

# THE ROLE OF ENTREPRENEURIAL EDUCATION IN THE REDUCTION OF UNEMPLOYMENT AMONG NIGERIAN GRADUATES

BY

DEEBOM, MTORMABARI TAMBARI  
tambari.deebom@ust.edu.ng (07034909959)

&

BARIDOMA, MONDAY POPNWIN  
mopbarry@yahoo.com

Department of Vocational and Technology Education, Faculty of Technical and Science Education, Rivers State University, Port Harcourt.

## ABSTRACT

This study examines the role of entrepreneurial education in the reduction of unemployment among Nigerian graduates. The population of the study comprises of 732 corps members in Rivers State. A sample of 548 corps members were composed and used for the study through purposive sampling technique. Three research questions were formulated to guide the study. The instrument used for data collection was questionnaire titled “Reducing Unemployment among Nigerian Graduates through Entrepreneurial Education” (RUNGEE) which was design using Likert – 5- point rating scale. The RUNGEEQ was specifically used to obtained information base on the research questions. The research questions were answered using mean with standard deviation. It was found that Skills such as welding and fabrication, food and catering services, electrical installation etc can make Nigerian graduates entrepreneurs to reduce unemployment. Creation of jobs for self-employment, stimulation of rural, economic and industrial development are benefits of entrepreneurial education to Nigerian graduates. Based on the findings, it was recommended among others that Entrepreneurial education in tertiary institutions should be practically oriented rather than theory as this will exposed the students to various lucrative skills, Access to credits/loans should be granted without collateral in order to make the training realizable and achievable.

**Keyword:** Entrepreneur, Entrepreneurial Education, Nigerian Graduates, Reduction, Role and Unemployment

## 1.0 Introduction

In Nigeria today, education and training is beginning to take a new a dimension as many people are diving, driving and embracing education in its totality. This singular act of being educated has resulted to massive number of graduates from various universities, polytechnics, colleges of education etc. The perceptions of earning a living with university (tertiary institutions) certificate after graduation has endangered Nigerian system of education and have also generate an increase in the number of unemployed graduates. In fact, unemployment is an epidemic economic issue whose social implications affect almost every country of the world and her citizens either directly or indirectly. Olubukola (2013) asserted that unemployment is a global phenomenon where eligible workforce of a nation is disengaged in the service of the nation while World Bank (2009) defines unemployment as the share of the labour force that is without work but available for and seeking employment. In order to reduce the rate of unemployment among Nigerian number of graduates roaming about on the street with certificate qualification without having a meaningful source of livelihood, the concept of entrepreneurial education (training) was introduce into tertiary education in Nigeria.

The aim of entrepreneurial education was for knowledge acquisition by students to enable them setting up and floating a business with other skills needed for its survival and also to become successful entrepreneurs. Maina (2013) sees entrepreneurial education as part of the total educational system that involves the acquisition of skills, ideas and management abilities necessary for job creation.

For Gibson (2001), entrepreneurial education is defined as the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high great potential. Entrepreneurial education is a lifelong process, starting as early as the elementary school and progressing through all levels of education, including adult education. It is seen as a tool which equips an individual to be an entrepreneur (Antoncic & Hisrich, 2003). As Emaikwu (2011) succinctly put it that entrepreneurial education focuses on developing understanding and capacity for pursuit of entrepreneurial skills and attributes. It enhances all-round development of body; mind and spirit. Entrepreneurial education involves opportunity recognition, commitment of resources and creation of a business of value to deliver goods and services. Moreland (2006) stressed that the inculcation of entrepreneurial

education which leads to the acquisition of skills in the students of tertiary institutions will lead to the creation of awareness and understanding of the socio-economic and environmental situation for sustainable national development. It will also enhance job creation to reduce unemployment among graduates upon graduation. It will ensure stable national growth in the provision of employment options for Nigerian graduates. Entrepreneurial education could lead to capacity building of the beneficiaries mentally, physically and intellectually thereby placing them on the advantage of acquiring, interpreting, extrapolating information and consequently applying such capacities in building self in particular and the nation in general. Ekpo (2010) succinctly stated that a study carried out by the Federal Ministry of Education from 2005-2010 showed that seventy one percent (71%) of graduate students from Nigerian Universities and other forms of tertiary institutions are yet to get job.

