

ENTREPRENEURIAL EDUCATION FOR YOUTH EMPOWERMENT AND SUSTAINABLE DEVELOPMENT IN NIGERIAN HIGHER EDUCATION: COUNSELING IMPLICATION

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Abstract

The study was conducted to investigate the role of entrepreneurial education for youth empowerment and sustainable development in Nigeria higher education: counseling implication. The design of the study was descriptive survey design. The population comprises 282, made up of 243 s/cs and 39 professional counsellors drawn through simple random sampling. The instrument for data collection was structured questionnaire, developed by the researcher using strongly agreed, agreed, disagreed and strongly disagreed weighting (4,3,2,1). The data collected were analyzed using mean and standard deviation. A mean of 2.5 and above was accepted while any mean below 2.5 was rejected. The study revealed among other things that education, workshop, transformative paradigm, expert teachers/gadgets, learning to know/learning to do, and decision making, are entrepreneurship education tools for youth empowerment for sustainable development in Nigeria tertiary institution. It is therefore recommended, that government at all levels in collaboration with the various universities should encourage youth to engage in vocational training through workshop, symposium, conferences conducted by expert teachers/professional counsellors at least once in a year; so that they will be self-reliance in the society.

Keywords: Education, Special Education, youth empowerment, sustainable development, entrepreneurship education, higher education in Nigeria, counseling implication.

Introduction

Education generally, is the basis for development of any nation, whether social, economic, scientific or political development. Education in Nigeria is an instrument par excellence for effective national development. Nigeria's philosophy of education defined education as an instrument for sustainable development, to this end, the formulation of ideas, their integration for national development and the interaction of persons and ideas are all aspects of education (National Policy on Education; 2004). The researcher construes education as building in students/challenged students the vocational and their entrepreneurial skills required for their entrepreneurial pursuits for self-reliance, self-sustenance and sustainable development: including the challenged students.

Challenged students in this paper are synonymous with special needs students (SNS). Youth in this paper is referred to students/challenged student (s/cs) and could be used interchangeably. Challenged students include: visually impaired, mentally retarded; hearing impaired, gifted/talented, under-achieved; behaviorally and emotionally disturbed, learning disabilities. According to Okeke (2001), challenged students include: the dwarf, albino, gifted students, deaf and dumb, physically challenged and what have you. Other disabilities include visually handicapped, the blind, the partially sighted and shortsighted people with low vision and those that suffered from astigmatism, blurred sight and loss of vision (Onyilofofor, 2007). The Federal Republic of Nigeria (2004) describes the challenged student as the blind, partial sighted, gifted, deafness, hardness of hearing, mental retardation, social maladjustment, physical handicap among others.

The great philosopher Aristotle, states that, “initio disputandi est definitio nominis: (for discussion to be intelligible, it must begin with definition of terms)”. There are many definitions on special education, it all depends on the type of disability, the essential property of the object so grouped. Special education is specialized education within the general education for the challenged. They use specialized gadget, specialized materials, specialized teachers, appropriate facilities, for learning, training and counseling of special need students.

Onyilofofor (2010), endorses special education as education for students in difficulty with special needs, or special abilities requiring individualized and instructionalised education. The researcher further defines special education as a set of special programmes and for services designed to meet the particular need of the exceptional individuals, for their sustainable development. Sustainability means anything that can continue for a long time without becoming less or to provide enough of what somebody needs in order to succeed. Onyilofofor (2012), defines sustainability as continuity, consistency, life-long learning durability, something that last without reducing friction, sustenance, subsistence and support. Sustainable development is continuity and the process of growing or developing throughout life. Okebukola (2007), sees sustainable development as an ambiguous concept that has weak sustainable ability, strong sustainability and deep ecology (relationship between living things and the environment). On the other hand, education for sustainable development (ESD), defines it as a training process for approach to teaching, to provide quality education and foster youth empowerment/sustainable human development, concerned with all levels and types of learning: “learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society. Oxford Dictionary (2010), defines sustainable development as continuous process, that keeps from falling or sinking. It also means continuous process in maintenance. The researcher in this context defines sustainable developments as empowering youth in entrepreneurship education continuously, for life-long learning and career. Geddes and Grosset (2007), define sustainable

development, as the process of growing or developing, increasing, expansion, progression and explication. A change of educational culture, in a transformative paradigm which values, sustains and realizes human potential in relation to the need to attain, and sustain social economic and ecological well being of the youth (Sterling 2001). All these are obtainable in higher education.

