

The historical Background of Entrepreneurial Development In Nigeria: its Gains, Shortcomings and Needful

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Abstract

The major purpose of the study is to highlight the origin of entrepreneurship and education development in Nigeria. The paper examines 1908-1947 British administration education antecedents in Nigeria, Blaise Memorial, Industrial School in Abeokuta, Formal Vocational Education in various departmental training schools. The birth of technical institutes, colleges of technology, and university education in Nigeria, with the establishment of entrepreneurial and industrial programs, such as incubating centres. The study has brought into focus the nature of courses run by the various departmental training schools established by British at the beginning: (i) The Nigerian Railway Training course for selected station staff with 5 years working experience. (ii) The survey course with 2 years in the college for the theory and another 2 years practical at the survey school Oyo for specialist training. (iii) Senior Marine officer (in the Nigerian Marine Vessels) course of 6 years duration, 3 years for theory and another 3 years for practical. and (iv) The 6 years training course (for the Post and Telegraphs Sub-Inspector of lines) were also divided into both the theory and practical training etc. The importance of this study is that it has highlighted those things that have been hitherto neglected along the line of our education and entrepreneurship development. That is, those things that the country should have incorporated into our education curriculum (practice and apprenticeship etc.) rather than the theory (much literary) that the current systems have placed much emphasis on. In conclusion, the gains, shortcomings, accrued to the nation from these developments were discussed in the paper. Suggestions and recommendations made in accordance with the findings and observations from the study.

Keywords: antecedent, blaise industrial school, agricultural education.

INTRODUCTION

The present cry for the socio economic development for the country through ensuring both qualitative and quantitative education for the people has been an issue of concern to the citizenry. Perhaps the issue seemed most relevant nowadays is the skills training and entrepreneurship education.

With the rapid rate of technological and ICT changes in work places with globalization, there is an increase in the demand for skills as a result of new business practices, new organizational structure, the application of new technologies, and the design, production, and delivery of new products and services. Skill training and entrepreneurship is designed for self-employment, job creation and national development.

Entrepreneurship contributes to the development of skilled and semi-skilled manpower for national development as well as self-employment and poverty alleviation. Skilled training and entrepreneurship education makes his products self-employed and employers of labour after graduation.

The Federal Republic of Nigeria policy on education of (2004), states that the philosophy and values of education in Nigeria include the followings:- integration of individual into a sound and effective citizen, respect for the work of the individual, faith in man's ability to make rational decisions, moral and spiritual values in interpersonal and human relations, social, cultural, economic, scientific and technological progress

The policy also implies that any programme that will qualify as "education" in Nigeria should not just offer "certificate" alone, must be work-oriented. This will go a long way in solving unemployment and the attendant problems. It will also empower the graduates to become relevant producers of goods and services as well as become sensible consumers of same

Entrepreneurship and skills training incorporates the total learning experiences offered in our educational institutions can not impact knowledge, ideas and abilities to make matured judgment and be in a position to create goods and services in the area of

business education, industrial technical education, home economics education, agricultural education etc.

The goals of national policy on education also, are to provide technical knowledge and vocational skills necessary for agricultural, commercial and economic development, and give training and impact the necessary knowledge of entrepreneurship programme and have the opportunities to secure employment at the end of the course or set-up their own business and become self employed and be able to employ others.

The responsibilities of entrepreneurship programme do not begin with the series of instructions only, preparation of students for successful and productive participation in the world of work is increasingly being recognized worldwide and as a major responsibilities of education system

LITERATURE REVIEW

Hisrich (2002) Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming accompany financial, psychic, and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence. Entrepreneurship training according to Ayeduso (2004) is a specialized training given to the student or trainees to acquire skills, ideas and managerial abilities and capabilities for self-employment than being employed for pay.

The word entrepreneurship descends from the French word 'entreprendre', which indicates an act in which the individual attempt, try, adventure or undertake an act of some sort. It was Richard Cantillon (in 18th century), separated activities from those of capitalistic activities. Later, Jean Baptiste Say developed the term to relate to the change of resources from low productivity to that of high productivity.

Joseph Schumpeter at the beginning (of the 20th century), separated the capitalistic role from entrepreneurship and argued that entrepreneurs were "sociologically distinct individuals" Carland, Holy & Carland, (1988), cited in Krueger,(2002), most of the time entrepreneurship is associated with newly started business.

