

Entrepreneurial Education as a Panacea for National Integration and Security Sustainability in Nigeria: A Literature Review

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Abstract

Entrepreneurship education can be used to advance awareness, educate and unite a nation, destroy ignorance and develop a strong economy that will enable the achievement of sustainable security. The paper's goal is to evaluate entrepreneurship education as a solution for Nigerian national integration and security stability. The methodology used for collection of data is content analysis/secondary source from publications like journals, magazines, newspapers and similar sources. Quantitative method was also used in conducting this study. The reviewed papers related to this study's findings found significant relationship between entrepreneurial education, National integration and security sustainability. Conclusion: entrepreneurship serves as a vital tool for bringing the country together by fostering the growth of the young and decent citizens of the country. To prepare the youth for independence, it is advised that the government permit entrepreneurship education to be taught at all levels of our educational system, to equip the youth for self-reliance and reduce crime in society.

Keywords: Entrepreneur, Entrepreneurship Education, National Integration, Emotional Integration, sustainability and Security.

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1.0 Introduction

The broad search for superior youth growth, progress and economic development generally has become vital in human economic operations. This has triggered some people to rise up in societies that have made noteworthy improvements in assortment of elements of human life. With the commencement of the industrial revolutions, this stimulus has become apparent. Studies show that the authors of this knowledge are considered entrepreneurs, and their work is referred to as entrepreneurship.

Schumpeter in 1950 and McCleanlland in 1961 are two first scholars who studied entrepreneurship and unlocked a new door for entrepreneurship and economic development. Earlier research has established that the advancement of the human capital of the Asian Tigers (South Korea, Taiwan, Hong Kong, and Singapore) is based on entrepreneurship (Bassey, et al 2013a, p. 57). Consequently, entrepreneurship is an activity that involves the identification, valuation, and exploitation of likelihoods to introduce different products or services, organizational structures, distribution channels, marketing strategies, and raw materials through coordinated efforts that did not hitherto exist (Thokozani, 2011).

Each development enterprise rotates around education, and no country can realize success if its citizens are not educated. According to Bassey, et al (2013b, p. 57), education is indispensable for upholding advancement and destroying poverty. The degree of education in a country is a crucial portion of its growth. Also, it makes capitals available so that the community can live ethically. Aslabeki, (2017) proposed education as a socially skillful and regulated process of constant transfer of socially significant experience from prior to succeeding generations. Google (2023) asserted that attainment contact to education will make it easier to fight Nigeria's security problems, such as Boko Haram, kidnapping, banditry, and militias. Security, according to Marianne (2009), is the chase of independence from fears and the ability of states and communities to sanctuary their different characteristics and purposeful integrity in the look of forces of modification that they remark as unfriendly.

Unfortunately, a number of fundamentals; including a dearth of authority, education, knowledge, and talent; security; government policy; access to credit facilities; acquaintance to modern technology; the state of the infrastructure and corruption; have undesirable impression on these elements, which has an adverse bearing on entrepreneurial development and their groundbreaking

notions (Ayegba & Omale, 2016, p. 43). Alike, hitches ascend when trying to use entrepreneurial education in Nigeria as a tool of finish youth unemployment and restiveness. These difficulties comprise a lack of funding, difficulty in procurement of bank loans, poor infrastructure, an unbalanced economy, erratic government policy, insecurity, a nonexistence of managerial skills, and a lack of both patience and voracity (Justice, et al 2018). Bamidele (2020) studied entrepreneurship education and good governance as a catalyst for viable economy and the study by Abdullahi, et al (2015) on entrepreneurial education as an intervention on employment reduction in Nigeria failed to take security and national integration into account. Education and good governance are substances for a positive economy. Hence, our work has filled a vacuum in the literature.

Examining entrepreneurial education as a magic bullet for national integration and security sustainability in Nigeria is the foremost goal of this study. The study is projected to produce a number of desirable outcomes, with a contribution to knowledge being the most central of these. It will also be valuable for researchers, management course students, the government, and other stakeholders. The fundamental objective of this study is to determine the extent to which entrepreneurial education affect National integration and security sustainability in Nigeria. Similarly, in order to achieve the objective of this study, this important research question was asked: to what extent does entrepreneurial education affect National integration and security sustainability in Nigeria? Furthermore, the scope of the study is concerned with entrepreneurial education as a panacea in National integration and security sustainability in Nigeria.

