

UNVEILING THE NEXUS BETWEEN PRACTICAL ENTREPRENEURSHIP AND SELF-EMPLOYMENT AMONGST UNIVERSITY GRADUATES IN NASSARAWA STATE

By

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Abstract

Nigerian economic landscape have been showing disturbing indices of general insecurity, restiveness amongst her teeming youths that take to infamous cybercrimes and online banking frauds in addition to kidnapping of unsuspecting citizens that hold sway in virtually all her geo-political zones, sustainable economic development appeared to be a tall ambition to achieve. Analysts traced the sources of these unwholesome acts to general unemployment of the enlightened youths that have acquired tertiary educations but lost hopes of being gainfully employed by the system. With 170 universities and over 1.5 million annual university graduates offloaded into the unemployment market, the saving grace appeared to be total embracement of the tenets of entrepreneurship. With the sole objective of unveiling the relationship between practical entrepreneurship (PE) and self-employment (SE) amongst Nigerian University graduates, four variables were identified: skill acquisition (SA), Entrepreneurship Orientation (EO), Internship (I) and Entrepreneurship mindset (EM). From a population of 589 and sample size of 238, using stratified sampling technique; and Yaro Yamani sample size determination formula, Structured Questionnaire were administered in three local government areas of Nassarawa State in Nigerian North-Central geo-political zone at 70% Cronbach's reliability test. It was found that SA of graduates of Nigeria University has significant relationship with EO(r , r^2 . and $p = 0.55, .030$ and $<.000$) respectively; and I of Nigeria university graduates have significant relevance on EM (r , r^2 . and $p = 0.6, .036$ and $<.000$) respectively. The study recommended that the most potent weapon to boost self-employment amongst Nigerian University Graduates is for the Universities to make Practical Entrepreneurship compulsory at all levels in all Departments and also that all students, after practical entrepreneurship training in their first year on campuses, should be directed to register Business names of their dreams with the Corporate Affairs Commission (CAC) as steps toward self-employment.

Keywords: *practical entrepreneurship, entrepreneurship orientation, internship and entrepreneurship mindset*

1.1 Introduction

There is no gainsaying the fact that acquisition of University education is the ultimate ambition of knowledge seekers; and the apex in the pyramid of formal learning process worldwide. People that are desirous of knowledge acquisition from these sources become accomplished when befitting jobs and statuses come their ways. In Nigeria therefore, it becomes a matter of major concerns and worries when desired jobs are not forthcoming after graduations. Nigeria has the largest population in Africa, with a population of about 198 million, National Population Commission (NPC 2018) and 65% of her population are within the working range which are the youths (NBS 2017 and UNO 2017). The searches for pragmatic ways of getting them employed in a productive manner therefore are of essence, hence, the relationship between practical entrepreneurship and self-employment amongst graduates of Nigeria universities are worthy of study. Nigeria's gloomy unemployment status become more worrisome with Boston (2018)'s report that 84million people are poor in Nigeria as against 74million people in India thus making her the world headquarters of poverty.

Chinonye, Olumuyiwa, Mosunmola, Mayowa and Ola-Davids (2015) also asserted that the population increase in developing countries of Africa is higher than their employment growth; hence, the promotion of practical entrepreneurship has become an imperative tool for employment creation- self-employment among the graduates of Nigerian Universities. Uchendu (2015)'s findings that products of Nigerian universities in this 21st century appear to be skill-deficient as they are found lacking the basic practical entrepreneurship skills-vocational skill acquisition, business practices attachment, industrial training and internship; and social skills such as entrepreneurship mindset, entrepreneurship orientation, mentorship and self-esteem) among others.

With 170 universities in Nigeria – 43 Federal; 48 States; and 79 Private; Iweala (2015)'s query of how Government Ministries, Departments and Agencies (MDA) will absorb the massive crowd of graduates the Nigerian Universities are churning out become instructive - about 1.5 million yearly; out of about two (2) million graduates of tertiary institutions. The unemployment rate in the country consistently rose from 7.5% in the first quarter of 2015; to 18.8% in the second quarter of 2017; to 23.1% in the third quarter of 2018, while the calculated underemployment rate for same period was 20.1% (NBS, 2018). The disturbing statistics appeared to have been attacked tangentially by the directives issued by the National Universities

Commission (NUC, 2007) to all universities in Nigeria to include practical Entrepreneurship education in their curricula to train the students with necessary entrepreneurial skills and expertise that will enable the graduates; and live functional lives after graduation, Nwite, (2016); Yakubu & Nwite (2007).

Practical entrepreneurship is seen by Badariah, Anuar and Usman (2016) as the critical factor that can produce young generation of entrepreneurs who could be employers of labour in the nearest future. However, Oluwadare, Ayodeji and Abraham (2016); Osuala (2009), and Ojukwu (2000), posit that practical entrepreneurship is the process of equipping beneficiaries with skills through practical instructions, graduates are taught self-reliant skills - skills for self-employment, so that they will be able to set up their own businesses. As a Guide for Educators (2014), European Commission (EU) affirmed that all young people should benefit from at least one practical entrepreneurship experience before leaving the conventional education.

Self-employment on the other hand, refers to a situation where an individual creates, begins and takes control of the business decision rather than working for an employer. Afolabi, Kareem, Okubango, Ogunbanjo and Anikan (2017). They further reinforced that self-employment as act of working for one self. Self-motivation and entrepreneurial skills are also both related to opportunity for self-employment among graduates of Nigerian university.

1.2 Statement of the Problem

Going by the high rate of unemployment generally in Nigeria and Nigerian university graduates by extension, there seems to be a disconnect with the extant university curricula on practical entrepreneurship and self-employment, suggesting the existence of gaps between what is taught in the university - theories and the expectations of the market - user groups or corporate world. Despite all the attempts made by the Federal Government to reduce unemployment for her university graduates, self-employment seems unresolved due to the following among others:

- i. University curricular does not allow internship and apprenticeship in special skills that generate immediate employment after graduation;
- ii. Aside from the fact that University environments appear not to encourage entrepreneurial mindset to grow and mature, entrepreneurial orientation among university graduates are not given the attention it deserves. Uchendu (2015), further corroborates that university graduates tend to develop cognitive domain

-sound in knowledge; to the detriment of psychomotor domain; and affective domain - lack capacity for utilizing practical to solve problems. This has given rise to a large number of university graduates not self-employed who come into labour market on yearly basis looking for white collar jobs which have factually disappeared.

1.3 Research Questions

To address the issues identified and raised the following research questions are raised:

- i. What is the relationship between skills acquisition of graduates of Nigerian universities and entrepreneurship orientation?
- ii. To what extent does internship of Nigeria university graduates affect entrepreneurship mind-set?

1.4 Objectives of the Study

While the main aim of this study is to examine the connectivity between practical entrepreneurship and self-employment amongst Nigeria university graduates; the specific objectives are to:

- i) establish the relationship between skills acquisition of graduates of Nigeria university and practical entrepreneurship orientation; and
- ii) investigate the effects of internship of graduates of Nigeria university on entrepreneurship mindset.

