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**A PHILOSOPHICAL APPRAISAL OF GLOBALISATION, THE CHALLENGE OF
HUMAN CAPITAL DEFICIT AND THE ROLE OF ENTREPRENEURSHIP
EDUCATION IN NIGEIRA**

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Abstract

To douse the rising wave of mediocrity in the country, there is the need for good and quality education to reduce the risk of unemployment, improve productivity, increase wages, increase technological innovation and economic growth (Simkovie, 2012). The current academic curriculum prepares recipients with little or no job related content. Unemployment is rampant in Nigeria like other nations because of mismatch between the need of employers and stock of job specific human capital produced by educational training institutions (Simkovie 2012). While graduates complain that the graduates are poorly prepared and therefore unemployable. Every organization needs to employ quality human capital for the purpose of repositioning their organizations for good.

Keywords: Globalization, unemployment, entrepreneurship education, enhanced income and productivity.

INTRODUCTION

History of Education in Nigeria

The present education curriculum at all levels in Nigeria could be traced to the history of education which in itself is the history of the colonial educational system. The socio-economic

and political forces of the colonial era have interacted to chart the course of educational development in Nigeria.

Interestingly, before this era, the traditional education in the Western part of Nigeria particularly among the Yoruba's emphasized social responsibility, job orientation, political participation, spiritual and moral values (Fafunwa, 1974:15).

It is important to note however, than even in those far away periods, the traditional education got influenced by the prevailing social, political and economic situations and the available technology within the system. Even in those days the traditional education system focused on sustaining self-efficient and sufficient household economy (Adelabu, 1990).

The history of western formal education is bound up in the history of Christian missionary pioneering evangelization in Nigeria. Education per se was not the primary goal of the missionaries, it was auxiliary to it, it was for this reason that the curriculum was narrow consisting mainly of Arithmetic, Reading and Religion.

This type of education definitely had created a big gap between education, employment and skills development. Colonial educational policies were to boost colonial economy although it laid emphasis on agriculture training which could have been novel, but it was to secure a ready source of raw materials for the emerging colonial economy mainly British industries.

This was based on the premise that it was cheaper if Nigerians were educated enough to serve as clerks, techniques and artisans. Economically, much would be saved with local labours than importing personnel from Europe. The people were actually not to become independent entrepreneurs. This was of little benefits both to the individuals and Nigerians. This type of education stayed with us till date and it has certainly not accommodated global educational and economic changes.

Globalization and Imperative for changes in Education Policy Making and implementation in Nigeria

Globalization became a widespread concept in the 1990s (Giddens, 1990). The forces and characteristics of globalization tend to have collapsed traditional boundaries among nations, regions and among ethnic divides. Globalization embodies and exhibits trends and characteristics,

which tend to de-emphasize the primacy of the traditional nation state while simultaneously accentuating the ascendancy of worldwide trends and tendencies. A proper view of globalization within historical context is expected to see Africa and Nigeria in particular as playing a central role in the global dispersal of civilization and modernization and in playing a critical role in world economy. But this has not been. Nigeria made its first attempt to enter the so called atomic age in 1995 when the first ever universal primary education (UPE) scheme was launched in western Nigeria. It was premised on the that *Nigeria's survival as a race in this atomic age will depend on our ability to initiate and our competence to implement bold schemes of political economic and educational advancement (Nigeria: Western Region Debate 1952, in Adelabu, 1990).*

In 1976, both Federal Universal Primary Education (UPE) scheme and the National Policy on Education with 6-3-3-4 structure of formal education were launched. The Universal Basic Education (UBE) scheme was launched to provide both primary and junior secondary for all school-aged children. Major international development and patterns of influenced the orientation of Nigeria's UBE programme as well as the on-going Education for all (EFA) exercise. This historical review has pointed to the fact that Nigeria to developed economies and subsequently, though education, integrate in into the global economy.

Globalization and Imperative for Changes in School Curriculum in Nigeria Educational System

Globalization symbolizes a shift from monocultural approach to education to a multicultural approach with the attendant implication for changes in school curricula and attendance practices. Consequently, learning needs of all young people and adults are to be met through equitable access to appropriate learning and life skill programmes, hence the emphasis on Technical and vocational Education (TVE) in the National Policy of Education (2003). The revolution in knowledge production, distribution and management perhaps implies the death of traditional curriculum. The school curriculum must embody the complexity and vibrancy of Information Technology. This may also necessitate the emergence of curriculum models and education policies that emphasize interdisciplinary course, open ended systems, Socratic dialogue, multidimensional assessment and multiculturalism (Boyer, 1991, 1995; Slattery, 1995).

