



Relationship between entrepreneurship education and reduction of unemployment among educational management graduate students in Imo State University

Gladys Ejimole Aleru, Cynthia Obiageli Patricia Okere

Department of Educational Management, Faculty of Education, Rivers State University, Nkpolu-Oroworukwo, Port Harcourt, Nigeria

Abstract

The study examined the Relationship between Entrepreneurship Education and Reduction of Unemployment among Educational Management Graduate Students in Imo State University. The researcher formulated three (3) objectives of the study, three (3) research questions and three (3) null hypotheses that guided the study. The study adopted correctional research design. The population of this study consisted of 662 Educational Management Graduates in Imo State University. These are Educational Management graduates from 2022/2023 academic session. The sample for this study consists of 50 percent of the total population with a total sample size of 331 students. The sampling technique used for the study was simple random sampling techniques because all the respondents were given equal opportunity of been represented. The instrument used for this study was 2 self structured questionnaire on Entrepreneurship Education and Reduction of Unemployment. The data gathered was analyse using Pearson Product Moment Correlation for both research questions and test of hypotheses but the hypotheses were further subjected to t-transformation to determine the level of significance with a critical value of +1.96, when the calculated value was less than the critical value of +1.96, the null hypotheses was accepted and rejected' when the calculated t-value was greater than t-critical value of +1.96. Findings of the study revealed that managerial skills, accounting skills and technical skills have positive influence in reduction of unemployment among Educational Management graduate students in Rivers State owned universities. The study recommends that: government should made available to skills acquisition centres as a training manual and government should encourage retraining of Educational Management lecturers to acquire human relations, innovative and problem-solving skills since they cannot give what they do not have.

Keywords: Accounting skills, influence, entrepreneurship education, managerial skills, reduction, unemployment, technical skills

Introduction

Education which has entrepreneurship insight apply the principles and methodology on developing life skills to learners through an integrated curriculum developed at school. Knowledge is the basic capital that is used for the self-employed, as well as skills acquired during at lectures, especially in the course of practice (Sutanto, 2012) ^[27]. If there is adequate education, someone will be ready to be an entrepreneur and leading his men. The educational background of a person, especially related to the field of business, such as business and management or economics is believed to affect the willingness and interest to start a new business in the future. Furthermore, education plays an important role in developing entrepreneurship through involvement in entrepreneurial activity, increasing the desire to step up to the creation of businesses by highlighting the benefits, value and advantages of entrepreneurship as well as encourage and support to start their own business.

Entrepreneurship has been defined by various authors to mean many things since the middle age. The entrepreneur has been seen as an actor, innovator or a developer of technology. However, the summary of what entrepreneurship means will reflect the individual's definer's point of view. For Igbo (2016) ^[18], entrepreneurship is the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. Esdmomu (2014) defined entrepreneurship as the effective manipulation of human intelligence, as demonstrated in a creative and innovative performance. The National Directorate of Employment

(NDE, 1989) viewed entrepreneurship to be an art which involves recognizing a business opportunity, mobilizing resources and persisting to exploit that opportunity. Igbo (2016) ^[18], defined entrepreneurship as the process of adding to the stock of existing small, medium and big enterprises available to a country by creating and promoting many capable entrepreneurs who was successfully run innovative enterprises, nurture them to grow and sustain them, with a view to achieving board socio-economic development goals. It is also the process of bringing together creative and innovative ideas and copying them with management and organizational skills in order to combine people, money and resources to meet an identified need and thereby creating wealth.

Gbosi (2016) ^[12] refers to entrepreneurship as organizing a business undertaking and assuming the risk for the sake of the profit. Put in other words, entrepreneurship is seen as organizing and managing a commercial undertaking. Ile (2013) ^[17] states that entrepreneurship occurs when a person, group of persons or business firm assumes risk in the hope of making profit. According to Ile still observed that entrepreneurship is defined as the seemingly dichotomous process of combining resources to produce goods or services. Ezema (2015) ^[8, 9] viewed entrepreneurship education as a specialized training given to students to acquire skills, ideas, managerial abilities and capabilities needed for self-employment rather than being employed for pay.

Gbosi (2016) ^[12], defined unemployment as a situation in which people who are willing to work at the prevailing

wage rate are unable to find jobs. This implies that not just anyone is to be counted as part of the unemployed labour force, in order to avoid overestimation of the official rate of unemployment. Okebukola (2013) ^[21] asserted that unemployment is a global phenomenon where eligible workforce of a nation is disengaged in the service of the nation while World Bank (2019) ^[29] defined 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 graduates roaming about on the street with certificates without having a meaningful source of livelihood, the concept of entrepreneurial education (training) was introduced into tertiary education in Nigeria.