Furthermore, according to Nigerian University Commission (NUC, 2007) as stated in Nwite (2016), entrepreneurial studies are out to making beneficiaries (students) to think creatively to job creation during their undergraduate days and after graduation from the university. Based on this, the NUC embarked on the promotion of the programme in tertiary institutions in Nigeria with the following objectives:

- ✓ Empowerment of the people (students)
- ✓ Creation of employment
- ✓ Diversification in business and
- ✓ Individual confidence

In the same vein, Lekoko, Rankhumise and Ras (2012) posited that entrepreneurial education is aimed at equipping learners to be able to establish their own businesses as soon as they complete their studies. Its objectives are to;

- ✓ provide opportunity for students to learn about entrepreneurial orientation.
- ✓ increase students' awareness of entrepreneurial as a career option and
- ✓ increase self-efficacy among the students .

The objectives is promising towards reducing unemployment and boosting the economy of the nation. Although, Uzoagulu (2012) argued that in practice, some universities simply design one or two entrepreneurial courses, taught by some lecturers who have no practical experience of entrepreneurial while students take such courses as a requisite for graduation. Distinctly from Uzoagulus' perception, Adeola and Bolarinwa (2010) sees entrepreneurial education as a

collection of formalized teaching that informs, trains and educate anyone interested in business creation or small business development while Uzo-Okonkwo (2013) opined that entrepreneurial education is the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them. In diagnosing the importance of promoting entrepreneurial education in tertiary institution, Ademiluyi (2007) affirm that it addresses some socio-psychological problems and delinquency that arise from joblessness among graduates of tertiary institutions.

Osolor (2013) opined that entrepreneurial education will lead to opportunities for individuals and collective development of latent potentialities for self fulfillment and actualization of set goals as entrepreneurs. According to Sullivan (as cited in Agu, Anidiobu & Ezinwa, 2016) defines an entrepreneur as a person who has possession of a new enterprise, venture or idea and is accountable for the inherent risks and the outcome of a product. The term was originally a loanword from French language and was first defined by the Irish-French economist Richard in 1755. Entrepreneur in English is a term applied to a person who is willing to help launch a new venture or enterprise and accept full responsibility for the outcome. Say (1834:40), a French economist, is believed to have coined the word “entrepreneur” in the 19<sup>th</sup> century – who defines an entrepreneur as one who undertakes an enterprise, especially a contractor, acting as intermediary between capital and labour (Tim, 2004:23). A broader definition by Say (1834:40) as adopted in Agu, Anidiobu and Ezinwa (2016) states that the entrepreneur shifts economic resources out of lower and into higher. An entrepreneur promotes employment rather than seeking for an employment. Therefore, there is a need to embrace this type of education and provide all the necessary resources needed to make functional. Entrepreneurial education equips future entrepreneurs with the necessary skills to meet the need to accelerate economic development through generating new ideas and converting those ideas into viable and profitable ventures (Tucker & Selcuk, 2009:142).

The role of entrepreneurial education cannot be undermined. This is because Nigeria educational system that turns out graduates from about 150 Universities and 50 Polytechnics and Monotechnics have not trained the graduates to be self-reliant, but to depend solely on white collar jobs that are rarely available for sustenance. As a result, there are several graduates from Nigerian tertiary institutions today who are not gainfully employed. Maina (2013) observed among Nigerian graduates that apart from the book knowledge that is gained, there are no

requisite skills to make them self-dependent. In this paper, entrepreneurial education is define as a type of training (formal or informal) acquired by students (undergraduate) which will make them create jobs as entrepreneurs rather than job hunters upon graduation.