1.5 Research Hypotheses

The following research hypotheses were formulated:

- i. H_{01} : Skills acquisition of graduates of Nigeria University has no significant relationship with entrepreneurship orientation
- ii. H_{02} : Internship of Nigeria university graduates has no significant relevance on entrepreneurial mindset.

1.6 Scope of Study

The scope of this study is limited to the practical entrepreneurship and self-employment among Nigeria university graduates in Karu, Keffi and Nasarawa Local Government Councils of Nasarawa State, in the

North-Central Zone of Nigeria. The geographical scope of this study will cover the three selected Local Government Councils of Nasarawa State. The choice of Karu, Keffi and Nasarawa Local Government Councils is the fact that majority of the graduates especially university graduates that troop to Abuja, FCT to search for employment resides within these three local government councils due to its nearness to the Federal Capital Territory (FCT), Abuja and the cheaper cost of living within the selected local government councils compared to Abuja. This study covers from the period of 2013 – 2019.

1.7 Significance of the Study

The study seeks to advance knowledge on the relevance of practical entrepreneurship on self-employment amongst graduates of Nigeria University. The findings could also be used to establish a framework that will enrich the academic literature in the area of practical entrepreneurship on graduate self-employment from the Nigeria University perspectives. Aside from providing access to see the contribution of practical entrepreneurship to self-employment among Nigerian university graduates, it could equally assist policy formulators on education in Nigeria, in providing functional qualitative education to Nigerian citizenry in the field of management, engineering, information, communication and technology ICT amongst others.

2.0 Review of Relevant literature

A comprehensive review and clarifications of conceptual, theoretical and empirical postulations are carried out as path-finders to readers of this study

2.1 Conceptual Review

The relevant concepts like entrepreneurship, attributes of entrepreneurship, practical entrepreneurship, entrepreneurship education, practical entrepreneurship variables, self-employment, self-employment determinants, graduate self-employment, specific benefit of practical entrepreneurship on university graduate self-employment, link between practical entrepreneurship and self-employment, techniques of acquiring practical entrepreneurship for self-employment, entrepreneurship skills to learn, how to succeed in self-employment, challenges of practical entrepreneurship on university graduates self-employment and entrepreneurial ventures/self-employment for Nigerian university graduates. However it's not the purpose of the review to provide a detailed discussion on all the variables of both practical entrepreneurship and self-employment.

2.1.1 Entrepreneurship

While the evolutionary process of the “entrepreneurship” can be traced back to Cantillion (1775) Say (1821) and Schumpeter (1934) who all wrote about entrepreneurship and its impact on economic development, Shane (2000)’s view on entrepreneurship as individuals’ responses to identified opportunities in business endeavours appear precise. It is the end-product that start with opportunity discovery in business ventures; painstaking evaluation of the opportunities; and a careful exploitation of such opportunities. Value addition could also be the central focus of Entrepreneurship aside from employment generation to job seekers in a geographical location. However, Diyoke & Ikechukwu (2016) asserted that entrepreneurs are individual or persons, whereas entrepreneurship is a process. They further revealed that it is in line that HIRSCH, Peters & Sheppard (2005)’s position that entrepreneurship is the process of creating something new with value; by devoting the necessary time and efforts, by reducing to the barest minimum, the accompanying financial, psychological, behavioral and social risks; and receiving the resulting rewards of monetary and personal satisfaction and independence. Postulations of scholars like Nwabufo and Mamman (2015); Onwuegbane (2009), and Gana (2001) that entrepreneurship is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities so as to meet the ever changing needs of the society, are equally tacit. The most relevant definitions of entrepreneurship as far as this study is concerned are that of Oluwadare, Taiwo and Adekunle, (2016). They see entrepreneurship as a practical creativeness, which combines resource and opportunities in new ways. In other word, entrepreneurship as an ability to create and innovate new ideas, products or services for personal self-sustenance and to satisfy the needs of the society. Furthermore, Oluwadare, Taiwo and Adekunle (2016)’s opinions that entrepreneurship involves the ability to set up a business enterprise, that is, enterprise creation for either self-employment or generating employment for others are cogent for this study. Entrepreneurship involves among other attributes, Ikeme (2012) Personal drive and self-esteem to be independent and be one own’s boss and the urge to be productive to the society and to be helpful to the universe of by using your acquired practical skill.

2.1.2 Practical Entrepreneurship

Practical entrepreneurship concept can be described as the process of making an individual acquire a practical skill to become self-employed. In other words, practical entrepreneurship on graduates of Nigerian university can be seen as the training of Nigerian university graduates through any of the

practical entrepreneurship skills to make them become self-employed instead of thinking of looking for job after graduation. Ruch (2014); Hjorth and Kirby (2007) describes practical entrepreneurship as a process where students are guided through entrepreneurship practice on how to create a new venture. Corroborating the above Oluwadare, Taiwo and Adekunle (2016) practical entrepreneurship remains the appropriate means of equipping beneficiaries with practical entrepreneurial skills, because through its instructions university graduates in Nigeria are taught self-reliant skills - that is, skills for self-employment, so that they will be able to set up their own businesses, thereby reducing university graduates unemployment and improving the economy of the country. Furthermore, Ojo, Abayomi and Faith (2014); Ebele (2008) asserts that practical entrepreneurship is the teaching of knowledge and a skill that enables students to plan, start, and run their own business. Ojo, Abayomi and Odozi (2014); Amusan (2004) further agrees that practical entrepreneurship is an aspect of education which equips an individual -Graduates of Nigerian universities; and creates in the person the mindset to access their attitude and aptitude to undertake the risk of venturing into something new by applying the knowledge and practical skills acquired in school. Practical entrepreneurship can be described as the process of making university graduates to physically go through business practices attachment, industrial training, internship, skill acquisition and fostering entrepreneurship culture with the collaboration of the corporate community, in order to stimulate their decision to enter self-employment after graduation, Premand, Broadman, Almeida, Grun and Barouni (2012).

2.1.3 Skills Acquisition

Uchendu (2015); Mike (2014) assert that skill acquisition is the ability to be trained on a particular task or function. Business Dictionary (n.d), defines skills as an ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills) thing (technical skills) and or people (interpersonal skills). Ajonbadi and Adekoya (2017) state that practical entrepreneurship (PE) focuses on the development; and application of specific context of setting in a new venture; or designing an entrepreneurial organization. (Afolabi, Kareem, Okunbanjo, Ogunbanjo and Anikan (2017); and Adebayo and Kolawole (2013), described entrepreneurship education as a specialized training to the students or trainees to acquire skills and capabilities for self-employment than employed for wage pay. For Undiyaundeye and Olu (2015); Ebele (2008) Entrepreneurship education is the teaching of knowledge and a skill that enables the students to plan, start (Entrepreneurship mindset and orientation) and run their own business (university Graduate self-employment).

