Entrepreneurial Skills Possessed by Igbo Language Graduate Entrepreneurs in Abakpa Nike, Enugu East, Enugu State

By

Ebubechineke, Ifeyinwa
Department of Arts Education,
University of Nigeria, Nsukka

Abstract

This study sought to investigate the entrepreneurial skills possessed by Igbo Language graduate entrepreneurs in Abakpa Nike, Enugu East Local Government Area in Enugu State. Specifically, the study examines the extent to which the Igbo Language graduate entrepreneurs possess psychological, scholastic, communicative, leadership and financial skills to undertake entrepreneurial activities in this era of global economic melt down. The total population of 1850 graduates attended the 'Youths Forum'. Using purposive random sampling technique 160 Igbo Language degree holders were selected. Researcher designed questionnaire (RDQ) was used to elicit information from the respondents. Data were analyzed using mean and standard deviation to answer the five research questions. The study showed that the Igbo Language entrepreneurs possessed moderate skills in 19 items investigated. Very low skills were observed in the financial cluster. The study also revealed that being a degree holder was not significant in the mean analysis of the skills possessed by the Igbo Language graduate entrepreneurs. The researcher among other things recommended that financial literacy should be a very important module in Entrepreneurship Education.

Keywords: **Entrepreneurship Education**, **Igbo Language graduate entrepreneurs**, **Psychological skill**, **Scholastic skill**, **Communicative skill**, **Financial skill**, **Leadership skill**.

Introduction

Background

Lack of entrepreneurship education and skills among Nigerian youths have continued to increase the social vices due to high rate of unemployment in the

country. This can be evidenced as numerous employable graduates roam about the streets practicing and engaging themselves in one crime or the other like armed robbery, stealing, yahooing, drug trafficking, kidnapping, cultism, smoking of Indian herm and many more. To avoid more and more graduates engaging in such unprofitable socially unwelcomed values, there are measures to be taken to train them with skills for useful living. If these measures are not taken, there is every tendency that the situation will escalate more serious problems for the nation. Hence, it will be better for the government to make policies to facilitate the possession of entrepreneurial skills and acquisition of entrepreneurship education. This will help to establish them and make them self-reliant, and employers of labour, entrepreneurs and investors. This can be achieved by inculcating in them the spirit of entrepreneurship. The term entrepreneur was seen in the 19th century as an individual proprietor who supplied most or all of the factors of production especially managerial expertise. The advent of joint stock company led to the division of management and the supply capital, so that the term "entrepreneur" becomes a more hypothetical abstract term affixed to any individual or group who performs the risk bearing and organizing the factors of production. In other words, the term suggests one that maximizes profit. Therefore, entrepreneur can be defined as "one who starts an enterprise, one who puts new forms of industry on his feet, one who shoulders the risks and uncertainty of using economic resources in a new way and the one with the right motivation, energy and ability to build something by his efforts (Abdullahi, 2014). The development of entrepreneurship as a concept and activity is perceived as a panacea to the myriad of problems confronting the Nigerian nation. It concerns the development of people's potentials as a country's most valuable resources. This is evidenced by the variety of supporting mechanisms and policies that the various levels of government have put on ground to arrest youth restiveness, poverty, unemployment, insurgency and economic instability. The measures include funding, making skill acquisition attainable and economic policies aimed at making the largest black nation look inwards for its own food and development.

World Population Prospects (2019) reported that the population grew from 45,138,458 in 1960 to 2000, 963,599 in 2019. This means that the population rose by over 445.22% since independence. Nigeria is rated as the 7th most populous nation in the world with an annual growth rate of 2.6%. The report also showed that

Nigeria has a young population of 18.4 years, rated 132nd and Human Freedom, 128th on Personal Freedom and 118th on Economic Freedoms in themselves might mean nothing to the man in the street who continually blames the political class for doing too much of the wrong things and not enough of the right things (Kiyosaki, 2010).

