

Promotion of Entrepreneurship Skills in Counselling Among Nigeria Youths

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Abstract

The paper considered entrepreneurship skills as processes of counseling youths towards equipping themselves with new innovations to become self-employ, receiving in return personal satisfaction and independence. Actually inculcating entrepreneurship skills at all level of education and research institutes is a pave way for becoming a developed nation. Promotion of entrepreneurship in counseling is broadly application of ingenuity across a wide expansion of human endeavours. In the knowledge-based economy, learning of entrepreneurship skills becomes extremely paramount in determining the fate of individuals, firms and national economics. Paradoxically, this can be attained through activity-based instruction and counseling towards acquisition of requisite skills necessary for employment and productivity. Some of appropriate scientific instructional strategies of promoting entrepreneurship include; hands-on and minds-on method, peer tutoring, cooperative learning, inquiring, demonstration, discovering, experimental and field trip method. Thus, this paper focused on entrepreneurship education, vocational and counseling services, entrepreneurial qualities in counseling as well as strategies for effective entrepreneurship skills. Basically, recommendations and conclusion were given.

Introduction

The growing trend of economy in Nigeria has called for individual creativity, dynamism programmatic approach to wealth creation through entrepreneurship education for self-sustenance and sustainable development. Perchance a

sustainable education can be attained through empowering and counseling youths and graduates with entrepreneurship skill acquisition for becoming independent of themselves. Creating and sustaining conducive social and working environment for innovation to emerge is desirable in the educational system. Education is regarded as variable tool for social transformation. One specific aim of education in all societies throughout the ages has been the preparation of youths for a productive working life as well as exploring strategies that can enhance entrepreneurship skills among individuals.

According to Adejimiola and Olufumilayo (2009) education has remained a social process in capacity building and maintenance of society for decades. It is a weapon for acquiring skills, functional/meaningful knowledge and habits for surviving in the changing world. Mohammed (2016) defined education as the process of developing the cognitive, affective and psychomotor skills through which culture of one's generation is transferred to others which also makes expedient values added to the society. In line with the National Policy on Education (FRN, 2013) the goal of education in Nigeria are the; development of the individual into a morally sound, patriotic and effective citizen as well as development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to line in and contribute positively to the society. Also, to promote functional education for entrepreneurship skills acquisition, job creation and poverty reduction.

Entrepreneurship is the process of utilizing factors of production and to produce tangible and in tangible things which the society will desire for sustainable development. Entrepreneurship also refers to the development of a business from the ground up, which include coping with ideas and turning them into a profitable business. Arnold and Ipsen (2015) explained entrepreneurship as the process or the ability to take risk and combining of resources (which include land, labour and capital) in other to produce things that are desirable to the society. In another words it is the capacity to harness the right quantity, quality and combination of resources that are

consistent with profit making under risks and uncertainty. Entrepreneurship education is oriented towards different ways of realizing opportunities. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurship success in a variety of settings. According to Eghenzor (2008) and Ayate (2013) Entrepreneurship education is a lifelong process; starting as early as elementary school and progressing through all levels of education, including adult education. Entrepreneurship education refers to the training of all students irrespective of specialization in the art of identifying business opportunities for the purpose of self-reliance (Ijaiya, 2007). Nnazor (2005) stated that, entrepreneurship education aims to equip learners with skills, knowledge and disposition that can help them develop or implement innovative social or business plans. Teachers and entrepreneurship skills represent the existing gap between the expected pedagogical abilities and actual performance of the teachers (Ibrahim, and Ma'aji, 2011). Onu (2013) observed entrepreneurship education as that which seeks to provide students with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. The objective includes development of personal qualities and attitudes.

The educational programme should be learner-centered, activity-based and goal directed that can be able to facilitate intellectual development and productivity with necessary for achieving entrepreneurship skills in Nigeria Education System. The African Millennium Development Goals (MDGs, 2010) noted that, people endowed with appropriate knowledge and skills stand a better chance to find meaningful and decent formal employment and can also easily adjust to a dynamic fast-moving knowledge-based economy and play a major role in its rapid global economic recovery. Therefore, this paper explained how entrepreneurship skills are extremely paramount as a pave way for producing entrepreneurial youths towards achieving a sustainable development goals in Nigeria Education System.

