

SOLVING THE CHALLENGES OF UNEMPLOYMENT THROUGH VOCATIONAL AND ENTREPRENEURSHIP EDUCATION

OKUN, IDOWU EMILY

Department of Business Education

Tai Solarin University of Education, Ijagun, Ogun State, Nigeria

+2348037115247

&

ABIOLA, ADEWALE IBRAHIM

Department of Business Education

Tai Solarin University of Education, Ijagun, Ogun State, Nigeria

+ 2348065620303

ABSTRACT

This study examined how to solve the challenges of unemployment through vocational and entrepreneurship education. Four research questions and four hypotheses guided the study. A descriptive survey design was adopted and the population of the study comprised postgraduate students of Tai Solarin University of Education, Ijagun, Ogun State, Nigeria. A total of 85 postgraduate students of Tai Solarin University of Education, Ijagun, Ogun State, Nigeria were selected as sample size of the study. Stratified sampling technique was used for the selection of the sample size. Researchers developed questionnaire tagged: 'Solving the Challenges of Unemployment through Vocational and Entrepreneurship Education Questionnaire (SCUVEEQ)' with 0.89 as reliability coefficient was used for data collection. Frequency count and percentage were used for analyzing and presenting demographic characteristics of the respondents. Mean was used for answering research question 1. Research questions 2 and 3 were answered using Pearson Product Moment Correlation (PPMC) as well as research question 4 was answered through the application of regression analysis. The findings of the study revealed that poor education standard, inequality of income, poverty, failure to teach students on practical aspect of their discipline, too much concentration on theory, occupational motilities, technological change and higher illiteracy rate were among the causes of graduates' unemployment in Nigeria. There was relationship between vocational education and graduates' unemployment in Nigeria ($r = 0.862$, $P < .05$); there was relationship between entrepreneurship education and graduates' unemployment in Nigeria ($r = 0.662$, $P < .05$); there was significant joint contribution of the independent variables (vocational and entrepreneurship education) on the dependent variable (unemployment); $R = 0.917$, $P < .05$ and that about 82% of the variance in unemployment was accounted for by the linear combination of the independent variables. It was recommended that entrepreneurial education in tertiary institutions should be practically oriented rather than theory as this will exposed the students to various lucrative skills. Access to credits/loans should be granted without collateral in order to make the training realizable and achievable. Students should be encouraged beyond entrepreneurship school training projects to business ventures start-ups at micro and small-levels.

Keywords: Challenges, Unemployment, Vocational education, Entrepreneurship Education.

INTRODUCTION

Unemployment is one of the most serious problems facing Nigeria like many other countries in the world. Nigeria is becoming a predominantly youth society with high rate of unemployment. The development of youth is critical to economic survival and vibrancy of any nation. Unemployment is a very serious problem facing the nation as a whole. Olusakin, (2018) found out that even though up-to date statistical data are lacking, local media reports indicate that half of the Nigerian population are youths, 95% of whom are unemployed. Decades of economic stagnation and poverty have driven a large percentage of this figure to crime and violence in their early years. The youths, when they are not gainfully employed either in the public or private sector of the economy, become very vulnerable to criminality such as kidnapping, rape, armed robbery and many other social vices which a menace to the society are now (Nwachukwu & Nwamuo, 2019). The Federal and state governments have made several efforts through some agencies to address the issue, yet many young graduates are unemployed either in the public or private sector of the economy. Some of these young people are also unable to gain admission into the tertiary institutions and as a result, are neither at work nor in school. Therefore, they have no option than to roam about the streets in search of vanity. Akinola, (2020) stated that these youths without jobs engage in all types of vandalization and wanton destruction of lives and properties.