2.1.4 Internship variable

According to Ruch (2014) Internship is perceived from different dimensions and that is either paid for or voluntary. He further opined that could be a good strategy for equipping Nigerian university graduates with necessary skill to start something of their own (self-employment). Internship as opinionated by Sumathi and Chong (2013), is an opportunity for university students to incorporate work-related experience and knowledge into their formal education in a university by taking part in supervised and planned work in real-world professional environment. They further revealed that one of the important aspects of academic curriculum in higher learning institutions is the industrial internship programed for students. In general, internship programmers tend to co-opt students theoretical knowledge gained in the university environments. Hence, the words used to relate practical entrepreneurship and internship on university graduate self-employment in Nigeria becomes expedient. According to Sumathi and Chong (2012); Trotskovy and Sabag (2010), students also have the opportunity to identify the contrast between traditional learning process in the academic environment and real-construction process in the industrial environment”.

Muhamad, Yahaya, Shahimi, and Mahzan (2014); Furco (1996) define “internship as engaging students in service activities primarily for the purpose of providing them with hand-on experience that enhances their learning or understanding of issues relevant to a particular area of study.” The deduction from the above discussion exposes the positive significance of practical entrepreneurship on internship to Nigerian practical entrepreneurship on internship to Nigerian university graduate self-employment. Also, Federal Government of Nigeria intervention programme from successive administration in the area of GIS (Graduate Internship Scheme) supports the import of the above determinant, even though the programme has not completely lived up to its expectation.

2.1.5 Self-Employment

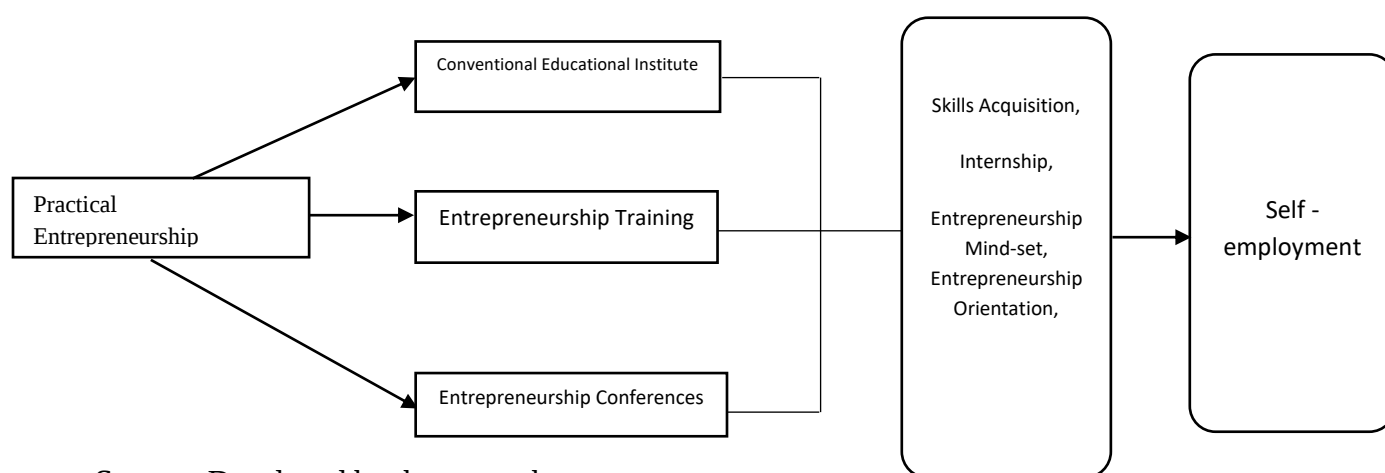
Self-employment is a type of labour market category which covers a wide range of different actions. Individuals may decide to become self-employed due to a number of factors, and in view of this, the self-employed may be highly complex or heterogeneous. Some may be identified as entrepreneurial or sole-proprietorship micro business. A large body of research reveals the graduate self-employed as an entrepreneur adopting self-employment as an identifiable class of entrepreneurial talent in the society.

Abdulmustapha and Yusuf (2016); Otokiti, (2011) reiterated that many take self-employment as working definition of entrepreneurship but in their own opinion they see desire for independence -entrepreneurship mindset as one of the major determinants of entrepreneurship. Peprah, Afoakwah and Koomson (2015),

revealed that the issue of self-employment has attracted attention from a number of researches, some of which concentrate on the decision to be self-employed. Aistete (2013), further identifies the following as determinants of graduate's self-employment: Entrepreneurship orientation, Entrepreneurship mindset, Self-esteem, Mentorship.

2.1.6 The Links between Practical Entrepreneurship and Self-Employment Variables

Figure 2.1: Researcher's Conceptual Model, (2019)



Source: Developed by the researcher

The above diagram reveals how practical entrepreneurship impacts self-employment amongst graduates of Nigerian universities. Practical entrepreneurship is a process of making Nigerian university graduates to become self-employed through conventional education, entrepreneurship trainings and entrepreneurship conferences. These in turn, provides graduates of Nigerian universities with the necessary skills, internship, entrepreneurship orientation and mindset to creating self-employment amongst graduates of Nigerian universities.

2.1.7 Techniques of Acquiring Practical Entrepreneurship

Ojo, Abayomi and Odozi (2014), enthused firstly, that Teaching Methods should integrate practical/professional/technical proficiency skills into entrepreneurship curriculum, to progressively bridge the gap between theory and practice. Secondly, Industrial Training Exercise through properly supervised students industrial work experience scheme (SIWES) into entrepreneurship curriculum. Thirdly, Experimental/Practical Techniques; graduates of Nigerian universities should be prepared to act as entrepreneurs, by facilitating experiments through trying business practice attachments out in controlled- environment for instance through business simulation or role playing. Fourthly, Co-Operation

Or Group Learning Techniques; this is a process of organizing young entrepreneurs (graduates of Nigerian universities) into small groups so that they can work together to enable them maximize their own learning in order to engender team work and self-confidence. Fifthly, Meditation and Thinking Studio; universities should establish meditation and thinking studio in their entrepreneurship development centers (EDC's) for students to go and learn on how to do creative and productive meditation. And lastly, Nigerian universities should use industry corporates executives as guest/part time lecturers in order to mentor practical/technical skills and professional ethics on the students for real life career situations.

2.2 Theoretical Clarifications

2.2.1 Human Capital Theory (HCT)

HCT as propounded by Adam Smith in 1776 is based on the understanding that individuals needed to be trained to acquire skills in order to have a life-long productive existence. It is relevant to this study because it is premised on the need to acquire practical knowledge on one's business proposition – practical entrepreneurship. There is no better time to advocate for this in Nigeria than now when experienced and quality employees; and resourceful employers are hard to come-by. The employability status of Nigerian university graduates has called to question the quality of education being dispensed. Also it is worthy of note that skill acquisition is key to creating self-employment opportunities among graduates of Nigerian universities. However, the theory did not suggest the mode and process of skill acquisition- how the trainee or the student can practically acquire the skill.

