

# 1 Employment Status: Patterns of Tertiary Institution Graduates' 2 Participation in Entrepreneurial Activities

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## 7 **Abstract**

8 The study investigated the self employment capabilities of tertiary institution graduates who  
9 are government employed, expatriate employed, self employed and unemployed. One thousand  
10 two-hundred and twenty (1220) purposively selected tertiary institution graduates were used in  
11 the study. Of this number, 196 were self employed, 625 government employed, 177 expatriate  
12 employed and 231 unemployed. The Self Employment Characteristic Rating Questionnaire  
13 (SECRQ) developed by the National Directorate of Employment in 1985 was used to measure  
14 the self employment capabilities of sample. t-test statistics was used to analyse data collected  
15 for the study. The result indicated significant differences existed in self employing or private  
16 sector employing capabilities of government employed, expatriate employed, and unemployed  
17 tertiary institution graduates. The study concluded by recommending private sector than  
18 government sector domination of self employing opportunities.

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20 *Index terms—*

## 21 **1 Introduction**

22 Tertiary education in Nigeria, as in most other countries of the world, has remained saddled with the responsibility  
23 of producing higher and middle level manpower. Such manpower was at the inception of the Nigerian colonial  
24 and post colonial governments in acute short supply (Fafunwa, 1979; Dubey, Edem and Thakur, 1979; Okedara,  
25 1984; Onwuka, 1996; ??nd Ikpe, 2000). The result of this imbalance was the existence of unfilled posts in many  
26 crucial sectors of the economy ??Arowolo, 1982). Though government educational policies and programmes  
27 attempted to improve the skills, attitudes, knowledge and experiences of potential workers in the country, they  
28 did not prepare them for active participation in different sectors of the economy. They prepared them to work  
29 largely in the government sector. Vacancy rates though were high in almost all the government sectors of the  
30 economy, were thus higher in the corporate or private sector (Arowolo, 1983).

31 Consequently, while the size of the private sector economy shrank that size of the public sector economy  
32 expanded (Ogun and ??lokan, 1993). The implications of this was they the private sector lacked or paraded  
33 under or undeveloped factors of productioninfrastructure, labour requirements, raw material, market, land, and  
34 capital. Many of these factors were left unenhanced by the activities of government: provision of industrial states,  
35 and utilities such as water, electricity, tele-communication and port facilities (Ogun and Alokan, 1993).

36 But at the record of increasingly unemployment among tertiary institution graduates, government reversed  
37 the situation from about mid-1980s. This it did through a number of programmes. Ekpo, 1993; Balogun,  
38 1993; Kwanashie, 1993; Oladeji, 1993; Akinyosoye, 1993; Osoba, 1993). Through each of these programmes the  
39 private sector enjoyed the following investment opportunities, respectively:

40 (i) government gradually withdraw from the industrial sector and encouraged the private sector to take it over  
41 (Osoba, 1993); it weakened the argument for geographical spread and duplication of industrial investments to  
42 the satisfaction of political and religious goals; it shrunk the government or public sector of the economy but  
43 expanded its private or corporate sector (Ogun and Alokan, 1993);