Entrepreneurship is vital for economic growth and development. The creation of new business entities generates value added, fiscal revenues, employment and innovation, and is an essential ingredient for the development of a vibrant small and medium-sized business sector. It has the potential to contribute to specific sustainable development objectives, such as the employment of women, young people or disadvantaged groups. Entrepreneurship education can also contribute to structural transformation and building new industries, including the development of eco-friendly economic activities (Akinola, 2020). Albert, Scisca and Poli (2019) defined “Entrepreneurship Education” as the structured and formal conveyance of entrepreneurship competencies which in turn refer to the concepts, skills and mental awareness used by individuals during the process of starting, developing and managing their growth-oriented ventures. The objective of entrepreneurship education is to help shape individual abilities, ideas, beliefs and need in the classroom situations so that students can develop skills and behavior patterns that will later help in the achievement of personal and corporate goals. Ojeifo (2021) opined that entrepreneurship education in Nigeria amongst other things seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. Entrepreneurship education is a long-life process as it is offered at all levels of schooling in Nigeria, from primary to secondary schools through tertiary. The Nigerian government having made entrepreneurship education a compulsory general study for students in tertiary institutions across the country should be seen as a positive step in the right direction as it will serve as a panacea for youth restiveness, unemployment and so on. The development will also inculcate in the youths the spirit of self-reliance and address the problem of unemployment and underemployment and ensure entrepreneurial human capacity for national growth and development (Ojeifo, 2021).

It is generally agreed that the progress of a country and the development of its manpower is the primary aim of education. Through education, people are able to develop their knowledge and skills in order to be able to survive. This implies that any nation including Nigeria cannot progress as expected without a good and effective education that is planned to provide the necessary competencies and skills to its citizens for national development (Shefiu & Ayika, 2019). Vocational Education is an aspect of education that has long been introduced into the mainstream of Nigeria education system. The United Nations Educational Scientific and Cultural Organization (UNESCO) and the International Labour Organization (ILO) defined vocational education as those aspects of the educational process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Vocational orientation is towards the world of work and the acquisition of employable skills means that it is well placed to overcome the skills mismatch issues that have impeded smooth education-to employment transitions for many young people. It refers to deliberate interventions to bring about learning which would make people more productive (or simply adequately productive) in designated areas of economic activity (e.g., economic sectors, occupations, specific work tasks) (Shefiu & Ayika, 2019).

Vocational education thus equips people not only with vocational and technical skills, but with a broad range of knowledge, skills and attitudes that are now recognized as indispensable for meaningful participation in work and life. It entails the enrichment of the capabilities that influence the effective psychomotor or cognitive domains of individual in readiness for entry into the world of work in order to satisfy their intrinsic and extrinsic needs, values, work and aspirations such that local and national needs would be met. Its relevant practical training component is widely recognized as the key to any nation becoming technologically relevant and internationally competitive in the world market. Vocational education is also regarded as the most effective means of empowering the citizenry to stimulate sustainable national development, enhance employment, improve the quality of life, reduce poverty, limit the incidence of social vices due to joblessness and promote a culture of peace, freedom and democracy (Shefiu & Ayika, 2019). It is not gainsaying that developed nations such as Japan, China, USA and Germany have attained tremendous height in terms of industrialization as a result of consistent investment in technical vocational education and training of its citizen. In many of these countries, high schools offer vocational education for lifelong trade for Youth's empowerment (Shefiu & Ayika, 2019).

Statement of the Problem

Despite the realization of the crucial role of entrepreneurship in economic development and industrial recovery by governments in Nigeria since the late 1970s and particularly from the 1980s and its efforts in this regard, it is still disappointing to notice that entrepreneurial activities are still low, training is almost non-existent, savings rate is still low, unemployment continues to exacerbate, capacity utilization is low, manufacturing output continues to plummet and small and medium scale entrepreneurs are still not able to access enough finance for investments. However, Nigeria's growing unemployment situation and how it increasingly dwindles the growth and development potentials of the country is worrisome. In order for a country to achieve her development aspiration, the youths need to have access to education that will enable them to enhance their standard of living and gain competitive skills that will be in high demand in the labour market. Young people that lack skills that are valued

in global and local economies face limited job opportunities and income growth. The changing nature of work today is placing increased pressure on the youths to acquire technical and vocational education skills. With the youths among the big losers of the recent economic crisis, technical and vocational education is often seen as the silver bullet to the problem of youth joblessness. Thus, this study examined how to solve the challenges of unemployment through vocational and entrepreneurship education.