Higher education, post-secondary education, tertiary education or third level education, is an optional final stage of formal learning that occurs after secondary education. Higher education is also available through certain college-level institution, including universities, academies, institute of technology, seminaries, vocational schools, trade schools, and other career colleges, that award academic degrees or professional certifications. Onyilofofor (2013), defines higher education based on the three major ethnic groups in Nigeria. The Igbos call higher education "Mahandum", the Hausas call it "Makaranta", while the Yorubas call it "Ile eko giga". Onyilofofor opines that "Mahandum" trains youth (s/cs), to acquire skills such as initiative skills, creative skills, positive mindset skills, communication skills and team spirit skills. It also develops mental, physical, social abilities and competencies as equipment for the individuals' youth to live and contribute effectively to the development of the society as to effect change wherever they are. All this aforementioned is obtainable under these three categories of counseling namely, educational counseling, vocational counseling and socio personal counseling. www.mariam-webster.com/dictionary/higher defines higher education as to stop rusting for white collar job and on graduation become job creator and employer of people in their micro/macro companies.

There are different definitions of youth in guidance and counseling. Many professional counsellors defines youth as period between childhood and adulthood while Geddes and Grosset (2007), sees youth as adolescent, juvenile, youngster, school girl, school boy and immaturity. Antanwu (2010), sees youth as someone neither a youth nor adult. Oxford Dictionary (1997), defines youth as the state or time of being young. Udejah (2003), endorses youth, as that part of society that has departed from childhood to grapple with the reality of society. It can be said to fall within the adolescent period which according to psychologist span from 12 – 18 years and extends up to 34 years. Erikson (1968), View this period as a productive period during which an adolescent experiment with and consolidate his or her personal, occupational and ideological identity. This identity consolidation according to Erikson (1968) is through the individual psychological integration as well as social environment. This period is regarded as a time of storm and stress. That it is the search for personal identity, egocentric, selfishness, pride, over ambitious (bougous idea, without focus and direction). Antanwu is in line with the researcher by observing that this period is characterized with the search for personal identity which may lead to conflict with parents and significant others: whose values may not be at par with the adolescent's conception. Hence, the report of violence, drug addiction,

kidnapping, 419, armed robbery, rape, tapping, boko haram, child trafficking, sex abuse and what have you. A youth who has been well guided by expert teacher's educators/professional counselors through the stages of education in higher education is equipped/empowered against all youth restiveness.

Youth empowerment is a gateway to national development. Wikipedia (2006), explains that youth empowerment revitalized, re-engineered structural and cultural process whereby the youths gain ability and authority, have focus and direction with positive mindset to make informed decision, plan and implement changes in their lives and others. There are a lot of activities that may influence youth empowerment such as formal education, government policies, skill acquisition, entrepreneurial and community-based Training, Etonyeaku and Ajala (2010).

80% of graduates from Nigerian university find it difficult to get employment every year. This is partly due to the curricula of the university and other tertiary institution which lay emphasis on training for white collar jobs. However, Osuwa (2006), in support of above assertion observes that the current wave of youth restiveness in Nigeria is a typical example of the result of unemployment. The researchers in Nigerian higher education, found out that to stop this unemployment, entrepreneurial education that is sustainable should be introduced in all the universities in Nigeria. The program for entrepreneurship and innovation (PIE), is an outgrowth of the committee from university of Ibadan in the year 2002/2004. They recommended that the universities should establish centres for entrepreneurship and innovation to coordinate the university research result and business activity. No wonder Koratko (2007), defines entrepreneurship as a dynamic process of vision change and creation; an integral concept that permeates an individual's business in an innovative manner. While Antanwu (2010), explains that entrepreneurship can be conceptualized as the ability to be creative, utilized and opportunities available both for self sustenance and contributing to the needs of others. Again, Onyilofor (2009), perceives entrepreneurship as an avenue for reaping the fruit of education and also a catalyst of economic independence among youths in the society. Furthermore, Onyilofor (2011), perceives entrepreneurship as the process of emergence behavior and performance of an entrepreneur. However, the researcher defines entrepreneurship as educational transformation of the curriculum in higher education that desist from white collar job which is cognitive oriented, but tailored towards affective and psychomotor approach resulting in work creation, poverty eradication and an employment generation of the youth after graduation.

