

Entrepreneurial Training and Graduate Unemployment Reduction in Anambra State, Nigeria

¹DIKE CHINYELU Q.E, ²AMOBI DENNIS S.C (Ph.D)

¹Department of Public Administration

²Professor, Department of Public Administration, Nnamdi Azikiwe University, Anambra State, Nigeria

chinyeludike@gmail.com

Abstract: This study investigated entrepreneurial training and graduate unemployment reduction in Anambra state, Nigeria. The decision to embark on this study was motivated by the high rate of unemployment in Nigeria, especially among the youth. The specific objectives of the study are, among others, to ascertain the effect of entrepreneurial curriculum development on graduate unemployment reduction in Anambra State, Nigeria and to examine the extent to which access to funding facilitates students' entrepreneurial engagement in Anambra state, Nigeria. Based on the above objectives, three research questions and hypotheses were formulated and tested for the study. Relevant literatures were thoroughly reviewed and the study was anchored on the Expectancy Theory by Victor H Vroom (1964). Data were collected from a sample size of 394, drawn from a population of 27652 using the Taro Yamane formula. The data collected were presented using simple percentage and the hypotheses were tested using Pearson correlation statistical tool. The study found out, among others, that entrepreneurial curriculum development has an effect on graduate unemployment reduction in Anambra State. The study therefore, recommended that curriculum development on entrepreneurship in tertiary institutions should be expanded to include current entrepreneurial opportunities like digital marketing and sales, ICT, web development, digital data management etc. This is in addition to consolidating on the traditional skill acquisition schemes like baking, craftsmanship, among others.

Keywords: Entrepreneurial Training and Graduate Unemployment.

1. INTRODUCTION

Entrepreneurship, all over the world, is believed to be catalyst for economic growth and an antidote to unemployment. The emergence of competitive environment fostered by globalization and entrepreneurial phenomenon appears critical both at local and national level (Agu, Anidiobu & Ezinwa, 2016). Entrepreneurship generates growth because it serves as a vehicle for innovation, change, and a conduit for knowledge spill overs. Thus, in an era of increased globalization, the comparative advantages of modern economies are shifting towards knowledge based economic activity. Thus, entrepreneurship becomes an instructive recommendation for economic growth and development.

The progress of a nation is a function of the level of the resourcefulness of the people which to a great extent, relates to the level of quality of the training and purposeful development of education in that nation. Such progress or development could only occur when an individual in the society is gainfully employed and per capita income is enhanced. This could only be possible when government educational policies are geared towards a functional education that can lead to job creation and economic self-reliance. Entrepreneurship education is therefore, a means through which government could attain such development in the society (Maina, 2013).

Entrepreneurial training involves the willingness of persons to persistently pursue the opportunity to create wealth. This is done through innovative creation of products or services that will meet customers' needs, using scarce resources judiciously in a way that results in the growth of enterprise which satisfies the expectations of stakeholders (Agu, Anidiobu and Ezinwa, 2016). Through this rigorous but rewarding process of education, training and mentorship, the

entrepreneur not only ceases to be a job seeker, but has the potential to create economic opportunities for other, thereby reducing unemployment. In the south-eastern Nigeria, entrepreneurship training has produced entrepreneurs of great repute. Though implemented under informal arrangements, young aspiring entrepreneurs learn the rudiments and complexities of a particular line of trade or business by serving under a master, who is usually an experienced and a more successful person in that line of trade or business. After a while, the apprentice is 'settled' by the master to start up his own business. The 'settlement' could be in the form of cash, goods plus the master's goodwill, which is also a source of social capital for the budding entrepreneur. A committed and dedicated entrepreneur will not only leverage on the foundation laid for him to grow and expand, but will in turn train others. The informal apprenticeship scheme has also helped in many ways to eradicate poverty and reduce unemployment in many families.

Reducing unemployment in Nigeria is critical to economic growth and development. Every year thousands of young people graduate from various tertiary institutions of learning, for whom there are no jobs. Nigerian streets are thus littered with youth hawkers and motorcycle riders who ordinarily should have found gainful employment in some enterprises; or would have demonstrated their skills and resourcefulness if there are enabling environments and reliable management structures on ground.