## 4 ASSUMPTIONS

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44 (ii) provision of an enabling environment right for basis life sustaining activities; liberalization of the market  
45 for products, capital and labour; investment and consumption opportunities; provision of economic and social  
46 infrastructures (Balogun, 1993);  
47 restructuring and diversification of the productive base of the private sector economy;  
48 (iii) empowerment of a wider segment of Nigerians to participate in self employing activities; acquisition of  
49 basic skills to the establishment of small businesses (Kwanashie, 1993);  
50 (iv) Promotion of productive activities in food and agriculture, rural industrialization, technological advance-  
51 ment, and rural housing; stimulated enabling environments for increased rural productive activities; increased  
52 employment opportunities, enhanced capacity and uplifted material condition of the rural populace (Kwanashie,  
53 1993).  
54 (v) Alleviation of poverty and ignorance about private investment among the rural women populace; the  
55 harness of the potentials of rural women to boost rural economic activities; capability building and improvement  
56 (Kwanashie, 1993; ??kinyosoya, 1993);  
57 (vi) Labour market flexibility; individual worker-employer wage bargain; absence of minimum wage machinery;  
58 fall in labour cost; the filter of the quasivoluntarily unemployed graduates queuing for formal sector employment  
59 back into available informal job sector (Oladeji, 1993);  
60 (vii) Removal of the rigidities or bottle-necks in the rural capital market; and ease to meet the local demands  
61 of banks for loanable fund (Akinyosoye, 1993);  
62 (viii) Liberalization of the procedure with which loans are obtained (Osoba, 1993) from the bank;  
63 Access to areas of raw materials and technology research and development; adoption of processes for conversion  
64 of materials resources into industrial inputs; methods which guarantee local raw materials inputs for the product  
65 sector of the economy; encouragement of industrialists to locally secure raw materials; access to a N100,000 rich  
66 fund, which provided assistance to indigenous private investors with limited resources to commercialise their  
67 inventions direct export of raw material products; attractive export avenues (Osoba, 1993). (Arikpo, 2005).  
68 This family of entrepreneurial strategies involved parties collaboration. Approaches to such parties collaboration  
69 included parties tutoring corporative learning, and collaborative learning. Parties to an enterprise were required to  
70 be actively engaged with business learning and practising materials. This utility of parties support was explained  
71 by several learning theories. According to one of this theories, the cognitive elaboration theory, explanation of  
72 a business learning, or practice material to a party helps such a party remember new information and relate it  
73 to already existing knowledge on the business of concern. Another theory, the constructivist theory identifies  
74 acquisition and making of complex reasoning about the business of concern with interaction among individuals  
75 of similar business development level. The third theory, the social interaction theory, effective development of  
76 the business of concern required that parties worked together under conditions was of positive goal and profit or  
77 reward interdependence (Yetter, Gutkin, Saunders, Galloway, Sobonsky; and Song, 2006).

## 78 2 Global Journal of Human

79 The fourth theory, conscientization is both an education method and weapon for changing the Nigerian public  
80 office holders status quo. The status quo here refers not only to the relationship between (i) the Nigerian public  
81 office holder and the public (ii) the de-independent public office holder and his employer, the government and (iii)  
82 the educational system that aids the Nigerian office holders' liberation by contributing to his understanding of  
83 his corporate, or private sector potentials in critical terms. Its task then is to move the Nigerian public office  
84 holder from the government dependent to the government independent status. Conscientization therefore heralds  
85 the emergence of government dependent public office holder in the private sector. Its process of dialogue tries to  
86 integrate his tertiary educational attainment with private sector participation. This is the hope of its offer of self  
87 employment. Liberation from government employment centred tertiary education is its job status transforming  
88 process. It is an instrument for ameliorating public sector employees' total earnings dependence on government;  
89 teaching public office holders to read and write in order to decode the myth behind their financial backwardness;  
90 a dialogue process which establishes a horizontal relationship between the public office holder and the public or  
91 government both of whom are partners in the search for self generated employment opportunities (Aderinoye,  
92 2004).

93 The study, therefore, incorporates employment status and self employment generating characteristics. It  
94 compares the status of being in self employment with (i) government employment, (ii) expatriate employment  
95 (iii) and unemployment through self survey opinions or responses to social and personal job creation attributes.

## 96 3 II.

## 97 4 Assumptions

98 The outcomes of tertiary institution curricular are seem to be those that will confine labour of their graduates  
99 to the public sector. As a consequence the knowledge, attitudes, skills and experiences arising from them are  
100 assumed to be those not required in the private sector. The private sector is considered an informal or hidden  
101 part of public office holders' work environment. The post-school skills, attitudes, and knowledge of the public  
102 office holder are to be those that will allow his effective and efficient performance in the private sector. They are  
103 to be those that will allow them display analytical and quantitative capabilities, and customer focus, planning

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104 capabilities, oral and written communication, knowledge of organizational culture, teamwork, quantitative skills,  
105 market analysis. The postschool skills, attitude and knowledge of the public office holder are to be those that  
106 will allow team-work, social relationships, public relations and marketing.