The concern of this research is that the huge and vibrant population of Nigerian youths, (Igbo language graduates), have not been matched with appropriate human capital development through education and training. Post-independent Nigeria pursued an educational policy aimed at taking over administration and governance from our erstwhile British colonial masters as engineers, doctors, lecturers, lawyers etc. For too long, vocational education in agriculture, sewing, soap production, shoe making, bag making, carpentry, roadside mechanic, vulcanizing, wielding, brick making, plumbing, and a lots of them were relegated to the background. Now, the jobs are no longer there by presenting certificates which at times cannot be defended. This is because the Nigerian educational system is too theoretical in nature (Adekunle and Kayode, 2014). Since the many BA, B.Sc. and Ph.D. holders can no longer get the white collar jobs they desire, what is now required is a paradigm shift in the curricula of our Universities. That shift has come into the curricula of many Universities by the introduction of entrepreneurship education in 2007(Abdullahi ,2014).This was incorporated in the tertiary institutions curricula as part of the government's effort to tackle severe graduate unemployment. In countries like USA, Tunisia, Denmark, Poland, Spain, UK etc have for many years introduced Entrepreneurship in their school systems which all have produced specific programmes that are now in the National Development Plans of each country (Abdullahi, 2014). Educational institutions in Nigeria have not actually provided the suitable skills needed to place Nigeria on the right pathway to rapid social and economic development, which will now enable the students to acquire positive attitudes towards life and skills. Thank God for the Director of NDE, who has realized the importance of entrepreneurial skills for job creation to reduce the high rate of unemployment that has eaten in to the fabrics of the society. Now, he has started the training of some young graduates in skills acquisition in some of the states in Nigeria for job creation and employment. He had in mind of creating jobs for hundred million graduates in ten years coming. NTAi News Tuesday Live March 10th, (2020).

Entrepreneurship Education is the process of imparting knowledge and teaching skills to potential entrepreneurs on how to venture into business that is relatively small in nature for future advancement of the business (Ibe,2014). It is also a purposeful intervention by an educator in the life of a learner to impart entrepreneurial qualities and skills to enable the learner to survive in the world of business. Entrepreneurship education seeks to prepare people, especially youths, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers who can contribute to economic development and sustainable Communities. UNESCO (2008) in its report explained that entrepreneurship education is made up of all kinds of experiences that give students that ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation, it is about increasing student's ability to anticipate and respond to societal changes. Therefore, entrepreneurship education is all about life-wide as well as life-long competency development, not only help to ensure a number of positive social benefits to the individual and immediate community. Such benefits as improving living conditions, reduces poverty rate among citizens, increase economic activities, enhanced self-employment and promote innovation in technology.

Entrepreneurial skills are for self-employment and wealth creation through business ownership and investment. This can also be called life skills (Kiyosaki, Fleming and Kiyosaki, 2010).There are five entrepreneurial skills affecting this study. They are the psychological, scholastic, communicative, financial and leadership skills.

Psychological skill is one's attitude towards all his undertakings.
Jimngang (2004), explains that one's attitude determines his altitude or level of achievement in any activity especially entrepreneurial undertaking. This skill includes fear of failure, willingness to take and assume reasonable risks, overcoming survival instincts and strong ambition.

Scholastic skill according to kiyosaki,Fleming&kiyosaki(2010)includes the 3Rs of curricula arrangement which are Reading, Arithematics and writing. Francis Bacon an English Philosopher is attributed with the saying: "Reading maketh a man, conference a ready man and writing an exact man."As far as entrepreneurial

education is concerned scholastic skill is essential to make a successful entrepreneur Communicative skill is a skill that expresses ideas and feelings or giving people information. Through speech one can communicate. In entrepreneurial skill speech as an interactive instrument is needful for an entrepreneur who knows his onion.

Financial Skill, Adeyemi (2007) and Kiyosaki (2010), agreed that the beginning entrepreneur needs financial skills. Adeyemi called them financial babies while Kiyosaki likened them to financial illiterates. Most of these entrepreneurs lack the financial skills to prepare, interprete or make use of financial statements like income statement (profit and lost accounts), cash flow and spreadsheets (balance sheets).Lack of understanding of these statements makes it difficult for the entrepreneurs to borrow money from the banks. It is also in financial skills that money works for the entrepreneurs rather than they, working for money.

Leadership skill, Heward-Mills (2017) opined that everything done under the earth depends on leadership. The Continent, nation, community, church, school, family, business etc all need a genuine leaders for things to go well. So in all spheres of life, including entrepreneurial activity, there is a need for a genuine leadership for it to be successful.

