



Entrepreneurship Education and Elimination of Unemployment among Graduates and Non-Graduates of Tertiary Institutions in Nigeria

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ABSTRACT: Evidence from literature suggests that failure on the part of tertiary institutions to fully implement entrepreneurship education in their curricula have led to the rising surge of high rate of unemployment and poverty. The study examined the relationship between entrepreneurship education and the elimination of unemployment among graduates and non-graduates of tertiary institutions, with special focused on university of Lagos. The study adopted the survey descriptive research design involving the use of primary. Primacy data were collected using copies of structured questionnaire that was administered to a sample of respondents. The total population was 44183. Purposive and random sampling techniques were employed in this research in selecting a sample size of 396. Data collected were analysed using descriptive and inferential statistical tools. Pearson correlation statistics was adopted to examine the relationship between entrepreneurship educational training and elimination of unemployment among graduate and non-graduates in Nigeria universities, determined inclusion of entrepreneurship education in curriculum and elimination of unemployment among graduates of tertiary institutions in Nigeria. In addition, evaluate the relationship between entrepreneurship empowerment programs and elimination of unemployment in tertiary institutions in Nigeria. The results revealed that there was a positive relationship between entrepreneurship education and elimination of unemployment among graduates and non-graduates in Nigeria ($r=.761$, $p<.05$). Also, showed inclusion of entrepreneurship education in the curriculum significantly eliminates unemployment among graduates and non-graduate of tertiary institutions in Nigeria (.713, $p<.05$), finally, revealed that there was a positive relationship between entrepreneurship empowerment and elimination of unemployment among graduate and non-graduates of tertiary institutions. Therefore, the study recommended that tertiary institutions should set up entrepreneurship laboratory or hub in collaboration with industries to train students to be self-employed in order to eliminate unemployment and take advantage of the dynamics and new market opportunities.

Keywords: Entrepreneurship Education, Entrepreneurship Empowerment, Entrepreneurship



Inclusion, Elimination of Unemployment and Tertiary Institution.

1. INTRODUCTION

The role of entrepreneurship education in employment creation and economic growth cannot be overemphasized. The wide range of topic can be used interchangeably as entrepreneurship empowerment, entrepreneurship empowerment programme, poverty reduction policies, and social intervention programs, vocational and technical skill acquisition program, capacity building entrepreneurship and an ending theme. Hence, the government, corporate bodies and institutions of higher learning has continued to enlighten, educate and trained the public through business seminars and empowerment training programs. The significant role is to eradicate and reduce youth unemployment rate, social vices and economic crises in the nation and around the globe. Apparently, entrepreneurship education is the involvement of corporate and educational institutions with a view to providing knowledge, skills, ideas Maina (2013) and managerial advice to entrepreneurs or intending entrepreneurs (graduates & non- graduates) on how to start a new business venture and provide financial support.

The value creation of this concept, brought about the inclusion of entrepreneurship in the curriculum of educational institutions of learning which started in the early 1947 in America (Kuratko, 2003) and recently in Nigeria in 2006 (ILO, 2010; Gabadeen & Raimi, 2012). Within a few decades, many private and public universities within and outside the globe had introduced entrepreneurship studies into their course curriculum. In the last decades of 2021, Nigeria has 270 universities which consist of 79 private universities, 43 federal universities and 48 states universities. This number has increased astronomically estimated to be 1,500 for all other category of tertiary institutions in Nigeria (Solomon, Weaver, & Fernald, (1994; Kuratko, 2003; OECD, 2009 p.45, Abdullahi. 2019).

Consequently, the Federal Ministry of Education have authorised the national universities commission and (NUC) National board of technical education (NBTE) to introduce entrepreneurship and vocational skill acquisition education into the curriculum of Nigeria tertiary institutions (Esene, 2015; Federal Government of Nigeria, 1998; NUC, 2004). Base on this backdrop, the essence is to foster entrepreneurial skills and culture among graduates of institutions of learning. Hence, this program must be compulsory for all students in various departments of the institution so as to make them more self- employed, self -dependent and enhancement of job creation (Yahya, 2011; Oyelola, 2010).