Entrepreneurship education is a form of education that seek to prepare youths to be responsible and enterprising individuals, who become entrepreneurs and entrepreneurial thinkers and who contribute economically, socially, morally, innovatively, initiatively with managerial ability, problem solving ability, including visionary and organizational ability for sustainable development. Nigerian university would do well to establish small and medium scales enterprises (SME) resources

center such as well equipped libraries, technology centre information and communication technology, counseling chamber, Hotels, fast-food, fashion and design, filling station, transport services, nursery, primary and secondary schools, auto-mobile shop and what have you. The researcher emphasizes that government at all level in collaboration with the various universities should encourage youth to engage in vocational training, the workshop, symposium and conferences at least once in a year, that will make them self-reliance in the society. To empower the youth after graduation, to be independent and have their own business, it is pertinent for the Expert's teacher/professional counselors to source for loans through federal mortgage banks e.g Federal mortgage bank, Assembly of God mortgage house (AG Home). Universities should organize student business plan competition annually. They should also conduct needs assessment and marketing research studies to determine appropriate stage of intervention as and when needed in collaboration with market. They should also see to the Periodic review, updating and expansion of curriculum in conjunction with stakeholders. Furthermore they should be organizing workshop annually to sensitize youth in entrepreneurship and innovation. Expert's teacher/professional counselors should empower the youths in entrepreneurship education that has sustainable development by evaluating workshop and use result for workshop improvement and screening to determine participant in basic elective course in entrepreneurship and innovation. The stakeholders in this paper include s/cs, their parents, experts teachers/professional counselors, government at all levels, business executives, NAFDAC, investors and lecturers and government agencies such as State Economic Empowerment and Development Strategies (SEEDS), National Economic Empowerment and Development Strategies (NEEDS), New Partnership for Africa's Development (NEPAD) and what have you. These government agencies and stakeholders cannot plan the curriculum, supervise, execute and monitor without the help/guidance of the professional counselors.

Counseling is a helping relationship/process where a professional counselor helps client in building up self-development, self confidence, self-dependency, positive mindset and ability to solve his/her own personal problem in all ramification through creating maximum degree of rapport. Okeke (2001), sees counseling as a personalized service involving at least two persons, the counsellor and the counselee in a warm permissive relationship, during which the client is helped to develop an improved ability to solve personal adjustment problems and to achieve positive growth. Onyilofor (2009), defines counseling as help, professional counselors gives to their client on issues of education, socio-personal and occupational decisions. Eze (2007), in support of the above assertion states that counseling is a helping relationship between trained counselors and the clients in which counselors assists the clients to better understand themselves and the world. Again Okeke (2001), explains that counseling is a process through which individuals are helped to improve their understanding of themselves and their relationship with others, as well as to have

greater depth in understanding the condition within which they live. Counseling is the core of guidance and can be rendered to an individual (individual counseling) or to a group (group counseling).

The researcher sees counseling in three categories namely; academic counseling, vocational counseling and socio-personal counseling. Vocational counseling/career counseling is laden with acquisition of skills. The duty of professional counsellors is to build and inculcate current entrepreneurship skills such as: awareness skills, surveying skills, marketing skills, accountability skills, managerial skills, time management and what have you, to empower the youth (s/cs) for capacity building of small and medium scale enterprises aforementioned. As a result the student/challenged student on graduation will not roam about looking for white collar job which is certificate driven, but will know the cognitive aspects which is content driven (theories), but concentrate more in affective (which is loving/caring driven) they will still concentrate most in psychomotor approach of the curricula which is practically and skill acquisition driven and not certificate driven. In the north, the Hausas derogate this certificate to "kwali" a common name used to refer to a piece of paper or carton. Skill simply put is the ability to do things well. Antanwu (2010), adjudges that for youths to excel in entrepreneurship they need skill such as marketing, communication, management/administration, social skill, relationship skill and time management skills. Anyanwu (2003), skill include: independence, perseverance, efficiency, adaptability, discipline, risk bearing and self determination et cetera. Other skill according to Sienna (2009), are identifying and recognizing emotions, accurate self perception, stress management, recognizing strength, needs and values, self efficacy, impulse control and self motivation; Australian Research Institute in Education in sustainability (2009), has the following five components of education namely; envisioning a better future, critical thinking and reflection, participation, partnership for change and systemic thinking. Systemic thinking recognizes that which is more than the sum of its parts and is a better way to understand and manage complex situation, identifies connections and relationships, shifts thinking from "things to processes and integrate decision making and adaptive management techniques.