Educational Management has a significant role to play in entrepreneurial development. Ojukwu (2020) ^[26] concurred that Educational Management ought to create and emphasize entrepreneurship awareness, because it is through the programme that youths can develop and acquire entrepreneurial skills, which will enable them to establish small business ventures. Osuala (2019) ^[25] noted that Educational Management from whatever angle one looks at it, has a formidable force in equipping youths with the appropriate entrepreneurial skills, knowledge, abilities and competencies to enable the individual to be self-reliant (self-employed), which also will lead to sustainable economic growth. Educational Management is often described as education for, and about business. Its primary purpose is to prepare individuals for gainful employment in business occupations. Nwosu (2013) ^[20] also viewed Educational Management as that education which provides its graduates with training in business skills and economic competencies necessary for them to advance a business career or establish a business enterprise. To Osuala (2019) ^[25], Educational Management covers all spheres of life activities in any nation, and so, it is important to everybody and every nation. It also prepares students with necessary skills and knowledge to take active parts in entrepreneurial ventures. Educational Management must have impacted accounting skills and creative knowledge required for employment generation opportunities, such as entrepreneurial skills and accounting competencies that would also make the business graduates to adopt some strategic survival instincts. One of the objectives of Educational Management is to equip the students with the skills that will prepare them to face the world of work, but it has been observed according to Okoli (2011) ^[22], that Educational Management graduates roam the street looking for white collar jobs because they lack the skills that will enable them to be self-employed after graduation. It is against this background that this study is designed to ascertain Entrepreneurship Education as a tool for reducing unemployment among Educational Management graduate students in Rivers State Universities.

Concept of Entrepreneurship Education

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. As Emaikwu (2011) ^[4] 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 (2016) ^[19] 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.

Nwosu (2013) ^[20] 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 Gbosi (2016) ^[12] entrepreneur is a person who has possession of a new enterprise, venture or idea and is accountable for the different risks and the outcome of a product. 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.

Entrepreneurship education and training entails philosophy of self-reliance such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges. The development process of any country is determined by the way the production forces in and around the economy is organized. For most countries the development of industry had depended a great deal on the role of private sector. Entrepreneurship has played a major role in this regard. The opinion is supported by Ile (2013) ^[17] that the promotion and development of entrepreneurial activities would aid the dispersal and diversification of economic activities and induce even development in a country. Similarly, Sutanto (2012) ^[27] added that entrepreneurial development in Nigeria should be perceived as a catalyst to increase the rate of economic growth, create job opportunities, reduce import of manufactured goods and decrease the trade deficits that result from such imports.

Entrepreneurship education is a purposeful intervention by an educator in the life of the learner to impact entrepreneurial qualities and skills to enable the learner to survive in the world of business. Gibson (2011) ^[14], 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. As Emaikwu (2011) ^[4] 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.

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Fayolle and Gailly (2014) ^[11] defined entrepreneurship education as any pedagogical programme, associated with inculcating entrepreneurial skills and qualities in learners. Similarly, Okebukola (2013) ^[21] described entrepreneurship education as the scope of lectures, curricular and programmes that attempt to provide students with the necessary entrepreneurial competencies, knowledge and skills, geared towards the pursuit of a career in entrepreneurship. This was supported by Fayolle and Gailly (2014) ^[11] who posited that the acquisition of relevant knowledge skill, and expertise, as regards the process of entrepreneurship is imperative for successful business startup. It was believed that entrepreneurs are individuals with peculiar genes who emerge as a consequence of genetic inheritance, however this myth has been demystified based on the premise that every individual has the potential to become an entrepreneur through the process of education.

In another development, entrepreneurship education seeks to provide students (especially those in tertiary institutions) with the knowledge, skills and motivations to encourage entrepreneurial studies and a variety of setting (European Union Commission, 2010). The commission emphasizes that different aspect of entrepreneurship primary or secondary schools through graduate university programmes. In the view of Emeraton (2018) ^[7], entrepreneurship education is described as that which deals with those attitudes and skills that are necessary for the individual to respond to his environment in process of conserving, starting and managing a business enterprise. Emeraton opined that opinion is based on the fact that some basic attitudes and skills are essential for an individual to respond positively to his environment and explore its potentials. This implies that entrepreneurship education prepares the individual to be properly equipped to acquire saleable skills which could be used to manage his own business or that of other persons. Entrepreneurship education is therefore that education which assists students to develop positive attitudes, innovation and skills for self reliance, rather than depending on the government. This will intern produce graduates with self confidence and capacities for independent thought to discover new information leading to economic development. Entrepreneurship education is the type of education designed to change the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to enable them start and manage a business. Agu opined that entrepreneurship education aims at developing the requisite entrepreneurial skills, attitudes, competencies, and disposition that will predispose the individual to be a driving force in managing a business

