

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/309679052>

REDUCING GRADUATE UNEMPLOYMENT THROUGH ENTREPRENEURSHIP DEVEL CHUKWU

Article · February 2012

CITATIONS

0

READS

2,266

2 authors:



Anthony Igwe

University of Nigeria

15 PUBLICATIONS 10 CITATIONS

SEE PROFILE



Benjamin Ibe Chukwu

University of Nigeria

10 PUBLICATIONS 7 CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:



Diversity and Conflict Management [View project](#)



Sales management [View project](#)

REDUCING GRADUATE UNEMPLOYMENT THROUGH ENTREPRENEURSHIP DEVELOPMENT: THE NIGERIAN EXPERIENCE

CHUKWU, Benjamin Ibe¹ and IGWE, Anthony Aniagbaoso¹

¹Department of Management, University of Nigeria Enugu Campus, Enugu State, Nigeria

ABSTRACT

Guided by Creativity and Technological Innovation Theory as well as Behaviourial-Elastic Model, this research sought to investigate and analyze ways of Reducing Graduate Unemployment through Entrepreneurship Development. Through proportionate stratified random sampling 75 individuals were selected from among unemployed graduates, lecturers from various institutions, workers from the Ministry of labour and productivity, as well as some entrepreneurs. The data obtained were presented in tables and appropriate comments made where necessary. The findings reveal that (i) Graduate turn out from various institutions of higher learning is far greater than the available jobs; (ii) there is a lack of linkage between theory and practice among the graduates; (iii) and that Government should appeal to entrepreneurs so as to render mentoring role to graduates thereby assisting them to become self-employed. It is recommended that government should make appropriate policies that will enhance entrepreneurial skills in our youths.

Keywords: Unemployment, Entrepreneurship, Creativity, Technological and Innovation

1. INTRODUCTION

Unemployment is a macroeconomic problem that does no one any good. It is a social malady. The debilitating effects on the individuals in the society are unquantifiable. It threatens the lives of Nigerians especially the youths, causing dejection, frustration, poverty and dependency on family members who have their own problems to take care of. It is interesting to note that the past government administration had in one time or the other designed several programmes with a view to fighting unemployment. Regrettably however, these programmes failed to achieve the desired results partly because of poor implementation and partly because of other intervening variables/factors. Besides, it is worth stating that the ugly effects of unemployment include low national income, low standard of living, low per capita income, etc. And as such, some youths may engage in all kinds of crimes so as to make ends meet or to enhance their standard of living. It is against these scenarios that it becomes pertinent to find out how graduate unemployment can be reduced using entrepreneurship development as a key driver.

1.1 THE OBJECTIVES OF THE STUDY

The broad objective is to determine how entrepreneurship development can reduce graduate unemployment in Nigeria. However, the specific objectives are to:

- Ascertain why there is high rate of graduate unemployment now when compared to the period between 1970 to 1980;
- Ascertain why the Government and Non-Governmental Organizations (NGOs) attempts at curbing graduate unemployment had failed; and
- Identify any method(s) by which Government and NGOs can apply so as to reduce graduate unemployment through entrepreneur development.

1.2 THEORETICAL FRAMEWORK

This study is guided by two sets of theories namely: Creativity and Technological Innovation Theory by Everett Hagen; and Behavioural – Elastic Model by John Kunkel. The Creativity and Technological Innovation Theory propounded by Evarett Hagen as cited by Okpara (2000) posits that an entrepreneur is a creative problem solver, interested in things in the practical and technological realms and driven by a duty to achieve. Hagen further states that the creative personality of an individual is characterized a high need for achievement, law, order and autonomy. He perceives economic development as ecological process brought about by technological creativity and innovation by entrepreneurs. He thus posits that the entrepreneur is a creative problem solver interested in solving practical problems, mostly through the application of creative technology. In his view, some entrepreneurs are energized by the obsessive desire to make a unique contribution to mankind; (Hagen as cited by Okpara, 2000).

The Behaviourial-Elastic Model by John Kunkel as cited by Agbaeze (2007) posits that entrepreneurship is a function of past and present social structure milieu; adding that it is influenced by identifiable sociological factors. His emphasis is to reward and punishment syndrome. Entrepreneurship pursuit in this context involves calculable risk and an associated reward. It is the societal values and norms that determine the entrepreneurial skills. He concludes that for entrepreneurship to thrive, there must be minimal government intervention; adding that certain government policies, in this regard, could facilitate or discourage entrepreneurship, (Kunkel as cited by Agbaeze, 2007).

2. CONCEPTUAL CLARIFICATION

In this study, an attempt was made to define some basic concepts operationally as they were used. These concepts are as follows: Unemployment and Entrepreneurship. Unemployment is the difference between the amount of labour employed at current wage rates and working conditions, and the amount of labour not hired at these levels (Briggs, 1973).