In Nigeria higher education, as already mentioned, 80% of graduate find it difficult to get employment every year. Rather, they are seen everywhere roaming about the street. Oboegbulem et al (2010), is in support of this assertion when they declare that in Olu Educational Zone, youth are seen roaming about the nooks and crannies of the town without job, looking for white collar job. Nevertheless, in abroad like United State of America, Japan, Malaysia and Germany it is not so. In addition, any of their graduate that wants to be self employed, their professional counselor easily obtain loan for them. However, in Nigeria, the professional counselors are trying their best to use their various roles to assist the youth in getting loans entrepreneurial education. Based on the forgone: the question that remains germane is

what role do entrepreneurial education by professional counsellor play in empowering youth for sustainable development in Nigerian higher education?

The purpose of the study in general, is to determine the roles entrepreneurial education play through professional counselors in empowering youth for sustainable development in Nigeria higher education. Specifically, this study was designed to determine the role entrepreneurial education play through professional counselors in empowering youth for sustainable development in Nigeria higher education. To find out counseling skills utilized by professional counselors in empowering youths for sustainable development in Nigeria higher education. Two research questions were posited to guide this study.

- What roles do entrepreneurial educations play through professional counsellors in empowering youth for sustainable development in Nigeria higher education?
- What counseling skills are utilized by professional counselors in empowering youths for sustainable development in Nigeria higher education?

Research Method

Research Design:

The descriptive survey design was used in carrying out the study. The choice of this design was based on the fact that the purpose of the study was to determine the roles entrepreneurial education play through professional counsellors in empowering youth for sustainable development in Nigeria higher education. The study covers federal universities in north central zone of Nigeria. They include:- the University of Ilorin in Kwara State, University of Abuja, Abuja, University of Jos, Plateau State, the Federal University of Makurdi, and Federal University of Technology Minna, Niger State. Population of the study comprise 282: made up of 243 s/cs counselors and 39 pc. The sample was randomly selected using simple random sampling. The 20 item structured questionnaire was developed by the researcher using strongly agreed, agreed, disagreed and strongly disagreed (weighting 4, 3, 2, and 1).

Validation and Reliability of Instruments

The questionnaire was face validated by five experts: 2 in guidance and counseling from University of Nigeria, Nsukka, in Enugu State, 2 in guidance and counseling in Nnamdi Azikiwe University, Awka, Anambra State and 1 in measurement and evaluation from University of Nigeria Nsukka. The questionnaire was trial tested in Nnamdi Azikiwe University using seven s/cs and 5 professional counsellors outside the target sample. The internal consistency of the roles entrepreneurial education play through professional counsellor in empowering youth for sustainable development in Nigeria higher education was determined using Cronbach Alpha. It yielded an alpha value of 0.93 which was considered high enough. The instrument was administered by the help of 5 trained research assistant assigned to collect data from 5 Federal University in North central. Direct approach by hand was used with the service of this

assistants, this was to ensure maximum return of the questionnaire. Data collected was analyzed using mean and standard deviation. A mean of 2.5 and above was accepted while any mean below 2.5 was rejected as it is below minimum standard.

Result

Research Questions One

What roles do entrepreneurial educations play through professional counsellors in empowering youth for sustainable development in Nigeria higher education?

Table one

S/N	Item	X	SD	Remark
1.	Professional counsellor utilizes education to play a most vital role in empowering youth for sustainable development in Nigeria higher education.	3.99	2.30	Strongly agreed
2.	Professional counsellor utilizes vocational education to play a most vital role in empowering youth for sustainable development in Nigeria higher education.	3.96	2.24	Strongly agreed
3.	Professional counsellor utilizes the workshop to play a most vital role in empowering youth for sustainable development in Nigeria higher education	3.97	2.26	Strongly agreed
4.	Professional counsellor utilizes transformative paradigm to play a good role in empowering youth for sustainable development in Nigeria higher education	2.54	1.73	Agreed
5.	Professional counsellor utilizes learning to know/learning to do as a good role in empowering youth for sustainable development in Nigeria higher education	3.98	2.28	Strongly agreed
6.	Expert teachers/gadgets are the most important role utilized by professional counsellor in empowering youth for sustainable development in Nigeria higher education.	3.96	2.24	Strongly agreed
7.	Professional counsellor through gateway to nation plays a most vital roles in empowering youth for sustainable development in Nigeria	3.95	2.22	Strongly agreed

	higher education.			
8.	Professional counsellors through “Mahandum” play a most vital role in empowering youths for sustainable development in Nigeria higher education.	2.53	1.71	agreed
9.	Professional counsellor utilizes backwardness as a most important role in empowering youth for sustainable development in Nigeria higher education.	1.00	0.05	Strongly disagreed
10.	Professional counsellor utilizes decision making as the most vital role in empowering youth for sustainable development in Nigeria higher education.	3.91	2.14	Strongly agreed