Objectives of the Study

The main objective of the study was to examine how to solve the challenges of unemployment through vocational and entrepreneurship education. Specifically, the study sought to:

1. Identify the causes of graduates' unemployment in Nigeria.
2. Examine the relationship between vocational education and graduates' unemployment in Nigeria.
3. Ascertain the relationship between entrepreneurship education and graduates' unemployment in Nigeria.
4. Determine the joint contribution of vocational and entrepreneurship education on solving unemployment in Nigeria.

Research Questions

1. What are the causes of graduates' unemployment in Nigeria?
2. Is there any relationship between vocational education and graduates' unemployment in Nigeria?
3. What is the relationship between entrepreneurship education and graduates' unemployment in Nigeria?
4. To what extent vocational and entrepreneurship education jointly can solve unemployment in Nigeria?

Literature and Theoretical Framework

Vocational Education

Vocational Education is that aspect of education that provides an individual with knowledge, skills and attitudes required to enter into the world of work and progress in a given occupation. Okoro (2018) defined vocational education as any form of education whose primary purpose is to prepare persons for employment in recognized occupations. In the same vein, Osuala (2007) observes that vocational education is: Education designed to prepare individuals for gainful employment as semiskilled workers or technician or sub professionals in recognized occupations or to prepare individuals for enrolment in advanced technical education programme. Okorie and Ezezi (2018) opined that vocational education is designed to prepare skilled workers for industries, agriculture, commerce, etc., which is usually provided at the upper secondary level. The philosophical concept of vocational education, according to Okorie and Ezezi (2018), maintains that the occupational choice of an individual should be based on orientation (interest, ability and aptitude) of the individual; each individual should have the opportunities for employment in the occupation and that resources for education must be provided to develop all human resources needed in national economic development. Nigeria as a developing nation requires young men and women as sole proprietors in small and medium scale industries that are emerging here and there in the country. The type of Education that possesses such inherent ability to equip them with the required skills is vocational Education; with well acquisition of skills and competencies that

can help individuals to function productively in industries, commercial occupation and even self-reliance and self-employment (Okorie & Ezezi, 2018).

Entrepreneurship Education

Entrepreneurship is the process of designing, launching and running a new business (Bolarinwa, 2017). The concept of entrepreneurship is now very popular among people as a strategy of escaping poverty and creating enabling environment for socio-economic expansion and productivity. The focus on entrepreneurship development in this 21st century is not just a theoretical approach but a development-oriented action towards poverty reduction among rural and urban populace. Many developed nations have discovered the importance of small and medium scale enterprises to their economies and have not wasted time in investing into the sub-sector. According to the Global Entrepreneurship Monitor (GEM) report in 2008, it is concluded that there is existing relationship between entrepreneurship and poverty reduction, which lead to economic development and poverty reduction among citizenry. It further explained that any government who want to improve the living standard of their people should imbibe the spirit culture of sound entrepreneurship. Bolarinwa (2017) opined that entrepreneurship education is that type of education that provides training, experience and skills that prepare graduates with entrepreneurship knowledge, competence and skills needed to be self-reliant. Bolarinwa (2017) further defined entrepreneurship education as a form of education that is out to seek for the preparation of people, especially youths, to be responsible, enterprising individual who will become entrepreneurs and entrepreneurial thinkers and who will contribute to economic development and sustainable communities.

For Gibson (2015), entrepreneurial education is defined as the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high great potential. Entrepreneurial education is a lifelong process, starting as early as the elementary school and progressing through all levels of education, including adult education. It is seen as a tool which equips an individual to be an entrepreneur. As Emaikwu (2016) succinctly put it that entrepreneurial education focuses on developing understanding and capacity for pursuit of entrepreneurial skills and attributes. It enhances all-round development of body; mind and spirit. Entrepreneurial education involves opportunity recognition, commitment of resources and creation of a business of value to deliver goods and services. Moreland (2013) stressed that the inculcation of entrepreneurial education leads to the acquisition of skills in the students of tertiary institutions will lead to the creation of awareness and understanding of the socio-economic and environmental situation for sustainable national development. It will also enhance job creation to reduce unemployment among graduates upon graduation. It will ensure stable national growth in the provision of employment options for Nigerian graduates. Entrepreneurial education leads to capacity building of the beneficiaries mentally, physically and intellectually thereby placing them on the advantage of acquiring, interpreting, extrapolating information and consequently applying such capacities in building self in particular and the nation in general.

