

# INNOVATIVE TECHNOLOGY AND VOCATIONAL EDUCATION FOR YOUTH EMPOWERMENT AND ENTREPRENEURSHIP FOR UNIVERSITIES IN NIGERIA

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## Abstract

Economies of the world possess four essential elements, viz, land; labour; capital and entrepreneurship, though they are not evenly distributed. Youth empowerment is an attitudinal, structural and cultural process whereby the youth gain the ability to make decisions and employment changes in his or her hues and other people including adults. The highest pool of potential workforce for any nation is its university students. Therefore, for an individual (Youth) to be considered a potential successful entrepreneur, certain prerequisites abound, such as essential characteristics possessed by the individual. These are: creativity and innovativeness, self-confidence, problem solving skills, risk taking ability, high self-esteem, capacity to change and organizational abilities. All these are good characteristic graduates of technical and vocational education needs to function well in world of work and also in development of their country. In Nigeria today, schools will be making important contributions in reducing unemployment and underemployment by taking holistic steps in the teaching of entrepreneurship in our schools through changing the teaching methodology.

**Keywords: Innovative, Technology, Vocational education, Entrepreneurship, Empowerment**

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## 1.0 Introduction

Nigeria is the most populated black nation in Africa and eight in the world with a population of over 160 million people, this has a nominal Growth Domestic Product of £207.11 billion. However, as impressive as these statistics might be, the Human Development Index in 2002 ranked Nigeria as 148th out of 173 poorest. The situation as observed by Yisa (2017) has reached alarming stage as more than 45 per cent of the Nigeria population lives below poverty line, while 67 per cent of the poor are extremely poor. The reality on ground which helps to give a better explanation to poverty in Nigeria is that which is seen every day on the streets of both urban and rural areas. Similarly, about 68 million Nigerians are living below the poverty line of below \$1 a day, hence the needs to empower the Nigerian youth to avoid unforeseen dangers (Yisa, 2017). The only way to empower the youth is to provide them with adequate and qualitative education in order to make them job creators and eradicate poverty. Many countries of the world

including Nigeria have considered Technical Vocational Education and Training (TVET) as relevant in equipping young people with technical skills that would enable them engage in productive livelihoods.

Entrepreneurship Education in Europe accorded by Sirelkhatim and Gangi (2015) called for better integration across subject areas, improved practice-based pedagogical tools, and better approaches to teamwork, whether internal or external (through collaboration with industry and business). For this, entrepreneurship is a process of bringing together all factors for creative and innovative ideas coupling with management and organizational skills fused people, money and resources to meet an identified need and wealth creation. The technical enterprising nature of technical and vocational education cannot be over emphasized. Baba and Peter (2017) opined that technical and vocational education and training (TVET) also performs a social function by empowering people to participate actively in civil society processes. Similarly, Egbefo and Abe (2017) observed that becoming a successful business owner is a long arduous process and providing youth with entrepreneurial tools at a young age can help them realize their dreams.

Furthermore, the author added that to become an entrepreneur, one needs certain qualities, which include self-confidence, autonomy, a strong work ethic, ambition, empathy, and “an internal locus of control” and entrepreneurship education is an effective tool for instilling these particular qualities. To this end, they deduce entrepreneurship programmes will. Entrepreneurship education seeks to provide students with knowledge, skills and motivation to encourage entrepreneurial success. Entrepreneurship entails testing one's ideas against an external reality. It is about transforming ideas into realities. By focusing on youth entrepreneurship education, government can foster future innovations. According to United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2019) This is only possible if Entrepreneurship education is integrated into the TVET curriculum especially in the universities.

### **1.1 Entrepreneurship education would be important for a number of reasons including:**

1. Universities serving as facilitators of an entrepreneurial culture - a strong focus on entrepreneurship will undoubtedly spill over to non-business students and help foster an entrepreneurial culture.
2. Universities acting as mediator of skills-entrepreneurship students pursuing an entrepreneurial career would be equipped with a set of skills that will help student identify viable business ideas and provide student with practical approach in an entrepreneurship.

3. Universities working as locomotives of regional business development - a strong political focus on entrepreneurship will likely boost university relations with other stakeholders in the entrepreneurial field and facilitate the creation of regional policies and favourable entrepreneurship infrastructures (UNESCO, 2019).