For many years now, numerous schools both tertiary institutions and secondary schools comprising government and private owned have been producing graduates from all discipline for the Nigerian society, without commensurate job opportunities to absorb these graduates. Hence, Nigerian graduates keep roaming about the streets looking for how they can make both ends meet. This ugly situation drove them into engaging themselves in various social vices like cultism, armed robbery, kidnapping, stealing, smoking and dealing on marijuana (Nwakamma & Igbe, 2020). The unfortunate effect of this situation is a seeming waste of the agile and dynamic youths who should have been the workforce of the nation. They engaged in such social vices because they were not taught or trained on how to turn ideas to innovations. Again, the attitudes of our people devalue our Nigeria currency, and discouraged the youths thereby bringing unemployment on the increase, and discouraging the local goods producers where secondary graduates could have been enrolled as apprentices. To worsen the

situation, government and the public do not give them adequate motivation they need by patronizing the locally made products. This is evidenced in some useful machines around our offices, residences, and churches as being manufactured by foreign companies. Not only these, providing steady light supply, lack of teaching and learning equipment for entrepreneurship education, no school curriculum where literate and non-literate students can be accommodated together for entrepreneurship education and many other huddles which the self-reliant person can face. Because too many graduates are produced every year and white collar jobs are no more easy to come around, crimes and other vices became the order of the day and less attention was paid to entrepreneurship education. It is based on this situation that the researcher wants to know the entrepreneurial skills these youths (Igbo Language graduates) possess to take up entrepreneurship in Abakpa Nike, Enugu East LGA, Enugu State, so that they can move from job seekers to not only becoming self-employed but also becoming entrepreneurs and investors.

The broad purpose of this work is therefore to examine the entrepreneurial skills possessed by graduate entrepreneurs in Abakpa Nike. The extent to which the graduate entrepreneurs possess appropriate skills that can set them free from seeking employment and move them into not only becoming self-employed but also entrepreneurs and investors. Specifically, the study sets out to:

1) find the psychological skill possessed by Igbo Language graduates in Abakpa Nike.
2) find the scholastic skill possessed by Igbo Language graduates in Abakpa Nike.
3) ascertain the communicative skill possessed by Igbo Language graduates in Abakpa Nike.
4) find the financial skill possessed by Igbo Language graduates in Abakpa Nike.
5) ascertain the leadership skill possessed by Igbo Language graduates in Abakpa Nike

The geographical area of the study is Abakpa Nike which has grown from being a farm settlement to becoming the Hub Centre of Enugu East L.G.A with many entrepreneurial activities going on.

The scope of this study is to find out the skills possessed by graduate entrepreneurs in Abakpa Nike. In addition, the study will look into the psychological, scholastic, communicative, financial and leadership skills possessed by Igbo Language graduates in Abakpa Nike, Enugu East LGA of Enugu State.

To the best of the researcher's knowledge no study exists on the 'entrepreneurial skills possessed by graduate entrepreneurs' in Abakpa Nike, Enugu East L.G.A. This study seeks to fill that gap. The findings of this study will provide valuable insights to educators, policy makers and upcoming graduate entrepreneurs. Parents can also use the findings to give their children a head start towards an enduring wealth creation and financial freedom to enhance self employment, diversifying business ownership, acquiring entrepreneurial skills to improve their living standard in an ever-changing world and also promote innovation in technology.

Research Questions:

Five research questions guided this study:

1) What are the psychological skills possessed by the Igbo Language graduate entrepreneurs in Abakpa Nike.
2) To what extent are the scholastic skills possessed by the Igbo Language graduate entrepreneurs in Abakpa Nike.
3) What are the communication skills possessed by the Igbo Language graduate entrepreneurs in Abakpa Nike.
4) What are the financial skills possessed by the Igbo Language graduate entrepreneurs in Abakpa Nike
5) What are the leadership skills possessed by the Igbo Language graduate entrepreneurs in Abakpa Nike

Theoretical Framework

Pragmatism

Pragmatism as an educational philosophy championed by John Dewey an American philosopher from (1859-1952), is still relevant in our today's education. He was one of the greatest pragmatic philosophers who believed that what is worth knowing is what helps to solve the problem facing the learner in his society.