Two researchers, Hisrich & Peters (1992), cited in Bjerke & Hultwan, (2002), argued that entrepreneurs can be found in any profession: Industrial chemist, education, engineering and architecture, these are few examples of where entrepreneurship can be found. Many researchers view entrepreneurship as a vital factor when it comes to economic growth and the development of societies. The great difference concerning the growth and development of

entrepreneurship descends from many different views of the concept. Societies where there are many entrepreneurial individuals: the growth and development will be more intense compared to societies where there is a lack of entrepreneurial individuals.

Another view of entrepreneurship is that the progress is more likely to emerge at times where economic conditions are more favourable" (Bjerke & Hultman, (2012), who studied the subject extensively. Further argued that if the economic conditions are not favourable, entrepreneurship will not emerge and the economy of the society will stagnate.

This view is one in which entrepreneurship is seen as an intervening variable between prior conditions on one hand and creating of new business ventures (which in turn causes economic growth and development) on the other.

Shaw (2004), and Chaten (2000), defined entrepreneurship as an attitude, and a way of thinking and learning. It is a state of mind, an artifact, insightful and innovative mentality rather than business administration. It is a way of perceiving and exploring opportunity wherever it may be found.

STATEMENT OF THE PROBLEM

Despite the persistent and cry for the introduction of entrepreneurship skills training programme into the undergraduates curriculum. even though it has always been observed that majority of our graduates and especially those that had gone through little skills training and those that were expected to have acquired the skills for self- reliance and join the pool of entrepreneurs find it very difficult and impracticable to find their feet on ground as business owners.

Why so? Because they are confronted with many challenges among which include improper and half baked skill training- known as instructional series of skills training at our Universities e.t.c, lack of financial resources, managerial in ability, and lack of marketing experience, etc, lack of entrepreneurial pedagogy and the university authority hatred for the skills training programme.

Having taken cognizance of the plights of our new generation of university graduates, this study was undertaken to look at the genesis of the entrepreneurship and education development in Nigeria and for the nation to see what have gone wrong and where the system has failed and to throw light into that areas where there is a need to make some amendments.

RESEARCH METHODOLOGY

The study adopt desk research method in terms of information gathering. Which means that part of the work was based on library research. In doing this, the genesis of the entrepreneurship and education development were sourced. The background information for the work were obtained from secondary sources which included texts, journals, magazines monographs newspapers, Yaba college of technology at 40th year(1948-88), 1992² publication etc. Desk research was also supplemented by field work.

RESEARCH LIMITATION

Net contributions, performance measurements, appraisal and evaluation of all the institutes and agencies that were involved in the promotions and the areas they were able to cover in terms of positive contributions were not covered in this study due to lack of funds, logistics and so on.

DISCUSSION

British Administration Education Antecedent (1908-1947)

At the beginning the British administration were mostly interested in producing administration assistants. It was hardly surprising therefore that emphasis was placed on literary education in Nigeria. Thus, literary education and university degree became symbols of prestige in Nigeria.

By contrast the basic need for entrepreneurial skills such as technology, agriculture and other practical subjects, particularly at the sub-professional level did not win esteem. For this reason, training for qualifications other than theoretical degrees especially in technology was not popular. Even though various skills such as weaving sculpturing blacksmithing, carving, fishing, dress-making, catering, dyeing and farming were taught as part of western education of the Nigeria child before the advent of western education the training was not institutionalized as such.

A few mission schools in the nineteenth century introduced farming, bricklaying and carpentry as part of the curriculum but these skills were not seriously regarded as part of western education and the practice died out before the turn of the century except in the Blaisse Memorial Industrial School in Abeokuta founded by some Nigerians and West Indians, and the Hope Waddel Training Institute in Calabar, established by the church missionary Society (CMS) in 1895. Apart from those two schools, there were no formally organized technical or vocational education at the post primary or secondary school level.

Formal vocational education in various departmental training schools began between 1908 and 1985. Engineering courses commenced at the Yaba Higher

College temporarily in 1932 at the King College premises and later moved to its permanent building in Yaba in 1934. The primary objectives of the institution was to supply the needs of the various departments for African with the best local training available to undertake the routine duties and less responsible work of the fully qualified European officers.