Records from the National Bureau of Statistics (2017) indicates that there were four million job losses in Nigeria between 2016 and 2017 and an accumulation of over seven million job losses from 2015 to date. According to Doreo (2013), unemployment rate in Nigeria is growing at the rate of 16 percent per year with the youth impacted the most and accounting for three times the general unemployment. Unemployment or joblessness as defined by the International Labour Organisation (1982) occurs when people are without jobs and they have sought work within the past five weeks. The unemployment rate is a measure of the prevalence of unemployment and it is calculated as a percentage by dividing the number of unemployed individuals by all individuals currently in the labour force. Unemployment in Nigeria is defined as the proportion of labour force that was available for work but did not work in the week preceding the survey period for at least 39 hours (Oduwole, 2015). Official figures from the National Bureau of Statistics released on December 19, 2018, puts the Nigerian unemployment figure at 23.1 percent as at September of 2018, up from 18.1 percent in 2017.

The above statistics is worsened by issues of infrastructural deficit that hampers the growth and development of Small and Medium Enterprises (SMEs). Infrastructure is one of the most critical factors for entrepreneurial development because it interacts with the economy through the production processes. Also, changes in the quality of infrastructure available for production will greatly impact the production and performance of an entrepreneur's levels of output, income, profits and potential for employment creation in the economy (Obokoh & Goldman, 2016). Despite the direct link between the availability and quality of infrastructure – electricity, portable water and poor road maintenance to economic development (Oseni & Pollitt 2013) – the availability of infrastructure in most developing countries especially in the sub-Saharan African region leaves much to be desired (World Bank 2013, 2014). The gap in the availability of infrastructure in Nigeria has greatly impacted on the production processes in the manufacturing sector, especially the ability of the SMEs to compete in the global market, thus reducing their chances for expansion, growth and unemployment reduction.

The menace of unemployment in Nigeria is not lost on the government as there have been various steps taken in the past to address the issue. In fact, tackling unemployment has been at the heart of every government in Nigeria over the last three decades. The establishment of the National Directorate of Employment (NDE), National Poverty Eradication Programme (NAPEP), Subsidy Reinvestment and Empowerment Programme (SURE-P), among others, are all testimonies to the fact that the issue of unemployment have continued to be at the front burner of our national discourse. Despite government efforts, the scourge of unemployment seems to defy available solutions. This situation, thus motivated the researcher to investigate entrepreneurial training and graduate unemployment reduction in Anambra state, Nigeria.

Statement of the Problem

Unemployment in Nigeria looms large and its concomitant consequences are alarmingly daring, especially as youths are the worst hit. Governments and policy makers are increasingly finding it difficult to grapple successfully with the scourge of unemployment. This high rate of unemployment can be blamed on the lack of adequate provision for job creation in the development plans, the ever-expanding educational growth and the desperate desire on the part of youths to acquire university education irrespective of course and course contents. As a result, a number of skills acquired from the universities appear dysfunctional and irrelevant (Okafor, 2011).

The federal government of Nigeria in 2010 acknowledged that about 80 percent of Nigeria's youth are unemployed and 10 percent underemployed (Daily Trust, 2010). In 2011, the Minister of Youth Development, Bolaji Abdullahi reported

that 42.2 per cent of Nigeria's youth population is out of job. Depo Oyedokun, the Chair of the House Committee on Youth and Social Development revealed that of the over 40 million unemployed youths in the country, 23 million are unemployable and therefore susceptible to crime, hence the need to articulate what could be done to salvage the situation. The pace is increasing because most graduates lack relevant marketable skills.

The dearth of entrepreneurs or people with entrepreneurial mentality has been one of the major inhibitors to the development of a virile indigenous private sector in Nigeria. Nigeria has vast human and material resources but people are still living below the poverty level. Analysing the problem of education in Nigeria, the root causes of the problem are many and revolves around inadequate curriculum development, non-availability of manpower for entrepreneurial training and development, lack of adequate investment in vocational and technical education, lack of policy direction and inability to make education a building block of socio-economic empowerment, prosperity, self-reliance, employment, crime reduction and national security, through improved access to quality, functional, vocational and technical education at all levels.