2.2.2 Need for Achievement Theory

Also known as Psychological theory was propounded McClelland in 1961. They posited that the theorist believes that there is an upsurge in entrepreneurial activities in the environment where the average level of need achievement is also relatively high. This is to say that in any university environment where students are effectively stimulated to be highly conscious of need for achievement in life through practical entrepreneurship, they will also have high tendency to set up their own businesses - self-employment- after graduation. While agreeing with this, Onuma (2016) asserted that opportunity should be created for graduates of Nigerian universities to elicit their inner urge to inspire them to generate ideas and pursue self-employment for economic growth and self-achievement in life. The relevance of this theory to practical entrepreneurship cannot be over-stressed because it did not consider other factors of entrepreneurial traits such as skill acquisition and internship among others. It is the candid opinion of the researcher just like that of Okezie, Alex and Asoluka (2013) that entrepreneurship is not just a function of

socio-cultural and religious factors, rather individuals are motivated by atavistic - normal basic human feelings to achieve power which could happen randomly and not necessarily by the urge for achievement.

2.2.3 The Theory of Planned Behaviour

This theory was propounded by Ajzen in 1991. The theory is based on the explanations that understanding individual entrepreneurship mindset gives the clue on the intention of the individual to become entrepreneurs. He further revealed that attitudes to become self-reliant could motivate individuals to becoming entrepreneurs. The relevance of this theory is that there is a positive significant relationship between entrepreneurship mindset and Nigerian university graduates self-employment through practical entrepreneurship. However the above theory is criticized by not considering other factors of Abdurraheem (2016); Mishra and Zachary (2014) entrepreneurial traits that drives an individual to become entrepreneurs such as opportunistic-driven and the development of entrepreneurship competence - skill acquisition, through internship and entrepreneurship orientation to entrepreneurial reward.

2.2.4 Experiential Learning Theory (ELT)

Kolb (1984) defined experiential learning theory as “The process whereby knowledge is stimulated through the transformation of experience. He further revealed that knowledge emanates from the combination of grasping and transforming of experience. This learning consists of four stages: concrete experience, reflective observation, abstract conceptualization and active experimentation. This theory allows learning by practice through internship which results in more productive outputs. It emphasizes the relevance of internship on practical entrepreneurship to Nigerian university graduates. However Postle (1993) argued that there are more than four steps of Kolbs learning experience and she backs up her argument by proposing Hebrons (1991) multi-model learning theory. And that sometimes adults are not able to go through the whole four stages of Kolbs learning experiences. This theory is more apt and completely relevant to this work.

2.3 Review of Empirical literature

Afolabi, Kareem, Okubanjo, Ogunbanjo and Aninkan (2017); and Nwangwu (2007) among others examined the effect of entrepreneurial education (EE) on self-employment initiatives among Nigerian Science & Technology undergraduate students of Gateway Polytechnic, Saapade, Ogun state, Nigeria; Employing simple percentage ranking correlation and regression analysis techniques to analyze their data, their findings showed that Practical Entrepreneurship (PE) is a good policy that could provide graduates of

higher institutions with adequate skills and training -practical entrepreneurship- with a view to helping them to become self-employed. The study revealed that PE with relevant skills has positive effects on graduates of tertiary institutions' self-employment initiatives. The study further concludes as Anam, Iba and Aregbe (2014) did, that there is a significant relationship between PE and skill acquisition as a variable of university graduate self-employment.

Agreeing with the views of the foregoing is Agbonlahor (2016); and Consortium for Entrepreneurship Educators (2012) on the challenges of entrepreneurial education in Nigerian universities: towards a repositioning for impact; using a review methodology approach of extant literatures and past publications based on theoretical underpinnings, showed that functionally practical entrepreneurship (PE) is a training that enhances the students capacity to better their lives; by generating value by creation or expansion of economic activities and the identification and exploitation of new products, processes or markets. This study revealed that for entrepreneurship to become functional practical entrepreneurship should be differentiated from classroom-focused pedagogy

The works of Oluwadare, Ayodeji and Abraham (2016); on business and entrepreneurship education revealed that the antidote to graduates unemployment problems in Nigeria is PE. Using qualitative research method of analysis based purely on secondary data, they all suggested that, EE should be a specialized-training and; that more time should be given to students for practical simulation to acquire skills for self-employment rather than being employed. Their study reveals that there is a positive relationship between practical entrepreneurship and skills acquisition.

In a related study of European Commission on Entrepreneurship Education, a Guide for Educators (2014), it was stated that all young people before leaving the university should at least benefit from one practical entrepreneurship experience -skill acquisition). Similarly, Ekong and Ekong (2016); Okolocha and Okolocha (2012) on skills acquisition and unemployment reduction in Nigeria: a case study of national directorate of employment (NDE) in Akwa Ibom state, Using data obtained from both Primary and Secondary data sources for the period 1987-2012 found that Student Industrial Work Experiences Scheme (SIWES) through industrial training as an important programme that can help to bridge the gap between school life and the world of works by blending meaningful job experiences with related theories learnt in the classroom. They however, pointed out in the approach as they suggested a technique of skill acquisition which is 'the student industrial training'. They further posited that students (graduates of Nigerian universities) can acquire appropriate skills from SIWES (Students Industrial Work Experience

Scheme) which is another appropriate techniques of practical entrepreneurship and not only from the university education to become self-employed.

In a sharp contrast Ekpe, Razak, Ismail and Abdullah (2015) on entrepreneurship skills acquisition and youth's self-employment in Malaysia opined that self-motivation - entrepreneurship mindset- could hamper just as it can assist the relationship between skills acquisition and practical entrepreneurship, on the premise that a student who even though had acquired a skill may not be able to venture into entrepreneurship practice -Practical Entrepreneurship, if he is risk-averse.

In a study Mustapha, Aun & Akanbi (2016); they identified several characteristics that tend to make graduates of Nigerian Universities recognize opportunities. One of them is prior experience - internship and this is in congruent with Kolb's Theory of Experiential learning. Several studies have shown that prior experience in an industry helps an entrepreneur recognize business opportunities. Individuals may spot a market niche through network of social contact that provides insight to recognizing new opportunities. Similarly, Achor and Dodo (2016) examined the impact of internship training on entrepreneurship education on upper basic education students' skills acquisition in Benue State, Nigeria. They adopted Quasi-experimental design and purposive sampling techniques, data collected using Skill Acquisition Test (SAT) and Practical Skill Acquisition Test (PSAT), Mean and Standard Deviation to analyze research questions, while Analysis of Covariance (ANCOVA) was used to test their hypotheses arrived at the findings that internship helps students have real contact with the practical aspect that will enable them put the skill learnt in school to practical use. The study further reveals the impact of internship through practical entrepreneurship on graduate Nigerian university to self-employment.

In another study Ajonbadi and Adekoya (2017) investigated the role of entrepreneurship education in promoting management entrepreneurial capabilities and found out that Entrepreneurship Support Centers in Nigeria were created to train individuals (graduates of Nigerian universities) to become entrepreneurs through internship. The relevance of this study to the impact of practical entrepreneurship on self-employment among Nigerian university graduates is the positive significance of internship on would-be or nascent entrepreneurs to start a new job of their own. However this study focused on entrepreneurial capabilities of organizations instead of graduate self-employment.

