CONTENTS

1. Evaluation of university graduate employability skills competence in north-west, Nigeria. **A.I. Olusegun**
……..……..1 - 15

2. The Role of Gender Effects Moderating the Relationship between Service Quality and Customer Satisfaction in Healthcare Sector: A case of Federal Medical Centre, Keffi, Nasarawa State. **A.Dauda, H. Mukhtar A.Dauda, H. Mukhtar**
……..….. 16 - 38

3. Transforming training: anew experimental approach. **Abubakar et al**
……..…… 39 – 56

4. Technical skills among small-scale entrepreneurs in kampala Uganda. **Muhammad et al**
……47 - 75

5. Influence of skill acquisition, creativity and innovation in entrepreneurship growth in Awka metropolis. **E. P. Enyiamaka**
…….. 76 – 96

6. Social Entrepreneurship as a Panacea for Street Begging in Kano Metropolis. **R. Hassan, Murtala, A.I**
……..97 – 108

7. The moderating role of women owner/ managers age on the entrepreneurial orientation and performance relationship. **R. Altine,**
A.Ahmad……..……..…
109 – 127

8. Entrepreneurship education and national security in Nigeria. **H. Olatunji**
…….. 128 – 153

9. Mediation of learning orientation on the relatioship between entrepreneurial orientation and SMES performance in Minna, Niger state, Nigeria. **N. Sulaiman, A. Isah**
……. 154-172

10. Unveiling the nexus between practical entrepreneurship and self-employment amongst university graduates in Nassarawa state. **R.O. Mustapha**
…….. 173 – 198

12. Entrepreneur in pharmacognosy: an unexploitedarea in Nigeria. **Ibrahim et al** **……..……..…..** 212-236

13. The role of university entrepreneurship education in stimulating employment sustainability in Nigeria. **Warra, A.A** ..... 236 – 245

14. Social media and small and medium enterprises (SMES) performance in Eti-Osa local government area of Lagos State. **Okpara and Favour**
…….. 246 - 261

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

'Rahman O. Mustapha
Department of Business and Entrepreneurship,
Kwara State University, Malete, Ilorin Nigeria
Tel. 08033006246 E-mail address: rahman.mustapha@kwasu.cdu.ng

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 (1) 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, r2. and p = 0.55,.030 and <.000) respectively; and I of Nigeria university graduates have significant relevance on EM (r, r2. 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 theapex 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 forth-coming 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, Okubanjo, 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 environmentsappear notto 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. Ho_1: Skills acquisition of graduates of Nigeria University has no significant relationship with entrepreneurship orientation

ii. Ho_2: 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 provide roadmaps to all seekers of knowledge in Nigerian Universities. It tends to provide guidelines to University administrators on how to equip their graduates with relevant tools of performance to the larger societies. Policy formulators on education in Nigeria would find this paper useful in providing functional qualitative education to Nigerian citizenry in the field of management, engineering. Information, communication and technology ICT amongst others.

2.1 Conceptual Review

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.Essentially, they see entrepreneurship as practical creativeness, which combines resource and opportunities in new ways, (Oluwadare, Taiwo and Adekunle, 2016).

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. These assert that practical entrepreneurship as the teaching of knowledge and a skill that enables students to plan, start, and run their own businesses, (Ojo, Abayomi and Faith 2014; Ebele 2008). Practical entrepreneurship pointedly,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 communities with the soul aim of stimulatingand deepening their decisions to be self-employed after graduation.

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. Contextually. Skill Acquisitionis viewed as abilities and capacities acquired through deliberate, systematic and sustained effortsgeared towards carrying out complex activities or job functions involving ideas (cognitive skills) thing (technical skills) and or people (interpersonal skills). (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.

2.1.4 Internship variable

Sumathi and Chong (2013),see Internship as 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.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 expectations.

2.1.5 Self-Employment

Desire for independence and entrepreneurship mindset are the major determinants of Self-employment.

Abdulmustapha and Yusuf (2016); Otokiti, (2011) reiterated that many take self employment as working definitions of entrepreneurship but in their own opinions, 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. Succinctly therefore, 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 them with the necessary skills acquisition, internship, entrepreneurship orientation and mindset to creating self employment.

2.2 Theoretical Clarifications

2.2.1 Human Capital Theory (HCT)

Adam Smith propounded HCT in 1776 based on the understanding than individuals needed to be trained to acquire skillsin 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 bye. The employability status of Nigerian university graduates has called to question the quality of education being dispensed.It is however worthy of note that skill acquisition is key to creating self-employment opportunities among graduates of Nigerian universities. The theory's major setback is that it 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. It 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 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 Planned Behaviour Theory (PBT)

PBT 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 graduate's self-employment through practical entrepreneurship. However, the above theory is criticized by not considering other factors of Abdulraheem (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 PEwith 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 isAgbonlahor (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 technique 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 entrepreneurrecognize business opportunities. Individualsmay 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 he findings that internship helps students have real contact with the practical aspect hat will enable them put the skill learnt in school to practical use. The study further veals the impact of internship through practical entrepreneurship on graduate Nigerian iversity to self-employment.

