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Keywords: entrepreneurship, higher education, poverty and socio-economic development.

1. INTRODUCTION

In Nigeria and other countries of the world, poverty is described as a socio-economic problem that affects growth and development in the world. Poverty has been a source of concern to all nations of the world. It has been a threat to life, comfort and human dignity. More than over two billion people in the developing world are said to be living in absolute poverty. Poverty deprives man the necessities of life and dignity. It limits human freedom and empowerment also it impairs people's ability to realize their full potentials (Ahmed, 2014).

Entrepreneurship is a key driver of our economy wealth and high majority of jobs are created by small

businesses started by entrepreneurship minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher esteem, and an overall greater sense of control over their own lives (Mohammed, Ogbonna & Andiliyasu, 2013).

A common theme across studies focusing on entrepreneurial intentions within existing organisations that is organisations differ in the extent to which they offer an environment that foster entrepreneurial activity. Such "fostering" environments have been characterized by for example; appropriate reward systems and top management support, explicit goals, and appropriate organization values, to name them, there were widely recognized characteristics. A fostering environment is one that enhances organizational member perceptions of entrepreneur action as both feasible and desirable (Agboola & Igbokwe, 2018).

However, contemporary studies now concentrate on the nature of the entrepreneur as an individual and this approach had generated a number of vital and important issues, such as the effect of personality traits of entrepreneurs, socio-cultural, environmental and organizational factors on entrepreneurial success. As a result, many experienced businesses people, political leaders, economists, and educationalist believed that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, state, national and global scale. It is with this in mind that the national standards for entrepreneurship in higher educational institutions were developed to prepare youths and adults to succeed in an entrepreneurial economy (Dionco-Adetayo, Atanda & Mohammed, 2012).

Osuagwu (2006) agrees that entrepreneurship in higher educational institutions is a lifelong and futuristic learning process, pioneer as early as elementary school and progressing through all levels of education. The standards and their supporting performance indicators are a frame work for teachers and lecturers to use in building appropriate objectives, learning activities, and assessments for their target audience. Mohammed, Ogbonna and Andiliyasu (2013) explained further that using this framework, graduate

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students will have progressively more challenging educational activities and poverty solving in the nation, experiences that will enable them to develop the insight needed to discover and create entrepreneurial opportunities, and the expertise to successfully start and manage their own businesses to take advantage of these opportunities.

The objectives of this paper, therefore, are to examine entrepreneurial intentions within the higher educational institutions in Nigeria; and to assess the benefits of entrepreneurial intentions in higher educational institutions and socio-economic development in Nigeria.

II. STATEMENT OF PROBLEM

Nigeria is currently passing through a harrowing experience and grave socio-economic problems arising from unemployment and poverty. The statistics of unemployment in Nigeria is quite disheartening. Unemployment has been a major challenge facing the graduate students in Nigeria today. Unemployment youths and adults had been on the increase in the last few decades. Over the years, successive administrations had introduced different kinds of policies and programmes aimed at reducing poverty but introduction of entrepreneurship in the higher educational institutions will reduce unemployment, poverty and economic opportunities in Nigeria. The main objective is to examine the benefits of entrepreneurship programme in higher educational institutions and its implication on socio-economic development in Nigeria.

a) *Objectives of the Study*

The specific objectives of the study are to

- (i) Examine entrepreneurial intentions within the higher educational institutions in Nigeria; and
- (ii) Assess the benefits of entrepreneurship in higher educational institutions and socio-economic development in Nigeria.

b) *Research Hypotheses*

The hypotheses tested are as stated below:

- (i) There exists no relationship between entrepreneurship intentions and higher educational institutions.
- (ii) Benefits of entrepreneurship in higher educational institutions do not have positive effect on socio-economic development in Nigeria.

III. LITERATURE REVIEW

The role of higher educational institutions in human capital development, research and technological innovation cannot be underestimated. All over the world, investment in higher educational institutions is a critical component of national development effort. The study carried out by Mohammed, Ogbonna & Andiliyasu

(2013) gave descriptive analysis of entrepreneurship in Nigeria. They were found not formally educated and lowly skilled in the jobs they were doing. It is evidenced in literatures that skills and higher educational institutions had positive effects on enterprises' performance. They explained further that entrepreneurial education focuses on developing understanding and capacity for pursuit, entrepreneurial behaviours, skills and attributes in widely different contexts. It can be portrayed as open to all and not exclusively the domain of the high-flying growth seeking business person.

