

**MANAGEMENT REESPONSE TO ONLINE COMPLAINTS: AN ANALYSIS OF
CLOTHING RETAILS IN NIGERIA**

BY

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CERTIFICATION

This Project, “Innovation Strategy and Organizational Performance In Selected Deposit Money Banks In Lagos State, Nigeria” meets the regulation governing the award of Master of Business administration (MBA) Degree in Management of the School of Postgraduate Studies Nasarawa State University, Keffi, and its Contribution to Knowledge.

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ABBREVIATIONS

ROI- Return on Investment

ROA- Return on Assets

ROE- Return On Equity

PDI- Product Innovation

OS- Organizational Structure

RBT- Resource Based Theory

MI- Market Innovation

PCI- Process Innovation

OGI- Organizational Innovation

GDP- Gross Domestic Product

CBN- Central Bank of Nigeria

ABC- African Banking Corporation

NDIC- Nigerian Deposit Insurance Corporation

SAP- Structural Adjustment Programme

DMB- Deposit Money Banks

OECD- Organization For Economic Co-Operation and Development

NSE- Nigerian Stock Exchange

IPO- Initial Public Offering

LSE- London Stock Exchange

FCT- Federal Capital Territory

FSA- Financial Services Authority

ETI- Eco-bank Transnational Incorporated

ECOWAS- Economic Community of West African States

AMCON-Assets Management Corporation of Nigeria

ATM- Automated Teller Machine

POS- Point of Sales

GTB- Guarantee Trust Bank

UBA- United Bank for Africa

BFB- British and French Bank Limited

BNCI-Banque Nationale De Credit

PBT- Profit before Tax

SD- Strongly Disagree

D-Disagree

PD- Partially Disagree

PA- Partially Agree

A --Agree

SA- Strongly Agree

AVE- Average Variance Extracted

SSFL- Sum of Squared Factor Loadings

NOI- Number of Variables Indicators

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Questionnaire

A. Innovation Strategy

B. Organizational Performance

ABSTRACT

In a highly competitive environment, innovation is the essential key to a firm obtaining a dominant position as the understanding of strategic innovation management practices leads to an improved organizational performance signifying its importance. In the present era of economic instability, the banking industry has emerged as one of the major and vital service industries, which affects lives of several people all over the world which leads to the need to study the effect of innovation strategy on organizational performance of selected deposit money banks in Lagos state, Nigeria. The study in achieving this purpose explored the effect of variables of innovation strategy which include product innovation, process innovation, marketing innovation, organizational innovation on variables of organizational performance which consists of product performance, return on equity, market orientation and return on investment. Descriptive survey research design was adopted for the study. The population of the study consists of management staffs at the strategic and operational management level from five selected deposit money banks in Lagos State giving a population of 665 which was chosen as our sample size. A structured questionnaire was administered which gave a response rate of 85.4%. The instrument was validated and the Cronbach's Alpha reliability for the major constructs. The data gathered was analyzed through descriptive, linear and multiple regression analysis. Findings revealed there is a positive and significant relationship between innovation strategies and organizational performance ($R = 0.79.3$, at $p < 0.05$). The model R^2 (coefficient of determination) was 0.629, constant value (alpha) of 4.212, the coefficient of independent variable (beta = 0.764) and F-Value yielded 626.633. Product innovation had significant effect on product performance and this effect was statistically significant at ($R = 0.768$, $R^2 = 0.589$, $p < 0.05$). There is also a significant and positive relationship between market innovation and market orientation ($R = 0.634$, $R^2 = 0.402$, $p < 0.05$). The effect of process innovation and return on equity shows a positive and significant relationship at ($R^2 = 0.751$, $R = 0.563$, $p < 0.05$). A positive and significant effect was established between organizational innovation and return on investment with $R^2 = 0.725$, $R = 0.525$, $p < 0.05$. In conclusion, innovation strategies have a strong positive relationship on organizational performance of deposit money banks in Lagos State, Nigeria. Innovation strategies have been shown to be vital to boosts the output of organizations and the study has recommended that deposit money banks should adopt innovation strategies to increase their returns on investment, product performance, market orientation and return on equity which together will lead to their increased organizational performance

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In Nigeria today, education and training is beginning to take a new dimension as many people are diving, driving and embracing education in its totality. This singular act of being educated has resulted to massive number ,of graduates from various universities polytechnics, colleges of education among others (Deebom & Baridoma, 2017). The perceptions of earning a living with university (tertiary institutions) certificate after graduation has endangered Nigeria s stem of education and have also generate an increase in the number of unemployed graduates.

The basic essence of entrepreneurial education especially skills acquisition while students are schools is to teach them liberation and influence their minds enterprisingly toward establishing a self-called business enterprise after graduation to enable them self-sufficient, self-reliance, self-employed and employers of labour. Education is development and entreprnenrial education s a source of freedom to every citizen that is willing to acquire it for liberation from doing nothing to doing something.

Entrepreneurial education is the incorporation into the student syllabus steps which involved starting a new business based on a recognized, identified, organized and coordinated business opportunity as well as operating and maintaining that business to a sustainable level. The belief of some people is that entrepreneurship education does not need to be taught around especially in tertiary institution or schools and therefore, an entrepreneur is born to be so enterprising naturally. It should however be noted that for one to be a successful entrepreneur, he/she needs to learn the skills as empowerment (Griffin & Hammis, 2001). Entrepreneurial education is designed to teach the skills and knowledge that is needed to be known before embarking on a new business venture. This would enhance necessary identification and avoidance of many pitfalls awaiting the less well trained and vigilant contemporaries in the country and most particularly with students in higher institutions like Nasarawa State University, Keffi-Nigeria. The training in entrepreneurial education may initially be perceived as a cost in terms of time and money but it would eventually be appreciated once a student endures the rigorous process of the exercise, will definitely get everything right.