3.0 Methodology

This study adopts epistemology philosophy because it defines the acceptable vledge about the field of research and the information known to be true due to us testing of facts, (Norris 2005). More so it is commonly used in scientific rch since it searches for facts and information that can be proved without. tive Approach was used in testing and confirming of hypotheses, (Trechim 2006). Method of quantitative and qualitative research design were employedto analyse collected from the field using descriptive methods, involving tables and simple age. This enables the researcher to delve into the opinions of the respondents have a logical yard stick to refuse or accept the research hypothesis. Since the er employed survey method, Questionnaire were administered to respondents tal 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 connotes 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 abideswith 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 are236 Ph. D holders (11.5%), 65 M.Sc/ MBA holders (28.8%), 72HND/B.Scholders (31.9%), 55 OND/NCE holders (24.3%) and 8others (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%) partnered. By implications, we have more individual business owners than partnered

Owners. Lastly, out of the 226 respondent, 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 10years & 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, the researchergathered 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, and 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, onentrepreneurial mind-Set, we have information from 294 respondents, the range of entrepreneurial mind-Setis 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	2	5	3.81	.629
Average Entrepreneurial Mind-Set	226	1	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)Nigeria university graduates' internshiphas 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.c. 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-employmentscores. 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 center, tapering out towards the extremes.

Mean-26 04 N-29

15:00

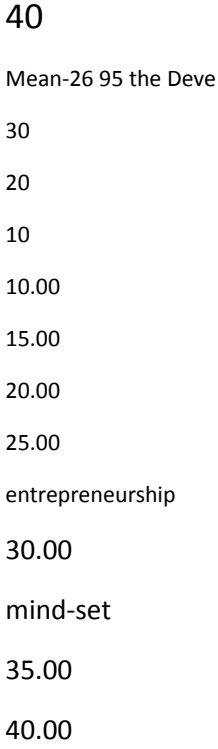
Frequency

25.00 entrepreneurial orientation

30.00

35.00

Fig 4.1..: Histogram of Perceived entrepreneurial orientation Scores Source: Author's Fieldwork Computation, 2019.



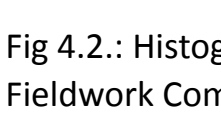


Fig 4.2.: Histogram of Perceived entrepreneurship mind-set Scores Source: Author's Fieldwork Computation, 2019

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 University 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).

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)	226	
	N	.474	1
Internship	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

Ho_1: Skills acquisition of graduates of Nigeria University has no significant relationship with entrepreneurship orientation

The result of regression as contained inTable 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

Model	Sum of square	df	Mean square	f	sig
1 Regression Residual Total	512.866 1171.016 1683.881	1 224 225	512.866 5.223	98.194	.000

a. Dependent Variable: Entrepreneurship Orientation
b. Predictors: (Constant), Skills Acquisition
Source: Author's Fieldwork Computation, 2019

Also, the result of regression as contained inTable 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

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-watson
1	.552	.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 inTable 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 Universityand entrepreneurship. orientation.

Table 4.6: Regression Coefficients

Model	Unstandardized Coefficients		standardized Coefficients	T	sig
	B	Std. Error			

1	(constant)	11.050	1.712		6.454	.000
	Skill 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

Ho: 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'

Model	Sum of square	df	Mean square	f	sig
1 Regression	1033.183	1	1033.183	126.710	.000
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"

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-watson
1	.601	.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

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 effect practical entrepreneurship variable has on entrepreneurial mind set. Internship has effect with a coefficient of .080.

5.0 Summary of Findings

i. The study found outthat 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 mind-set. 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. The study therefore recommends 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.

References

Abdulraheem, I. (2016). The theories Entrepreneurship. of A Book of Readings; I"ed. Ilorin:

Decision Management. (1), 82-88

Adekeye Olutayo (2017). Impact of Government Intervention Funds on University Graduates' Employment in South West Nigeria. International Journal of entrepreneurship Innovation & Management, Kwara State University Malete, 2 & 3, (2) 1-3.

Afolabi, M. O, Kareem. F. A, Okunbanjo .1 O, Ogunbanjo. O. A & Anikan. O. O (2017). Effects of Entrepreneurship Education on Self-Employment Initiatives among Nigerian Science & Technology Students. Journal of Education and Practice (JEP), 15(8), 44-47.

Agbonlahor A.A (2016). Challenges of entrepreneurial Education in Nigerian Universities: Towards a Repositioning for impact. MCSER, Rome-Italy, Journal of Educational and Social Research (JESR), 1(6) 208-212.

Alexander I. Ikeme (2012). Readings in Entrepreneurship: Bridging, Learning and Earning; Xi, Ist. ed, Enugu: Grand-Heritage Global Communications, 1-51

Badariah Hj Din, Abdul Rahim Anuar, Mariana Usman (2016). The effectiveness of the Entrepreneurship Education program in up grading Entrepreneurial Skills among PublicUniversity Students. 6h International Symposium in Service management, IRSSM-6 2015, 11-15 August 2015; UITM Sarawak, Kuching, Malaysia, 117-123

Blaskova. M, Blasko. R, Jankalova. M & Jankal. R (2014). Key personality Competences of University teacher: comparison of requirements defined by teachers and/versus defined by students.

