

ENTREPRENEURIAL EDUCATION ACTIVITIES IN NIGERIA, ITS BENEFITS AND THE THIRD ROUTE OF ENTREPRENEURIAL RESEARCH AND DEVELOPMENT FOR BUSINESS START-UP

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Abstract

This study examined the development of University Education in Nigeria. The University Education in the country has solely been the responsibility of the Government of Nigeria. In the year 1999, Government approved and licensed the first group of private Universities in the country. The study considered the importance of the establishment of the private Universities, especially in the area of Social, Political, Economic and their contributions in bridging the gap the public Universities were not able to bridge. Generally, two major groups of owners are responsible for these Universities, and they are : Public and Private. In conclusion, a measure of comparative analysis between Government and Private Universities was also attempted in this study.

Keywords: Comparability, Industrial Age, Prussian System, Kiyosaki, Lecter, Education Development

Introduction

People can be trained, Kiyosaki, and Lecter, (2005) to be either employees or entrepreneurs. The reason there are more employees than entrepreneurs is simply that our schools train young people to become employees. That is why so many parents say to their children, go to school so that you can get a good job. I have not yet seen or heard any parent say, go to school to become an entrepreneur. It was during the industrial age that the demand for employees grew.

In response, the government took over the task of mass education and adopted the Prussian system upon which most western school systems in the world are today modeled. A research into the philosophy behind Prussian education, revealed that the stated purpose was to produce soldiers and employees, people who would follow orders and do as they were told. The Prussian system of education is a great system for mass production of employees. It is a matter of training. Nigeria case is not different. The system is now in trouble, there is a need for an urgent solution to arrest the imperfection inherent in the present system especially in the third tier of education. It is also said that education is a unique purchase, one of the few things you can buy that will last your lifetime. It can't rust, corrode, breakdown or wear out. Education can't be stolen, burned, repossessed or destroyed. It is a purchase that becomes a permanent part of buyer. Once you have it no one can take it. This is why the development of entrepreneurial education activity in this country is needed.

Statement of the Problem

Education is the engine room of economic development, social and political growth of any nation (Fafunwa, 2009). Education is the key to growth and development. The role of private institution in the provision of access to education has not only become a household issue but has also been very much welcomed and heavily patronized by Nigerians.

Prior to the Obasanjo regime, only three private universities were up and running, by the time he was leaving office, Obasanjo had brought the number to 32. It would be expected that when the Private Universities settle down their collective impact is bound to change the landscape of the thought processes and perceptions about the role of the private sector in the provision of access to higher education in Nigeria.

It is a common knowledge in Nigeria that over the years, has been very difficult for the majority of qualified Nigerians to gain admission into the university of their choice.

Significance of the Study

The important contributions the private universities are making in Nigeria in terms of creation of thousands and thousands of jobs for Nigerians, Provision of available places for the Nigerians who are qualified and want to have a University education

Giving University education to Nigerians who would have been hitherto deprived of University education. As the private Universities increase so also the number of the public universities increases, NUC (2014) from 1948 till today 2014 Federal, State and private = 130.

Methodology

The study adopts the desk research method in terms of information gathering. It implies that part of the work is based on library and internet research. In doing this, the historical developments in the sphere of higher education in Nigeriawere sourced. Other information for this work were also obtained basically from secondary sources which included texts, journals, magazines, newspapers etc. Internet and desk research work was also supplemented by field work.

Data Analysis

Table 1: List of Approved Universities in Nigeria

S/N	Public					Private		
	Federal	Year	S/N	State	Year	S/N	Individual/ Mission	Year
1	University of Ibadan, Ibadan	1948	1	Rivers State University of Science & Technology, Port-Harcourt	1979	1	Babcock University, Ilishan Remo	1999
2	University of Nigeria, Nsukka	1960	2	Ambrose Alli University, Ekpoma	1980	2	Madoma University, Okija	1999
3	ObafemiAwolowo University, Ile-Ife	1962	3	Abia State University, Uturu	1981	3	Igbinedion University, Okada	1999
4	Ahmadu bello University, Zaria	1962	4	Enugu State University of Science and Technology	1982	4	Bowen University, Iwo	2001
5	University of Lagos, Lagos	1962	5	OlabisiOnabanjo University, Ago-Iwoye	1982	5	Covenant University, Otta	6
6	University of Benin, Benin City	1970	6	University of Ado-Ekiti, Ado-Ekiti	1982	6	Pan-African University, Lagos	2001
7	Bayero University, Kano	1975	7	Lagos State University, Ojo, Lagos	1983	7	BesonIdahosa University, Benin-city	2003
8	University of	1975	8	LadokeAkintol	1990	8	ABTI-	2003

