

# African Research Review

AN INTERNATIONAL MULTI-DISCIPLINARY JOURNAL,  
ETHIOPIA

AFRREV VOL. 11 (1), SERIAL NO. 45, JANUARY, 2017: 28-48

ISSN 1994-9057 (Print)

ISSN 2070-0083 (Online)

DOI : <http://dx.doi.org/10.4314/afrrrev.v11i1.3>

---

## **Entrepreneurship Education: A Vital Instrument for Youth Empowerment, Industrial Development and Consolidation of National Integration in Nigeria**

**Egbefo, Dawood Omolumen**

Department of History and International Studies

IBB University, Lapai, Niger State, Nigeria

E-mail: [dawoodamirah@yahoo.com](mailto:dawoodamirah@yahoo.com)

M-phone: +2348076709828; +2348109492681

-----

**Abe, Mayowa Olajide**

Department of History and International Studies

IBB University, Lapai, Niger State, Nigeria

Email: [abemayowa@gmail.com](mailto:abemayowa@gmail.com)

M-Phone: +2348135241523

-----

### **Abstract**

The concern of this paper is to explore Entrepreneurship Education (EE) as one of the vital tools for youth empowerment, industrial development and consolidation of national integration in Nigeria. To achieve this feat, the paper takes its roots from the role of EE in youth empowerment programmes, national integration and some integrative structures since 1960, how national integration, industrial development and youth empowerment became an issue in Nigeria, the role of entrepreneurship education in youth empowerment, industrial development and national integration, challenges of

EE and its implication on youth empowerment, industrial development and national integration, the benefits of youth-empowerment in Nigeria and some challenges in the delivery of EE for youth empowerment and industrial development. To surmount these challenges, the paper examines the need for a synergy and the relevant agencies to be collaborated in the EE programme. In addition, there is the proposed strategy for effective implementation. Then the paper concludes and recommends that through EE, the nation's quest for youth empowerment, industrial development and the consolidation of national integration could be realized in records time.

**Key words:** Entrepreneurship Education, Industrial Development, Youth Empowerment, National Integration and Nigeria

### **Introduction**

Recent research, according to Emeka (2006), has proven that Entrepreneurship Education (EE) and development is the only potent tool for youth empowerment, industrial growth and national unity among graduates/youth of tertiary institutions in Nigeria. As an indispensable tool, it inculcates the spirit of self-respect, self-reliance and entrepreneurship among youth of tertiary education thus reduces poverty, encourages harmonious co-existence and creates gainful employment. It boosts the economy of a particular country because it is a means of providing manipulative skills. EE develops the human faculty of creativity, manageability, organization, planning, innovation and resources management so that graduates/youths can confront the productivity challenges of Nigeria. According to Oper-kings (2008), Entrepreneurial Education is a systematic approach of inculcating business experience which are designed to fit the youth for gainful employment and industrial development and integration tendencies. Youth empowerment is a worldwide phenomenon demand because many countries of the world experience diverse forms of problems especially disintegrative activities due to lack of youth empowerment. The general contention is that there is acute poverty in Nigeria. Research showed that 70% of Nigerian youth live below poverty line when compared with their counterparts in some advanced European and Asian countries of the world. Lack of EE and some other problems have greatly contributed to the prevalent of widespread poverty, youth un-empowerment, disintegrative tendencies and industrial development of youth in Nigeria (Agbons 2005). Poverty-unemployment has adverse effects on individuals, communities or nations, entrenching violent crimes, social maladies and several other vices. It is for these reasons and many more that this paper seeks to examine the practical introduction of entrepreneurial education as a vital tool for youth empowerment in Nigeria to enable them reduce/curb the challenges of poverty (Adeleye, 2005). It is pertinent to note that Nigeria since 2000 spends fabulous amount in dollars on campaigns, inviting foreign investors or entrepreneurs for investment opportunities in Nigeria when our youth, of

all categories, can be given these skills to encourage industrial development, remove youth restiveness and unemployment which are on the high increase because many of them lack the employability skills, which this paper posits can be acquired from tertiary institutions and other constituted establishments.

### **Youth and Youth Empowerment**

Youthful age is a stage of life between childhood and full adulthood. It is period when one is at the apex of one's physical strength, undergoing significant changes in physical, emotional and social make up. It is a period in life characterized by excesses and can be fraught with feelings of rebellion, anxiety, confusion and naivety (Okwubunka, 1994). In the traditional African society, the youths play vital functions in the society. They are used as good farm hands having plenty of energy to work. They also play protective functions for society. When there is a conflict between one community and the other, youths are engaged to ward off their enemies; in terms of entertainment, the youths are also involved. The elders watch the youths dance vigorously to various dance steps, wrestling, singing, among others. The boys follow their fathers to learn how to hunt for animals, fish, collect herbs, weaving (baskets, mats, cloth, hats, foot mats among others). Girls receive training from their mothers on how to be good wives.

