

## **Entrepreneurship Education and Graduates Unemployment in Obio-Akpor Local Government Area (OBALGA) of Rivers State**

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### **ABSTRACT**

This study examines entrepreneurship education and graduate unemployment in Obio-Akpor Local Government Area of Rivers State. This study used the descriptive survey research design. A sample of 600 proportionally selected respondents or graduates from 12 randomly selected communities in Obio-Akpor Local Government Area participated in the study. A 50 item two experts validated self-structured 4-point rating scale instrument titled “Entrepreneurship Education and Graduate Unemployment Questionnaire” (EEGUQ) with a reliability coefficient of .757 (using Cronbach Alpha ( $r_a$ ) method) was used to collect the data analyzed using mean and standard deviation to answer the research question 1 (with a criterion mean cut off of 2.5), while Pearson product moment coefficient (PPMC) was used to answer research questions 2, 3 and 4 at 0.05 level of significance. The study discovered that: acquiring intellectual skills ( $r=0.086$ ), possessing interpersonal skills ( $r=0.145$ ), and exhibiting innovative skills ( $r=0.076$ ) contributed in reducing graduates unemployment in OBALGA. The study suggested amongst others that Graduates are encouraged to be creative and innovative in identifying skills and exploring new business opportunities around their environment to their own economic benefit. Alongside, educational institutions should establish entrepreneurial centres where youths can acquire apprenticeship and adequate training in their chosen self-reliant skill that will improve their income, productivity, and self-employability.

**Keywords:** Entrepreneurship, intellectual, self-reliance, interpersonal, graduates, Obio-Akpor.

### **Introduction**

The inability of university graduates to secure jobs several years after graduation could trigger a problem and crisis situation that increases the rate of graduate unemployment and insecurity that would eventually retard the development of the enormous human endowments and natural resources in Nigeria. In view of this situation, attacking the problems and crisis of unemployment in Rivers State presupposes on educational policy makers to design programmes that would promote the acquisition of vocational and technical skills and support graduates

access to jobs after their tertiary education. Hence, Agi and Yellowe (2013) states that education serves as an important path that affords learners with the opportunity to acquire skills, knowledge, attitudes and beliefs required to aptly synthesize or create careers that induces wealth and reduces poverty as a societal problem.

Consequently, Muogbo and John-Akamelu (2018) in describing the importance and functions of education on the individual opine that acquiring these skills, knowledge, attitudes and values is central for integrating entrepreneurship education in any system. Entrepreneurship is a global initiative comprising numerous prototypes of vocational education programmes instituted to fight unemployment and its associated socio-economic trials (Asiyai, 2013). Thus, its entry or incursion into Nigeria's educational sector is premised on adopting a National Policy of Education with objectives to train and impart students with artistry, technical, vocational, trading, and innovative skills necessary to become self-reliant whilst still acquiring the hitherto anticipated academic competencies (Federal Republic of Nigeria, 2013).

In the same vein, Robert-Okah and Daminabo (2014) assert that the emergence of entrepreneurship education as an integral part of Nigerian tertiary educational system will strive to lessen joblessness and economic dependency among tertiary institution graduates. This advent has motivated the interest of those in academics and policy initiators both home and abroad in encouraging its implementation in mostly developing nations; and this will stimulate the creative and productive energies of graduates and undergraduates in Nigerian educational environment.

In addition, the notion underlying entrepreneurship is not entirely novel in tertiary institutions, as its model is the Student Industrial Work Experience Scheme (SIWES) introduced to cater for students' industry experience. However, its emphasis on aiding the acquisition of skills for onward employment rather than inculcating job creation skills such as technical and vocational is indeed a major limitation that has undermined the viability of SIWES in addressing the problems of secondary school and tertiary institution leavers employability (Asiyai, 2013). Nwadiani (2011) noted that the sustainability of a formal educational process is based on its ability to instil both theoretical knowledge and practical skills on its learners. Corroborating this view, Bokhari, Alothmany and Magbool (2012) asserts that an educational system that produces graduates that continually depend on the public and private sector to provide job openings is not sustainable. Hence, Bokhari (2013) acknowledged that entrepreneurship education presents an alternative solution by inculcating self-reliant and enterprise skills that will aid graduates start new ventures and employ others.