Entrepreneurship education offers solutions to global economic crisis as students learn leadership and management skills, as well as interpersonal skills, which are transferable skills and prerequisites for success in the present global economic age. This prepares youths, to be responsible, young and enterprising individuals, who become entrepreneurs or entrepreneurial thinkers, by bringing into the classroom knowledge of the opportunities to take risks, manage the results and learn from the outcomes, contrary to normal academic work, where they only gather knowledge that may not be applicable to best practices in the wider world.

Entrepreneurial education can be oriented towards either the opening of a new organization; that is, by promoting innovation or introducing new products or services in existing firms. This is in line with the objectives of the Federal Republic of Nigeria (FRN) (2013) which states that Technical College graduates upon graduation are supposed to have three options, viz: secure employment in the industries, pursue further education in advance craft in a higher technical institution or set up their own business and become self-employed.

In countries with the most severe youth unemployment rates, a quarter of young people can be looking for work. Unemployment in Nigeria stands at 23%. It is widely accepted that this is not merely a short-run waste of human resources and a source of unhappiness among young people, it may have long term scarring effects on the working adults and far-reaching implications for the next generation (Nzeka & Taylor, 2017). The persistence of unemployment problem seems to demonstrate that standard economic policies have been insufficient. Western governments are researching for new alternatives. One is the idea that policy should attempt to create more entrepreneurship among the young.

## **2.0 TVET System in Nigeria**

The success of TVET in any developing country can be considered a key indicator of the country's advancement in development (Danjuma & Akinpelu, 2016). UNESCO (2019) recognizes this fact when it stated that technical and vocational education and training is a prerequisite for sustaining the complex structure of modern civilization and economic and social development. Thus, any country that evolved into a technologically advanced one, TVET must have played an active and vital role as skilled manpower would have been required, also to enable its sustainability. According to Baba and Peter (2017), TVET refers to education which is mainly to lead participants to acquire the practical skills, know-how and understanding, and necessary for employment in a particular occupation, trade or group of occupations. Danjuma and Akinpelu (2016) looked at TVET as the training of technically oriented personnel who are to be the initiators, facilitators and

implementers of technological development of a nation by adequately training its citizenry on the need to be technologically literate, leading to self-reliance and sustainability.

TVET as defined by UNESCO (2019) and adopted by the Federal Republic of Nigeria (2013) in her National Policy on Education referring to those aspects of the educational process involving in addition, to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

**TVET is further understood in the FRN (2013) to be:**

1. An integral part of general education;
2. A means of preparing for occupational fields and for effective participation in the world of work;
3. An aspect of lifelong learning and a preparation for responsible citizenship;
4. An instrument for promoting environmentally sound suitable development
5. A method of alleviating poverty

**The goals of TVET in Nigeria as further stated in the FRN (2013) are to:**

1. Provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels;
2. Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development;
3. Give training and impart necessary skills to individual who shall be self-reliant economically.

A glean from the above, TVET thus equips people not only with vocational and technical skills, but with a broad range of knowledge, skills and attitudes that are now recognized as indispensable for meaningful participation in work and life. It is the goal of TVET to prepare learners for specific jobs or types of work, often including practical and/or procedural activities. Such practical skills or know-how can be provided in a wide range of settings by multiple providers both in the public and private sector and in the globe differ from one nation to nation (National Bureau of Statistics (NBS), 2017).

## **2.1 Overview of Entrepreneurial Education**

The terms entrepreneur refers to a person. That is, who is he and what does he do that differentiate him from a non-entrepreneur? While, entrepreneurship refers to a process which seeks answers to what does, how does (an entrepreneur) do what they does? Entrepreneur can be defined as the person who brings resources, labour, material among other into combinations that make their value greater than in the past, as well as been able to introduce changes, innovation and new ideas for the growth of a business (Maigida et

al., 2013). Similarly, Jacobs (2018) viewed an entrepreneur as a special type of labour that requires the assembling of all factors of production namely capital, land and labour, and tries to ensure optimum utilization of them to ensure maximum profit. From the management angle, entrepreneurs are pictured as managers of small business.