In addition to the lack of an appropriate policy framework and institutional arrangement to boost entrepreneurial training and development in Nigeria, there is also the attitude of students and youths to jettison our age long culture of apprenticeship training in various skills, trades and lines of business. Some of the big-time entrepreneurs of the 1960s, 70s and 80s in Anambra state, and indeed most parts of South East Nigeria passed through this process. Though undertaken under an informal system, the apprentice serves and learns under the feet of a master who has made his mark in that particular business or line of trade. The apprentice learns all the rudiments and intricacies of the business within an agreed specified number of years, after which he is settled to start up his own. This system has been tested and proven to not only create employment by raising entrepreneurs, it has also helped in uplifting families who hitherto would not have had much prospects of escaping poverty.

The apprenticeship training scheme can still be revived for undergraduates and graduates alike through effective collaboration between academic institutions and skill development centres, including established entrepreneurs like INNOSON and others. Most tertiary institutions have the Students' Industrial Work Experience Scheme (SIWES) that monitors and supervises students' industrial training (IT) programmes, but the scheme seemed not to have succeeded in addressing the problems of skills deficiencies and entrepreneurial training and development in Nigeria.

Nigeria indicates that social infrastructure is an important factor of production that impacts greatly on economic growth. A graduate that acquires barbing skills and intends to set up a barbing salon instead of look for non-existent white collar job will be confronted with the harsh reality that a large percentage of his earnings will go into electricity generation as a result of epileptic power supply. This will not only negatively affect the entrepreneur's prospects for expansion and growth, but will also discourage others from wanting to acquire such skills. In the light of the above, this study investigates entrepreneurial training and graduate unemployment reduction in Anambra state, Nigeria.

Entrepreneurship

Entrepreneurship has attracted different definitions from different scholars; hence it does not have a universally accepted definition. However, the concept and nature of 'entrepreneur' as described by Shane (2003) can be taken to mean an individual who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods and the result of one effort in entrepreneurship may be the creation of a new organization or revitalizing an existing organization in response to a perceived opportunity. According to him, Bill Gates could not have for an example made his fortune if Steve Jobs did not see the opportunity to build and sell personal computers; neither could Steve Jobs have built a personal computer if Gordon Moore had not invented the microprocessor. Therefore, entrepreneurship creates room for innovations leading to wealth creation.

Unemployment

Every economy is characterized by both active and inactive populations. The economically active ones are referred to as the population willing and able to work, and include those actively engaged in the production of goods and services and those who are unemployed. The International Labor Organization (ILO) defines the unemployed as numbers of the economically active population who are without work but available for and seeking work, including people who have lost jobs and those who have voluntarily left work (World Bank, 1998). According to Fajana (2000), unemployment refers to a situation where people who are willing and capable of working are unable to find suitable paid employment. It is one of the macro-economic problems which every responsible government is expected to monitor and regulate.

Youth Unemployment

Youth unemployment occurs when young people are without jobs and they have actively sought for job within the past four weeks (ILO 2007). Patterson, (2006) defined it as a situation in which people who are willing to work at the

prevailing wage rate are unable to find jobs. It is one of the macro-economic problems which every responsible government is expected to monitor and regulate.

Entrepreneurial Training

Entrepreneurial training is the identification of the general characteristics of entrepreneurs and how potential entrepreneurs can be trained in management techniques needed for effective performance of persons for long time service of an organization after the acquisition of occupational skills. For Ebele (2008), entrepreneurial education is the teaching of knowledge and a skill that enables the students to plan, start and run their own business.

2. METHODOLOGY

The study adopted descriptive survey design in examining the relationship between entrepreneurship training and graduate unemployment reduction in Anambra State. The target population for this study comprises selected Small and Medium Scale Enterprises in Anambra State, Nigeria and students of Nnamdi Azikiwe University, Awka, Anambra state which total 27652. The choice of the selected SMEs was informed by their history of accepting students for industrial attachment and training programmes. The researcher makes use of Taro Yemane’s formula in determining the sample size of 394 from a finite population. A simple random sampling technique was used to select the respondents as proportionately determined using Bowley’s formula. The aim is to ensure that every member of the population is given equal chance of being included in the sample. The data collected were analyzed using descriptive statistics; frequency counts, percentage, and mean scores to answer the research questions while inferential statistics such Pearson correlation analyses was adopted in the test of hypotheses at 0.05 level of significance.

