MSI Journal of
Multidisciplinary Research (MSIJMR)

# A SURVEY OF CLOTHING AND TEXTILES INFRASTRUCTURAL RESOURCES FOR ENTREPRENUERSHIP IN SOUTH – WESTERN NIGERIA

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*The authors declare that no funding was received for this work.*

OPEN ACCESS

Received: 20-July-2025

Accepted: 27-July-2025

Published: 01-August-2025



This article is published by **MSI Publishers** in **MSI Journal of Multidisciplinary Research (MSIJMR)**

**ISSN 3049-0669 (Online)**

**Volume: 2, Issue: 8 (August-2025)**

**ABSTRACT:** Infrastructural facilities are very important in the study of Clothing and Textile designs. This study evaluates the state of training facilities equipment's functionality, and garment-construction skills among Clothing and Textiles undergraduates in Southwestern Nigeria, examining how these factors influence entrepreneurial inclination. The research population comprised all the undergraduate student in Southwest Nigeria. Data was gathered from 386 students across public universities, polytechnics, and colleges of education. A structured questionnaire was used to obtain data on social socio-demographic characteristics facilities (University, Studio and laboratory) equipment (availability, adequacy and functionality) entrepreneurial skills taught (Garment Making, Pattern Drafting, Textile Design, Weaving), extent of mastery, entrepreneurial activities yielding a Cronbach's Alpha of 0.825. The demographic profile indicated that 57% of respondents were female, and 63. 7% were aged 21–25, with public universities representing 53. 4% of enrolment. Analyses showed that while key facilities such as university libraries (74.6%) and textile design studios (73.6%) were widely available, critical practical laboratories like clothing construction (53.1%) and pattern drafting (43.3%) laboratories were significantly under-

resourced. Equipment-related data indicate a high availability of stitching tools, with sewing machines accessible to 90. 9% of respondents, and over 60% of these machines reported as functioning well; however, pressing and fitting equipment exhibited lower adequacy and functionality ratings. Pearson chi-square tests confirmed statistically significant relationships (p = 0.000) between the availability, adequacy, and functionality of clothing, textile equipment and students' inclination towards entrepreneurial skills. In terms of skill acquisition, students scored a grand mean of 2. 59 (on a 4- point scale), demonstrating strong proficiency in foundational tasks such as taking body measurements (M = 2. 75) and pattern cutting (M = 2. 70), but lower mastery in advanced techniques including garment lining (M = 2. 45) and interfacing (M = 2. 42). Based on these findings, the study concluded that the respondents are positively inclined towards skills acquisition for entrepreneurial activities. This study therefore recommended that government should put more effort to promote entrepreneurial skills among undergraduate in tertiary institutions.

## INTRODUCTION

Unemployment, both of skilled and unskilled manpower, has emerged as one of the most pressing issues in Nigeria. The unemployment situation has shifted from prolonged periods of joblessness and misemployment to a scenario in which graduates from tertiary institutions often wait for extended periods before securing their first jobs. Reports indicate that Nigeria is among the countries with the highest levels of youth unemployment, with estimates suggesting figures between 60% and 65% ; Kelechi, 2012). Alanana (2003) further argues that unemployment not only poses economic challenges but also triggers social disquiet, potentially resulting in increased crime and societal instability.

According to Dunstan (2013), unemployment is defined as the proportion of the labor force that is without work yet actively seeking employment. Breitung (1994) adds that a falling interest rate often signals a growing economy; however, it may concurrently lead to higher inflation levels, necessitating subsequent adjustments in interest rates. These economic observations highlight the volatility of labor markets and underscore the importance of addressing skill deficits among graduates to improve both employability and entrepreneurial.

The concept of entrepreneurship finds its roots in the French verb "entreprendre," meaning "to undertake" (Jennings, 1994). Entrepreneurship education is seen as a crucial element in equipping students with the necessary skills, knowledge, and motivation to transform innovative ideas into viable business ventures (Odegard, 2004). Additionally, organizations such as the Communication Commission (2006) and UNESCO (2008) emphasize that entrepreneurial education goes beyond business creation it enhances an individual's ability to respond to societal changes, thereby playing a significant role in economic development by fostering self-reliance and job creation.