According to Nwite (2016), entrepreneurial education makes beneficiaries to think creatively to job creation during their undergraduate days and after graduation from the university. Based on this, the NUC embarked on the promotion of the programme in tertiary institutions

in Nigeria with the following objectives: empowerment of the people (students), creation of employment, diversification in business and individual confidence in the same vein, Lekoko, Rankhumise and Ras (2017) posited that entrepreneurial education is aimed at equipping learners to be able to establish their own businesses as soon as they complete their studies. Its objectives are to; provide opportunity for students to learn about entrepreneurial orientation, increase student awareness of entrepreneurial as a career option and increase self-efficacy among the students. The objectives are promising towards reducing unemployment and boosting the economy of the nation. Although, Uzoagulu (2014) argued that in practice, some universities simply design one or two entrepreneurial courses, taught by some lecturers who have no practical experience of entrepreneurial while students take such courses as a requisite for graduation. Distinctly from Uzoagulu's perception, Adeola and Bolarinwa (2015) sees entrepreneurial education as a collection of formalized teaching that informs, trains and educate anyone interested in business creation or small business development while Uzo-Okonkwo (2013) opined that entrepreneurial education is the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them. In diagnosing the importance of promoting entrepreneurial education in tertiary institution, Ademiluyi (2007) affirm that it addresses some socio-psychological problems and delinquency that arise from joblessness among graduates of tertiary institutions. Entrepreneurial education leads to opportunities for individuals and collective development of latent potentialities for self-fulfillment and actualization of set goals entrepreneurs. According to Agu, Anidiobu and Ezinwa (2016), an entrepreneur is a person who has possession of a new enterprise, venture or idea and is accountable for the inherent risks and the outcome of a product. Agu, Anidiobu and Ezinwa (2016) stated that the entrepreneur shifts economic resources out of lower and into higher. An entrepreneur promotes employment rather than seeking for an employment. Therefore, there is a need to embrace this type of education and provide all the necessary resources needed to make functional. Entrepreneurial education equips future entrepreneurs with the necessary skills to meet the need to accelerate economic development through generating new ideas and converting those ideas into viable and profitable ventures.

The role of entrepreneurial education cannot be undermined. This is because Nigeria educational system that turns out graduates from Universities, Polytechnics, Monotechnics among other have not trained the graduates to be self-reliant, but to depend solely on white collar jobs that are rarely available for sustenance. As a result, there are several graduates from Nigerian tertiary institutions today who are not gainfully employed. Maina (2016) observed among Nigerian graduates that apart from the book knowledge that is gained, there are no requisite skills to make them self-dependent. According to Afolabi, Kareem, Okubanjo, Ogunbanjo and Aninkan (2017), entrepreneurship education is the individual ability to turn ideas into action". It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives and to master one's own life. Entrepreneurship education according to this description is the kind of training given to awaken sense of initiative of individuals and their ability to turn ideas into reality. Entrepreneurship education in a school curriculum ensures that each learner has a chance to become an entrepreneur and each student is the architect of his/ her fortune. Entrepreneurship education is an approach to stimulate students to be curious and creative. Afolabi, Kareem, Okubanjo, Ogunbanjo and Aninkan (2017) further explained entrepreneurship education as pragmatic and meaningful interaction between learner and instructor developing the ability

of the learners to identify, evaluate and generate ideas and solving business problems in a unique way.