On the other hand, Youth Empowerment according to Bush and Folger (1994) is the restoration of an individual's sense of his/her own values, strength, as well as his/her own capacity to handle life's problems. Empowerment can also be conceived in terms of processes through which disenfranchised social groups work to change their social surroundings or change detrimental policies and structures and work to fulfill their needs (Youth Empowerment Mission YEM, 2005). In this regard empowerment as a process is mostly ongoing and continues to evolve from strength to strength. It can be achieved through education, networking and organization. Examples of employment programmes to support the youths in Nigeria include: Subsidy Re-investment Employment Programme (Sure-P) organized by the past administration of President Goodluck Jonathan, National Directorate of employment (NDE) programme by Babangida administration, Niger-Delta Development Commission's (NDDC) empowerment programme, National Poverty Eradication Programme (NAPEP) among other ones established by various state governors and local government in Nigeria.

Despite all these initiatives, Nigerian youths are idle and unemployed, thus are engaged in one form of criminal activities and disintegrative actions or the other. Currently youth unrest under the auspices of Boko Haram is on the rampage in North-Eastern Nigeria, destroying economic activities and killing innocent citizens. The question that borders the mind of many Nigerians is: Are the youths fully engaged in the government empowerment schemes? If they are, how beneficial are the schemes to the youths?

## **Industrial Development**

EE is instrumental in making remarkable contributions to national industrialization and economic growth of the developing countries by way of suitable manpower production, according to the needs of the industry and the nation as a whole. To produce fully skilled manpower/knowledgeable technocrats in the present era of national transformation is the need of the hour. Adamson, (1997) argued that the days of job stability (which some would argue never existed) are over for many, and are being replaced by a context where flexibility, adaptability, and transferability of skills are essential. A lot of researchers has argued that the cost of EE was too high compared with the returns to the economy, that the quality of training was poor and that there was considerable mismatch between training and the needs of industry. However, a skilled workforce is a basic requirement for driving the engine of industrialization, national integration, and economic growth, and EE holds the key to building this type of industrialization transformation.

Even though Nigeria now appreciates the contribution of EE to national industrialization for economic development and a tool to combat unemployment, sustained inter-ethnic integration and reduction of poverty in our societies. Successful governments have not found it necessary to properly and adequately finance the planning and implementation of EE in Nigeria. Okebukola, (2012) asserted that less than 10% of Gross Domestic Product (GDP) will get nowhere yet the allocation over the last ten years has averaged 2%. Too much noise has been made on the pages of papers and television about EE, but little is done to improve the programme in Nigeria. If we are to understand national industrialization as a form of development that enhances the economic well-being of all individuals in Nigeria in a way that contributes to social cohesion and democratic values, EE must be seen as is a crucial tool for positive youth empowerment for the expected industrial development or transformation and unity of Nigeria.

## **National Integration and some Integrative Structures Since 1960**

The concept 'integration' has been variously defined by social anthropologists, historians, and political scientists. The consensus in these definitions is that, it is that cord that binds or holds a society (geopolitical clime) together for their mutual benefits. However, attempt will be made to x-ray a couple of definitions. Weiner (1965, p. 52) defined integration as "a process of having together culturally and discrete groups into a single territorial unit". Expanding this definition, Ogunojemite (2014, p. 224) posited that integration is a political phenomenon which covers a vast range of human relationships and attitudes i.e., the integration of diverse and discrete cultural loyalties and the development of a sense of nationality; the integration of the rulers and the ruled and the integration of the citizens into a common political process. Applied this way,

integration is meant to create homogeneity out of heterogeneity, and, reduce or eliminate parochial attachment to cultural and regional political identities. Okoli et al (2004) observed that:

this kind of integration implies both the capacity of government to control the territory under its jurisdiction as well as to stimulate a set of popular attitudes described as loyalty, obligation, allegiance, patriotism and willingness by the people to place national interest above local or parochial concern... (p. 405).

Integration as posited by Weiner (1966, pp. 54-55) comes in five different ways: territorial integration, value integration, elite-mass integration, integrative behaviour and national integration. Despite the fact that these types have a common link in that they point to the fact that integration holds a society together; our focus will be on national integration.

According to Weiner (1966, p. 58), national integration refers specifically to the problem of creating a sense of territorial nationality which overshadows or eliminates subordinate parochial loyalties. For Nnonyelu (1997, p. 145), national integration is determined by the degree to which members and groups in a plural society adapt to the demands of national existence while co-existing.... Republic harmoniously... citizens are expected to respect the overriding supremacy of the national government.

A couple of theories of national integration exist. These include the functionalist, federalist and cybernetic theories. The functionalist ideal of national integration focuses on the heterogeneous nature of a society and the need to make them into a homogeneous whole-like the Canadian example. The federalist typology centres on the creation of a central government that would co-ordinate its component or federating units into a synchronized whole. The cybernetic construct, "emphasizes the establishment of contacts and promotion of interaction through which the component units would understand and appreciate themselves better" (Okoli, et'al, 2004, p. 405). In most cases countries adopt the three theories as it is evident in the Nigerian situation for optimum and total national integration.

Integration may therefore refer to the process of bringing together culturally and socially discrete groups into a single territorial unit and the establishment of a national identity. When used in this sense, "integration" generally presumes the existence of an ethnically plural society in which each group is characterized by its own language or other self-conscious cultural qualities, but the problem may also exist in a political system, which is made up of one distinct independent political unit with which people identify. Thus, national integration refers specifically to the problem of creating a sense

of territorial nationality which overshadows or eliminate subordinate parochial loyalties.