**Statement of the Problem**

Despite Nigeria's abundant natural and human resources, high levels of unemployment persist among graduates, largely due to inadequate practical training and the absence of responsive entrepreneurship education. The colonial legacy in education and the subsequent neglect of technical and vocational training have contributed to a situation where graduates are insufficiently prepared for self-employment. Specifically, in the field of Clothing and Textiles, there is evidence of inadequate infrastructure, such as poorly maintained laboratories and limited exposure to advanced garment construction techniques, which directly affects the entrepreneurial potential of graduates. This study seeks to fill the gap by providing a critical assessment of the available external infrastructure facilities, equipment functionality, and skill acquisition processes in tertiary institutions across Southwestern Nigeria and how these factors predict entrepreneurial inclinations.

**Objectives**

1. To describe the demographic characteristics of Clothing and Textiles undergraduate students in Southwest Nigeria.
2. To assess the availability, adequacy, and functionality of Clothing and Textiles facilities and equipment.
3. To assess the ability of undergraduate students to translate acquired skills into entrepreneurial inclination

**Research Questions**

1. What are the demographics characteristics of clothing and Textiles of undergraduate student in the study area
2. What are the facilities (laboratories) available for effective teaching of Clothing and Textiles in tertiary institutions?
3. To what extent do the skills acquired by the undergraduate students in Clothing and Textiles predict their entrepreneurial inclination?

**Hypotheses**

Ho1: The availability, adequacy, and functionality of Clothing and Textile equipment have no significant influence on the entrepreneurial skills inclination of undergraduate students.

**Review of Related Literature**

A comprehensive review of the literature reveals that unemployment is a multifaceted issue in Nigeria, affected by socioeconomic, cultural, and educational factors. Researchers such as Alanana (2003) and Dunstan (2013) have demonstrated that a lack of practical skills in higher education contributes significantly to high unemployment rates. The literature indicates that while theoretical knowledge is essential, practical training, particularly in sectors such as Clothing and Textiles, is imperative for developing entrepreneurial competencies.

Entrepreneurship education has been shown to empower students by enhancing creativity, innovation, and problem-solving skills. Organizations like UNESCO (2020) and the Communication Commission (2006) emphasize that entrepreneurship education goes beyond business start-up; it is about equipping students with a mindset to adapt to and innovate within rapidly changing economic environments.

Studies indicate that well-equipped training facilities are crucial for effective practical learning. The availability of laboratories (e.g., pattern drafting and textile design studios) and functional machinery (such as sewing and embroidery machines) correlates positively with student performance and their ability to engage in entrepreneurial ventures. Gaps identified in advanced techniques, such as garment

interfacing and modern laundry practices, suggest areas where targeted interventions can have a significant impact on fostering self-reliance and innovation.

## Methodology

### *Research Design*

The study employed a survey research design to capture the current state of skills training and facility adequacy. Quantitative data was collected through structured questionnaires, supplemented by direct observation and validation from field experts. The design follows the approach for a systematic and empirical assessment of variables in field conditions.

### Validity of Research Instrument

The instrument was given to the expects in the field of Clothing and Textile for face and content validity to ascertain that the instrument measures what it was supposed to measure. Modification and corrections were made where necessary.

### Reliability of the Research Instrument

In order to ensure that instrument was free of ambiguous sentences which could lead to misinterpretation, a pilot study was conducted using spilt- half method with Sixty (60) students who were not part of the simple size. Delta State College of Education, Agbor and Delta State Polytechnics, Aguashi were used for pilot study because these school are not west Geopolitical Zone and they offer courses in clothing and Textiles.

The instrument was tested and Cronbach Alpha Reliability Coefficient of 0.825 was obtain; this is considered high enough for the reliability of the instrument, therefore, the instrument is adjusted to be reliable for the study.