	Calabar, Calabar			a University of Technology, Ogbomosh			American University, Yola	
9	University of Ilorin, Ilorin	1975	9	Imo State University, Owerri	1992	9	Redeemers University, Mowe	2005
10	University of Jos, Jos	1975	10	Benue State University, Makurdi	1992	10	AjayiGrowth er University, Ibadan	2005
11	University of Maiduguri, Maiduguri	1975	11	Delta State University, Abraka	1992	11	Al-Hikmah University, Ilorin	2005
12	UsmanDanfod iyo University, Sokoto	1975	12	AdekunleAjasi n University, Akungba- Akoko	1999	12	Caritas University, Amorji-Nke, Enugu	2005
13	University of Port- Harcourt, Port-Harcourt	1975	13	Kogi State University, Anyigba	1999	13	CETEP City University, Lagos	2005
14	Federal University of Technology, Owerri	1980	14	Niger-Delta University, Yenogoa	2000	14	Bingnam University, Jos	2005
15	Federal University of Technology, Akure	1981	15	Anambra State University of Science & Technology	2000	15		
16	Federal University of Technology, Yola	1981	16	Kano State University of Technology, Widil	2000	16	Kastina University, Kastina	2005
17	Federal University of Technology, Minna		17	Ebonyi State University, Abakaliki	2000	17	Renaissance University, Enugu	2005
18	Nigerian Defence Academy, Kaduna	1982	18	Nasarawa State University, Keffi	2000	18	Bells University of Technology	2005
19	University of Abuja	1985	19	Adamawa State University, Mubi	2002	19	Lead City University of Ibadan, Oyo State	2005
20	AbubakarTafa waBalewa University, Bauchi	1988	20	Gombe State University, Gombe	2002	20	Crawford University, Igbesa, Ogun State	2005
21	University of Agriculture, Markurdi	1988	21	Kaduna State University, Kaduna	2004	21	Wukari Jubilee University	2005
22	Federal	1988	22	Cross River	2004	22	Crescent	2005

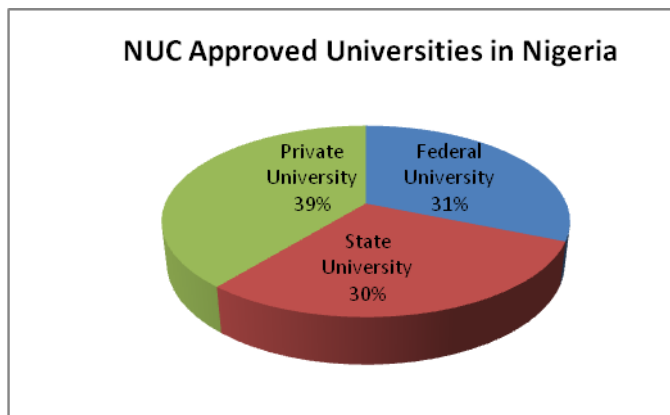
	University of Agriculture, Abeokuta			University of Science & Technology, Calabar			University, Abeokuta	
23	NnamdiAzikiwe University, Awka	1988	23	Plateau State University, Boko	2004	23	Novena University, Ogume, Delta State	2005
24	University of Uyo, Uyo	1992	24	Ibrahim Babangida University, Lapai Niger State	2005	24	University of Mkar	2005
25	Michael Okpara University of Agriculture, Umukike	1991	25	Tai Solarin University of Education, Ijagun	2005	25	Joseph Ayo Babalola University, Ikeji-Arakeji Osun State	2006
26	National Open University, Abuja	1992	26	Kastina State University	2005	26	Caleb University, Lagos	2007
27	Federal University of Petroleum Resources, Effurun	2002	27	Bukar Abba Ibrahim University, DamaturuYobe	2005	27	Fountain University, Oshogbo	2007
28	Federal University, Lokoja, Kogi State	2007	28	Kebbi State University of Science and Technology, Aliero	2006	28	Obong University ObongNtak	2007
29	Federal University, Lafia, Nasarawa	2011	29	Osun State University, Osogbo	2006	29	Salem University Lokoja	2007
30	Federal University, Kashere, Gombe State	2011	30	Ondo State University of Science and Technology, Ikere-Ekiti	2006	30	Tansian University, Umunya	2007
31	Federal University, Wukari, Taraba State	2011	31	Taraba State University, Jalingo	2006	31	Veritas University, Abuja	2007
32	Federal University, Dutse, Jigawa State	2011	32	Kwara State University, Ilorin	2008	32	Wesley University of Science and Technology, Ondo	2007
33	Federal University, Dutsin-Ma,	2011	33	Sokoto State University, Sokoto	2008	33	Western Delta University	2007