Concept of Entrepreneurship Education

There has been considerable controversy on a workable definition of what an entrepreneur is and what constitutes entrepreneurial practice-entrepreneurship for over a time. There are many definitions put forward to describe entrepreneurship education, mostly reflecting the different philosophies behind the choice of concept and the desired objectives of the programme.

According to U.S Department of Labour (2009) entrepreneurship education is that education which offers a solution that seeks to prepare people, particularly youth, to be responsible, enterprising individual who became entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experiences where they can take risks, manage the results and learn from outcomes.

Adeniyi and Telia (2009) defined entrepreneurship education as education that equips citizens with vision on the application of available assets and skills to existing talent, wasting of available resources based on profit spur. In the views of some educators such as Adeniyi and Telia (2009) entrepreneurship education is the teaching of knowledge and skills that enable the students to plan, start and run their own business. UNESCO (2008) stated that entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. Entrepreneurship education is that which deals with those attitudes and skills that are necessary for the individual to respond to his environment in the process of conserving, starting and managing a business enterprise. Entrepreneurship education is the type of education designed to change the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to enable them start and manage a business (Agu, 2006).

Ekong and William (2005) also holds the view that entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behavior, skills and attitudes in widely different context. Entrepreneurship education is a purposeful intervention by

an educator in the life of the learner to impact entrepreneurial qualities and skills to enable the learner to survive in the world of business (Ogundele, Akingbade and Akinlabi, 2012). Also, describe entrepreneurship education as “the structured formal conveyance of entrepreneurship competencies which in turn refers to the concept of skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures.

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Entrepreneurship Skills

Adeyemo (2009) defined entrepreneurial skills as the basic skills necessary to enable you start, develop, finance and succeed in your home enterprise. Entrepreneurship skill is the acquisition of competencies and knowledge which enable the learner to make use of available resources to produce goods and services. Ada (2011) also defined entrepreneurship skills as the ability to create something new with value, by devoting time and effort, assuming the accompanying financial, psychic, social risk and receiving the resulting monetary and personal satisfaction and independence. They are basic skills which enhance the productivity individual and nation in general. Mustapha (2011) identified some specific entrepreneurial skills which BEC should provide to include: innovativeness, creativity, productivity problem solving, resource fullness, resource management, goal setting planning etc and those physical and mental science process skills. Ogundele, Akingbade and Akinlabi (2012) classified the skills required by entrepreneur into three main areas, namely:

- i. Technical skills
- ii. Business management skills
- iii. Personal entrepreneurial skills

Technical skills involve such things as writing, listening oral presentation, organizing, coaching, being a team player and technical know-how. Business management skills include those areas involved in starting, developing and managing an enterprise. The personal entrepreneurial skills differentiate an entrepreneur from a manager. Skills included in this classification are inner control (discipline), risk-taking being innovative, being change-oriented and being visionary leader among others. Ogundele, Akingbade and Akinlabi 2012). Entrepreneurship education is an aspect of both responsive and functional curriculum and so the curriculum contents are mutually interrelating and overlapping (Habibu, 2014).

Objectives of Entrepreneurship Education

Entrepreneurship education is oriented towards different ways of realizing opportunities. This is what makes entrepreneurship education distinctive in its focus on realization of opportunity, whereas management education is focused on the best way to operate existing hierarchies. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurship success in a variety of settings. Entrepreneurship education according to Ojeifo (2013) is structured to achieve the following objectives.

1. To offer functional education for the youth that will enable them to be self-employed and self-oriented.
2. Provide the young graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. To serve as a catalyst for economic growth and development.
4. Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
5. To reduce high rate of poverty.
6. Create employment generation.
7. Reduction in rural-urban migration.
8. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.

9. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
10. Create smooth transition from traditional to a modern industrial economy.
Adeniyi and Telia (2009) summarized the objectives of entrepreneurship education as follows:
 - i. To build dynamic and creative thinking individuals
 - ii. To promote spirit of independence
 - iii. To create the vision and ability to create wealth for individual and corporate economic growth.
 - iv. To build individual with eagle eyes that can see and turn bad luck into good one.
 - v. To create jobs in the atmosphere of unemployment and economic doldrums.
 - vi. To eradicate poverty and related problems,
 - vii. To build greater and dynamic economy,
 - viii. To inculcate sense of taking good risk and business acumens, and above all
 - ix. To be employer of labour who is free from being directed but director of human and material resources.

Importance of Entrepreneurship Education

Entrepreneurship is the capacity to harness the right quantity, quality and combination of resources that are consistent with profit making under risks and uncertainty. Essien (2006), defined entrepreneurship as the totality of self-asserting attributes that enable a person to identify latent business opportunities, together with capacity to organize need resources with which to profitably take advantage of such opportunities and to face calculated risks and uncertainty. Ossai and Nwalado (2012) mention that entrepreneurship is a key driver of our economy; wealth and a high majority of jobs are created by small business started by entrepreneurially-minded individuals, many of whom go on to create big businesses. There is more creative freedom for people who are exposed to entrepreneurship education. There is higher self-esteem, and an overall greater sense of control over their own lives. It is the

believe of many experienced business people, political leaders, economists and educators 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 youth and adults to succeed in an entrepreneurial economy.

According to Eghenzor (2008) and Ayate (2013) entrepreneurship education is a lifelong process; starting as early as elementary school and progressing through all levels of education, including adult education. The standards and their supporting performance indicators are 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; experience 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 to take advantage of these opportunities. Entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviors, skills and attributes in widely different context. It can be portrayed as open to all.

Entrepreneurial Qualities in Counselling

Defining entrepreneurship as a set of qualities enables a discussion on how these specific qualities can be developed in the educational system. According to Van der Kuip & Vcrhcul (2003) Scholars have linked entrepreneurial qualities to education as follows:

Achievement Motivation: Achievement motivation or need for achievement refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. These include: immense, prolonged and repeated efforts to accomplish something difficult. According to it has been characterized as the tendency to set challenging goals and strive after these goals through own effort. A high need for achievement drives people to become entrepreneurs.

Need for Autonomy: Need for autonomy has been referred to as the desire to be in control (and a fear of external control). People with a high need for autonomy considers individualism and freedom important, and are averse to rules, procedures and social norms (Kirby, 2003).

Creativity: Creativity is seen as a boundless imagination that is constantly innovating and seeing the world through a different ultimate key to business success. Creativity describes ideas that are novel and of value. It is the development of appropriate and novel solutions. It is described as developing new methods instead of using standard procedures.

Initiative: Initiative is defined as turning ideas into actions, to be creative and innovative, to take a risk, to plan and manage projects, to be aware of different working contexts and being able to optimally use given opportunities for own development. Sense of initiative in entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.

Risk-taking: Entrepreneurs are some of the most risk-averse people around. A willingness to take risks can give an entrepreneur a competitive edge. Entrepreneurs have to have a risk-taking spirit, because not taking risks can kill a business before it gets off the ground.

Goal Setting: Goal setting refers to defining objectives that can be reached by allocating entrepreneurial effort. Entrepreneurship is concerned with attaining goals creatively and autonomously. Goal setting is inherent to this process. Setting goals is an integral part of choosing the business that's right for you. At its simplest, a goal is just something you aim for. Goals are powerful contributors to successful business growth. Goals also give you a framework within which to work. This tends to focus your efforts by helping you rule out actions that won't contribute to achieving the goals you've set. At its simplest, a goal is just something you aim for.

Self-awareness: Self-awareness which is seen as a conscious knowledge of one's own character, feelings, motives, and desires contributes extensively to the success of an entrepreneurial

business. Self-awareness refers to the degree of realism in the estimate of an individual's own abilities enhancing an adequate response to the environment Van der Kuip and Verheul (2003). Persistence: Persistence has been defined as "the proclivity to stick to a task until it is completed" It may be argued that the persistence with which an individual pursues a certain goal is largely dependent upon motivation, energy and commitment. The core of entrepreneurship is based on the ideal of persistence which is defines a person's can do attitude. Persistence is the fuel of forward motion. Much of the power of persistence stems from believing in yourself and believing that you can do whatever you set your mind to accomplish (Meyer, 2014).