The success of an entrepreneur depends on the willingness to accept responsibility for one's own work. As a process, Vescenyi (2016) defined entrepreneurship as that which involves evaluating business opportunities, development of a business plan, and determination of the required resources as well as management of resulting enterprise. It is the practice of consistently converting goods and ideas into profitable commercial ventures. Modern school of thought claims that the role of the entrepreneur is that of an innovator, even though the definition of innovation is still widely debatable (NBS, 2017).

However, Jacobs (2018) posits that the process of innovation is actually of spontaneous "un deliberate learning". Meaning that the necessary characteristic of entrepreneur is alertness, and no intrinsic skills are involved. Through the idea that entrepreneurs are innovators is largely acceptable, it is difficult to apply this theory of entrepreneurship to Less Developed Countries (LDCs). According to Viscenyi (2016) entrepreneurs in LDCs rarely produce brand new products; rather they imitate the products and production processes that have been innovated in developed countries. Viscenyi refers to this practice as "creative imitator". Creative imitation takes place when the imitators better understand how an innovation can be applied, used, or sold in their local market.

Still, other tends to confuse managing a small business such as roadside Auto mechanic or furniture maker as entrepreneurs. But, Jacobs (2018) argued that not all business managers are entrepreneurs because they do not innovate. On the other hand, Isiaka et al. (2017) noted that the function that is specific to entrepreneurs is the ability to take factors of production- land, labour and capital and use them to produce new goods and services. parker argued that entrepreneurs perceive opportunities that other business executives do not see or care about. Viscenyi (2016) tied creativity and entrepreneurship promote the birth of new firms which is critical to economic development efforts.

A definition which seems to fully capture the true meaning of entrepreneurship is one provided by Jacobs (2018). Jacobs conceived entrepreneurship as a process in which individuals pursue opportunities, fulfilling needs and wants through innovations, together with the attendant risks. Based on the above definitions, it can be concluded that entrepreneurship is the process of carefully determining and analyzing unmet needs through creatively and satisfying those needs by bearing the related risks. By combining the above thoughts, it can be generalized that entrepreneurs are risk bearers, coordinators, organizers, gap-fillers, leaders, and innovators or creative imitators who are focused and determined to make life meaningful.

## 2.2 Entrepreneurial skills in Technical Vocational Education and Training

It is no news that the world has become private sector driven, and economic prosperity in the 21st century requires the possession of entrepreneurial skills to function. The youth need exposure in practical entrepreneurial work experience in order to be proficient in their chosen career and be useful to themselves and the society. Entrepreneurship which is a planned effort undertaken by an individual or individuals, institutions or agencies to develop the required competencies in people can easily be addressed through vocational options. Competencies of individual's entrepreneurial skill in TVET which are designed to lead the beneficiaries to self-employment, economic self-sufficiency, and employment generation through short or long-term training (NBS, 2017). This has led African countries including Nigeria to realize that training in TVET is necessary to alleviate poverty through skill acquisition. Cooney (2016) defined TVET as a form of education that primarily concern the development of occupational skills needed in an individual as a preparation for work. It is a form of education which promotes the dignity of labour by entrenching work as the goal of education. TVET is training or retraining programme given in schools or classes under supervision and control. The learning experiences according to Dzoga (2016) may occur in variety of learning context, including educational institutions and workplace. In Nigeria, the teaching of skills in the formal sector exists in two types of institutions (Abuzhuri & Hashim, 2017).

These institutions are Technical Colleges and Trade Centers. In these institutions, individuals are provided with needed skills that will enable them become proficient in both the public workplace and private employment. Technical Vocational Education and Training is result oriented. It brings about technological advancement and aims to fit new manpower for employment and provide continuing training for those already qualified, so that they can keep pace with modern and emerging work environment (Isiaka et al., 2017). TVET are by design intended to develop skills that can be used in specific occupation or job (Cooney 2016). The objectives and content of the curricula of TVET according to the World Bank are derived from occupational standards or more directly from analysis of the task that are to be carried out on the job.

The effectiveness of these skills can thus be measured by the extent to which trained beneficiaries can use their skills in employment. The FRN (2013) explained the purpose of TVET as:

1. To enable individuals, acquire vocational and technical skills.
2. To expose the individuals to career awareness by exposing useable options in the world of work.
3. To enable youth, acquire an intelligent understanding of the increasing complexity of technology, and
4. To stimulate creativity.