### Data Collection and Analysis

Data was collected via in-person administration of questionnaires, supported by observations in the training facilities. Analysis was conducted using IBM-SPSS version 28.0. Descriptive statistics (frequencies, percentages, means) were used to analyze demographic and facility adequacy indicators, while inferential statistics (Chi-square, linear regression, one-way ANOVA) tested the research hypotheses

## Results

The study's findings are presented in a series of tables and narrative summaries. The key results include:

### 1. Demographic Characteristics of the Respondents

This chapter presents the demographic characteristics of the respondents. This includes gender, age, institution attended, and level of education, parents' level of education, parents' occupation, ethnicity, household size and religion of the respondents.

### 1.1 Gender of the Respondents

Table 2 revealed that the gender distribution of the respondents reveals a slightly higher participation of females (57.0%) compared to males (43.0%). This could indicate that females have a stronger representation in fields related to clothing and textiles or entrepreneurship programs assessed in the study. It underscores the importance of designing gender-inclusive strategies for skill development in this domain. Furthermore, the higher percentage of female respondents may reflect societal trends in education and employment within the region, where women are increasingly encouraged to pursue professional and entrepreneurial opportunities.

**Table 1: Demographic Characteristics of the Respondents (n = 386)**

| | Variables | Frequency | Percentage |
|---|---|---|---|
| **Gender** | Male | 166 | 43.0% |
| | Female | 220 | 57.0% |
| | **Total** | **386** | **100.0%** |
| **Age** | Less than or equal to 20 years | 99 | 25.6% |
| | 21-25 years | 246 | 63.7% |
| | 26-30 years | 36 | 9.3% |
| | 31 & above | 5 | 1.3% |
| | **Total** | **386** | **100.0%** |
| **Institutions** | Public University | 206 | 53.4% |
| | Public College of Education | 153 | 39.6% |
| | Public Polytechnic | 27 | 7.0% |
| | **Total** | **386** | **100.0%** |
| **Educational Status** | NCE | 212 | 54.9% |
| | OND | 62 | 16.1% |
| | HND | 18 | 4.7% |
| | BSc | 26 | 6.7% |
| | BA | 23 | 6.0% |
| | MA | 37 | 9.6% |

| | | | |
|---|---|---|---|
| | MSc | 8 | 2.1% |
| | **Total** | **386** | **100.0%** |
| **Departments** | Fine Arts | 82 | 21.2% |
| | Home Economics | 130 | 33.7% |
| | Clothing and Textiles | 44 | 11.4% |
| | Industrial Design | 32 | 8.3% |
| | Creative Arts | 85 | 22.0% |
| | Others | 13 | 3.4% |
| | **Total** | **386** | **100.0%** |

### 2.1 Respondents' Responses on Availability of Laboratory Facilities in their Institutions

Table 2 presents the availability of laboratory facilities as reported by 386 undergraduate students in Southwestern Nigeria, highlighting the resources for teaching clothing and textile skills. Among the listed facilities, the University, College/Faculty Library is the most available, with 74.6% of respondents confirming its presence (n=288). This is closely followed by the Textile Design Studio, available to 73.6% of respondents (n=284), and the Weaving Studio, which 67.1% of participants (n=259) reported as accessible. The availability of an Exhibition Hall was also significant, with 59.1% of respondents (n=228) affirming its presence. These high percentages reflect the importance placed on certain facilities that support academic learning and practical exposure in clothing and textile programs.

However, other critical facilities show limited availability. For example, only 53.1% of respondents (n=205) reported having access to a Clothing Construction Laboratory, a vital resource for practical skills in garment production. Similarly, Pattern Drafting Laboratories and Laundry Laboratories were available to only 43.3% (n=167) and 45.9% (n=177) of students, respectively, highlighting a significant gap in resources required for core skill development. The Home Management Flat had the lowest availability, reported by only 37.8% of respondents (n=146), underscoring the limited emphasis on holistic training environments. These statistics underscore the uneven distribution of essential resources that could influence the effectiveness of skill acquisition and the overall quality of education in clothing and textile programs.