Furthermore, the term, according to Ake (2001), is often used in the related sense to refer to the problem of establishing national central authority over subordinate political units or regions which may or may not coincide with distinct cultural or social groups. However, Liwetner (1991) is of the opinion that, while the term “national integration” is concerned with the subjective feelings which individuals belonging to different social groups or historically distinct political units have toward the nation, “territorial integration”, refers to the objective control which central authority has over the entire territory under its claimed jurisdiction. The term is often used to refer to the problem of linking government with the governed. This implies the notion of a gap between the elite and the masses characterized by marked differences in aspiration and values.

Integration is also viewed as the minimum value consensus necessary to maintain a social order. This may be end value concerning justice and equity, the desirability of economic development as a goal, the sharing of common history, heroes and symbols, and in general, an agreement as to what constitutes desirable and undesirable social ends. Therefore, integrative behaviour is that which refers to the capacity of people in a society to organize for some common purposes of nation building with sustainable structures.

In summary, the term “integration” covers a vast range of human relationships and attitudes. The integration of diverse and discrete cultural loyalties and the development of a sense of nationality; the integration of political units into a common territorial framework with a government which can exercise authority; the integration of the rulers and the ruled; the integration of citizens into a common political process; and, finally, the integration of individuals into organization for purposive activities. These are attempts to define what it is that holds a society and political system together.

### **How National Integration Became an Issue in Nigeria**

Available historical material points to the fact that before the advent of colonialism in 1861 (annexation of Lagos) and the subsequent January 1, 1914 amalgamation; a tremendous degree of tolerance, accommodation, borrowing and interactions among the various ethnic groups existed (see Apthorpe 1968; Falola et al 1991; Udo 1980; Ajayi&Alagoa 1980). As such they usually referred to themselves as people or traders from Hausaland, Yorubaland, Igboland, and Ibibioland etc. Fuya (1995), Nnoli (1978), Ndoma-Egba and Ndoma-Egba (2000) all agreed that the picture of intrinsic and inherent incompatibility of ethnic groups in Nigeria was the handiwork of colonial anthropologists. According to these scholars, European anthropologists first used it as a label of identity and later this was appropriated as a tool of divide and rule by the

colonialists. This trend continued till 1914. The amalgamation which brought the protectorates of Northern Nigeria and that of Southern Nigeria with the colony of Lagos was only to pool the resources of the relatively richer territories of the south to meet the cost of running the north and thus, reduce the burden on the British tax payers (Ndoma-Egba&Ndoma-Egba, 2000, p. 74). The British, therefore, achieved territorial integration. By this, they incorporated the various ethnicities into an amalgamated Nigeria. Thus, began the process of acrimony, distrust, suspicion, hatred, culture of parochialism in national affairs and a legacy of tension among the component parts of Nigeria (Falola et al, 1991, p. 9).

However, the imperial Order-in-Council that established the Arthur Richards Constitution which became effective on January 1, 1947 contained integrative elements. The purpose of the Constitution as stated in the Nigeria Seasonal Paper No. 4 of 1945 was:

1. To promote the unity of the country;
2. To provide adequately for the desire for the diverse elements which made up the country; and
3. To secure greater participation of Africans in the discussion of their own affairs

As noted by Adigwe (1994, p. 188), the constitution sought to promote the unity of the country by establishing regional councils together with a central council in Lagos... (but) the establishment of regional councils tended to weaken the unity (national integration) of the country. This explains why subsequent review or evolutions of a new constitution (1951, 1954 and 1960) were advocated for, from purely ethnic standpoint by the Nigerian representatives. For example, those that represented the North-in the would be 1951 Macpherson constitution-demanded for parity with the South in representation in the central legislature, those that represented the West called for a revision of the Northern Frontier, so as to exclude the people of Offa, Igbomina and Kabba from the North since they are Yoruba speaking tribes; while the East in conjunction with the North requested for Lagos to be removed from Western Region and made a "no man's land". From the foregoing, it is clear that each of them were preponderantly interested in its hegemony over the others. Invariably, discordant views greeted the motion for "self- government in 1956" which was originally conceived to "present a united front of collective responsibility". Again, as a result of the fears of the minority groups in the Niger-Delta, a commission of enquiry (headed by Henry Willink) was set up and instead of creating states as desired by them, it made a detailed list of fundamental human rights in it stead to cushion it. With independence in 1960, the stark reality was the need to build a strong and united country despite the presence

of over 250 ethnic groups and 466 dialects (Mbeke-Ekanem, 2000, p. 328). Thus, it became clear that Nigeria would need integrative mechanisms, just like other plural societies in the world.

At independence in 1960, Nigeria adopted parliamentary democracy anchored on elections, multipartism, freedom of press and constitutionalism. Elections were held and representative government instituted. However, the nature of the politics and democracy conducted in Nigeria was such that it could not be sustained nor promote national integration. The process was marred by violence, thuggery and intimidation, and in some instances brutal political assassinations. This has continued in some other democratic administration in Nigeria up till 2015 elections.

