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PROMOTING CREATIVITY AND ENTREPRENEURSHIP THROUGH VOCATIONAL AND TECHNICAL EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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ABSTRACT
The increasing unemployment rate in the country in recent time is alarming. Most of our young graduates are found roaming about the street in search for non-available white collar jobs but most them eventually ends up to become societal problem through social vices because they must survive. This paper therefore looks into promoting creativity and entrepreneurship through vocational education, the educational system which were tailor toward acquisition of knowledge in creativity and entrepreneurship skills in order to be self-reliant. Creativity and innovation will lead to entrepreneurship which is the domain of vocational education. When our youth are trained to be jobs creator rather than job seekers the economic growth will be stimulated towards positive side. Recommendations were also made to encourage creativity and entrepreneurial skills acquisition.

Keywords: Entrepreneurship, Vocational education, creativity, innovation, Skill acquisition

Introduction
The rate of unemployed young graduates in Nigeria today is worrisome. The number kept on increasing yearly. Large numbers of these youth are now found roaming the streets of our major cities in search of non-available white collar jobs. The resultant effects is that they eventually end up hawking goods, begging for alms, engaged in thuggery, kidnapping, drug peddling and abuse, restiveness and armed bandits in order to survive. The reason for not properly engaged or not gainfully employed are partly due to improper planning by the government but majorly is the kind of education acquired.

The kind of education they passed through cannot placed them favourably is the world of competitive labour market. Equally they do not have entrepreneurship skills and innovation to be a job creator. Creativity and innovation was not encouraged and practical skills almost not existing in most of the training acquired in our schools. Almost four decades ago the world financial body (World Bank) warned that "the curriculum in developing nations such as Nigeria was excessively theoretical and abstracts; Insufficiently oriented to local condition, attitudes, manners, social and leadership skills. World Bank,

(1974) emphasized that this kind of curriculum cannot promote creativity and entrepreneurship skills to gear the economy of these developing nations towards developmental growth.

Despite this warning by the monetary body, many developing nations, Nigeria in particular did little to change the story. Hence most of our young graduates today are insufficient in term of innovation and creativity thus remains job seekers instead of job creators (Entrepreneur). Therefore, there is need to change the narratives by training more job creators that acquired relevant skills in vocational education, an educational system that encourages innovation and creativity.

Meaning of Creativity

Creativity is the process of turning a new idea into reality. It is also the use of imagination or original ideas to create something inventiveness. Wikipedia encyclopedia defined creativity as a phenomenon whereby new and somehow valuable is formed. These new valuables that are created in most cases lead to financial advancement and or recognition. Creativity gives birth to entrepreneurship. It allows an entrepreneur to compete favourably with competitors in economic world. It is worthy to note that vocational and technical education teaches skill acquisition that leads to creativity and hence entrepreneurship. Advancement in technology creates opportunity for entrepreneur to be creative and meet with the development. This permits the entrepreneur to produce new products or adjust new techniques of doing a particular task.

Entrepreneurship and Entrepreneur

Entrepreneurship is an undertaking in which an entrepreneur is involved in the task of creating and managing an enterprise for the purpose of making profit (Aminu 2011). An entrepreneur is any person who has the idea of business or invents new idea and putting the business or ideas into practice leading to profit making as well as managing the business to growth. An entrepreneur is therefore the "actor" while entrepreneurship is the act.

Entrepreneurship is the ability of man to be innovative and taking risk of inventing a particular product in order to satisfy human needs in a profitable manner. An entrepreneur is a natural force in man, in the individual who makes the good use of his experience in most intelligent way (Anthur and Rabiu, 2015). Entrepreneurship is also the ability of an individual to think critically on how to contribute meaningfully to the economic activities of an environment through creation of a new product or re-modeling of an existing product in a new dimension with the aim of satisfying and realizing a profit. Ajao, (2013) viewed entrepreneurship as a way of recognizing business advantages over looked by some other people and utilize the available resources (money, materials, machine, market, men and

method) to exploit that advantage. Entrepreneurship has four basic elements as identified by Yahaya and Kure (2014). These include;

- Creating something new that is of value
- The ability to effectively coordinate and manage resources
- Risk taking on financial, psychological and social dimension
- Compensation for shouldering risk and uncertainty; but the reward is the major driving force for the entrepreneur.