	Kastina State						Oghara, Delta State	
34	Federal University, Ndufu-Alike, Ebonyi State	2011	34	Akwalbom State University, Ikotlkpaden	2009	34	The Achievers University, Owo	2007
35	Federal University, Oye-Ekiti	2011	35	Ignatius Ajuru University of Education, Rumuolumeni	2009	35	African University of Science & Technology, Abuja	2007
36	Federal University, Otuke, Bayelsa	2011	36	Bauchi State University, Gadua	2010	36	AfeBabalola University, Ado-Ekiti, Ekiti State	2009
37	The Nigeria Police Academy, Wudil, Kano	2011	37	Northwest University, Kano	2010	37	Godfrey Okoye University, Ugwuomu- Nike, Enugu State	2009
38	Federal University, Birnin-Kebbi, Kebbi	2012	38	The Technical University, Ibadan	2011	38	Nigerian Turkish Nile, University, Abuja	2009
39	Federal University, GusauZamfar a	2013	39	Jigawa State University, Kafin	2012	39	Oduduwa University, Ipetumodu, Osun State	2009
40	Federal University, Gashua, Yobe	2013			2012	40	Paul University, AwkaAnam bra State	2009
						41	Rhema University, Obeama- Asa, Rivers State	2009
						42	Wellspring University, Evbuobanos a, Edo State	2009
						43	Adeleke University, Ede, Osun State	2011
						44	Baze University, Abuja	2011
						45	Landmark University, Omu-Aran, Kwara State	2011
						46	Samuel	2011

							Adegboyega University, Ogoja, Edo State	
						47	Elizade University, Ilara-Mokin, Ondo State	2012
						48	Evangel University, Akaeze, Ebonye State	2012
						49	Gregory University, Uturu, Abia State	2012
						50	McPherson University, SerikiSotayo, Ajebo, Ogun State	2012
						51	Southwestern University, OkunOwa, Ogun State	2012
Sub total	40			39			51	
Grand total =								
130								

Source: NUC Approved Universities (Nov. 20, 2014)

According to the university monitoring agency in Nigeria (NUC). The total number of the established universities as at the end of 2014 stands as 130 (table 1)above. The pie chart below in figure 1, indicates percentage ratios of the ownership of these institutions asFederal, 30.8%, States, 30.0% while the Private share of ownership stands as 39.20% (see pie chart below)

**Fig. 1**

Discussion

The achievements of Missionary and Individual Private Universities are;

Placement: By the end of the year 2014, the NUC has licensed about 130 Universities, government 79, private 50. At a rate of 500 student's placement/session/University, it is estimated that overall students total population that these private universities have admitted undergraduates and has graduated nothing less than 200,000 students.

Table 2: (i) Entrepreneurship Course Units undertaking by each of the nine (9) for Universities

S/N	University	Course code	Level & Semester	Unit	Remark
1	University of Ibadan	-	300L, 1 st Semester	2	Only at Economic Dept, not called Entrepreneurship
2	University of Lagos	GNT	300L, 1 st Semester	2	Nearly all departments except Law, counted as zero unit
3	Lagos State University	FMS	200L, 1 st Semester+	2 3	All Departments For only social sciences = 5 units
4	Lead City University	GST	300L 400L	4 4	All Departments = 8 units
5	Ajayi Growth University	-	Compulsory	3	All Departments
6	Redeemers University	GNS	Compulsory	2	All Departments
7	Covenant University	-	100L – 400L	8	All Departments. One hour/unit per semester

8	Babcock University	GED	200L 200L+400L	2 5	All Departments Only Business Admin Students
9	Joseph Ayo Babalola University	ENT	100L-500L	12	For all Departments except Dept of Entrepreneurship
”	”	Full Ent courses	100L – 500L	19+	For B. Sc. Entrepreneurship Programme
10	Federal University of Technology, Akure		100L – 500L	195	For B. Tech Entrepreneurship

Source: Field Survey (2012)

Entrepreneurship programme is carried out in other universities to fulfill graduation requirements. Research has shown that the university authorities have relegated entrepreneurship courses, though compulsory, but to elective courses carrying zero units.