Entrepreneurship education provides individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them. From this definition, entrepreneurship is one of the ways by which human capital development can be enhanced in country. Human capital development from the perspective of this study is a part of a comprehensive programme designed by individual (micro level Human capital development), firm (meso level Human capital development) and government (macro level HCD) for human resources under their jurisdictions for the purpose of achieving cost-effectiveness in the use of resources and productive performance on the job (Marimuthu, Arokiasamy & Ismail, 2012). Entrepreneurship can also be seen as an enterprising human activity in pursuit of the generation of value through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets. Entrepreneurship education, assist with the growth of the economy and the overall promotion of sustainable economic growth and development (Raimi & Towobola, 2011). Developed nations like Japan and America utilize entrepreneurial (facilitative) learning for improving their human capital as opposed to the traditional approach of teach-and-listen approach, which is prevalent in developing nations (Raimi & Towobola, 2011). The age-long traditional education in vogue in Nigeria breeds graduates job-seeking mindsets as opposed to job-creation; they thus lack entrepreneurial traits like self-motivation, drive and innovation needed by the world of work and employers of labour (Simkovic, 2012). The challenges facing entrepreneurship education as human capital development mechanism in Nigeria are multi-faceted. The first is that entrepreneurship education curriculum is ineffectively implemented hence the difficulty in achieving its goals (Yahya, 2011) neither could its curriculum objectives like other specialized education been translated into practical realities at the implementation stage for the benefits of learners (Onyeachu, 2008) because of insufficient experts in the field of entrepreneurship, absence of relevant text-books on entrepreneurship education/program, ineffective style of instruction, poor funding and insufficient teaching gadgets for practical-oriented training (Yahya, 2011). The second challenge facing entrepreneurship education in meeting its policy goals is traceable to lateness in starting entrepreneurship education in Nigeria. This is premised on the argument that introduction of anything new in human society takes time to develop. Available facts in the literature indicate that United States of America introduced entrepreneurship into the curriculum of higher education in 1947 (Kuratko, 2003). By the 1990s, the literature indicates that the number tertiary institutions that mounted entrepreneurship program increased to 1,050 schools, as against 300 in the 1980s (Kuratko, 2003).

Another key challenge stifling the growth of entrepreneurship education is inadequacy of competent lecturers in the field of entrepreneurship to make the course practically interesting and goal-oriented as opposed to too much focus theoretical instructions (Raimi & Gabadeen, 2012). Ifedili and Ofoegbu (2011) noted that professionals in the education sector are having serious nightmare on the theoretical contents of entrepreneurship education being delivered to the undergraduates across Nigerian higher institutions. There is also serious deficiency in the books, hand-outs and other learning materials made available to undergraduate student offering entrepreneurship education course in the Nigerian tertiary institutions. Ifedili and Ofoegbu (2011) observed that because of absence of standard learning materials/text-books

on entrepreneurship education, the students had no option other than to fall back on scanty hand-outs/training manuals made available by course instructors.

Theoretical Framework

The theoretical framework for this study is human capital theory. According to the theory, provision of training for an individual could reduce rate of unemployment. That is, the introduction of vocational and entrepreneurship education into the educational system in Nigeria could serve as antidote towards reduction in graduates' unemployment. It is believed that vocational and entrepreneurship education prepared students to be self-reliance. Thus, vocational and entrepreneurship training as responsible for creative development, that is, education acts as an impetus for creating new ideas, improved techniques, new technologies and new products.

Shefiu and Ayika (2019) examined the potency Technical Vocational Education and Training (TVET) as a Panacea to Solving Nigeria's Youths' Problem of Unemployment. Nigeria, an emerging economy with an estimated population of about 200 million is battling with poverty and unemployment problems consequently the country's quest for technological progress, industrialization and economic development is 'snail – speeding' and very unimpressive. TVET has been recognized worldwide as a tool for empowering people, especially the youth, for sustainable livelihood and social-economic development. The findings based on the literature reviewed showed TVET is backed up with the availability of materials, infrastructure, hard and soft skills coupled with good will on the part of government could be the vitally needed solution to the problem of graduates' employability in Nigeria. Truly, the battle against youth unemployment cannot be won without tertiary institutions collaborating with the private sector of the economy. This forms the thrust of this paper. It was recommended among others that educational institutions offering technical education programmes should tap the dynamisms and synergies of the 21st century workplace to the full to produce technical education graduates who can fit in and succeed in the 21st century world of work. Chukwuma (2015) examined vocational and technical education among youth unemployment, mostly graduates in Nigeria as well as the causes and implications. Youths are very important stakeholder in any society. This study identified some causes of youth unemployment in Nigeria such as, negative impression on technical and vocational education, total neglect of the agricultural sector, poor educational planning and poor enabling environment. Youth unemployment has been identified as one of the core causes of the rising level of social disorder and insecurity permeating the entire country of Nigeria. This paper therefore concludes that addressing the problem of youth unemployment must involve all the stakeholders and that effective policy means uses such as re-priorization of the Agriculture sector, reformation of education system and provision of enabling Environment that will drastically reduce unemployment and poverty should be adopted to eradicate the menace of youth unemployment.

