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ENTREPRENEURIAL EDUCATION THE MEDICINE TO UPROOT POVERTY

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ABSTRACT

Some of the major problems facing Nigerian youths are poverty, unemployment, urbanization, and lack of capacity and skills needed to move the economy forward. To eradicate this blemish and to prevent economic catastrophe it is important to note that entrepreneurial education is the way out, this is a kind of education that seeks to provide learners with the adequate knowledge, affection, and skills to give them the confidence to operate in a business environment either as employer or employee and it could be learned formally or informally. This paper conceptualizes the word entrepreneurship education, entrepreneurs and their qualities, and the theory of human capital management as it affects entrepreneurship education. It was concluded that Nigeria as a nation must, therefore ensure that schools where youths are taught are deliberately planned to provide them with the specific skills needed for the development of human capital. It was also recommended that Employers of laborers should endeavor to compulsory either On-the-Job and or Off-the-Job training for their employees to furnish human capital development and to make society an opportunity full place.

Keywords: Entrepreneurship, Education, Entrepreneur, Human Capital, Youths.

INTRODUCTION

Nigerian youths are confronted with poverty, unemployment, urbanization, and a lack of capacity and skills needed to move the economy forward. This is because the youths are deficient in basic entrepreneurial and productive skills required to function effectively. Unemployment and poverty especially among the youths have remained major challenges threatening the economic growth and development of Nigeria. As traditional job-for-life career paths become scarce, youth entrepreneurship provides an additional way of integrating youth into today's changing labor markets and improving their economic independence. For some young people around the world, self-employment provides income, self-reliance, and a dynamic path for growth and the development of human capital (World Bank, 2006). Globally, many people have raised questions about whether Entrepreneurship Education should be included in school curricula or not. Others have argued for its inclusion in all training and development programs designed for the youth. According to Arogundade (2011), the need for entrepreneurship education started emerging in the mid-1980s. This was because, before this period, unemployment and poverty were not a national concern as it is currently. Informally, entrepreneurship education is conceived and delivered by parents, trainers, and mentors who are entrepreneurship practitioners to their children, apprentices, and mentees respectively. Since entrepreneurship education is usually not studied as a single course in most educational systems of both academic and vocational streams of countries in the world,

the majority of the youth see it as an irrelevant subject but exclusively targeted towards people in business.

METHODOLOGY

The method adopted for this paper is the application of documentaries, journals, articles, internet visitation, observation approaches, and a good understanding of the industry also.

What is Entrepreneurship Education?

The term entrepreneurship education is used interchangeably with entrepreneurship training and skill acquisition. Conceptually, According to UNESCO (2008), entrepreneurship education refers to education and training which allows students to develop and use their creativity, and to take initiative, responsibility, and risks. Alberti, Sciascia, and Poli (2004) also describe entrepreneurship education as "the structured formal conveyance of entrepreneurial competencies, which in turn refer to the concepts, skills, and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures". Entrepreneurship Education is the kind of education that seeks to provide learners with adequate knowledge, affection, and skills to give them the confidence to operate in a business environment. Many workshops and conferences around the world are being organized by governments, educational institutions, and corporate bodies on the need to have entrepreneurship education in their curricula. Entrepreneurship education may be formal or informal; it may also be structured or unstructured.

However, from the above discussion about entrepreneurship education, we can easily deduce that entrepreneurship education is a process of training our students at the secondary school level, undergraduate, and post-graduate levels to acquire resourceful skills to enhance productivity and self-reliance. Entrepreneurship education is therefore a veritable tool for empowering youths, eliciting sustainability, enhancing national development, and preparing the youths for the world of work and self-employment. Hence, someone who organizes and operates a business venture and bears much of the financial risk is then referred to as an entrepreneur.

Who is an Entrepreneur?

Centre for Entrepreneurship and Development Research (CEDR) (2007). Opined that an entrepreneur possesses the analytical and ICT skills required in the workplace, problem-solving/decision-making skills, technical skills as exhibited by his ability to appropriately apply required knowledge to the workplace, proficiency in the use of instrument due to adequate practical experience, sound mind that easily comprehends problems and high solution proffer ability. Nwangwu (2007) defined an entrepreneur as a person who possesses the ability to recognize and evaluate business opportunities, assemble the necessary resources to take advantage of them, and take appropriate action to ensure success. The following are essential qualities of an entrepreneur:

- a) Willingness to take risks.
- b) Acceptance of uncertainty.
- c) Commitment.
- d) Creativity.