### **Statement of the Problem**

The rate of unemployment among Nigerian graduates is a threat to the nation's economy as tertiary institutions produces graduates yearly without commensurate job opportunities. Ekpo (2010) succinctly stated that a study carried out by the Federal Ministry of Education from 2005-2010 showed that seventy one percent (71%) of graduate students from Nigerian Universities and other forms of tertiary institutions are yet to get job. In similar development, Nwachukwu (2012) reported that Economic Survey in 2011 doted unemployment rate in Nigeria at 23.9%. In other words, over 38 million Nigerians are unemployed. It is disturbing to acknowledge that a greater number of this percentage are graduates from Nigeria universities, colleges of education and polytechnics who roam the street and in the job markets looking for non existing jobs for lack of entrepreneurial skills. Lack of entrepreneurial skills is no doubt a major contributing factor to the problem of unemployment of graduates in Nigeria (Adebisi & Oni, 2012). The incidence of graduate unemployment is attributed to the educational system operated during pre and post independence era in the country which placed emphasis on liberal education rather than acquisition of vocational skills which prepares school leavers and graduates with vocational skills for better employment opportunities. Again, in spite of federal government efforts to create 2 million jobs every year, most Nigerian university graduates fail to get employed (Babalola, 2007). This is evident as many graduates stay 3-4 or more years after graduation before getting a job or no job at all. Based on these pathetic situations, it interests the researchers' to investigate the role of entrepreneurial education in the reduction of unemployment rate among Nigerian graduates.

### **Purpose of the Study**

The purpose of this study is to examine the role of entrepreneurial education in the reduction of unemployment among Nigerian graduates. Objectively, the study tends to:

- i. identify skills that can make Nigerian graduates entrepreneurs to reduce unemployment rate.

- ii. examine the benefits of entrepreneurial education among Nigerian graduates.
- iii. describe the challenges faced by Nigerian graduates in entrepreneurial education.

## **Research Questions**

The following questions were answered to guide the study.

- i. What are the skills that can make Nigerian graduates entrepreneurs to reduce unemployment rate?
- ii. What are the benefits of entrepreneurial education to Nigerian graduates?
- iii. What are the challenges faced by Nigerian graduates in entrepreneurial education?

## **2.0 MATERIALS AND METHODS**

The design employed in the study was a descriptive survey. The study was carried out among Batch A, Stream II, 2017 corps members in National Youth Service Corps (NYSC) orientation camp in Nonwa-Gbam, Tai Local Government Area, Rivers State, Nigeria. The population comprised of 4352 corps members deployed to Rivers State. Out of this population, 548 corps members were purposively selected and used for the study. A self-constructed questionnaire titled “Reducing Unemployment among Nigerian Graduates through Entrepreneurial Education Questionnaire” (RUNGEEQ) was the instrument used to collect data for the study. The RUNGEEQ had sections A, B and C. Sections A to C consisted of 46-items relevant for answering research questions posed in the study. The response format of RUNGEEQ was a 5 - point Likert scale of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree with corresponding values of 5, 4, 3, 2, and 1 respectively.

The RUNGEEQ was validated by two experts in Entrepreneurship Education Development Center (EEDC) of Rivers State University, Port Harcourt and one expert from the Department of Vocational/Technology Education in the same university. The reliability of the instrument was established using Cronbach’s Alpha reliability method on data collected through a pilot test on 17 respondents selected from the orientation camp who were not part of the sample. The reliability coefficient obtained was 0.84, which was high and above the recommended acceptable value of 0.7 for good reliability (Nunnally, 1978). Therefore, the instrument was regarded as reliable enough for use in data collection for the study.

A total of 548 copies of the instrument were distributed to the respondents directly by the researchers with the help of three NYSC officials who were trained by the researchers as research assistants. The total number of copies retrieved was 502 representing 92 percent Rate of Return (ROR). The number was considered adequate and was used for analysis of the study. The descriptive statistics of mean with standard deviation was used to answer the research questions. An item with a calculated mean value equal or greater than 3.00 was accepted, while an item was considered rejected if the calculated mean was less than 3.00.