According to Everyman’s Dictionary as cited by Chukwu (2009), “unemployment refers to involuntary idleness of a person willing to work at the prevailing rate of pay but unable to find it”. Research has shown that the following among others are the causes of unemployment in Nigeria. For instance, Chukwu (2000) identifies some factors to be responsible for unemployment in Nigeria. According to him, these factors are: Rising population; Rural-urban migration and neglect of agriculture; Tremendous expansion of educational opportunities and misdirected investment in human capital; and, the problem of alien influx; Continuous shortfall in foreign exchange earnings and resultant fluctuations in capital expenditure of government. He further posits that the effects of unemployment on Nigerians include:

- Brain Drain
- Increase in social vices and crimes
- Increase in rural urban migration
- Fall in national output
- Increased drain in government finances
- Potential sources of political instability
- High dependence ratio

- Fall in standard of living.

The term entrepreneurship was first applied to business by Richard Cantillon an Irish man living in France in 1755; and Cantillon claimed that the essence of the function of the entrepreneur is to bear risk. According to Ijeoma (2005) the word entrepreneur may be described in terms of specific functions which the entrepreneur performs or in terms of the characteristics and generally associated activities which the entrepreneur is expected to perform. Joseph Schumpeter (1985) posits that entrepreneurship is brought about by the intuitive capacity of the individual to develop new ideas. To Gbadamosi (2005) entrepreneurship refers to the willingness and ability of an individual to seek out investment and economic development opportunities in an environment, adding that an entrepreneur has certain personality traits which influence his behaviour and he also lives in a society and is obviously effected by the economic opportunities and government incentives. Banjoko (2003) states that entrepreneurs are the pivot on which the economy of a nation rotates and a nation that lacks entrepreneurs finds it difficult to industrialize and grow economically. Entrepreneurship can be developed through fiscal policies, training and guidance. Peter Drucker (1990) states that an entrepreneur is the only one who always searches for change, responds to it and exploits it as an opportunity. An entrepreneur is “an individual who creates a new firm and continues to manage it until it is successful, (Gullick, 1980). Ejiogu (2004) summarized the concept of entrepreneur as a person who identifies business opportunities and organizes the required resources to initiate successful business activity.

3. AN OVERVIEW OF THE PAST AND PRESENT GOVERNMENT STRATEGIES

As a result of the high rate of unemployment and high level of poverty associated with it, the government introduced various programmes aimed at combating it. These programmes include:

- The Structural Adjustment Programme (SAP) which was introduced in 1986 and its target is to liberalize economic approach;
- The Directorate of Food, Roads and Rural Infrastructure (DFRI) which was devoted to rural infrastructural projects;
- The National Directorate of Employment (NDE) which targets skills development and job creation amongst youths;
- Poverty Alleviation Programme (PAP); and
- National Poverty Eradication Programme (NAPEP).

NAPEP was designed to provide immediate employment to about 200,000 youths. While NAPEP is new and ongoing, it would be pre-emptive to comment on its impact. The other initiative aimed a youth development and employments have not recorded the desired impact, the reasons adduced for their dismal performance include:

- The usual top down approach to programme design and implementation;
- Absence of sustainability mechanisms in programmes;
- Uncertainty arising from frequent policy changes and inconsistencies; and
- Weak institutional framework.

According to the Central Bank of Nigeria (2003) the national unemployment rate, rose from 4.3% in 1970 to 6.4% in 1980. The high rate of unemployment observed in 1980 was attributed largely to depression in the Nigerian economy during the late 1970s. Specifically, the economic downturn led to the implementation of stabilization measures which included restrictions on exports, which caused import dependency of most Nigerian manufacturing

enterprises, which in turn resulted in the operation of many companies below their installed capacity. This development led to the close down of many industries while the survived few were forced to retrench a large proportion of their workforce. Furthermore, the Nigerian Government also placed an embargo on employment. Specifically, total disengagement from the Federal Civil Service rose from 2,724 in 1980 to 6,294 in 1984 (Odusola, 2001). Owing to this, the national unemployment rate fluctuated around 6.0% until 1987 when it rose to 7.1%. It is important to state here, that SAP adopted in 1986, had serious implications on employment in Nigeria, as the unemployment rate declined from 7.1% in 1987, to as low as 1.8% in 1995, after which it rose to 3.4% in 1996, and hovered between 3.4 and 4.7% between 1996 and 2000 (Douglason and Gbosi, 2006).

The analysis of educational status also suggests that people who have been majorly affected by unemployment are those without basic education. For instance, people with and without primary school education accounted for 76.8 and 80.6% of the unemployed labour force in 1974 and 1978 respectively.

In recent times however, the situation has been compounded by the increasing unemployment of professionals such as accountants, engineers, among others. According to a 1974 survey, reported by Aigbokhan (2000) graduate unemployment accounted for less than 1% of the unemployed, in 1974. By 1984, the proportion rose to 4% for urban areas and 2.2% in the rural areas. Dabalén and his co-researchers (2000), posit that graduate unemployment, accounted for about 32% of the unemployed labour force between 1992 and 1997.