- e) Motivation.

- f) Drive and energy.
- g) Family situation (ability to take personal responsibility).
- h) Self-discipline.
- i) Hard work.
- j) Passion.

In a quest to stem the staggering unemployment rate in the country, the Federal Government 1987 set up the National Directorate of Employment (NDE) which was saddled with the following responsibilities:

1. To reduce unemployment among youths and university graduates in the country by creating employment opportunities.
2. To provide an enabling atmosphere for self-reliance.
3. To foster entrepreneurship.
4. To encourage the culture of maintenance and repair.

Since then, NDE has been making frantic efforts to discharge these responsibilities by providing the youths and young graduates the facilities to set up their businesses. But unfortunately, youths do not possess basic and sound knowledge of entrepreneurial education. Nwangwu (2007) asserted that entrepreneurship transcends skill acquisition as the acquisition of skills creativity, confidence, drive, and courage to create employment for self and others. It involves exploring, evaluating, exploiting business opportunities and pursuing such opportunities to a successful end in the form of business enterprise. It is a concept that is focused on learning for achievement and the desire to build and surmount obstacles to achieve success irrespective of foreseen and unforeseen difficulties. Oladejo (2012) posits that entrepreneurship is a process of change where innovation is the most vital function of the entrepreneur. It is the basic requirement for economic development in a free enterprise or mixed economy. The danger of non-empowerment of the youths through gainful employment has adverse economic, social, and political implications which have resulted in the depreciation of our Naira, high rate of unemployment, crime, hunger, poverty, frustration, militancy, kidnapping, armed robbery, prostitution, human trafficking, terrorism, and insurgencies (Livinus Ogbondah and Godspower Nwogu 2017). Therefore, Nigeria with its enormous natural and human resources requires all hands to be on deck to productivity to eliminate these vices from the society, empower the youths and enhance sustained growth of the economy

What Is Human Capital?

Human capital is an intangible asset or quality not listed on a company's balance sheet (Will Kenton 2020). It can be classified as the economic value of a worker's experience and skills. This includes assets like education, training, intelligence, skills, health, and other things employers value such as loyalty and punctuality. The concept of human capital recognizes that not all labor is equal. But employers can improve the quality of that capital by investing in employees as the education, experience, and abilities of employees all have economic value for employers and for the economy as a whole.

Human capital is important because it is perceived to increase productivity and thus profitability. So the more a company invests in its employees (i.e., in their education and training), the more productive and profitable it could be.

Human Capital Theory

The human capital theory is a theory of earnings, one of the major determinants of poverty. First developed by Becker and Mincer, this theory explains both individuals' decisions to invest in human capital (education and training) and the pattern of individuals' lifetime earnings. The human capital theory states that earnings start low when people are young because younger people are more likely to invest in human capital and will have to forego earnings as they invest. Younger people are more likely to invest in human capital than older people because they have a longer remaining work life to benefit from their investment and their foregone wages and so the costs of investing are lower. Earnings then increase rapidly with age as new skills are acquired. Finally, as workers grow older, the pace of human capital investment and thus productivity slows, leading to slower earnings growth. At the end of a person's working life, skills may have depreciated, as a result of lack of continuous human capital investment and the aging process. This depreciation contributes to the downturn in average earnings near retirement age.

The Antagonizing Factors of Entrepreneurship Education among the Nigerian Youths

- i. Corruption at various levels of government and parastatals in the country.
- ii. Inadequate fund.
- iii. Discrimination.
- iv. Ill orientation of self-employ compared to a white-collar job
- v. Poor curriculum implementation across secondary school education and tertiary institutions.
- vi. Lack of awareness.
- vii. Deficient entrepreneurial skills.
- viii. Individual decision.
- ix. Illiteracy

The Position of Entrepreneurs and Entrepreneurship Education in Economic Development of Nigeria

Nigeria is naturally endowed with entrepreneurial opportunities but the realization of the full potential of these opportunities has been hampered by the adoption of inappropriate industrialization policies at various times (Ndubuisi, Theresa, and Leonard 2014). Entrepreneurship education when effectively and efficiently taught has the likelihood to precipitate self-employment among learners and accelerate sustainable growth and development.