From table I above, items 1, 2, 3, 5 and 6 had mean score ranging from 3.99 – 3.96. All the respondents strongly agreed that education, vocational education, workshop, expert teacher/gadget, and learning to know / learning to do, were the most vital entrepreneurial education role utilized by professional counsellor in empowering youths for sustainable development in Nigeria higher education. Items 7 and 10 had mean scores ranging from 3.98 – 3.96. All respondents strongly agreed that gateway to nation and decision making, were another wonderful entrepreneurial education role utilized by professional counsellor in empowering youths for sustainable development in Nigerian higher education. Also, Item 4 and 8 had mean scores ranging from 2.54 – 2.53. All respondents agreed that transformative paradigm and “Mahandum” were good entrepreneurial role utilized by professional counsellor in empowering youths for sustainable development in Nigeria higher education. While item 9 had a mean score of 1.00. This showed that all the respondents strongly disagreed that backwardness was not at all an entrepreneurial educational tool utilized by professional counsellor in empowering youths for sustainable development in Nigeria higher education.

Research Question Two

What counseling skills are utilized by professional counsellors in empowering youth for sustainable development in Nigeria higher education?

S/N	Item	X	SD	Remark
1.	Skill acquisition is the most important skill utilized by professional counsellor in empowering youths for sustainable development in Nigerian higher education.	3.97	2.26	Strongly agreed
2.	Economic independence is the most important skill utilized by professional counsellor in empowering youths for sustainable development in Nigerian higher education.	3.95	2.22	Strongly agreed
3.	Affective and psychomotor were the most important skill utilized by professional counsellor in empowering youths for sustainable development in Nigerian higher education.	3.98	2.28	Strongly agreed
4.	Personal adjustment skill is the most important skill utilized by professional counsellor in empowering youths for sustainable development in Nigerian higher education.	3.91	2.14	Strongly agreed
5.	Problem solving is a wonderful skill utilized by professional counsellor in empowering youths for sustainable development in Nigerian higher education.	3.96	2.24	Strongly agreed
6.	Marketing/communication Skill is another most important skill utilized by professional counsellor in empowering youths for sustainable development in Nigerian higher education.	3.96	2.24	Strongly agreed
7.	Adaptability/self determination is the most important skill utilized by professional counsellor in empowering youths for sustainable development in Nigerian higher education.	3.96	2.24	Strongly agreed
8.	Self perception/stress management is a good skill utilized by professional counsellor in empowering youths for sustainable development in Nigerian higher education.	3.58	1.22	Strongly agreed
9.	Managing complex situation is another good skill utilized by professional counsellor in empowering youths for	2.55	1.08	agreed

	sustainable development in Nigerian higher education.			
10	Adaptive management techniques are never a good skill utilized by professional counsellor in empowering youths for sustainable development in Nigerian higher education.	1.00	0.05	Strongly Disagreed

From table 2 above items 1, 2, 3, 4, and 5 obtained mean scores ranging from 3.98 – 3.91. Respondents strongly agreed that skill acquisition, economic independence, affective/psychomotor, personal adjustment and problem solving skills were counseling skills utilized by professional counsellor in entrepreneurship education for youth empowerment for sustainable development in Nigeria higher education. Also item 6, 7 and 8 obtained mean scores ranging from 3.98 – 3.58. Respondent strongly agreed that marketing/communication, correct self perception/stress management, and adaptability/self determination were counseling skills utilized by professional counsellor in entrepreneurship education for youth empowerment for sustainable development in Nigeria higher education. While item 9 obtained a mean score of 2.55. Respondent agreed that managing complex situation skill was a good skill in entrepreneurship education utilized by professional counsellor for youth empowerment for sustainable development in Nigeria higher education. However, item 10 obtained mean score of 1.00. This showed that the respondents were yet to understand that, adaptive management technique is a most important counseling skill in entrepreneurship education utilized by professional counsellors for youth empowerment for sustainable development in Nigeria higher education.