Consequently, it appears that there tend to be an increasing number of the high rate of universities graduate in Nigeria without jobs or unemployed (Nwagbara, 2009). This is due to the failure on the part of government, corporate bodies and most especially tertiary institutions in Nigeria to introducing and implementing entrepreneurship education in their curriculum, policies and programmes. Thus, has led to the rising surge of high rate of unemployment and poverty.

In order to checkmate this rising surge of high rate of unemployment in the country, the government within his capacity have introduced and launched numerous empowerment programmes/policies with a view to reducing poverty and unemployment (Okafor, 2011). Most of the entrepreneurship educational skills acquisition and empowerment programmes initiated by past and present Nigeria government are General Yakubu Gowon's National Accelerated Food Production Programme (NAFPP) and Nigerian Agricultural Cooperative Bank (NACB), General Olusegun Obasanjo's Operation Feed the Nation (OFN), Alhaji Shehu Shagari's Green Revolution Programme (GRP), General Ibrahim Badamosi Babangida created the Directorate of



Food, Roads and Rural Infrastructure (DFRRI), National Agricultural Land Development Authority (NALDA), General Sani Abacha's Family Economic Advancement Programme (FEAP) and his wife's Family Support Programme (FSP), President Olusegun Obasanjo's National Economic Empowerment and Development Strategy (NEEDS), Alhaji Umaru Musa Yar'adua's "Seven-Point Agenda, President Goodluck Jonathan's Economic Transformation Agenda including the Vision 20:2020 presently under implementation (Raimi & Ogunjirin, (2012), and current administration has also introduced the national youth empowerment scheme, full implementation of N-power scheme and farmers money. This entrepreneurial activities, programs and policies are described as a catalyst that promotes economic growth and development (Antonoic & Hisrich, 2004; Kuratko, 2009).

Most of the studies conducted on the relationship between entrepreneurship education and elimination of unemployment was focused in developed countries. While a number of studies have examined the relationship between entrepreneurship education and elimination of unemployment in Africa. There exist a dearth of research which investigated the entrepreneurship education and elimination of unemployment within the context of tertiary institutions in Nigeria. This study extends the relationship between entrepreneurship education and elimination of unemployment among graduates and non-graduates in tertiary institutions in Lagos State, Nigeria, Given these situations, the questions formulated is that is there any relationship between entrepreneurship educational training and elimination of unemployment among graduates and non-graduates in Nigeria Universities? Does the inclusion of entrepreneurship education in the curriculum eliminate unemployment among graduates of tertiary institutions in Nigeria? Is there any relationship between entrepreneurship empowerment and elimination of unemployment among graduates and non- graduates of tertiary institution in Nigeria? It is against this background that the specific research objectives was stated in line with the research questions which is to examine the relationship between entrepreneurship educational training and elimination of unemployment among graduates and non-graduates in Nigeria universities, More so to determine the inclusion of entrepreneurship education in curriculum on elimination of unemployment among graduates of tertiary institutions in Nigeria. In addition, evaluate the relationship between entrepreneurship empowerment programs and elimination of unemployment in tertiary institutions in Nigeria. To this end, this paper is organized as follows: Introduction of the study, review of literatures on entrepreneurship education, next the methods of conducting the study, data analyses and results and finally, implications, conclusion and recommendations.

2. LITERATURE REVIEW

Relationship between entrepreneurship education unemployment elimination

A number of previous studies have examined the impact of entrepreneurship education and elimination of youth unemployment with mixed results (Jacob, Ezeokafor & Ekwere, 2021; Ayomide, Alubukola & Adeola, 2019; Muogbo & John-Akamelu, 2018; Tambari & Popnwin, 2017; Asogwa & Dim, 2016; Agu, Anidiobu & Ezinwa, 2016; Ezeanokwasa & Nwachukwu, 2014). For instance, Jacob, *et al.*, (2021) examined the effect of entrepreneurial education on reduction of unemployment among students in chukwuemaka Odumegwu Ojukwu University, Igbaria. Cross sectional survey quantitative data was employed and a structured questionnaire was developed to collect data from the respondents. Multiple