Beebom and Baridoma (2017) examined the role of entrepreneurial education in the reduction of unemployment among Nigerian graduates. The population of the study comprises of 732 corps members in Rivers State. A sample of 548 corps members were composed and used for the study through purposive sampling technique. Creation of jobs for self-employment, stimulation of rural, economic and industrial development are benefits of entrepreneurial education to Nigerian graduates. Afolabi, Kareem, Okubango, Ogunbanjo and Aninkan (2017)

examined the effect of entrepreneurship education on self-employment initiatives among science and technology students of Gateway Polytechnic, Saapade Remo, Ogun State, Nigeria. The result obtained indicates that entrepreneurship education is a good policy and it has positive effect on self-employment initiatives. Asogwa and Dim (2016) investigated the relationship between Entrepreneurship Development and employment reduction in Anambra State, Nigeria. A total of 150 youths was sample for the study. However, four hypotheses were tested; the first, second and third hypotheses were designed to investigate the relationship between Entrepreneurship training and unemployment reduction; the relationship between Entrepreneurship traits and unemployment reduction; and the relationship between Entrepreneurship empowerment and unemployment reduction respectively. The fourth hypothesis was on the examination of entrepreneurship challenges affecting unemployment reduction. The test conducted shows that the variables in Ho1, Ho2 and Ho3 were significantly and positively related and Ho4 was also significant. Sofoluwe, Shokunbi, Raimi and Ajewole (2013) investigated the prospect of repositioning entrepreneurship education as a strategy for boosting human capital development and employability in Nigeria. The key findings indicate that entrepreneurship education is a leeway to job creation, wealth creation, youth empowerment, peaceful society and economic development. Akhuemonkhan, Raimi and Sofoluwe, (2013) examined entrepreneurship education and employment stimulation in Nigeria. They employed systematic collection of secondary quantitative data and subjected to econometric analysis on the basis of which informed conclusions were drawn. On the strength of the data sourced, analyzed and interpreted, it was discovered that entrepreneurship development could be effective tools for poverty reduction, stimulating employment as well as fast-tracking realization of universal primary education and promoting gender equality.

Methodology

A descriptive survey design adopted for this study. The reason for using descriptive survey design is to collect the opinions of the respondents towards attaining research objectives. The population of the study comprised postgraduate students of Tai Solarin University of Education, Ijagun, Ogun State, Nigeria. A total of 85 postgraduate students of Tai Solarin University of Education, Ijagun, Ogun State, Nigeria were selected as sample size of the study. Stratified sampling technique was used for the selection of the sample size. The reason for using this technique is to ensure gender balance among the selected respondents. That is, both male and female postgraduate students were included in the sample size. The study used researcher developed questionnaire tagged: 'Solving the Challenges of Unemployment through Vocational and Entrepreneurship Education Questionnaire (SCUVEEQ)'. The questionnaire requests responses on a four (4) – point scale format which was a modification of 5-point Likert scale. The questionnaire has two sections of A and B. Section A focused on demographic characteristics of the respondents, and section B examines item on the causes of graduates' unemployment; vocational education and entrepreneurship education. The initial draft of the questionnaire was subjected to face and contents validity by the researcher supervisor from the Department of Business Education. All the issues raised were duly attended to, in order to ensure its content, construct, and criterion validity. In order to ensure the reliability of the instrument, a test-retest study was carried out among 9 postgraduate students' at Olabisi Onabnjo University, Ago-Iwoye. Pearson Product Moment Correlation (PPMC) was used for testing the reliability coefficient with the view to ascertaining whether the instrument is reliable or not. A reliability coefficient of 0.89 was reported. Primary method of data collection was used for collecting the

needed data for this study. The basic instrument for data collection was the validated questionnaire (SCUVEEQ). The researcher with the help of 3 trained research assistants involved in distributing the questionnaires to the respondents. Mean was used for answering research question 1. Research questions 2 and 3 were answered using Pearson Product Moment Correlation (PPMC) as well as research question 4 was answered through the application of regression analysis.