It is impressive to note here that, in 2003, Nigerian's unemployment rate declined substantially to 2.3 percent. This decline was attributed to the various government efforts aimed at addressing the problem through poverty alleviation programmes. This decline also pointed to an increased number of people who got engaged in the informal sector activities. Past studies had attempted to examine the contributions of Informal Sector to employment creation. Ajibefun and Daramola (2003) examine the efficiency of micro enterprises in the Nigerian economy using a sample of 180 micro enterprises. They reported evidence of a wide variation in technical and allocative efficiencies, both within and across industries. They also found that education of the owner of business enterprises was a significant factor influencing efficiency. They conclude that the evidence of variations in efficiency is indicative of the need for more proactive actions to raise the level of efficiency and employment among the firms in the sample.

3.1 THE ROLES OF EDUCATION IN ENTREPRENEURSHIP DEVELOPMENT

With more than 100 universities producing more than 200,000 graduates per annum in a country of about 140 million people, and unemployment level of about 75% for its university graduates (excluding millions of other unemployed school leavers at other various levels of education), Nigeria's universities will soon reach a crisis level with regards to their curricular content arrangement, input-output and employability of their graduates, unless some drastic measures by way of curriculum tinkering, curriculum inclusion and exclusion in favour of entrepreneurship, are put in place.

Meanwhile our university education system is down and out as virtually all the universities operate strictly professionally-oriented curricula that are devoid of entrepreneurial studies, while an alarming number of its able and qualified graduates, were able to make a difference in a world of work and self employment with their creativity and innovativeness, remain unemployed, underemployed or unemployable.

Many of our small business or entrepreneurial opportunities, much of the country's oil, gas, bitumen, limestone, iron ore, columbite, gold, coal, gypsum, etc., and their allied cottage industries and small factories remain untapped due to lack of right entrepreneurial acumen by our unemployed or underemployed.

The national crusade for related solutions was embodied in the past governments National Economic Empowerment and Development Strategy (NEEDS) at both Federal and state levels, with a locus on poverty reduction, employment generation, wealth creation and value re-orientation. The NEEDS programme, of course, was soon contaminated with the usual Nigerian factor by way of political bigotry, bribery and corruption, funding and dispensation of fund problems, discontinuity of laudable government programmes at the inception of any new government, and so on.

Earlier, specifically for the students at the tertiary institutions, the Universities and Polytechnics, there had been the, Students Industrial Work Experience (SIWES), designed to enable them to acquire practical industrial training. Unfortunately, the SIWES arrangement was characterized by such problems as: curriculum mismatch and integration difficulties with respect to the University School or Faculty curriculum and the Industrial Training curricular arrangement; monitoring difficulties, supervision uncertainties; funding irregularities; relevant and quality industry placement and/or shortfall; students apathy and truancy.

The function of entrepreneurial studies at the school level in a conventional university is to enable its students to discover, whilst undertaking their regular course of studies, what other relevant work experiences other than those in paid employment of government and other agencies are going on in society by the appropriate entrepreneurs so as to facilitate the direct exchange of information in the interest of students. The function of information brokerage here is to assemble on a systematic basis and to disseminate relevant information on appropriate technologies in the students, our undergraduates, particularly for low cost and self-help methods, small scale manufacturing in the students' areas of specialization, pure sciences, transport management and health technologies, and so forth. It is not so much of an extrapolation from the already planned curriculum as of the transfer of technology even from the so-called less educated resource personnel from the community.

An average university in Nigeria, typified by order and efficiency in its traditional curriculum devoid of entrepreneurship gives far little thought to disorderliness of creative freedom, which calls for innovation and creativity. Its Schools or Faculties assume that students study for examination success, for good grades, first class or good second class degrees, at the end of their registered programmes.

The various issues under review can be summed up as a curriculum change issue. Success in this direction can only come through a process of a systematic awareness campaign and growth involving a sustained research, industrial practices and organization by the Centre and Allied Students Organizations such as the Students In Free Enterprise (SIFE) Federal University of Technology Owerri. In all essentials, what is important is the level of students' awareness of what entrepreneurship in the university timetable is all about and the students' preparedness to participate, to accept change proposals and new approaches in that direction.

3.2 THE ROLE OF NON-GOVERNMENTAL ORGANIZATIONS (NGO)

In this section, we discuss some NGOs that have been striving in combating unemployment include (a) Centre for Skills Development and Training (CENSIRT); and (b) The FATE Programmes for Emerging Entrepreneurs. The Centre for Skills Development and Training (CENSIRT) is situated in Abakaliki, in Ebonyi State of Nigeria. CENSIRT focuses on the development of programmes that address problems of poverty, mainly in the communities of Ebonyi States. The NGO is involved in entrepreneurship skills development for young people and also small industry programmes. CENSIRT was selected as a GET-IT training centre by HP in 2008. Six trainers from CENSIRT attended a T-Tools guidance course that took place in Abakaliki in September 2008 and CENSIRT received the HP technology package in November 2008.