regression Analysis was used to test the hypotheses. The results showed that skills acquisition has significant effect on unemployment reduction, entrepreneurship empowerment affects employment reduction and infrastructural development had significant effect on employment reduction in Anambra state. Ayomide, *et al.*, (2019) investigated the effect of entrepreneurship education using the two variables altitude and intention between two genders and reducing unemployment in Nigeria. Descriptive design was adopted. Data was collected from students using a structured questionnaire. Descriptive Analyses through the use of chi-square was employed to analyse entrepreneurship altitude and entrepreneurship intention. The findings revealed that students have positive altitude and intention towards entrepreneurship. Furthermore, it was also found that entrepreneurship education is a veritable tool for reducing unemployment in Nigeria. Similarly, Muogbo & John-Akamelu, (2018) determined the impact of entrepreneurship skill in eradicating unemployment in Nigeria with special focused on ABC Transport Company. The study employed the use of descriptive survey design and a research instrument was used to gather data from the respondents. Chi Square statistical tool was employed test the formulated hypotheses and objectives. Therefore, the result showed that basic entrepreneurial skills can be acquired through training and entrepreneurial development. It was found that entrepreneurial skills play a significant role in youth employment in Nigeria. In the same vein, Tambari & Popnwin, (2017) Further carried out a study on the role of entrepreneurial education in the reduction of unemployment among corps members in Nigeria. Structured research instrument was adopted to find out if entrepreneurship education can lead to reducing unemployment among Nigeria corps members in river state. Descriptive statistical method was employed using mean and standard deviation statistics. The results found that entrepreneurial vocational skills such as computer repair, fashion designing, welding & fabrication, food and catering service, electrical and electronics repair and GSM repair/skills and many others influence the reduction of unemployment among corps members who had graduated from tertiary institutions. Agu, Anidiobu & Ezinwa (2016) studied the role of entrepreneurship education as a panacea for unemployment in Enugu state, Nigeria. Descriptive survey method was used and questionnaire was employed to collect data from individual entrepreneurs. Descriptive statistical techniques such as mean and standard deviation were used to analysed the hypotheses. The findings exposed that increase in entrepreneurship education awareness would enhanced the acquisition of skills and knowledge for self-employment among entrepreneurs. Finally, Ezeanokwasa & Nwachukwu, (2014) studied the effect of entrepreneurship skills as a tool in reducing unemployment among small business owners in Nigeria. Descriptive research design was adopted and the questionnaire instrument was employed to collect data from the respondents. Descriptive statistics such frequency, arithmetic means and standard deviation was used to analysed the data. The results revealed that an effective entrepreneurship skill was found to have significant relationship with reduction in unemployment in Nigeria. From mixed results of different scholars, these discuss the justification of the study as poor and very few entrepreneurship educations have a disturbing problem in Nigeria. Therefore, this study contributes to the existing literature by exploring this relationship in the framework of graduates and non-graduates in universities, Lagos State, Nigeria. Based on already established literature review, the following hypotheses were formulated.

H₁: There is no relationship between entrepreneurship educational training and unemployment elimination among graduates and non-graduates of Nigeria universities.



H₂: The inclusion of entrepreneurship education in the curriculum does not significantly eliminate unemployment among graduates of tertiary institutions in Nigeria.