### 3.0 Results and Discussion of Findings

**Research Question 1:** What are the skills that can make Nigerian graduates entrepreneurs to reduce unemployment rate?

**Table 1: Mean Ratings of Respondents on Skills that can make Nigerian Graduates Entrepreneurs to Reduce Unemployment Rate**

S/No	Item Statement	X	SD	Decision
1	Welding and Fabrication	4.03	0.66	Accepted
2	Electrical Installation	3.35	0.81	Accepted
3	Soap Making	4.31	0.58	Accepted
4	Fashion Designing	3.88	0.60	Accepted
5	Food and Catering Services	3.92	0.91	Accepted
6	Photography	4.23	0.85	Accepted
7	GSM Repairs	3.71	1.21	Accepted
8	Computer Software	4.08	0.71	Accepted
9	Laundry/Dry Cleaning Services	3.33	0.64	Accepted
10	Driving	3.94	1.02	Accepted
11	Barbing/Hair Dressing	3.67	0.87	Accepted
12	Bee Production	4.01	0.59	Accepted
13	Fish Rearing	3.30	0.81	Accepted
14	Animal Incarceration	3.84	1.06	Accepted
15	Poultry Production	4.22	0.51	Accepted
16	Snail Production	3.79	1.11	Accepted
17	Piggery	4.19	0.61	Accepted
18	Veterinary Technology	3.57	1.04	Accepted
19	Bead Making	3.29	0.83	Accepted
20	Interlocking	3.70	1.21	Accepted

Source: *Extracts from Deebom and Okwelle; 2016*

Table 1 showed the respondents' opinions on the skills that can make Nigerian graduates entrepreneurs and to reduce unemployment. The result shows that all the skills outlined were accepted by respondents as skills that can make graduates entrepreneurs with a mean ratings

ranging between 3.30 to 4.31. The standard deviations (SD) of the items ranged from 0.51 to 1.21 which indicates closeness in respondents' opinions. The findings of the agrees with Deebom and Okwelle (2016) who found out that skills such as photography, welding and fabrication are vocational skills that enhances empowerment among Niger Delta youths.

**Research Question 2:** What are the benefits of entrepreneurial education to Nigerian graduates?

**Table 2: Mean Ratings of Respondents on the Benefits of Entrepreneurial Education**

S/No	Item Statement	X	SD	Decision
	<b>The following are benefits of entrepreneurial education</b>			
21	It creates job for self-employment.	3.75	1.01	Accepted
22	It stimulates rural, economic and industrial development.	3.03	0.59	Accepted
23	Utilization of local resources is made possible.	3.88	0.61	Accepted
24	It provides skills manage businesses.	3.20	0.72	Accepted
25	It provides job opportunities to rural dwellers.	3.55	0.63	Accepted
26	It provides skills to identify customers' needs/wants.	3.83	0.94	Accepted
27	It improves individual living standard.	4.05	1.11	Accepted
28	It develops indigenous entrepreneurship.	3.98	0.83	Accepted
29	It helps in identifying business opportunities.	4.31	0.57	Accepted
30	It inspire creativity	4.01	1.08	Accepted
31	It enhances innovation in business world	3.56	0.67	Accepted
32	Provision of opportunity to utilize ones potentials.	3.31	0.91	Accepted

Source: *Researchers' Field Data; 2017*

Table 2 reveals the benefits of entrepreneurial education to Nigerian graduates. The result shows that the respondents accepted the items as its benefits with mean scores between 3.03 and 4.31 respectively. This findings show that entrepreneurial education provides graduates skills to manage business, enhances innovation in business world, creates jobs for self-employment and stimulates rural, economic and industrial development. This result agrees with Aiyeduso in Maina (2013) that entrepreneurial education helps to reduce the problem of unemployment and other social vices in Nigeria...as entrepreneur does not only provide jobs/employment for himself alone, but provides for others too. This in turn helps the individual to increase per capital income hence improve standard living. The finding also collaborates with Emeruwa (2005) who asserted that the entrepreneur does not only identifies but mobilizes and organizes the resources to tap the opportunities by assisting men, materials, money and machines to explore the opportunity.