There was a constant shortage of British personnel in the civil service from 1908 to 1928 and this became extremely acute during the depression of 1928 to 1935 when many of the British personnel had to be retrenched for lack of funds. To solve this problem, the Government decided to establish training programmes in some of its departments with a view to filling the vacant posts. However, the training was mainly in lower cadre (echelon). There was usually a hesitation in employing Nigerians to the administrative cadre of the service, except as clerks,

In this regard, lord Harley, a renowned authority on African affairs observed that the considerations which decided the character of her education are largely political for the type of instruction given depends on their view held about the place in society which the educated African may be expected to fill. British policy as yet exhibits no clear view of the future of the educated African. There are few instances in the British colonial history when the future of the educated native has been consciously determined or the educational system deliberately adjusted to fit him for it.

It was against this background that the departmental training courses were first initiated between 1908 and 1935. The establishment of the survey school in Lagos but the lands and survey department in 1908 (later moved to Ibadan in 1926 and subsequently to Oyo in 1934) was followed by other departmental courses such as the junior technical training course, in 1931, for technical assistants by the public works Department; the Nigerian Railways course for engine drivers in 1936; Marine Departments course in 1928; a Post and Telegraphs course in 1931 a School of forestry in 1938; a Veterinary School in 1935; and a School of Agriculture in 1930 with Centres in Ibadan and Samaru in Zaria

Significant progress was made when E.J.R. Hussey who was appointed the Director of Education in 1930 proposed in the same year a programme of expansion in the educational system. He proposed three levels of education viz: Elementary, Secondary and final stage of Vocational training to provide well-qualified assistants in the medical, engineering and other vocations as well as teacher of higher middle schools. His recommendations were accepted by the government, although government defined the final state "as being represented by a higher college to be

built at Yaba, where it is hoped that various vocational courses will be provided, the aim being to attain eventually the standard of a British University” It is pertinent at this stage to give an insight into the nature of courses run by the various departmental training schools.

The Nigerian Railway: Started its training in 1901 to groom selected station staff with five years experience later those with the junior school certificate were admitted. An apprentice course in mechanical engineering was introduced in 1942 for those with senior school certificate for a five year, admitting six to eight students annually.

The Survey Department School: Was the first to start courses for local personnel, in 1901. The programme took off as a one-teacher technical institution and the supervisor was the surveyor general of land and survey. The entry requirement was the senior general certificate, although holders of junior school certificate were occasionally considered.

The course was affiliated to the Yaba high college in 1933 with the survey students spending two years in the college for the theory and another two years practical course at the survey school Oyo for specialist training. Those who passed Yaba final examination at the end of the course were granted Yaba Diploma.

The Marine Department: Started in 1928 to train those who would eventually occupy senior posts in the Nigerian marine vessels. The course which lasted six years, three for theory and another three for practical was attended by 240 Nigerians between 1937-1957.

The Post and Telegraphs Department: In 1931, the post and telegraphs department commenced its six years training course for sub-inspectors of lines. Entry requirement was the senior school certificate, or the completion of the secondary school course, four to six students were admitted annually. It is interesting to note that in most cases. The training schemes were of specialized nature designed to meet mainly the requirements of the employers. The combined output of these schemes up to 1945 was put at about 320. This was the beginning of entrepreneurial and industrial education activity in Nigeria.

The Establishment of the Yaba Technical Institute (1947)

As a result of the commission report, the Elliot Commission and its acceptance by the Government, the Yaba high college was closed down. The classroom and laboratory furniture and equipment at the college were moved to the new University college

buildings at Ibadan by the end of 1947 and the students also transferred to from the nucleus of the University College.

The Yaba Technical institute was thus established and it's inherited the building of the defunct Yaba higher college. The nation's first technical institute started the day and evening classes in October 1947. Robert Gillion became the first principal during the 1947/48 session. The electrical engineering and architecture assistant courses were introduced in 1949, while the civil engineering assistant's course was made possible in 1950.

At end of the 1951/52 session courses in handicraft and manual teacher training had been introduced. The teacher training program was a two years course designed to prepare teacher for handicraft centres and secondary school craft courses.