As a follow up to the launch of the GET-IT programme, an awareness workshop on the promotion of business through IT for young entrepreneurs in Ebonyi State was held in December 2008. Since the launch, CENSIRT has trained more than 80 students. CENSIRT is a Centre for Small Industry and Training. It provides ICT programmes, skills acquisition and training for prospective employees. They also assist with entrepreneurship development training, small industry research and energy; and community programmes. Its main goal is sustainable development.

The FATE Programmes for Emerging Entrepreneurs defines an emerging entrepreneur as one whose business guarantees a minimum yearly turnover of N 10,000,000 in addition to:

- A net enterprises worth of N5 ,000,000 minimum
- Having at least four fully employed staff; and
- Not less than 3 years in operation.

In addition, the FATE Emerging Entrepreneurs programme aims to “equip budding entrepreneurs with the skills, tools and networks required to ensure the sustainable growth of their business” with the primary objective of providing more employment opportunities for the country’s youth. The FATE Emerging Business Forum is a high level networking session that provides great opportunities for participants to create awareness for their businesses, meet with business leaders as well as major players in similar industries thus increasing their customers and revenue base. The FATE Financing Forum for Emerging Entrepreneurs (FFFEE) is a terminal event at the end of every stream, intended to provide the top five participants that require enterprise funding, “opportunity to showcase their business directly to investors and venture capitalists on a one-on-one basis”. This is a unique activity due to its ability to attract and deliver prospective financial investors to entrepreneurs without the usual red tape. The FATE Consulting Services supports entrepreneurs with specific marketing, financing, and strategic needs using consultants to determine the specific challenges of a particular enterprise and draft proposals for intervention. The service is free for all participants. The FATE Emerging Mentoring Programme provides the platform for emerging entrepreneurs to consult with mentors-accomplished businessmen who provide them with invaluable advise on corporate strategy and sustainability of enterprise. Other tools include annual FATE, Investors forum, the FATE Business library, and the FATE computer centre, all are, available for participants.

4. METHODS AND MATERIALS

The research design procedure adopted for this study is the survey research method. The procedure appeared best suited for this study because it is not possible to interview the entire population. The source of primary data was through interview held with some unemployed graduates, some lecturers in various institutions of higher learning, some workers from Ministry of Labour and Productivity, some workers from selected NGOs as well as some practicing entrepreneurs. Secondary data were gathered from journals, textbooks, National Bureau of Statistics Handbook as well as research work and studies that have been done. The data collected from the study are presented in the following Appendices 1 - 14.

5. RESULTS

The findings reveal that graduate turnout from various institutions of higher learning in Nigeria is far greater than the available jobs. For instance, in 2005, graduate turn out of Bachelors Degree, Post Graduate Diploma Degree and Doctorate Degree was 39506 (refer table 14), whereas the placement in the same year was 1067 (128 for Lower Grade Workers and 939 for Professional and Executive ie $128 + 939 = 1067$; Refer table 1). The findings reveal that there is lack of linkage between theory and practice among the graduates and this further

aggravates the problem. For instance, an Agric Engineering Graduate cannot establish a farm settlement. Ditto to Mechanical Engineering as well Business Management graduates. The causes of unemployment include rising population, tremendous expansion in educational opportunities and misdirected investment in human capital, rural-urban migration and neglect of agriculture, etc. It was equally discovered that the government and NGOs had made several attempts at combating unemployment but more concentrated efforts are needed to achieve the set objective. Furthermore, it was discovered that entrepreneurship development had been a vital tool for economic growth and development of any developing Nation like Nigeria; and that if our youths are encouraged to become entrepreneurs through proper implementation of relevant policies, the problem of graduate unemployment will be drastically reduced.

6. CONCLUSION AND RECOMMENDATIONS

From the foregoing, one can conclude that the Nigerian government has made several attempts at solving the unemployment problem (especially among the graduates) by setting up various agencies to provide solutions to the ugly problem. Notable among these agencies are the National Directorate of Employment (NDE) and National Poverty Eradication Programme (NAPEP). These attempts, however, have not been able to make substantial impact essentially because of policy inconsistencies, poor governance and ineffective targeting of the poor, resulting in resources being thinly spread among projects, overlapping of functions, poor coordination and unsustainable designs amongst others. Equally, the Non-Governmental Organizations (NGOs) attempts at the solving the problems of graduate unemployment had not yielded the desired result due to paucity of funds, inadequate regulatory policies amongst others. Based on the findings, the followings recommendations are proffered:

- There should be direct linkage between education and employment. To this effect, science, technology and skills appropriate and necessary for our economic development should be emphasized in our educational institutions.
- Government should make appropriate policies that will enhance entrepreneurial skills in our youths. These policies should be enshrined in the school curriculum.
- Companies and entrepreneurs should play instrumental roles in promoting entrepreneurial education by providing expertise knowledge, mentoring, social and financial support.
- The 6-3-3-4 system of education should be over-hauled to produce graduates that are job-creators instead of job-seekers.
- Entrepreneurial development should be taught in secondary schools; and should be a compulsory course to every student in high institution of learning.
- More efforts should be diverted to self-employment on agriculture and development of industries that will utilize more domestic raw materials.
- Private sector, government ministries, other stakeholders need to co-operate and work with academia with a view to over-hauling the educational system in the country essential to develop entrepreneurial society.

