

Impact of Entrepreneurship Education on Graduate Employability: Study in Federal Polytechnic Offa

By

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ABSTRACT

This study examines the role of entrepreneurship development as a catalyst for graduate employability in Kwara State Tertiary Institutions. The study's population is made up of graduating students from Federal Polytechnic Offa, Kwara State, Nigeria. A questionnaire is used to collect information from respondents. The collected data are analysed and the simple linear regression method of analysis is adopted. The study's findings provide evidence that mentoring and entrepreneurship education serve as catalysts for graduate employability. According to its findings, the variables here, is a significant impact on determining graduates' entrepreneurship development centers in Federal Polytechnic Offa Kwara State. This study also discovers that graduates, on the other hand, can only be successful if they are effectively mentored and trained through well-structured mentorship and entrepreneurship education and training programmes. As a result, the study concludes by recommending that policies aimed at promoting rapid and continuous graduate employability should be adopted in order to improve mentorship and training programmes.

Keywords: Entrepreneurship, Graduate Employability, Tertiary Institution

Introduction

The concept of entrepreneurship is essential for a nation's economic expansion and long-term development, as well as for the creation of jobs and the avoidance of economic crises. The dispute over entrepreneurship's role in society has existed since the 15thC, and it is still relevant today (Abdulhameed et al, 2021). Entrepreneurship has been established as a contemporary strategy for reducing unemployment and boosting employability in economies (Abusomwan,

2022). Young graduates of entrepreneurship-focused universities are increasingly expected to resolve their unemployment problems in recent years. This is true because entrepreneurship creates in graduating students an awareness of opportunity recognition and new business creation. It also includes entrepreneurial expertise. Olufemi (2019). Entrepreneurship is a process that equips people with the capacity to spot business opportunities as

well as the information, know-how, and attitudes necessary to seize them. Programs for entrepreneurship education and training are specifically designed to promote entrepreneurship, which is the ownership of an independent small firm. In both rich and developing nations, entrepreneurship is now a crucial tool for economic growth that helps raise the standard of living for the population and create jobs (Abubakar & Hazei, 2020).

Employers in Nigeria nowadays are more concerned with hiring and training qualified employees. The "skills gap," also known as the discrepancy between applicants' talents and those required for the job, is a serious worry for human resource managers and business owners trying to fill qualified positions. Although it is preferable for businesses to hire employees who are prepared for the job and have the requisite training, they are frequently willing to offer the specialized, industry-specific training required for those lacking such abilities. Entrepreneurship entails carefully identifying, assessing, and utilizing opportunities as well as introducing brand-new products to the market.

Employability rates are higher in developed economies with more entrepreneurial

activities Carl (2020). Studies show that entrepreneurship is a particular kind of deliberate and planned action that can increase economic efficiency by generating new employment opportunities, stimulating economic growth, and promoting innovation Shane.

More so, Obored and Nnebe (2020) observe that unemployment among Nigerian graduates has persisted as one of the major issues endangering the stability and growth of the country's economy. By requiring students in post-secondary institutions to take at least one entrepreneurship course before graduating, the federal government implemented a policy that will better prepare them to bridge the knowledge gap between theory and practice. By accepting the risk and reward associated with launching a new business, entrepreneurs seek business opportunities and mobilize resources to capitalize on them. The main goal of entrepreneurship is to launch a new firm by assembling the necessary resources.

As a result of this paradigm change in the establishment of the knowledge economy, Nigerian universities have expanded from their traditional instructional function to incorporate innovation and entrepreneurship, which are crucial factors in enhancing

development in a modern economy. According to research, tertiary institutions are crucial to the growth of entrepreneurship, to do this, the National Universities Commission and other regulatory bodies are urged by the Federal Government to integrate entrepreneurial studies into the curricula at all higher institutions. Increasing the amount of graduates (regardless of program of study) with entrepreneurial abilities and attitudes to be job creators rather than job seekers is the goal of NUC in implementing this strategy (Obong & Okoroma, 2021). The teaching environment in colleges is most significant for students' perceptions of entrepreneurial career progression and they are more inclined to start their own enterprises.

