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Perspectives on manpower development programmes and graduate unemployment in Nigeria

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Abstract

The indices for the measurement of a country's development or under-development are: poverty rate; GDP; unemployment rate; level of literacy; literacy rate; level of technological development; transparency in governance, etc. If these indices are below expectation, it becomes obvious that the country will be adjudged as a poor and under-developed country. More so, education is very important in the development of human resources in any country through the acquisition of appropriate skills, capacity building, values, knowledge and attitudes which can be used in the transformation of individuals, communities, nations and the world at large. No wonder that countries so adjudged as developed have demonstrated capacity to transform their world through entrepreneurship education which can be used for wealth creation, poverty reduction. These developed countries also exhibit enduring social-economic empowerment, sustained national development, etc. On this premise, this paper critically examines the perspective of manpower development programmes as well as implications of graduate unemployment on the Nigeria's socio-economic and political development with a view to proffering solutions towards resolving and ameliorating the decadent situation in Nigeria. This paper looks at entrepreneurship education as a functional education which can be used as a panacea for unemployment, poverty eradication and national insecurity, taking cognisance of the fact that education has remained the major instrument for national development by many countries of the world. The paper also recommends that manpower development programmes on skills acquisition and knowledge-based economy should strongly be pursued in Nigerian tertiary institutions as a means of overcoming unemployment and its attendant challenges in the country.

Keywords: Unemployment, Manpower development, Entrepreneurship education, and National development.

1.0 Introduction

In recent times, some Nigerian graduates are found to be incompetent in their chosen field of endeavour especially in labour market competitions thereby prompting the society to ask: Are university graduates in Nigeria adequately educated? This question is hotly debated by the public and the press. It is a question of particular concern to graduates who are seeking employment and to employers who consider hiring them. Graduates complain of high levels of unemployment. The situation is of such concern that hundreds of unemployed university graduates mounted a demonstration in front of the presidential office (Aso Rock) on October 18, 2000. They demanded that government should provide them with jobs. Employers complain that graduates are poorly prepared for work and are therefore unemployable. They believe that academic standards have fallen considerably over the past decade and that Nigerian university degrees are no longer a guarantee of technical competence. As a result, university graduates are commonly viewed as "half-baked."

Stories and jokes abound in Nigeria regarding the supposed shortcomings of university graduates. Yet empirical information and reports are rare. What is the real situation? Is graduate unemployment a serious problem? How do employers assess the qualifications of current degree-holders? How well do graduates perform when they are able to obtain employment?

The development of indigenous manpower to serve as the propelling force for national growth and development is no doubt a key to Nigeria's socio-economic and political development (Ake, 1989) [3]. This is quite indispensable considering the argument of the concept of transfer of technology as a propelling force for the development of the developing countries of which Nigeria is one (Ake, 1989) [3]. However, it is important to state that the lack of adequate emphasis on manpower development as a tool for development in Nigeria

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on the part of government as well as the organized private sector could not be far-fetched from the lack of understanding of both the concept and methods for manpower development in a post-colonial Nigerian State in which the process of human resource development for national growth was distorted by colonialism with the attendant negative orientation that was injected into political leadership (Ekpo, 1989) ^[16]. Thus, manpower development became an elitist design that was geared to favour capitalist mode of production in which labour was relegated to the background among the factors of production. From the above background, one could therefore argue that there were distortions in both the concept and method of manpower development in the Nigerian State as it was oriented towards serving capitalist interest. Undoubtedly, this accounts for the discrepancies in the educational system, a mechanism designed for manpower development meant to serve national interest.

The analysis of labour statistics indicates that the unemployment rate for Nigerian university graduates may be around 25 percent and that their prospects for employment have worsened over time. In addition, the percentage of graduates going into the public sector has fallen drastically. The following messages conveyed by the managers of a survey firm clearly captured the subject of our discussion through the following assertions:

- University graduates are poorly trained and unproductive on the job.
- Graduate skills have steadily deteriorated over the past decade.
- Shortcomings are particularly severe in oral and written communication, and in applied technical skills.