Deductively, entrepreneurship education instils in individuals attitudes, skills and abilities that can be applied to create and start careers that overtime would benefit the society and economy. It is a groundbreaking development involved in the generation of commercial enterprise centered on novel merchandise which differs meaningfully from services offered by competing merchants in content or its promotion. In view of this, students are tutored to develop their cognitive, affective, behavioural and psychomotor skills. This would broaden students horizon to visualize entrepreneurship training as an inspiration to innovate and create jobs, openings, ventures and skills that could be leveraged upon even while in school to solve the unemployment problem wrecking the society.

In the same vein, Robert-Okah and Daminabo (2014) asserts that entrepreneurship education deals with the training and instructions undertaking by people who are desirous to

develop ideas that will create jobs for themselves and engage others in creating job opportunities that are legitimate in nature for the purposes of earning a living and resources in the existing job. Suggesting to this, Faizan and Haque (2016) asserts that education is deemed successful when it effectively solves the problems or challenges confronting the society such as unemployment and insecurity etc. Hence, entrepreneurial education primarily develops the innovative capacities and mind-sets that will help students or graduates identify business openings, mobilize resources and exploit self-reliant opportunities for individual, community and national development (Gamede & Uleanya, 2018, Undiayaundeye, 2015).

Furthermore, entrepreneurship education as a concept is associated with several activities among which include; innovation, risk taking, visionary, creativity, financial control, resolute, self-confidence, versatile, knowledgeable, optimist, purposeful, profit oriented, persistent, persevering, and futuristic (Anho, 2011). Thus, aptly undertaking these activities hinges on students exhibiting entrepreneurial skills that culminate to promote sustainable educational development in the society (Thom-Otuya & Thom-Otuya, 2008). In view of this, entrepreneurship education is now introduced as a standalone department/unit or offered as course curriculum in virtually all tertiary institutions (including universities) in Nigeria. Okon and Uke (2015) stated that entrepreneurship education bequests relevant practical skills, knowledge and orientation that will enable university students upon graduation to become self-employed and employers of labour.

Instructively, entrepreneurship is indeed a timely initiative to enthrone self-reliance, creativity and enterprise mind-set, as a formula to solve the rising emotional, social, economic and societal development problems associated with graduates or school leavers' unemployment in Rivers State. In supporting this view, Undiayaundeye (2015) opined that creativity effectively plays the role of being the stimulus, catalyst, and engine towards developing the ideas, mind-set, techniques, and views that are integrated to acquire and exhibit entrepreneurship education conceptualized as skills, knowledge and training. Thus, Haque, Faizan and Cockrill (2017) emphasized that creativity is essentially a novel and valuable asset that entrepreneurs leverage upon to develop new solutions that climaxes in endowing the right experience, knowledge, skill and capacity requisite to discover and explore new and unique revenue earning jobs and career path. Consequently, the crux of this study is to scrutinize the roles of entrepreneurship instruction and graduates unemployment in OBALGA of Rivers State.

### **Statement of the Problem**

Educational processes are designed to impart the skill, knowledge and expertise that could be leveraged upon to avert unemployment and its maladies (like violence, poverty, idleness, etc.) in Nigeria. In this regard, entrepreneurship education aptly fits as the medium towards empowering and developing the skill, knowledge and training likely to advance both individual and societal capacity and economy. Conversely, Oladele, Akeke and Oladunjoye (2011) stated that the non-exposure of youths to technical, vocational or entrepreneurial skills induced by the inappropriate curricula of integrating entrepreneurship education as a course, department or unit in tertiary institutions; is indeed a problem that escalates youths job mismatch and unemployment in Nigeria.

Furthermore, utilizing educational programmes to tackling a serious societal problem (like unemployment) correctly suffices in the initiation of entrepreneurship education.