APPENDICES

Appendix 1: Registered Unemployed And Vacancies Declared, 2003-2007

Year	Registration		Vacancies Declared		Placement
	Old Registration	Fresh Registration	Re-Registration		
Lower Grade Workers					
2003	112,968	18,871	11,645	2,889	2,005
2004	104,158	1,823	5,486	550	293
2005	53,237	458	6,021	180	128
2006	51,918	193	6,066	61	79
2007	69,770	625	5,858	264	167
Professional And Executive					
2003	56,858	3,479	1,624	917	657
2004	18,021	836	1,754	220	227
2005	139,713	2,108	3,201	1,128	939

Source: Federal Ministry of Labour and Productivity

Appendix 2: Unemployed Persons By Educational Level Age Group And Sex As At December For Rural & Urban Combining 2003-2007

Level	2003	2004	2005		2006		2007*	
			ILO	NIG	ILO	NIG	ILO	NIG
All levels	100	100	100	100	100	100	100	100
No Schooling	11	14.9	12.5	51.9	12.3	52.3	12.3	52.3
Primary	18.3	15.8	15.3	16.3	15.3	16.2	15.3	16.2
Secondary	59.7	52.8	63.5	25.3	63.7	25.2	63.7	25.2
Post Secondary	11	16.5	8.7	6.5	8.2	7	8.2	7.1
Age Group	100	100	100	100	100	100	100	100
15-24	54.8	52.9	55.2	25.1	55.2	25.9	55.2	25.9
25-44	35.5	41.1	36.2	48.8	36.1	49	36.1	49
45-59	3.9	2.7	4.3	16.2	4.9	15.9	5	15.9
60-64	6.8	3.4	2.2	4.7	1.8	4.3	1.7	4.2
65-70			2.1	4.4				
SEX								
Gender	100	100	100	100	100	100	100	100
Male	55.5	58.3	57.7	56.4	57.7	56.5	57.7	56.5
Female	44.5	41.7	42.3	42.8	42.3	43.5	42.3	43.5

Source: National Bureau of Statistics. Note: ILO = International Labour Organisation

* = Estimates

Appendix 3: Unemployed Persons By Educational Level, Age Group And Sex As At December For Urban Nigeria, 2003-2007

Educational Level	2003	2004	2005		2006		2007*
			ILO	NIG	ILO	NIG	ILO
All levels	100	100	100	100	100	100	100
No Schooling	9.7	5.3	16.8	33.6	19	33.1	19
Primary	21.7	16.6	17.2	18	17	17.9	17.1
Secondary	51.3	52.9	47	32.3	47	32.3	46.9
Post Secondary	17.3	25.2	19	16.1	19	16.6	18.7
Age Group							
All Groups (15-59)	100	100	100	100	100	100	100
15-24	51.8	40.6	49.5	29.5	50	29.4	49.5
25-44	40.7	47.6	43	50.5	43	50.7	42.9
45-59	2.2	1.1	3.2	11	5.1	10.5	5.7
60-64	4.3	3.7	2.9	5.5	2.7	5.2	2.6
65-70	-	-	1.4	3.3	-	-	-
Gender							
Male	58.4	57.2	53.8	57.5	54	57.5	53.7
Female	41.6	42.8	46.2	42.5	46	42.5	46.3

Source: National Bureau of Statistics. Note: ILO = International Labour Organisation
NIG = Nigeria, * = Estimates

Appendix 4: Unemployed Persons By Educational Level, Age Group And Sex As At December (Rural), 2003-2007

Level	2003		2004		2005	
	ILO	NIG	ILO	NIG	ILO	NIG
All levels	100	100	100	100	100	100
No Schooling	11.5	53.6	19	59.8	19.7	59.9
Primary	16.9	20.8	15.4	17.8	15.3	17.7
Secondary	63.3	22.3	52.8	18.9	52.6	18.7
Post Secondary	8.3	3.3	12.8	3.5	13.3	3.6
Age Group						
15-24	56.1	18	55.1	21.4	55.1	21.6
25-44	33.3	47.1	38.3	46.6	38.5	46.6
45-59	4.6	22.7	3.4	21.3	3.1	21.2
60-64	2.8	6.5	1.3	5.8	-	5.7
65-70	3.2	5.7	1.9	4.9	1.5	4.8
Gender						
Male	54.3	64.3	58.8	64.1	58.9	64.1
Female	45.7	35.7	41.2	35.9	41.1	35.9