Ogundele (2007) viewed the idea of entrepreneurship as a multidimensional phenomenon. It was found that the processes of emergence, behaviour and performance of indigenous entrepreneurs were separately and in combinations affected not by a single but multiple factors, in ranging degrees. These factors included economic, socio-cultural, ecological, managerial, educational developmental, experiential, technological, structural, ethical and innovative issues. Ogundele (2003) further opined that any policy designed to change entrepreneurship scenario in Nigeria will require multiple and simultaneous approaches in the development of necessary changes in the behaviour of indigenous entrepreneurs.

The role of entrepreneurial education cannot be undermined. This is because Nigeria educational system that turns out graduates from about 150 Universities and 50 Polytechnics and Monotechnics have not trained the graduates to be self-reliant, but to depend solely on white jobs that are rarely available for sustenance. As a result, there are several graduates from Nigerian tertiary institutions today who are not gainfully employed. Mina (2013) observed among Nigerian graduates that apart from the book knowledge that is gained, there are no requisite skills to make them self-dependent, self-sufficient, self-employed and employer of labour. In this research, entrepreneurial education is define as a type of training (formal or

informal) acquired by students (undergraduate) which will make them create jobs as entrepreneurs rather than job hunters upon graduation.

Nigeria is not left out as part of the changing world economy, which yearns for a more articulate policy on the small and medium enterprises (SMEs). Most world economies are characterized by a large number of Micro/cottage, Small and Medium Scale Enterprises (SMEs) mainly in the informal sector. In many economies, they account for a large segment of productive population. Nigeria falls within this later category of economies. The SMEs in Nigeria account for over 95% of non-oil productive activities outside agriculture, which positions them as potentially strong agents of economic growth and sustainable development (Ubom, 2006). The federal government of Nigeria in her effort to ensure that her citizens are self-employed, established the National Directorate of Employment in 1986. It is the belief of government that this agency will reduce unemployment, which is a bane of our society. The agency's operations include re-activation of public works, promotion of direct labour, self-employment, organization of artisans into cooperative and encouragement of culture of maintenance and repairs (Onifade, 2001).

Entrepreneurial education is regarded as a natural fit for Business oriented departments of higher learning institutions in Nigeria as most of the departments integrates the functional areas of business, accounting, finance, marketing, management, the legal and economic potentialities in which a new venture operates in a bid to reduce unemployment. It is therefore, important for these categories of students educated in this field to think like an entrepreneur since they are expected to start their own businesses after graduation or work closely with entrepreneurs and become one of them (Griffin & Hammis, 2003).

Today the Nigeria government did not restrict the learning to only business oriented sections but to all departments. In Nigeria tertiary institutions through the instruction of National Universities Commission (NUC), that skills development must be taught all round the academic programmes. Entrepreneurial education also has a general education department as well as a professional entrepreneurship development and education component in Nigerian higher institutions, which is meant for all categories of students in the institution. Thus, all higher institutions in Nigeria integrates entrepreneurship education for all students irrespective of initial course admission and expect them to start their own businesses after graduation either on vocational or professional level to reduce poverty and join in the

scheme of improving their social-economy environment in particularly and beyond for self economic emancipation. They are also fit to work closely with Entrepreneurs with Small and Medium Enterprises (SME). This will go a long way to reduce unemployment level in Nigeria.

However, this study examines entrepreneurial education as a tool for employment reduction in Nigeria using the graduates of Nasarawa state University Keffi as a case study. The university has an accredited entrepreneurship studies department and entrepreneurship development centre which is incorporated into the syllabus of all the students irrespective of department or programme in a bid to reduce unemployment among the future graduates.

1.2 Statement of the Problem

Unemployment rate among Nigerian graduate is still scaring as it affect the nation's economy growth as almost all tertiary intuitions in the country produce graduate every year without equal job opportunities to absorb them. Entrepreneurship skills acquired through entrepreneurial education has been recognized as an important aspect of organization and economies of a country (Dickson 2008). It contributes in an immeasurable ways toward creating new job, wealth creation, poverty reduction, and income generation

for both government and individuals. Schumpeter in 1934 argued that entrepreneurial education is very significant to the growth and development of economies. Having understood the vital role of entrepreneurship education in economic development, it became apparent that careful attention is needed to invest and promote entrepreneurship. Meanwhile, education is seen as one of the preconditions for entrepreneurship development particularly in a place where the spirit and culture is very minimal. It is said to be an important determinant of selection into entrepreneurship, formation of new ventures and entrepreneurial success (Dickson, Solomon & Weaver, 2008). However, it equally assumes here that there is a positive relationship between education and individual's choice to become an entrepreneur as well as the result and outcome of his or her entrepreneurial activity. The move toward poverty reduction should not be considered and treated in isolation, different approaches and strategies need to be employed. For any country to foster genuine economic growth and development, its education system must be considered as basic and essential ingredient. Education is undisputedly considered as the bedrock of any meaningful development (FGN, 2004 in Akpomi 2009), be it economic, social or political, cultural among others.

Adejimola and Olufunmilayo (2009) reported that about 80% of the graduates find it difficult to get employment every year. And at the same time much has not been done in trying to bring collaboration between the entrepreneurs and the institutions.

In Nigeria today, a reasonable number of people are unemployed including graduates from the Nigeria tertiary institutions where many graduate without employment which are happening or lack of entrepreneurial skills that can equipped graduates to be self-sufficient and self-employed without working for someone.

It is in this note, that the research work set to assess line role of entrepreneurial education on employment reduction among graduates of Nasarawa State University, Keffi.

1.3 Research Questions

- i. How has entrepreneurial education a useful tool for unemployment reduction among graduates of Nasarawa State University, Keffi?
- ii. Has the available entrepreneurship education in institution stimulated entrepreneurship skills among future graduates?

