

## ROLE OF VOCATIONAL EDUCATION IN PROMOTING ENTREPRENEURIAL SKILLS DEVELOPMENT FOR SELF- EMPLOYMENT IN SOKOTO STATE.

<sup>1</sup>ABUBAKAR Umar Sokoto, PhD; <sup>2</sup>Abdulkadir Aminu LADAN, PhD  
& <sup>3</sup>Paul Meseko JOHN

<sup>1&3</sup>Department of Business Education, Shehu Shagari College of Education, Sokoto

<sup>2</sup>Department of Business Administration, Umaru Ali Shinkafi Polytechnic, Sokoto

Correspondence: +2349035967384; [humairaskumar2013@gmail.com](mailto:humairaskumar2013@gmail.com)

### Abstract

*This study examined the role of vocational education in promoting entrepreneurial skills development as a way of mitigating unemployment in Sokoto State-Nigeria. Three objectives, three research questions and three hypotheses were raised for the study. The methodology involved the use of longitudinal survey approach, which comprised 270 participants as sample size from a population of 900, using probability sampling technique taken from the Ministry of Youth and Employment and SMEDAN in the state. The data elicited by the study was subjected to the test of normality of measures of central tendency and tested for correlation relationship between Nigeria's unemployment crises on one hand and role of vocational education in promoting entrepreneurial skills development on the other. It is discovered that entrepreneurship education provides students with the needed knowledge, competencies, attitude, and skills as proprietors of organizations. The study recommends entrepreneurial education in tertiary institutions to be practically oriented rather than theory as this will expose the students to various psycho-productive skills. Access to credits/loans should be granted without collateral to building entrepreneurs, in order to make the objectives of entrepreneurial training realizable and achievable.*

**Keywords:** Self-reliant, Entrepreneurship Skills Development, Vocational Education, job opportunity, unemployment rate

### Introduction

The large percentage of Nigerian graduates without jobs and those who drop out of academic institutions is one of the country's most urgent and complex issues. In the past, after graduating from a post-secondary school, people did not have to wait for a long period of time before finding their first job (Adedapo, 2016). In the present times graduates commonly experience under-employment

and prolonged periods of unemployment. Since the turn of the millennium, employment challenges have emerged as the most severe problem facing many global economies. Due to continued economic downturn and bleak economic outlook, a gloomy image of the world economy has evolved. The consequences are unemployment, which is especially severe in emerging and impoverished countries. Today, many alumnae of

Nigerian universities and those who are unable to enroll in higher institutions are jobless. It is evident that the country's graduate unemployment rate is growing at a fast pace (Akande, 2014). These conditions are significant because more young people are graduating from institutions and are all looking for jobs at the same time. Nigeria has one of the highest rates of youth unemployment in the world (60–65%), according to Joseph (2015). These are mostly young adults who have graduated from colleges, polytechnic or other institutions of higher education. Approximately 1.6 million individuals, mostly young adults, graduate each year from institutions of higher learning. Duru (2017) stated that every year, an additional 3.8 million young people who have not received any higher education and who have finished elementary or secondary school or who have dropped out of tertiary institutions, flood the already oversaturated labour market.

Many young people who are jobless have turned out to be small-time drug dealers and smugglers. The rising unemployment rate contributes to poverty in addition to a surge in social vices such as armed robbery, burglary and theft, political kidnapping, and prostitution. According to Mason (2013), unemployment is a global phenomenon that happens when a nation's employable population loses interest in contributing to the growth and development of the nation.

According to Hamdi (2011), the percentage of labor force that is jobless yet willing to look for employment, defines

what is meant to be unemployed. In order to reduce the number of unemployed graduates in Nigeria, the concept of entrepreneurial education and training has been incorporated into the curriculum of higher education. The purpose of entrepreneurial education is to provide students with the knowledge and abilities necessary to start, operate and eventually succeed in their own businesses. Entrepreneurial education, according to Duru (2017), is part of the entire educational system that includes gaining the abilities, expertise, and executive competences required for career advancement. Akande (2014), observed entrepreneurial education to be the process of using one's own initiative to turn a business concept into a new company or to extend and diversify an already established firm or venture into one with a lot of promise (Sekaran & Bougie 2010). Entrepreneurial education as education for entrepreneurs is a lifetime process that begins in elementary school and continues through all educational levels, including adult education. Education for entrepreneurs is viewed as a technique for training people to become creators of job opportunities (Hamdi, 2017). According to Collins (2015), entrepreneurial education stresses the growth of comprehension and ability for pursuing entrepreneurial skills and traits. It encourages the habit and attitude of incorporating the body, mind, and soul into starting and growing a business venture for a livelihood. Entrepreneurial education includes identification of possibilities, use of resources and creation of a successful business. Adedapo (2016) suggested that including entrepreneurship