Source: National Bureau of Statistics. Note: ILO = International Labour organization.
NIG: = Nigeria; * = Estimates

Appendix 5: National Unemployment Rates, Nigeria (Year-Ending December), 2003-2007

Survey Period	Composite		Urban		Rural	
	ILO	NIG	ILO	NIG	ILO	NIG
2003	2.9	14.8	3.2	17.1	2.7	13.8
2004	2.8	11.8	3.3	11	2.6	12.1
2005	3.3	11.9	4.3	10.1	2.8	12.6
2006	3.5	14.6	4.6	10	2.9	15.1
2007*	3.5	10.9	4.7	10	2.9	12.6

Source: National Bureau of Statistics. Note: ILO = International Labour Organisation
NIG = Nigeria; * = Estimates

Appendix 6: Unemployment Rates By Age Group And Sector, 2003-2007

Year	15-24			25-44		
	National	Urban	Rural	National	Urban	Rural
2003	32.1	33.8	31.3	14.7	18.1	13.2
2004	28.9	31.2	27.9	11.4	10	12
2005	34.2	34.6	34	11.3	9.3	12.2
2006	30.8	31.9	30.3	8.8	5.1	11.1
2007	30.7	31.9	30.2	8.5	4.7	11

Source: National Bureau of Statistics- General Households Survey Report (1995-2007)

Appendix 7: Unemployment Rates By Age Group And Sector, 2003-2007

Year	60-64			65-70			All groups
	National	Urban	Rural	National	Urban	Rural	National
2003	13.4	13.5	13.4	13.1	11.1	14	14.8
2004	10.1	4.8	12.4	8.7	5.1	10.2	13.4
2005	9.7	11.2	9	10.7	9.2	11.3	11.9
2006	7.3	4	8.3	7.1	4.2	12.5	13.7
2007	7.1	3.3	8.3	6.8	3.7	12.6	14.6

Source: National Bureau of Statistics- General Households Survey Report (1995-2007)

Appendix 8: Appendix 8: Economically Active Population By Occupation In Major Groups

Occupation	Total	10-19	20-29	30-39	Age group 40-49	50-59	60-69	70+
Professional, Technical & Related workers	1,806,333	62,164	577,916	640,743	307,891	130,591	52,804	34,224
Administrative & Managerial workers	654,066	14,692	194,474	232,959	132,442	53,156	16,993	9,350
Clerical and Related workers	-	23,418	307,107	283,897	143,710	53,519	14,445	5,723
Sales workers	5,934,503	463,107	1,847,567	1,607,320	978,967	524,719	324,054	188,769
Service workers Agricultural, Animal	857,813	121,471	282,125	195,986	144,545	65,665	30,304	17,717
Husbandry, Forestry workers, Fishermen & Hunters	11,976,451	1,178,978	2,354,692	2,635,977	2,200,206	1,563,407	1,182,409	910,782
Fishermen & Hunters Production and Related workers, transport Equip. Operators & Labourers	11,976,451	1,178,978	2,354,692	2,635,977	2,200,206	1,563,407	1,132,409	910,782
Occupation Not stated or Occupation not Adequately defined	876,343	99,465	2,33,812	214,842	133,017	77,825	52,211	65,171
Total	26,624,926	2,390,641	7,111,678	6,833,138	4,569,953	2,696,806	1,730,112	1,292,598

Source: National Population Commission (1991)

Appendix 9: Total Enrolment In Federal Universities By Major Discipline, 2001/2002 - 2006/2007

Discipline	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/07
Administration/MGT	29,407	29,741	45,247	47,886	29,757	43,808
Sciences						
Agriculture	18,557	27,201	30,457	26,455	22,022	22,604
Arts	31,182	31,456	35,585	38,589	33,998	37,652
Dentistry	-	-	-	-	-	727
Education	33,782	33,792	48,230	48,889	49,247	52,988
Engineering technology	47,278	50,983	51,816	59,702	57,824	56,421
Environmental science	10,864	14,676	18,036	18,853	17,968	18,065
Law	14,395	13,896	15,430	18,506	16,299	15,008
Medicine	26,360	25,426	28,001	31,540	25,884	26,338
Pharmacy	5,727	5,873	5,967	5,538	4,740	5,261
Science	59,361	74,933	78,761	97,724	75,187	76,704
Social science	45,320	38,154	54,450	52,924	56,725	53,946
Veterinary medicine	3,474	3,365	7,273	3,771	3,735	3,066
Total	325,707	349,502	419,253	450,377	393,386	412,588