The politics of election in Nigeria is fundamentally volatile. In their (politicians) attempt to capture state power all kinds of sentiments are invoked, such as regional, ethnic, tribal and religious. State power is not only crucial but lucrative. Accordingly, the struggle for power became so absorbing that everything else including national integration was compromised. Those who were out of power constantly worried about their exposure to every kind of assault by a state that was hardly subject to any constitutional or institutional restraints (Ake 1996). Therefore, they have to remain perpetually in politics, for example, though the sense of outrage which accompanied the 2003 electoral summersaults is yet to be calmed, politicians of diverse colours then put in place a framework of organization to mobilize support for subsequent elections. Some of these only promote ethnicity and dysfunctional national unity.

In Nigeria, politics is looked upon as a business venture and also a racket, because the control of state power is the quickest and fastest means of amassing wealth. While the politicians invested heavily putting in almost everything to gain access to power, including, for example, political assassination, thuggery and real money to gain access to state power, with neglect of national unity, the military on the other hand stakes everything including the damnation of their career and ruination of military professionalism!

These are some of the factors through which we can comprehend the volatile nature of Nigerian electoral politics. State power is used to block every democratic tendency that could affect the power holders and those out of power continue to use all kinds of means to capture state power in order to protect themselves against the vagaries of politics. In the first republic, for example, elections were won before it was conducted, and where it was conducted at all, it was brazenly rigged. The same pattern emerged in the second republic and this also reared its ugly head under the current dispensation putting issues or quest of national unity at stake.

In short, due to the centrality of state power in the process of primitive accumulation, electoral politics has remained volatile in Nigeria. Indeed, the political class can go to the extent of subverting the entire system or even risk the stability of the federation when their interests are threatened or blocked. It is this type of bad politics and voodoo democracy and the dangers it posed to national integration, stability and survival which provoked military intervention.

These tendencies provoked military coups and counter coups in 1966, 1975, 1983, 1990 and 1993. In spite of prolonged military rule and the confusion generated through civilian administration, Nigerians continued to demand for democratic governance for national unity. Having being able to midwife a transition to civil rule, the challenges for the sustenance of democracy and national unity among other demands has become pertinent.

### **The Role of Entrepreneurship Education in Youth Empowerment, Industrial Development and National Integration/Unity**

The role of EE in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized (Bennell, 1999). Developments in the last three decades have made the role of EE more decisive; the globalization process, technological change, and increased competition due to trade liberalization necessitates requirements of higher skills and productivity among workers in both modern sector firms and Micro and Small Enterprises (MSE). Skills development encompasses a broad range of core skills (entrepreneurial, communication, financial and leadership) so that individuals are equipped for productive activities and employment opportunities (wage employment, self-employment and income generation activities).

The success of EE in any developing country, youth empowerment and national unity can be considered a key indicator of the country's advancement in industrial development. Any country that evolved into a technological advanced one, EE must have played an active and vital role as skilled manpower would have been required, also to enable its sustainability and unity (Usman & Pascal, 2010). EE is a most effective means for society to develop its members' potentials to respond to the challenges of the future especially the world of work and togetherness. The provision of relevant and appropriate skills which is the focus of EE represents a significant element of the overall development pathway of the country. Skills development in all technical and industrial sectors takes on an increasingly important role in virtually all dialogue of National Development. Section 7 sub-sections 50-54 of National Policy on Education (FRN, 2004) listed out all range of courses in the tertiary institutions which covered various aspects of the economy. With better funding, management and supervision, youths of this great country could be engaged to acquire all the necessary

skills that will empower and transform Nigerian society industrially and as a united people.

EE institutions should therefore train youths in these needed skills area. Okoro (1994) opined that if Nigerian youths are empowered with the skills needed by the labour market, they will not have problem in entering the labour force because they possess the relevant skills in the job that exists in the society. EE can provide training programmes directed at equipping the youths with specific occupational skills that are in great demand and develop in them right attitude to work, self-esteem and belief in the importance of the training they are receiving to themselves and to the society. EE institutions, if empowered, could establish evening or part-time courses for youths that have craft knowledge, in order to equip them with theoretical industrial knowledge. In addition, extension courses could be extended to youths in the rural areas to enable them become productive in their chosen trade. This will stem the tide of rural-urban migration, disintegrative tendencies and encourages establishment of small scale industries.

#### **Challenges of Entrepreneurship Education and its Implication on Youth Empowerment, Industrial Development and National Integration in Nigeria**

EE program has been facing a lot of challenges since its inception. However, at the moment there are several challenges facing technology education in Nigeria, which has not allowed it to take its rightful position in the pursuit of youth empowerment, industrial transformation, national unity in the country: These various challenges were highlighted in the work of Usman and Pascal (2010, pp. 40-43). These challenges are also peculiar to Nigeria situation: They include:

- The urgent challenge is therefore to bridge the demand for jobs with the actual needs of society. Politically, governments cannot afford not to invest in the skills of future generations.
- The image and status of EE has consistently faced problems as it is perceived by some as second-class. These difficulties must be met with a renewed effort to raise the public perception of EE.
- The promotion of EE for girls and women. This is essentially an issue of access to EE and, once girls and women enter EE institutions, how they are received and accommodated. Attracting more female instructors and administrators into EE is a major challenge in the future.
- EE facilities and equipment: There is a major problem associated with high cost of construction, equipment, maintenance and the provision of

consumable training materials. Routine and preventive maintenance have also constituted persistent problems.