Unemployment of the educated and the uneducated manpower has become one of the most topical and thorny issues in contemporary Nigeria. The unemployment situation has changed from the previous position marked by prolonged period of unemployment and misemployment to one in which graduates of tertiary institutions have to normally wait for a long time before getting a first job – if at all. At the beginning of this millennium, employment crises have emerged as the most challenging issue confronting many world economies. The continuing global economic slowdown and uncertain economic prospects have resulted in a grim global economic landscape. This plunged many economies into deep recession, the ripple effects of which have affected the job markets. These effects are more pronounced in the developing and underdeveloped countries of the world, with increased unemployment being the outcome. Nigeria is one of the countries in the world with the highest level of youth unemployment, reaching between 60 and 65% (Federal Ministry of Labour and Productivity Report, 2008). These are mostly young adults that have graduated from universities and polytechnics or other similar institutions of higher learning. Available estimate shows that about 1.6 million persons, mostly young adults and graduate, annually. In addition to this number, about 3.8 million others are certificate carrying youths that have no formal education, or have completed primary or secondary school, or dropped out from tertiary institutions all of which are annually poured

into an already saturated labour market (Federal Ministry of Labour and Productivity Report, 2008).

Many of the youths are not productive and have actually been reduced to petty traders and smugglers. In many instances, the engagement in illicit activities like trafficking in persons and child labour can be attributed to poverty and joblessness among the youths. For a few who are able to find their way out of the country to work in other countries, their departure has contributed to depleting the quality of human capital resources in the country. This paper has come as a wakeup-call to appropriate authorities to look in the direction of entrepreneurial development initiatives in the quest to solving unemployment problem in Nigeria.

Although both concepts of human resources development and manpower development could be used interchangeably depending on how one prefers it. It is important to accentuate that the concept manpower development could be defined as “The existence of unskilled and/or skilled humans that need training or re-training to perform specific task in society” (Ekpo, 1989) ^[16]. Thus, manpower development could be seen as organization-specific. This is because it is largely a function of organizational manpower needed or job specification. That is, it could be viewed as the adaptation of human resources available in the country to the needs, objectives and orientation of a given organization.

Conversely, the concept “development of manpower” could be viewed as a concept which is generic in nature because of its focus on turning out human resource that is needed for the development of the state (Drucker, 1999) ^[15]. As a result, human resource development views man as the most important asset in the society (Chalotsky and Reinhart 1988; Ekpo, 1989; Drucker, 1999; Muchinsky, 2000) ^[9, 16, 31].

The Relevance of Manpower Development in Nigeria

1. Economic Development: The relevance of manpower development in Nigeria could be juxtaposed vis-à-vis economic development. This is because manpower development captures the actual meaning of development in that it is people centered (World Bank 1991; Grawboski and Shields, 1996) ^[45, 27]. In addition, it involves the building of capacity and harnessing the State’s human resource which constitute a sine-qua-non for development. The above advantage was vividly conceptualized by Harbison (1973) ^[28] when he stated that: Human resources constitute the ultimate basis for wealth of nations, capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development. Clearly a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else.

2. Political Stability: There is no doubt that a country which fails to adequately develop her manpower would be doing so at the expense of her socio-economic and political stability. In the aspect of political stability, Omodia (2004) ^[35] stressed the dysfunctional use of the nation’s human resource among the youths in propelling political instability when he stated that: “there has been a situation in which the Nigerian youth

especially, those of poor family background were used as tools for disrupting the political democratic system through rigging, thuggery and ethnic conflicts". These factors of rigging, thuggery, in addition to economic mismanagement, personal ambition or selfishness among others, were the factors that terminated the First and Second Republic. Thus, manpower development could help the youths in the development of self and improving the quality of their political participation.