This section presents and analyses the data collected in the course of the study. However, of the 394 copies of questionnaires distributed, 343 were completed and returned. This figure represents 87 percent of the total respondents.

3. DATA ANALYSIS AND INTERPRETATION

Data obtained from the second part of the questionnaire were analyzed in line with the research questions and the hypotheses and were presented in the tables below. A mean value of 3.0 was taken as a criterion to judge the mean for the items in the respective sections. Therefore, any item in the instrument which has a mean equal to or higher than 3.0 will be regarded as ‘agree’ while items with less than 3.0 will be regarded as ‘disagree.’

Table 3.1: Effect of entrepreneurial curriculum development on graduate unemployment reduction in Anambra State, Nigeria.

S/N	QUESTIONS	Σ fx	X	Decision
1	Entrepreneurial training and development courses are inclusive in the tertiary institution curriculum in Anambra state.	1244	3.6	Agree
2	Most of the course contents for undergraduate students emphasizes more on theoretical knowledge than practical skills.	1070	3.1	Agree
3	It is still possible for students to acquire practical entrepreneurial skills and still remain unemployed after graduation.	984	2.8	Disagree
4	Entrepreneurial school curriculum content does not effectively address everyday issues in the industrial and business world.	1095	3.2	Agree
5	Entrepreneurial curriculum development has no effect on graduate unemployment reduction in Anambra State.	793	2.3	Disagree
6	Most of the facilitators for entrepreneurship programmes in our tertiary institutions are not entrepreneurs in the real sense of the word and cannot effectively impart the needed entrepreneurial skills that will engender job creation.	1102	3.2	Agree
7	There is no significant positive relationship between entrepreneurship training and graduate unemployment reduction in Anambra state.	918	2.6	Disagree
8	Entrepreneurial curriculum and classroom training do not necessarily provide students with the needed motivation and desire to venture into entrepreneurship after graduation.	827	2.4	Disagree

Source: *Dike Field Survey, Nov, 2018*

Table 3.1 indicates the various question items as it relates to the first objective of the study and research question one. The focus of research question one is on the effect of entrepreneurial curriculum development on graduate unemployment reduction in Anambra State. Our intention of formulating this objective of the study to ascertain whether the contents of entrepreneurship courses in our tertiary institutions have any relevance to what is obtainable in the industrial and business world. To this end, eight tentative statements were put forward to elicit responses from respondents with respect to the stated objective.

The first statement sought to ascertain the existence of entrepreneurship training programmes in tertiary institutions in Anambra state. Many of the respondents, who are mainly students agree that entrepreneurial training and development courses are inclusive in the tertiary institution curriculum in Anambra state. Judging from our earlier stated decision rule, the position of the respondents was evident from the means score of their responses at 3.6. Having established the existence of entrepreneurial training in our tertiary institutions, respondents in the second statement averred that most of the course contents for undergraduate students emphasizes more on theoretical knowledge than practical skills.

In relating entrepreneurial knowledge to job creation and unemployment reduction, respondents in the third question item disagreed to the notion that it is still possible for students to acquire practical entrepreneurial skills and still remain unemployed after graduation. Thus by implication, their response to this question have shown a positive correlation between practical entrepreneurial skill acquisition and job creation. Responding on the gap between classroom training and everyday issues as they occur in the industrial and business world, respondents in question item four agree that entrepreneurial school curriculum content does not effectively address everyday issues in the industrial and business world. This is even as they disagree to the succeeding statement that entrepreneurial curriculum development has no effect on graduate unemployment reduction in Anambra State.