As a result of this, the pragmatists are of the view that there should be periodical reconstruction of knowledge through the curricula so that the learner can cope and conquer his social and physical environments, by becoming agents of progress or improvement in the society. Dewey stated that education is to help the child grow in his experiences and to direct future experiences in meaningful ways. He maintained that civilized society exists because education is transmitted from generation to generation and without it, social life cannot exist. In which case, Dewey ties up education with reforming and transforming in the society. Generally, pragmatists believed that there should be one pattern of educating a child. But as a leading pragmatist, Dewey did not believe in this. He recognized that there are individual differences, so no stereotyped methods can be of much help to a class of students with differing abilities. So he recommend that schools should provide a rich social opportunity (Onah, 2010),where each child can learn on his own. Dewey further advocated for the curriculum that will take of the basic needs of the society and of the students. He opined that priority should be given to scientific, technical, and vocational education. These he stated can go at length taking care of their needs and making them become entrepreneurs. Thus, the National Policy on Education (2004) envisages that by the time a learner stays 6 years in primary school, 3 years in junior secondary, 3 years in senior secondary and 4 years in the tertiary institution (6-3-3-4) that learner must have discovered and developed his special skills and abilities. Whereby his needs are being taken care of through the new system of education, which is broad enough to enable each child to discover and develop his special abilities on entrepreneurial skills through entrepreneurship education.

Methodology

A descriptive survey design was used for this study. According to Nwanna (1990), descriptive survey research design facilitates the description of situation in its present state and solicits information directly from the respondents. Nworgu (2006), asserts that the descriptive survey research design is one which aims at collecting data on, and describing in a systematic manner, the characteristics, features or facts about a given population. Hence, this design was found appropriate for the present study.

The population of the study comprised 1850 graduates from various tertiary institutions and various discipline who attended a two-day 'Interactive Session' organized by Abakpa Nike Youths Forum in 2019.
A stratified random sampling was used to select 160 Igbo Language graduates who have a Degree certificate

A research-designed questionnaire (RDQ) was used to elicit information from the respondents. Section A of the instrument sought information on type of degree certificate. Section B required the respondents to choose from options grade on a four scale of Very Great Extent (4), Great Extent (3), Little Extent (2), and Very Low Extent (1).

The instrument was validated by three experts in the Department of Arts Education, University of Nigeria, Nsukka. A preliminary list of 35 items was reduced to 25, following corrections on the clarity and appropriateness of the items.

The Cronbach Alpha method was used to determine the internal consistency of the instrument. Test-retest involved administering the instrument twice within a week's interval to 20 graduate entrepreneurs in Enugu North. A co-efficient alpha of 82 was obtained. This method was used as it is adjudged to be the best when applied to cluster items (Harbor-Peters 1999, Cohen et al, 2007).

The questionnaires were distributed to the respondents by the researcher assisted by three assistants. There was no instrument mortality as all the questionnaires were collected within two days.

The research questions were answered using mean rating as follows:

Very Great Extent (VGE) – above 3.50
Great Extent (GE) – 2.50 – 3.50
Less Extent (LE) – 2.00 – 2.49
Very Low Extent (VLE) – Below 2.00

On this 4-point scale the benchmark is 2.50 which is the mean.

Presentation of Result

Question 1: Table 1

What are the Psychological Skills Possessed by the Igbo Language Graduate Entrepreneurs in Abakpa Nike (N = 160).

S/N	Item	Mean $(\overline{X})$	Remarks
1.	Positive thinking	3.10	Great Extent
2.	Strong Ambition	3.30	Great Extent
	Overcoming Personal Fears and Doubts	3.01	Great Extent
3.	Perseverance/Not giving up easily	3.43	Great Extent
4.	Courage/willingness to take and assume calculated risks	2.76	Great Extent
	Grand Mean	3.12	Great Extent

The table shows a grand mean of 3.12 which is above 2.50. The respondent therefore has psychological skills to undertake entrepreneurial activities.

Question 2: Table 2

To what extent are the Scholastic Skills Possessed by the Igbo Language graduate Entrepreneurs in Abakpa Nike (N = 160).

S/N	Item	Mean $(\overline{X})$	Remarks
5.	Broad general education	3.40	Great Extent
6.	Reading business bulletins	2.10	Low Extent
7.	Reading biographies of successful entrepreneurs/people.	2.09	Low Extent
8.	Attending business seminars	2.21	Low Extent
9.	Flair for figures/mathematics	3.28	Great Extent
	Grand Mean	2.63	Great Extent

The grand mean of 2.63 shows that the Igbo Language graduate entrepreneurs have the scholastic skills to pursue entrepreneurship despite weaknesses in reading business bulletins/news, reading biographies and attending seminars.