Results and Discussion of Findings

Research Question 1: What are the causes of graduates' unemployment in Nigeria?

Table 1: Descriptive statistics on the causes of graduates' unemployment in Nigeria

Items	Mean	Remark
Poor education standard	2.56	Agreed
Inequality of income.	2.89	Agreed
Poverty.	2.51	Agreed
Failure to teach students on practical aspect of their discipline	2.93	Agreed
Too much concentration on theory	2.58	Agreed
Occupational motilities	2.78	Agreed
Technological change	2.66	Agreed
Higher illiteracy rate	2.54	Agreed
Cluster Mean	2.68	

Source: Field Survey, 2023

Table 1 revealed that cluster mean was 2.68 which greater than the bench mark of 2.50. This further implied that poor education standard, inequality of income, poverty, failure to teach students on practical aspect of their discipline, too much concentration on theory, occupational motilities, technological change and higher illiteracy rate were among the causes of graduates' unemployment in Nigeria.

Research Question 2: Is there any relationship between vocational education and graduates' unemployment in Nigeria?

Table 2: Relationship between vocational education and graduates' unemployment in Nigeria

Variables	Mean	Std. Dev	1	2
Vocational education	2.66	1.12	1.000	
Graduates' unemployment	2.71	1.03	.862** (0.00)	1.000

Source: Author's Field Survey, 2023.

Table 2 shows Mean, Standard Deviation and zero order correlation between the variables. It was observed that there was significant relationship between the independent variable and the dependent variable in the order of ($r = 0.862$, $P < .05$). On this premise, the researcher concluded that there was relationship between vocational education and graduates' unemployment in Nigeria.

Research Question 3: What is the relationship between entrepreneurship education and graduates' unemployment in Nigeria?

Table 3: Relationship between entrepreneurship education and graduates' unemployment in Nigeria

Variables	Mean	Std. Dev	1	2
Entrepreneurship education	2.66	1.12	1.000	
Graduates' unemployment	2.71	1.03	.662** (0.000)	1.000

Source: Author's Field Survey, 2023.

Table 3 shows Mean, Standard Deviation and zero order correlation between the variables. It was observed that there was significant relationship between the independent variable and the dependent variable in the order of ($r = 0.662$, $P < .05$). On this premise, the researcher concluded that there was relationship between entrepreneurship education and graduates' unemployment in Nigeria.

Research Question 4: To what extent vocational and entrepreneurship education jointly can solve unemployment in Nigeria?

Table 4: Extent vocational and entrepreneurship education jointly can solve unemployment in Nigeria

R = .917 R ² = .841 Adj R ² = .822 Std. Error = 1.11243						
ANOVA						
Source of Variation	SS	Df	MS	F-ratio	P	
Regression	286.930	3	57.386	46.373	0.000	
Residual	54.450	80	1.237			
Total	341.380	83				

a. Dependent Variable: Unemployment

The table shows that there was significant joint contribution of the independent variables (vocational and entrepreneurship education) on the dependent variable (unemployment); $R = 0.917$, $P < .05$. The table further reveals {82.2% (Adj. $R^2 = 0.822$)} that about 82% of the variance in unemployment was accounted for by the linear combination of the independent variables. The ANOVA results from the regression analysis shows that there was significant of the independent variables on the dependent variables; $F(3,80) = 46.373$, $P < .05$.