However, in JABU and FUTA it is a major course embedded with skills required of entrepreneurship programme (see table 2 above). One session at 400 level at JABU and FUTA of industrial training is an attempt for their students to be able to compete both nationally and internationally anywhere they find themselves. JABU and FUTA are the first Universities in the country that have had a collaboration and cooperation with both public and private sector companies as regards, entrepreneurship undergraduate training programmes. These companies are support agencies established to aid the promotion of entrepreneurship in the areas of business ideas, registration of business names, materials available, where they can be located and also where start up funds can be sourced etc.

- (ii) The serene physical environment certainly influenced the high discipline in the private faith base universities. The premises of the faith base private universities provides constant pipe borne water, a standby generator that ensure non-interruption of power so as not to disrupt laboratory work/experiment that requires power supply.
- (iii) Uninterrupted academic calendar, Adebayo, (2011)
- (iv) Helping to reduce the number of qualified youth eligible to gain admission into University but cannot because of higher demand for undergraduate places.
- (v) Comparative Analysis with each of the (4) four following Countries

Table 3: Country, population and university established

S/N	Country	Population	University	Remark Ratio
1	U. S. A	290 million	5.755	1:50400 thousand
2	India	1.2 billion	8.407	1:1.43million
3	Mexico	10.9 million	1,341	1:8.2 thousand
4	Nigeria	160 million	129	1:1.23million

Source :Field survey(2010)

Table Analysis

(a)Mexico has the lowest ratio of one University to cater for the population of eight (8)thousand two hundred (8,200) Mexicans who needs education.

(b)This is followed by America where a University is to serve the education needs of fifty(50400) thousand and four hundred Americans

(c)Nigeria and India ranks third and fourth,where a University is to serve an education needs of the population of 1.2 and 1.4 million for both Nigeria and India respectively.

What this study is saying is that Nigeria and India are still far behind in the provision of University placement for their teaming population.

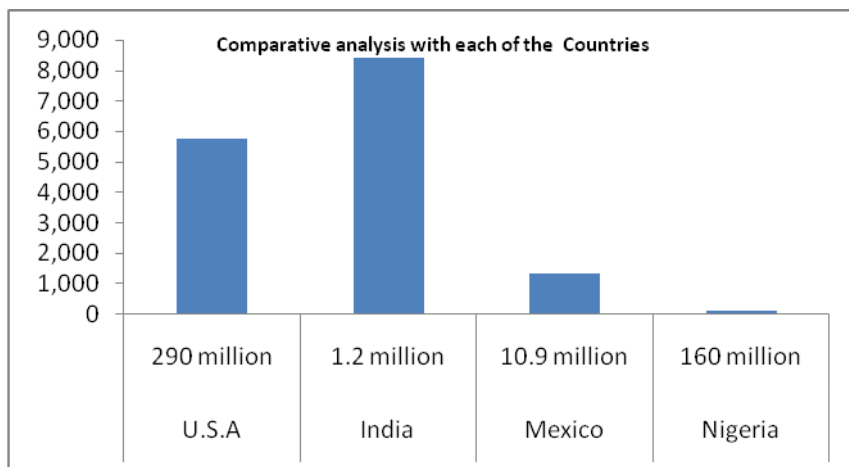


Fig:2

Population Analysis Figure 2:

- i. The United State of America with a population of two hundred and ninty million, established a university for fifty thousand ,seven hundred and fifty five Americans
- ii. India with a population of 1.2 billionestablished a university to cater for the education need of 1.43 million of Indians.
- iii. Mexico with a populatin of 10.9 Million established a Univeristy to cater for the education needs of eight thousand two hundred Mexicans. (8,200)

- iv. Nigeria with an estimated population of 160 million people, based on this study, established a university to serve the education needs of 1,23 million Nigerians (130 universities)

It can be seen from both table 3 and figure 2 that, there is a great need for the establishment of more universities, be it private or government (public) in Nigeria. The graphical representation of the comparative analysis with other countries in figure 2.

The study showed that Nigeria is far behind other countries compared with, in terms of numbers of Universities

- (vi) Religious bodies and private citizens have embarked on establishing new Universities which are already in operation Universities that will surely assist to produce new generation of truly literate Nigerians.