H₃: There is no relationship between entrepreneurship empowerment and unemployment elimination of among graduates and non-graduates of Nigeria universities

THEORETICAL FRAMEWORK

This theory is anchored on the Schumpeterian theory of innovation and human capital management theory of entrepreneurship. This theory has a significant relationship between entrepreneurship education and unemployment elimination. This theory is strongly propounded by Schumpeter (1911), Entrepreneurship and education positively related to economic growth thereby eliminating unemployment. As broadly recognised by Schumpeter (1936), Entrepreneurship programmes helps to create values and initiate new business opportunities (Ogunnaike, Ade-Turton & Ogbari, 2014). Initiating entrepreneurship education stimulates entrepreneurship mindset of Nigeria youth and reduces the level of unemployment through innovative programmes. The increased in innovation and economic growth was brought about entrepreneurial skill acquisition and ability to innovate. Furthermore, Schumpeter stressed the significance role of entrepreneurship processes and broadly indicated that economy can only progress or move from inefficient economic production growth to efficient economic production growth if the entrepreneur discover and exploit new innovative opportunities (Ibru, 2007). Furthermore, the human capital theory of entrepreneurship education advocates that expenditure in training and development of workers/students is a productive investment on organizational assets (Olanniyan & Okemakinde, 2008). Hence, human capital education is a significant factor that leads to sustainable economic growth and development. Thus, reduce the level of unemployment in the country among graduating students in Nigeria tertiary education. This was also in line with the Schumpeterian theory (1934) which posit that training propel creative destruction, entrepreneurship education act as a catalyst for creating new innovation, developed opportunities to venturing into new vocational and creative products and services.

3. METHODOLOGY

This study adopted the use of survey descriptive research design. The study employed primary sources of data collection and data collected were sought through a structured questionnaire. 44183 undergraduate and graduate students of university of Lagos constitute the population of study. The numbers cut across all departments. Purposive and random sampling techniques were employed in this research. Based on the population of students used, Yamane (1967) formula for scientific determination of sample size were used to achieve a sample of 396

The sample size is ascertained using the Taro Yamani's formula: $n = \frac{N}{[1 + N(e)^2]}$

Where:

N = Size of population n = Sample size

e = Error tolerance

The sample size of this study is determined thus:

$$n = \frac{44183}{1 + 44183(0.0025)^2} = \frac{44,183}{111.5} = 396 \text{ (approximately)}$$

33 students from 12 departments were selected proportionately and randomly administered with



the questionnaires. Out of 396 questionnaires distributed, only 258 were fully retrieved from the respondents. The study employed the use of descriptive statistics. Pearson correlation statistical analyses were used to analyzed the hypotheses in accordance with the stated objectives.

Data Presentation, Analyses and Results

The descriptive statistics in terms of mean and standard deviation statistics for each item are shown in Table 1

Table 1: Descriptive statistics of Mean and SD

S/N		SA 5	A 4	NS 3	D 2	SD 1	Mean	SD
Q1	Is there any relationship between entrepreneurship educational training and elimination of unemployment among graduate and non-graduates in Nigeria Universities?							
1.	I am taught theory and practical of entrepreneurship studies	117	90	27	21	3	2.55	1.59
2.	I am train how to write a business proposal	150	95	0	12	1	2.57	1.60
3.	I am taught how to write a feasibility study	98	162	3	12	3	2.75	1.65
4.	As an engineering student I am trained to repairs and installed electrical appliances	151	91	3	10	3	2.48	1.57
5.	I have been able to produce innovative product as a result entrepreneurship training	87	141	12	13	4	2.54	1.59
6.	I have learn a skill to make soap as a result of entrepreneurship training	132	120	6	15	1	2.73	1.65
7.	Engaging in Entrepreneurship training develop my entrepreneurial skills in me	86	132	9	20	2	2.47	1.57
Q2:	Does the inclusion of entrepreneurship education in your curriculum eliminate unemployment among graduates and non-graduates of tertiary institutions in Nigeria?							
8.	The inclusion of entrepreneurship in the curriculum change my positive attitude towards self-employment	151	98	1	4	4	2.57	1.60
9.	Inclusion of entrepreneurship in the curriculum develop entrepreneurial skills in me	131	91	4	12	2	2.38	1.54
	result of the mobile technological hub in my department							
11.	My behaviour has change positively towards entrepreneurship due to the inclusion in the curriculum	70	134	10	21	1	2.35	1.53



Q3	Is there a relationship between entrepreneurship empowerment and elimination of unemployment in tertiary institutions in Nigeria?							
12	I was empowered financially to start a business venture	152	42	2	9	10	2.07	1.43
13	I was endowed with scholarship from the institution to learn innovative technology	66	104	19	21	8	2.12	1.46
14	My institutions provide basic empowerment programs to prepare me to be self - employed.	155	40	5	20	12	2.28	1.51
15	I am supported with tools and equipment to start new business.	89	130	0	20	5	2.40	1.54

Sources: Field Survey, 2021 Strongly Agree, A-Agree, NS-Not Sure, SD-Strongly Disagree, D-Disagree.