(Okoli, 2011) ^[22]. Entrepreneurship education generally refers to programme that promote entrepreneurship awareness for career purposes and provide skill training for business creation and development. It is the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. Entrepreneurship education is indeed a critical resource for whole life education. Education can prepare for new venture initiation by transferring knowledge and developing relevant skills that improve the self-efficacy and effectiveness of the potential entrepreneur. Entrepreneurship education is viewed as a means of developing entrepreneurial skills in people, which skills manifest through creative strategies, innovative tactics, uncanny identification of trends and opportunities in the market, and courageous leadership. Gorman (2017) ^[15] on the other hand view entrepreneurship education as a three-dimensional construct, that is, as a matter of culture or state of mind, as a matter of behaviour, and as a matter of creating specific situations.

Entrepreneurship education as a matter of culture or state of mind encompasses those aspects of entrepreneurship education that focus on values, beliefs and attitudes as these play a critical role in shaping one's attitude towards entrepreneurship, entrepreneurship intentions or inclination. Entrepreneurship education as a matter of behaviour relates to specific skills such as identifying and seizing opportunities, making informed decision and developing social skills to be able to communicate well with stakeholders. Entrepreneurship education as a matter of creating specific situations relates to influence of entrepreneurship in the creation of new ideas, new firms and enterprises (Gerba, 2012) ^[13].

Entrepreneurship education refers to a formal structured instruction that conveys entrepreneurial knowledge and develops in students, focused awareness relating to opportunity recognition and the creation of new ventures. Gerba (2012) ^[13] defined entrepreneurship education as the building of knowledge and skills about or for the purpose of entrepreneurship generally, as part of recognized education programmes at a primary, secondary or tertiary-level educational institution. Esdmomu (2014) defined entrepreneurship education as the process of providing individuals with the concepts and skills to recognize opportunities that others have overlooked and to have the insight, self-esteem and knowledge to act where others have hesitated. Entrepreneurship education is about transforming ideas into reality and consists of three ingredients, creativity; which is creating all kinds of ideas; innovation; which is finding value in the selected ideas; and entrepreneurship; which is developing a business from the innovative idea. Binks (2015) ^[3] added that entrepreneurship education refers to the pedagogical process involved in the encouragement of entrepreneurial activities behaviors and mind-set and seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings.

Entrepreneurship education has also been lauded for being able to create and increase awareness of, as well as promote self-employment as a career choice among young people. Further efforts to incorporate entrepreneurship education are being made through compulsory integration into formal curriculum offerings, vocationalization of the curriculum,

skills provision with secondary focus on entrepreneurship and extra-mural programmes. Entrepreneurship education according to German (2017), is the purposeful intervention by an educator in the life of the learner to survive in the world of business. It has as its focus an action orientation primarily embodied in teaching students how to develop a business plan. Entrepreneurship education develops and stimulates entrepreneurial process, providing all tools necessary for starting up new ventures. It is commonly believed that entrepreneurship education is an imperative that would make a positive contribution to improving the entrepreneurship orientation of people, leading to the acquisition of skills, creativity, confidence, drive and courage, in order to create employment for self and others. Entrepreneurship education is also seen by Ezema (2015)^[8]⁹⁾ as teaching students, learners and would be business men the essential skills required to build viable enterprises, equipping the trainees with skills needed for taking responsibility and developing initiatives of prospective trainees. Gbosi (2016)^[12] added that, entrepreneurship education creates the willingness and ability in the person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identified opportunities. From the above definitions, it could be inferred that entrepreneurship education is that type of education that equips the students with entrepreneurial skills, knowledge, abilities and competences as well as the means of livelihood in the face of unemployment. It emphasizes on the starting of new business entire and tends to draw the interest of students who want the opportunity to operate their own businesses, make their wealth and live a successful life.