Osugwu (2006) agreed that the entrepreneurial process of pursuing a new venture, whether it may be new products into existing products into new markets, and for the creation of a new organization is embodied in the entrepreneurial process. It involves more than just problem solving in a typical management position. An entrepreneur must find, evaluate, and develop an opportunity by overcoming the forces that resist the creation of something new. He explained further that the process has four distinct phases: (i) identification and evaluation of the opportunity, (ii) Development of the business plan, (iii) determination of the resources required, (iv) management of the resulting enterprise. Although these phases proceed in progressively, no one stage is dealt with in isolation or is totally completed before work on other phases occurs. For an example, to successfully identify and evaluate an opportunity in phase one an entrepreneur must have in mind the type of business he desired in phase four.

Entrepreneurship education as a means of realising creating jobs opportunities for the graduate students in Nigeria. Omolayo (2006) expressed his views that entrepreneurship education can oriented towards different ways of achieving jobs opportunities in the country. Some individuals who believe strongly in their own talents frequently desire to create something of their own for individual expression and freedom in their work environment. The most popular one is regular entrepreneurship opinion in a new organisation, for an example starting a new business when meaning is not provided within the organisation, individuals often search for an institution that will provide it. Corporate entrepreneurship (intrapreneurship) is one method of stimulating and then capitalising on, individuals in an organization who think that something can be done differently and better. Corporate entrepreneurship is mostly strongly reflected in entrepreneurial activities as well as top management orientations in organisation.

The need for entrepreneurship in higher educational institutions in Nigeria will serve as an opportunity for graduate students in order to be on their own instead of looking for white collar jobs in the government corridor. Arogundade (2011) agreed that entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and

implementation of new ideas and creative solutions. Mohammed, Ogbonna & Agboola and Igbokwe, (2018) they also agreed that entrepreneurship is an essential ingredient which include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal out needed resources and fundamental skill of building solid business plan; and finally, the vision and mission to recognised opportunity where other see chaos, contradiction and confusion. Ariyo (2008) confirmed that students are immersed in real-life learning experiences where they have an opportunity to take risks, manage results, and learn from the outcome. Entrepreneurship in higher educational institutions is not just teaching someone to run business. It also about encouraging creative thinking and promoting a strong sense of self-worth and accountability.

IV. CONCEPTUAL REVIEW

Omolayo (2006) opined that entrepreneurship is a dynamic process of creating incremental wealth. The wealth is created by individuals who assume the major risks in terms of equity, time and/or career commitment or provide value for some product or service. The product or service may or may not be new or unique, but value must somehow be in fused by the entrepreneur by receiving and locating the necessary skills and resources. He viewed the entrepreneur from a slightly different perspective that they all contain similar notions, such as newness, organising, creating wealth, and risk taking.

Osuagwu (2006) defined entrepreneurship as a process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence. He explained further that the definitions stresses four basic aspects of being an entrepreneur. First, entrepreneurship involves the creation process that is creating something new of value. The creation has to have value to the entrepreneur and value to the audience for which it is developed. The audience can be (i) the market of organisational buyers of business innovation, (ii) the hospital's administration for a new admitting procedure and software, (iii) Prospective students for a new or even college of entrepreneurship, or (iv) the constituency for a new service provided by a non-profit agency.

Secondly, entrepreneurship requires the devotion of the necessary time and effort. Only those going through entrepreneurial process appreciate the significant amount of time and effort it takes to create something new and make it operational. Thirdly, this definition involves the rewards of being an entrepreneur. The most important of these rewards is independence

followed by personal satisfaction. For some profit entrepreneurs, the monetary reward also comes into play. Fourth, assuming the necessary risks is the final aspect of entrepreneurship. Because action takes place over time, and the future is unknowable, action is inherently uncertain. This uncertainty is further enhanced by the novelty intrinsic to entrepreneurial actions, such as the creation of new products, new services new ventures, and so on. He then concludes that entrepreneurs must decide to act even in the face of uncertainty over the outcome of that action. Therefore, entrepreneurs respond to, and create change through that of entrepreneurial actions, where entrepreneurial action refers to behavior in response to a judgemental decision under uncertainty about a possible opportunity for profit.

Arogundade (2011) labelled entrepreneurship as one who brings resources, labour, materials and other value greater than before, and also one who introduces changes, innovations, and a new order. He explained further that such person is typically driven by certain forces that is, the need to obtain or attain something, to experiment, to accomplish, or perhaps to escape the authority of others, to one businessman, an entrepreneur appears as a threat, an aggressive competitor, whereas to another businessman, the same entrepreneur may be in ally a source of supply, a customer, or someone who creates wealth for others, as well as finds better ways to utilise resources, reduce wastes, and produce jobs for others.