Chinweueba (2017) on personality traits or mindset in the development of entrepreneurship, employed the philosophical method of analysis adopting qualitative research tool, affirmed that, entrepreneurship is also

self-employment of any kind, and that bothers on identifying, evaluating and taking advantage of business opportunities and initiating sustainable action to ensure success. He went further to reiterate that personality traits of graduates of Nigerian universities for instance, are evident in attitude, interest, behavioral patterns, emotional responses and tendencies to become self-employed. Ogundele (2012) equally shared the same view when he showed the relevance of entrepreneurship mindsets for university graduate to self-employment.

3.0 Methodology

This study adopts epistemology philosophy because it defines the acceptable knowledge about the field of research and the information known to be true due to rigorous testing of facts, (Norris 2005). More so it is commonly used in scientific research since it searches for facts and information that can be proved without. Deductive Approach was used in testing and confirming of hypotheses, (Trechim 2006). Mixed method of quantitative and qualitative research design were employed to analyse the data collected from the field using descriptive methods, involving tables and simple percentage. This enables the researcher to delve into the opinions of the respondents so as to have a logical yard stick to refuse or accept the research hypothesis. Since the researcher employed survey method, Questionnaire were administered to respondents to elicit vital information from respondents. This study also adopted secondary research methods like office records at the Karu, Keffi and Nasarawa Local Government Council Secretariats. From a population of 589 graduates of Nigerian universities in Karu, Keffi and Nasarawa Local Government Councils in Nasarawa State, Nigeria, sample size of 238 were arrived at using Yaro Yamani Formula of sample size determination. Stratified Sampling Technique were used because of its representativeness characteristics of the Population; 226 copies of returned questionnaire were analysed. The questionnaire was of four sections -A, B, C and D. Section A, contains demographic information about the respondents such as gender, age, educational status amongst others. Section B measures career profile of respondents, section C is on questions relating to variables that denote Practical Entrepreneurship and the Section D is structured to generate responses on questions relating to data on relevant variables that connote the Graduate Self-employment. The questionnaires are easy to fill, which they are to tick or mark () as applicable to them, also based on a 5 point Likert attitude scale. Each level of scale was represented as 5, strongly Agree (SA), 4, Agree (A), 3, Undecided (U), 2, Disagree (D) and 1, Strongly Disagree (SD).

This study is valid because it has been tested and corrected by experts at various academic units of the concerned Universities and results were compared with previous studies. Cronbach's Alpha test was used

to determine the study's reliability. A Cronbach's Alpha (or co-efficient alpha) of 0.7 and above is considered and this is also acceptable to business or management sciences research work. Analysis and interpretation was done with the use of IBM Statistical Package for Social Sciences (SPSS) Version 24 which confirmed that the instrument is reliable. The collected responses to the study were analyzed using descriptive statistics such as Simple Percentage, Mean and Standard deviation, Multiple Regression analysis and two-tailed sample test was adopted for the inferential statistical analysis to test the hypotheses and to analyze the relationship between dependent variable and independent variable of the study. Multiple Regression analysis tends to predict the relationship between the impact of practical entrepreneurship and self-employment on graduates of Nigerian universities. To analyze the challenges of practical entrepreneurship faced by graduates of Nigerian universities on self-employment in Karu, Keffi and Nasarawa Local Government Council, Nasarawa State, Nigeria, two-tailed sample t-test was employed. IBM SPSS software statistics data editor version 24 was used. The researcher also abide with the ethical principles of free and informed consent, anonymity independence, privacy and confidentiality, Data Protection Act (1998), involving the research of this nature.

4.0 Presentation and Analysis of Data

4.1 Response Rate Table

A total of Three Hundred (238) questionnaires were distributed to selected respondents for this study. Of this lot, two hundred and twenty six (226) copies of questionnaire representing 98% were completed and returned, and twelve (12) copies of questionnaire representing 5% were not returned.

TABLE 4.1: Analysis of Response Rate

Valid/Returned	226	95%
Invalid/Unreturned	12	5%
Total	238	100%

Source: Author's Fieldwork Computation, 2019

4.2 Frequency Distribution of the Respondents' Demographic Characteristics

The frequency distribution of the respondents' demographic characteristics showed that out of the 226 respondents, 132 (58.4%) are male, while 94 (41.6%) are female. By implication, we have more male respondents to female respondents in the sample. Also, 69 (30.5%) are under the age bracket of 25, 94 (41.6%) within 26-35, 38 (16.8%) within 36-50 and 25 (11.1%) within 60 years and above. By

implication, we have more respondents within 26-35 age brackets in the sample. There are 236 Ph. D holders (11.5%), 65 M.Sc/ MBA holders (28.8%), 72 HND/B.Sc holders (31.9%), 55 OND/NCE holders (24.3%) and 8 others (3.5%) in the sample. By implication, the respondents have high Educational Qualifications. More importantly, out of the 226 respondents, 100 (44.2%) are married, 120 (53.1%) are single, 6 (2.7%) are divorced and none were widowed. By implication, we have more single respondents than married respondents. Also, out of the 226 respondents, 201 (88.9%) are owners while 25 (11.1%) are partnered. By implications, we have more individual business owners than partnered owners. Lastly, out of the 226 respondents, 68 (30.1%) have spent 1-3 years in the enterprise, 118 (52.1%) between 4-6 years, 20 (8.9%) have between 7-9 years in the enterprise, while 20 (8.9%) have 10 years & above experience in the enterprise. By implication, we have experienced owners as respondents in the sample.

The Descriptive Statistics of the Respondents' Perceptions of their entrepreneurship practical is presented in table 4.3 below. Concerning skills acquisition, we have information from 226 respondents, the range of skills acquisition is from 2 to 5 points, with a mean of 3.87 and standard deviation of 0.560. By implication, the respondents are, on average, agreed with questions on skills acquisition. Concerning internship programme, we have information from 226 respondents, the range of internship programme is from 1 to 5 points, with a mean of 3.80 and standard deviation of 0.653. By implication, the respondents are, on average, agreed with questions on internship programme. Concerning entrepreneurship orientation, we have information from 294 respondents, the range of entrepreneurship orientation is from 1 to 5 points, with a mean of 3.81 and standard deviation of 0.629. By implication, the respondents are, on average, agreed with questions on entrepreneurship orientation. Lastly, on entrepreneurial mind-Set, we have information from 294 respondents, the range of entrepreneurial mind-Set is from 2 to 5 points, with a mean of 3.81 and standard deviation of 0.619. By implication, the respondents are, on average, agreed with questions on entrepreneurial mind-Set.