Entrepreneurship education endows on learners, trainees or graduates certain creative, adaptability, imaginative, innovative, intellectual, and interpersonal skills that enable them to discover, adjust, explore and execute plans, activities and enterprises towards becoming self-reliant, self-employed and employers even while schooling or upon graduation. Unfortunately, and sadly too, this core objective integrating entrepreneurship educational policy in Nigeria's university curriculum, is systematically sandwiched into theoretical postulations as against emphasis on the practical acquisition of skills that could transform individual's capacities, abilities or potentials. This ridicules the various efforts instituted in designing an entrepreneurship course in universities.

Previous studies (Okon & Uke, 2015) centred on entrepreneurial education as a panacea for youth unemployment in Nigeria. Abdul (2018) focuses on entrepreneurial skills and growth of Small and Medium Enterprise (SMEs) in Nigeria and United Kingdom. But not much was done to x-ray the contributions of entrepreneurship education towards developing graduates intellectual and self-reliance skills. Consequently, this study seeks to probe into the effect of entrepreneurship education and graduate unemployment in OBALGA of Rivers State. This was premised on the report by NBS (2020) that Rivers State like Akwa-Ibom State join the list of states with the highest number of unemployed citizens in Nigeria.

Specifically, the purposes of this study were to determine:

- i. Determine the prospects of entrepreneurship education in reducing graduates unemployment in OBALGA.
- ii. Determine the contribution of acquiring intellectual skills towards reducing graduates' unemployment in OBALGA.
- iii. Determine the contribution of possessing interpersonal skills towards reducing graduates unemployment in OBALGA.
- iv. Determine the contribution of exhibiting innovative skills towards reducing graduates unemployment in OBALGA.

The following research questions were formulated to guide this study.

1. What are the prospects of entrepreneurship education in reducing youth unemployment in OBALGA?
2. What is the contribution of acquiring intellectual skills towards reducing graduates' unemployment in OBALGA?
3. What is the contribution of possessing interpersonal skills towards reducing graduates unemployment in OBALGA?
4. What is the contribution of exhibiting innovative skills towards reducing graduates unemployment in OBALGA?

### **Scope/Delimitation of the Study**

This study focuses on entrepreneurship education and graduate unemployment in OBALGA with a content scope that covers school leavers from secondary schools to tertiary institutions. Furthermore the independent variable was entrepreneurship education (dimensioned via intellectual, interpersonal and innovative skills), while the dependent variable was graduate unemployment.

## Methodology

**Research Design:** The study employed or adopted the descriptive survey research design. Nwankwo (2013) emphasized that the descriptive survey research entails the collection of data from a subset of a defined or amorphous population to describe opinion, status, benefits, and views of the population using the variables under study, and it was adopted for this study because it was used to describe the problem without influencing or manipulating the variables in any way.

**Study Area:** The study was conducted in OBALGA, which is one of the twenty-three LGAs in Rivers State. OBALGA has a population of 462, 350 (NPC, 2007), and projected population of 649, 600 (NPC, 2016). The study area is bounded by Ikwerre, Port Harcourt, Emohua, and Oyibo Local Government Areas. Similarly, OBALGA is mainly dominated by the Ikwerres and further divided into Akpor, Evo, Obio, and Aparra Clans.

Furthermore, the metropolitan status of the study area led to the decline and transition from traditional occupations like: fishing, farming (mainly crops like yam, maize, okra, cassava, cocoyam, etc. including vegetables and fruits), lumbering and hunting. To modern occupations like civil service, trading/business, public service and self-employed in oil and gas, manufacturing, economic, construction, health, industrial, and educational activities in mainly the banking, administration, educational, manufacturing, oil exploration, recreation, telecom, services, etc.

**Population of the Study:** The population for the study comprises all the three thousand seven hundred and thirty-four (i.e. 3,734) unemployed graduates (ages 18-45 years, who are either graduates of secondary school or tertiary institutions) from OBALGA that are registered with the Rivers State Ministry of Economic Empowerment and Employment Generation between 2014-2017 (RSMEEEG, 2017).