**Research Questions 3:** What are the challenges faced by Nigerian graduates in entrepreneurial education?



**Table 3: Mean Ratings of Respondents on the Challenges Faced by Nigerian Graduates in Entrepreneurial Education**

S/No	Item Statement	X	SD	Decision
<b>The following are Challenges of Entrepreneurial</b>				
33	Poor funding by government and Non-governmental organizations.	3.04	0.65	Accepted
34	Poor enabling business environment	3.71	0.82	Accepted
35	Inadequate qualified teachers and instructors	2.79	1.03	Rejected
36	Inadequate teaching materials, equipment and infrastructural facilities	4.11	0.58	Accepted
37	Emphasis on theoretical knowledge rather than practical knowledge due to lack of entrepreneurship education centre.	4.04	0.66	Accepted
38	Absence of self confidence on the part of the student	3.23	0.70	Accepted
39	Poor or ineffective planning, supervision and evaluation	3.69	0.62	Accepted
40	Inability of the student to communicate well	2.31	0.90	Rejected
41	Lack of access to credit/ loan	4.09	0.81	Accepted
42	High level of poverty	3.51	0.73	Accepted
43	Lack of fund to starter pack for a skill/business	3.65	1.21	Accepted
44	Fluctuation in the price of commodity (inflation/deflation)	4.02	0.61	Accepted
45	Political instability	4.31	0.96	Accepted
46	Insecurity of lives and properties (Business Commodities)	3.28	1.05	Accepted

Source: *Researchers' Field Data; 2017*

Result of Table 3 shows that the respondents accepted all the items as challenges facing Nigerian graduates in entrepreneurial education with a mean values that ranges between 3.04 and 4.31 which was above the reference point of 3.00 for acceptance. This result conforms to the findings of Gana (2000) who opined that challenges of entrepreneurship education include improper supervision and evaluation, poor funding etc. The findings of this study is also in line with Aiyeduso (2004) and Osuala (2010) who posited that emphasis on theoretical knowledge rather than practical knowledge, political instability and lack of access to credit/ loan are challenges faced by Nigerian graduates in entrepreneurial education. However, it was shown in the table that item 26 and 31 were rejected with a mean of 2.79 and 2.31 respectively. This result contradicts that of Agu, et al. (2016) as observed that inability of the student to communicate well is a challenge to entrepreneurial education among Nigerian graduates.

### Summary of Findings

The following were findings from this study.

- i. Skills such as welding and fabrication, food and catering services, electrical installation etc can make Nigerian graduates entrepreneurs to reduce unemployment.
- ii. Creation of jobs for self-employment, stimulation of rural, economic and industrial development, provision of job opportunities to rural dwellers and development of indigenous entrepreneurs are benefits of entrepreneurial education to Nigerian graduates.
- iii. Poor or ineffective planning, supervision and evaluation, Inability of the student to communicate well, Lack of access to credit/ loan, Lack of fund to starter pack for a skill/business, Fluctuation in the price of commodity (inflation/deflation) and political instability were found to inhibitors to entrepreneurial education among Nigerian graduates.

## **Conclusion**

Unemployment among Nigerian graduates has weakened the national economy as individuals are unable to contribute to the economy. Nigeria has a history of economic stagnation that has led to decline in white collar jobs. The inclusion of entrepreneurial course in all disciplines will to a great extent, assist in solving this problems of high unemployment and underemployment. Entrepreneurial education in this paper has been recognized as a catalyst to speed up the employment opportunities as this will exposed and encouraged graduates to start up businesses and improve business potentials among graduates. An effective strategy to develop the indigenous private sector and reduce unemployment among Nigerian graduates is through entrepreneurial education.

## **Recommendation**

Based on the findings of the study, the following recommendations were made.

- i. Entrepreneurial education in tertiary institutions should be practically oriented rather than theory as this will exposed the students to various lucrative skills.
- ii. Starter packs should be given to graduates from entrepreneurial training to immediately set up a choice business.
- iii. Access to credits/loans should be granted without collateral in order to make the training realizable and achievable.