Table 4.2: Descriptive Statistics of the Respondents' Perceptions based on Variable Questions

	N	Minimum	Maximum	Mean	Std. Deviation
Average Skills Acquisition	226	2	5	3.87	.560
Average Internship Programme	226	1	5	3.80	.653
Average Entrepreneurship Orientation	226	1	5	3.81	.629
Average Entrepreneurial Mind-Set	226	2	5	3.81	.619

Source: Author's Fieldwork Computation, 2019

4.3 Data Analysis based on Hypotheses

The hypotheses of the study are: (1) skills acquisition of graduates of Nigeria University has no significant relationship with entrepreneurship orientation; (2) internship of Nigeria university graduates has no significant relevance on entrepreneurial mind set. To test these hypotheses and achieve the objectives of the study, standard multiple regression analysis was used. Standard multiple regression is based on correlation but allows a more sophisticated exploration of the interrelationship among a set of variables. It makes a number of assumptions about the data which are:

Normality: It is assumed that the dependent variable is normally distributed (i.e. self-employment).

- i. Homoscedasticity: It is assumed that the variations among observations (i.e. dependent and independent variables) are even.
- ii. Linearity: It is assumed that the relationship between observations (i.e. dependent and independent variables) is linear.
- iii. Multicollinearity: It is assumed that the independent variables (i.e. skills acquisition and internship of graduates) are not highly correlated.

4.4. Test of Normality

A normal curve could be drawn to test for normality of the dependent variable (i.e. self-employment which is represented by and entrepreneurial orientation and entrepreneurship mind-set). Fig. 4.1. to 4.2 presents a normal curve of self-employment scores. Many of the parametric statistics assume that the

scores on each of the variables are normally distributed (i.e. follow the shape of the normal curve). In this study, the scores are reasonably normally distributed, with most scores occurring in the centre, tapering out towards the extremes.

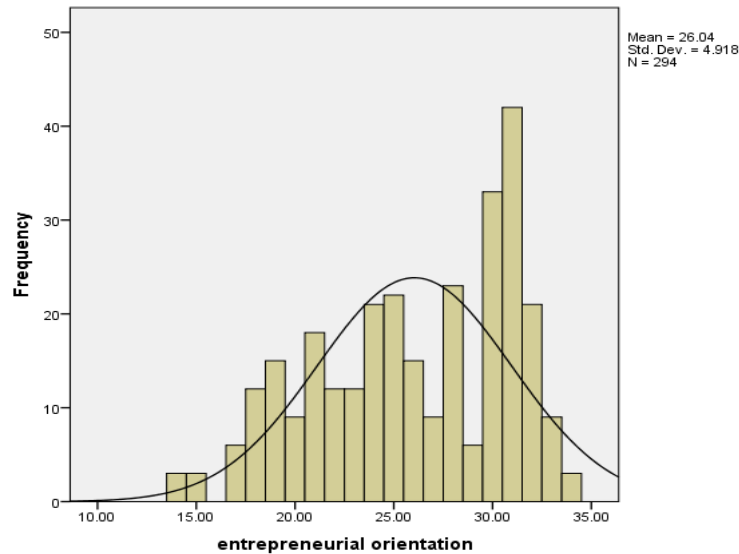


Fig 4.1...: Histogram of Perceived entrepreneurial orientation Scores

Source: Author's Fieldwork Computation, 2019.

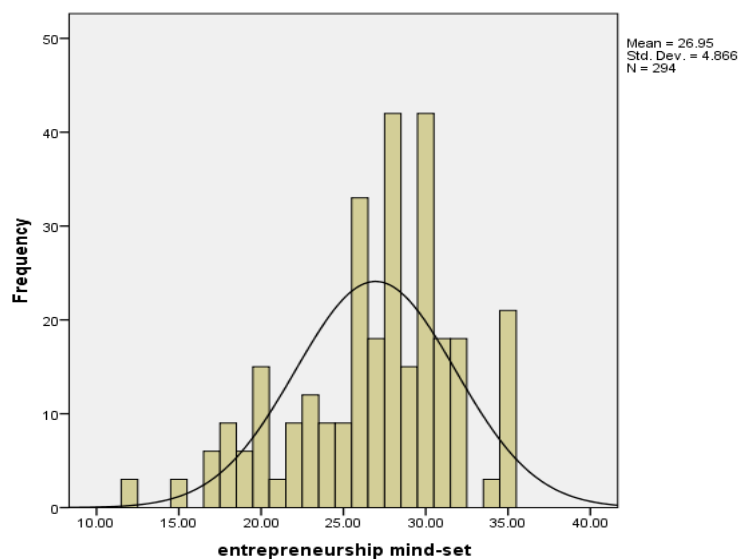


Fig 4.2.: Histogram of Perceived entrepreneurship mind-set Scores

Source: Author's Fieldwork Computation, 2019

4.5 Test of Homoscedasticity and Linearity

A scatter plot could be drawn to test for homoscedasticity and linearity of the relationship between dependent variables (i.e. entrepreneurial orientation and entrepreneurship mind-set) and independent variables (i.e. skills acquisition and internship of graduates). Fig 4.4.2.1 to 4.4.2.4 present the output of scatter plots. From the output below, there appears to be a moderate, positive correlation among the variables. Respondents with entrepreneurship practical through perceived skills acquisition and internship of graduates experience high levels of perceived entrepreneurial orientation and entrepreneurship mind-set. On the other hand, respondents with low levels of entrepreneurship through perceived skills acquisition and internship of graduates have much lesser perceived entrepreneurial orientation and entrepreneurship mind-set. There is no indication of a curvilinear relationship (test of linearity) and the scatter plot shows a fairly even cigar shape along its length (test of Homoscedasticity).

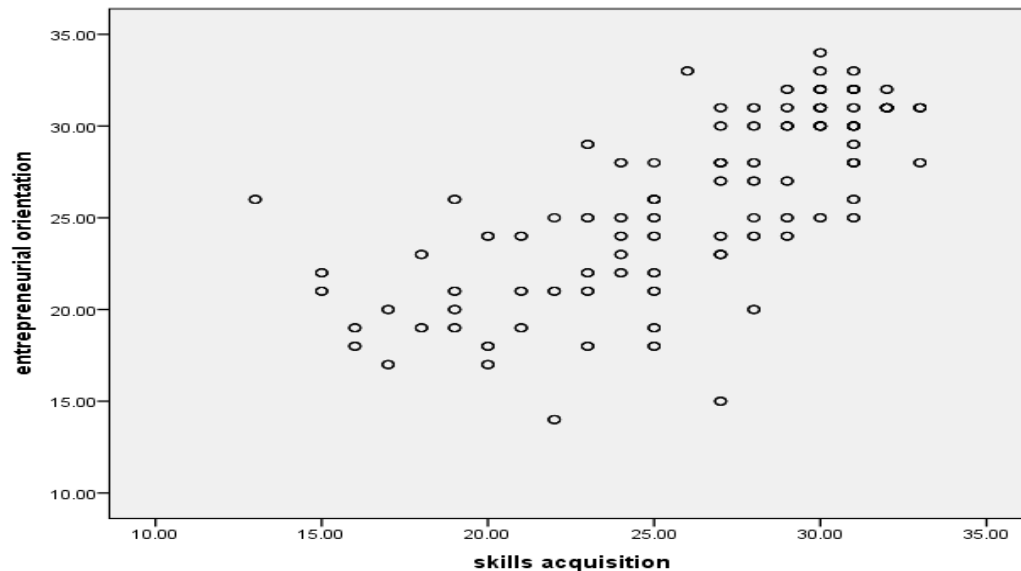


Fig 4.3.: Scatter Plot of Perceived entrepreneurial orientation and skills acquisition Scores