In Nigeria, the need for TVET cannot be overstressed. Hence, Cooney (2016) opined that Technical Vocational Education and Training should be included in the curriculum programme of all school beginning from the time a child enters the primary school their graduation from the university. This would help develop sufficient skills in their chosen occupational skills so as to help them obtain and hold employment on graduation. It is important for Post-secondary Vocational Education in Colleges of Technology, Polytechnics and Universities to make provisions that would ensure that students who offer vocational courses in secondary schools are given the opportunity to increase their level of skill through further training. TVET provides various opportunities for discovering and developing the individual's potentials for work (Dzoga, 2016). Accordingly, Udu and Ewans (2019) opined that TVET has a broadening effect, which motivates learners to be more exploratory, realize their capability and develop their potentials for success in the workplace.

### **2.3 Entrepreneurship Education and Nigerian Youth**

In Nigeria today, leaders will be making important contributions in reducing unemployment and underemployment by taking holistic steps in the teaching of entrepreneurship in our schools through changing the teaching methodology. This is because countries which succeed in changing their approach to school, both its content and form, will win the innovation battle and end up on the top of the future socioeconomic ladder (Dzoga, 2016). Along this line, countries like Norway, Finland and Denmark acknowledged the benefits of entrepreneurship education and strategically by ensuring entrepreneurship education is offered during formal schooling years. These countries have clear strategies in terms of entrepreneurship education (Cooney, 2016).

To improve the pathway to the economy, earlier Maigida et al, (2013) highlighted two contributions by entrepreneurial firms to the market economy, these are

1. They are an integral part of the renewal process that pervades and defines market economies. Entrepreneurial firms play a crucial role in the innovations that lead to technological change and productivity growth.
2. Entrepreneurial firms are the essential mechanism by which millions enter the economic mainstream.

They also observed that the younger generation of the 21st century is becoming the most entrepreneurial generation since the Industrial Revolution. As many as 5.6 million Americans younger than age 34 are actively trying to start their own businesses today (NBS, 2017). Similarly, Maigida et al (2013) reported that “one third of new entrepreneurs is younger than age 30, more than 60% of 18 to 29- year-olds want to own their own businesses, and nearly 80% of would-be entrepreneurs in the U.S. are between the ages 18 and 34.

## 2.4 Unemployment Rate in Nigeria and Government Responses in Achieving Youths Empowerment

Unemployment is one of the macroeconomic problems facing the Nigeria society today (Udu & Ewans, 2019). Unemployment can be defined as the difference between the amount of labour employed at a given wage and working conditions as well as the amount of labour not hired at these levels (Maigida et al., 2013). Sirelkhatim and Gangi (2015) conceived unemployment as a situation whereby people who are willing to work at a prevailing rate are unable to find job. This implies that not everybody should be counted as part of the employed in order not to overestimate the official rate of unemployment. The definition given by the UNESCO, (2019) seem more embracing.

The UNESCO explained that an unemployed is a member of the economically active population who is without work but is available for and seeking for work, including people who lost their jobs and those who have voluntarily resigned as a result of underpay. This definition according to Udu and Ewans, (2019) is faulted especially for the purpose of comparison and policy formulation. This Udu and Ewans, explained is simply because every country has its characteristic in their commitment to unemployment problems; hence a universal definition stands debatable. According to UNESCO, (2019), the national unemployment rate, raised from 4.3 per cent in 1970 to 6.4 per cent in 1980. The high rate of unemployment observed in 1980 was attributed largely to depression in the Nigeria economy during the late 1970s. Specifically, the economic downturn led to the implementation of stabilization measures which included restriction on exports, which caused import dependency of most Nigerian manufacturing enterprises, this in turn resulted in Operation of many companies below their installed capacity. The development led to the closure of many industries, while the survived few were forced to retrench a large proportion of their workforce.