Table 2: Respondents' Responses on Availability of Laboratory Facilities

| SN | Facilities | Availability | | | |
|---|---|---|---|---|---|
| | | Available | | Not Available | |
| | | F | % | F | % |
| 1 | Clothing Construction Laboratory | 205 | 53.1% | 181 | 46.9% |
| 2 | Pattern Drafting Laboratory | 167 | 43.3% | 219 | 56.7% |
| 3 | Weaving Studio | 259 | 67.1% | 127 | 32.9% |
| 4 | Textile Design Studio | 284 | 73.6% | 102 | 26.4% |
| 5 | University, College/Faculty Library | 288 | 74.6% | 98 | 25.4% |
| 6 | Exhibition Hall | 228 | 59.1% | 158 | 40.9% |
| 7 | Laundry Laboratory | 177 | 45.9% | 209 | 54.1% |
| 8 | Home Management Flat | 146 | 37.8% | 240 | 62.2% |

Source: Field Survey (2024)
Key: F = Frequency

## 2.2 The extent to which the Equipment was Available, Adequate and Functioning in various Institutions

Table 3 provides a comprehensive and detailed overview of the availability, adequacy, and functionality of clothing and textile equipment across institutions in South-Western Nigeria, based on responses from 386 participants. The table not only highlights significant trends but also pinpoints critical gaps and areas for development to enhance entrepreneurship education in these programs. This expanded analysis explores each category of equipment in greater detail, emphasizing its implications for practical training and entrepreneurship readiness.

**Table 3: Distribution of Respondents' Responses according to Availability, Adequacy and Functionality of Clothing and Textile Equipment/Tools (n = 386)**

| S/N | Clothing and Textiles Equipment | Availability | | | | Adequacy | | | | | | Functionality | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Available | | Not Available | | Very Adequate | | Fairly Adequate | | Not Adequate | | Function well | | Somehow Functioning | | Not Functioning | |
| Pressing Equipment | | F | % | F | % | F | % | F | % | F | % | F | % | F | % | F | % |
| 1 | Iron | 240 | 62.2% | 146 | 37.8% | 150 | 38.9% | 180 | 46.6% | 56 | 14.5% | 225 | 58.3% | 110 | 28.5% | 51 | 13.2% |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | Ironing Board | 230 | 59.6% | 156 | 40.4% | 140 | 36.3% | 190 | 49.2% | 56 | 14.5% | 250 | 64.8% | 90 | 23.3% | 46 | 11.9% |
| 3 | Sleeve Board | 220 | 57.0% | 166 | 43.0% | 160 | 41.5% | 160 | 41.5% | 66 | 17.1% | 230 | 59.6% | 130 | 33.7% | 26 | 6.7% |
| **Stitching Equipment** | | | | | | | | | | | | | | | | | |
| 4 | Sewing Machine | 351 | 90.9% | 35 | 9.1% | 250 | 64.8% | 100 | 25.9% | 36 | 9.3% | 240 | 62.2% | 120 | 31.1% | 26 | 6.7% |
| 5 | Embroidery Machines | 345 | 89.4% | 41 | 10.6% | 260 | 67.4% | 80 | 20.7% | 46 | 11.9% | 270 | 69.9% | 90 | 23.3% | 26 | 6.7% |
| **Fitting Equipment** | | | | | | | | | | | | | | | | | |
| 6 | Dress Form | 353 | 91.5% | 33 | 8.5% | 142 | 36.8% | 165 | 42.7% | 79 | 20.5% | 182 | 47.2% | 128 | 33.2% | 76 | 19.7% |
| 7 | Dressing Mirror | 342 | 88.6% | 44 | 11.4% | 146 | 37.8% | 187 | 48.4% | 53 | 13.7% | 185 | 47.9% | 131 | 33.9% | 70 | 18.1% |
| **Measuring Equipment** | | | | | | | | | | | | | | | | | |
| 8 | Long and Short Ruler | 348 | 90.2% | 38 | 9.8% | 145 | 37.6% | 172 | 44.6% | 69 | 17.9% | 12 | 3.1% | 210 | 54.4% | 164 | 42.5% |
| **Storage Equipment** | | | | | | | | | | | | | | | | | |
| 9 | Tool Box | 280 | 72.5% | 106 | 27.5% | 213 | 55.2% | 127 | 32.9% | 46 | 11.9% | 277 | 71.8% | 63 | 16.3% | 46 | 11.9% |
| 10 | Bag | 275 | 71.2% | 111 | 28.8% | 170 | 44.0% | 108 | 28.0% | 108 | 28.0% | 172 | 44.6% | 112 | 29.0% | 102 | 26.4% |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Cutting Equipment** | | | | | | | | | | | | | | | | | |
| 11 | Cutting Tables | 275 | 71.2% | 111 | 28.8% | 211 | 54.7% | 116 | 30.1% | 59 | 15.3% | 144 | 37.3% | 136 | 35.2% | 106 | 27.5% |
| 12 | Awl | 245 | 63.5% | 141 | 36.5% | 262 | 67.9% | 119 | 30.8% | 5 | 1.3% | 259 | 67.1% | 93 | 24.1% | 34 | 8.8% |
| **Marking Equipment** | | | | | | | | | | | | | | | | | |
| 13 | Dressmaker Carbon Paper | 301 | 78.0% | 85 | 22.0% | 320 | 82.9% | 65 | 16.8% | 1 | 0.3% | 231 | 59.8% | 147 | 38.1% | 8 | 2.1% |
| 14 | Tailor Chalk (Different Colours) | 339 | 87.8% | 47 | 12.2% | 183 | 47.4% | 122 | 31.6% | 81 | 21.0% | 196 | 50.8% | 103 | 26.7% | 87 | 22.5% |