Source: Author's Fieldwork Computation, 2019

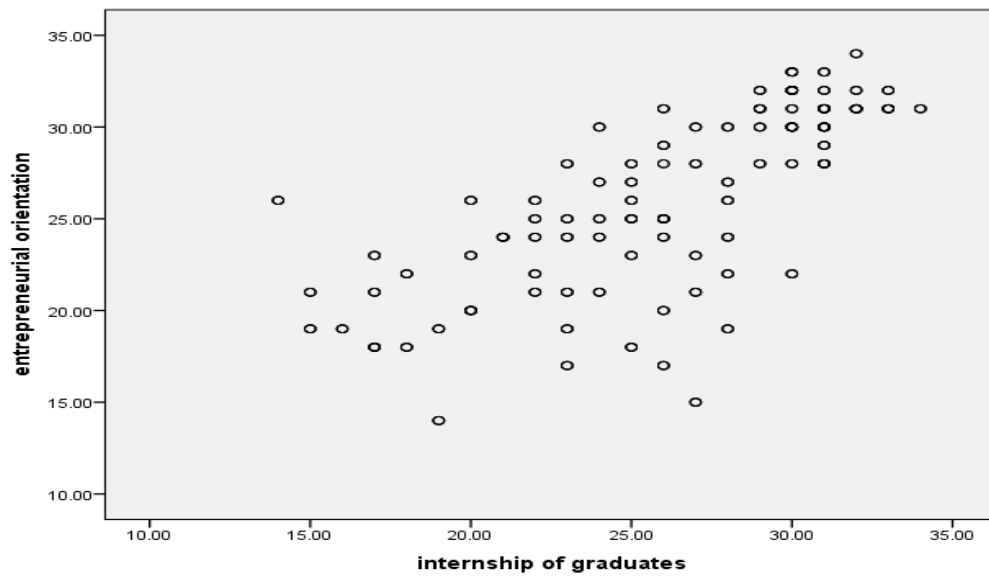


Fig 4.4.: Scatter Plot of Perceived entrepreneurial orientation and internship
Source: Author's Fieldwork Computation, 2019

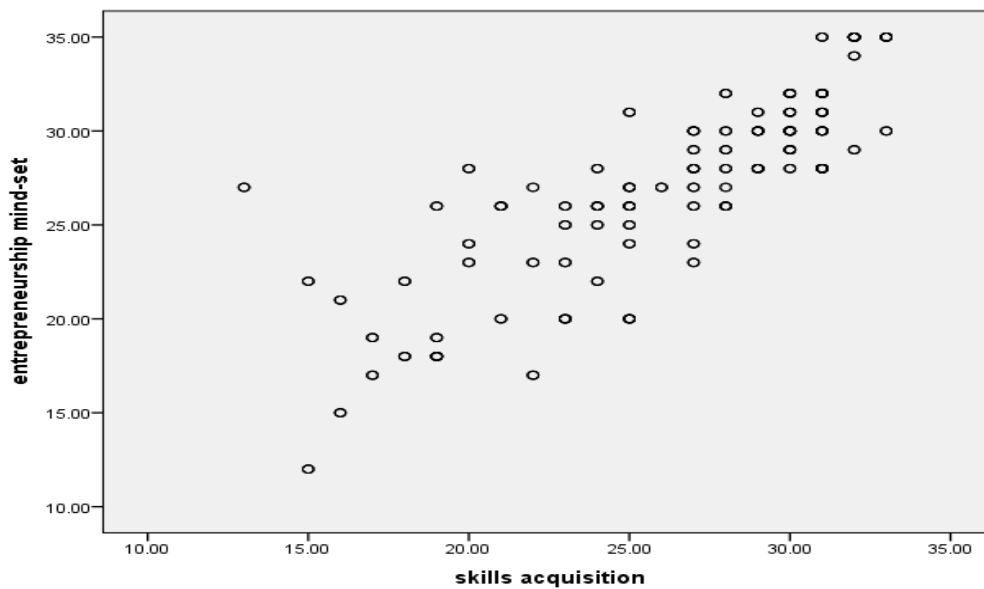


Fig 4.5.: Scatter Plot of Perceived entrepreneurial mind-set and skill acquisition
Source: Author's Fieldwork Computation, 2019

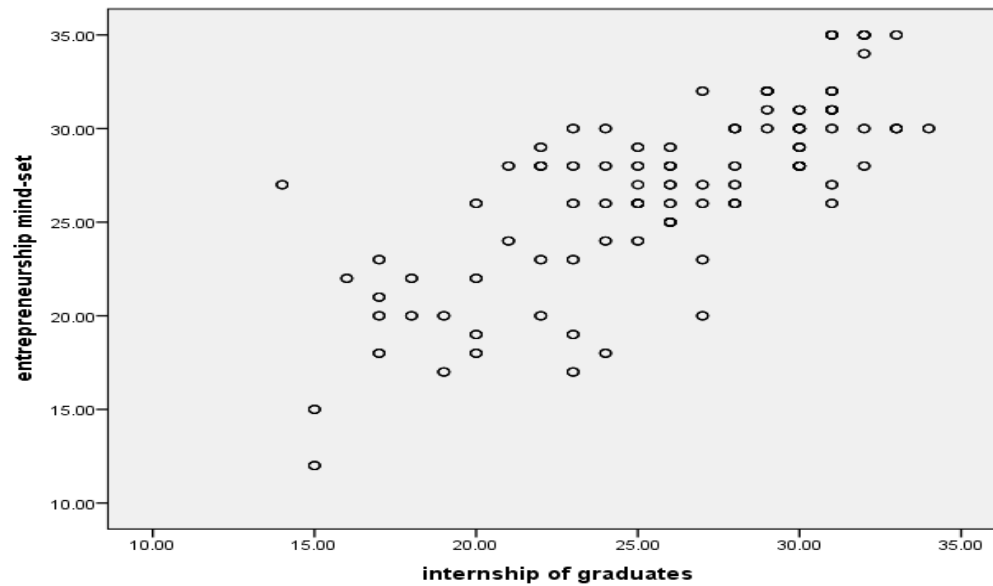


Fig 4.6.: Scatter Plot of Perceived entrepreneurial mind-set and internship

Source: Author's Fieldwork Computation, 2019

4.6 Test of Multicollinearity

Multicollinearity exists when the independent variables are highly correlated (that is $r = .9$ and above). To check for Multicollinearity, bivariate correlation was conducted in Table 4.3. In the table, the highest correlation was .474. It shows low Multicollinearity problem among practical entrepreneurship variables (Skills Acquisition and Internship). Therefore, all the variables are retained.