The institute maintained close relationship with industry and cooperated in the development of programmes to meet industry's special needs. One of such was the agreement reached in December, 1953 with the Nigeria Broadcasting service to conduct residential course for broacasting technicians. The syllabus was developed jointly with the Nigerian Broadcasting service. The international Bank for reconstruction and development commission to Nigeria in 1954 commended this type of flexibility and recommended its adoption to other institutions and bodies.

An integral part of the college was the junior technical (later secondary technical and commercial section). It started in 1948 with 48 students as a **four year secondary education programed with technical bias**, consisting of subject such a s woodwork, drafting, commerce, printing and sub professional engineering to pupils who had passed the primary education as well as a special entrance examination. It was the cornerstone of the Technical Institutes work in those days when the number of secondary school leavers with appropriate subjects particularly the sciences, was very negligible. It provided sound technical education both in theory and practice in basic general education subject.

In 1969, the ministry of education announced that there would be no first year in take into the secondary school in January 1970. Thus the secondary section of the Yaba technical institute was phased out in June 1973 with Mrs. A.A. kafaru as the last headmistress.

As stated earlier during the commission of the new engineering block in 1963. Yaba technical institute became College of Technology , in other words, the institution was transformed in to Polytechnic in the spirit in which Mr. W.H. thorp and F. J. Harlow

recommended in their earlier report of a technical college for Nigeria.

Departments and Academic Programmes

As at the end of the 1970/71 session, the college established the following departments,- Art and

Printing, Civil Engineering and building, Commerce (with option in company secretaryship; Accountancy and Secretarial Studies). Electrical Engineering, Management Studies, Mechanical Engineering, Science and Mathematics, and Secondary School..

Table1: Staff strength of Yaba College of Technology (1970/75)

Period	Art & printing	Civil Engeering	Elect. Engineering	Mech. Engineering	Mgt & Bus. Stud.	Science & Maths	Total
1970-71	15	9	7	13	14	10	68
1971-72	14	10	9	14	23	10	80
1972-73	19	10	11	20	24	15	99
1973-74	17	10	11	12	26	16	92

Part-time

1974-75	18	10	9	17	22	16	92
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Table 2: Shows Students enrolment (1970-75)

	No of Applicants	No of Admitted	Students Population
1970-71	4, 147	685	1, 738
1971-72	7,807	980	1, 815
1972-73	8, 224	701	1, 523
1973-74	10, 209	900	1, 722
1974-75	10,906	1, 101	1, 921

By October 1948 when work had started in earnest the following full-time and part-time courses were being offered.

Table 3: Courses offered in Yaba Technical institute in 1948

Course	Description	No. of Trainees
Junior Technical	Pre-employment apprentices course	48
Handicraft instruction course	Training of handicraft instruction for secondary schools	41
Manual instruction course	Training of Manual instruction for senior primary schools and handicraft centres	18
Mechanical Engineering Assistant Course	Training of Engineering Assistant for Government Department and Private concerns	12
Day continuation courses for carpenters and fitters	Part-time Apprentice training	96
Evening Courses	Part-time Courses in mechanical engineering carpenters and joinery and electronica installation	208

Table 4: List of Parastatals in the Ministry of Science & Technology

S/N	NAMES OF PARASTATAL	NAMES OF DG/CEO
1.	National Biotechn Development Agency (NABDA), Abuja	Prof. Bamidele O. Solomon
2.	National Space Research and Development Agency (NASRDA), Abuja	Dr. Saidu O. Mohammed
3.	National Institute For Trypanosomiasis Research (NITR), Kaduna State	Prof. Mohammed Mamman
4.	Nigeria Natural Medicine Development Agency (NNMDA), Lagos	Mr. Frank T. Okujaju
5.	Sheda Science And Technology Complex (SHESTCO), Kwali-Abuja	Prof. Sunday A. Thomas
6.	National Agency For Science And Engineering Infrastructure (NASENI) Abuja	Prof. Olusegun O. Adewoye, FAS
7.	Raw Materials Research and Development Council (RMRDC), Abuja	Prof. (Engr.) Azikwe Peter Onwuaju,
8.	National Board for Technology Incubation (NBTI), Abuja	Prof. (Mrs.) Gambo Laraba Abdullahi
9.	Project Development Institute (PRODA), Enugu	Prof. Goddy N. Onuoha
10.	National Office for Technology Acquisition and Promotion (NOTAP), Abuja	Engr. UMAR Buba Bindir (ph.d)
11.	Federal Institute Of Industrial Research Oshodi (FIRO), Lagos	Dr. (MRS.) Gloria Nwakaego Elemo.
12.	Nigerian Building And Road Research Institute (NBRR), Abuja.	Prof. Danladi Slim Matawal
13.	Nigerian Institute of Science Laboratory Technology (NISLT), Ibadan Oyo State	Dr. Ighpdalo Folorunsho Ijagbone
14.	National Centre for Technology Management (NACETEM), Ile-Ife, Osun State	Dr. Willie O.Siyanbola
15.	National Research Institute For Chemical Technology (NARICT), Zaria, Kaduna State	Prof. Idris M. Bugaje
16.	Energy commission of Nigeria (ECN), Abuja	Prof. Abubakar S. Sambo, OON
17.	Nigeria Institute Of Leather And Science Technology (NILEST), Zaria Kaduna	Dr. Isuwa K. Adamu