Higher education from a global perspective, economic and social developments are increasingly driving the advancement and application of knowledge. Education in general and higher education in particular, are fundamental to the construction of a knowledge economy and society in all nations. The nation looks up to higher education through its traditional functions of teaching, research and community services to develop manpower and disseminate necessary knowledge that are needed in industry and other sectors.

Agboola (2015) opines that education is understood as the totality of the formal, informal and non-formal processes that discipline the human mind to think in a way that makes the human persons functional and autonomous in a dynamic environment. As such, education is a life-long process that begins before and also transcends the formal schooling system. Education is expected to help learners identify, enhance and utilise their rationality, relativity, social and moral powers in a manner that learners are fulfilled individually and to facilitate national development. Such empowerment would lead to independence or autonomy in thought, belief and action.

Sanda (2017) observed that higher education providers in Nigeria and elsewhere in the world have come under increased scrutiny by various stakeholders,

such as government agencies, accrediting agencies, alumni, politicians, general public and the media. In modern global economy, a premium is placed on higher education. A nation is less competitive if its population is not well educated. It means that a nation's higher education system has become an integral element of its larger economic plan and a crucial determinant of future economic growth. Therefore, government has responsibility to ensure that the higher education sector is functioning very well.

Maja (2016) defined education as a production and reproduction of knowledge of people's way of life that is their culture with the aim of preparing and maintaining the social structure that will be able to guarantee social order and changes in the society. Education is one of the basic means of human and cultural self-realisation as well as a means of realising the productive power of a nation. National Policy on Education (FGN, 2004) defined higher education as the post-secondary section of the national education system, which is given of Universities, Polytechnics and Colleges of Technology including courses as are given by the Colleges of Education, Advanced Teachers Training Colleges, Corresponding Colleges and such institutions as may be allied to them.

Poverty as a social menace has gradually found its way back into the front-burner of contemporary intellectual and policy discourses aimed at enhancing individual and collective development. Poverty is a multi-dimensional problem which is wider in scope than income deficiencies; it includes various forms of deprivation, lack of access to social services and production inputs (U.N. system in Nigeria 1996) it is surprising the rate of poverty in Nigeria despite the endowments in mineral and human resources. As a crude oil exporting country, Nigeria has enjoyed oil boom during which she made windfall incomes in the last two decades. The country is also blessed with enough manpower resources to exploit the natural resources for sustained economic growth. Yet, many people are still living in poverty.

Ahmed (2014) opines that poverty is viewed in absolute or relative terms. Absolute poverty is a condition in which life is so limited by lack of food, malnutrition, illiteracy, high infant mortality and low life expectancy. Absolute poverty is a condition of life degraded by diseases, deprivation and squalor. In general, it is an inability to afford a commodity basket that guarantees the attainment maintenance of an objective minimum and acceptable standard of living (Olowononi, 1997).

Anugwom & Anugwon (2004) described poverty as a state of relative or absolute want is no respecter of geographical boundaries. In this case, poverty afflicts both urban and rural dwellers who are all subject to the realities of the same national economy. He explained

further that poverty is not merely in the impoverished state in which the person actually lives, but also in the lack of real opportunity due to social constraints and personal circumstances to lead valuable and valued lives.

Poverty, according to Castaneda (2017), "is relative to the general standard of living in society, the distribution of wealth, the status and social expectations". In this definition poverty refers to a situation and process of serious deprivation, lack of resources necessary for living within a minimum standard conducive to human dignity and well-being. It is in this category of poor that constitute the focus of this study. Poverty has become a serious problem in developing countries as a whole and Nigeria in particular. It is a ravaging economic and social phenomenon that has crept its ways to most homes in Nigeria. The excruciating effect of poverty has always been felt in Nigeria and the need to alleviate the problem to bring about the necessary synergy between growths has culminated in various studies on poverty worldwide.

According to Ani (1997), the precise definition of poverty and poverty alleviation has been controversial both in theory and policy. The exact description of poverty is defined from the persuasion of the individual who is periscoping the subject. There are scholars especially economists who perceive poverty form the point of want, need and effective demand. Psychologists may view poverty from the point of deprivation, esteem and ego. Notwithstanding the controversy, it is certain that poverty is undesirable. It is an economic and social malaise, a pervasive problem that must be addressed. According to him, "poverty may be defined as a condition of life characterized by malnutrition, disease, illiteracy, low life expectancy and high infant mortality beneath any national explanation of human decency.