Source: National Universities Commission

Appendix 10: Graduate Out Turn by Post Graduate Diploma, 2001 – 2005

Discipline	2001		2002		2003		2004		2005	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Administration	3,456	1,055	1,461	594	950	527	1,341	701	1,095	599
Agriculture	287	30	169	42	101	37	214	40	136	46
Arts	405	105	105	43	100	118	75	53	74	41
Education	415	237	818	519	590	397	451	476	304	206
Engineering technology	693	32	534	52	329	63	346	58	570	49
Environmental science	96	17	129	28	129	82	162	36	159	31
Law	10	3	89	65	-	-	-	-	-	-
Medicine	15	11	51	31	100	62	25	12	22	18
Pharmacy	-	-	-	-	-	-	-	-	-	-
Science	810	475	413	98	243	90	343	123	269	111
Social science	1,188	456	1,111	193	694	476	765	292	533	388
Dentistry	-	-	-	-	-	-	-	-	-	-
Veterinary medicine	8	-	-	-	-	-	4	3	-	-
Others	190	95	180	42	235	87	36	39	-	-
Total	7,573	2,516	5,060	1,707	3,471	1,939	3,762	1,833	3,162	1,489
Grand Total	10,089		6,767		5,410		5,595		4,651	

Source: National Universities Commission

Note: Total & Grand Total were revised

Grand Total for each column is obtained by adding the figure for the male and that of female. For instance in 2005 the Grand total is 4,651 is obtained by adding 3162 and 1489 (i.e. $3162 + 1489 = 4651$).

Appendix 11: Graduate Out Turn of Bachelors Degree by Discipline 2001 - 2005

Discipline	2001		2002		2003		2004		2005	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Administration	3,294	2,298	4,727	3,413	6,380	5,321	4,089	3,201	2,521	1,843
Agriculture	1,086	604	1,381	705	1,366	873	1,268	828	299	167
Arts	2,732	2,351	2,938	2,982	3,672	3,963	2,706	2,746	1,687	1,495
Education	4,129	4,117	3,221	3,248	3,560	3,391	2,361	3,008	2,352	2,095
Engineering technology	4,194	581	4,558	679	5,425	800	4,182	689	1,061	116
Environmental science	932	375	1,079	395	1,201	560	940	368	643	243
Law	1,558	990	2,112	1,781	2,846	2,664	1,901	1,461	1,007	626
Medicine	1,200	568	1,538	613	1,489	903	1,219	721	359	230
Pharmacy	242	78	312	138	186	144	320	235	12	10
Science	4,743	2,494	4,461	2,840	5,839	4,347	4,390	2,581	2,190	1,379
Social science	5,021	3,223	8,459	4,996	8,187	5,658	6,017	4,220	2,893	2,296
Dentistry	-	-	45	22	67	30	48	21	-	-
Veterinary medicine	68	19	99	47	155	54	47	21	30	6
Others	583	311	1,059	457	879	401	617	214	273	209
Total	29,782	18,009	35,989	22,316	41,252	29,109	30,105	20,314	15,327	10,715
Grand Total	47,791		58,305		70361		50,419		26,042	

Source: National University Commission

Appendix 12 Graduate Out-Turn Of Master's Dgree, 2001-2005

Discipline	2001		2002		2003		2004		2005	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Administration	3,470	1,241	2,879	987	5,326	992	2,334	1,212	1,676	768
Agriculture	138	38	418	142	368	136	324	94	202	59
Arts	681	304	1,074	365	568	189	637	310	280	169
Education	723	736	1,406	962	1,061	854	1,043	849	328	317
Engineering Tech	296	23	539	97	409	162	416	71	166	21
Environmental science	252	39	127	39	154	56	220	81	296	122
Law	218	137	253	91	250	132	329	183	33	12
Medicine	95	25	279	125	219	98	517	129	66	36
Pharmacy	23	7	25	15	58	27	105	39	11	3
Science	393	165	820	322	557	145	566	239	2,586	106
Social Science	1,327	362	3,096	996	1,719	500	1,987	733	688	412
Dentistry	29	12	1	-	-	-	9	1	2	-
Veterinary Medicine	16	2	38	4	28	9	22	6	12	6
Others	53	15	39	12	31	8	20	16	6	2
Total	7,714	3,106	10,994	4,157	10,748	3,308	8,529	3,963	6,352	2,033
Grand Total	10,820		15,151		14,056		12,492		8,385	

Source: National Universities Commission

Grand Total for each column is obtained by adding the figure for the male and that of female. For instance in 2005 the Grand total is 8385 is obtained by adding 6352 and 2033