Descriptive statistical responses from research Questions

The result of table 1 showed the outcomes of entrepreneurship educational training on elimination of unemployment. The first research questions asked if there is any relationship between entrepreneurship education training and elimination of unemployment among graduates and non-graduate in Nigeria universities. As a result, itemised research questions were asked to indicate option to suits their opinion. The opinion of the respondents showed that they were taught theory and practical of entrepreneurship studies with a mean score of 2.55; trained how to write a business proposal with a mean score of 2.57, taught how to write a feasibility study with a mean score of 2.75, trained to repairs and installed electrical appliances with a mean score of 2.48, to produce innovative product as a result entrepreneurship training with a mean score of 2.54, learn a skill to make soap as a result of entrepreneurship training with a mean score of 2.73 and develop entrepreneurial skills in them is with a mean score of 2.47. Item six has the highest mean of 2.73 and a Standard deviation of 1.65. This implies that graduate and non-graduates of universities learn skills and engage in entrepreneurship training above 65%. Therefore, the result showed that there is a relationship between entrepreneurial educational training and elimination of unemployment among graduate and non-graduates in Nigeria. Similarly, Research question two asked if inclusion of entrepreneurship education in the curriculum eliminate unemployment among graduates and non-graduates of tertiary institutions in Nigeria. As a result, itemised research questions were asked to indicate option to suits their opinion. The opinion of the respondents showed that the inclusion of entrepreneurship in the curriculum change their positive attitude towards self-employment with a mean score of 2.57, Inclusion of entrepreneurship in the curriculum develop entrepreneurial skills in them with a mean score of 2.38, learn to repair mobile phone as a result of the mobile technological hub in the department with a mean score of 2.03, Respondents behaviour has change positively towards entrepreneurship due to the



inclusion in the curriculum with a mean score of 2.35. Item six has the highest mean of 2.57 and a Standard deviation of 1.60. This implies that the inclusion of entrepreneurship in the curriculum change the positive attitude towards self-employment above 60%. Hence, inclusion of entrepreneurship education in the curriculum of tertiary institutions eliminates unemployment. Finally, research question three respondents were asked if there is a relationship between entrepreneurship empowerment programs and the elimination of unemployment among graduates and non-graduates tertiary institutions in Nigeria. The opinion of the respondents showed that respondents was empowered financially to start a business venture with a mean score of 2.07 respondents were endowed with scholarship from the institution to learn innovative technology with a mean score of 2.12, Institutions provide basic empowerment programs to prepare graduate and non-graduate to be self –employed with a mean score 2.28 and supported with tools and equipment to start new business with a mean score of 2.40. Item six has the highest mean of 2.40 and a Standard deviation of 1.54. This implies that supported with tools and equipment to start new business eliminates unemployment above 50%.