Education Transformation

Transformation by itself means a profound radical change like metamorphosis or renewal. It could be perceived to also mean a 'paradigm shift' characterized by radical change from the old situation to a new enhanced state. (Scherto Gill, 2006).

Transformation often comes out of energetic states, it needs not be just a one of experience it may happen more or less continuously along the course of our life.

Transformation education through entrepreneurship therefore may not be popular because as a progressive idea and change, it may be resisted, it may cause some form of discomforts or at times conflicts but to embark on this journey of education transformation, there is need to take risks as it sets out a space not hitherto known and it will also explore new ground and new experiences with a fresh understanding and a different way of thinking and perceiving.

For our Nation, education has been identified as a veritable tool for Human Capital Development. This is based on the fact that one of the potent factors that enhance the wealth of nations is that of human capital – the better a nation's human capital, the higher the productive capacity and national wellbeing. For Nigeria to accelerate its socio-economic development there is the deliberate need to refocus attention on human capital development through regular interactions of planners, employers and builders of human capital to facilitate the process of meaningful national development (Awopegba, 2001).

For meaningful education what will make our graduates employable and self-employed, it is high time our universities started taking a look at entrepreneurship education. Entrepreneurship education seeks to bridge the gap between education, employment and sustainable lifelong living. It is through entrepreneurship education that education that students are equipped with knowledge, skills and motivation to encourage entrepreneurship success in a variety of settings.

This type of education is very dynamic and because it is a process that changes according of the changes in the surrounding society, it involves a whole range of aptitude like innovativeness, capacity to take risk and forecast prospect of an enterprise and confidence in one's ability to meet unforeseen adverse situation or marked use of competencies in business. This entrepreneurship is the personal quality that enable people to start a new business or vigorously and innovatively expand an existing one, thereby maintaining and vitalizing growth of an economy. Individuals with this background of education would have the competence,

willingness and ability to seek investment opportunity in their environment and be able to establish and run an enterprise successfully based on the identified opportunities. This position could be said to have an economic and managerial perspective.

It is expected that our educational institutions will become centres for inculcating the spirit of entrepreneurship rather than the spirit of passing examinations to get white collar jobs. The best way to do this is to culture a curriculum that is all encompassing in developing that spirit and culture of entrepreneurship is the youth through educational programmes in universities and other institutions of higher learning. The skills to be developed through entrepreneurship education according to Obaya (2012) include:

- i. **Analytical Power:** An advanced capacity for logical reasoning, employing appropriate verbal, quantitative, quantitative, graphic, documentary, audio-visual, perceptions and a wide variety of tools.
- ii. **Communication:** Oral and written and well (as in other possible forms) using the appropriate language and non-verbal forms in specific situations to achieve specific objectives.
- iii. **Problem solving:** The ability to task one's analytical power to the maximum in developing possible solution paths to problem in a variety of situations.
- iv. **Team spirit:** The ability to contribute meaningfully to group in a wide variety forms, to relate with others to get out of one's shell while remaining oneself.
- v. **Creativity:** The ability to go beyond the well-trodden path, in thinking as well as in action.
- vi. **Versatility:** A broadened horizon in terms of domains of knowledge and competence.
- vii. **IT (Information Technology):** as a discipline in its own rights, as a tool for a support to other disciplines and life activities.
- viii. **Life-long learning skills:** perseverance, risk-taking, a spirit of enquiry, reading as habit, self-directed learning efforts and the activities to face challenges, etc.

The major attraction of these generic skills is that they are transversal in nature, and can help to break the artificial barriers among disciplines. What is more, the rapid obsolescence of factual knowledge is taken care of, as the emphasis is on the tools and methods of learning; not on mere memorization and regurgitation. These skills are really the attributes, traits and behavior

that enure and which are transversal. Unfortunately, experience has shown that these skills are either no longer in significant quality in our graduates or completely non-existent in same.

What went wrong?

Several reasons have been adduced why educated in the country in unable to produce a critical mass of individuals with these core or generic skills. The bottom-line is that certain socio-political-economic factors have combined to incapacitated university education, as a manifested in certain institutional problems. These according Ogunyemi (2001) are:

- i. Unplanned expansion, leading to a very rapid increase in the number of institutions since 1995.
- ii. Unnecessary duplication of courses and programmes;
- iii. Deterioration of physical facilities;
- iv. A near absolute lack of teaching-learning and research facilities;
- v. Over-stretching of teaching, research and managerial capacities;
- vi. An upsurge of various forms of social ills: examination malpractices, falsification of certificate, cultism and commercialization of the entire system;
- vii. Universities struggling for avenue for extra income, often tend to rubbish the cherished academic traditions;
- viii. Internal and external personal hemorrhage among the intellectual class; and
- ix. Loss of faith in the entire system.