3. Poverty Alleviation: It has been argued that an effective poverty alleviation scheme must involve the development and utilization of local resource including human for solving local problems (Robb, 2000; Omodia, 2005) ^[36]. Thus, manpower development is central to solving the present problem of poverty in Nigeria.

The Concept of Unemployment

Unemployment is a social issue that Nigeria as a nation must deal with decisively. Even the most advanced economies of the world still battle with the issue of unemployment. In fact, the classical economists averred that there can never be a situation of total employment in any economy. However, responsible governments must strive at all times to keep unemployment rate as low as possible. According to Fajana (2000) ^[18], unemployment is a state of being out of work/idleness experienced by persons who as members of the labour force are perceived by others as incapable of working. Unemployment is a situation where those who are willing and able to work cannot find either full or partial employment. The unemployment situation in Nigeria is unsettling. Statistic shows that almost 75% of those who are able and willing to work cannot find gainful employment, especially among young graduate/school leavers.

Every economy is characterized by both active and inactive populations. The economically active ones are referred to as the population willing and able to work, and include those actively engaged in the production of goods and services and those who are unemployed. The International Labour Organization (ILO) defines the unemployed as numbers of the economically active population who are without work but available for and seeking work, including people who have lost their jobs and those who have voluntarily left work (World Bank, 1998) ^[46]. According to Fajana (2000) ^[18], unemployment refers to a situation where people who are willing and capable of working are unable to find suitable paid employment. It is one of the macro-economic problems which every responsible government is expected to monitor and regulate. The higher the unemployment rate in an economy the higher would be the poverty level and associated welfare challenges, Fajana (2000) ^[18], Alao (2005) ^[6].

Many studies have focused on unemployment (Dabalén and Adekoka, 2000) ^[11, 12], youth unemployment (Uwem and Ndem, 2012) ^[43], higher education and the demand for manpower (Ugwonah and Omeje, 1998) ^[14], Labor market distortions, (Godwin and Johnson, 2012) ^[26]. This study singles out the graduate unemployment in Nigeria for critical analysis and emphasises on the socio-economic implications. Research studies including those of Folayan (1979) ^[20],

Fajana (2000) ^[18], Diejomaoh (1979) ^[14] show that unemployment in Nigeria was not a serious problem before and after the civil war (1967-1970). What was noticeable as at then was a temporarily gap between searching for job by graduates and processing job applications by employers. Medical doctors, engineers, lawyers, economists, accountants, lecturers etc were in short supply. There was shortage of skilled manpower. Expatriates were taken to fill some technical and professional jobs, (Civil Service Report, 1981; 1982) ^[10]. However, the trend has changed greatly from the late 1970s till date with the establishment of private universities, more federal universities, and polytechnics to satisfy the nation's education aspirations. The numbers of universities and polytechnics have grossly increased 107 universities in 2012, and also the Polytechnics to 92, and their curriculum expanded. However, the quality of graduates still needs to be restored and even improved from what it used to be.

Entrepreneurial Concept

The word entrepreneur was developed from the French Language, which meant or denotes an organizer of musical or other entertainment. Oxford English Dictionary (1897) ^[22] also defined an entrepreneur in similar way as the directors or a manager of public musical institution. In early 16th Century, it was used to mean those who were engaged in military expeditions. In the 17th Century, it was also extended to field of Construction and fabrication. But in 18th Century, the word entrepreneur was used from economic perspective. The development of the word entrepreneur has passed through Centenaries of transformation before it came to its present meaning. According to Fapohinda (2006) ^[21] entrepreneur is an Economic leader who possesses the ability to identify successful introduction of new idea, techniques and new source of supply and to assemble the necessary equipment, human resources and organise them to its set objective, while Damachi (2001) ^[13] referred to an entrepreneur as an organiser of factors that add value to resource in production process. In addition, Schatz (1990) ^[40] refer to entrepreneur to consist of (artisan, housewives and labourers) who efficiently allocate their resources in producing goods and services to create an equilibrium and dynamic economy. Nevertheless, Oluntunla (2001) referred to entrepreneurship as being self-employed or owning a scale enterprise or organisation in agriculture, manufacturing and service industry. In clear terms, entrepreneurship can be defined as the ability to convert an idea to an enterprise, which includes creativity, innovation and risk taking. In addition, it is the ability to plan and manage projects in order to achieve objectives.