Unemployment

Unemployment is an unwelcome issue that may occur in every country around the world. As long, the person is involved in the labour market, he or she may one day become unemployed. If an unemployment issue is not resolved, the contribution to the problems of the unemployed graduates, nation, society and even the country will certainly grow. Furthermore, if the nations unemployment continues to be severed, riots and insurgency will be happening across the country and uncertain the country trading. Fajana (2010)^[10] defined unemployment as a situation where people who are able and willing to work are unable to find suitable paid employment International Labour Organization (ILO) (2015) defined the unemployed as the number of the economically active population that is without work but is available and searching for work, including those that have lost their jobs and those that have voluntarily left work. Nwosu (2013)^[20] asserted that unemployment. It 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 introduced into tertiary education in Nigeria. Unemployment, simply put, arises when there are persons able and willing to work but are not able to get work at the ruling wage rate. Total labour force is made up of all

persons aged between 15 - 60 years excluding students, and persons unable to work or not interested in work. Unemployment could take the form of open unemployment or disguised unemployment. The International Labour Organization (ILO) (2008) definition of unemployment encompasses the unemployed members of the economically active population, who are without work but are available for and those who have voluntarily left their jobs. Olubukola (2013)^[23] notes that the application of this definition across countries has been faulted, especially for the purpose of comparison and policy formulation, as country characteristics are not the same in their commitment to resolving unemployment problems, more so, the preponderance of housewives who possess the ability and willingness to work, the definition of the age bracket all stand as limitations to the definition by ILO.

Sutanto (2013) affirms that unemployment involves the difference between the amount of human resources employed at current wage levels and working conditions, and the amount of human resources not hired at these levels. In the same vein, Gbosi (2016)^[12] observes that unemployment is a situation in which people who are willing to work at the prevailing wage rate are unable to find jobs. The crisis has dramatically diminished the labour market prospects for young people, as many experience long-term unemployment right from the start of their labour market entry, a situation that was never observed during earlier cyclical downturns. An increasing number of young people have become discouraged and have left the labour market.

Unemployment occurs when people are without jobs and they have actively sought for job within the past four weeks. Fajana (2010)^[10] refers to it as a situation where people who are willing and capable of working are unable to find suitable paid employment. Moreland (2016)^[19] defined it as a situation in which people who are willing to work at the prevailing wage rate are unable to find jobs. It is one of the macro-economic problems which every responsible government is expected to monitor and regulate. The higher the unemployment rate in an economy the higher would be the poverty level and associated welfare challenges.

Unemployment is one of the developmental problems that face every developing economy in the 21st century, and Nigeria is not exempted. Its impact is felt more by the youths, leading to youth unemployment. In terms of scope, Okoli (2011)^[22] observed that unemployment is a global trend, hit occurs mostly in developing countries of the world, with attendant social, economic, political, and psychological consequences. Thus, Gibson (2011)^[14] added that massive youth unemployment in any country is an indication of far more complex problems. Nigeria's unemployment can be grouped into two categories: the older unemployed who lost their jobs through retrenchment, redundancy or bankruptcy; and the younger unemployed, most of who have never tasted what it is to be employed. Furthering the discussion are scholars such as Onah (2011)^[24] who described youth unemployment as the conglomerate of youths with diverse background, willing and able to work, but cannot find any. When the supply of labor outstrips the demand for labor, it causes joblessness and unemployment. Given the lack of sufficient employment opportunities in the formal sector, young people may be compelled to engage in casual work and other unorthodox livelihood sources, thus leading to underemployment.

Educational Management

Educational Management is an essential ingredient of vocational education. In Nigeria, the education is offered at both the secondary and tertiary institutions of learning. According to Gerba (2012) ^[13] Educational Management is an aspect of educational programme which provides the recipients with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or consumer of goods and services. Furthermore, Osuala (2019) ^[25] is of the opinion that Educational Management is a broad area of knowledge that deals with a nation's economic system and also identifies and explains the rate of business contentment and experience that prepare individuals for effective participation as citizens, workers and consumers. The National Open University of Nigeria (NOUN) (2008) defined Educational Management as an aspect of vocational education that equips people with necessary skills and theoretical knowledge needed for performance in business world either for job occupation or self-employment. Finally, Aliyu (2013) ^[2] stated that the purpose of Educational Management is to stress the need for fundamental instruction to help students assume their economic roles as consumers, workers and citizens in boosting the nation's economy, providing specialized instruction to prepare students with necessary skills for career in business. It can be deduced from the definitions above that Educational Management is an education for and about business. It combines both theoretical knowledge and practical skills needed in the work place. In the same vein, it exposes the recipients to the economic system of their country and equips them with lifelong skills that would enable them to make reasonable judgement as a producers (entrepreneurs), employees or consumers of goods and services. Educational Management is a type of training which helps the students to achieve all aims of education at any level of learning but has as its primary aim, the preparation of students for a business career or enables those in that career become more efficient and to advance to higher business position. Gbosi (2016) ^[12] defined Educational Management as an educational programme that equips an individual with functional and sustainable skills, knowledge, attitude and value that would enable him/her operate in the environment he/she finds him/herself. Educational Management programme exist with emphasis geared towards creating or offering employment opportunities covering a wide range of training requirements from certain semi-skilled sorting and filing jobs to managerial and executive positions.