107 **5 III.**

108 **6 Significance of Study**

109 This study has important implication because the Nigerian governments have been structurally adjusting their  
110 economies in order to lessen the dominance of unproductive investment in the public sector and improve efficiency  
111 and intensify the growth potential of the private sector. The Federal Government has also recorded a plus in its  
112 efforts to gradually withdraw from the industrial sector, and privatize and commercialise it. There has also, in  
113 accompaniment with SAP, been a deregulation perspective which attaches great importance to the private sector  
114 as the actual and potential source of economic dynamism and labour absorption (Oladeji, 1993;Osoba, 1993).  
115 The findings of the study would stimulate discussion on the need to reharmonise the public office holder centered  
116 and the public office centered education approach, so as to continue to guarantee formal and informal sector jobs  
117 for the public office holder.

118 IV.

119 **7 Research Hypotheses**

120 The study was conducted to test the following hypotheses: Employment Status: Patterns of Tertiary Institution  
121 Graduates' Participation in Entrepreneurial Activities H0 1 : There will be no statistically significant difference  
122 in entrepreneurial capabilities of self employed and government employed tertiary institution graduates. H0  
123 2 : There will be no statistically significant difference in entrepreneurial capabilities of self employed and  
124 expatriate employed tertiary institution graduates. H0 3 : There will be no statistically significant difference in  
125 entrepreneurial capabilities of self employed and unemployed tertiary institution graduates.

126 **8 Global**

127 **9 a) Research Design**

128 The ex post facto research design was adopted in the study. This was because the researcher had no control over  
129 the variables. They had already occurred.

130 **10 V.**

131 **11 Sample**

132 The population of the study consisted of all University (UN) College of Agriculture (COA), Polytechnic (POL),  
133 College of Education (COE) and Theological Seminary (TLS) graduates in South-South Nigeria. Out of these  
134 1229 were purposely selected for the study.

135 **12 Procedure for Data Collection**

136 The investigator visited the Cross River State Ministry of Commerce and Industry: The National Directorate  
137 of Employment (NDE), the Federal Secretariat Complex, Calabar; homes; Full Gospel Businessmen Fellowship;  
138 Graduate Fellowship, Secondary Schools, and business premises -all in South-South Nigeria. This enabled the  
139 investigator to obtain permission from leaders of these organizations for the conduct of the study. At the grant of  
140 the permission, members and staff of these organizations were selected and served the questionnaires to complete.  
141 Twelve research assistants were employed to help administer and retrieve the administered questionnaires. This  
142 exercise lasted for three (3) months.

143 **13 VII.**

144 **14 Analysis of Data**

145 Data gathered through SECRQ were analysed using the t-test statistic. Table 3 shows government employed  
146 tertiary institution graduates obtained a higher mean ( $x=62.8$ ) than the self employed tertiary institution  
147 graduate ( $x=74.3$ ) on entrepreneurial capabilities. The means difference is 11.5 and it is significant ( $t\text{-cal} = -17.37$ ;  
148  $t\text{crit} = 1.960$ ;  $df = 819$ ;  $p < 0.05$ ). The standard deviations (S.D) are 8.62 and 7.92 respectively. Therefore, the null  
149 hypothesis ( $H0 1$ ) was rejected. The calculated values show there is significant difference in the entrepreneurial  
150 capabilities of government and self employed tertiary institution graduates.

151 **15 VIII.**

152 **16 Results**

153 **17 a) Research**

154 **18 b) Research Hypothesis 2**

155 There will be no statistically significant difference in entrepreneurial capabilities of expatriate and self employed  
156 tertiary institution graduates. Table 4 shows expatriate employed tertiary institution graduates obtained a higher  
157 mean ( $x=68.4$ ) than the self employed tertiary institution graduates ( $x=62.8$ ) on entrepreneurial capabilities. The  
158 standard deviations are 8.27 and 7.92 respectively. Their difference is 0.35. The mean difference is 5.6 and it is  
159 significant ( $t\text{-cal}=-6.66$ ;  $t\text{-crit} = 1.960$ ;  $df = 371$ ;  $p<0.05$ ). So, the null hypothesis  $H_0$  2 was rejected. That the  
160 calculated  $t$  is greater than the critical- $t$  ( $-6.66 > 1.960$ ) at 0.05 alpha level, shows there is significant difference  
161 in the entrepreneurial capabilities of self and expatriate employed tertiary institution graduates.