**Sample and Sampling Technique:** A sample of 600 respondents (i.e. unemployed graduates) participated in the study which adopted a three phased multistage sampling technique. In the first phase, Taro Yamane formula was used to determine or estimate the minimum sample size to be used from the population of 3,734 unemployed graduates in Obio-Akpor Local Government Area of Rivers State. Details of the Computed sample size to be used in this study, using Taro Yamane formula (Yamane, 1967) was presented in Fig 1 (see Appendix C). The calculation in Fig 1 gave approximately 400 as the minimum estimate of the sample. Thus the number of respondents (i.e. unemployed graduates) that was used during the survey was 600, because Nwankwo (2013) advised or suggested the use of a sample size higher than that given by the minimum estimate.

Secondly, random sampling technique (using blind fold) was used in the selection or pick of 12 consecutive numbers from 24 numbers (representing the 24 communities in OBALGA). This led to pick of 12 communities (in no order) like Rumuolumeni, Woji, Choba, Ozuoba, Rumuomasi, Rumuogba, Rumuoparali, Eneka, Rumuola, Rumuekini, Rumueme, and Rumuodamaya in Obio-Akpor Local Government Area. In the third and final phase, random sampling technique was used in the selection of 50 respondents or graduates (male and female) from each of the 12 selected communities in Obio-Akpor Local Government Area. This constituted a sample of 600 graduates that was used for the study.

**Instrument of the Study:** The instrument for data collection was titled “Entrepreneurship Education and Graduate Unemployment Questionnaire” (EEGUQ). The EEGUQ instrument was a self-structured 50-item questionnaire pattern after a four point rating scale of “Strongly Agree” (SA – 4 Points), “Agree” (A – 3 Points), “Disagree” (D – 2 Points), and “Strongly Disagree” (SD –1 Point). Furthermore, the EEGUQ instrument comprises of three sections, Section A elicited the demographic information of the respondents, Section B comprised of the 36 item variables of entrepreneurship education (via: 10 items for contributions of entrepreneurship education, 8 items on acquiring intellectual skills, 10 items on possessing interpersonal skills, and 8 on exhibiting innovative skills), while Section C comprised of 14 items on unemployment.

**Validation of Instrument:** The validity (i.e. the face and content) of the EEGUQ instrument was determined by the two (2) educationists or lecturers in the Department of Educational Foundation Studies, Ignatius Ajuru University of Education (IAUE). These validates were presented with the topic, objectives and research questions stated in this study in order to determine the appropriateness or otherwise of the language, structure, and variables. Thereafter, the comments, suggestions and observations of these validates were effected in the final draft of the EEGUQ instrument.

**Reliability of Instrument:** The reliability or internal consistency of the EEGUQ instrument was ascertained using Cronbach Alpha ( $r_a$ ) method. In doing this 50 copies of the EEGUQ instrument was administered to 50 unemployed graduates from 5 communities (i.e. 10 each) in Eleme Local Government Area (which was not used for the study). Then 50 copies of the EEGUQ instrument were administered to the respondents and upon completion was retrieved, coded and analyzed using the Cronbach Alpha ( $r_a$ ) method to obtain a reliability coefficient of 0.757. This reliability coefficient necessitated the use of the EEGUQ instrument for the administration process.

**Method of Data Collection:** The face-to-face direct delivery technique was adopted by the researcher and three research assistants for the administration of the EEGUQ instrument to all the 600 respondents or graduates in the study area. Out of the 600 copies of the EEGUQ instrument administered to the respondents, only 562 copies (representing approximately 94% return rate) were validly retrieved and used for the analysis.

**Method of Data Analysis:** The data collected was sorted, tabulated, coded, and then analyzed using mean and standard deviation was used to answer research question 1, while Pearson product moment coefficient (PPMC) was used to test the hypotheses at 0.05 level of significance. All statistical computations were carried out using the Statistical Package for Social Science (SPSS) 22.0.