Skills on Reduction of Unemployment and Educational Management Graduate

Technical skills include the ability to properly operate a computer, efficiently use the various software programs that are required in a particular environment, and the utilization of other electronic devices that pertain to the job function. These skills are especially important for lower level managers, as they are often responsible for training their subordinates. Onah (2011) ^[24] identified technical skills as one of the entrepreneurial skills needed for self-employment. Ezema (2015) ^[8, 9] stated that without graduates possessing enough technical skills in their various trades, other abilities cannot withstand the test of time. Technical skills are the abilities and knowledge needed to perform specific tasks. According to her, if Educational

Management in colleges of education is to succeed in producing graduates who can gain and hold employment in a competitive world, it must endeavour to provide its graduates with adequate skills for entrepreneurship. A good entrepreneurship in Educational Management students cannot thrive in the absence of practical skills. Knowledge acquired by the students in the course of their training in the school, according to German (2017) is about having job specific knowledge and technique that are required to perform organization role is necessary. Therefore, Educational Management students should strive to attain mastery so as to understand the secret of success in business, having specific knowledge and techniques in a specific area of business to guarantee effective performance. Technical skills are important because the majority of today's transactions are made on different technological platforms. As much as soft skills are important, technical skills are now the skills, Students, employers and businesses are looking for because the proper maintenance and accessibility of devices and the communication related to such contributes greatly to a business.

Managerial Skills used to Reduce Unemployment among Educational Management Graduate Students Educational Management must have impacted managerial skills at creative knowledge required for employment generation opportunities, such skills and competences that would also make the business graduates to adopt some strategic survival drives. The skills are flexibly adapted, applied and transferred under different contexts necessary for gainful employment. According to Okoli (2011) ^[22], managerial skills include technical skills, human relation skills, conceptual skills, design skills, critical thinking and judgments skills, Skills in solving complex, multidisciplinary and open-ended problems, creativity and entrepreneurial thinking skills, communicating and collaborating skills, skills in making innovative use of knowledge, information and opportunities and skills in taking charge of financial health and civic responsibilities. The framework of managerial skills of Binks (2015) ^[3] indicated that, a good curriculum should provide students with skills on effective communication; supervision; coordinating; planning and think strategically, with clear vision, information and communication.

Managerial skills are the knowledge and ability of the individuals in a managerial position to fulfill some specific management activities or tasks. This knowledge and ability can be learned and practiced. However, they also can be acquired through practical implementation of required activities and tasks

Physical Managements Skills and Reduction of Unemployment among Educational Management Graduate Students

Management is the art of getting things done through people. It is the process of harnessing the diverse resources (materials finance, people and time) in a manner as to achieve what the organization set to achieve. It equally involves good planning, organizing, directing and controlling of workers and materials to effectively and efficiently meet set objectives of an enterprise. Etuk (2012) ^[5] viewed management as the process of directing, administering or running a business. It is essentially directing human efforts and energies and coordinating the whole as a team, and giving vital leadership. Osuala (2019)

[25] defined management as the organizing, planning and controlling the total business activities and the leading of people so that the use of material, men and equipment results in the efficient achievement of planned objectives. Management skills are required by business related graduates in starting, developing and managing an enterprise. It also includes skills in decision making control and negotiation, essential in creating and growing a new business venture.

Accounting education is an integral part of Educational Management. It is thus, a potent tool for promoting financial prudence and business success. According to Adamu (2019)^[1], the inability of some small and medium-scale entrepreneurs to keep financial records negatively affect the growth of their businesses, ability to secure loans from financial institutions and determination of cost and profit. The knowledge of Business Education would therefore help toward proper keeping of financial records. It would also guide the entrepreneurs in cost analysis, inventory control and profit determination. The financial capital school of thought views the entire entrepreneurial venture from a financial management stand point. They view entrepreneur as decisions involving finances occurring at every major point in the venture process. Accounting education is an integral part of Educational Management. It is thus, a potent tool for promoting financial prudence and business success. Etuk (2012)^[5] asserted that financial management skills are highly needed for effective management of small scale business.