education in college curriculum would help tertiary students become aware of and understand the socioeconomic and environmental circumstances required for sustained national growth. Additionally, it would lead to development of jobs, which will help to lower the rate of graduate unemployment.

### Statement of the Problem

The Unemployment problem in Sokoto State has become a challenging to resolve. It is exacerbated by the fact that so many graduates from polytechnics, universities and other tertiary educational institutions find it difficult to secure employment in the already saturated public service. This has led to upsurge in social vices including robbery, abduction, kidnapping, prostitution, human trafficking, child abuse and under desirable unfair work practices in Sokoto State-Nigeria especially among the young people without decent jobs.

The employment patterns in Sokoto have shown that if comprehensive and workable measures to tackle unemployment and underemployment are not implemented, the situation may get worse. This study is therefore crucial in examining how entrepreneurship skills development as a social intervention programmes of the government full employment as a significant step towards ensuring economic development and social stability in the state in particular and Nigeria at large.

### Objectives of the Study

1. To examine entrepreneurial skills development in vocational education as a means of reducing Nigeria's youth

unemployment problem.

2. To assess the extent to which entrepreneurial skills development by vocational education programs contribute for the creation of job opportunities
3. To determine the extent to which youth in various communities can be encouraged to start and grow their own businesses through entrepreneurial skills development

### Research Questions

1. To what extent can entrepreneurial skills development in vocational education play a vital role in reducing Nigeria's youth unemployment rate?
2. To what extent can entrepreneurial skills development in vocational education engender creation of job opportunities?
3. To what extent can youth in various communities be encouraged to become self-reliant?

### Research Hypotheses

The following are the hypotheses for the study:

1. There is no significant relationship between entrepreneurial skills development in vocational education and reduction Nigeria's youth unemployment rate
2. There is no significant relationship between entrepreneurial skills development in vocational education and creation of job-opportunities
3. There is no significant relationship between encouragement for entrepreneurial skills development in various communities and self-reliance among the youth

### Methodology

This study used a longitudinal survey design with first-hand information from primary

The table above shows means and standard deviations of descriptive statistics of the variable for the study distribution; as unemployment crisis (Mean-- 16.500; Std. Deviation- 1.9274), mitigation of unemployment (Mean-18.250; Std. Deviation-1.8918), creation of job opportunities (Mean-17.807; Std.Deviation-1.9806) and engendering self-reliance (Mean-17.807;

Std.Deviation-1.9806). The closeness of the mean scores of the proxy variables and their respective standard deviations is an indication that the data elicited by the study approximates a normal distribution test (Z-score) or T-distribution test(t-test) would be appropriate in analyzing the data elicited by the study.

**Correlations Matrix Showing the Relationship between Entrepreneurial Skills Development and Unemployment Challenges**

Entrepreneurial skills development	Unemployment Challenge	Mitigation of unemployment	Creation of job opportunities	Engendering self-reliance
Unemployment Challenge	Pearson Correlation 0.00 Sig. (2-tailed) 0.000 N 270	0.316 0.00 270	0.417 0.00 270	0.317 0.00 270
Mitigation of unemployment	Pearson Correlation 0.316 Sig. (2-tailed) 0.000 N 270	1.00 140	0.32 0.00 140	0.066 0.440 270
Creation of job opportunities	Pearson Correlation 0.417 Sig. (2-tailed) 0.000 N 270	0.32 0.00 140	1.00 0.00 140	0.522** 0.000 270
Engendering self-reliance	Pearson Correlation 0.318 Sig. (2-tailed) 0.000 N 270	0.318 0.00 270	.0523** 0.00 270	1.00 0.00 270

**Source: Field Survey, 2023(SPSS Output)**

Correlation is significant at 0. 01 level (2-tailed).