The Nigerian Educational policy at higher level according to (Aladekomo, 2004) ^[5] is focused on the development of both higher and middle manpower for big companies, and vacant position in the public offices and no provision was made for self-employment for the private sector. In addition, the Nigeria Industrial Policy that came into force immediately after independence supported the establishment of big companies with complete neglect of development of Small Scale Sectors (Aladekomo, 2004) ^[5]. Nevertheless, Fakae (2005) ^[19] asserted that the focus of Technical and

Vocational education is on skill acquisition and sound scientific knowledge, which empowers an individual on the manipulations of machines and enables him to be self-reliant. Despite these well formulated policies, the Nigerian government is very worried on the increasing unemployment rate, poverty and generally bad economic condition. Importantly, different scholars are of the views that vocational and technical educations have a missing link as was asserted by Ojukwu (1999) and Onifade (2002). To further buttress this point, Kazaure (2011) ^[30] asserted that in spite of the existence of 100 universities and over 120 polytechnics and other similar institution as well as technical/vocational colleges, our educational institutions have been disconnected from our industrial and socio-economic needs. According to the International Labour Organisation, (ILO Publication 2009) ^[29] when global Economic recession set in about 8million people will lose their job and most effected will be youth, women and children. This prediction has registered its toll already on existing bad situation of Nigeria Labour market. This adverse situation has contributed negatively to the security report of the country, in terms of increase rate of religious riot, armed robbery, kidnapping, and disturbance of armed militants, etc. as was stated by (UNOWA 2005) ^[42].

Entrepreneurship Education

Entrepreneurship education serves as a panacea to social economic problems. The present situation in Nigeria posed serious threats and challenges to both government and well-meaning citizens. These socio-economic problems call for different strategies and action for it to be ameliorated. Entrepreneurship education has been embraced by almost all the developed countries and its capabilities and efficacy in springing up economies is not in doubt. It is believed that refocusing Nigerian educational system with much emphasis on entrepreneurship education will immensely contribute in the reduction of unemployment, extreme poverty and crime. The methodology here involves review of the current situation especially existing education policies and highlights the need of studying some models that can be applied. It was discovered that the current educational system is deficient in providing the necessary impetus for development. It also finds out that same problems keep escalating despite various efforts by the government to review policies and programmes in the past. The uniqueness of this paper is the presentation of the entrepreneurship education framework as an explanation of what and how it should be rather than what it is. It also challenges policy makers on the need to refocus their policies in problem solving rather than maintaining the status quo.

The problem of unemployment is particularly pathetic as the number of those coming out from various institutions looking for employment opportunity is increasing day by day. The situation in Nigeria is of such concern that hundreds of unemployed university graduates mounted a demonstration in front of the presidential offices to express their concern. They demanded that government provide them with jobs for them to cater for their essential needs of life (Dabalén, Oni and Adekola 2000) ^[11, 12]. It is pertinent to note that education can be a means to an end. It can simply

be a tool for securing employment and emancipation of people through the provision and acquiring of necessary knowledge and skills to make lives more flourishing. The objective of this paper is to emphasize the need and importance of entrepreneurship education, which will serve as a panacea to some social economic problems.

The history of Nigeria education system could be traced back to the colonial period, the educational policy then was geared toward serving the interest of the colonial masters in term of supply of manpower for their effective administration of Nigeria colony and protectorates (Aladekomo, 2004) ^[5]. The policy was aimed at producing Nigerians who can read and write to hold certain positions such as clerks, interpreters, and inspectors', etc. without any entrepreneurial or professional skill to stand on their own or even establish and manage their own venture. The Nigeria industrial policy that came immediately after independence places emphasis and concentrated attention on the establishment of big companies by completely neglecting the development of small scale sectors (Aladekomo, 2004) ^[5]. This neglect invariably means killing entrepreneurship at the micro level in Nigeria at the very beginning, which is considered to be very essential for economic growth and development. The over pressing demand for white-collar jobs for majority of graduates is just an upshot of colonial educational policies.