The crucial role played by entrepreneurs in the development of Western countries has made the people of underdeveloped and developing countries like Nigeria to be too much conscious of the significance of entrepreneurship for economic development. Now, people have begun to realize that for achieving the goal of economic development, it is

necessary to increase entrepreneurship both qualitatively and quantitatively in the country. The important role that entrepreneurship plays in the economic development of Nigeria economy includes but is not limited to the following:

- Creates Large-Scale Employment Opportunities.
- Creation of new business ideas.
- Improvement in the Standard of Living.
- Wealth Creation and Distribution.
- Creating innovation.
- Personal Growth.
- Creativity and so on.

CONCLUSIONS

Entrepreneurship education is a learning directed towards developing students at secondary school, undergraduates, and postgraduate students with those skills, competencies, understanding, and attributes that equip them to be innovative and to identify, create, initiate, and successfully start and manage the personal business and seek for opportunities to change society for the better while working for themselves or organization. Nigeria as a nation must, therefore ensure that schools where youths are taught are deliberately planned to provide them with the specific skills needed for the development of human capital. This is because well-planned and executed entrepreneurship education in the country will help to reduce poverty and increase the rate of employment among youths rather than the youths abandoning their countries for greener pastures elsewhere. They will also be productive, self-reliant, and committed as employees or employers thereby allowing their unique abilities to be utilized for the development of the community and nation as a whole.

RECOMMENDATIONS

Based on the observations and findings of this paper, the following recommendations seek to encourage the practice of entrepreneurial education for formal and informal learning to eradicate the issue of unemployment among the Nigerian youths and to furnish human capital development:

- i. Students at various levels and institutes of learning should take entrepreneurship education as seriously as a core course or subject.
- ii. Entrepreneurship education should be included in the ongoing curriculum of the programs in secondary schools, colleges of education, polytechnics, and universities since the country's workforce must have entrepreneurial skills and attitudes before they enroll in employment, whether as employers or employees.
- iii. Employers of labor should endeavor to mandate either On-the-Job or Off-the-Job training for their employees to furnish human capital development and to make society an opportunity full place.
- iv. Governments at various levels should make a feasible policy to effect entrepreneurship education or training in the marketplace.
- v. Nigerian youths and fresh graduates are advised to venture into the small-scale business of their profession after school than waiting and searching for white-collar jobs.
- vi. As a result of the new normal advent of the COVID-19 pandemic outbreak, entrepreneurs in the country are advised to blend their operations to fit into the present

way of life through the use of modern technology and the internet. The same thing should be done by young graduates venturing into a small or medium enterprise.

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GENDER EQUALITY AND DEVELOPMENT: CHALLENGES TO WOMEN'S INVOLVEMENT IN TOURISM PARTICIPATION FOR NIGERIA'S DEVELOPMENT

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ABSTRACT

The term 'gender' refers to the social construction of female and male identity. It can be defined as 'more than biological differences between men and women. It includes how those differences, whether real or perceived, have been valued, used, and relied upon to classify women and men and to assign roles and expectations to them. The significance of this is that the lives and experiences of women and men, including their experience of the legal system, occur within complex sets of differing social and cultural expectations. This paper examines the differences in women's and men's lives, including those which lead to social and economic inequity for women, is concerned with the underlying causes of these inequities, and aims to achieve positive change for women's participation through tourism. Gender corporation should take place throughout the entire tourism process, from research to problem definition, planning, implementation, monitoring, and evaluation. By examining basic assumptions each step of the way, the interrelationships between social context and economic factors can be understood and initiatives that respond to those needs can be designed. Tourism initiatives must undertake gender analysis at the planning stage and integrate the findings and recommendations at each step of the way, from planning through to evaluation. With this information measures of equity can be created to address the disparities and promote equality at all levels of development.

Key Words: Development, Equality, Gender, Participation, Women

INTRODUCTION

Gender equality is based on the premise that women and men should be treated in the same way. This fails to recognize that equal treatment will not produce equitable results, because women and men have different life experiences, women's and men's lives, and therefore experiences, needs, issues, and priorities are different. Women's lives are not all the same; the interests that women have in common may be determined as much by their social position or their ethnic identity as by the fact they are women. Women's life

experiences, needs, issues, and priorities are different for different ethnic groups. The life experiences, needs, issues, and priorities vary for different groups of women, dependent on age, ethnicity, disability, income levels, employment status, marital status, sexual orientation, and whether they are dependants). Different strategies may be necessary to achieve equitable outcomes for women and men and different groups of women.