Source: Federal Ministry of Science and Technology

Table 5: List of State Coordinators of Industrial Development Centres in the Country

1	Adamawa State	The state coordinator, I D C ICM 10, Numa road, opposite timber shed of federal secretant. PMB 2009, Yola.	Mr. Ishaya	08059672844
2	Akwa Ibon State	State coordinator IDC, Aka road opposite Champion Breweries PMB 1187, Uyo	Mr. udoh	08029580120
3	Bauchi State	State coordinator, IDC, zango village, After low cost estate PMB 251 Bauchi	Okusote	08057700034
4	Benue State	S/c, IDC, 5 court (behind hudco quarters) North bank PMB 102018, Makurdi	Temang	07030363796
5	Borno State	S/c, IDC, Pompomari housing estate, of fed. sec. building PMB 1624 Maiduguri	Damter	08023736167
6	Cross River State	S/c, IDC, Moniys road, off Katsina Alf hyhway PMB 1215, Ogoja.	Adebudo	08034712616
7	Edo State	S/C, Eubuotubu road, off Ekenwan Rd PMB 1640, Benin city	Nwanko	07039011419
8	Enugu State	S/C, IDC, Emene industrial layout off fed. Sec. RM 239C PMB 1409. Enugu	Mr. Chukwuezi	08063949235
9	Imo State	S/c IDC, shell camp PMB 1013, Oweri	Mrs. Nwachukwu Chibuzo	07035030117
10	Kaduna State	S/c, IDC, opposite a b I gate, Samani, Zaria.	St Sitmang	08028199485
11	Kano State	S/c, IDC, figa, near bagauda lake restaurant PMB 3347, Kano	Agada	08054356704
12	Katsina State	S/c, IDC, Dustin Ma road, behind Katsina flour mills. PMB 2147, Katsina	Mrs. Achilam	08059672913 or 08133201184
13	Kwara State	S/C, IDC , Ganmo, Ilorin Afan Rd PMB 1517 Ilorin.	Mrs. Alibi	08036130982
14	Lagos State	S/c IDC, Ikpakodo, off ibeshe rd, opposite voice of NY. (VON) P O. BOX 708, Ikorodu.	Mrs. Nwoke	08164363797
15	Niger State	s/c IDC , Western by-pass (minnia-zunery rd) near police command sec. sch. PMB 44, Minna	Mr. Nwachukrou Fedinade	08034084876
16	Ogun State	S/c, IDC, Onijangun Janjan industrial estate off lagos Abeokuta exp.road PMB 2221, Abeokuta.	Ajao	08035839774
17	Ondo State	S/c, IDC, Oba-ile(Near NTA Station) PMB 811 Akure.	Victor Akpom	08034502708
18	Osun State	S/c, IDC , Km 5, Osogbo-ilelsa roaf (opposite st. Uorles)	Adedeji	08034310050
19	Platcau State	S/c, IDC , Musta Ali village km 10, Zaire road PMB 2037, Jos	Usman	08035765954
20	Rivres State	S/c, IDC , Ozueba, Port Harount.	Mr. Okereke	08035470228 or 08090783221
21	Sokoto	S/c, IDC , Kalambaina road (opposite. new fertilizer plant) PMB 2232 Sokoto	Adebola, Mr Sesan or Ask Ojmusa	08029003302 or 08060259656
22	Fct	S/c, IDC, Idu industrial layout, (Near Julius Berger Asphalt Plant) Idu, Abuja.	Enemali R.A.N	