In corroborating their earlier position in question two that entrepreneurship training in schools is more theoretical than practical, respondents, in question item six agree that most of the facilitators for entrepreneurship programmes in our tertiary institutions are not entrepreneurs in the real sense of the word and cannot effectively impart the needed entrepreneurial skills that will engender job creation. Respondents, however, maintained their positive disposition towards entrepreneurial training, skill acquisition and job creation when they disagreed to the notion in question items seven and eight that there is no significant positive relationship between entrepreneurship training and graduate unemployment reduction in Anambra state and that entrepreneurial curriculum and classroom training do not necessarily provide students with the needed motivation and desire to venture into entrepreneurship after graduation.

The general implications of the respondents' responses to the various question items that related to the first objective of the study, which is on the effect of entrepreneurial curriculum development on graduate unemployment reduction in Anambra State is that entrepreneurial curriculum development has a positive effect on graduate unemployment reduction in Anambra State. This position will undergo further scrutiny during the test of hypotheses.

Table 3.2: Extent to which industrial training (IT) programmes help to reduce graduate unemployment in Anambra state, Nigeria.

S/N	QUESTIONS	Σ fx	X	Decision
9	There are aspects of entrepreneurial knowledge that can only be obtained through experience on the field.	1184	3.4	Agree
10	Industrial training (IT) programmes and attachment for students help to provide them with the needed mentorship and motivation to start their own businesses after graduation.	1213	3.5	Agree
11	The objectives of industrial training for students have been defeated over time as a result of poor monitoring and evaluation.	1219	3.5	Agree
12	Practical entrepreneurial skills cannot be effectively impacted in schools, but in a practical business or industrial setting.	1234	3.6	Agree
13	The Students Industrial Work Experience Scheme (SIWES) does not equip students with entrepreneurial knowledge and skills for self-employment, it only prepares them for white collar jobs, thereby increasing the army of job seekers in the labour market.	1307	3.8	Agree
14	Industrial training (IT) programmes has no effect on graduate unemployment reduction in Anambra state.	863	2.5	Disagree

15	In entrepreneurial training, classroom learning can be equated to practical market or industrial situations, hence no need for industrial attachment.	699	2.0	Disagree
16	Industrial training and entrepreneurial apprenticeship provide potential entrepreneurs the needed goodwill and network to navigate the industrial and business world.	1173	3.4	Agree

Source: Dike Field Survey, Nov, 2018

Entrepreneurial training goes beyond the four walls of a classroom setting. In the South Eastern parts of Nigeria, most of the successful entrepreneurs of today were schooled and trained in the practical fields of business, commerce and industry. Some were not even lettered until they had attained a level of success and certainly, many of them learnt every of their business success secrets on the field. This underscore the importance of industrial training on entrepreneurship development and job creation in Nigeria. The second objective of this study focuses on how industrial training (IT) programmes help to reduce graduate unemployment in Anambra state

Just like the first, eight statement were also put forward to elicit responses from respondents in this regard. With a response men score of 3.4, respondents agreed to the first statement in this subsection that there are aspects of entrepreneurial knowledge that can only be obtained through experience on the field. They also to question item 10 that industrial training (IT) programmes and attachment for students help to provide them with the needed mentorship and motivation to start their own businesses after graduation.

Tertiary institutions in Nigeria are not oblivious of the gains industrial training programmes as most schools operate the Students' Industrial Work Experience Scheme (SIWES). However, respondents in question 11 agreed to the notion that the objectives of industrial training for students have been defeated over time as a result of poor monitoring and evaluation. This is even as they are of the view that practical entrepreneurial skills cannot be effectively impacted in schools, but in a practical business or industrial setting.

Passing a verdict on the industrial training programmes in operation in most tertiary institutions, respondents agree to the statement in question item 13 that the Students Industrial Work Experience Scheme (SIWES) does not equip students with entrepreneurial knowledge and skills for self-employment, it only prepares them for white collar jobs, thereby increasing the army of job seekers in the labour market. The substance of the above position lies in the fact that most IT student prefer to work in government establishments, banks, hotels etc. where they only learn how to become efficient employees instead of entrepreneurs.