4. DISCUSSION OF FINDINGS

The result in table 2 showed the Pearson correlation coefficient for the relationship between entrepreneurial educational training, inclusions of entrepreneurship in the curriculum, empowerment entrepreneurship program and the elimination of unemployment among graduate and non-graduate of tertiary institutions in Nigeria. The correlation coefficient value showed ($r=.761$, $p<.05$). This value indicated that correlation is significant at 0.05 levels (2tailed). This result implies that there was a positive relationship between entrepreneurial educational training and elimination of unemployment among graduates and non-graduates in the tertiary institutions in Nigeria. This also implied that increase entrepreneurial training proportionately lead to the reduction of unemployed graduates about 76% vice versa. This was in line with the first stated objective and collaborates with the study of Muogbo & John- Akamelu, (2018), Jacob, Ezeokafor & Ekwere (2021) who studied the impact of entrepreneurship skills in eradicating unemployment in Nigeria. It was found that basic entrepreneurial skills can be acquired through training and entrepreneurial development, which translate into reducing unemployment and Jacob, et al., (2021) examined the effect of entrepreneurial education on reduction of unemployment among students in chukwuemaka Odumegwu Ojukwu University. They found out that acquisition of entrepreneurial skills had effect on reduction of unemployment among students. In the same vain, correlation coefficient value of ($.713$, $p<.05$), showed that inclusion of entrepreneurship education in the curriculum significantly eliminates unemployment among graduates and non-graduate of tertiary institutions in Nigeria. These mean that inclusion of entrepreneurship education in the curriculum of universities eliminates unemployment by 71% verse vice. This study was in line with the second objective of study and supported the work of Ayomide, et al., (2019), Agu, et al., (2016) which investigated the effect of entrepreneurship education using the two variables altitude and intention between two genders and reducing unemployment in Nigeria. They found out that students have positive altitude and intention towards entrepreneurship and had significant reduction in unemployment. Furthermore, the work of Agu et al also found out that awareness of entrepreneurship education enhanced the acquisition of skills and knowledge enhanced the reduction of unemployment. Finally, Pearson correlation coefficient



of (.611, $p > .05$) revealed that there is a positive relationship entrepreneurship empowerment and elimination of unemployment among graduate and non-graduates of tertiary institutions. This also in line with the third objective and was supported by the literature work of Jacob et al., (2021) showed that entrepreneurship empowerment affects positively employment reduction and infrastructural development in Anambra state.

Table 2: Pearson correlations statistics

		Entrepreneurial Training	Elimination Unemployment
Entrepreneurial training	Pearson Correlation	1	.761**
	Sig. (2-tailed)		.000
	N	258	258
Elimination Unemployment	Pearson Correlation	.761**	1
	Sig. (2-tailed)	.000	
	N	258	258
**Correlation significant at the 0.05 level			
		Inclusion in the curriculum	Elimination Unemployment
Inclusion in the curriculum	Pearson Correlation	1	.713**
	Sig. (2-tailed)		.000
	N	258	258
Elimination Unemployment	Pearson Correlation	.713**	1
	Sig. (2-tailed)	.000	
	N	258	258
**Correlation significant at the 0.05 level			
		Empowerment programs	Elimination Unemployment
Empowerment programs	Pearson Correlation	1	.611**
	Sig. (2-tailed)		.000
	N	258	258
Elimination Unemployment	Pearson Correlation	.611**	1
	Sig. (2-tailed)	.000	
	N	258	258
**Correlation significant at the 0.05 level			

Field Survey, 2021



Implications of the study, Conclusion and recommendations

The findings of this study have implications for tertiary institutions and researchers. The results showed that entrepreneurship education dimensions such as entrepreneurial training, curriculum inclusion and entrepreneurship empowerment had a positive and significant relationship with graduate and non-graduate of tertiary institutions. But, most of the result was moderately positive related to elimination of unemployment. This suggests that there was no significant improvement in the increase in employment of graduate of institutions considering the level of entrepreneurship education in Nigeria universities. Considering the extent of inclusion of entrepreneurship education in the curriculum, initiating entrepreneurship training and programs by corporate bodies, they seem to be more increase in unemployment Nigeria, which may likely due to other factors. In conclusion, for institutions and other corporate organisations to be successful in their entrepreneurial intention, they must pay serious attention to building entrepreneurial skills among Nigeria youths. The study recommended that Universities commission in collaboration with the federal ministry of education should put in place monitoring and evaluation team to ensure that entrepreneurship is fully implemented in our tertiary institutions. Furthermore, tertiary institutions should set up entrepreneurship laboratory or hub in collaboration with industries to train students to be self-employed in order to eliminate unemployment.

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