- EE teachers' conditions of service in most countries are not the same with those in academics, as such; it serves as a demotivating factor.
- Work place health and safety: HIV/AIDS and EBOLA virus upon youth and working-age populations is a major challenge to be faced by EE. HIV/AIDS, the very educative process is in jeopardy.
- EE curriculum reform and development effect on labour market: In other nations, for a variety of reasons, employers prefer to employ untrained youth or academic' graduates and provide on-the-job training. One salient trend is the growing convergence between EE and academic' curricula, resulting from technological change.
- Teaching and learning: As EE becomes increasingly more knowledge oriented; the role of the teachers and instructors must change from the didactic imparting of skills and knowledge to the facilitation of learning. Learners-centered.
- EE planning: In most cases where EE programmes fails, appropriate and relevant parties are not involved at the planning stage.
- Corruption: Most people restrict corruption to financial embezzlement. The worst aspect of it is related to policies that obscure EE related programs which are capable of empowering the youth of the society with skills and competencies that could lead to employment, employability or self-dependent.

Looking at the challenges from entrepreneurship perspective, African Union (2007) maintained that challenges besetting the EE sector are multi-dimensional and more colossal. According to the union, they served as a roadblock to our quest for self-reliance and national development. They include:

1. Most technical educators lack the methodology of teaching entrepreneurial skills and entrepreneurship;
2. Technical and entrepreneurial educators use teaching approaches that emphasize technical and EE skills and neglect creating an enterprise culture in their trainees;

3. Entrepreneurship is taught as separate course and is not integrated into the conventional programme.

All these have great implication on the youths towards their futures. If the aforementioned challenges are taken care of, then the youths will become skilled, resourceful and productive for the nation. They can easily enter the labour forces and make progress in the chosen careers, and that will help them survive amidst unemployment problems; EE promotes self-reliance and industrial development.

**Impact of Entrepreneurship Education on Youth Empowerment Programmes and National Integration**

Today, many Nigerian scholars through robust EE information and researches have agreed upon the axiomatic fact that, the empowerment of individual in the field of work and interest towards national unity could be easily achieved through his knowledge of EE know-how (Olabiyi, Ologban & Okewo, 2004). Youths should be moulded early enough in favour of EE, Vocational Education and National Integration. This implies that the youths need to be guided through by providing the enabling environment in Tertiary Institutions, Technical Colleges, Workshops training centres etc. where they could be kept busy on how to acquire the needed skill to empower them to secure a better future especially in transformation of our abundant and idle resources industrially.

As in other facets of human endeavours, EE has made some significant impact on education, it is being widely applied today to satisfy man's endless quest for knowledge and meeting with their daily needs. Olabiyi et al (2004, p. 45) observed that, the introduction of computer system has contributed immensely towards the development of the economy of a nation. Since computer craft practices has being included in the EE in several Nigeria universities. It simply implies that more job opportunities have being opened up for the beneficiaries of the programmes such as engagement in sales, services and operation of computer sets. Thereby contributing to the development of youths and stable unity of the nation at large. Also, the inclusion of beauty culture trades into some tertiary institution and Technical Colleges & other programmes will go a long way in directing youths towards getting their daily bread through the knowledge of beauty creativity such as cosmetology rather than embarking on debasing prostitution in hotels. It will also encourage the production of cosmetics and other allied products locally.

The effect of industrial production on various aspects of EE programmes cannot be over emphasized. Printed trades which include printing, craft practice, graphic arts and ceramics can be carried out using modern computer graphics. Youths could be engaged in printing invitation cards, greeting cards, souvenirs and production of household

ceramics using modern tools and technologically improved materials. Textile trades, according to the National Policy on Education include garment making (Ladies/Men dresses); textiles trades; dyeing and bleaching. Technology has brought modern dyeing methods that youth can take advantage of making them fully being self-engaged providing for their daily needs and for others. Government of Nigeria can take advantage of this technologically improved system and environment to keep youths busy to curtail their engagement in criminal activities like Boko-Haram syndrome by effectively funding EE in all secondary, technical colleges and tertiary institutions.

### **Benefits of Youth Empowerment Programmes in Nigeria's Quest for Industrial Development and National Integration**

The youths of a nation are said to determine the future greatness and unity of a nation (Garba, 2005). Therefore, if Nigeria government will empower her youths through EE programmes and with functional education, it will raise the standards and quality of youths and make them fit for productive self or paid employment and aspiration for national integration. EE is what the present and future youths need to be self-reliance and to be job providers instead of job seekers. Olaitan (1996) described EE as a form of education which prepares individual for acquisition of appropriate skills, abilities and competences needed by the (youths) individuals for a specified work and gives increased employability and higher job mobility. Beside it encourages the idea of starting small industrially and relations and cooperation with others for success in the industry.