There are four sections in the paper. The study's theoretical framework is presented in the third segment after the literature review and the introduction. The conclusion and recommendations are the fourth and last component.

2.0 Literature Review

2.1 Concept of Entrepreneurship and Entrepreneur.

The expression entrepreneurship originates from the French the verb *entreprendre*, which states to any performance that a person tries or undertakes. Entrepreneurship is regularly allied with newly established firms. Entrepreneurs can be found in any industry, according to Bjerke and Hulman (2002), including education, engineering, architecture, etc. As a result, it is challenging for

academics and business people to settle on a single meaning of the term. As a result, it can be found in an extensive variety of distinctive and dissimilar professions. Each arena will have advantage from having an entrepreneur that owns strong managerial, organizational, and risk-reduction aptitudes. Entrepreneurship is the procedure of formation of a company or organization with the aim of building a profit or addressing a community basic need. As for economic development, entrepreneurship has been realized by many academics as important, mainly in relation to youth enablement and the progression of humanity. In dissimilarity to beliefs where there are insufficient entrepreneurs, there will be more growth and development in communities where there are numerous entrepreneurs.

According to Bjerke (1998a), advancement is more likely to happen during periods of satisfactory economic conditions. They added that if the economy is negative, entrepreneurship would not flourish and humanity's economy would deteriorate. As a result, according to Bjerke (1998b), entrepreneurship aided as an intermediary variable between preexisting situations and the rise of new industries, which in turn led to economic progress and expansion. As a result, it is alleged that entrepreneurship is a mentality, a product and something that is more insightful and original than business administration. Entrepreneurship is a mindset that permits one to identify and grab opening anywhere it may be found (Finkle, 2006). This definition of entrepreneurship places a weight on the mental and applied aspects of one's hunt of business opportunities. This clue is applicable to all sorts of businesses, whether they are minute or giant, licensed or family-held, for profit or nonprofit.

Many academics have differently defined an entrepreneur as a person who starts a new business, taking on the majority of the risks and reaping the majority of the gains. Entrepreneurship is the practice of starting a business. The entrepreneur is frequently viewed as a creator of novel concepts, products, services, enterprises, or methods. An entrepreneur is defined as someone who creates a business plan, gathers the required financial and human resources to launch a new endeavor, operationalizes it, and is accountable for the venture's success or failure. Entrepreneurs are also a challenger, a driver, and a starter. He or she serves as the start and perhaps the finish of an enterprise, effort, or action. The decision to turn that idea into a reality is unquestionably made by the entrepreneur.

According to Egom (2007a) theory, an entrepreneur is someone who hunt for develop and utilize his intrinsic talents and abilities for a shared objective. This viewpoint seems interpretable in many diverse ways. In other words, an entrepreneur is someone who uses their inherent skills and capabilities to further a common objective. If so, an entrepreneur is without a doubt what any economy needs to grow, develop, and actually function as an instrument of growth for the overall good of mankind. According to Cope (2007), the unethical and unthinking behavior of business owners has hurt and even ruined the economy. The only thing they seem to rank above all other is reaching their objectives and finding personal contentment. They always do, notwithstanding the harm and destruction it might do to other people or the economy as a whole. They value their ideas more than their lives, and the more treasured the idea, the more enthusiastic they are to sacrifice their lives and commit murder in order to advance it. This explanation runs counter to the idea that business people are those who work for the superior good. It also opens up yet another outlook for understanding an entrepreneur.

Which of the above mentioned characters and actions ought to be included in the crucial knowledge needed to make entrepreneurship meaningful and significant to the growth, integration, and sinking of crime in our societies? Camarota (2000) acknowledged the traits of an entrepreneur that are regularly exhibited but less observed. He stated that an entrepreneur, notwithstanding of how else they are defined, acts like a hunter, uninterruptedly scanning their environments and bravely trailing their target despite the risks. This is probably the kind of aimless target-chasing that some business people involve in. Can everyone have the same talent for hunting, as suggested by (Egom, 2007b)? Will the hunter-businessman encourage desired growth, provide sanity to our nation, and then promote progress instead of destroying lives and property? Harrel (1995) weighed in on the argumentative debate over whether or not entrepreneurs are formed, as contrasting to born, with the assertion that the desired entrepreneurs' character can be shaped from the hunter-entrepreneur.