Hence, poverty is a state of want, deprivation, low esteem and lack, of self-actualization for self-development". Consequently, fiscal policy if properly articulated, conceptualized and implemented can assist in poverty alleviation.

According to the World Summit for Social Development (2015) poverty can be defined as a failure to satisfy and afford the basic needs of food, clothing, housing, education and health care. Generally, this failure is represented by severe income drops. This fact makes the common theories about the poverty issue in a certain region based on the extent of the availability of goods and services in the region, one hand, and the cost of living on the other hand.

This definition appears at first, simple and lain, but studying its elements has many methodological and analytical difficulties. The poverty aspect is a very complicated one and cannot be treated with static approaches. The difficulties arise especially when attempting to distinguish between the underlying

determinants and the resulting outcomes, for these determinants often mix with the results.

Federal Office of Statistics for Socio-Economic Profile of Nigeria (2014) reports "The literature is replete with varied conceptualisation of poverty. The most common practice is to conceptualize poverty as being absolute. This considers poverty as lack of resources to consume certain bundle of goods and services. Such a bundle of goods and services may contain what could be considered an objective minimum which includes the basic necessities such as food, shelter, clothes among others". Two problems arise from this definition. First, what do we include in this objective minimum? Secondly, how do we set minimum standard for basic necessities like clothing, transportation etc. which may depend on individual taste and the prevailing socio-economic conditions within a given society (Afonja and Ogwumike 1996).

Besides, absolute poverty has been defined as the approximate maximum proportion of income that a family spends on certain subsistence goods (Watts 1967). In line with Eagle law and further reiterated by Ruggles (1990), any household that spends more than the specified maximum share of their incomes on basic needs such as food, housing, health care etc. is considered poor.

An alternative approach is to define relative poverty with respect to living standards that prevail in a particular society. An advantage of relative poverty line is that, it reflects the changing perceptions of acceptable minimum living standards. Thus, while electricity, in-door sanitation, pipe-borne water was considered essential in very rich societies, they may not be so in the poorer ones. For instance, in the Organisation of Economic Cooperation and Development (OECD) countries, the current practice is to define poverty line as a proportion, usually 50 percent of the average income. In some other instances, the bottom 20-40 percent of households in the income distribution are defined as relatively poor in sub-Saharan Africa, since ultra-poor rather than the poor are often the crucial target group, the bottom 10-20 percent of households may be an appropriate group.

From the foregoing, one could say that poverty has no precise definition as it is multi-dimensional and too complex therefore, poverty is more easily recognized than it was been defined.

Socio-economic development has been viewed from various perspectives. The simplest definition which could be lent more credence to as socio-economic development is the combination of social and economic development. In this case, socio-economic development includes the advancement or improvement in the standard of living and the increase in economic life and conditions of the people.

This is the process of social and economic development in a society. Socio-economic development

is measured with indicators such as GDP, life expectancy, literacy and levels of employment (Agi, 2015). Changes in less tangible factors are also considered, such as personal dignity, freedom of association, personal safety and freedom from fear of physical harm and the extent of participation in civil society. Causes of socio-economic development are basically changes in technology and in laws which is one of responsibilities of the state in the process of governance.

Scholars like Ayida (1987), Edame (2001) & Coker (2008) opine that development as an idea embodies all attempts to improve the conditions of human existence in all ramifications. It implies improvement in material well-being of all citizens, not the most powerful and rich alone, in a sustainable way such that today's consumption does not imperil the future. Chrisman (1984) as cited in Ijere (2014) views socio-economic development as a process of societal advancement, where improvements in the well-being of people are generated through strong partnership between all sectors, corporate bodies and other groups in the society.

Socio-economic development, according to IDEA (2009), emphasizes in clearer terms: developing a broad economic base to secure social welfare; prioritizing the improvement of living conditions and the welfare of vulnerable groups in society, including women and less privileged social groups, in order to eliminate structural poverty; providing equal opportunities and equal access for the advancement for all; developing an economic paradigm that does not only focus on large-scale industry and trade but also fosters small and medium sized business and focuses on the development of the agricultural and oceanic sectors, recognizing that the latter provide the livelihood for the majority of youths.