Entrepreneurship Education

An entrepreneurship education is an aspect of vocational and technical education that is tailored towards promoting entrepreneur skills acquisition and creativity. It is an education system that enables an individual to have a developed mindset toward creativity and putting the new ideas into reality to gain economic rewards. Aminu (2011) advanced the following as reasons for entrepreneurship education.

- To help workers shift to a "service industry base" from a manufactory industrial base
- To find new ways to solve social problems as it affect entrepreneurship ventures
- To accept and respond to change
- To find solutions to problems or needs
- To stimulates new business and economy (new job opportunities)
- To adjust to an increasing global competitive economy
- To help to reduce the number of failed business ventures
- To inspire and enhance opportunities for women, youth, elderly, minority groups etc.
- To more to an information society where the strategic resources are information, knowledge and creativity

While Nwaigburu and Eneogwu (2013) identified the following objectives of entrepreneurship education

i. To offer functional education to the youths that will enable them to be self-employed and self-reliant.
ii. To provide young graduate with adequate training that will enable them to be creative and innovative in identifying new business opportunities.
iii. To serve as Catalyst for economic growth and development.
iv. To reduce high rate of poverty.
v. Reduction in rural- urban migration

Vocational & Technical Education (VTE)

The National policy in Education (2014) defined vocational education as a comprehensive term referring to 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 economy and social life. That is vocational education (often referred to as vocational and technical education- VTE) in a type of education which is designed to teach acquisition of skills, give knowledge, develops attitudes and competency that are major perquisite to success a given occupation. It contributes meaningfully to the solution of the problems of the society, such as unemployment, poverty and youth agitations (Bakare 2015). Vocational education represent a part of general education that makes individual more employable in a particular occupation or group of related occupations.

Vocational and Technical education impacts skills acquisition in order to engage in a particular profession and be relevant in the society through creation of goods and services that leads to economic development. It covers Agricultural education, Business education, Fine and applied arts, Building technology, Automobile, Home economics and Entrepreneurship education. Usman (2014) was of the opinion that VTE is for the development of personal skills, attitudes, communication and technological literacy, employability skills, broad and specific occupation skills and knowledge aiding national development and also to further ones education.

According to National policy on education (2014) the goals of VTE includes:

- To provide trained manpower in the applied sciences, technology and business particularly at craft, advance craft and technical level.
- To provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development and
- To give training and impact the necessary skills to individual for self-reliance economically.

From the goals one will realized that VTE in a kind of education which enable the recipients to acquire prerequisites skills for creativity and innovation. Creativity and innovation will bring about entrepreneurship skills leading to self-reliance (Bakare2015). Self-reliant bring about peace and sustainable economic growth of a nation. A nation where her young population are job creator rather than been a job seekers.

Creativity and Entrepreneurship in National Development

Rano (2011) noted that for any nation to develop; her education must be aimed at developing not only practical skills but also attitudes and habit that makes the recipient creative, innovative and resourceful person. The strongly believed that entrepreneurship skills and attitudes provide benefit to the society even beyond the application to business activities. Vocational education is an education that equipped an individual with saleable skills and knowledge to be job creators as against being a liability and societal distractors. Creativity and entrepreneurship are major core areas of learning which are been promoted in vocational education. This kind of education enables the leaners in Agriculture, Home economic, Fine and applied art, Automobile, Business education and so no to be focused on how to improve productivity through new innovation and technology. The increase productivity will in turns leads to economic growth.