1.4 Objectives of the Study

The general objective of this study will examine entrepreneurial education as a tool for reducing unemployment in Nigeria while the following are the specific objectives

- i. To ascertain the role of entrepreneurial education on unemployment reduction among graduates of Nasarawa State University, Keffi
- ii. To assess how available entrepreneurial education in institution can stimulate entrepreneurial skills among future graduates

1.5 Statement of Hypothesis

H₁: There is no significance relationship between unemployment reduction among graduates of Nasarawa State University, Keffi.

H₂: Entrepreneurial education has not stimulate entrepreneurship skills in future graduates

1.6 Significance of the Study

The significance of this study will to the fore the crucial need for entrepreneurial education in Nigeria, putting more consideration on the educational system, strategies and its eventual social developmental effect in the society to help in reducing unemployment.

However, the contribution of this research work to knowledge identifies what is important to the economy, which is qualitative entrepreneurial

education focused on the needs of the economy per time, rather than the resolution of the United Nations to increase budgetary details, increasing the people that go through school. This study on entrepreneurial education; however, will contribute to the body of literature on the subject area and brings to light the results in order to ascertain which strategy would eventually work for the Nigerian economy in truly eradicating unemployment in Nigeria when completed.

To the unemployed, most especially University and College graduates, this research has the potential of developing an entrepreneurial spirit in their hearts, inspiring them to develop a feasible business, ideas, building the business venture and managing them to successfully growth and maturity.

The introduction of entrepreneurship education in our educational system (secondary and tertiary institutions) is geared at stimulating and entrepreneurial spirit among students. This research therefore provides them with the basics of entrepreneurship.

1.7 Scope and Limitation of the Study

The study examines the role of entrepreneurial education on unemployment reduction among graduates of Nasarawa State Universities, Keffi. The study considered the graduates of the university will their teaching system from

third to the final year, assumably those who gained admission into the university years back and now are graduates. The study considers entrepreneurial skills of undergraduate to be relevant because of its immediate impact on the future of Nigeria.

1.8 Definition of Terms

Entrepreneurial: someone who makes money by starting their own business, especially when this involves seeing a new opportunity and taking risks.

Education: The process of receiving or giving systematic instruction, especially at a school or university

Unemployment: The state of being jobless.

Reduction: To bring down the size, quantity, quality value or intensity of something to diminish, to lower to impair.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Framework

This chapter review related literature on the impact of entrepreneurial education as a tool for reducing unemployment in Nigeria. The study looks at the concept of entrepreneurship education which enhances the acquisition of skills necessary for self employment that brings about reduction on unemployment in Nigeria.

2.1.2 Concept of Entrepreneurial Education

According to Patterson et. al (2006) assume and generalize that all the entrepreneurs, including the owners of small businesses and high-growth innovative ventures, are similar. The diversity of entrepreneurial phenomena and new ventures should be taken into account in modeling entrepreneurship. However, no single taxonomy captures all of the important differentiating variables of entrepreneurship. But more accurate differentiation in categorizing entrepreneurs give the possibility to combine different traditions and theories in approaching multidimensional phenomenon of entrepreneurship.

Unemployment is one of the developmental problems that face every developing economy in the 21st century. International statistics portray that

industrial and service workers living in developing regions account for about two-thirds of the unemployed. (Patterson et al, 2006).

The Nigerian economy since the attainment of political independence in 1960 has undergone fundamental structural changes and challenges. The structural shifts have however not resulted in any significant and sustainable economic growth and development. Available data show that the Nigerian economy grew relatively in the greater parts of the 1970s, with respect to the oil boom of the 1970s; the outrageous profits from the oil boom encouraged wasteful expenditures in the public sector dislocation of the employment factor and also distorted the revenue bases for policy planning. This among many other crises resulted in the introduction of the Structural Adjustment Programme (SAP) in 1986 and the current economic reforms.

The core objective of the economic structural reform is a total restructuring of the Nigerian economy in the face of population explosion (Douglason et al, 2006). Unemployment in Nigeria, in the history of Nigeria and the role education is supposed to play to reduce it, so that education does not produce graduates for exports, but for indigenous development in the country, reduce poverty, improve standard of living, improve productivity, and overall improvement in economic performance among other benefits.

2.2.2 Concept of Unemployment

Unemployment, by default, is the difference between the labour gainfully employed at the wages and working conditions that exist, and the amount of labour available, however, Gbosi(2006) defined unemployment as a situation in which people who are willing to work at the prevailing wage rate are unable to find jobs. This implies that not just anyone who is to be counted as part of the unemployed labour force, in order to avoid overestimation of the official rate of unemployment.

The International Labour Organization (ILO) defines unemployed in this manner, “the unemployed is a member of the economically active population, who are without work but available for and seeking for work, including people who have lost their jobs and those who have voluntarily left work (World Bank, 1998). The application of this definition across countries has been faulted, especially for the purpose of comparison and policy formulation, as countries characteristics are not the same in their commitment to resolving unemployment problems. (Douglason et al, 2006).

The rate of unemployment in Nigeria can be attributed to a lot of factors, including the depression in the 1980s and during the late 1970s. Economic downturn leads to the implementation of stabilization measures which

includes restriction on exports, to increase dependency on Nigerian manufacturing enterprises and the resultant effects are mostly not positive.

The analysis by educational status in past years suggests that people who have been majorly affected by unemployment are those without basic education, however today, even the educated have acute troubles getting employed.

It is impressive to note here that, in 2003, Nigerian's unemployment rate declined substantially to 2.3 percent. This decline was attributed to the various government efforts aimed at addressing the problem through poverty alleviation programmes. This decline also pointed to an increased number of people who got engaged in the informal sector activities. They also found that education of owner of a business enterprise was a significant factor influencing efficiency. They conclude that the evidence of variations in efficiency is indicative of the need for more proactive actions to raise the level of efficiency and employment among the firms in the sample.

Employment generation has been seen as a means of alleviating poverty, increasing the level of economic activities which translate into economic growth. The situation of unemployment in Africa, Nigeria as a case study has been on the increase which has resulted in increase in social vices among other negativities. Although the Nigerian Government put in place policies

and programmes which are meant to combat this menace, but the inadequacies of implementation and up till now these programmes have not made much impact.