Table 4.3.: Correlations among entrepreneurship practical Variables

		Skills Acquisition	Internship
Skills Acquisition	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	226	
Internship	Pearson Correlation	.474**	1
	Sig. (2-tailed)	.000	
	N	226	226

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author's Fieldwork Computation, 2018

Standard multiple regression was used to explore the relationship between perceived practical entrepreneurship which proxies include skills acquisition and internship on perceived self-employment that are denoted by the entrepreneurial orientation and entrepreneurship mindset. Preliminary analyses were performed to ensure no violation of the assumptions of normality, Multicollinearity, homoscedasticity and linearity.

4.6 Test of Hypotheses

4.6.1 Hypothesis one

H₀₁: Skills acquisition of graduates of Nigeria University has no significant relationship with entrepreneurship orientation

The result of regression as contained in Table 4.4: ANOVA, shows that the F-test was 98.194, significant at 1 percent [$p < .000$]. This showed that the model was well specified.

Table 4.4: ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	512.866	1	512.866	98.194	.000 ^b
Residual	1171.016	224	5.223		
Total	1683.881	225			

a. Dependent Variable: Entrepreneurship Orientation

b. Predictors: (Constant), Skills Acquisition

Source: Author's Fieldwork Computation, 2019

Also, the result of regression as contained in Table 4.5: Model Summary, shows that the R Square gave a value of 30.5 per cent. This means that the model (which includes Skills acquisition) explained about 30.5 per cent of the variance in perceived entrepreneurship orientation. The Durbin-Watson Statistic gives 1.710 coefficient which indicates that there is absence of serial correlation in the error terms of the model as such ruling out problems associated with spurious regressions

4.5: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.552 ^a	.305	.299	2.967	1.710

a. Predictors: (Constant), Skills acquisition

b. Dependent Variable: Entrepreneurship Orientation

Source: Author's Fieldwork Computation, 2019

Specifically, the result of regression as contained in Table 4.6: Regression Coefficients, tests the hypothesis of this study. From the output below, there was a positive relationship between perceived skills acquisition and perceived entrepreneurship orientation such that a unit increase in perceived skills acquisition scores caused about .472 unit increase in perceived entrepreneurship orientation scores which was statistically significant at 1 per cent with the aid of the p value (0.005). Based on the result, the null hypothesis is rejected; thus, there is a significant relationship between skills acquisition of graduates of Nigeria University and entrepreneurship orientation.

Table 4.6: Regression Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.050	1.712		6.454	.000
Skills Acquisition	.472	.062	.552	7.632	.000

a. Dependent Variable: entrepreneurship orientation

Source: Author's Fieldwork Computation, 2019

The standardized regression coefficients show the degree of strength of the effect practical entrepreneurship variable has on entrepreneurship orientation. Skills Acquisition has effect with a coefficient of .062.

4.6.2 Hypothesis two

H₀₂: Internship of Nigeria university graduates has no significant relevance on entrepreneurial mindset

Standard multiple regression was used to explore the effect of internship on entrepreneurial mind set. The result of regression as contained in Table 4.7 ANOVA, shows that the F-test was 126.710, significant at 1 percent [$p < .000$]. This showed that model was well specified.

Table 4.7: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1033.183	1	1033.183	126.710	.000 ^b
	Residual	1826.417	224	8.154		
	Total	2859.600	225			

a. Dependent Variable: Entrepreneurial Mind set

b. Predictors: (Constant), Internship

Source: Author's Fieldwork Computation, 2019

Also, the result of the regression as contained Table 4.8: Model summary, shows that the R Square gave a value of 36.1percent. This means that the model which includes Internship, explained about 36.1 percent of the variance in perceived entrepreneurial mindset.

Table 4.8: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.601 ^a	.361	.357	3.706	1.735

a. Predictors: (Constant), Internship

b. Dependent Variable: Entrepreneurial Mindset

Source: Author's Fieldwork Computation, 2019

Specifically, the result of regression as contained in Table 4.9. From the output, there was a positive relationship between internship and entrepreneurial mindset such that a unit increase in perceived internship caused about .695 unit rise in perceived entrepreneurial mind setscores which was statistically significant at 1 percent going by the p value (.000). Based on the result, the null hypothesis is rejected, thusinternship of Nigeria university graduates has significant relevance on entrepreneurial mind set.

Table 4.9: Regression Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.671	2.304		4.197	.000
	Internship	.695	.080	.601	8.674	.000

a. Dependent Variable: Entrepreneurial Mind set

Source: Author's Fieldwork Computation, 2019

The standardized regression coefficients show the degree of strength of the effectpractical entrepreneurship variable has on entrepreneurial mind set. Internship has effect with a coefficient of .080.

5.0 Summary of Findings

- i) The study found out Practical entrepreneurship through skills acquisition of graduates of Nigeria University has significant relationship with entrepreneurship orientation. Statistically therefore, the study discovered that university graduates that are exposed to practical entrepreneurship are equipped with skills to start and manage businesses of their own. Consequently, the finding showed that more than fifty percent (50%) of the sampled respondents are of the opinions that their

respective universities; with well-equipped; and better-trained entrepreneurship lecturers; have the necessary practical entrepreneurship training tools that aid enterprise creation. Hence, such students acquire the needed skills for becoming entrepreneurs.

- ii) It also disclosed that practical entrepreneurship through internship of Nigeria university graduates has significant relevance to entrepreneurial mindset. In addition, findings revealed that more than half of the sampled graduates feel that Nigerian Universities should, as a matter of necessity, introduce graduates of Nigerian universities to practical entrepreneurship which nurture their entrepreneurial mindsets to becoming self-employed. This finding is in tandem with the work of Badariah, Abdul and Mariam (2016) that stresses the need for entrepreneurship programme like internship as catalysts to strengthening entrepreneurial mindsets of University graduates in the developing world .

6.0 Conclusion and Recommendations

Pointedly, this study concluded that skills acquisition SA; and internship programme IP the foremost constituents of practical entrepreneurship on the one hand, and entrepreneurship orientation EO; and entrepreneurial mindset EM - the main precursors to self-employment on the other hand, are significantly related. Hence, seekers of self-employment, amongst graduates of Nigerian universities need practical entrepreneurship to accomplish their missions. It therefore, comes up with the recommendations that the most potent weapons to boost self-employment amongst Nigerian University Graduates is for the Universities to make Practical Entrepreneurship compulsory at all levels in all Departments. This implies that the Nigerian universities curricula should be designed to create enabling environments for developing positive entrepreneurial orientation and mind-sets. Also, all students, after practical entrepreneurship training in their first year on campuses, should be directed to register Business names of their dreams with the Corporate Affairs Commission (CAC) as steps toward self-employment. Lastly, among others, Universities, with the active participation of students, are to operate Consultancy Services in collaboration with relevant Government Incubating Centers and Agencies for technical support, finance and laboratories. This will encourage Graduates to pursue their Business dreams seamlessly after gaining the necessary experiences while carrying out consultancy services on campuses to the Business and investing public.

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