Strategies for Effective Entrepreneurship Skills

In order to achieve viable entrepreneurship that will enhance sustainable national development in Nigeria the following strategies according to Baba (2013) will help to solve the problem of entrepreneurship education in the country.

1. There should be some form of genuine school- work based learning incorporated in some studies as part of the national economic development strategies. This implies enriching the curriculum to incorporate more vocational and technical training. The development of apprenticeship scheme would give new graduates some work skills and experiences.
2. There should be School-based enterprises where students identify potential business, plan, create and operate small business by using the school as mini-incubators.
3. Government should establish small business schools where interested students and community members can participate. This will make students to be self-reliant.
4. Government should develop entrepreneur internship programme by matching students with locally successful entrepreneurs with clearly established education programmes.
5. The Government should establish an enterprise college aimed at fostering the specific skills required for entrepreneurship. This will serve as skill-acquisition centre for the youths.

6. Government should create an economic friendly environment. This centers on reduction of taxes on small scale businesses.
7. There should be enough incentives for students of vocational and technical schools. This will motivate them to establish their businesses after school.

Entrepreneurship Areas in Education

These areas according to Chinwe and Nkadi (2009) include;

1. Aquarium: A transparent tank of water in which live fish and other water creatures and plants are kept. The fish used in the aquarium can be reared and the students can be taught to maintain aquariums this is again a lucrative business with export market.
2. Bee keeping: it includes the preparation of an artificial hive to attract the honey bee and once they colonize, the honey can be extracted as when required, the other products include bee wax.
3. Poultry; rearing birds used for human consumption
4. Aqua Culture also known as Aqua farming: is the farming of aquatic organisms such as fish, crustaceans, molluscs and aquatic plants. Aquaculture involves cultivating freshwater and saltwater populations under controlled conditions, and can be contrasted with commercial fishing, which is the harvesting of wild fish, this includes composition fish farming, prawn farming and crab culture
5. Sea Weed Culture; this includes intensive sea weed farming. Products include Agar, Agarose, carrageenans, thickeners and gelling agents.
6. Horticulture, this includes growing fruits and vegetables. The products can be exported as well as can be used for domestic market.
7. Floriculture; is a branch of horticulture concerned with the propagation of ornamental plants, with a focus on flowering plants specifically, for ornamental values and for export as well as for domestic market.
8. Fungi culture mushroom cultivation: is the process of producing food, medicine, and other products by the

cultivation of mushrooms and other fungi, it is a source of protein and has good export market value.

9. Ecotourism; is responsible travel to natural areas that conserves the environment, sustains the well-being of the local people, and involves interpretation and education. This is the most developing field where the students will be able to guide the tourist both foreign and domestic to show the bio-diversity.
10. Water Conservation; is the most cost-effective and environmentally sound way to reduce our demand for water. This stretches our supplies farther, and protects places like Mono Lake it is a must in many nations of Africa for agriculture and drinking.
11. Preservation of soil fertility and prevention of spreading of the desert; Biological methods are having advantage over the others.
12. Insect pest and their control; Some insects are beneficial at one stage of life and a pest at another stage, for example many Lepidoptera's may be serious pests as larvae, while they may be pollinators in adulthood and at the same time to increase agricultural yield.

Entrepreneurship Education Model/Teaching Strategies

Entrepreneurship education model also known as the life-long entrepreneurship education model was developed to explain what entrepreneurship education means to different audience at different stages of educational development. Ogundele, Akingbade and Akinlabi (2012) point out that entrepreneurship education is a life-long learning process and consists of five stages, namely: basics, competency awareness, creativity application, start up and growth

Basics Stage: In primary grades, junior high school, and high school it is hoped that young people have learning experiences that allow them to see business ownership as real opportunity for everyone. They also learn about our economy and the benefits of the free enterprise system. Motivation to learn and a sense of individual opportunity are the special outcome at

this level. Most important, the first stage or basics level can provide all young people with the vision that everyone can be a business owner in the society. However without achieving the basic education and learning all they can, they will find it much tougher to succeed.