Discussion of Findings

The findings of the study revealed that poor education standard, inequality of income, poverty, failure to teach students on practical aspect of their discipline, too much concentration on theory, occupational motilities, technological change and higher illiteracy rate were among the causes of graduates' unemployment in Nigeria. There was relationship between vocational education and graduates' unemployment in Nigeria. There was

relationship between entrepreneurship education and graduates' unemployment in Nigeria. There was significant joint contribution of the independent variables (vocational and entrepreneurship education) on the dependent variable (unemployment) and about 82% of the variance in unemployment was accounted for by the linear combination of the independent variables. These findings correlate with Shefiu and Ayika (2019) showed TVET is backed up with the availability of materials, infrastructure, hard and soft skills coupled with good will on the part of government could be the vitally needed solution to the problem of graduates' employability in Nigeria. Chukwuma (2015) concludes that addressing the problem of youth unemployment must involve all the stakeholders and that effective policy means uses such as re-priorization of the Agriculture sector, reformation of education system and provision of enabling Environment that will drastically reduce unemployment and poverty should be adopted to eradicate the menace of youth unemployment.

The findings of the study further corroborate with Beebom and Baridoma (2017) found that Skills such as welding and fabrication, food and catering services, electrical installation etc can make Nigerian graduates entrepreneurs to reduce unemployment. Creation of jobs for self-employment, stimulation of rural, economic and industrial development are benefits of entrepreneurial education to Nigerian graduates. Afolabi, Kareem, Okubanjo, Ogunbanjo and Aninkan (2017) indicated that entrepreneurship education is a good policy and it has positive effect on self-employment initiatives. Sofoluwe, Shokunbi, Raimi and Ajewole (2013) indicated that entrepreneurship education is a leeway to job creation, wealth creation, youth empowerment, peaceful society and economic development. They conclude that as a matter of urgency the three levels of governments, academic institutions, donor agencies and private sector organizations should encourage entrepreneurship education as part of their social contribution to human capital development in Nigeria. Akhuemonkhan, Raimi and Sofoluwe, (2013) examined entrepreneurship education and employment stimulation in Nigeria. They employed systematic collection of secondary quantitative data and subjected to econometric analysis on the basis of which informed conclusions were drawn. On the strength of the data sourced, analyzed and interpreted, it was discovered that entrepreneurship development could be effective tools for poverty reduction, stimulating employment as well as fast-tracking realization of universal primary education and promoting gender equality.

Akanwa (2014) focused on teachers' assessment of the teacher characteristics necessary for entrepreneurship education. A sample of 448 was used. It was got by stratified random sampling from the three education zones of the state. One research question was asked and two null hypotheses were formulated and tested using Z-test. Results show that teachers agree that teacher characteristics enumerated are necessary for entrepreneurship education as all the items had a mean of above 2.5. Hypotheses tested showed no significant differences between the opinions of male and female teachers and between the urban and rural teachers.

Conclusion

This study examined how to solve the challenges of unemployment through vocational and entrepreneurship education, the following conclusions were drawn based on the findings of the study that:

1. Poor education standard, inequality of income, poverty, failure to teach students on practical aspect of their discipline, too much concentration on theory, occupational

motilities, technological change and higher illiteracy rate were among the causes of graduates' unemployment in Nigeria.

2. There was relationship between vocational education and graduates' unemployment in Nigeria.
3. There was relationship between entrepreneurship education and graduates' unemployment in Nigeria.
4. There was significant joint contribution of the independent variables (vocational and entrepreneurship education) on the dependent variable (unemployment) and about 82% of the variance in unemployment was accounted for by the linear combination of the independent variables.

Recommendations

The following recommendations were provided for this study:

1. It was recommended among others that Entrepreneurial education in tertiary institutions should be practically oriented rather than theory as this will exposed the students to various lucrative skills.
2. Access to credits/loans should be granted without collateral in order to make the training realizable and achievable.
3. Students should be encouraged beyond entrepreneurship school training projects to business ventures start-ups at micro and small-levels.
4. Also, the Institution management should collaborate with existing entrepreneurs and business organizations in providing entrepreneurship training to the students.
5. Institution management, the government and other stakeholders can give special recognition, awards and sponsorship assistance as motivation to students whose projects are realistically outstanding.
6. The study also recommended that Government should strive to reduce the cost of doing business in Nigeria. Unemployed youths in Nigeria should also be strengthened to embrace entrepreneurship devoid the imitation and vocational inclinations.

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