Statement of the Problem

Education in Nigeria is devoid of the element crucial to averting the surging rate of unemployment in the country, therefore the breeding of psychological dependence on direct access to money. Entrepreneurial development through education will advance the economy of the nation; much credence ought to be given to it and ingrained with focus on profitable personal development. Unemployment prevails in the country, hence, the growth of violence, poverty and segregation amongst citizens, because the educational system itself fails to empower the ones passing through it. Entrepreneurship skills acquired through entrepreneurial education has been recognized as an important aspect of organization and economies (Dickson, Pat, George Solomon, Mark & Weaver. 2018). It contributes in an immeasurable way toward creating new job, wealth creation, poverty reduction, and income generation for both government and individuals. Schumpeter in 1934 argued that entrepreneurial education is very significant to the growth and development of any economy. Having understood the vital role of entrepreneurship in economy development, it become apparent that careful attention is needed to invest and promote entrepreneurship.

Becoming self-sufficient is the desire of every Nigerian, but only an insignificant number actually find a way to make it happen. Too many people do give up on their dreams too soon, when education and guidance could show them the way to success. The dearth of entrepreneurs or people with entrepreneurial mentality has been one of the major inhibitors to the development of a virile indigenous private sector in Nigeria. Nigeria has vast human and material resources but people are still leaving below the poverty level. Unemployment especially among the youths has been the major problem. This problem was attributed to the fact

that most of the graduates do not acquire the needed skills and competence that will make them be self-employed. Youths of these days want everything fast and free; they lack the patience and the willingness to learn. There is a great need to provide the appropriate counseling, economic and social conditions to encourage the emergence of individuals with required entrepreneurial skills. The problem to be addressed in this study is the determination of Entrepreneurship Education as a tool for reducing unemployment among Educational Management graduate students in Rivers State Universities.

Purpose of the Study

The main aim of the study is to determine the Relationship between Entrepreneurship Education and Reduction of Unemployment among Educational Management Graduate Students in Imo State University. Specifically, the study sought to:

1. Examine the relationship between managerial skills and reduction of unemployment among Educational Management graduate students in Imo State University.
2. Determine the relationship between accounting skills and reduction of unemployment among Educational Management graduate students in Imo State University.
3. Find out the relationship between technical skills and reduction of unemployment among Educational Management graduate students in Imo State University.

Research Questions

The following research questions guided the study.

1. What is the relationship between managerial skills and reduction of unemployment among Educational Management graduate students in Imo State University?
2. What is the relationship between accounting skills and reduction of unemployment among Educational Management graduate students in Imo State University?
3. What is the relationship between technical skills and reduction of unemployment among Educational Management graduate students in Imo State Universities?

Hypotheses

The following hypotheses are formulated and was tested at 0.05 level of significance:

1. There is no significant relationship between managerial skills and reduction of unemployment among Educational Management graduate students in Imo State University.
2. There is no significant relationship between accounting skills and reduction of unemployment among Educational Management graduate students in Imo State University.
3. There is no significant relationship between technical skills and reduction of unemployment among Educational Management graduate students in Imo State University.

Methodology

Correlational research design was adopted for this study. The population of this study consists of 662 Educational Management Graduates in Imo State University. These are Educational Management graduates from 2022/2023 academic session. The sample for this study consisted of 50 percent of the total population with a size of 331 students.

The sampling technique used for the study was simple random sampling techniques because all the respondents were given equal opportunity. The instrument used for this study was 2 self structured questionnaire developed by the researcher. The questionnaires were titled: Entrepreneurship Education Questionnaire (EEQ) and Reduction of Unemployment (RUQ). The questionnaires were structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The data gathered was analyse using Pearson Product Moment Correlation for both research questions and test of

hypotheses but the hypotheses were further subjected to t-transformation to determine the level of significance with a critical value of +1.96, when the calculated value was less than the critical value of +1.96, the null hypotheses was accepted and rejected` when the calculated t-value was greater than t-critical value of +1.96.

Results

Research Question 1: What is the relationship between managerial skills and reduction of unemployment among Educational Management graduate students in Imo State University?