Competency Awareness Stage: This stage may begin anywhere in the educational system where we can teach some of the skills of business ownership through competency awareness. This stage involves the use of school subjects to create business awareness in students by infusing appropriate concepts in many classes. In English classes, for example, we can use sales demonstration as a communication activity. The special outcomes at this level deal with speaking the language of business and seeing the problems of business from the small business owner's viewpoint.

Creativity Application Stage: Entrepreneurship education allows each student to develop a unique business idea and carry out the decision-making process through a complete business plan. Maintain that the creativity application level requires a much greater depth and breadth of knowledge than either of the previous stages. Students will gain a conceptual framework for all the tasks a business owner must know how to handle—much as we teach future doctors, teachers and airline pilots before we send them out to practice on real people.

Experience and Advanced Education and Training: There is a break in the entrepreneurship education model after stage three (3) to emphasize the need for other experience and form of education that contribute to the ability to start a business. Job experience of any kind can give insight into the right way to run your own business. Education too, helps develop confidence and skills that contribute to the success of business operation.

Start-up Stage: This stage is also known as business start-up stage. There are various programmes in the society aimed at

helping adult members to make decision about starting a business. These programmes may be found in vocational schools, privately owned training programmes, skills acquisition programme managed by government etc. The main target is .to help people make decision about starting new business.

Growth Stage: This last level of learning is important for keeping up with new information such as tax changes or just to add general business knowledge not gained earlier. Educators are recognizing that continuing seminars or supports groups following stage four can keep business owners in touch with an adviser who knows their business and in whom they have trusted. This stage may consist of a series of seminars and workshops that change constantly to meet the demands of the community, or there may be a regularly established programme designed to help with the major problems we anticipate from all small businesses, such as financial planning, inventory control, improving sales, managing cash flow and so forth.

The Roles of Teachers in the Provision of Entrepreneurship Skills in Counselling

The critical role of teachers in educating process cannot be overemphasized. The new role of developing entrepreneurs by teachers is an uphill task for which they must be well-prepared. Expanding this argument, Ivowi (2008) identified teacher's role as crucial to the success of educating process as he states:

A teacher to provide opportunity for knowledge acquisition and demonstrates competence in guiding the learner to the exposition of knowledge and its actual acquisition. These require additional display of more competence in the subject matter than the learners so that the learner can have confidence in the teacher while receiving instruction.

Teachers and entrepreneurship skills represent the existing gap between the expected pedagogical abilities and the actual performance of the teachers (Ibrahim & Ma'aji, 2011).

Teachers and trainers play a critical role in supporting the learning experience of young people and adult learners. They are key players in how education systems evolve and in the

implementation of reforms (Malach, 2006). Mahuta (2009) identified the general roles of teachers as follows:

- i. Teachers as information providers
- ii. Teachers as role models
- iii. Teachers as learning facilitators
- iv. Teachers as assessors
- v. Teachers as curriculum assessors
- vi. Teachers as resource developers or study guide providers

Factors that Contribute to Effective Provision of Entrepreneurship Skills in Counselling

In order to achieve effective provision of entrepreneurship skills in counselling certain factors are considered worthy of consideration. Obanya (2004) opined that with special reference to entrepreneurial skills, the following procedure will be worthy of consideration:

- i. It should be part of the content at all levels of formal education, infused in to all activities at the lower level and constituting a distinct activity at later stage.
- ii. It should be a continuing activity for the out-school population, even for person in regular employment.
- iii. The overall philosophy should be the inculcation of such values as honesty, hard work, organizational skills etc and not simply money making.
- iv. Teaching learning activities should give adequate attention to the conventional wisdom of the entrepreneur in the non-formal sector of the economy.
- v. Traditional virtues like cooperation, self-help, community service should be an integral part of such programme.
- vi. Above all, entrepreneurship should be systematically developed, implemented and regularly evaluated like all curriculum programmes.

Problems of Implementation of Entrepreneurship Skills

Despite the profound benefits of entrepreneurship education it is still not fully blown. The problems that hinder the development of entrepreneurship education in Nigeria include the following among which the biggest challenges of

any entrepreneur is access to capital. There is need for substantial funds for teaching in practical terms for entrepreneurship education, others includes: lack of awareness, large classes, poor funding and assessment procedure.