Appendix 13 Graduate Out-Turn By Doctorate Degree-2005

Discipline	2001		2002		2003		2004		2005	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Administration	27	6	13	4	14	3	13	2	23	5
Agriculture	47	17	90	19	104	27	76	25	53	12
Arts	67	11	125	13	93	40	120	45	63	20
Education	103	60	130	54	102	71	103	72	47	16
Engineering Tech	32	1	34	4	36	3	45	1	27	2
Environmental Science	63	13	12	2	4	1	13	2	7	1
Law	11	-	5	2	3	1	3	-	3	-
Medicine	6	1	22	6	13	11	15	6	1	-
Pharmacy	4	1	3	1	1	1	8	3	2	4
Science	74	20	87	19	76	11	76	35	47	14
Social Science	97	15	42	16	93	28	84	24	56	17
Dentistry	-	-	-	-	-	-	-	-	-	-
Veterinary Medicine	6	-	15	2	7	1	13	2	6	1
Others	6	2	-	1	7	1	8	-	1	-
Total	543	147	578	143	553	199	577	217	336	92
Grand Total	690		721		752		794		428	

Source: National Universities Commission

Note: total & grand total were revised

Grand Total for each column is obtained by adding the figure for the male and that of female. For instance in 2005 the Grand total is 428 is obtained by adding 336 and 92.

Appendix 14: Graduate Turn-Out Of Bachelors Degree, Post-Graduate Diploma Master's Degree And Doctorate Degree Combined, 2001 -2005

Discipline	2001		2002		2003		2004		2005	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Administration	10,247	4,600	9,080	4,998	12,670	6,843	7,777	5,116	5,315	3,215
Agriculture	1,558	689	2,058	908	1,939	1,073	1,882	987	690	284
Arts	3,885	2,771	4,242	3,403	4,433	4,310	3,538	3,154	2,104	1,725
Education	5,370	5,150	5,575	4,783	5,513	4,713	3,958	4,405	3,031	2,634
Engineering Technology	5,215	637	5,665	832	6,199	1,028	4,989	819	1,824	188
Environmental science	1,343	444	1,347	464	1,488	699	1,335	487	1,105	397
Law	1,797	1,130	2,459	1,939	3,099	2,797	2,233	1,644	1,043	638
Medicine	1,316	605	1,890	775	1,821	1,074	1,776	868	448	284
Pharmacy	269	86	340	154	245	172	433	277	25	17
Science	6,020	3,154	5,781	3,279	6,715	4,593	5,375	2,978	5,092	1,610
Social Science	7,633	4,056	12,708	6,201	10,693	6,662	8,853	5,269	4,170	3,113
Dentistry	29	12	46	22	67	30	57	22	2	-
Veterinary Medicine	98	21	152	53	190	64	86	32	48	13
Others	832	423	1,278	512	1,152	497	681	269	280	211
Total	45,612	23,778	52,621	28,323	56,024	34,555	42,973	26,327	25,177	14,329
Grand Total	69,390		80,944		90,579		69,300		39,506	

Source: National University Commission

REFERENCES

- Agbaeze, E.K. (2007), *Development of Entrepreneurship: The Nigerian Perspective*. Enugu: Precision Publishers Ltd; 224P.
- Banjoko S.A. (2003). *Entrepreneurship as Pivot on which the Economy of a Nation Rotates*. Lagos. University of Lagos Press.
- Brigg .I.I. (1973). *Unemployment Statistics and What they Mean*. Monthly Labour Bulletin. Central Bank of Nigeria Bullion (2003).
- Chukwu B.I. (2009). *Principles of Macroeconomics* Enugu. A Horsethrone Concept p. 256.
- Chukwu C.O. (2000). *Macroeconomic: A Practical Approach*. Enugu: Oak Publishers Ltd.
- Doulason G.U. and Gbosi (2006). *The Dynamics of Productivity and Unemployment. Generation in Nigeria*, NES 2006 Annual Conference Ibadan Nigeria.
- Ejiogu A. (2004). *Factors that influence Entrepreneurship behaviours* Lagos Panaf Printing Press.
- Englana A. (2001). *Unemployment: Concepts and Issues*. Central Bank of Nigeria Bullion 25(4) 8 – 10.
- Federal Office of Statistics (1998). *Review of the Nigerian Economy 1997* Lagos.
- Gasper A. (2004) *Main Tasks of Entrepreneurs*. New York: McDonald Publishers.
- Ijeoma F.A. (2005). *Types of Entrepreneurs in Nigeria Business Functions*. Lagos Pascific printing.
- International Labour Organization (1981). *Year Book of Labour Statistics*, Geneva
- Joseph S. (1985). *Entrepreneur behaviours in Competitive Business Environment*. New York McGray Hills Books publishes Inc.
- National Bureau of Statistics Handbook (2007).
- Okpara, F.O. (2000), *Entrepreneurship: Tests and Cases*. Enugu: Precision Printers and Publishers.

© 2012 Sacha International Academic Journals,
Meridian Centre, 258 Kingsland Road, Hackney, London E8 4DG, England, United Kingdom.
In Compliance with the Standards Approved by the UK Arts and Humanities Research Council

Abstracting and Indexing in:
IndexCopernicus USA, British International Libraries,
Social Science Research Network Worldwide, Econlit (USA), Open-J Gate

For the Advancement of Knowledge to the World. www.sachajournals.com