Again one of the three critical routes available for the teaching and imparting entrepreneurship business set-up knowledge has always been ignored by the entrepreneurship educators. The three routes are herewith discussed briefly and as follows:

- (i) The first Entrepreneurship concepts, that in totality will promote and stimulate entrepreneurship and promote commercialization of research findings (i) Research and & Development concept that could involve research works and would seek to commercialise technologies developed.
- (ii) Tenancy concept that would involve the development of infrastructural facilities. An industrial small firm estate-based, aimed at maximising the growth potentials of the start-ups of the existing innovations. That is based on the industrial nursery arrangement equipped with standard industrial sheds, provided with infrastructural facilities and designed to offer such common facilities and services and a central maintenance workshop, canteens and book-keeping services to the tenants.
- (iii) Corporate based concepts that would seek to concentrate on encouraging spin-off from large undertakings (intrapreneurship) to form a new company from parts of an existing one.

The knowledge of the business set-ups can be received through any of the above three options and all the three systems can be included in the university academic curriculum. The study examined these 3 options with a view to bring to fore an important instrument of entrepreneurial activity in

the area where the governments have spent a lot of money to promote the knowledge of business set-ups. (Adebayo,2013).

Information gap as accrued to these 3system has been neglected by the entrepreneurship educators. And which the study has examined. The following twocase studies have been put forward as information for those who intends to set-up and grow their own businesses, especially targeted groups of university graduates, undergraduates, secondary school leavers, retirees and chronically unemployed people inNigeria.

Case study 1:

Patric(1998)shared these stories with participants at the workshop on science and Technology and Economic Development held at Harare, Zimbabwe, 1998 and attended by Prof. O. A Bamiro, of University of Ibadan who shared the story of a company, DeeBees: which started producing wine from the laboratory to the market. In his paper presented at Tertiary Education Trust Fund for Capacity Building Workshop on Entrepreneurship and Training in Public Tertiary Institutions, 19th – 20thNov., 2014. At Federal University of Agriculture, Abeokuta, Ogun State, Nigeria.

DolapoOgutunga, a graduate of Biochemistry, started his foray into product research at the Cocoa Research Institute of Nigeria (CRIN), which he joined in 1965. In January 1967, Dolapo went to Selwyn College, Cambridge, England, to carry out post-graduate studies in Biochemistry. A short while after his arrival, his supervisor called him one day, and advised him, instead of specialising in electron microscopy and the study of plant cell walls, to work on something that he could easily continue in Nigeria. Dolapo told him of his interest and earlier studies on cocoa, cashew, and kola nuts. The professor said it was a good idea, and they decided to do some studies on caffeine, which is the chemical compound responsible for kolanut's stimulating properties. Two events led the young scientist to the dream of making wine from kolanuts. The first was a comment made by one of his European colleagues when Dolapo showed them the kolanuts from Nigeria, and explained some of its properties to them. One of them was so impressed that he said, *"One day, someone will turn these beautiful nuts into gold."* This fired Dolapo's determination to be that "someone". The second and landmark event took place after one of the practical classes organised for students in Cambridge. One of the usual practical classes involved the use of pytalin from human saliva to digest starch to sugar, as a way of testing for the presence of starch. One day, the fledgling scientist performed the

experiment using kolanuts, and found that the resulting solution was sweet on concentration! This was the crucial “idea generation” stage or the recognition of ‘opportunity’ and the beginning of the journey to actualisation.

On his return to CRIN in 1969 after completing his Ph. D programme, he continued during his spare time with furthering research into the development of his ‘kola wine’. However by 1972, he already had some ‘wine’ for friends to taste, and he continued to improve on the quality and taste of his drink. Friends, who tasted the drink, encouraged him to set up a business to exploit the discovery, but he was not ready to take the plunge, and cited lack of funds. His dream was to earn a lot of money from consultancy, which he would then invest in setting up a big factory to produce his beverage. After talking it over, his father offered to help him fund the start-up of a small venture to produce the wines. He told him he would need about ₦10,000, and his father gave him his passbook for his pension savings. Except for the persistent encouragement of a friend, he probably would not have continued the production of the wine because, shortly afterward, he got a \$26,000 job from the Food and Agricultural Organisation (FAO) in Papua New Guinea. However with his friend’s (a businessman) insistence, and his father’s encouragement, he decided to stay back to exploit his discovery, and thus shelved his dream of starting off with a big factory.

“I had gone to my friend’s house with my appointment letter, hoping to celebrate with him. However, we immediately got talking about my wine, and he vehemently told me I would be a fool not to set up something to exploit it. I ended up not even bringing the letter out of my pocket.”