Table 1: Pearson Product Moment Correlation Analysis of the relationship between managerial skills and reduction of unemployment among Educational Management graduate students in Imo State University

Variable	N	Σx	Σy	Σx ²	Σy ²	r-cal	Remark
Managerial Skills (x)	331	16251	16437	582099	594469	0.84	Sig Accepted
Reduction of Unemployment (y)	331						

Source: Field survey, 2024

The data analysis in Table 1 showed that the Pearson Product Moment Correlation coefficient value (r) was 0.84. This showed that there is a high positive relationship between managerial skills and reduction of unemployment. This means that an increase in managerial skills lead to

Reduction of unemployment among Educational Management graduate students in Imo State University.

Research Question 2

What is the relationship between accounting skills and reduction of unemployment among Educational Management graduate students in Imo State University?

Table 2: Pearson Product Moment Correlation Analysis on the relationship between accounting skills and reduction of unemployment among Educational Management graduate students in Imo State University.

Variable	N	Σx	Σy	Σx ²	Σy ²	r-cal	Remark
Accounting Skills (x)	331	15324	16437	518492	594469	0.89	Sig Accepted
Reduction of Unemployment (y)	331						

Source: Field survey, 2024

The analysis in Table 2 indicated that the Pearson Product Moment Correlation Coefficient value (r) was 0.89. This showed that there is a positive and significant relationship between accounting skills and reduction of unemployment. This implies that an increase in accounting skills leads to

Reduction of unemployment among Educational Management graduate students in Imo State University.

Research Question 3

What is the relationship between technical skills and reduction of unemployment among Educational Management graduate students in Imo State University?

Table 3: Pearson Product Moment Correlation Analysis on the relationship between technical skills and reduction of unemployment among Educational Management graduate students in Imo State University

Variable	N	Σx	Σy	Σx ²	Σy ²	r-cal	Remark
Technical Skills (x)	331	16194	16437	578140	594469	0.88	Sig Accepted
Reduction of Unemployment (y)	331						

Source: Field survey, 2024

The data analysis in Table 3 showed that the Pearson product moment correlation coefficient value (r) was 0.88. This indicated that there is a high positive relationship between technical skills and reduction of unemployment. This means that an increase in technical skills leads to reduction of unemployment among Educational Management graduate students in Imo State University.

Hypotheses

Hypothesis 1

There is no significant relationship between managerial skills and reduction of unemployment among Educational Management graduate students in Imo State University.

Table 4: T-test analysis of the significant relationship between managerial skills and reduction of unemployment among Educational Management graduate students in Imo State University

Variable	N	Df	R	t-cal	t-crit	Sig. level	Decision
Managerial Skills (x)	331	299	0.84	2.67	1.96	0.05	Sig. Reject H ₀
Reduction of Unemployment (y)	331						

Source: Field survey, 2024

The analysis on Table 4 revealed that the t-cal of 2.67 is higher than the t-crit of 1.96. The calculated t-ratio is not statistically significant at a 0.05 level of significant since it is higher than the given critical value of t-ratio. Therefore, the hypothesis 1 is thus rejected and the conclusion is that there is a significant relationship between managerial skills

And reduction of unemployment among Educational Management graduate students in Imo State University.

Hypotheses 2: There is no significant relationship between accounting skills and reduction of unemployment among Educational Management graduate students in Imo State University.

Table 5: T-test analysis of the significant relationship between accounting skills and reduction of unemployment among Educational Management graduate students in Imo State University

Variable	N	Df	R	t-cal	t-crit	Sig. level	Decision
Accounting Skills (x)	331	299	0.89	2.19	1.96	0.05	Sig. Reject H ₀
Reduction of Unemployment (y)	331						

Source: Field survey, 2024

The analysis on Table 5 indicated that the t-cal of 2.19 is higher than the t-crit of 1.96. The calculated t-ratio is not statistically significant at a 0.05 level of significance since it is higher than the given critical value of t-ratio. So, the hypothesis 2 is thus rejected and the conclusion is that there is a significant relationship between accounting skills and

reduction of unemployment among Educational Management graduate students in Imo State University.

Hypothesis 3: There is no significant relationship between technical skills and reduction of unemployment among Educational Management graduate students in Imo State University.

Table 6: T-test analysis of the significant relationship between technical skills and reduction of unemployment among Educational Management graduate students in Imo State University

Variable	N	Df	R	t-cal	t-crit	Sig. level	Decision
Technical Skills (x)	331	299	0.88	2.22	1.96	0.05	Sig. Reject H ₀
Reduction of Unemployment (y)	331						

Source: Field survey, 2024

The analysis on Table 6 showed that the t-cal of 2.22 is higher than the t-crit of 1.96. The calculated t-ratio is not statistically significant at a 0.05 level of significance since it is higher than the given critical value of t-ratio. So, the hypothesis 3 is thus rejected and the conclusion is that there is a significant relationship between technical skills and reduction of unemployment among Educational Management graduate students in Imo State University.