EE if properly administered to Nigerian youths, will empower them, reducing the involvement of youths in illegal and dangerous drug trafficking and trafficking of ladies for prostitution in some foreign countries with the support of some ill-gotten rich men called "God-fathers". This will reduce the vices of societal disintegration that are embarked upon by the youths on daily bases. Rowaiye (2006) maintained that it is unemployment that forces people to resort to all kinds of crimes like stealing, robbery, pick-pocketing, intolerance, use of provocative and disuniting statements, breaking and entry into residential and commercial houses. As such if the youths are empowered through EE, it will secure orderliness to the nation's economy and catapult our urgent quest for industrial development, promote national unity, and maintain peace and security in Nigeria.

### **Need for a Synergy to Assist the Tertiary Institutions, Overcome the Constraints**

Scholars have consistently expressed concern about the inability of Nigerian designated institutions in entrepreneurship education delivery since the formal introduction of the discipline in 2007. Such poor condition could be observed in terms of absence of functioning laboratories, workshops, seminars/conferences, relevant and current library

materials among other facilities and materials. The ratio of lecturers to students, and student enrolment figure compared to the carrying capacity of the facilities in such institutions are overwhelming (Muhaimmed & Gbenu, 2007). Therefore, considering these ugly conditions of these institutions, their capacity to deliver this nascent mandate will understandably be low. Accordingly, since the essence of establishing the 'entrepreneurship studies' is to prepare the young graduates for self-employment, the reduction or eradication of poverty and for industrial development and harmonious co-existence, achieving these feats definitely is beyond what individual lecturers, institutions, students and even the government could do. Rather, it requires that various EE institutions and other stakeholders establish a synergy/collaboration to ensure that all the incompetencies, inadequacies and other problems identified are addressed in a collaborative and at a less costative manner (Muhammed & Gbenu 2007, p. 68).

In view of this, preparing Nigerian youths to become entrepreneurs require changing their mindsets and providing them with key skills to conquer as well as surmount the obstacle to becoming entrepreneurs. Success in this area will hold a very promising key among Nigeria youths who roam the streets looking for jobs and with a mindset to get-rich-quick syndrome. Starting any how with an entrepreneurial knowledge offers a better chance of getting rich and living comfortably. Amadasun and Okorie, noted that:

Entrepreneurs have creative ideas; they use their management skills and resources to meet identifiable needs of the society. If successful, an entrepreneur can become rich and bury poverty forever and be among those who promote peace and united environment.

Since the young graduates from the various established institutions will need to develop skills, promote inter-ethnic cooperation and integration and access factors of production, both government, and non-governmental agencies have to join hands with these institutions to develop the Nigerian youths and save them from idleness, social vices and disintegrative tendencies.

The following are some of the agencies and initiatives which are in one way or the other involved in entrepreneurship education for job creation and poverty reduction among Nigerian tertiary graduates. The fact remains that for Nigeria tertiary institutions to succeed in creating functional entrepreneur, there must be linkages with some relevant agencies like:

1. Small and Medium Enterprise Development Agency (SMEDAN),
2. National Poverty Eradication Programme (NAPEP)
3. National Directorate of Employment (NDE),
4. Youth Empoerment Scheme (YES)

5. National Office of Technology Acquisition and Promotion (NOTAP)
6. National Technology Incubation Centre (NTIC),
7. Social Welfare Services Scheme (SOWESS)
8. Raw Material Research and Development Agency (RMRDA)
9. Poverty Alleviation Programmes (PAP),
10. National Economic Empowerment and Development Strategy (NEEDS) (2004)
11. National Information and Communications Technology Development Agency (NICTDA), State Economic Empowerment and Development Strategy
12. National Planning Commission (NPC).
13. National Petroleum Technology Development Agency (NPTDA)
14. Subsidy Reinvestment and Employment Programme (SURE-P), etc.
15. Christian Association of Nigeria (CAN).
16. National Association of Nigerian Muslim and the Muslim Society of Nigeria (NANS & MSN)

### **Strategies for Implementing the Synergies and Collaborations**

According to Imasike and Andrew (2012), it is one thing to get collaborations with both the private and public sector, and another for the EE institutions to put on ground some strategies for the implementation and impartation of entrepreneurship education. These strategies include:

1. Promulgation of a law compelling large businesses to expand and consistently undertake corporate social responsibility by funding projects, exhibitions, seminars, and workshops identified with Entrepreneurial Education and to mutually agree to spend at least 2 percent after tax profits in the purchase of practical tools, equipment for institutions where EE is taught.
2. Organizing of seminars and product/invention exhibitions where the students will be required to address cross section of stakeholders about their product of interest as well other topics related to entrepreneurship

with a view of developing communication skills self-confidence and improve art of public speaking. All students undergoing entrepreneurship education should be required as a condition for graduation to work and produce relevant products and participate in at least three exhibitions to hold within such an institution.