One can ask as to what an entrepreneur is. The first problem is that business owners seem to have been before us. The second is that some entrepreneurial characters are inherited, meaning that the person is born with the peculiarity and it runs in the family. The third is that some business people are made, not all of them. This has the meaning that anyone can start their own business, evolving it through daily knowledge as well as through development plans and training procedures. The

fourth problem raised is that, at first, business owner act like hunters, persistently and confidently pursuing their objectives without considering the costs of doing so. Inflicts harm on others before changing their profession to become farmers, which he claims currently rule the globe. This shows that the modification from a hunter's character to a farmer's character is not only the entrepreneur's envisioned character transfer but also the personality that has served as the primary substance for growth and development. Commarano (1993) detailed that an entrepreneur's capability to contribute to economic growth and development will depend on how rapidly they go from the hunting stage to the phase that enables an unshakable and mature organization, regardless of who they are or how they came to be.

2.2 The Role of Entrepreneurship Education in National Integration.

The emotion of national integration bonds a nation's population. The goal is to nurture awareness of the nation, pride in it and respect for its best qualities, aspiration, transition and yearning to further the nation's development (Chan'ach, 2010). The knowledge of a shared individuality among a nation's population is denoted as national integration. It designates that despite the fact that the people are from many cases, societies, faiths, cultures, regions, and linguistic groups, they all appreciate that they are one. National integration thus endeavors to uphold togetherness and advance esteem for and affection for people from various cultural and racial backgrounds who share qualities of loyalty and national pride. Unity in diversity is possible with national integration. National integration is encouraged by the view of the nation as a whole (Ogot, 2007). Kochhar (1992) noted that forming national integration might not be a task for a single day. He claimed that chiseling and hammering could not create national integration. It needs to develop silently in the hearts and minds of both men and women in the nation.

When correctly oriented, entrepreneurship education contributes to knowledge growth and when it has an impression, it develops the aptitude to think critically about national integration and security stability. The growth of an individual's sentiments through the organization of practical activities and the development of their capability for taking and absorbing risk can be an influential device in the course of revolving a country's population into a consistent whole (Chien-Chi, et al 2020). All educational levels must make strenuous effort to streamline their curricula in order to impart in their students the qualities of independence and self-reliance in order to enable national integration. Although the content, the teaching method, the textbooks and the research have all

been included in our school curricula, they still need to be taught at all levels, predominantly in primary and secondary schools. When the following issues are appropriately addressed, entrepreneurship education helps in the development and integration of the country.

Knowledge that Nigeria is one nation; the thoughtful that the various regions of the country are economically interdependent; the principle that each citizen's cooperation and effort are vital for realizing the country's epitomes and respect for other people and their beliefs irrespective of where they were born. Religion, language, and an objective understanding of the nation's efforts to accomplish self-reliance and youth empowerment through entrepreneurship are also central in order to provide a hard basis for a developing society like Nigeria. The consequences of studying national integration through entrepreneurship education are all of these (Omale, 2016).

2.3 Entrepreneurship and Security Stability in Nigeria

According to Chike Okoij of the Center for Entrepreneurship Studies (COCES), the unrelenting inaction and in some cases, undesirable trends in the advancement indices of the majority of African nations, including Nigeria, have reiterated the need for additional substitute strategies for development on the continent. The Center for Entrepreneurship Studies said that getting young people involved in entrepreneurial pursuits is one method to address the issue of underdevelopment, or living within one's means, which would therefore lower the amount of crime and insecurity, which are principally the outcome of indolent minds.

Many people who are incapable to attain employment in a certain profession can crack entrepreneurship as a worthwhile alternative (Druker, 2008a). Finding and grabbing opportunities is the duty of an entrepreneur through their business. They generate national income and wealth in the form of goods or services by altering hidden and indolent resources like land, labor, and capital. They support in rising the nation's per capita income and net national product. Thus, entrepreneurs are critical to generating great economies since they can drive the nation's economy forward. By evolving new goods or services, they inspire the formation of new jobs, which ultimately quickens economic growth and averts insecurity, which is frequently brought about by idleness.