Similar to Nicole (2021), man, machine, money, materials, procedures, and management—which is typically the cornerstone to an organization's growth and longevity? In order to accomplish organizational goals, the entrepreneur serves as the coordinator, coordinating all other people and material resources. The entrepreneurial culture and spirit in a well-groomed entrepreneurial economy create an enabling environment for entrepreneurial development and expansion globally, particularly in industrialized countries where

innovation and entrepreneurship remain key instruments for economic progress (Mando, 2021).

According to Elimma (2018), undergraduates can be taught how to succeed in entrepreneurship regardless of their age or educational background in order to improve the economic development of the country. Since most youth in Nigeria do not engage in entrepreneurship and instead wait for the government to create employment opportunities, entrepreneurship has become a serious problem and has contributed too many of the country's problems. Without employment opportunities, youth will engage in social vices, which makes it difficult to maintain peace in Nigeria. Onu (2017), government should create a policy that will aid entrepreneurs in progress and offer the tools they need to do so. The element that influences entrepreneurship deters young people from starting their own businesses and being independent. The relationship between an entrepreneur and their surroundings aims to advance economic growth in the nation and determine whether local residents are knowledgeable about entrepreneurship.

According to Nwosu and John (2018), entrepreneurship education has been a

means of identifying business opportunities; assisting graduates—even those who dropped out of school—to acquire the necessary skills to be steadfast and independent, particularly to prepare them to launch their own businesses, manage them successfully, and reap the benefits. Universities in Nigeria offer solutions to the entrepreneurship education challenge after taking a good look at the issue. We learned that the country's one-man businesses and entrepreneurial expertise have become stronger, and that people will respect a person with entrepreneurial abilities more than someone who depends on government employment since they have access to freedom.

Abdulhameed and Afolake (2021), one-man businesses and income are likely to have a challenging connection. People with entrepreneurial skills and knowledge pay more attention to entrepreneurship because of its functions in the country and environment. Graduate employment and entrepreneurship development education play a crucial part in the country. The impact of entrepreneurship education on graduates' entrepreneurial behavior has drawn more attention from researchers. Entrepreneurship is creating wealth, growth, innovation, and job creation.

Entrepreneurship aids in the nation's economy recovering quickly. According to the research of Oladejo, et al (2016) and Darlene (2021), entrepreneurial development is the most effective treatment for the nation's hunger and poverty due to its ability to destroy people's lives and future aspirations. Universities must instruct their pupils on how to work for themselves. Entrepreneur is someone who is willing to take risks or lose money in business because risk is what business is all about. Entrepreneur need not be deterred because he must be informed before starting a firm an entrepreneur is someone who is driven to start something new without waiting for approval from the government, contribute to the growth of the nation, and generate employment possibilities for graduates in Nigeria. In a developing nation like ours, where the proportion of women in business is higher than that of men, there is a need for the government to lend more money to entrepreneurs who are starting new businesses. Bancy and Esther (2021).

Statement of the Problem

Nigerian young now experience high levels of unemployment, which contributes to societal vices. As a result, unemployment in Nigeria is a complex issue with many facets.

The employability of graduates is declining and unemployment is rising in Nigeria year after year as new graduates leave tertiary institutions to be greeted by a long line of their predecessors from various Universities, Polytechnics, and Colleges of Education who have not yet found employment and there are not enough jobs to go around for the large number of unemployed graduates in the nation. Carl (2021), provides that both undergraduate students and university instructors are increasingly aware of the significance of developing students' "employability skills" over the course of their undergraduate studies. Due to a lack of publicly accessible evaluation tools and comprehensive descriptions of efficient teaching procedures, the development of these crucial abilities is hampered. Evidence supports the use of active learning in small groups for the improvement of a number of soft skills that can be transferred, such as problem-solving, critical thinking, and teamwork.