Since he was not sure of the economic viability of the project he drew only ₦5,000 from his father’s account, and decided to produce the wine at home on a part-time basis, while continuing his work at CRIN. One event after the other led to his resignation from CRIN to face the uncertain world of business with his wine product which has undergone a rather limited market acceptability test.

From the laboratory-scale production of wines from local kolanuts to product development, demonstration and marketing, Dr. Dolapo Oguntuga, a scientist entrepreneur finally established a full-fledged winery. Through innovative product development as a biochemist he widened his product base to seven

different labels including: the flagship alcoholic Black Label sparkling kola wine; the DeeBee Red also from kolanuts; and the popular non-alcoholic *Popapine* from pineapples. Today he has a modern factory with an array of market-tested products, diverse awards for excellence, medals of recognition, among others, attesting to the success story of Deebee Wines Ltd.

Case study 2:

Stanford Industrial Park. One of Stanford University's provosts, Frederick Terma after World War II encouraged the unison of academic research and science –based industry. He loaned money to young entrepreneurial engineers and made the university's facilities available to them. He procured government contracts for technical research, and permitted professional Engineers to sit in classes.

The increasing proximity of business and academic interests, led to the creation of the Stanford Industrial Park where University graduates could build their own companies. Among the young graduates engineers who benefitted from this programme were William Hewlett and David Parkard, who eventually founded Hewlett-Parkard Company, now one of the world's largest electronic equipment manufacturers etc. Innovation and creativity through research and developmental work, is the most important entrepreneurial route that is completely neglected and ignored by the academic researchers and entrepreneurship educators in conferences and seminars in Nigeria.

This information gap that has been hitherto over looked by the academics is one of the issues examined in this study. Federal Institute of Industrial Research, Oshodi (FIIRO) was essentially mandated to carry out research work using Nigerian raw materials and to transform the research findings into commercial products thereby adding value to our raw materials. FIIRO, one of the parastatals under the Ministry of Science and Technology stands out among the research Institutes established by the Federal Government to assist Nigerian Industries to attain the level of technology transfer for the nation. A visit to FIIRO'S archive and library would reveal that so many small and medium scales businesses got their technologies from FIIRO. FIIRO research and development Institute is classified as one of the entrepreneurship education option routes to entrepreneurship business start-ups knowledge.

Conclusions

Students should be encouraged to work in small businesses to learn business skills, internship in business that teach them how to run their own businesses. A broad range of vocational training should be provided and students can be apprenticed to a micro business of their choice.

Students should be exposed to trades such as furniture, rewiring, mechanical, electrical and civil building works, soap manufacturing, dress making, barbing or hair dressing, exterior and interior decorations.

An Enterprise functions best if everyone in it, has an interest in its goals, subscribes in its central values, takes part in making decisions, shares responsibility for successes and failures, and can assume that the organization has an authentic interests in the well-being of its members.

Even in the developed countries, parents prefer church-managed institutions to public ones ostensibly because of high level of discipline, Private universities go beyond imparting knowledge to inculcation of values and enforcement of values and of disciplines.

The increasing number of private universities is a positive reaction to the indiscipline and disorganization that have engulfed the public education system, a development that offers hope for the resuscitation of education in Nigeria. This hope should be sustained and the wobbling public universities will sooner or later straighten themselves out if parents make informed choices about the future of their children.

It has been acknowledged that Taiwan developed its University systems by a deliberate all-directional integrating industrial development policy. Policy that made it mandatory for the industries to co-operate with not only national defence sector, but with the nation's University systems. The policy encouraged the importation and transfer of technologies. It was said that Taiwanese university curriculum was changed from the traditional educational to the problem-solving system of modern education. For our universities to benefit from industries, we must make sweeping changes in the university curriculum, and that we should place emphasis on bringing research, teaching and community outreach together.

Early business and vocational training would definitely expose the youth to productive and useful activities that will lead to increased National

productivity, enhance developmental efforts, create employment and accelerated economic growth.

Suggestion

It is strongly suggested that government in this country should not try to monopolise education by tampering with the new private Universities that various organizations are now establishing with zeal and vigor.

Recommendation

The federal and state governments should establish their own universities to give parents a wide range of choices regarding the education of their children, in sum, the government should revert to the pre-war educational system when government and private institutions, though parallel, coexisted with a common goal("the advancement of the country").

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