- iv. The period of National Youth Service Corps (NYSC) should made a compulsory period of intensive entrepreneurial/vocational training so that graduates can be self-employed at the end of the service year.

## References

- Adebisi, T. A. & Oni, C. S. (2012). Assessment of Relevance of National Directorate of Employment Training Programme to the Needs of the Trainees in South-West in Nigeria. *International Journal of Vocational and Technical Education*, 4(3) 29-37.
- Ademiluyi, L. F. (2007). Business Competencies Needed for Effective Entrepreneurship as Perceived by Fresh Graduates. *Business Education Journal*, 1(1), 18-29.
- Adeola, K. L. & Bolarinwa, K. (2010). Strategies for Promoting Entrepreneurship Education in Secondary School Curriculum. *Business Education Journal*, 1 (10), 221-227.
- Agu, B. O., Anidiobu, G. & Ezinwa, C. E. (2016). Entrepreneurship Education: A Panacea for Unemployment in Nigeria. *NG-Journal of Social Development*, 5(2), 1-11.
- Aiyeduso, A. O. (2004). *Principles and Methods of Business and Computer Education*. Enugu: Cheston Agency Ltd Pub.
- Antonic, B. & Hisrich, R. D. (2003). Clarifying the Intrapreneurship Concept. *Journal of Small Business and Enterprise Development*, 10 (1), 7 – 24.
- Babalola, J. B. (2007). *Reinventing Nigerian Higher Education for Youth Employment in a Competitive Global Economy*. A lecture delivered at University of Calabar, Department of Educational Administration and Planning, University of Calabar.
- Deebom, M. T. & Okwelle, P. C. (2016). Empowering Rural Ogoni Youths for Maximum Societal Impact Through Skill Acquisition Programmes in Ogoni Area of Rivers State. *African Journal of Historical Sciences in Education*, 12 (1), 232-250.
- Ekpo, P. (2010). An Evaluation of Graduate Unemployment Among University Students in Nigeria. Daily Independent, February 7, p 10.
- Emaikwu, S. O. (2011). Integrating Entrepreneurship Skill Acquisition in the University Curriculum for National Development. *A Journal of Research in Education and Society*, 2(3), 34-41.
- Emeruwa, C. O. (2005). *Capacity Building Entrepreneurial Development*. Paper Presented at FCE (T) Potiskum on ETF Capacity Building held on 13th-25<sup>th</sup> October, 2005.
- Gana, J. S. S. (2000). *Entrepreneurship*. Jos: Jofegan Associate Pub.

- Gibson, A. (2001). *Business Development Services – Core Principles and Future Challenges*. London: Small Enterprises Development.
- Lekoko, M, Rankhumise, E. M. & Ras, P. (2012). The Effectiveness of Entrepreneurship Education: What Matters Most? *African Journal of Business Management*, 6 (51), 12023-12033.
- Maina, S. (2013). The Role of Entrepreneurship Education on Job Creation Among Youths in Nigeria. *International Letters of Social and Humanistic Sciences*, 15(5), 87-96.
- Moreland, N. (2006). *Entrepreneurship and Higher Education: An Employability Perspective*. New York: The Higher Education Academy.
- Nunnally, J. C. (1978). *Psychometric Theory*. New York: MacGraw-Hill.
- Nwachukwu, I. (2012). Nigeria's Unemployment Rate at 23.9% in 2011. Retrieved from [http://business day on line.com/NG/index.php/economic. Watch/32204](http://businessdayonline.com/NG/index.php/economic_watch/32204) and Accessed on 20/08/17.
- Nwite, O. (2016). Entrepreneurship Education in Nigerian Tertiary Institutions: A Remedy to Graduates Unemployment. *British Journal of Education*, 4(5), 16-28.
- Olubukola, S. A. (2013). Unemployment and Security Challenges in Nigeria. *International Journal of Humanities and Social Sciences*, 3(7), 146-156.
- Osolor, P. (2013). Entrepreneurial Education Revolution: An Imperative for Sustainable Development in Nigeria. Retrieved from <http://www.vanguardngr.com/2013/01/entrepreneurial-education-revolution-an-imperative-for-sustainable-development-in-nigeria/> Accessed, 19/10/17.
- Osuala E. C. (2010). *Principles and Methods of Business and Computer Education*. Enugu: Cheston Agency Ltd Pub.
- Sullivan, A. & Steven, M. (2003). Economics: Principles in Action. Retrieved from <http://www.pearsonschool.com/index.cfm?> Accessed 22/08/17.
- Tucker, D. & Selcuk, S. S. (2009). Which Factors Affect Entrepreneurial Intention of University Students? *J. Eur. Indust. Train.* 33(2), 142-159.
- Uzoagulu, A. E. (2012). *Entrepreneurial Education in Nigeria*. A keynote Address Presented at the 27th Annual Congress of the Nigerian Academy of Education. November 5-9th, Minna, Niger State.