The notion that the future is always unpredictable has gained a lot of traction in recent years in terms of educational policymaking, provides an introduction to the idea that the future is dangerous and uncertain, and the consequent focus on developing the skills needed to adapt to this

more unpredictable future. Nwosu (2017) they argue that placing too much focus on future uncertainty causes people to view education as an adaptation while downplaying the significance of the past. They also argued that this inhibits the development of abilities lauded by 21st-century skills frameworks and not just results in a limited view of schooling. According to trade economy figures from 2019, the projected 2 million graduates produced annually by Nigerian universities have contributed to the growth of many hired graduates who engage in robbery, abduction, and other societal vices or illnesses. Our graduates' unemployment is a worry for the country since they are frequently exploited as violent agents. The problem is getting worse because most job candidates are unable to get employment because they lack the fundamental and specialized knowledge required for their field of study, leaving them with no choice but to wander the streets in search of unattainable jobs. (Obong & Okoroma. 2002)

The development of soft skills, such as entrepreneurial skills, is a key component that policymakers from around the world have emphasized as the answer to the issue of high unemployment. Due to its

relationship with profit orientation, capital investment, and the development of new markets, several academics have suggested that entrepreneurship is responsible for economic expansion. (Schumpeter,1934). Schumpeter thinks that taking risks and being innovative are the core characteristics of entrepreneurship. So, only when fresh ground is genuinely broken by accepting risk does entrepreneurship exist (Abubakar & Hazri, 2020). Risk-taking is the propensity to engage in audacious behavior, such as forging ahead into uncharted territory or investing a significant percentage of one's resources in projects that may fail or substantially borrowing money. Oladojo, et al (2016). The degree of risk-taking refers to a person's propensity to act riskily when presented with risky circumstances. that a person's orientation toward taking chances in uncertain decision-making contexts can be used to determine their risk-taking propensity.

The term "creative pedagogy" has just recently started to be employed in modern teaching. However, the requirement to choose novel and imaginative methods of instruction ensured the establishment of "creative pedagogy" as a separate discipline within the pedagogical category. The history of pedagogy, general and professional

pedagogy, psychology, teaching strategies for private subjects, educational technology, and methodological concepts for topics like professional ethics form the basis of this subject. There are too many issues with entrepreneurship education in Nigeria, and there has been little to no effort put in to address them. Some time ago, some powerful people in the nation risked some worthwhile efforts to address such issues out of self-interest. Poor funding, unethical behavior, a lack of educational facilities, an unstable power supply, contradictory government laws, and bad practices all pose problems for entrepreneurial education. Although mentoring is a highly effective learning approach, it is not without difficulties, such as those related to preparation, communication, time commitment, or even the seasons themselves. Many businesses still believe that training is ineffective (or just partially effective) at achieving its objectives, despite careful resource allocation. This is typically due to a few widespread training problems (Waidi, 2021). The research question the study seeks to answer is “to what extent does entrepreneurial training affect graduate employability?”

Review of Related Literatures

Concept of Entrepreneurship Education

A set of academic programs or courses known as entrepreneurship education equip students with the entrepreneurial knowledge, abilities, and skills they need to get ready for a career Mando, (2021). Entrepreneurship education (EE) significantly affects young people's tendency to work in entrepreneurship. The fact that so many post-secondary institutions provide Entrepreneurship education (EE) demonstrates the viability of entrepreneurship education. In this study, the term "enterprise aspirations" Entrepreneurship education (EE) refers to students' modest plans to launch their own firms. Contrary to entrepreneurship education, which is described as a process that enables students to develop ideas and skills into workable commercial endeavors, entrepreneurship education (EE) is a separate discipline Entrepreneurship education (EE) makes use of these abilities to start a new business. In this way, Entrepreneurship education equips students with greater skills, knowledge, and capabilities to launch a new endeavor—typically a business. Secondly, while business education can be provided in any field, it is only provided as a module,

course, or program that focuses on the creation, administration, and growth of a new business Williamson, Beadle and Nwosu and John (2017), refer to "Entrepreneurship education (EE)" as what gives students the know-how and practical experience they need to adopt a favorable mindset toward startups and view independent work as a legitimate career option.