162 **19 c) Research Hypothesis 4**

163 There will be no statistically significant difference in entrepreneurial capabilities of unemployed and self employed  
164 tertiary institution graduates. \* Significant:  $P<0.05$

165 **20 G Year 2013**

166 Table 5 shows the means score of self employed tertiary institution graduates to be 62.8 and that of the unemployed  
167 tertiary institution graduate 52.6. Their standard deviations are 7.92 and 7.25, respectively. The mean difference  
168 is 10.2 and the standard deviation difference 0.67. The mean difference is significant ( $t\text{-cal} = 13.80$ ;  $t\text{-crit} =$   
169  $1.960$ ;  $df = 425$ ;  $p<0.05$ ). Therefore, the null hypothesis ( $H_0$  3 ) is rejected, moreso, that the calculated  $t$  is  
170 greater than critical or observed  $t$  ( $13.80 > 1.960$ ) at 0.05 alpha level.

171 **21 IX.**

172 **22 Discussion**

173 The findings of this study clearly demonstrate significant differences in entrepreneurial capabilities of self and  
174 government employed; self and expatriate employed; and self and unemployment tertiary institution graduates.  
175 They also show (i) the government and expatriate employed tertiary institution graduates to respectively record  
176 higher means scores than the self employed in entrepreneurial capabilities; and (ii) the government employed  
177 tertiary institution graduates to record the highest means score, followed by the expatriate employed and then  
178 the self employed on the constant, or entrepreneurial capabilities. The reasons for these are, of course, obvious.  
179 First, there is in Nigeria a prevailing pattern of development inequalities. This which though owes its origin to  
180 British colonial political economy, deliberately promotes the concentration of political and economic power in  
181 the hands of bureaucrats or public office holders, and foreign merchants.

182 This through (i) a policy of deliberate marginalization; (ii) an inherited colonial capitalists mode of production  
183 and exchange; and (iii) total exclusion of the vast majority of Nigerians from the political process, legal and human  
184 rights, and economic basis of power exploit the natural, human, and social endowments of Nigeria to the mutual  
185 benefit of their private, social, business, and family interests. In consequence there exist (i) a peasantry and the  
186 expropriation of its cheap labour through a market system dominated by the organised private sector, usually  
187 expatriate companies and their middlemen; (ii) a marketing system tightly controlled, planned, and commanded  
188 by federal, state and local government administrations; (iii) the preclusion of enterprising Nigerian, except those  
189 from the privilege class of public office holders and indigenous class of intermediaries from foreign exploitation  
190 of mineral and human resources and the commercial and industrial sector; (iv) the manipulation of the wage  
191 industrial bargaining machinery by employers of labour; (v) a rudimentary industrial sector, and a class of wage  
192 and salary earners who depend on governments' ability to sustain high level revenue collection from oil and  
193 agriculture for their income; (vi) wage and salary earners share of the same susceptibility and vulnerability of  
194 fluctuations in commodity prices and government and wage policies with peasant formers and traders; (vii) the  
195 projection of government employment as the most important source of power, enrichment and private investment;  
196 hence, the main essence in the search for political positions remain not the desire to offer selfless service to the  
197 people, but to gain access to government coffers as economic basis for self investment; (viii) objective differences  
198 in the income and life style of workers and political elites; (ix) discrimination against ethnic minorities by the  
199 Hausa-Fulani, Igbo and Yoruba on real and felt differences in culture and economic development, on political and  
200 economic grounds; (x) inter-regional and inter-ethnic competition among and between the ethnic minorities and  
201 majorities and (xi) the growth of class relations and an associated class consciousness arising from the cumulative  
202 impact of a bureaucratic and expatriate political economy culminating in a pattern of societal inequalities,  
203 political conflict and instability; (xii) specific government policies which exacerbate social inequalities to the  
204 point the material forces of production and bureaucracy come into direct conflict with relations among various  
205 classes and groups in the political and economic systems; thus, there have been incidence of lawlessness, highway  
206 robbery, bitter ethnic politics, traumatic census conducts, electoral controversies, military coup d'etat, a bloody