However, later in the 1970s, the government because of perceived importance of small scale industries to the economy decided to focus attention on small and medium sector. Thirteen industrial centers and some institutions where set up to support the activities of entrepreneurs in the small and median industries in the country. Institutions set up were; Nigeria Industrial Bank (NIB), Nigeria Bank for Commerce and Industries (NBCI), Nigeria Agricultural and Cooperative Bank (NACB) etc. In the 1981 National Policy on education attempt was made by the government to link the policy with the issue of self-employment and the industrial policy. But then, the main focus was only on primary and secondary schools. The Higher education policy was deficient in the sense that it failed to tackle the issue of self-employment at the tertiary level.

The Higher education policy was mainly concerned with the development of both higher and middle manpower. Thus, higher education policy as stipulated was expected to cater for the production of new scientists and technologists and not graduates that could achieve self-employment (Aladekomo, 2004) ^[5]. In an attempt to ascertain the way forward and in response to the current socio-economic problems of the country as earlier mentioned, numerous questions have been raised by people as to what is the right education for Nigeria and what kind of education may be suitable stir up development in the country?, so many positive suggestions were made in favour of refocusing the current Nigeria's educational system to reflect the present realities. It would be recalled that in Nigeria, technical and vocational education has received a lot of attention at both state and federal levels. Different institutions were established to offer technical education. These include technical colleges, polytechnics, colleges of technical education, vocational centers and schools etc. The National Policy on Education of 2004 described technical education as "aspect of education which

leads to the acquisition of practical and applied skills as well as basic scientific knowledge". The technical education aims at:

- I. Providing trained manpower in applied science, technology and commerce, particularly at sub-professional grades;
- II. Providing the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development;
- III. Providing people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man;
- IV. Offering a basis to professional studies in engineering and other technology;
- V. Giving training and impact for the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant;
- VI. Enabling young men and women to have an intelligent understanding of the increasing complexity of technology.

Technical and vocational institutions were designed largely to prepare technicians at occupational levels. Fakae (2005)^[19] asserted that "emphasis is on skill-acquisition and sound scientific knowledge, which gives a hands-on experience of the use of machine for the purpose of production, maintenance and self-reliant". Despite these well-articulated policies, the problem remains very conspicuous.

However, with the growing number of students coming out from various institutions into the labour market, if positive steps are not taken there is every tendency that the situation will escalate the rate of poverty, hardship, unethical practices and other social crime especially among the youths. Hence, it is hoped that the government should encourage a diversification of the economy through adequate support for private establishments and practical acquisition of skills in all higher institutions. It is against this backdrop that the need to redefine and refocus the current system of education with a view to creating and enhancing the supply of entrepreneurship Initiatives and activities (Akpomi 2008; Adejimoja and Olunfunmilayo, 2009)^[2]. It is expected that our educational institutions will become centres for inculcating the spirit of entrepreneurship rather than the spirit of passing exam to get white-collar job. The best way to do this is to create a curriculum that is all encompassing in developing that spirit and culture of entrepreneurship in the youth through educational programmes in universities and other institutions of higher learning.