Question 3: Table 3

What are the Communication Skills Possessed by the Igbo Language graduate Entrepreneurs in Abakpa Nike (N = 160).

S/N	Item	Mean $(\overline{X})$	Remarks
10.	Ability to speak in simple unambiguous English/vernacular	3.12	Great Extent
11.	Dressing to suit the occasion	3.05	Great Extent
12.	Ability to acquire and analyze facts while listening.	2.97	Great Extent
13.	Use of ICT skills/e-commerce	2.92	Great Extent
14.	Non-discursive communication: body language, nods, smiles etc.	3.50	Great Extent
	Grand Mean	3.11	Great Extent

The grand mean of 3.11 shows that the Igbo Language graduate entrepreneurs possess the communication skills identified.

Question 4: Table 4

To what extent are the Financial Skills Possessed by the Igbo Language graduate Entrepreneurs in Abakpa Nike (N = 160).

S/N	Item	Mean $(\overline{X})$	Remarks
15.	Preparing accounts of business transactions.	1.77	Very Low Extent
16.	Interpreting final accounts income statements and spread sheets (Assets, Capital and Liabilities)	2.00	Low Extent
17.	Cash flow management	2.43	Low Extent
18.	Separating enterprise fund from personal fund.	3.23	Great Extent
19.	Assessing soft loans from banks	2.10	Low Extent
	Grand Mean	2.31	Low Extent

The grand mean of 2.31 is below the benchmark of 2.50. This indicates that the entrepreneurs lack the skills to do well financially.

Question 5: Table 5

To what extent the Leadership Skills Possessed by the Igbo Language graduate Entrepreneurs in Abakpa Nike (N = 160).

S/N	Item	Mean $(\overline{X})$	Remarks
20.	Making people obey gladly	3.24	Great Extent
21.	Setting achievement goals for yourself and others.	3.44	Great Extent
22.	Avoiding double standards in matters of discipline.	3.50	Great Extent
23.	Co-operation with others in solving problems affecting entrepreneurs.	3.43	Great Extent
24.	Readiness to embrace new ideas.	3.41	Great Extent
	Grand Mean	3.40	

The grand mean of 3.40 shows that the entrepreneurs investigated have the leadership skills to engage in entrepreneurship.

Discussions on the Findings

Discussion is hereby presented in line with the research questions.

Table 1 showed the mean ratings of the psychological correlates required for entrepreneurship. Perseverance with a mean of 3.46 showed tenacity of purpose. Courage to take calculated risks is the least link in the psychological skills examined. Aristotle quoted by Kwakpovwe (2019) opined that we are what we repeatedly do. Positive thinking implies creative and innovative ideas. Hell quoted by Emenike (2010) said that thoughts are things and that one sound idea well articulated gives one success.

Table 2 which examined the scholastic skill showed that the entrepreneurs possessed general broad education and have a flair for calculations. The table 2 also showed the entrepreneurs possessing low skills in reading and attending seminars. These low skills in item 7, 8 and 9 negate the opinion of Francis Bacon an English philosopher that said reading makes a man and conference a ready man.

Table 3 which examined communication skills possessed by the entrepreneurs showed that they all possessed the skills to a great extent. The highest skill in this cluster is item 20 – non discursive communication using nods, smiles, gestures etc. Body language can be a good communication when the smiles, nods, frowns etc do not give contradictory signals. ICT skills and e-commerce which is the least with 2.92 is still necessary to be possessed by entrepreneurs of this contemporary.

Table 4 which is used to address the financial skills possessed by the entrepreneurs showed that they possessed very low skill in preparing the accounts of there business transactions. They also exhibited low skills in the interpretation of income statement, cash flow management and assessing soft loans from the banks. It is only in item 19-separating enterprise finances from personal money – that the graduate entrepreneurs exhibited skills to only a great extent. Overall mean of 2.31 agrees with the opinion of Adeyemi (2007) that the beginning entrepreneur usually lacks financial intelligence and he called them 'financial babies'.

Table 5 showed that the entrepreneurs possessed all the leadership skills items to a great extent. They can attract obedience, set achievable goals, avoid double standards in disciplinary matters, co-operate with others and embrace new ideas. This is commendable since Heward – Mills (2017) opined that everything – families, communities, businesses and nations depend on leadership.