According to Bloom, (2000); if Nigeria is able to overcome its challenges and collect its demographic dividend, we estimate that:

Nigeria can obtain almost 12% increased GDP per capita over the default scenario by 2020, and more than 29% increased GDP per capita by 2030. With additional modest institutional improvements, the extra GDP per capita over the default scenario could be almost 13% by 2020 and about 31% by 2030.

With the demographic dividend, Nigeria's economy can be 3 times larger than today in 2030, instead of only 2 times larger without the demographic dividend.

By realizing the demographic dividend, Nigeria can lift about 5.8 million more people out of poverty by 2020 and about 31.8 million by 2030, over and above the default scenario. With institutional improvements, the number of additional people lifted out of poverty can be 34 million by 2030.

By increasing investment in human capital as fertility rates decline, Nigeria could increase GDP by nearly 50% and sustain that gain indefinitely.

But to realize its demographic dividend, we estimate that Nigeria will need to create around 24 million new jobs in the next decade and around 50 million new jobs over 2010-2030. Further, the jobs will have to be productive. This will require increasing Nigeria's human capital which cannot be achieved without strong investments in health, education, gender parity, and institutions. In particular, the role of education is so closely tied together with health, gender parity and institutions that any specific intervention that ignores the other three aspects is very unlikely to work. Even if some benefits are realizable in the short term, they will not be sustainable. (Bloom 2010)

According to the Northern Illinois University Outreach (NIU, 2005), Higher education has historically included economic development as part of its core mission. Colleges and universities have allocated fiscal, physical, and human resources and created entrepreneurship systems within the institutions to advance economic development. Senior administrators provide strong, visible leadership designed to:

Create a quality workforce by growing, training, and attracting the finest talent

Support current business and industry

Improve learning and teaching from pre-school through graduate school

Take strong and visible roles in regional initiatives

Disseminate research and promote technology transfer

Enhance the technology infrastructure

Promote livable communities

Employ a diverse workforce

2.3 Entrepreneurial Education and Unemployment

Entrepreneurship is not a new concept in Nigeria, however, as much as it is popularly discussed, it can be figuratively stated that it is being poorly or rarely implemented. As it is, according to Omolayo (2006) is the act of starting a company, arranging business deals and taking risks in order to make a profit through the education skills acquired. Another view of entrepreneurship education is the term given to someone who has innovative ideas and transforms them to profitable activities. Summarily, entrepreneurship can be described as “the process of bringing together creative and innovative ideas and coupling these with management and organizational skills in order to combine people, money and resources to meet an identified need and create wealth.

In the same vein, Nwangwu (2007) opined that entrepreneurship is a process of bringing together the factors of production, which include land, labour and capital so as to provide a product or service for public consumption.

However, the operational definition of entrepreneurship is the willingness and ability of a person or persons to acquire educational skills to explore and exploit investment opportunities, establish and manage a successful business enterprise.

2.3.1 Who Is An Entrepreneur?

Entrepreneur can be defined as an innovating individual who has developed an ongoing business activity where none existed before. Meredith (1983) defined an entrepreneur as a person or persons who possesses the ability to recognize and evaluate business opportunities, assemble the necessary resources to take advantage of them and take appropriate action to ensure success. Entrepreneurs are people who constantly discover new markets and try to figure out how to supply those markets efficiently and make a profit. He is a person that searches for change, responds to change, and exploits change by converting change into business opportunity.

2.3.2 Objectives of Entrepreneurial Education

Entrepreneurial education according to Paul (2005) is structured to achieve the following objectives.

1. To offer functional education for the youth that will enable them to be self-employed and self-reliant.

2. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. To serve as a catalyst for economic growth and development.
4. Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
5. To reduce high rule of poverty.
6. Create employment generation.
7. Reduction in rural-urban migration.
8. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
9. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
10. Create smooth transition from traditional to a modern industrial economy.

2.3.3 Entrepreneurship in Higher Education is Critical to Development

It is impossible to consider economic development or reduction of unemployment in Nigeria, without first considering the indices that create its existence. Primarily; the curriculum, the system of teaching, and execution of practical learning gives an introductory idea of the fact that the Nigerian graduate may be prepared to serve, but not to create. Many courses in

Nigerian Universities have nothing to do with business management, development or business start up; courses taken in Sciences and Arts predominate on the technicalities of the courses and not the direct application for profitability outside the walls of the institution.

Competitiveness, innovation and economic growth depend on being able to produce future leaders with the skills, attitudes and behavior to be entrepreneurial and to act at the same time in a socially responsible way.

Entrepreneurship is not only about creating business plans and starting new ventures. It is also about creativity, innovation and growth, a way of thinking and acting relevant to all parts of the economy and society as well as the whole surrounding ecosystem.

This interdependence comprises both institutional rules and environmental conditions that define the range of socially and economically viable entrepreneurial opportunities and the way in which entrepreneurs and other stakeholders shape these surrounding institutional and environmental conditions.

It is important to start as early as possible at all levels of formal and informal education. It should be integrated into the education system of primary and secondary schools as well as higher and further education. For effective entrepreneurship education, the curricula over the years must be consistent

and coordinated and entrepreneurship education should continue at higher education institutions.

Entrepreneurship programmes and modules can have various objectives, such as:

- a) Developing entrepreneurial drive among students (raising awareness and motivation)
- b) Developing the entrepreneurial ability to identify and exploit opportunities
- c) Training students in the skills they need to set up a business and manage its growth (European Commission, 2008).

Without the influence of education in introducing entrepreneurship to the average Nigerian student, it will be difficult for unemployment to be reduced in the country, as it is important to encourage students to think and act entrepreneurially as well as ethically and socially responsible.