## RESULTS

**Research Question 1:** What are the prospects of entrepreneurship education in reducing graduates unemployment in OBALGA?

**Table 1: Mean and Standard Deviation on the prospects of entrepreneurship education in reducing graduates unemployment in OBALGA**

S/N	The prospects of entrepreneurship education in reducing graduates unemployment include:	N = 561		Decision
		Mean	SD	
1	Helping graduates to acquire the intellectual skills that will help them to make money	3.42	.79	#
2	Providing the training that will help graduates to start and grow productive businesses	3.48	.60	#
3	Improving graduates creativity in introducing new ideas or opportunities that will make them gainfully employed	3.02	.96	#
4	Improving individuals foresight in developing new skills or products that will increase their revenue base	2.77	1.08	#
5	Helping graduates develop innovative skills to initiate solutions to problems	3.33	.72	#
6	Providing graduates with unique knowledge that will increase their level of inventing new things	3.15	.82	#
7	Providing graduates with the managerial skill and capacity to handle the risks in any business	3.03	.97	#
8	Helping graduates to possess interpersonal skills that will improve their interactions with clients or customers	3.41	.77	#
9	Increasing graduates foresight in knowing where or how to market their product, trade or skill	3.05	.85	#
10	Imparting the intellect that helps graduates to become managers of businesses and employers of labour	2.96	.99	#
<b>Grand Mean</b>		<b>3.16</b>	<b>0.86</b>	<b>#</b>

# (Agree) =  $\geq 2.50$  while \* (Disagree) < 2.50.

Table 1 shows that the mean rating and standard deviation on the prospects of entrepreneurship education in reducing graduates unemployment in Obio-Akpor Local Government Area include: providing the training that will help graduates to start up and grow productive businesses ( $\bar{X}$  =3.48) in item 2, helping graduates to acquire the intellectual skills that will help them to make money ( $\bar{X}$  =3.42) in item 1, helping graduates to possess interpersonal skills that will improve their interactions with clients or customers ( $\bar{X}$  =3.41) in item 8, helping graduates develop innovative skills to initiate solutions to problems ( $\bar{X}$  =3.33) in item 5, providing graduates with unique knowledge that will increase their level of inventing new things ( $\bar{X}$  =3.15) in item 6, increasing graduates foresight in knowing where or how to market their product, trade or skill ( $\bar{X}$  =3.05) in item 9, providing graduates with the managerial skill and capacity to handle the risks in any business ( $\bar{X}$  =3.03) in item 7, improving graduates creativity in introducing new ideas or opportunities that will make them gainfully employed ( $\bar{X}$  =3.02) in item 3, imparting the intellect that helps graduates to become managers of businesses and employers of labour ( $\bar{X}$  =2.96) in item 10, while the least was improving individuals foresight in developing new skills or products that will increase their

revenue base ( $\bar{X} = 2.77$ ) in item 4. Furthermore the grand mean score of 3.16 indicates that entrepreneurship education contributed to reducing graduates unemployment in Obio-Akpor Local Government Area.

**Research Question 2:** What is the contribution of acquiring intellectual skills towards reducing graduates' unemployment in OBALGA?

**Table 2: Summary of Pearson Correlations on the contribution of acquiring intellectual skills towards reducing youth's unemployment in OBALGA**

		Intellectual Skills	Graduates Unemployment
Intellectual Skills	Pearson Correlation	1	.083**
	Sig. (2-tailed)		.049*
	N	562	562
Graduates Unemployment	Pearson Correlation	.083**	1
	Sig. (2-tailed)	.049*	
	N	562	562

\*\* Correlation is significant at the 0.05 level (2-tailed)

**Decision rule:** if  $p < .05$  reject  $H_0$ , else retain  $H_0$ . # = Not Significant,  $p > .05$ , \* = Significant,  $p < .05$

Table 2 shows a Pearson Correlating Coefficient (r) of 0.049 which indicates a positive contribution of acquiring intellectual skills towards reducing graduates unemployment of about 95%. This implies that acquiring intellectual skills will tend to reduce graduates unemployment in OBALGA. Similarly, the result also shows that the correlation between acquiring intellectual skills and reducing graduates unemployment is statistically significant at 0.05 level. This means that as educational institutions continuously adopt entrepreneurship education or training as requirements of courses or disciplines of study, graduates from such department in OBALGA will continue to acquire the intellectual skills that they will apply or leverage upon to reduce the issues of unemployment confronting them.