### 3.1 Skills Acquisition of the Respondents

Table 4 provides a comprehensive evaluation of undergraduate students' acquisition of skills in garment and textile-related disciplines across Southwestern Nigeria. The assessment covers a range of areas, including garment/dressmaking, knitting/crocheting, laundry, embroidery, pattern drafting, textile design, and weaving. Data from 386 participants is analyzed, with results categorized based on mean scores. A score of **Agreed** (mean ≥ 2.60) indicates proficiency, while **Disagreed** (mean < 2.60) highlights areas of improvement.

Table 4: Skills Acquisitions on Garment/Dressmaking by the Respondents (n = 386)

| S/N | Garment/Dress making skills acquired | Responses (F) | | | | Mean | S.D. | Decision |
|---|---|---|---|---|---|---|---|---|
| | | SA | A | D | SD | | | |
| 1 | To take body measurements. | 138 | 108 | 44 | 96 | 2.75 | 1.18 | Agreed |
| 2 | Pattern laying and cutting out procedures for different fabrics. | 142 | 87 | 58 | 99 | 2.70 | 1.21 | Agreed |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3 | Identification of types of sewing machines for different dress-making. | 120 | 118 | 55 | 93 | 2.69 | 1.15 | Agreed |
| 4 | The use of sewing machines and other equipment for clothing construction. | 118 | 102 | 40 | 126 | 2.55 | 1.23 | Disagreed |
| 5 | Types and parts of a sewing machine | 110 | 103 | 50 | 123 | 2.52 | 1.21 | Disagreed |
| 6 | Care for sewing machine | 135 | 119 | 53 | 79 | 2.80 | 1.13 | Agreed |
| 7 | Ways of lining a garment | 102 | 101 | 50 | 133 | 2.45 | 1.21 | Disagreed |
| 8 | Interfacing the parts of a garment needlecrafts | 101 | 103 | 41 | 141 | 2.42 | 1.22 | Disagreed |
| 9 | Use different types of needles for different stitches | 129 | 117 | 31 | 109 | 2.69 | 1.20 | Agreed |
| 10 | Procedures for hems and scams stitches | 120 | 112 | 41 | 113 | 2.62 | 1.20 | Agreed |

### 3.2 Extent of Mastering the Acquired Skills among the Respondents

Table 5 provides a detailed and comprehensive analysis of the extent to which respondents in the study mastered various skills related to garment and textile work. This categorization into four levels of mastery **Very Well Mastered**, **Well Mastered**, **Fairly Mastered**, and **Not Mastered** offers valuable insights into the skill acquisition trends and the areas where additional support and training may be necessary. By examining each category, we gain a clearer understanding of the strengths and weaknesses across the range of evaluated skills.