207 civil war ??1967) ??1968) ??1969) ??1970); the Agbekoya rebellion ??1968) ??1969), widespread industrial  
208 strikes, the madness to get rich by the fastest possible means, various forms of financial improprieties and  
209 recklessness, offenses relating to obtaining by false pretenses and impersonation, drug and human trafficking and  
210 related vices; criminal linkages with money lenders and their collaborating officers in banks, or other financial  
211 houses; the menace of cultism; and the Niger-Delta militancy; the Ife-modakeke; Iju-Itaogboli; Arogbo-Ijaw;  
212 Ilaje and Yoruba-Hausa/Fulani; the Jukun/Chamba and Kuteb; the Bassa and Ebiras; the Tiv and Jukun; the  
213 minority Fulani and Jema'a; the Shagamu-Hausa; and the Aguleri-Umuleri crises (nweke, 1986; Iwe, 1997; Arikpo,  
214 1999; Arikpo, 2005; Dokun-Oyeshola, 2005).

215 Though the Nigerian government tried to reverse, the absurd situations above, by introducing Structural  
216 Adjustment Programme (SAP), the National Directorate of Employment (NDE), the Directorate of Foods,  
217 Roads productive activities and materials conditioning, there was neither a globalised environment, nor developed  
218 socio-economic and political infrastructure for their attainment. Government as well did not only put the labour  
219 market, whose performance, functioning, and implication for capacity building and human resource developed  
220 are critical components of the needed adjustment under control and inappropriate interference; but also strictly  
221 restricted its wage increases that would have served enhanced returns to capital essential to investment. The  
222 Nigerian education policy which emphasised the need to build up scientific and technological capabilities; float  
223 special programmes for the handicapped, gifted and nomadic; float mass literacy programmes for adults and part  
224 time learners; promote primary education among children; stimulate research and undertaking and completion  
225 of capital projects among tertiary institution; uplift the material condition of the mass majority of the populace;  
226 accord increased importance to informal sector human resource development; provide ample opportunities for  
227 continuing education and knowledge, skills and attitudes updating for productive career in the formal sector  
228 suffered deficit funding. Its experience has been decline. This has resulted in very low morale of workers in the  
229 sector; brain drain; bare management of institution to pay workers salaries, allowances and other fringe benefits;  
230 poor maintenance of existing structures and equipment; non-conduct of meaningful research; dilapidated teaching,  
231 learning and research environments, stagnation in teachers' basic salary at all levels, and teachers' and learners'  
232 aiding and abating of examination malpractices (Kwanashie, 1993; Denga, 1997).

## 233 **X.**

## 234 **Recommendations**

235 In the light of the findings of this study, proposals for elimination of the dominance of government than  
236 expatriate and self employed in the private sector would need to emphasise the following: (i) a none employment  
237 status discriminatory cooperate sector; (ii) an agrarian and socio-economic all employment status private sector  
238 liberalisation or modernization; (iii) an all employment status private sector revolutionary strategy; (iv) a  
239 comprehensive inservice, or on-the-job academic training and personal experience master plan for eliminating  
240 discriminatory employment status corporate sector inequalities and participation, than even development,  
241 engagement and stability thereto; (v) recognition of the present government sector dominated political economy  
242 of the national private sector development and its lop-sided non-government employment status implications;  
243 (vi) recognition of the reciprocity between polities and the private sector economy and between the domestic  
244 structure, foreign policy and the private sector economy; (vii) a radical break from the prevalent government  
245 sector dominated private sector to the establishment of a strong private sector dominated without fear or favour  
246 by all employment status of the labour market; that is, a political and economic private sector which places  
247 on all employment status the responsibility for development of the national economy; (viii) a strong private  
248 sector economic rationalism, or an active all employment status intervention in the corporate spheres of public  
249 works, education, public health, agriculture and industry; that is, complete non-discriminatory all employment  
250 status control of the commanding heights of the private sector politics and economics; (ix) the pursuit of a  
251 nonmercantilist trade policy designed to be maximised for the purpose of national private sector development  
252 and the benefit of international political and economic transactions by all labour market employment status  
253 without interference in their freedom to develop and participate in the private sector their own peculiar way; (x)  
254 national labour market employment status self reliance, which does not mean private sector economic autarky;  
255 but the ability and necessity of each labour market employment status to depend on itself and national resources  
256 to develop and participate in the corporate, or private sector to the socio-economic wellbeing of its employees; and  
257 (xi) a leadership imbued with patriotism, knowledge, attitudes, skills, and experiences committed to privatized,  
258 commercialised, and liberalised than marginalised national goals and symbols.