Recommendations

Based on the findings of the study the following recommendations are made:

- The University lecturers should be retrained in the are of pedagogy, so that they can draw out ideas from their students. This would benefit future graduate entrepreneurs.
- There must be a concerted effort to equip the Universities with equipments to enable the student entrepreneurs learn appropriate skills while still in school. How can an electrical engineers spend five years in the University without being able to do conduit wiring in houses?
- There should be a paradigm change in the thinking of parents and government as regards the graduate entrepreneurs. These young men and women can start small but they should be encouraged to think big and grow rich.

- The interventions of the various levels of government in entrepreneurship should not be seen as playing politics. The example of Malaysia that created a special ministry for entrepreneurs – the Ministry of Entrepreneur Development as far back as 1995 is worthy of emulation by Nigeria (Abubakar and Ariff, 2019).
- The entrepreneurship curriculum in our Universities should be enlarged in content as regards financial literacy.
- Finally ease of obtaining soft loans at a single digit interest rate should be encouraged. Most of the entrepreneurs are actually self-employed and are not employing anyone. They are supposed to become employers and investors.
- The ICT component of the syllabi of all levels of education especially University should increasingly include e-commerce.

Conclusion

Nigeria has a young vibrant population with a huge potential of becoming a global player in this era of ICT where economic decisions are taken faster. An important aspect of our past economy history that should not be forgotten in a hurry is that agriculture financed our economy before and immediately after independence. As the governments are talking, entrepreneurship effort should be put especially in Agriculture and ICT. The fear which often turns out to be true is that the money voted for entrepreneurship is often hi-jacked by political stooges of the various governments.

The youths must receive appropriate skills that will enable them to be on their own after graduate. A system of education that leaves people dependent at the end of their active years is not preparing them for today's world. The idea of a company or government taking care of one at retirement is an idea that should be consigned to the archives. Retirees know better. Business ownership through entrepreneurship is the answer to an enduring wealth creation in the contemporary.

References

Abdullahi,H.H.(2014),Contemporary Issues *in* Entrepreneurship Education *in* Nigeria:Problems and Prospects*. In Kano Journal of Educational Studies, 4(1),77-86*

Adekunle, S.O. and Kayode, J.K. (2014). Entrepreneurship Education *in* Nigeria Universities*:* A tool for National Transformation. *Asia Pacific Journal of Educators and Education*, 29, 155-175.

Adeyemi, S. (2007). *The Parable Dollars: Proven Strategies for your Financial Success*. Lagos: Pneuma Publishing Ltd.

Ariff, M. and Abubakar, S.Y. (2019). Strengthening Entrepreneurship in Malaysia. Retrieved 19 October 2019. http://En.wikipedia.org.

Cohen, L., Manion, L. and Morrison, K. (2007). *Research Methods in Education*. London and New York; Routhedge.

Emenike, P.I. (2013). *Entrepreneurial Spirits*. USA: The Napoleon Hill Foundation.

Federal Republic of Nigeria (2004). *National Policy on Education*. Lagos: NERDC Press.

Harbor Peters, W.F.A. (1999). *Noteworthy Points on Measurement and Evaluation*. Enugu: Snaap Press Ltd.

Heward-Mills (2017). *The Art of Leadership (3rd Ed.)* Scone, South Korea: Parchment House.

*Ibe,E.O.(2012),*Re-engineering Entrepreneurial Education for Employment and Self Productivity in Nigeria*. In Knowledge Review, 26(1),81-86*

Jimngang,G.Y. (2004). *The Culture of Entrepreneurship*. Cameroon: Treasure Books Ltd.

Kiyosaki, R.T. (2010). *The Business of the 21st Century*. Texas: Dream Builders.

Kwakpovwe, C.E. (2019). *Our Daily Manna: A Devotional Guide for Champions*, 20, 7-23.

Nwakanma, E. & Igbe, J. E. (2020). Poverty and Coping Strategies of Unemployed Youths in Cross River State, Nigeria, *Current Research Journal of Social Sciences*, 3(2),262-279.

Onah, J.N. (2010). *Philosophy of Nigerian Education* (3rd Ed.) Enugu: Count Int'l Publishing Press.

The Oxford Advanced Learner's Dictionary (2010). Oxford: Oxford University Press.

World Population Prospect and World Population Review (2019) Retrieved October from http://en:wikipedia.org.wiki/Nigeria-Population-Review