2.4 Innovation Theory of Schumpeter on Entrepreneurship

Many theories arose over the years to explain the concept of entrepreneurship and the behavioral result it has on national integration and security. Among such celebrity theories are: Innovation theory of Schumpeter; Economists' view; Sociologists' view; Psychologists' view and need for

achievement theory of McClelland. The underpinning is the innovation theory of Schumpeter. An innovation theory of entrepreneurship was first propounded by (Schumpeter, 1949). He considered entrepreneurship as the substance that upsets the stationary circular flow of economy and thereby initiates and endures the method of development. Embarking upon new mixtures of factors of production, which he concisely named innovation. The entrepreneur triggers the economy to a new level of development.

Together with taking risks and setting up the numerous production-related aspects, Schumpeter advanced the idea of innovation as a critical constituent of entrepreneurship. Entrepreneurship, according to him, is imaginative endeavor. Entrepreneurship is a word used to define an inventor who introduces original goods or services to the market. He saw invention as an implement used by business people. As a result, entrepreneurs are believed of as an economy's growth catalysts. The entrepreneur perceives the potential for launching new goods, breaking into untapped markets, realizing fresh sources of supply, launching fresh industrial structures, or discovering fresh sources of resources.

Schumpeter was the first noteworthy economist to place human agents at the heart of the course of economic development. He was tremendously clear about the economic role of the entrepreneur as the dynamic force behind economic growth; this role involved innovation or the introduction of new mixtures. According to Schumpeter, innovation and invention were two dissimilar concepts. An inventor makes fresh discoveries about courses and materials. An innovator is someone who makes novel combinations using inventions and discoveries in some way. An entrepreneur converts the technical effort into economic performance, whereas an innovator is thoughtful with the technical labor of innovation.

It might be resolved that the development of capitalism has been expressively influenced by innovation theory. It has been the foremost force behind economic growth. The theory is condemned for being partial since it places so much weight on creative functions. Additionally, it neglects the organizational and risk-taking features of entrepreneurship. There are adequate risks involved when an entrepreneur creates a new combination of means of production. Notwithstanding its faults, this idea inspires the entrepreneurial endeavors of the entrepreneur to innovate. Drucker (2008b) posited that innovation produces resources. This approach is principally

vital for developing economies, since they need to support innovation. For instance, it takes adequate initiative and improvements to change the agrarian economy into an industrial one, which needs enough initiative and changes on the part of business men and managers of resources at large.

2.5 Conceptual Research Model

The conceptual model explains the relationship between the variables of the study.

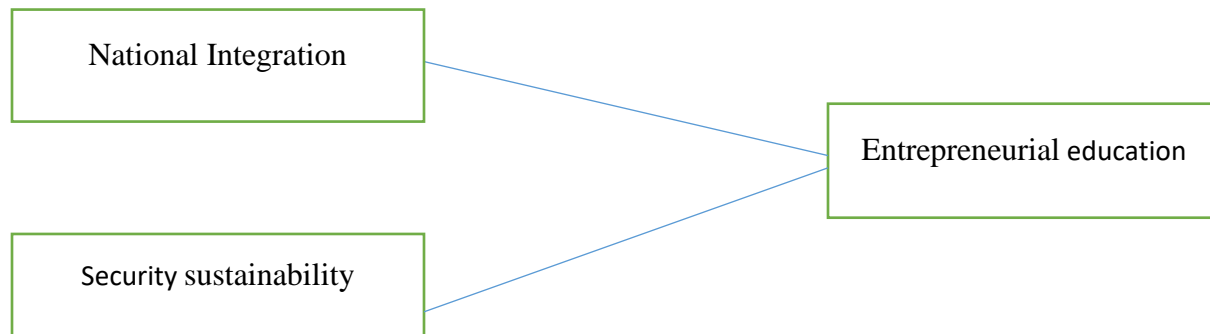


Figure 1. Proposed Conceptual framework

Source: Developed by the authors

Based on the literature reviewed, the proposed conceptual model of the study was formulated and is depicted in Figure 1 to illustrate the relationship between entrepreneurial education, National integration and security sustainability in Nigeria. The conceptual framework or model explains the path of a research and grounds it firmly hold in theoretical constructs. The purpose is to make research findings more meaningful, acceptable to the theoretical constructs in the research field and ensures generalizability. Similarly, conceptual framework assists in stimulating research while ensuring the extension of knowledge by providing both direction and impetus to the research inquiry. It also enhances the empiricism and rigour of a research (Imenda, 2014). Furthermore, conceptual framework is the ‘blueprint’ or guide for a research (Grant & Osanloo, 2014, p. 4). It is a blueprint that is often ‘borrowed’ by the researcher to build his/her own research inquiry and serves as the foundation upon which a research is constructed (Adom, et al 2018).