The correlation matrix analysis as shown in the table above reported that entrepreneurial skills development by engendering self-reliance exhibited positive correlation with reduction of

unemployment rate (r = .0157\*\*, P <.01). Entrepreneurial skills development by creation of job (r = 0.417 P <.01) was also observed to produce a positive creation of job opportunities with unemployment

sources. The study sought to examine Nigeria’s unemployment crises vis-a-vis entrepreneurial skills development in Sokoto State. It tried to examine the extent to which entrepreneurial skills development proxied mitigations in unemployment, creation of job opportunities and being self-reliant has impacted unemployment crises in Sokoto State. Employees of Ministry of Youth and Employment and SMEDAN in Sokoto numbering nine hundred (900) were the population of the study. The study adopted the formula of Yamane (1967) to determine the sample size of the study.

This study applied the use of purposive and snowball sampling techniques to select the research subjects. Purposive sampling is a form of non-probability sampling in which decisions concerning individuals to be included in the sample are taken by the researcher, based on a variety of criteria which may include special knowledge of the research issue, or capacity and willingness to participate in the research (Adams 2015). It is dictated by the purpose of the study. This method is considered appropriate taking into cognizance the

nature and characteristics of the population of the study (Adamu, 2016).

Reliability coefficient of 0.75 was obtained. by a test procedure, Secondary data were collected for five years training and education in entrepreneurial skills to determine and evaluate the extent of self employment achieved among the youth (McCrae *et al*, 2011), The secondary data were used to determine the relationship between entrepreneurial skills development and self-reliance among the youth of various communities in the state. The data were analyzed using mean standard deviation and regression analysis multiple regression analysis (R) using SPSS (version 20) was employed in data analyses to establish the relationship. Tests of hypothesized relationships is more appropriately conducted using R because, it is most often used to predict the value of a variable based on the values of two or more other variables (Adamu,2016).

The data obtained from the questionnaire administered were analysed by SPSS to compute test statistics in the determination of the position of the three hypotheses raised for the study.

**Results and Discussion of Findings**

**Descriptive Statistics of variables**

Entrepreneurial Skills Development	Mean	Std. Deviation	N
Mitigation of unemployment	18.250	1.8918	270
Creation of job-opportunities	17.807	1.9806	270
Engendering self-reliance	18.000	2.0842	270
Unemployment crisis	16.500		

Source: Field Survey, 2023 (SPSS Output)

challenge. Was observed to be skills development through mitigation of unemployment positively correlated with

reduction of Unemployment Problem( $r = 0.316^{**}$ ,  $P < .01$ ).

**Regression Results (Coefficients)**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8.104	1.812		4.472	0.000
Mitigation of unemployment	0.164	0.087	0.153	1.876	0.003
1 Creation of job opportunities	0.168	0.090	0.155	1.873	0.003
Engendering self-reliance	0.531	0.085	0.605	6.236	0.000

**Source: Field Survey, 2023 (SPSS Output).** Dependent Variable: Unemployment Challenge

The result of the regression analysis in the table above showed that entrepreneurial skills development through mitigation of unemployment exhibited a positive correlation in reduction of unemployment problem ( $\beta = 0.153$ ,  $P < 0.05$ ). It was also revealed that entrepreneurship skills development via creation of job exhibited an optimistic correlation with reduction in unemployment challenge ( $\beta = 0.155$ ,  $P < 0.05$ ). It is further indicated from the table that entrepreneurship skills development by way of engendering self-reliance exhibited a positive and significant correlation with reduction in unemployment problem ( $\beta = 0.605$ ,  $P < 0.05$ ).

**Discussion Of Findings**

As result of the governments' number of empowerment programs, including the provision of needed materials and implementation of credit facilities, training

and tax concessions, among other things, it was discovered that there is a significant relationship between training in entrepreneurship and reduction of unemployment in Sokoto State-Nigeria. From the findings of the study, beneficiaries of the training and education in entrepreneurial skills development have the intention to start new businesses but, obstacles like poor road network, erratic power supply from the national grid, insufficient management capacity, corruption, and poor internet connectivity stifle their efforts to mitigate unemployment in Sokoto State- Nigeria. It therefore indicates that entrepreneurship ensures creation of self-employment jobs; the stimulation of rural, economic and industrial development, as well as job opportunities among rural residents, for indigenous development (Zahra,2013)