There are three different types of business education. Initially, business and development training for aspiring and experienced businesses is the main focus of entrepreneurial education. It focuses on enhancing knowledge and abilities to ensure the company's survival, expansion, and future development Darlene, (2021). Secondly, it provides students with knowledge of and skills for working in the business world and for managing small businesses. It has a clear goal of educating students about many aspects of business development and management, primarily conceptually, and it also focuses primarily, on developing awareness. The majority of these courses use traditional teaching methods, like lectures, textbooks, and essays, and they are scored using assignments and written final exams or module exams. These programs may

encourage students to pursue employment as a profession. Thirdly, business education emphasizes preparing and developing abilities as well as comprehending the existing processes involved in establishing, operating, and creating new firms Obong and Okoroma, (2021). It is encouraged for participants to create and run their own businesses.

Through self-directed experiential learning, these courses provide instructional activities that support the growth of entrepreneurial knowledge, skills, and attitudes. These programs provide Examples of practical education activities include project learning, experience, placement in a small firm, suitable job, and a stimulating entrepreneurship. The many entrepreneurial approaches suggest that "no one size fits all" in light of the aforementioned. When creating a module, course, or program, it is essential to take the desired learning results / objectives, as well as the contents and methods of learning into consideration Andrew, (2019).

The key to a successful Entrepreneurship education (EE) is the finding of the most efficient way to manage learning skills and the best way to match students' needs and teaching strategy, John and Jonathan,

(2018). Because entrepreneurship education (EE) is defined as knowledge and skills on how, by how, and with what, this study focuses on entrepreneurship education, for whom and what can be utilized to develop future goods and service. Additionally, the fundamental question of why entrepreneurship should be taught in relation to the concepts of what, how, and who can be taught entrepreneurship is still a topic of discussion. There have been two streams of rationality. First, Entrepreneurship education (EE) helps students develop more businesslike skills to better prepare them for the challenging and uncertain world of employment

Second, Entrepreneurship education (EE) encourages people to improve their capacity for conceptualizing, analyzing, and seizing possibilities for business. In response to the question of how entrepreneurship may be taught, several scholars asserted that entrepreneurship is something that can be learned through experience. Abdulhameed, Amina, Kehinde and Afolake, (2021).

However, Universities and tertiary institution should put more extra effort in redesigning their learning and institutional materials for better learning. An endeavor that goes beyond the duration and scope of a

school's academic business capabilities is "...to train people to become more enterprising, but also entrepreneurs and women..." Therefore, according to a number of academic authorities, entrepreneurship theory and practice are inextricably linked, it is important to distinguish between educating entrepreneurship as a profession (teaching, i.e., vocational domain) and how it affects other phenomena in Entrepreneurship education (EE). one strategy for incorporating more academic information into entrepreneurship classes is to ask students what they should do and why Abusomwan, (2022). As a result, a university must first master theory before attempting to immerse students in practice. Once the theory is learned, the practice will acquire a whole new level of significance. Recent research suggests that graduates with EE backgrounds are more likely to begin start-up businesses and become entrepreneurs. It was stated that "the Entrepreneurship education (EE) can affect the academic or student's thinking and behaviour."

In a study of 250 university students, it is discovered that the majority of students are supportive of Entrepreneurship education (EE) and preferred businesspeople as their future employers. Between teaching

entrepreneurship as a profession (teaching, i.e., vocational area) and teaching and how it affects other phenomena, claim that the purpose of the is to provide graduates with the skills they need to engage in businesses that generate income, both in the public and private sectors, whether or not they are able to get paid employment. Young people must be given the opportunity to develop their own character through practical knowledge and skills (attitude and perspective) (attitude and vision). Entrepreneurship education encompasses all initiatives to promote entrepreneurship, attitudes, and abilities across a range of domains, including idea generation, startups, growth, and innovation. According to Adebayo, (2022) entrepreneurship education and training programme aims directly at stimulating entrepreneurship which may be defined as independent small business ownership. Entrepreneurship has become a vital developmental tool used in developed and developing countries that create jobs and improve standard of living of the populace. The environment must be free from hazard within the territory of encouraging government policy to make it a reality, government should allow entrepreneurs to participate in commercial activities in order to boom nation economy. For entrepreneurs'

success and development, it is recommended that any business should register (Abubakar & Hazeri, 2020).

