan. It also provides opportunity for managers of

entrepreneurship programmes to appraise the extent of students' participation, quality of learning, as well as possible difficulties that could interfere with the internalization of the entrepreneurship education learning objectives. In a similar study, Ndem and Egbai (2016) found that, educational managers supervisory role significantly relates to secondary school goal attainment. Therefore, supervision is critical to achieving the most essential goal of entrepreneurship namely job creation, self-employment and self-reliance which are indispensable for job creation among youths.

## 5.0 Conclusion and Recommendations

### 5.1 Conclusion

The role of entrepreneurship education programmes for job creation can never be undermined. Based on the findings of the study, it was concluded that effective management practices of planning, coordination and supervision significantly influenced students' disposition towards job creation. By implication, the more effectively entrepreneurship education programmes are planned, coordinated and supervised the higher the probability of students' determination to create jobs.

### 5.2 Recommendations

The following recommendations were made for the study:

1. Planning of entrepreneurship education must be done effectively to facilitate smooth teaching and learning in schools,
2. Coordination/mobilization of resources for entrepreneurship education must be adequate to ensure a fair students-resource ratio which is critical to achievement of the objectives of entrepreneurship education,
3. Supervision of entrepreneurship education programmes should be continuous practice among directors of entrepreneurship centers in Nigerian universities.

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