However, Hlatky and Booth (2016) identifies eliminating poverty in the villages as well as the urban areas; developing a balanced economic system that is open and transparent and eliminates corruption, collusion and nepotism, as well as the monopolistic and oligopolistic systems which provide protection and privilege only to a small political and economic elite; and developing an economic system that is not overly dependent on foreign loans, as well as an economic system that addresses regional disparities.

V. RESEARCH METHOD

Lagos state was purposively chosen to represent Nigeria due to its cosmopolitan nature and availability of youths from diverse Nigerian ethnic groups. The study was conducted in Lagos West Senatorial District of Lagos State, Nigeria. Lagos west Senatorial District comprises seven local government areas. The choice of the study areas is premised on the prevalence of unemployment of graduate students in the

area. Most graduate students in this area are otherwise indulging in cyber-café crime, kidnapping, and robbery act (Socio-Economic Profile, 2016). Four local governments were chosen as the study area. These are Badagry, Ojo, Amuwo-Odofin and Alimosho local government areas. In each of the local government area, one hundred (100) respondents were selected for the administration of questionnaire, totaling the sum of four hundred (400) respondents. The respondents included the graduate students, applicants, self-employed, and civil servants. Both primary and secondary data were utilised for this study. The primary data comprised household survey through the use of structured questionnaires which were distributed to the mentioned respondents. The secondary data were sourced from

relevant textbooks, official documents not academic journals. Both inferential and descriptive statistics were used Likert scale while the inferential statistics included t-value, simple linear regression and the analysis of variance

VI. DATA PRESENTATION AND ANALYSIS

Structured questionnaires were used as the instrument for the collection of data. Data presentation covers findings of entrepreneurship benefit and socio-economic development in Nigeria and degree of compliance with the respondents. Data collected were analysed using simple linear regression and content analysis.

Table 1: Status of the Sample Used

Names of Local Government	Frequency	Percentage (%)
Badagry	100	25
Ojo	100	25
Amuwo-Odofin	100	25
Alimosho	100	25
Total	400	100

Source: Agboola, 2023

Table 2: Entrepreneurship Intentions and Higher Educational Institutions

Options	Frequency	Percentage (%)
Strongly Agree	143	36
Agree	152	38
Undecided	15	4
Disagree	60	15
Strongly Disagree	30	7
Total	400	100

Source: Agboola, 2023

a) Response

All the questions were asked on two objectives. The respondents are summarised as in Table 1 below. The entrepreneurship intentions in higher educational institutions

Table 1: presented below shows that there exists a linear relationship between entrepreneurship intentions and

higher educational institutions ($t = 95.6$, $p < 0.05$). It was then concluded that this relationship is statistically significant. Hence, the result shows that there is a statistically significant positive linear relationship between the entrepreneurship intentions and higher educational institutions.

Table 1: Summary of Analysis of Variance for the Entrepreneurship Intentions in the Higher Educational Institutions

Regression	Statistics
Multiple R	0.999836
R Square	0.999672
Adjusted R Square	0.999562
Standard Error	1.334627
Observations	5

ANOVA						
	df	SS	MS	F	Significance F	
Regression	1	1627.266	16272.66	9135.63	2.52E-06	
Residual	3	5.343	1.78123			
Total	4	1627.8				
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	0.504854	1.023712	0.493161	0.655741	-2.75305	3.762762
Percentage	3.974757	0.041585	95.58049	2.52E-06	3.842414	4.107101

a. Predictors: (Constant), Entrepreneurship ($t = 95.6$)

b. Dependent Variable: Higher Educational Institutions

Source: Agboola, 2023.

Table 3: Benefit of Entrepreneurship Intentions in Higher Educational Institutions

Options	Frequency	Percentage (%)
Strongly Agree	153	38
Agree	132	33
Undecided	10	2
Disagree	65	16
Strongly Disagree	45	11
Total	400	100

Source: Agboola, 2023

b) Hypothesis Two

Benefits of entrepreneurship in higher educational institutions do not have positive effect on socio-economic development in Nigeria.

The p-value for each term tests the null hypothesis that the coefficient is equal to zero (no effect). A low p-value (< 0.05) indicates that we can conclude the study by rejecting the null hypothesis. In other words, a predictor that has a low p-value is likely to be a meaningful addition to regression model because changes in the predictor's value are related to changes in the response variable.