Economic growth or development is an effort geared towards the economic well-being of a community through the creation of jobs that can lead to increase of incomes. This aspect is what actually entrepreneurship skills entails, the creation of job to make profit or increase income. Maryam, Theodora, Tom and Lauren (2014) opined that economic development is the expansion of capacity that contributes to the advancement of society through the realization of individual, firm and community potential. While Practeek (2019) explained that economic development is an improvement in factors such as health, education, literacy rates, and a decline in poverty. This implies that any education system that will lead to decline in poverty will definitely bring about economic growth.

Vocational education impacts on economic productivity and development.

Vocational education has been an integral part of national development strategies in many countries because of its impact on economic productivity, development and peaceful society. The reason for this is not farfetched. Vocational education either inform of formal or informal types of education promotes acquisition of skills in entrepreneurship, innovation and creativity. The skills acquired will in turn determine the extent of economic growth of any nation.

The following are given by Tilak, (2001) and Daniel (2011) as reasons why vocational and technical education is needed to promote economic growth.

- Differentiation of occupations in developing economics requires secondary school graduates with varied skills, because of changes in production processes resulting from technological advances, the nature of the demand for skills both in terms of quality and quantity changes. Modern technology requires highly qualified middle and lower skilled personnel, vocational and technical education can produce exactly this kind of man power.

- VTE would contribute to such progress both by reducing unemployment through creating employment in the fields of pre-vocational specialization and self-employment and by engendering a higher propensity for labour force participation at the end of secondary schooling, improving productivity and corresponding resulting in higher graduate earnings. Vocational and technical education in secondary school can establish a closer relationship between school and work.
- Vocational and technical education is also seen as an equity measures. As an antidote to urban based elite education. It promotes equity with the rural base and serves the needs of relatively poor people. It tends to reduce the numbers of drop out of schools without occupational skills by providing a more interesting and job relevant curriculum.
- Vocational and technical is considered helpful in developing that we can termed as "skill-culture" and attitude towards manual work in contrast to pure academic culture and preference for white collar jobs and to serve simultaneously, the "Hand" and the "Mind", the practical and the abstract, the vocational and the academic.
- Vocational and technical education is an education that put the youth in the right frame of mind to acquire necessary skills so that they can be an employer or labour and job creators rather than job seekers.
- Vocational education helps in wealth creation and increased employment opportunity for the teaming population.
- It seeks to train the young ones the ability to apply scientific knowledge to the improvement and solution to environmental problems for the use and convenience of man
- To bring nations out of hunger and poverty through providing technical knowledge and vocational skills necessary development leading to sustainable peaceful society.
- It is part of general education that makes an individual more employable in a particular occupation or group of related occupations because of acquisition and impacting the relevant skills.

Conclusion:

Stimulating vocational and technical education will promote creativity and entrepreneurship skills among our youth. It has been clearly established that an education system of the past which are based on theoretical and abstract only produces graduates that depends on white collar jobs (job seekers) rather than been a job creator (entrepreneur). The education in the past does not encourage creativity and innovation thus leading to no new invention or discovery. Creativity and entrepreneurship are part of vocational and technical education system with vision of producing youth of tomorrow that has focus on economic growth, as such it should be promoted for better tomorrow.

Recommendations

- In order to promote creativity, at least a vocational subject such as fine and applied art, agriculture, business education, building technology, home economics and so on should be made compulsory at secondary school level so that the young ones would have the basic understanding of vocational education
- Entrepreneurship education as a course should be made compulsory at university as a general course to all students so that they can acquire skills to be self-reliant
- More vocational and technical training centers should be created to train our young graduates to acquire necessary skills in vocational training to become an entrepreneur. This will stop the quest for white collar jobs
- Government should help to establish revolving loans through bank of industry with low interest rate (single digit interest rate) to prospective entrepreneur. This will encourage others to be a job creator rather than a job seeker thereby stimulating economic growth.
- Constant supply of electricity will encourages proper training and establishment of small and medium scale enterprises thereby stimulating economic growth.
- Innovative, creativity, and entrepreneurship Centre should be establish in each higher institutions to cater for students whose courses are basically theoretically and abstract oriented to learn and acquire skills in vocational areas.

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