Uzo-Okonkwo, N. H. (2013). *Entrepreneurial Competencies Needed by NCE Business Teacher Education Graduates in Anambra State*. Unpublished Ph.D Thesis, Department of Business Education, Ebonyi State University, Abakaliki.

World Bank (2009). *Youth and Employment in Africa: The Potential, the Problem, the Promise*. Washington DC.

IJSER

**THE ROLE OF ENTREPRENEURIAL EDUCATION IN THE REDUCTION OF  
UNEMPLOYMENT AMONG NIGERIAN GRADUATES**

**BY**

**ZITE BARIDOOLENU NGOR**

**[baridoolenu.zite@ust.edu.ng](mailto:baridoolenu.zite@ust.edu.ng) (08039370839)**

**AND**

**DEEBOM MTORMABARI TAMBARI**

**[tambari.deebom@ust.edu.ng](mailto:tambari.deebom@ust.edu.ng) (07034909959)**

**DEPARTMENT OF VOCATIONAL/TECHNOLOGY EDUCATION  
RIVERS STATE UNIVERSITY, PORT HARCOURT**

**BEING A PAPER PRESENTED AT THE 6<sup>TH</sup> ANNUAL NATIONAL  
CONFERENCE ON EDUCATION**

**VENUE: ONYEMA UGOCHUKWU HALL, TOWN CAMPUS,  
UNIVERSITY OF UYO, AKWA IBOM STATE**

**DATE: SUNDAY 3<sup>RD</sup> - THURSDAY 7<sup>TH</sup> SEPTEMBER, 2017**

**TIME: 10.00AM**

**THEME: BEYOND LITERACY AND NUMERACY: IMPLICATIONS FOR  
FUNCTIONAL EDUCATION IN NIGERIA**

**THE ROLE OF ENTREPRENEURIAL EDUCATION IN THE REDUCTION OF  
UNEMPLOYMENT AMONG NIGERIAN GRADUATES**

## ABSTRACT

This study examines the role of entrepreneurial education in the reduction of unemployment among Nigerian graduates. The population of the study comprises of 732 corps members. A sample of 548 corps members were composed and used for the study through purposive sampling technique. Three research questions were answered to guide the study. The instrument used for data collection was titled “Reducing Unemployment among Nigerian Graduates through Entrepreneurial Education Questionnaire” (RUNGEEQ) which was design after Likert – 5- point rating scale. The RUNGEEQ was specifically used to obtain information base on the research questions. The research questions were answered using mean with standard deviation. It was found that Skills such as welding and fabrication, food and catering services, electrical installation etc can make Nigerian graduates entrepreneurs to reduce unemployment. Creation of jobs for self-employment, stimulation of rural, economic and industrial development are benefits of entrepreneurial education to Nigerian graduates. Based on the findings, it was recommended among others that Entrepreneurial education in tertiary institutions should be practically oriented rather than theory as this will exposed the students to various lucrative skills, Access to credits/loans should be granted without collateral in order to make the training realizable and achievable.

**Keyword:** Entrepreneurial Education, Nigerian Graduates, Reduction, Role and Unemployment