The hypothesis two which states that "Benefits of entrepreneurship objective do not have positive effect

on socio-economic development in Nigeria" was rejected at $R = .75$, $R^2 = .999$, $F(1, 5) = 4547.29$; $p < .05$. This implies that the simple linear regression predicted significant benefits of entrepreneurship in higher educational institutions on socio-economic development in Nigeria. Hence, 75% of the variations in socio-economic development could be attributed to the benefits of entrepreneurship in higher educational institutions, that is, benefits of entrepreneurship in higher educational institution could have likelihood of 75% positive effects, if adequately harnessed, on socio-economic development in Nigeria ($r = +0.75$, $f(1, 399) = 4547.29$, $p < 0.05$).

Table 2: Summary of Analysis of Variance for the Benefits of Entrepreneurship in Higher Educational Institutions

SUMMARY OUTPUT	
Regression	Statistics
Multiple R	0.999967
R Square	0.999934
Adjusted R Square	0.999912
Standard Error	0.141775
Observation	5

ANOVA ^b		R=0.999967		R ² =0.999934	
Model	Df	Sum of Square	Mean Square	F	Significance
Regression	1	913.94	913.94	45469.29	.000 ^a
Residual	399	0.0603	0.0201		
Total	400	914			

	Coefficients	Standard Error	t-Statistic	P-value	Lower 95%	Upper 95%
Intercept	-0.42183	0.1148577	-3.6726	0.03493	-0.78735	-0.0563

a. Predictors: (Constant), Entrepreneurship Benefits
b. Dependent Variable: Higher Educational Institutions
Source: Agboola, 2023

VII. DISCUSSION OF RESULTS

The work investigated empirical analysis of transforming higher educational institutions through entrepreneurship in Nigeria. The investigation carried out in this study revealed that entrepreneurship played a very important role to the higher educational institutions in Nigeria. It also played a leading role in the socio-economic transformation through innovation and social engineering. The higher educational institutions in Nigeria through the federal, state and local governments had the duties of employment and job securing to the people of Nigeria. The study revealed that the higher educational institutions have performed below expectation. Moreover, some of the reasons for the higher educational institutions failure through the respondents including non-inclusion of entrepreneurship in the higher education curriculum, the introduction of entrepreneurship in higher educational institutions are not evenly studies in most higher educational institutions in Nigeria and the need for appropriate action to be taken is to design, build and sustain an effective and efficient entrepreneurship curriculum in the higher educational institutions for national development. The study observed that the aforementioned has made the Nigerian people to see and understand the intentions, effects and benefits of entrepreneurship in the higher educational institutions in Nigeria.

The position was underpinned by different researchers and authors that is, thus, entrepreneurship benefits and skills development to Agboola and Igbokwe (2018), go beyond training and education, it also involves a process of human capacities building through formal and informal training inculcating in the entrepreneur basic skills. Such basic skills are financial skills, technical skills, creative skills, managerial skills, intellectual skills, marketing skills, communication skills and technological skills.

Agboola and Igbokwe (2018) observed that the failure of Nigeria's higher educational institutions is hinged on their products' (graduates) lack of the skills

required by the labour market and that the trend had resulted in mass graduate unemployment, since they would have assisted them to be self-reliant.

VIII. CONCLUSION AND RECOMMENDATIONS

From the overall analysis of this study, it could be noticed that there is significant improvement in some graduate applicants in establishing small scale businesses in selected local government areas of Lagos West Senatorial District in Lagos State. The contribution of entrepreneurship in higher educational institutions on poverty and unemployment through graduate students and Graduate Internship Scheme (GIS) with more significant in entrepreneurship is encouraged at all level in the state especially at local and community level.

Entrepreneurship education training helps individuals to be empowered and escaped poverty by providing them with the skill and knowledge to raise their capital, output and wealth. The wide spread of skills and knowledge acquisition centres in all the local government and local council development areas in Nigeria is a clear indication of the acceptance of entrepreneurship education and training by federal and state governments, the following recommendations are made:

- Entrepreneurship education should be inculcated into the school curriculum to develop and promote human resource empowerment through entrepreneurial skill acquisition training.
- Government should increase the Graduate Internship Scheme (GIS) monthly salary in order to be useful to the applicant so as to establish a small-scale business.
- The National Universities Commission (NUC) should mandate all Vice-Chancellors to create entrepreneurship development centres and made it compulsory course for all undergraduate students irrespective of their courses or discipline as well as the Rectors in the polytechnics and the Provost in the colleges of education.

- (iv) Benefits from entrepreneurship education are not evenly distributed among primary, secondary schools even in the higher educational institutions where the needs are the same. The relevant authorities should look into this with the view to making the impacts equally felt nationwide.

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