In spite of the above, respondents disagreed to the idea in question item 14 that industrial training (IT) programmes has no effect on graduate unemployment reduction in Anambra state. This is because when properly implemented, IT programmes can effectively serve as a launching ground for the birth of new businesses. Respondents also disagreed to question 15 that equate entrepreneurial training in the classroom to practical market or industrial situations.

This goes to show that industrial training programme is a necessary condition for student who desire to start up their own businesses after graduation. This is because as accented to in question item 16, industrial training and entrepreneurial apprenticeship provide potential entrepreneurs the needed goodwill and network to navigate the industrial and business world.

Table 3.3: Extent to which access to funding facilitates students' entrepreneurial engagement in Anambra state, Nigeria.

S/N	QUESTIONS	Σ fx	X	Decision
17	Access to funds and startup capital is a major challenge to entrepreneurship and small scale business in Nigeria.	1198	3.5	Agree
18	Poor state of public infrastructural facilities is no excuse for the lack of interest in or the failure of young people to venture into entrepreneurship.	881	2.6	Disagree
19	Entrepreneurial skill and motivation supersedes issues of funding in the survival of small business.	811	2.4	Agree
20	Lack of adequate support structure in terms of soft loans and credit scares people away from entrepreneurship, thereby worsening the unemployment situation in Nigeria.	1193	3.5	Agree

21	Public infrastructural facilities constitute part of the social capital needed for entrepreneurship to thrive.	1203	3.5	Agree
22	Government funding of critical public infrastructure like power, roads, rail etc. is more critical to addressing graduate youth unemployment than entrepreneurial training.	1196	3.5	Agree
23	Conditions attached to accessing soft loans and credit facilities for young and start up entrepreneurs are too stringent and discouraging to potential entrepreneurs.	1190	3.4	Agree
24	Funding play no role in students' entrepreneurial engagement in Anambra state.	910	2.6	Disagree

Source: *Dike Field Survey, Nov, 2018*

There are basic support systems that aid the survival and growth of enterprises all over the world. These support systems form part of the social capital of an entrepreneur. Examples include good access roads, electricity, public transportation system, internet facilities, etc. The third specific objective of our study focuses on the role of public infrastructural facilities in students' entrepreneurial engagement in Anambra state.

The first issue addressed is that of funding as respondents agree to the first statement in this subsection that access to funds and start-up capital is a major challenge to entrepreneurship and small scale business in Nigeria. To underscore the importance of infrastructure to entrepreneurship development in a developing country like Nigeria, respondents in question item 18 disagreed to the notion that poor state of public infrastructural facilities is no excuse for the lack of interest in or the failure of young people to venture into entrepreneurship.

Question items 19 to 23 received positive reviews from the respondents. Specifically, question item 21 is of the view that public infrastructural facilities constitute part of the social capital needed for entrepreneurship to thrive, while question item 23 stresses that the conditions attached to accessing soft loans and credit facilities for young and start up entrepreneurs are too stringent and discouraging to potential entrepreneurs. All these are stumbling block to a thriving culture of enterprise, innovation and entrepreneurship, which respondents agree that once address, will go a long way in addressing unemployment and underemployment in Nigeria.

4. DISCUSSION OF THE FINDINGS

This study has been carried out on entrepreneurial training and graduate unemployment reduction in Anambra state. Three hypotheses were formulated and tested in this study. Results from the test of hypothesis one led us to accept the alternative hypothesis which states that entrepreneurial curriculum development has an effect on graduate unemployment reduction in Anambra State. The implication of this finding to the study is that every act of entrepreneurship requires some form of training, especially in specific skills and business secrets. Thus, if all these can be incorporated into the development of school curricula on entrepreneurship education and training, it will go a long way in helping to ameliorate the issue of job creation and graduate unemployment not only in Anambra state, but Nigeria at large. The result from the test of the first hypothesis also agree with the study by Taiwo (2014) which states that in any giving economy, entrepreneurship development always give birth to job creation which will force people to do something that will better their lives and the country at large. Also, the study by Agu, Anidiobu and Ezinwa, (2016) titled entrepreneurship education: a panacea for unemployment in Nigeria, revealed that entrepreneurship education will enhance the acquisition of the necessary skills for gainful and self- employment.