3. Providing mentoring support. This should be introduced and keyed into the discipline by the EE institutions such that experienced and successful entrepreneurs from the catchment area of such educational institutions would be required to come and provide career and mentoring services to the prospective 'entrepreneurs'.
4. Conduct talent hunt show as argued somewhere. That there may be entrepreneurs that operate within an organizational setting; such entrepreneurs could be encouraged to organize relevant events. Also since some of the products of the entrepreneurs will be needed by the public and private companies; such organization should be participating actively in order to identify talents that may be useful to their needs.
5. Patronage campaigns-EE institution facilitated promotion should champion by the student-entrepreneurs within their communities. Such institutions should encourage the use of products/services produced by the students and payment for such products/services be made relative to the market price of such items. In addition, the institutions may also link such products to prospective community/users outside the country.
6. Placing of minimal embargo on foreign products. Attention of political leaders should be drawn by the EE institutions to the products produced by the student-entrepreneurs for appropriate support and to increase production to meet market demands. The ultimate target should be to ban/restrict importation of such products that serve similar purpose into the country with a view to protect local and infant entrepreneurs.
7. Information centres should be opened in the educational institution because of the difficulty encountered by intending graduate entrepreneurs. Educational institutions' recommendation of graduates from such an institution should be used as a requirement for accessing loan facilities. The institutions should also serve as contact point where prospective entrepreneurs could get necessary information.

Finally, Entrepreneurship Education through the established institutions should use a pedagogical approach which Amandia (2010) described as education through enterprise which involves the use of teaching style using entrepreneurship situation such as school-based mini enterprises. The mini enterprise approach will enable young people to set up and run a project with a business or community focus. It involves “active learning” on their part because students are exposed to useful lessons in industrial and business development and how to sustain such a business.

### **Conclusion**

Nigeria youths need EE. This will empower the youths and promote self-employment, promotion of industrial development and the mind for national unity in the county. Self-employment is one of the main national objectives to Nigeria developmental plan and endorsement and is a necessary foundation for National development/nation building. EE will empower youths by encouraging them to make use of their brains and hands to acquire suitable knowledge and skills, to design and to produce and use methods and processes that will enable them make maximum use of the abundant nation’s resources for their benefit and benefit of the society. Therefore, there is urgent need to direct the consciousness of the Nigerian youths towards being empowered with the technological and managerial skills obtainable at various technical, vocational, educational and training centres and other centers in the country for empowerment, industrial development and national integration.

### **Recommendations**

The following recommendations are necessary for the empowerment of the Nigerian youth through Entrepreneurial Education (EE):

1. The government should make adequate supply of learning materials and workshop facilities to EE institutions to help in preparing the youth for self-employment, ability to harness human and material resources, industrial development and a mindset towards national integration.
2. Government programmes should prepare a wide range of opportunities for youth’s empowerment for industrial development and nation building.
3. Establishment and equipping of EE training institutions to empower the youths for self-reliance should be the focus of the three tiers of government.

4. There should be constitutional provisions for job creation and full employment of youths on a yearly basis in order to reduce unemployment and disintegrative tendencies.
5. Laws setting adequate wages for EE teachers and youths should be made and enforced
6. Good policies and effective implementation will encourage good entrepreneurs which will create wealth, establish small scale and medium scale industries and increase the rate of youth empowerment for national harmony.
7. There should be policies that will promote EE programmes which are capable of empowering the society with skills and competencies that could lead to youth empowerment for National transformation as experienced in South East Asian Nations.
8. Government should create an avenue that will attract more female instructors and administrators to Entrepreneurship Educational institutions to encourage female youths in National transformation and industrial development.
9. The curriculum of EE should be reviewed on regular basis to accommodate innovation of technological industrial development and national development.
10. Efforts should be made by government to renew public perception of EE not to be seen as second-class programme in order to attract and encourage youth in strategic aspect of Nigeria society in its match towards national integration.
11. The public sector and all religious entities should be carried along in the provision of EE in all the educational institutions in Nigeria.

## References

- Adamasun, B. (1997). National transformation and industrial development in Nigeria: The way forward. *Journal of Social and Economic Management*, Vol.11 (6), pp.6-8. University of Jos.
- Adeleye, M. S. (2005). Expected role of government in entrepreneurship and vocational education in Nigeria. *Journal of Entrepreneur Education in Nigeria*, Vol.10, p. 21.
- Adigwe, F. (1994). *Essentials of government for West Africa*. Oxford: Oxford University Press.
- Agbons, U. B. (2005). Major problems affecting implementation of entrepreneurship education in Nigerian universities. Accessed 23 October 2016 from <http://entrepre.nig.universities/edu/does/studies /report. epdf>
- Ajayi, J. F. & Alagoa, E. J. (1980). Nigeria before 1800: Aspect of economic development and inter-group relations. In Ikime, O. (ed.) *Groundwork of Nigerian history*. Abuja: Heinemann Educational Books Publishers pp.1-7.
- Ake, M. (2001). *Conceptualizing national integration in the African context*. Ibadan: Maxwell Academy p.105.
- Amadasun, G. & Okorie (2011). *Starting a business in Nigeria: Need to implement entrepreneurial studies in secondary schools*. Lagos: Ojah Publishing Co. p.136.
- Amandia, M. S. (2010). The economic and social challenges of entrepreneurship education in Lagos state. A Postgraduate Seminar Paper Presented to the Dept. of Teachers Education, University of Ilorin, pp.7-8.
- Apthorpe, N. (1968). *Issues of national unity and economic integration in pre-colonial Nigeria*. pp.26-31. Lagos: Adamson Publishers Ent.
- Bennell, M. (1999). Strategy for developing self-employment programmes in Nigeria: An observation. *Journal of Sustainable Development in Africa* Vol.5,7, pp.118-129.
- Bush C. A. & Forger, U.T. (1994). Reducing unemployment through the informal sector: A case study of Nigeria. *European Journal of Economics, Finance and Administrative Sciences*, Issue 12 (1994) p.31-42.
- Emeka, I. O. (2006). Achieving millennium development goals (MDGs) through entrepreneurship education in Nigeria higher education. *European Journal of Social Sciences* Vol.8, No.11, p.18-26.