Unemployment is becoming an incoming troublesome issue in many parts of the world. In Nigeria, it has become one of the most serious socio-economic problems confronting the country. Awogbenle and Iwuamadi (2010) observed from the excerpts of statistics obtained from the National Manpower Board and the Federal Bureau of Statistics; showed that Nigeria has a youth population of eight (80) million of these are unemployed while one million, six hundred thousand (1.6million) are under employed.

Young people aged between 18 and 34 years represent more than 60% of the Africa's total population and accounts for 45% of the total labour force. Unlike other developing regions; Sub-Saharan Africa's Population is becoming more youthful, with youth representing a proportion of the total population projected over 75% by the year 2020. This is due to the high fertility rate

underlying the demographic momentum and it is expected that this increase in the number of young people will not decline in the near future.

Unemployment is increasingly recognized as potential trigger for social instability in Nigeria and other African Nations.

Africa in particular currently faces demographic challenges as its population of young people increases and access to secure jobs continues to be scarce and problematic. People are often seen as the next generation of actors on the social and economic stage. While it is true that the future economic development of nations depends on harnessing this energy and developing their skills, this does not take account of the social and economic contribution that many young people make today.

It also fails to acknowledge that many young people are struggling to find adequate employment that can provide them with a safe foothold above the poverty line and that their prospects attaining such security have worsen amid the global economic malaise that has taken hold since the year 2007.

Cause of Unemployment

Economists have distinguished a number of types of unemployment vis: cyclical, structural, frictional and seasonal.

Cyclical unemployment is brought by the vagaries of the business cycle; structural unemployment is brought about by the changes in the economy or the labour market, when the jobs available; do not fit the workforce skills.

Frictional unemployment is linked to the phenomenon of people between jobs and seasonal unemployment is linked to certain types of seasonal jobs, such as a farm work and construction.

These causes of unemployment in Africa include worldwide recession which has resulted in less demand for raw materials cash crops and to some extent, manufactured goods. This has led to decreased production and the eventual and unavoidable layoffs.

Furthermore, as a result of modern technology, labour intensive work such as agricultural employment has been drastically reduced as fewer people are needed to perform certain jobs.

Nigeria has continued to witness high rate of population growth over the years. This increasing population growth has produced an overwhelming increase in the population thereby resulting in the increasing size of the working age population. Related to the rapid population growth is the massive rural-urban migration by the people.

According to the United Nations (UN) report (1999), the high degree of geographical mobility of people in Africa is in form of rural to urban, which has been influencing unemployment. In Nigeria, people migrate to the cities more than other migrants in the cities where job opportunities are very limited. Thus, the rate of urbanization of youth has continued to create unemployment.

Among other factors responsible for unemployment is poor governance, ineffective targeting of the poor resulting in resource being thinly spread among competing prospects, overlapping functions, poor coordination and lack of sustainable measure (Musari, 2009).

In response to the alarming unemployment situation, Nigeria government at various times has made attempts to solve the nagging unemployment problem by setting up various solution agencies. Notable among these agencies are the National Directorate of Employment (NDE) and National Poverty Eradication Programme (NAPEP).

However, it is on good record that these attempts have not made any significant impact on unemployment (Omorodion, 2010).

Effects and Possible Solutions to Unemployment in Nigeria

Unemployment poses a risk to the Nigerian society. The consequences of this problem if no major corrective initiatives are taken, could be disastrous for the nation. Unemployment has national and global impacts, notably among which are increased violence, crime, drug abuse and political instability. Desperation can drive many people into living outside the law in order to survive and as a means of expressing dissatisfaction at the apparent neglect of their very existence.

Furthermore, the negative consequences include poverty, psychological problems of frustration, depression, hostility, abduction, murder, armed robbery and all manner of criminal behaviours

causing general insecurity of life and property, (Adebayo, 1999; Egbunna, 2001; Alanana, 2003; Okonkwo, 2005).

Crime may be a consequences of unemployment, but it also an additional factor causing unemployment through negative effects on the economy.

Crime affects the economy through a number of ways. First, it increases the cost of doing business for the private sector and in providing services. Resources that would otherwise have been invested in increasing output and funding education and health programmes, are diverted to crime prevention. Finally, because of increase in crime rate, the foreign investors and foreign direct investment will be drastically reduced (Economic Commission for Africa, 2002).