Source: Federal Ministry of Trade and Investment

Initial development of industrial estate Adebayo (2013), that led to the evolution of the manufacturing sector of the economy started in 1953, by the establishment of Apapa medium-large industrial estate. This is followed by the Yaba industrial establishment in 1958 by the federal ministry of commerce and industry for small and medium enterprises Another industrial estates for the medium-large enterprises ,is the Ikeja industrial estate established by Western Nigeria Regional Government in 1954, and the Trans-Amadi Industrial layout in Port-Harcourt, established in 1961 by the Eastern Nigeria Regional Government, were the early pioneers in the promotion of industrial entrepreneurship activity in Nigeria.

Through the effort and policy of federal government, the above tables 4 and 5 of Agencies and Industries, both public and private initiatives were put in place as a plus for furthering the development and promotion of entrepreneurial activity in Nigeria. Also in the promotion of the entrepreneurship and education development sector, the number of approved Universities and Polytechnics by both the (NUC) and (NBTE) the supervisory agencies for the two bodies have gone up, Adebayo (2013), considerably. The increase shows the level of efforts being intensified by the nation, but appears not enough for the growing rate of the nations need.

- i. Federal Universities of Technology, States Universities of Technology.
- ii. Private Universities
- iii. Parastatals such as: Incubating Centres, Federal Institute of Industrial Research Oshodi (FIRO), Industrial Development

Centres (IDC), National Directorate of Employment (NDE), Bank of Industry (BOI) that transformed from Nigerian Industrial Development Bank (NIDB), Agricultural Research Institutes, Industrial Training Fund (ITF) e.t.c. are Agencies and Institutes that were given the mandates to make direct contributions to the promotion of entrepreneurship in the country.

SUGGESTION

Today, it has been acknowledged that many nations, developed, underdeveloped and the developing ones have by a deliberate all-directional integrating industrial development policy. The policy that made it compulsory for their industries, universities with the national defence sector to cooperate in many areas such as:

- (i) The policy of encouraging the importation and transfer of technologies.
- (ii) The policy to encourage further research and the review of the University Curriculum and
- (iii) The policy to change our tertiary education curriculum from the traditional education to the problem-solving system of modern education

CONCLUSION

Introducing early business and vocational education training right from the primary school through the secondary school to the tertiary would expose the youths to productive and useful activities that will lead to increase in national productivity, that in turn will enhance development efforts of the government, create employment and accelerated the nation economic growth.

The students to be encouraged to prepare and write their projects based on a particular business of their choice/interest. To draft the undergraduates curriculum in such a way that will allow students to work in small businesses, to learn business skills, internship in businesses that will teach them how to run their own businesses. The curriculum to provide a broad range of vocational training and students can be apprenticed to a micro business of their choice

The major problem in the country education sector today, is that much emphasis is placed on literary education, whereas it was not so at the beginning, especially when the British administration established the departmental education training school to suite their administrative needs at the time. There were few instances during the British colonial history when the future of the educated Nigerian native had been consciously determined or the educational system deliberately adjusted to fit him for it. It was against this background that the departmental training courses were first initiated between 1908 and 1935. In view of the above revelation and observation from the study there is no reason why our university

undergraduates curriculum could not be adjusted to suite our current economic development

In conclusion, the gains, shortcomings accrued to the nation were highlighted in the study, while suggestions and , recommendations were made to assist in the areas of future needs of our education and entrepreneurship development .

RECOMMENDATION

Government should through her agencies and the ministry of education, focus her attention on the university curriculum to see where there is a need for improvement and to put down the right and appropriate instruments to effect the change to a modern education curriculum.

Government should passionately look for ways of measuring and evaluating performances of her entrepreneurship assistance agencies that were set up to assist in the promotion of entrepreneurial trainings with a view to pluck out any area of the systems that were open to abuse.

Government should also assist the private Universities especially those that are involved in running entrepreneurship programme degrees in the areas of acquiring tools and workshops for the entrepreneurial skills for the Nigerian youths irrespective of whether they are students in the public or private Universities.

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