**Research Question 3:** What is the contribution of possessing interpersonal skills towards reducing graduates unemployment in OBALGA?

**Table 3: Summary of Pearson Correlations on the contribution of possessing interpersonal skills towards reducing graduates unemployment in OBALGA**

		Interpersonal Skills	Graduates Unemployment
Interpersonal Skills	Pearson Correlation	1	.145**
	Sig. (2-tailed)		.001*
	N	562	562
Graduates Unemployment	Pearson Correlation	.145**	1
	Sig. (2-tailed)	.001*	
	N	562	562

\*\* Correlation is significant at the 0.05 level (2-tailed)

**Decision rule:** if  $p < .05$  reject  $H_0$ , else retain  $H_0$ . # = Not Significant,  $p > .05$ , \* = Significant,  $p < .05$

Table 3 shows a Pearson Correlating Coefficient (r) of .145 0.001 which indicates a positive contribution of possessing interpersonal skills towards reducing graduates unemployment of about 95%. This implies that possessing interpersonal skills will tend to reduce graduates unemployment in OBALGA. Similarly, the result also shows that the correlation between possessing interpersonal skills and reducing graduate unemployment is statistically significant at 0.05 level. This means that as educational institutions continuously adopt entrepreneurship education or training as requirements of courses or disciplines of study, graduates from such department in OBALGA will continue to possess the interpersonal skills that they will apply or leverage upon to reduce the issues of unemployment confronting them.

**Research Question 4:** What is the contribution of exhibiting innovative skills towards reducing graduates unemployment in OBALGA?

**Table 4: Summary of Pearson Correlations on the contribution of exhibiting innovative skills towards reducing graduates unemployment in OBALGA**

		Innovative Skills	Graduates Unemployment
Innovative Skills	Pearson Correlation	1	.076 <sup>**</sup>
	Sig. (2-tailed)		.043 <sup>*</sup>
	N	562	562
Graduates Unemployment	Pearson Correlation	.076 <sup>**</sup>	1
	Sig. (2-tailed)	.043 <sup>*</sup>	
	N	562	562

**\*\*** Correlation is significant at the 0.05 level (2-tailed)

**Decision rule:** if  $p < .05$  reject  $H_0$ , else retain  $H_0$ . # = Not Significant,  $p > .05$ , \* = Significant,  $p < .05$

Table 4 shows a Pearson Correlating Coefficient (r) of .076 0.043 which indicates a positive contribution of exhibiting innovative skills towards reducing graduates unemployment of about 95%. This implies that exhibiting innovative skills will tend to reduce graduates unemployment in OBALGA. Similarly, the result also shows that the correlation between exhibiting innovative skills and reducing graduate unemployment is statistically significant at 0.05 level. This means that as educational institutions continuously adopt entrepreneurship education or training as requirements of courses or disciplines of study, graduates from such department in Obio-Akpor Local Government Area will continue to exhibit the innovative skills that they will apply or leverage upon to reduce the issues of unemployment confronting them.