Chinonye M (2015). The Impact of Entrepreneurship Education in Alleviating poverty in Terms of Self-Employment among the Graduates of Covenant University, Ota, Ogun State, Nigeria. International Conference on African Development Issues and Economic Models for Development (CU-ICADI).

Chinweoke .N, Egwu. C.C and Nwabekee. E.C (2015). Graduate Unemployment and Entrepreneurship Education in Nigeria. International Journal of Business and Management Studies, 4(01), 310-313

Chinweuba .G (2017). Personality Traits in the Development of Entrepreneurship. International Journal of Entrepreneurship Innovation & Management, Kwara State University, Malete, (IJEIM), 2 & 3(2), 133-134

Diyoke. C.I (2016). Entrepreneurship Education in Nigerian Tertiary Institution: Implication forSecurity and National Development. Proceedings of Academics World, 46 International Conference, Dubai, UAE, 29-30th September, 15-16.

Ekong. M. U & Ekong . U. C (2016). Skills Acquisition and Unemployment Reduction in Nigeria: A Case study of National Directorate of Employment (NDE) in AKWA

IBOMState. International Journal of Economics & Management sciences (IJEMS), 2-4.

Essien, B.S and Onukwubiri, U.D (2015). Graduate Unemployment in Nigeria: An Appraisal of the Causes and Socio-Behavioral Effects among Graduates Youths in Abia State. International Journal of Advance Research, (IJAR), 6 (3), 3, 6-8, 16-20.

Isidore, Razil. C. R, Mohammed & Zulhamri. A (2015). Entrepreneurial Skill Acquisition and Youth's Self-Employment in Malaysia: How far? Mediterranean Journal of Social Sciences, (MJSS), MCSE, Rome-Italy, 4(6), 150-152.

Karu, Keffi and Nasarawa Local Government Council, (Department of Education and Social Services).

Mustapha. Y.I, Aun. I. I. and Akanbi S.O. (2016). Business Opportunities Evaluation andFeasibility Report writing; A Book of Readings; Ist ed. Vol. I. Ilorin: Decision Management Consult LTD. (1), 142-143

Nasarawa Urban Development Board (NUDB), Karu Zonal Office, Nasarawa State.

National Bureau of Statistics, Retrieved on 23rd of December, 2018, of Vanguard Newspaper.

Nwabufo N. and Mamman, J. 2015. Entrepreneurship Education: A Panacea for Curbing Graduate Unemployment in Nigeria. International Journal for Teaching and Education (IJTE), 3(3), 69-70.

Nwite Onuma (2016). Entrepreneurship Education in Nigeria Tertiary Institutions: A remedy to Graduates Unemployment. British Journal of Education (BJE), UK European Centre for Research Training and Development, 5(4), 16-18.

Ogundele, O.J.K (2012): Introduction to Entrepreneurship Development, Corporate Governance and Small Business Management, 10,338, 2nd ed, Lagos: Molofin Nominees.

Ojo, B. L, Abayomi .A. A & Odozi, A.F (2014). Entrepreneurship Education: A Viable Toolfor Youth Empowerment in Nigeria. Academic Journal of Interdisciplinary Studies, (AJIS), (3) 12, 15, 18, Rome-Italy, MCSEE,

Okezie, A. 1, Asoluka, C. N and Alex, O. (2013). Challenges and Prospects of Entrepreneurship in Nigeria. Academic Journal of Interdisciplinary Studies (AJIS), 2(5), 2-3, 6-8.

Olanipekun. & Adeyera (2015). The Impact of Entrepreneurial Skill Acquisition on FreshGraduates Self-Employability Status. Retrieved from www.academia.edu.

Olorundare .A. S & Kayode .D. J. (2014). Entrepreneurship Education in Nigerian Universities: A fool for National Transformation. Asia pacific Journal of Educators and Education (APJEE), (29), 155-162, 168-169.

Oluwadare, A. A, Taiwo. A. A & Adekunle B. M (2016). Business and entrepreneurshipEducation: An Antidote for Graduates Unemployment Problem in Nigeria. European Journal of Business and Management (EJBM), 18(8), 64-67.

Otokiti S. O. (2010). Contemporary Issues and Controversy in Research Methodology. Dubai Printing

Press

Peprah. A.J, Afoakwah. C, & Koomson. I (2015). Savings, Entrepreneurial trait and Self Employment: Evidence from selected Ghanaian Universities. Journal of Global Entrepreneurship Research (JGER), 5(1), 1-8.

Premand. P, B Rita. Grun.R & Barouni.m. (2012). Entrepreneurship Training and Self Employment among university Graduates: Evidence from a Randomized Trail inTunisia. IZA Discussion Paper, 7079, (IZADP), Bonn, Germany. (2), 4 &7