The importance of higher education in Nigeria is gradually becoming an increasing enterprise judging by the rise of new private institutions being licensed. The impact of education on the rise in unemployment is however negligible, else unemployment should be on the decrease in the country. Nigeria being a developing country follows the educational systems established since the colonial era. This brings about a dearth in local content

and application to the economic and economic development in Nigeria.

Twaalfhoven, W. (2004) put it in perspective, that:

Globalization, the rapid development of technology and the lower cost of travel have completely changed the nature of work. Students, as an essential part of the future workforce, have to deal with an increasingly complex and uncertain world due to profound economic, social and technical structural change. Indicators of these changes are shifts to service and knowledge-based economies, the rise of emerging economies as well as societal challenges such as environmental sustainability and aging populations. In addition, the explosive growth of social networks demonstrates that boundaries are less easy to define. It is a challenge for higher education institutions to prepare students for work in a dynamic, rapidly changing entrepreneurial and global environment. In this context there is a specific opportunity for high-growth entrepreneurship at higher education institutions.

Universities, especially technical universities, can be seen as engines of scientific invention and technological development. Invention and technological development can be transformed into innovation. Entrepreneurship is important as a diffusion mechanism to transform scientific inventions into new product and service innovations.

Universities play key roles in promoting the talents of students, graduates and researchers. What distinguishes institutions of higher education from other institutions in society is their role in creating knowledge and producing high-potential graduates and researchers. For entrepreneurship education, focusing on institutions of higher education offers the chance to develop knowledge intensive high-growth enterprises from all academic disciplines, not just technical ones. Higher education institutions should create an environment that fosters entrepreneurial mind-sets, skills and behaviors across their organizations. Universities can teach students how to start and grow enterprises in ways that benefit society.

Technical universities in particular provide potential breeding grounds for high technology and high-growth companies or gazelles, therefore universities play a pivotal role in the development of entrepreneurship in Nigeria, while acting as a resource hub, connecting researchers, students, entrepreneurs, companies and other stakeholders.

It is important to involve stakeholders inside and outside of higher education institutions. For example, entrepreneurs and entrepreneurial leaders acting as role models for students should be an essential part of entrepreneurship modules and programmes. If the young people and students are to enter the business world and entrepreneurship it is

necessary to involve business people and entrepreneurs in the academic education process.

Academic start-ups have the potential to grow faster than others, universities can obviously offer support in entrepreneurship education for high growth. In this context it is important to boost regional business potential and activities and to promote international networking and cooperation. Moreover, it is important to offer students techniques that can be applied in the real world. Therefore, a shift from classical models of teaching to experiential learning approaches is essential.

Entrepreneurship education at universities can be regarded as theoretically based real life experience. High-growth entrepreneurship can be seen as an adequate form of education for developing high potential students and graduates that can become future opinion leaders and perhaps role models

2.4 Theoretical Framework

A consistent universal theory does not unilaterally exist for entrepreneurship, but it however consists of several different approaches including sociology, psychology, anthropology, regional science and economics. There is no common theoretical framework that exists to synthesize the different points of views. Some trials to develop multidimensional approach to entrepreneurship study the problems also

mainly from perspective mentioned above in some well-established disciplines. In trying to combine economic and social context in the same multidimensional model we run into severe methodological difficulties (Koch, 2003).

Theory on how the growth of new enterprises can be better supported, particularly through education at colleges and universities also would be useful. Hence, all over the world increasing attention is being paid to the potential of university education to facilitate high growth enterprises. For example, research has demonstrated that high-growth entrepreneurs in Europe are better educated than other entrepreneurs and the general population. In Europe, most founders of technology based enterprises have a university degree. Research carried out in Germany has shown that enterprises started by individuals with university degrees tend to grow faster than enterprises founded by non-academics (Egeln, 2000).

(Ley, 2006) states that, Research is also needed on how to motivate and nurture the entrepreneurial potential of female students who traditionally may be less inclined to found and manage innovation-oriented high-growth firms. Another group of specific interest are ethnic and immigrant entrepreneurs, who – though often not innovative in the beginning –may introduce novel business practices and subsequent product and service

innovations within established communities. Universal antecedents of start-up behaviour displayed by different groups of society and success factors for high-growth enterprises are hard to determine due to the heterogeneity of technology sectors and individual development paths. The strength of entrepreneurship education however, is to influence people's attitudes towards entrepreneurship and the prospects and feasibility of becoming a growth entrepreneur. Entrepreneurial activities of university students depend to a large extent on perceived barriers to and support for new venture creation. "A perceived lack of relevant experience and a lack of self-confidence" are two reasons often cited by students and new graduates for not engaging in entrepreneurship after graduation (European Commission, 2008; also see the recent empirical studies by Linan,2008). The perception of graduates as to whether founding one's own business is desirable personally and socially also impacts entrepreneurial activity (Krueger 2000).

2.5 Summary

Generally, it is necessary to sensitize students to entrepreneurial thinking and taking action in the right direction. One focus can be to sensitize students that creating a new venture can be an alternative to employment. It is important to raise awareness and generate motivation for the discipline of entrepreneurship.

The former entails offering courses to students who will be involved in catalyzing entrepreneurship in their future employments. Raising the awareness and understanding of the specific needs of country and being able to step up to it profitably in different sectors (for example, venture capital and market acceptance of product innovation) will be the essential catalyst here.

With this in view, it is essential to train students in the skills they will need to develop the entrepreneurial ability of creating business ideas, identifying and recognizing opportunities, setting up a business and managing its growth. Students must be prepared “for a life world of much greater uncertainty and complexity involving frequent occupational, job and contract status change, working in a world of fluid organizational structures, greater probability of self-employment and wider responsibilities in family and social life.

A supportive learning environment for entrepreneurial education is essential. Business formations do not regularly take place directly after the completion of one’s studies.