The (DV) dependent variables for this study are: National integration and security sustainability. While the (IV) independent variable for the study is the entrepreneurial education. Entrepreneurial education is seen as the likelihood of maintaining national integration and security sustainability.

Hence, the study models the relationship between National integration, security and entrepreneurial education.

3.0 Methodology

Based on the literature reviewed, the study aims at investigating entrepreneurial education as a panacea for National integration and security sustainability in Nigeria. The study considered entrepreneurial education as a remedy or solution for National integration and security sustainability. The logic of this is that each variables that is entrepreneurial education when properly and adequately given attention will result in maintaining national integration as well as sustain peace (security of lives and properties in Nigeria). Hence, entrepreneurial education would bring national unity and maintain peace which have being a great challenge of the country Nigeria.

Thus, being a conceptual paper, the main research method used was content analysis/secondary data, which allows for the gathering of large numbers of literatures (qualitative data) and transforming them into data of quantitative nature. That is data were drawn from secondary sources which include published materials such as journals and books, internet, reference materials and papers produced by the government. Quantitative methodology was used for the analysis of this study. The advantage of qualitative methodology is that, it allows the researchers to understand a phenomenon through a process of exploration of initial suspicious and development of preliminary theories (Trochim & Donnelly, 2008). The content analysis/secondary data as source used in this study is in line with (Palaniammal, et al 2015).

4.0 Findings of the Study

Most of the studies on entrepreneurial education as a panacea for National integration and security sustainability have indicated significant relationships between the three constructs. Olatunji (2019) studied entrepreneurship education and National security in Nigeria. The results showed that entrepreneurship education has positive relationship with security in Nigeria. Ogene and Elu (2015, p. 192), carried out research on entrepreneurial education skills in social studies pedagogy for poverty reduction and sustainable development in Nigeria. The result showed that entrepreneurial education influence security sustainability in Nigeria. Similarly, Dawood and Mayowa (2017, p. 28) studied entrepreneurial education: a vital instrument for youth

empowerment, initial development and consolidation of National integration in Nigeria. The findings showed that there is significant relationship between entrepreneurial education and National integration in Nigeria.

In a related study by Benneth, et al (2020) investigated the effects of entrepreneurial education on the security challenges in Nigeria. The results indicated that it reduces insecurity in the country. Furthermore, Anho (2014) studied entrepreneurship education: a panacea for unemployment, poverty reduction and National insecurity in developing and under developed countries. The findings showed that entrepreneurship education indicated positive relationship with insecurity.

5.0 Conclusion and Recommendations

5.1 Conclusion

This essay explores entrepreneurship as a crucial instrument for bringing the country together by nurturing its youth and its decent citizens. The definition of entrepreneurship, who qualifies as an entrepreneur, the significance of national integration and security were all critically examined. This essay has been quite illuminating, bringing me to the conclusion that entrepreneurship is mostly about finding out and taking possibilities to advance youth integration and security as well as the integration and security of the country. Promoting effective educational systems that ensure adequate instruction and research to expand the boundaries of knowledge and skill. The education system must also permit profession choice freedom and mandate entrepreneurship instruction at the basic and secondary levels, fostering excitement and fulfillment.

The study is limited to entrepreneurial education as a panacea for National integration and security sustainability in Nigeria. It is suggested that future studies should consider entrepreneurial education as a panacea for National integration and sustainability in any part of the world. This will add value to knowledge.

5.2 Recommendations:

All of our educational levels, from primary to tertiary, should include courses on entrepreneurship. This will assist in fostering national integration and reducing youth strife in the nation. Also, encouraging young people to participate in specific economic activities will lower crime rates and increase their economic well-being. This is accomplished through the entrepreneurship education that is taught in our educational system.

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