The optimism about Nigeria's potentials to be among the top 20 global economies by the year 2020 was confirmed by the economists at Goldman Sachs, a leading United States (US) investment Bank (Peters, 2009). In order to achieve this goal, government intended to use education and technical education in particular as a tool towards developing the nation. Apparently, it is generally believed that the delivery of the right type of education in Nigeria has suffered years of neglect, compounded by inadequate attention to policy frameworks within the sector. For example, findings from an ongoing educational sector analysis confirmed the poor state of education in Nigeria. The national literacy rate is currently about 57 percent, 49 percent of the teaching force is said to

be unqualified, shortages of infrastructure and facilities at all levels, access to basic education is inhibited, the system emphasizes theoretical knowledge at the expense of technical, vocational and entrepreneurial education (National Planning Commission, 2004)^[32, 33]

Perhaps, the use of education to develop the human resources of Nigeria might be the roadmap to the attainment of vision 20:2020. This might require the process of investing in education for occupational preparation that will qualify and enable them to fit in and function effectively well in the labour market for economic growth. This can be assured when quality technical education has been provided for the nation to enable its citizenry become self-employed to develop the economy of the nation. However, it is evident that technical institutions are faced with factors that hinder their quality and popularity attraction to growth. For example, lack of qualified teachers, poor resources, inadequate funding and the society's perception on vocational and technical education.

Entrepreneurial Education and National Development

The need for education in the developmental effort of any nation cannot be underestimated. The development of the educational sector is a sine qua non for the development in all other sectors. Adamu (2001) and Durkwa (2007) asserted that "development in any society is anchored primarily on educational process". Sule (2004) is of the opinion that education is a sure pathway to liberation of the mind and the improvement of socio-economic status of people. It also follows that education and training help individuals to be empowered and escape from poverty by providing them with the skills and knowledge to raise their output, income and wealth (Aliu, 2007)^[7]. In the light of the above facts, various government and international agencies are making frantic efforts in both developed and underdeveloped nations to optimally develop the education Sector. Although, a number of achievements have been recorded in this regard in Nigeria, yet a lot of effort is needed to meet up with the ever increasing demands of the present and of course the future challenges.

The millennium development goals coupled with the pressure of globalization therefore create new challenges for countries, especially the underdeveloped ones to refocus their attention in dealing with these myriads of socio-economic problems. It is disheartening when looking at the deteriorating position of Nigeria. Despite its great natural wealth, the country is poor and social development is limited. If the present trend continues, the country is not likely to meet the millennium development goals (National Planning Commission, 2004)^[32, 33]. National Economic Empowerment and Development Strategy (NEEDS) recognized that income poverty has many strands and must therefore be tackled from several and different ways at once. Sustainable development must be pursued to cater for the subsisting socio-economic and environmental challenges to development. According to Essien (2004)^[17], "sustainable development has to do with meeting the needs of the present generation without denying future generation access to the same natural resources for their own needs".

The development here is appraised in terms of both redistribution of wealth and meeting the basic needs of the masses at sustainable level. This means that it must be sustained to be able to make impact and change in the life and living of the masses (Kazaure & Danmallam, 2006). While acknowledging the necessity and important role of school in shaping our culture, we have equally understood the fact that a serious departure is needed from hitherto traditional way of “doing things”, especially the manner of training and method of teaching in all our schools.

The term entrepreneurship means different things to different people and with varying conceptual perspectives. However, it is important to note that, in spite of these differences, there are some common aspects such as risk taking, creativity, independence and rewards. Therefore, the question here is how do we harness, inculcate and develop the entrepreneurial career of the younger generations and also improve their potentials towards entrepreneurial skills which will consequently foster economic growth and development.

This model tries to identify the need to incorporate the teaching of entrepreneurial skills in our education system in order to ameliorate the persistent socio-economic problems, especially unemployment among youths and high incidence of poverty in the country. The need for entrepreneurship education has to be upheld by the society and a call for reorientation among students and their teachers is paramount. This will ensure debunking and unlearning the earlier belief of been employed rather than self-employment after schooling. The government is expected to play a greater role in providing the necessary atmosphere and policy framework for the success of this transformation process.

The aggregation of individual efforts and emergence of large number of businesses will promote the economic growth and development in the country and consequently enthrone reduction in socio-economic challenges as mentioned earlier in this paper.