Table 5: Extent to which Skills Acquired were Mastered (n = 386)

| | **Skills Acquired** | **Very Well Mastered** | | **Well Mastered** | | **Fairly Mastered** | | **Not Mastered** | |
|---|---|---|---|---|---|---|---|---|---|
| **S/N** | **Garment/Dressmaking** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** |
| 1 | Sewing different cloth styles with the sewing machine | 131 | 49.62 | 73 | 27.65 | 44 | 16.67 | 16 | 6.06 |
| 2 | Engaging in fashion designing for purposeful living. | 94 | 36.43 | 109 | 42.25 | 37 | 14.34 | 18 | 6.98 |
| 3 | Starting a personal business in designing dresses based on the knowledge acquired through garment/dress-making | 140 | 44.16 | 117 | 36.91 | 43 | 13.56 | 17 | 5.36 |
| 4 | Creating suitable styles for different occasions using different types of machines | 100 | 41.49 | 68 | 28.22 | 52 | 21.58 | 21 | 8.71 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 5 | Depending on garment construction for my living | 103 | 38.43 | 85 | 31.72 | 69 | 25.75 | 11 | 4.1 |
| 6 | Designing fabrics for children and adult | 82 | 32.28 | 112 | 44.09 | 50 | 19.69 | 10 | 3.94 |
| 7 | Training interested youths on how to sew with different types of sewing machines | 101 | 43.53 | 61 | 26.29 | 45 | 19.4 | 25 | 10.78 |
| 8 | Engaging in customized design for livelihood | 132 | 41.64 | 79 | 24.92 | 74 | 23.34 | 32 | 10.09 |
| **Textile Skills** | | | | | | | | | |
| 9 | Starting a personal business on tie and dye/batik based on the knowledge acquired through fabric production | 81 | 32.79 | 87 | 35.22 | 47 | 19.03 | 32 | 12.96 |
| 10 | Training interested youths on screen printing thereby creating self-employment for myself | 109 | 33.03 | 106 | 32.12 | 76 | 23.03 | 39 | 11.82 |

Table 6: Relationships between availability, adequacy and functionality of clothing and textile equipment have no significant influence on the entrepreneurship skills inclination of undergraduate students

| Variables | Chi-Square Values | Df | p-Values | Decision |
|---|---|---|---|---|
| Availability of Clothing and Textile equipment | 232.126[a] | 2 | 0.000 | **Significant** |
| Adequacy of Clothing and Textile equipment | 216.248[a] | 4 | 0.000 | **Significant** |
| Functionality of Clothing and Textile Functionality | 237.827[a] | 4 | 0.000 | **Significant** |

Source: Researcher's field survey (2024)

**Note.** Df = Degree of freedom, $X^2$ = Pearson Chi-Square, p-Value = significant level (0.05)

## Conclusion

The assessed clothing textiles skills and facility for inculcating Entrepreneurship in Undergraduate Students of Tertiary Institution in South West Nigeria as a tool for sustainable economic growth. the finding of the study revealed that the adequacy and functionality of infrastructural facilities and equipment in Clothing and Textiles programmes are fundamental to enhancing entrepreneurial skills among undergraduates in Southwestern Nigeria. While foundational skills are well-developed, the paucity of advanced technical training and infrastructural gaps remain impediments to achieving full entrepreneurial potential. The positive correlation between facility readiness and entrepreneurial readiness reinforces the need for

continuous investment in technical education and strategic collaborations between institutions, industry and government.

**Recommendations**

Based on the findings, it is highly recommended that the government should enforce compliance with its directives that all tertiary institution should include in its curricular, entrepreneurship training and the setting up of Entrepreneurship Centers which should be funded by the government.

Trained counsellors should be involved in entrepreneurship centres. They can guide the student into various entrepreneurial activities and selection of vocational/trade based on self – knowledge and current world of market competitiveness.

Tertiary institution should make entrepreneurship a compulsory general course for all students to sharpen their cognitive thinking so as to see the necessity in job creation.

The informal sector of the economy should be supported by the government and other stakeholders because they cannot operate effectively without the support of key players. The best ideas may never translate to reality without the wherewithal to make it happen; credit/find.

Student upon graduation should be encouraged and supported to start their ventures instead of working for paid employment.

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