Graduates often prefer to gain practical experience before they start their own businesses. The systematic setup of alumni organizations to facilitate sustained contact with graduates is of special importance, in particular to

perpetuate awareness that entrepreneurship is a viable career option. A particular challenge will be to address the substantial opportunity costs of becoming an entrepreneur within the group of high potential university graduates with excellent employment prospects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the design and methodology employed by the researcher for the purpose of conducting the research. The procedure for data collection and the relevant data used to address the research questions and hypothesis.

3.1 Research Design

According to Kerlinger (1986), research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. Thus, the research design that was adopted in this study was the Descriptive design. The adoption of this design was informed because the study involved the collection of data to accurately and objectively describe existing phenomena and determining the nature of a situation as it exists at the time of investigation population under investigation.

Furthermore, the decision to use the descriptive design was supported by Kerlinger (1986) who stated that descriptive research is probably best adopted to obtain personal facts, beliefs and attitudes. He remarked that the descriptive design has the advantage of covering a wider scope and at the

same time economical. The design therefore was considered appropriate for the study on the use of entrepreneurial education as a tool for reducing unemployment in Nigeria in Nasarawa state university keffi.

3.2 Population of the Study and Method of Population Determination

The study was conducted in Nasarawa state University main campus located in keffi, Nasarawa State.

The population of this study includes the students of NSUK, comprising the 300 level and 400 level students, they are chosen because of their experience of entrepreneurial courses during the course of their studies, and their perspective was therefore used for analysis in this research.

3.3 Sampling and sampling Technique

200 students of Nasarawa state university keffi were randomly selected from 300 and 400 levels. According to Nwana (2005), sampling techniques are procedures adopted to systematically select the chosen sample in a specified way under controls. This research work adopted the random sampling technique in selecting the respondents from the total population

3.4 Methods of data collection and data sources

Data collection involves a search for relevant information that will proffer solution to specific problems. Every research effort therefore centers on the search for such information which could be obtained either from primary

or secondary sources. But for the purpose of this research, data for this study was gathered through primary sources (questionnaire). The questionnaire is the major instrument of data collection in this study

3.5 Instrument Development

The major instrument used for the research was a carefully formulated questionnaire. The development of the instrument was possible as a result of the assistance of my supervision, two experts in research and statistics department and also an expert in test and measurement.

The schedule for the questionnaire stated with a covering letter of appeal in which the purpose of the data collection was briefly explained to the respondents. This letter of appeal was necessary to facilitate an encouragement on the part of the respondents to participate effectively in the exercise. Also, anonymity was guaranteed the participants and this help prevent faking the information required thereby enhancing the validity and the reliability of the study.

The questionnaire was divided into two (2) parts. Part A comprises of respondents personal data. Part B contains many research assertions which helped elicit data on the use of entrepreneurial education as a tool for reducing unemployment in Nigeria.

3.6 Instrument Validation

Instrument is said to be valid when it measures what it is intended to be measured (Deng and Ali, 1997). To ensure the face and content validity of the items on the instrument measuring the different variables in the study, the questionnaire was submitted to two experts in research and statistics and one expert in test and measurement, to ascertain whether the items measured what they purported to measure. These experts in conjunction with my supervisor certified the instrument as being valid to measure what it set out to measure at least in content and face validity.

During this process, their comments and corrections led to changes being effected on the items in the questionnaire in terms of appropriateness and precision of words, sentences and expressions. Flaws and errors in terms of phraseology, tautology, grammar and organization of the instrument were identified and the necessary corrections were affected.

3.7 Instrument Reliability Test

According to Nisbet and Entwistle (1977), the reliability of a test indicates how consistent it gives the same or nearly the same result when it is administered a second time.

Thus, to access the reliability of the research instrument, a test-retest approach was employed. 20 students of NSUK were given the same questionnaire twice at a space of two (2) weeks interval. The second result

obtained coincided with the former. Thus, the measure shows consistency over time.

3.8 Method of Data Analysis and Statistical Tool

The data to be obtained out there in the field shall be presented in a tabular form and analyzed through the use of a mean and standard deviation. A mean of 3.5 and above is considered to be ‘Agreed’ based on the responses or opinion on the topic being researched on. However, the statistical tool employed to test the earlier stated hypotheses study is chi-squared, a non-parametric test; chi-square (χ^2) tests is an important statistical tool used for hypothesis with a view to making inferences. Basically, it is used when one wishes to compare an observed distribution with an expected distribution.

It is often referred to as “a goodness of fit test”. The choice of the use of chi-square becomes necessary if our target population is in various departments and fields such that a reliable sampling frame will conveniently contain all the elements of needed from the population.

The formula for the correlation of χ^2 is given as

$$\chi^2 = \sum \frac{(o-e)^2}{e}$$

Where:

O = observed frequency

e = expected frequency

X^2 = is the chi-square value.

Under the use of chi-square in this study at 95% level of significance is assumed to determine the critical value of decision making. To find the critical chi-square (x^2) distribution table, we begin by finding the degree of freedom. This is found by multiple lying the number of rows in the table less one by the number of columns less one. That is, degree of freedom (df) = (rows -1) (columns -1), then using the degrees of freedom derived against the 95% level of confidence in the x^2 distribution table, the critical values is obtained.

Decision Rule

The rule when the chi-squared (x^2) is employed to a given hypothesis to accept the null hypothesis (H_0) if the calculated chi-square (x^2) value is less than the chi-square (x^2) critical value and then reject the alternative (H_a) hypotheses, if the calculated chi-square (x^2) value. We reject null hypothesis (H_0) if the calculated chi-square (x^2) value is greater than the chi-square (x^2) critical value and then aspect the alternative (H_a) hypotheses, if the calculated chi-square (x^2) value.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

This chapter deals mainly with presentation and analysis of research findings through the data collected from the questionnaire. It reveals the results, the hypothesis tested and its interpretation were also considered. The data collected was be analyzed statistically by applying the appropriate statistical formula.