**Conclusion**

Youth unemployment in Sokoto State of Nigeria, has significantly contributed to the poor economic growth. Nigeria's economic stagnation especially that of Sokoto State has resulted in a slump in white-collar employment. Inclusion of entrepreneurial programmes especially in vocational training and education in all fields will significantly contribute to resolution of the high unemployment and underemployment challenges. Entrepreneurial skills development has shown to be capable of accelerating and opening up employment opportunities by exposing them to entrepreneurial acumen and encouraging graduates to start businesses and enhancing their business potentials. Entrepreneurial skills development is seen as an effective method for developing the indigenous private sector and lowering the unemployment rate in Sokoto State, Nigeria.

**Recommendations**

1. Institutions that provide entrepreneurship skills development programmes ought to be adequately funded, and also need to be equipped with cutting-edge technology so that trainees can acquire sufficient practical skills and training.
2. Education and training in entrepreneurship should be incorporated in all educational programmes in Sokoto State to provide students with skills necessary for the job market.
3. In exposing students to psycho-productive skills; entrepreneurial education in tertiary institutions needs to be oriented more towards practical training rather than theoretical aspect of their studies.
4. To make the training useful and purposeful, easy access to credit facilities and loans should be granted without the usual stringent requirements of collateral security.
5. With the help of Tertiary Education Trust Fund (TETFUND), every tertiary institution ought to establish a model of entrepreneurship incubation center, as training grounds for students in technical and vocational education.
6. Regulatory and supervisory authorities of tertiary education ought to direct their institutions to establish entrepreneurship development centers and make two courses in entrepreneurship obligatory for all students, regardless of their fields of study.



**References**

- Adamu, U. (2016). Qualitative, Quantitative and Mixed Research Methodologies..Adamu Mohammed Dandago (ed). *Readings in Social Science Research* Bayero University, Kano Pp 59-73
- Adedapo, I. (2016), Maintaining the Lead in a Competitive Market [www.punchng.com](http://www.punchng.com)>AMBusies Accessed 24<sup>th</sup> July, 2016
- Akande, T. (2014). “Youth Unemployment in Nigeria: A Situation Analysis [www.brooklings.edu](http://www.brooklings.edu)... 2014-youth-unemployment-nigeria.akande Accessed:28<sup>th</sup> May, 2017
- Collins, M. (2015).The Pros and Cons of Globalization.[hppt://www.forbes.com/sites/milkecollins/2015/05/06/the-pros-and-cons-of-globalization](http://www.forbes.com/sites/milkecollins/2015/05/06/the-pros-and-cons-of-globalization) Accessed 3<sup>rd</sup> September, 2015
- Duru, M. (2017). Entrepreneurship Opportunities and Challenges in Nigeria *Business and Management Review* 1(1): 41-48.
- Ehinomen, C. & Adeleke, A. (2012), Strategies for Re-positioning Small and Medium Scale Enterprises in Nigeria for Global Competitiveness” *Journal of Business Management and Economics*. 3(7): 266-274.
- Hamdi, F.M (2017). The Impact of Globalization in Developing Countries, *Developing Country Studies* 3. (11) 142-144. 2013
- Joseph, C. (2015). Factors That may Cause Change in an Organization” <http://www.smallbusiness.chron.com/factors-may-cause-change-organiztion-203.html> Accessed 15th December, 2015
- Mason, M.K. (2015). What is a Learning Organization? <http://www.moyak.com-paper/learning-organization.html> Accessed 7th September, 2015
- McCrae, R.R. et al, (2011). Internal Consistency, Retest Reliability and Their Implementation for Personality Scale Validity. <http://www.nebi.nim.nih.gov/pmc-articles/PMC2927808>.
- Sekaran, U., & Bougie, R. (2010). *Research Methods for Business: A Skill Building Approach* (5<sup>th</sup> ed.), John Willey& Sons Ltd.
- Yamane T. (1967) *Statistics: An introductory Analysis*, 2<sup>nd</sup> Edition, Haerper and Row, New York.
- Zahra, S. (2013) The Virtuous Cycle of Discovery and Creation of Entrepreneurial Opportunities. *Strategic Entrepreneurship Journal*, 3(12), .213-231