- Falola, T. et al (1991). *History of Nigeria: Nigeria in the twentieth century*. Ikeja: Longman Publishers.
- Federal Ministry of Education (2004). *National policy on education* (2004). Lagos: Government Press.
- Fuya, A. (1995). *Pre-colonial peoples of Nigeria*, Ibadan: Artwell Publishing London. pp.211-216.
- Garba, M. M. (2005). Strategies for Youth Empowerment in Nigeria Democracy. Being a Post Graduate Seminar, Dept. of Political Science, Univ. of Benin p.11.
- Imasike, O. & Anolrew, Ijeh (2012). *Strategies for achieving graduate employment and poverty reduction in Nigeria*, Warri: Delta State, Natume Bks. Academy p.218.
- Liwetner, N.C. (1991). *Social group*. London: Longman Books p.16-21.
- Mbeke-Ekanem, T. (2000). *Beyond the executive: Understanding the ethnic and military politics in Nigeria* (2nd ed.) Los Angeles: Crystal Graphic Communication Publishers.
- Muhammed, B. & Gbenu, S. (2007). Addressing youth unemployment and underdevelopment in Nigeria: Time for action, not rhetorics. *Journal of Intra-Africa Studies and Development*, IBB University, Vol.2, No.1. pp128.
- Ndoma-Egba, V. & Ndoma-Egba, E. (2000). Forced unity: The nationality question. In Okon-Edet, U. (ed.) *Civil society and the consolidation of democracy in Nigeria*. Calabar: Cats Publications.
- Nnoli, O. (1978). *Ethnic politics in Nigeria*. Enugu: Fourth Dimension Publishers, pp. 34-42.
- Nnonyelu, N.A.U. (1997). Ethnicity, National Interest and National Integration in Nigeria. In Ojiakor, N. & Nnachukwu, G.C. (Eds.) *Nigerian socio-political development – Issues and problems*. Enugu: John Jacobs Publishers, pp.143-152.
- Ogunojemite, H. (2014). *Issues and challenges of national integration in Africa political development*. Ibadan: Abtech Publishers, pp.124-136.
- Okebukola, C.T. (2012). Promoting entrepreneurship education in tertiary institutions in Nigeria: A remedy to graduate/youth unemployment. A Paper Presented at 27th Annual Conference of the NAE, Theme: Entrepreneurial Education in Nigeria, Minna, 5-8 November, 2012.

- Okibe, H.B. (2000). *Political evolution and constitutional development in Nigeria 1961-1999*. Enugu: Marydam Publishers.
- Okoli, F.C. & Anam-Ndu, E.E. (2004). National Integration: The Nigeria Experience. In Abasiattai, B. M., Ukpogon, I. I., Godwin, J. E. (eds.), *The Nigerian nation: nigerian peoples and cultures*. Uyo: University of Uyo Press, pp. 404-413
- Okoro, E. E. (1994). Educating the parent on skill acquisition of our youths in tertiary institutions. *Journal of Business Education*, Vol.10 (5) 12.
- Okwubunka, S. (1994). Youth empowerment is the way out of economic crisis and violence. *Daily Weekend*, Saturday 26, July, 2014.
- Olabiye, A., et al (2004). Entrepreneurship Education for Youth Employment in Nigeria: Implication for Industrial Development in Nigeria. *European Journal of Social Sciences* 15, (1), 146-151.
- Olaitan, Alice (1996). *Vocational and entrepreneurial education*. German cultural centre. Retrieved May 5th 2001 from <http://www.germanculture.com.ua>.
- Opera-kings, M. (2008). *Entrepreneurial studies and national development*. Benin City: Apple Publications p.110-118.
- Rowaiye, E. (2006). Neglect of entrepreneurial, technical and vocational education increases youth unemployment and social vices. *Daily Vanguard*, Thursday April, 2006 p.30.
- Udo, R. K. (1980). Environments and peoples of Nigeria: A geographical introduction to the history of Nigeria. In Ikime, O. (ed.) *Groundwork of Nigerian history*. Abuja: Heinemann Education pp.1-7.
- Usman M., & Pascal, E. (2010). *Entrepreneurial and vocational education in Nigeria: Issues and challenges*. Ibadan: Labaja Books Academy p.29-31
- Weiner, M. (1966). Political integration and political development. In Finkle, J. L. & Gable, R.W. (Eds.) *Political development and social change*. London: Oxford Press.
- Youth Empowerment Mission (2005). See "Youth" Mirosoft@student2005 (DVD) Redmond, W.A. Microsoft Corporation, 2005.