Discussion

The findings of the study from table one shows that education, vocational education, workshop, expert teachers/gadgets, learning to know/learning to do, and decision making were entrepreneurship education role utilized by professional counsellor in empowering youths for sustainable development in Nigeria higher education. This is in line with National policy on education (2004), which sees education as instrument for national development and youth empowerment for sustainable development. The researcher in support of the above assertion construes education as building in students/challenged students vocational and entrepreneurship skills required for their entrepreneurial pursuits for self-reliance. On the other hand UNESCO (2013), says that education involves all levels and types of learning, for example learning to know/learning to do to provide quality education and foster youth empowerment/sustainable human development. While Onyilofor (2013), opines that “Mahandum” trains youth to acquire skills and develop mental, physical and social abilities and competencies. Also, Antanwu (2010), observes that a youth who has been well guided by expert teacher educator/professional counselor through the stages

of education in higher education is well equipped/empowered against youth restiveness. Moreover, the researcher explains that revitalizing and re-engineering, structural/cultural process whereby the youths gain ability and authority through workshop, have focus and direction with positive mindset to make informed decision.

Skill acquisition, economic independence, affective/psychomotor approach, personal adjustment skill, solving/personal problem, marketing/communication skill, adaptability/self determination, self/perception/stress management, managing complex situation and adaptive management techniques were counseling skills utilized by professional counsellor in entrepreneurship education for youth empowerment for sustainable development in Nigeria higher education. This is in line with Etonyeaku et al (2010) as they opine that there are a lot of activities that may influence youth empowerment such as ... skill acquisition, entrepreneurial and community-based training. Also, Onyilofor (2009) perceives entrepreneurship as an avenue for reaping the fruit of education and also, a catalyst for economic independence among youths in the society. In addition, the researcher sees entrepreneurship education as transformation of the curriculum in higher education that desist from white collar job ... tailored towards affective and psychomotor approach resulting in work creation, poverty eradication, and employment generation of the youth after graduation. Moreover, Okeke (2001), sees counseling as a personalized service involving at least two persons, the counsellor and the client in a warm permissive relationship, during which the client is helped to develop an improved ability to solve personal adjustment problem and to achieve positive growth. Furthermore, Atanwu (2010), adjudges that for youth to excel in entrepreneurship they need skill such as marketing, communication, management/administration, social skill, relationship skill, and time management skills. Anyanwu (2003)'s entrepreneurial skill include: independence skill, perseverance skill, adaptability/self determination and discipline, and among others. While Sienna (2009)'s counseling skill include: identifying and recognizing emotion, accurate self perception, stress management...and self motivation. However, item 10 obtained mean score of 1.00. This shows that respondent are yet to understand that it is one of the most major counseling skills utilized by professional counsellor in empowering youth for sustainable development in Nigeria higher education.

In conclusion, the counseling implication is that the professional counselor's core duty is to build and inculcate current entrepreneurial skill to empower the youths, for capacity building of small and medium scale enterprises and what have you. The professional counsellor in their best expertise, through entrepreneurial education, utilizes these skills: education, vocational education, workshop, transformative paradigm, learning to know/learning to do, expert teacher/gadget, and decision making, to empower the youths for sustainable development in Nigeria tertiary institution. As a result, the students/challenged students on graduation will not

roam about looking for white collar job but will be self employed and employers of others.

They also improve and empower these youths for sustainable development through skill acquisition, economic independence, affective/psychomotor, personal adjustment and problem solving skill, marketing/communication skill, adaptability/self determination, and accurate self perception/stress management skill, are counseling skills utilized by professional counselors in empowering youths for sustainable development in Nigeria higher education.

Based on the aforementioned, the following recommendation are drawn

- Government at all level in collaboration with the various universities should encourage youth to engage in vocational training through workshop, symposium, conferences conducted by expert teacher/professional counsellors, at least once in a year that will make them self reliance in the society.
- Experts teacher/professional counsellor should source for loans through Federal mortgage banks for youths on graduation, to start or expand their business.
- Universities should organize student business plan competition annually.
- Periodic review, updating, and expansion of curriculum in conjunction with stakeholders.
- Organizing workshop annually to sensitize youth in entrepreneurship and innovation.
- Nigerian universities would do well to establish small and medium scale enterprises (SME), resource centers such as well equipped libraries, technology centres, information communication technology, counseling chamber, hotels, fast food, fashion and design and what have you.

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