Hypothesis two was to test whether industrial training (IT) programmes has an effect on graduate unemployment reduction in Anambra state. Results from the test of hypothesis two led us to reject the null hypothesis and accept the alternative hypothesis which states that industrial training (IT) programmes has an effect on graduate unemployment reduction in Anambra state. The implication of this finding to this study is that industrial training programmes helps to bridge the gap between theoretical knowledge and practical experiences in the field of entrepreneurship.

Hypothesis three was also to ascertain whether funding facilitates students' entrepreneurial engagement in Anambra state. After analysis and interpretation of data from respondents' responses we were led to also reject the null hypothesis and accept the alternative hypothesis which states that funding does facilitate students' entrepreneurial engagement in Anambra state. The implication of this finding to the study is that infrastructural facilities help to provide the needed support system to aid the survival and growth of entrepreneurship in Nigeria. Also, this finding agree with the study by Bandal (2010), on leveraging the relationship between entrepreneurship and job creation. Bandal (2010), in the study, found out that individual talent, attitude, skills and knowledge along with several contextual variables such as social

capital, access to credit, role of government technology and infrastructure, access to information and access to markets work together to drive entrepreneurial activity.

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

The previous chapter concentrated on data presentation and analysis. This chapter summarizes the research findings, draw conclusions and make appropriate recommendations.

Summary of Findings

1. That entrepreneurial curriculum development has an effect on graduate unemployment reduction in Anambra State, Nigeria. (P value = 0.011 < 0.05, r = 0.411).
2. That industrial training (IT) programmes has an effect on graduate unemployment reduction in Anambra state, Nigeria. (P value = 0.034 < 0.05, r = 0.558).
3. Funding does not facilitate students' entrepreneurial engagement in Anambra state, Nigeria. (P value = 0.003 < 0.05, r = 0.503).

Conclusion

In concluding this worthwhile academic endeavor, we make bold to say that entrepreneurship is beyond just establishing and running successful businesses. It involves the ability to provide solutions to human and societal needs in return for reward. There are many untapped opportunities, resources and potentials that abound in Nigeria. Some require huge capital investment to exploit, others require just government backing and political will through the formulation of appropriate policies, regulatory frameworks and the provision of a stimulating, conducive and business friendly environment. Yet, others require the ingenuity and uncommon creativity of the entrepreneur to see the windows of opportunities in those seeming challenges and exploit them to his or her advantage. For any of these categories, there is potential for creating wealth, reducing unemployment, improving on the standard of living, boosting economic activities and growth, increasing the nation's Gross Domestic Product, among others.

While some entrepreneurs are born, others are made through training, life experiences, time and opportunities available to them. Even the so called born genius needs to be trained, mentored or guided in order to fully actualize his or her fullest potentials. This makes entrepreneurship training and education not only necessary, but essential in the growth of the Nigerian economy and in the reduction of graduate unemployment in the country. It is in view of the above conclusion that we make the following recommendations with respect to this research endeavor.

Recommendations

Based on the findings, the researcher recommended the following;

1. On the basis of the result from the test of the first hypothesis, this study recommends that curriculum development on entrepreneurship in tertiary institutions should be expanded to include current entrepreneurial opportunities like digital marketing and sales, ICT, web development, digital data management etc. This is in addition to consolidating on the traditional skill acquisition schemes like baking, craftsmanship, among others.
2. Government should actively engage the private sector in training students and graduates on entrepreneurship and skill acquisition. The Graduate Internship Scheme (GIS) of the Goodluck Jonathan Administration and the Npower scheme of the Buhari Administration are good examples of this kind of initiative, but it should be institutionalized. Another way is for the Igbo culture of informal apprenticeship to be revived and given government backing so that aspiring and budding entrepreneurs will be groomed to become future economic power houses and job providers.
3. The need for adequate support systems for entrepreneurial growth and development cannot be overemphasized. To this end, we recommend that government should provide the needed support infrastructure – power, good roads, soft loans and credit schemes, etc. This will go a long way in encouraging and sustaining Small and Medium Scale Enterprises.

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