In a community, both men and women (both sexes) exist, sex is physically different between males and females: they are different because they have different bodies and women can give birth to babies and men can only help make them. Gender is not biological – it is the different roles that men and women play in society. These roles are not the same everywhere in the world, but most cultures say that some roles are for women and some are for men. People treat gender mostly as natural phenomena but they are not, they are dictated by society and are often oppressive to women in terms of their biological differences rather than gender (McRobies, 2009). Aaron (2004), suggests that despite the large number and crucial functions of women, the division of roles between male and female sexes as prescribed by most cultures, assigns the subordinate position to the women. Today, there are a series of contributions by feminists in the field on how women's issues, concerns, and participation are excluded from the public area due to the division.

The gender qualities and other constraints that women face must be addressed for the dynamic economic growth of a community (Bradshaw, 2013). While Tourism is travel for recreation, leisure, religious, family, or business purposes, usually for a limited duration. Tourism is commonly associated with international travel, but may also refer to travel to another place within the same country. The World Tourism Organization defines tourists as people "traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business, and other purposes".(UNWTO, 2009).

Implications for Community or Development Organizations

Economic and social development is an important part of development work. To empower women and remove the barriers to their participation in the economy we must analyze their present productive role and look for opportunities to improve it. Women should be targeted for agriculture programs, income-generating, and employment projects. Consultation around such projects should directly involve women. The informal sector should be included in all local forums and other structures set up to deal with development or other community issues.

Local government should investigate the needs of the informal sector and include it in planning - things like space, security, storage facilities, and power supply. Planning around transport, safety, childcare, health services, account pay points, and so on should take into account the needs of working women. Training and skills development should especially target women, whether these projects are organized by the government or non-governmental organizations. Because women play the reproductive role, they are the main users of local services. When basic resources, services, and facilities are absent,

their work burden increases. For example, in many rural areas, women spend hours every day collecting water and wood.

If we are serious about improving women's lives, we must push local government and community or development organizations, to prioritize projects that will free women to become more active in other areas of work like productive work and political leadership. Childcare facilities, safer streets, running water, electricity, access to cheap shops, accessible clinics, and public transport are all things that will make women's lives easier while also improving the lives of all who live in the community.

As the main users of services, women should also be targeted for consultation and participation in community meetings that discuss service provision and development projects. In the long term, we also have to fight to change our culture so that the "reproductive" work is shared between men and women. Many projects and programs can fail because of poor consultation. Development workers must make sure that women are properly consulted - if it is not possible to meet them as leaders of community structures other ways must be used. It is only when women are part of the political decision-making process that decisions will be made that are practical, acceptable, and implementable, and that will benefit women's lives

LITERATURE REVIEW

Gender Equality and Tourism Development in Nigeria

The 2006 population census put the number of Nigerian women at 68,293,683 million which is about 47 percent of the total population of 140,003,532 (Annual Abstract of Statistics, 2006). Apart from their numerical strength, women have the great potential necessary to evolve a new economic order, accelerate social and political development and consequently transform society into a better one. Most women perform domestic tasks, while others also farm and trade. They are also responsible for the care of children, the sick, and the elderly, in addition to performing essential social functions within their communities. Women are at the heart of development as they control most of the nonmonetary economy (subsistence, agriculture, bearing children, domestic labor, etc.) and play an important role in the monetary economy (trading, wage labor, employment, and many more). Everywhere in the world, women work both around the home and outside the home. The most topical issue in the international developmental program is women. Perceiving the importance of women from their roles as managers of homes and also noted that the peace and stability at homes depend largely on the managerial abilities of women folk.

The issue of democratic stability in Nigeria's political history has become of major concern. This wonder has trailed so many to analyze the roles of various bodies in the stability of democracy in Nigeria. Mathew (2003), argued that though, the story of women's participation in Nigeria's national life has been a complicated mosaic fractured but hardly lacking in its beauty and complexity, in recent times empowering women is increasingly been recognized as a precondition for and as an indicator of the level of success in the attainment of sustainable development. Henry (2002), confirms that the special role of women as peacemakers must be recognized. There is no doubt about the

goodness of this special gift (women) of God has given to us. Hendry (2002), sees everything as her family because of women's role in building a peaceful and coordinated family, they have a lot to offer in democratic stability in Nigeria and Rivers State in particular. Furthermore, Nigeria has produced some women who have contributed immensely to the social, economic, and political stability of Nigeria. This no doubt portrays the importance of women to stabilize