The following are some proposed solution to reduce unemployment in Nigeria:

- Efforts to enhance income and productivity in Nigeria's informal work sectors should be intensified; government should also facilitate better access to essentials of production like capital, land and enhanced training and technology to facilitate effective marketing of products.
- Government must pay more attention to mobilizing internal resources and creating a culture of entrepreneurial development. There should be focus on reduced external borrowing due to exercising more fiscal discipline.
- There is need for an enhanced allocation of resources from national budgets to strengthen any employment promotion activity in the country.
- Higher emphasis should be placed on rural employment by providing support to cottage industries and agriculture.
- There should also be an improvement of primary health care program to create provision of free health care of unemployed people.
- Measures should be introduced to expand social welfare programs and unemployment benefits, including subsidization and distribution of clothing of food.
- The education system also needs to be structured to ensure it produces graduates who are capable of creating self-employment.
- The design of Nigeria's educational system is flawed. The neglect of technical education is an obstacle to national development. Not everyone needs a university education. In Nigeria,

technical degrees are regarded as inferior to regular academic degrees. But in advanced nations those with technical degrees highly regarded. Individuals with years of field experience work in tandem with those with academic degrees.

- In fact, the worth of every worker depends on the person's skills and knowledge and not on the stack of academic degrees one has. Nigeria must learn to blend theory and practice in its education because theories alone cannot serve any useful purpose.
- The nation's technical schools should be brought to international standard by employing teachers with field experience in the subject areas and experienced and professional administrators to run technical institutions. As obtained in the developed nations, the technical graduate should be thoroughly certified before they could work as technicians.
- Nigeria is terribly lack behind in preparing its labour force for the 21st Century economy. Adult education is as imperative as it would assist those who could not complete their primary and secondary education to acquire basic skills, and for the retired, who constitutes greater part of the unemployed group in the society, to retain for a second career. Not nation would make any meaningful in the socio-economic stride without well-equipped technical and vocational institutions.
- The united nation Education scientific and cultural organization (UNESCO) have noted the revitalizing the important sector is among the ways to improve economic opportunities for the people. The National board for technical Education (NBTE) and teachers in this area should take up the campaign for more funds for technical and vocational education and to launder its image.
- It cannot be overemphasized that technical education is the engine for economic growth. No nation can fight a war without an army. In the same way, Nigeria cannot develop without well-equipped technical and vocational institutions.
- In fact, it is the missing link in Nigeria's development policy (Dike, March 2, 2005). Because of poor training and ineffective institutions, Nigeria suffers from low productivity. But the progress of any society lies in the productivity of its citizens. Higher productivity gives a nation advantage of economic of scale and lowers the costs of production and prices of goods and services.
- Nigeria begin now to make very serious investment in education and skill training as no nation can compete effectively in the emerging global market place with poorly educated and

unskilled workers. The leading factors of production in the emerging global market economy are to be technology, knowledge, creativity and innovation.

CONCLUSION

From all indications, unemployment is a menace in Nigeria and constitutes a real danger and a threat to social economic and political development. This paper has placed substantial hope in the power and potential of entrepreneurial skills and government interventionist strategies to transform the relationship between the educational system the labour market.

However, entrepreneurial skill can only be a panacea for reducing the rate of unemployment in conjunction with Technical and Vocational Education (TVE) and entrepreneurship. Moreover, the energy, skills and aspirations of young people are invaluable assets that no country can afford to waste and holding them to realize their potential by gaining access to employment is a precondition for poverty eradication, sustainable development and lasting peace.

No amount of entrepreneurial skills will help if there are no employment opportunities to facilitate self-employment and technical and vocational skills needed for gainful employment may become irrelevant to the needs of the youths.

RECOMMENDATIONS

The Federal government should ensure that policy measures be strictly adhered to by encouraging the various financial institutions to grant soft loans to potential and prospective entrepreneurs in order to encourage small scale business.

Vocational and technical education should be introduced at all levels of education. It is an indisputable means of reducing unemployment since it is skill-oriented and employment motivated.

Entrepreneurship education should be incorporated into the curricula of secondary schools and tertiary institutions. This will help shift the people from being “job seekers” to “job creators” and also form social dependence to self-sufficient people.

In promoting entrepreneurship, government should concentrate on those activities where people are known to have comparative advantage. Globally, modern information and communication technologies are offering significant opportunities for job creation. The Nigerian government

should therefore explore how the ICT industries can provide new jobs and entrepreneurial opportunities for the people. They could then take advantage of this exploration activity to mobilize the energies of the youth from destructive tendencies to productive people.

School-to-work transition skills should be introduced into the curricula of senior secondary school and tertiary institutions in the nation, specifically for the final year students who are about to enter into competitive labour market. The training should create avenues for providing experience with a view to promoting and developing desirable work ethics and culture for national development. People should be trained to possess skills that are congruent with real labour market demands.

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