The findings of the study is indicated that there is a significant relationship between accounting skills and reduction of unemployment among Educational Management graduate students in Imo State University through process accounts receivable and accounts payable. This finding is in agreement with the view of Ezema (2015)^[8, 9] who opined that accounting is the systematic recording of financial transactions. Business students should acquire knowledge and competencies of financial accounting as success can only come through such efforts. In agreement with the view of Ezema, Okoli (2011)^[22] depicts that accounting skills are the totally of skills ranging from record keeping, attention directing, financial management and repting skills that are expected to promote effective decision, performance evaluation and business reporting of any business enterprise.

Discussion of Findings

The findings of the study revealed that there is a significant relationship between managerial skills and reduction of unemployment among Educational Management graduate students in Imo State University through effectively appropriate available financial resources to meet all needs. Identify sources of capital to start business. The findings is in agreement with the view of Igbo (2016)^[18] who opined that Managerial skills are the knowledge and ability of the individuals in a managerial position to fulfill some specific management activities or tasks. In agreement with the view of Igbo, German (2017) opined that managerial skills include technical skills, human relation skills, conceptual skills, design skills, critical thinking and judgments skills, Skills in solving complex, multi disciplinary and open-ended problems, creativity and entrepreneurial thinking skills, communicating and collaborating skills, skills in making innovative use of knowledge, information and opportunities and skills in taking charge of financial health and civic responsibilities, opined that managerial skills are those essential skills that are needed to get most jobs that are helpful to employees to stay in a job and facilitate their promotions. The skills are flexibly adapted, applied and transferred under different contexts necessary for gainful employment.

The findings of the study showed that there is a significant relationship between technical skills and reduction of unemployment among Educational Management graduate students in Imo State University through acquire indepth technical competence in a specific business discipline. Describe the types of equipment to be acquired for the business. The finding is in agreement with the view of Gbosi (2016)^[12] who opined that technical skills include the ability to properly operate a computer, efficiently use the various software programs that are required in a particular environment, and the utilization of other electronic devices that pertain to the job function. In Agreement with the view of Gbosi, Binks (2015)^[3] affirmed that without graduates possessing enough technical skills in their various trades, other abilities cannot withstand the test of time. Technical skills are the abilities and knowledge needed to perform specific tasks. According to her, if Educational Management in colleges of education is to succeed in producing graduates who can gain and hold employment in a competitive world,

it must endeavour to provide its graduates with adequate skills for entrepreneurship. A good entrepreneurship in Educational Management students cannot thrive in the absence of practical skills. In agreement with Reynolds et al and Obi, the researcher observed that Technical skills are important because the majority of today's transactions are made on different technological platforms.

Conclusion

Based on the data analysis in the study, findings and discussion made. The researcher concluded that technical skills help Educational Management graduates to describe the types of equipment to be acquired for the business. Managerial skills help Educational Management graduate to determine the number of personnel needed for the business. Understand the financial implication on seeking for professional advice. The researcher also conclude that office management and technology skills needed for self-employment by Educational Management graduate in Rivers State Universities through access the internet through the use of mobile phones/telephone. Spreadsheets like-Microsoft excel to manage the company's budget. Accounting skills used to alleviate unemployment among Educational Management graduate students in Rivers State Universities through Process accounts receivable and account payable.

Finally, it was concluded that education programmes are believed to afford to the learners the right skills, knowledge and competences necessary for them to take their positions as useful members of the society. The era of graduates picking up their certificates and roaming the streets looking for jobs that are not there should be made to be a thing of the past. The aim of Nigerian education at all levels especially at the tertiary level should be to produce graduates who have the skills to use their heads and hands to provide job for themselves and for others and also create wealth. Hence, the solution to this lies in the introduction and teaching of entrepreneurship education to students of all disciplines in Nigerian tertiary institutions.

Recommendations

Based on the findings and conclusion as presented above, the following recommendations were put forward by the researcher.

1. Government should be made available to skills acquisition centres as a training manual
2. Government should encourage retraining of Educational Management lecturers to acquire human relations, innovative and problem-solving skills since they cannot give what they do not have.
3. Educational Management Graduate should endeavour to acquire themselves with all the relevant skills necessary for them to create, and maintain their customers' needs.

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