Furthermore, the Nigerian Government also placed an embargo on employment. Specifically, total disengagement from the Federal Civil Service rose from 2,724 in 1980 to 6,294 in 1984 (Udu & Ewans, 2019). Records shows that unemployment rate decline from 7.1 per cent in 1987, to as low as 1.8 per cent in 1995, after which it raised to 3.4 per cent in 1996, and between 3.4 and 4.7 per cent between 1996 and 2000 (Udu & Ewans, 2019). Similarly, Nzeka and Taylor (2017) disclosed that 78.8 million youth aged between 15-24 were unemployed in 2011, an increase of more than since 2007. Eroke added that globally, young people are nearly three times as likely as adults to be unemployed, nothing that the global youth unemployment rate at 12.7 per cent remains a full percentage point above the pre-crisis level. The analysis by educational status also suggests that people who have been majorly affected by unemployment are those without basic education.

Technical Vocational Education and Training according to Udu and Ewans (2019) holds the key to Nigeria's development. Because the modern society has conditioned the youth into believing that the only route to success is university education. This has compiled many youths to prefer university as the best place to acquire education. This is followed by

Polytechnics and then Colleges of Education. Policy makers at the Ministry of Education (FME) reflect this belief in the manner of allocation of fund for tertiary education with a bias towards university education in a ratio of 3:1

## **2.5 Strategies of Achieving Youth Empowerment through Entrepreneurial skills in Technical Vocational Education and Training**

Youth empowerment is an attitudinal, structural and cultural process whereby the youth gain the ability to make decisions and employment changes in their lives and other people including adults. The need to link entrepreneurial training with TVET would provide gainful employment (paid or self-employment) to the recipient which is the base for industrialization and technological development (Maigida et al., 2013). The UNESCO, (2019), while addressing the need for fostering entrepreneurship mind sets and promoting entrepreneurship education among the youth recommends TVET as a sure way out of poverty facing the youth worldwide today. It is a fact that the society needs men and women that are capable of establishing businesses that would help cushion the adverse effects of mass unemployment and poverty which entrepreneurial skills in TVET affords. Entrepreneurial studies allow the beneficiaries to consider various occupational possibilities the work required, available rewards, necessary training and relative advantages and disadvantages of each (Isiaka et al., 2017).

This Danjuma and Akinpelu (2016) opined would enable graduates of TVET to make intelligent use of the product of technology and develop better entrepreneurial skills to become more innovative workers. Persons who have passed through TVET programme become more dutiful and conscientious in their duties. TVET reduces unemployment in the society (Egbefo & Abe, 2017). In a country like Nigeria where high rate of unemployment is being experienced as evidence in this paper, likely brought by the system failure, coupled with inability of government to create job for the teeming youth (Baba & Peter, 2017) means that entrepreneurship in TVET could be employed to develop saleable skills in the youth so that they become easily self-employed or employable after graduation.

The situation according to Maigida et al. (2013) become worse due to the change in the competencies required of job seekers in the labour market brought about by innovations in technology which makes it necessary for youth to acquire specialized skills to enable them cope with the current trends in technology and the labour market. Therefore, promotion of entrepreneurial skills in TVET should form an array of developmental programmes and policies in technical and vocational institutions.

## **3.0 Conclusion**

Integrating entrepreneurship education into TVET programmes will greatly encourage young people to be self-reliant after graduating from university. When technical and vocational education is encouraged by the government through grants and enabling conditions that promote the ease to set up business, the society will start growing and

youth graduating from university will focus to be self-reliance after their graduation. Based on this study, for an individual (youth) to be considered a potential successful entrepreneur, certain prerequisites abound, such as essential characteristics possessed by the individual. These are: creativity and innovativeness, self-confidence, problem solving skills, risk taking ability, high self-esteem, capacity to change and organizational abilities. All these are good characteristic graduates of technical and vocational education needs to function well in world of work and also in development of their country.

#### 4.0 Recommendation

- i. Youth entrepreneurship should not be seen as a magic cure of youth unemployment. Youth entrepreneurship policies and programmes should complement broader youth employment strategies and policies; only a small proportion of young adults could become real entrepreneurs. The age and, consequently, life and work experience do matter. Youth entrepreneurship programmes and schemes tailored to the specific characteristics of each age category of youth (teenagers and/or young adults) have proved to be more effective.
- ii. There should be large investment in critical infrastructure across the country to facilitate productive activities.
- iii. There should be substantial investments in research and development to generate new ideas for the new entrepreneurs in technology and vocational education.
- iv. That all the tiers of Government should youth empowerment and entrepreneurship activities in their spheres of influence. The Federal Government should increase budgetary allocation to the universities.

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