4.1 ANALYSIS OF THE DEMOGRAPHICS OF THE RESPONDENTS

Table 4.1: Distribution by gender

Response	Frequency	Percentage (%)
Male	114	57
Female	86	43
Total	200	100

This shows that the proportion of the respondent that is male is 57% to that of female, which is 43%. The reason for this is that most people concerned were learners and only few female responded to it.

Table 4.2: Age distribution

Response	Frequency	Percentage (%)
20-25	138	69.0
26-30	61	30.5
31 and above	1	0.50
Total	200	100

The table above shows that the response of age 20-25 is the highest number of respondents representing 69% of the total sample size while age group of 31 years and above is the lowest number of respondents with 0.5%. However, age group 26-30 has 61 respondents representing 30.5% of the total sample size.

Table 4.3: Distribution by religion

Response	Frequency	Percentage (%)
Christianity	156	78.0
Islamic	42	21.0
Traditional	2	1.0
Total	200	100

The table above shows the responses on religion. It is observed that 156 respondents are Christian with 78% representing the majority while 42 respondents representing 21% are Islamic worshippers while only 2

respondents representing 1% of the total sample size responded has a traditional worshipper.

4.2 ANALYSIS OF THE RESEARCH QUESTIONS

Table 4.4: showing the analysis of the responses to the research questions

		Mean	SD	Decision
1.	Entrepreneurial education can serve as a tool for reduction of unemployment in Nigeria	3.71	0.51	Agree
2.	I have taken courses on entrepreneurial education in development	3.92	0.36	Agree
3.	Employment can be reduced through entrepreneurial education	3.99	0.32	Agree
4.	Entrepreneurial education will promote the economic development of Nigeria	3.69	0.44	Agree
5.	Students equipped with entrepreneurial skills will be a successful entrepreneur	3.52	0.50	Agree
6.	There is a compulsory entrepreneurial education for all students in Nigerian higher institutions	4.01	0.53	Agree
7.	The compulsory entrepreneurial education for all students in Nigerian higher institutions will prepare students for future employment challenges	3.78	0.71	Agree
8.	The syllabus of entrepreneurial education is up to date	3.94	0.33	Agree
9.	Entrepreneurship education has helped many persons become successful owner of business	3.53	0.67	Agree
10.	Quality education has significant relationship with being a successful entrepreneur	3.82	0.71	Agree
11.	entrepreneurship education in institutions has stimulated entrepreneurship skills in the undergraduates	3.85	0.64	Agree
12.	Entrepreneurship education has improved the students creativity	3.66	0.39	Agree
13.	Entrepreneurial education will improve commitment at workplace	3.51	0.77	Agree
14.	Entrepreneurial education will improve organizational productivity through accountability	3.7	0.65	Agree

4.3 HYPOTHESIS TESTING

Hypothesis one testing

H₀: Entrepreneurial education cannot serve as a useful tool for reducing unemployment in Nigeria

H₁: Entrepreneurial education can serve as a useful tool for reducing unemployment in Nigeria

The responses that reveals the opinion of respondents on if entrepreneurial education can serve as a tool for reduction of unemployment in Nigeria is gotten from the question 1 of the questionnaire. The analysed data in table 4.5 will be used to answer this question.

Table 4.5: Responses on the use of entrepreneurial education can serve as a tool for reduction of unemployment in Nigeria with

Question 1

Responses	No of respondents	Percentage (%)
SA	91	45.50
A	74	37.0

UD	7	3.50
D	15	7.50
SD	12	6.0
Total	200	100

Source: Fieldwork 2017

The above table shows the responses to the question on the use of entrepreneurial education can serve as a tool for reduction of unemployment in Nigeria. It revealed that 45.5% of the respondents strongly agree that entrepreneurial education can serve as a tool for reduction of unemployment in Nigeria while 37.0% agree, 3.5% were undecided, 7.5% were disagree while 6% of the total sample size strongly disagree.

Table 4.6:

Response	O	E	O-E	(O-E) ²	(O-E) ² /E
SA	91	40	51	2601	65.03
A	74	40	34	1156	28.9
UD	7	40	-33	1089	27.23
D	15	40	-25	625	15.63
SD	12	40	-28	784	19.6

TOTAL	200				156.46
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Source: Fieldwork 2017

$$X^2 = 156.46$$

Level of significance is 5% = 0.05. at 5% (0.05) level of significance.

Computation of degree of freedom

Df = (R-1) (C-1). R represents the number of rows in the chi- square table above minus one; while C represents the number of columns in the chi-square table minus one.

$$(5-1) (2-1)$$

$$4 \times 1 = 4$$

At 5% significant level for the degree of freedom, the critical value of chi-square is 11.4

Decision Rule and Interpretation

Since the calculated chi-square value of 156.46 is higher than the chi-square critical value of 11.4, we simply reject the null hypothesis (Ho) and accept the alternative hypothesis.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

It is not impossible that when a university provides adequate instruction and creative inspiration for entrepreneurship, the possibility of choosing an entrepreneurial career might increase among young people. This is crucial in economies that are as open as Nigeria's economy.

As Wu (2008) states, engineering students have the highest tendency to start a business. Thus, it seems that academic environments should provide applied practical learning environments to complement academic exercises or case study approaches Bell, Callaghan, & Demick, (2004) to increase student understanding of market knowledge.

Persuading business-oriented teamwork or improving the relationship between the university and industry, for example, could be tools for developing such projects. It is possible to argue that universities that are interested in fostering and motivating students to embrace entrepreneurial activities should provide educational courses focusing on entrepreneurship and business. Lack of educational centers for learning and improving issues within entrepreneurship - like knowledge and information about different

markets - seems to be a significant reason for the lower motivation of NSUK students.

We see that the possibility of raising entrepreneurial interest in students is a crucial embankment the Nigerian educational policies should integrate. The systems of education in Nigeria should elevate beyond the ability to read and write, to ability to create, build, rebuild and maintain systems and structures, as these are critical ingredients of an entrepreneur's mind.