Environmental factors play a significant role in innovation. An environment that is empowering and flexible welcomes ideas, tolerate risk, celebrates success, fosters synergy and encourages fun is crucial. Creating such a climate may also be the biggest challenge facing all organizations wanting to be more innovative. Researches carried out in education were not adequately utilized (Arthur, 2009). Non-utilization of research outcomes seems to constitute hindrance to developing culture of innovation. Researchers have made a lot of suggestions and recommendations which were rarely implemented.

According to Ugwu and Aleke (2011) identified the following challenges to effective implementation of entrepreneurship skills as lack of Entrepreneurship education by the teachers, gender issue/image, lack of modern facilities in teaching and learning of Home Economics and lack of industry participation in terms of funding research. Entrepreneurship education is seen by government, parents and general public as panacea to various problems facing Nigeria. For effective teaching of entrepreneurship skills teachers' perceptions on the programme is crucial since they are the key players and most important factor in the teaching and learning process. In this regard, Dotson, Richman, Abby and Thompson (2013) stated that perception of African entrepreneurship among scholars and researchers seem to differ considerably.

Today, youths become restive may due to some reasons known to them. Ugbaja (2012) reported in the daily times of March 13th that youths have become a plague of Nigeria due to lack of employment. He also noted that, youths restive to their parents, Sambo (2009) stated three categories of problems that cause youth restiveness due to lack of employment in Nigeria. These are:

1. Emotional problems which include anxiety, hypersensitivity, impulsiveness, moodiness, immaturity, withdrawal and so on.
2. Motivational problems includes like of ambition, low inspirational level, feelings of frustration, negative attitudes and like interest.
3. Moral problems which include feelings of guilt, sense of being lost, confused ideas of right and wrong, delinquencies such as lying, stealing, and unrolling behavior and so on.

Recommendations

1. Stakeholder in Education, Non-governmental Organizations (NGOs), Federal and State Ministries of Education should provide sufficient resources and retraining of teachers in terms of skills required for entrepreneurship education in Nigeria.
2. Monetary assistance should be given to the trained learners as capital to invest in their business upon graduation from the program to reduce the rate of unemployment among youth.
3. Curriculum Planners and Curriculum Development Bodies in Nigerian should incorporate entrepreneurship skills acquisition programmes in the curriculum of Nigeria's institutions.
4. Professional association like Science Teachers Association of Nigeria (STAN), Mathematics Association of Nigeria and research centers like Nigeria Educational and Research Development Council (NERDC) and National Teachers Institute (NTI) should incorporate the use of appropriate scientific teaching strategies that can promote entrepreneurship skills to students.
5. Seminars, workshop and conferences should be organized by secondary education board, STAN, ETF and NERDC in order to train teachers on how to use effective implementation of teaching strategies to inculcate entrepreneurship skills to learners so as to become self-reliance as well as self-established.

6. School authority should develop good attitude to research outcomes, so as to pave way to use relevant research outcomes to sustain and enhance innovative efforts in Nigeria's institutions.
7. There are research studies on universities' shelves which are not implemented hence, relevant authority should look inward so as to incorporate the implementations of good research outcomes which in return can enhance or promote paramount development in Nigeria Educational System.
8. The method of communicating scientific skills to learners by teachers in Nigeria's schools must be changed by school authority so as to achieve a desirable goal through the use of effective teaching strategies for any concepts to be delivered.
9. Stakeholders in education and non-governmental organizations should provide sufficient remunerations in form of reward as well as scholarship to competent students so as to promote the culture of hard working in Nigerian Educational System.

Conclusion

It is generalized that, the three arms of government should create more opportunities in learning institutions in order to acquire entrepreneurship skills and meaningful knowledge to the teeming youths so as to achieve a paramount and sustainable development to serve as a pave way for reducing the unemployment situations in Nigeria. However, staring at today's youth restiveness and chronic happening in the society there is an urgent need to quickly put in place some modalities such as counseling services, skills acquisition centers and so on in order to engage youth with new innovations to become self-employ, receiving in return personal satisfaction and independent of earnings.

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