**Discussion of Findings**

The result in Table 1 revealed a grand mean score of 3.16 which indicated that the prospects of entrepreneurship education in reducing graduates unemployment in OBALGA includes: providing the training that will help graduates to start and grow productive businesses, helping graduates to acquire the intellectual skills that will help them to make money, helping graduates to possess interpersonal skills that will improve their interactions with clients or customers, helping graduates develop innovative skills to initiate solutions to problems, providing graduates with unique knowledge that will increase their level of inventing new things, increasing graduates foresight in knowing where or how to market their product, trade or

skill, providing graduates with the managerial skill and capacity to handle the risks in any business, improving graduates creativity in introducing new ideas or opportunities that will make them gainfully employed, imparting the intellect that helps graduates to become managers of businesses and employers of labour, and improving individuals foresight in developing new skills or products that will increase their revenue base. This finding is in agreement with Haque *et al.* (2018) that entrepreneurial education provides the knowledge, skill and training for inventing and developing interest, capacity and the mindset to creatively and prudently start and grow small businesses, improve income, become problem solvers, risks takers, and gainfully employed.

The result in Table 2 revealed that acquiring intellectual skills (with a Pearson Correlating Coefficient ( $r$ ) of 0.083 and  $p$ -value of  $0.049 < .05$ ) significantly contributed in reducing graduates unemployment in OBALGA. This finding is consistent with Osalor (2016) that entrepreneurship education impacts the innovative and intellectual skills or abilities of revolutionizing issues of unemployment, poverty, low income, and lack of skill in Nigeria. Therefore, Bokhari (2013) states that acquisition of entrepreneurial knowledge enhance the entrepreneurs' characteristics, positive business attitude, level of motivation, and development of cognitive and intellectual, skills towards self-employment including the elimination of obstacles and barriers to entry and lack for investing in skill acquisition.

The result in Table 3 revealed that possessing interpersonal skills (with a Pearson Correlating Coefficient ( $r$ ) of 0.145 and  $p$ -value of  $0.001 < .05$ ) significantly contributed in reducing graduates unemployment in Obio-Akpor Local Government Area. This finding is consistent with Undiayaundeye (2015) that acquiring entrepreneurship skills has great benefits or advantages to youths being gainfully employed or self-reliant in adequately provide jobs, opportunities, and finances or means of sustenance for individuals.

The result in Table 4 revealed that exhibiting innovative skills (with a Pearson Correlating Coefficient ( $r$ ) of 0.076 and  $p$ -value  $0.043 < .05$ ) significantly contributed in reducing graduates unemployment in OBALGA. This finding is in agreement with Abdul (2018) that the strategies adopted in whilst providing entrepreneurship education influences the extent of knowledge, skills, creativity, and resourcefulness acquired and applied in solving problems of unemployment. Therefore, Zehra (2016) states that entrepreneurship education leads to the systematic and strategic acquisition of skills and knowledge for unique or specific activities, trades, businesses, and programmes.

## Conclusion

The study concludes that entrepreneurship education provided the training which helped graduates to acquire intellectual, interpersonal, innovative, creativity, adaptability, and managerial skills and capacities. These skills would enable graduates to start and grow new small businesses, effectively interact with clients or customers, initiate solutions to problems, know where or how to market their product or skill, effectively take risks, tackle challenges, and introduce new ideas that will make them become gainfully employed, make money, managers of businesses, and employers of labour. Hence, entrepreneurship education aptly changes the unemployment narrative by inspiring the creativity to intellectually and innovatively discover skills that would aid in effectively communicating products, skills or trades likely to transform graduates capacity and productivity in the 21<sup>st</sup> century.

## Recommendations

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

1. Educational institutions should establish entrepreneurial centres where their students can acquire apprenticeship and adequate training in their chosen self-reliant skill that will rely upon graduation to improve their income, productivity, and self-employability.
2. Graduates should be educated in order to acquire the intellectual capacity for engaging in initiatives that will help them become self-employed and productive in creating and driving new business opportunities.
3. Graduates are encouraged to be creative and innovative in identifying skills and exploring new business opportunities around their environment to their own economic benefit.
4. Graduates should endeavour to improve their interpersonal skills and resourcefulness in skillfully adjusting or aligning to trending revenue generating activities like ICT, phone repairs, etc.
5. Governments (at federal, state and local) should formulate a workable entrepreneurship education policy that will specify partnership with reputable training centres that can instil practical knowledge and skills to graduates.

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