## 259 **XI.**

## 260 **Conclusion**

261 The study established that in addition to the government employed, the expatriate employed dominated  
262 entrepreneurial opportunities. This indicates that entrepreneurial opportunities in Nigeria lie between the  
263 government employed and expatriate employed. Only the tertiary institution graduates in government employed  
264 feel prepared for utilization of full entrepreneurial opportunities in the corporate sector as a result of the  
265 privileges open to them as public office holders; those either expatriate employed, unemployed or self employed

266 consider themselves adequate for either partial none utilization of such opportunities, because of the inadequate  
267 government component of their labour market employment status. The study also showed that the business,  
268 social and personal knowledge, attitudes and skills acquired through National Directorate of Employment (NDE),  
269 the Directorate of Foods, Road and Rural Infrastructure (DFRRI), Better Life Programme (BLP) and tertiary  
270 institutions could neither overshadow government nor expatriate employment privileges in the private sector.  
271 They unlike the latter did not thrive on Lugard's (Lugard, 1922) theory of dual mandate which legitimised

272 **27 Global**



Figure 1:

273 1 2

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Manpower category	Estimated stock (2)	Reported vacancy rate (3)	Estimated staff power (man-power requirement) (2) x r 1-r
Administrative officer (public sector)	20,000	34.5	10,500
Accountants and Auditors	5,000	30.5	2,200
Executive Officers (General duties)	24,500	23.9	7,700
Executive Officers (Accountant)	15,000	28.8	6,000
Librarians	750	45.3	900
Statisticians and Statistical Officers	-	-	-
Confidential Secretaries and Stenographers	13,500	33.1	6,700
Architects	850	49.4	800
Civil/Structural Engineers and Builders	6,500	54.3	7,700
Electrical/Electronic Engineers	3,000	37.2	1,800
Land Surveyors	1,200	36.7	700
Quantitative Surveyors	700	35.8	400
Architectural Assistants/Technicians	800	53.1	900
Civil Engineering Assistant/Technicians	10,500	37.8	6,400
Electrical Engineering Assistants/Technicians	15,000	43.2	11,400
Refrigeration and Air-conditioning Technicians	5,500	14.2	800
Agricultural (including Veterinary, Forestry, Live-stock and Fisheries) Officers	5,000	36.5	2,900
Agricultural (including Veterinary, Forestry, Live-stock and Fisheries) Assistants	11,500	24.5	3,700
Medical Doctors (all specialist and non-specialists)	9,700	29.0	3,900
Pharmacists	2,400	36.1	1,300
Dentists	210	42.0	150
Nurses	22,500	29.9	9,600
Mid-wives	23,600	30.0	10,100

Figure 2: Table 1 :

2

Year 2013  
G

[Note: Hypothesis 1]

Figure 3: Table 2 :

**3**

E Employment status	n	X	SD	df	t-cal	t-crit	P
Self employed	196	62.8	7.92				
Government employed	625	74.3	8.62	619	-17.37	1.960	0.00*
Significant P<0.05							

Figure 4: Table 3 :

**4**

Employment status	n	X	SD	df	t-cal	t-crit	P
Self employed	196	62.8	7.92				
expatriate employed	177	68.4	8.27	371	-6.66	1.960	0.00*
Significant: P<0.05							

Figure 5: Table 4 :

**5**

Employment status	n	X	SD	df	t-cal	t-crit	P	Global Journal of Human Social Science (
Self employed	196	62.8	7.92	425	13.80	1.960	0.00*	
Unemployed	231	52.6	7.25					

Figure 6: Table 5 :

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274 [Yetter and ; Gutkin] , G Yetter , T ; Gutkin .

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