The Importance of Entrepreneurship Education to Nigerian Society:

The economic importance of entrepreneurship in world history has been recognized for several decades. Weber (1930) put forward the thesis that the protestant ethic is spirit of capitalism (Green 1959). Other writers have discussed from different perspectives the importance of entrepreneurship to different countries in the post-industrial era. Recently, some development economists have said that the expansion of high-grade personnel such as entrepreneurs, rather than the increase of physical capital, is the major determinant of economic development. Schumpeter (1947), who was, perhaps, the first major economist to analyze the role of entrepreneurship in economic development attributed innovation to entrepreneurship. He argued that "to study entrepreneurship is to study the central figure in modern economic history."

Entrepreneurship is a key driver of the economy. Wealth and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-

esteem, and an overall greater sense of control over their own lives. As a result, many experienced business people, political leaders, economists, and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale. It is with this in mind that the National Standards for Entrepreneurship Education were developed to prepare youths and adults to succeed in an entrepreneurial economy.

Entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. The Standards and their supporting Performance Indicators is a framework for teachers to use in building appropriate objectives, learning activities, and assessments for their target audience. Using this framework, students will have: progressively more challenging educational activities; experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities; and the expertise to successfully start and manage their own businesses taking advantage of these opportunities.

Entrepreneurship education focuses on development of understanding and capacity for pursuit of entrepreneurial behaviors', skills and attributes in widely different contexts. It can be portrayed as open to all and not exclusively the domain of the high-flying growth-seeking business person. The propensity to behave entrepreneurially is not exclusive to certain individuals. Different individuals will have a different mix of capabilities for demonstrating and acquiring entrepreneurial behaviors, skills and attributes. These behaviors can be practiced, developed and learned; hence it is important to expose all students to entrepreneurship education. Entrepreneurial skills and attitudes provide benefits to society, even beyond their application to business activity. Obviously speaking, personal qualities that are relevant to entrepreneurship, such as creativity and a spirit of initiative, can be useful to everyone in their working responsibilities and in their daily existence. Also the relevant technical and business skills need to be provided to those who choose to be self-employed.

Conclusion

The issue of graduate unemployment has caught the attention of policymakers, parents, educationist as well as media commentators. In fact, the situation is almost certainly worse than expected as over 2.5 million graduates from Nigerian universities are presently roaming about the streets looking for unavailable employment. In sheer desperation, many university graduates travel to foreign countries searching for job. Unfortunately, this attempt has not yielded positive result as reported by Punch of 15th October, 2007. The Nigerian High Commissioner to India, Ambassador Dutsina Lawal has warned all job seekers particularly university graduates from travelling to India in search of employment. Hear him:

“You can’t go to India and get a job because they have about 1.3 billion people to take care of. Half of them are educated and qualified. Every one of them is trained in one skill or another. So don’t go there and think you will get a job, there is absolutely no job.”

The first panacea to solve graduate unemployment is the need for universities in Nigeria to respond to the current challenge through a thorough and complete restructuring of their curriculum content in order to make future graduates more relevant to their prospective employers. Entrepreneurship should be taught to students in all disciplines in the institution. It is not out of place to say that many business ideas emerge from non-business disciplines but are often waved aside or ignored because students are not sufficiently educated or do not possess the required knowledge and skills.

Entrepreneurship education is very important that there is urgent need for all higher educational institutions in Nigeria to comply with the presidential directives that entrepreneurship education be made compulsory for all students of higher education institutions in Nigeria, irrespective of their areas of specialization. This policy decision was based on government awareness of the crucial role of entrepreneurship education and training in fostering employment generation among the teeming youths, economic growth, and wealth creation. Thus, entrepreneurial skills development according to Anho (2011)^[8] goes beyond training and education. It involves a process of human capacities building through formal and/or informal training, inculcating the entrepreneur basic skills such as financial skills, technical skills, creative skills, managerial skills, intellectual skills, marketing skills, communication skills and technological skills. Thorough consideration and possibly mandating the various regulatory and accrediting agencies responsible for higher education programmes planning to compulsorily enshrine entrepreneurship education in the curriculum should be a welcome development.

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