We cannot over emphasize the need for the government to boost funding for the universities in order for facilities necessary for adequate education to be done in the universities; however, it is crucial for the universities to have a conscientious goal towards developing entrepreneurs. The system of recruiting lecturers should be focused on this need as lecturing is fast becoming a form of employment, rather than a need to impact the rising generation of youths.

As of now, the Federal government has failed in recognizing that increasing the number of higher institutions in the country does not solve the problem of unemployment, or development, but the focus of education should be re-engineered in Nigeria.

Nigeria's educational system will continue to fail, as long as long as more focus is put on how many schools are built, than the effectiveness of the

schools being built. I believe it is important to also note that with the world's economy being crunched down, many businesses will run out and fold up, and Nigeria in her staggering conditions will kneel to its hazards, if individuals are not developed to create and maintain fluid businesses that will stand the tests of its economics environments.

Some reports, like the Next Generation Report (2010), earlier referred to in this research, explains that the Nigeria youth is a huge resource for the nation, in the areas that the Nigerian youth can be educated and in no strange words be "exported". This is well wrapped up in languages that make it seem like Nigeria will generate a lot of revenue from the human resource they provide as 'baby boomers'. This implies that Nigeria will continue to raise youths that can only 'read and write', only ready as human resource exports. This is because Nigeria cannot cater for the number of graduates churned out of universities all over the country currently and even each year.

This is the reason the government must seek to bring about a lasting solution to inhibit the outflow of resources, especially human resources, so that they can become an integral part of the society to build the nation. And the Federal government and educational policy makers should not treat the youths as another export, like they do oil.

According to our results, policy makers and educators at universities might encourage self employment by improving entrepreneurial objectives, attitudes, and entrepreneurial self efficacy in management, finance, and marketing (Pihie, 2009).

5.2 CONCLUSION

As a developing country, Nigeria needs to focus more on the programs run in the universities; the Nigerian universities commission should integrate the criteria of accreditation of university courses from just the availability of classrooms, tables and chairs, to a level of facilities that inspire the youth mind to build businesses. Evidently, the NUC has regulated policies as the entrepreneurship development centers being created in each university, but the implementation strategies of the centers should also be looked into

NSUK graduates may very well stand out in the economy, as the focus of education is built into the aim and objectives of the university, and every member of staff consequently follows this through. The different Entrepreneurial Development programs setup by the university and made compulsory as a course from the first year till graduation are not necessarily the crafts the students developed as businesses, but the consciousness of how to see a need in an environment and creatively find a profitable solution to it.

5.3 RECOMMENDATIONS

We have to recognize that the effect of education supersedes the education itself and goes onto forming an ideology, and creating a concept in the minds of the learner subconsciously to build a future that inadvertently creates a new environment.

There should be a working partnership between industry and the universities.

This could be encouraged if the government would give incentives such as tax returns or tax cuts for every organization that involves in the partnership.

Lecturers should have field and industry experience in the fields which they profess to be experts, as theoretical experiences and ideology of the academia possibly reduces exposure to idealistic, rather than realistic perspectives.

Universities should be mandated by policy to pattern their entrepreneurship development and entrepreneurial education after the model that works out creativity in the students and not just theoretical practices of entrepreneurial development.

The government should strategize how public universities can become an entrepreneurial development hub, rather than create more universities that would increase overhead and bring little or no solution, and for the

government to concentrate on the results of education, rather than the counts of the educated.

Universities should base and aggregate their success on how many of their are able to create businesses and stand, instead of how many can get jobs, because true education is judged on the ability to apply and transform knowledge, not just reproduction of the same knowledge.

Judging by the statistics of youth population in Nigeria, the government should focus development more on the youth age group than on primary education as regulated by the UN Education policies.

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QUESTIONNAIRE ADMINISTRATION

INSTRUCTION: Please endeavor to complete the questionnaire by ticking the correct answer (s) from the options or supply the information where necessary.

1. Gender

a. Male

b. Female

2. Age range

a. 20-25yrs

b. 26-30yrs

c. 31yrs and above

3. Religion

a. Christianity

b. Islamic

c. Traditional

SECTION B

Questions on entrepreneurial education as a tool for reducing unemployment in Nigeria

4. Entrepreneurial education can serve as a tool for reduction of unemployment in Nigeria.

a. Strongly agreed

b. Agreed

c. Undecided

d. Disagreed

- e. Strongly disagreed
5. I have taken courses on entrepreneurial education in development.
- a. Yes
- b. No
6. Employment can be reduced through entrepreneurial education
- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed
7. Entrepreneurial education will promote the economic development of Nigeria.
- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed
8. Students equipped with entrepreneurial skills will be a successful entrepreneur.
- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed
9. There is a compulsory entrepreneurial education for all students in Nigerian higher institutions

- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed

10. The compulsory entrepreneurial education for all students in Nigerian higher institutions will prepare students for future employment challenges.

- a. agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed

11. The syllabus of entrepreneurial education is up to date

- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed

12. Entrepreneurship education has helped many persons become successful owner of business.

- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed

e. Strongly disagreed

13. Quality education has significant relationship with being a successful entrepreneur

a. Strongly agreed

b. Agreed

c. Undecided

d. Disagreed

e. Strongly disagreed

14. Entrepreneurship education in institutions has stimulated entrepreneurship skills in the undergraduates.

a. Strongly agreed

b. Agreed

c. Undecided

d. Disagreed

e. Strongly disagreed

15. Entrepreneurship education has improved the student's creativity.

a. Strongly agreed

b. Agreed

c. Undecided

d. Disagreed

e. Strongly disagreed

16. Entrepreneurial education will improve commitment at workplace.

a. Strongly agreed

b. Agreed

c. Undecided

d. Disagreed

e. Strongly disagreed

17. Entrepreneurial education will improve organizational productivity through accountability.

a. Strongly agreed

b. Agreed

c. Undecided

d. Disagreed

e. Strongly disagreed