Entrepreneurship is the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and act on them. Entrepreneurship education helps entrepreneurs to aim directly through his skills and knowledge by having small business venture to achieve great opportunities around him. The importance of entrepreneurship education implemented in universities concerns two groups of people which are students and staff in universities (Mando, 2021).

The Federal Republic of Nigeria 2014, in the National Policy on Education provides five main objectives as stated in the second national development plan; The third, fourth and fifth objectives are in line with goals of entrepreneurship education, the united and self-reliant nation, a great and dynamic economy and a land of bright and full of opportunities. Entrepreneurship education offer graduates some great opportunities to be self-reliant. Every nation education sectors are saddled with responsibilities geared towards transforming many sectors

of the national economy. Obong and Okoroma, (2021).

Oladejo, Oba, Adekunle&Kazeem (2016), declare that undergraduates have established cordial relationship with stimulation of national development through economic growth, employment generation and empowerment of disadvantage segment of population which include lack of job creation. The excessive hunger and poverty have devastated lives of people in the nation and future ambitions, academicians prescribing graduates in Nigeria have led entrepreneurship development as the paramount cure for hunger and poverty of the nation. Entrepreneurship education has been identified as a major means of helping graduates to acquire skills, knowledge and capacity to be self-employed, through the acquisition of knowledge, skills, ability and good character is very importance to become a valuable part of the workforce? In addition, with their unique position within the nation, universities have also had a vital role to play in the advancement of the achievement of the sustainable development goals.

The entrepreneurs call for an investigation into role of the educational background and academic qualifications of their founders in

leading to their success defined project undertaken by entrepreneur as the phenomenon in which project undertaken by entrepreneur and their supporting elements interact in an environment that is built to foster these project development and growth while some countries around the globe have become viable project undertaken by entrepreneur (Tripathi et al, 2019).

The Covid 19 pandemic has led to a major transition and to a growing dominance of project undertaken by entrepreneur globally. These entrepreneurs can create major job, enhance innovations and support national economic growth. In order for the entrepreneurship to grow, they must be supported through a regulatory environment, access to resources, true multi-stakeholder involvement, public-private collaboration, and membership networks that nourish innovators. (Sama'a, Yasmina & Nasser, 2021).

Globally, nurturing care framework developed from the 2016 Early Lancet childhood development series. World health organization adopts the nurturing care framework organization as an evidence-based road map for country to follow and implement effectively. However, good monitoring and evaluation of nurturing care environments for instance, good health,

adequate nutrition, opportunities for early learning, security and safety, respond to good care are key for nation to be able to properly implement the nurturing care framework and attaining the sustainable development goals are strongly needed. (Rafael, Sonia & Gabriela, 2022).

Employability

The concept of employability is still used in a variety of contexts and by both job seekers and employed people. As a result, while giving the term "employability" a simple dictionary definition such as "the quality of being employable", creating a useful definition which requires much more work. Employers frequently give preference to a candidate's employability, which is somewhat understandable.

The UK government has coined a phrase, like the US government, that highlights people's skills while also highlighting that government employability advancement is a priority. All people that are able to work are encouraged to obtain the skills necessary to engage in and maintain employment throughout their working lives this is what is meant by the creation of skill- and adaptability-based workforces (HM Treasury, 1997). Other definitions of the term have suggested a more thorough

approach, emphasising the impact of both human characteristics and the conditions of the labour; market, that is, both components of labour demand and supply. The Labour Force Development Board of the Canadian government provided the following definition:

Employability measures a person's potential to find meaningful work given the interaction between their personal circumstances and the labor market. (Canadian Labour Force Development Board, 1994, p. viii).

The Northern Ireland Executive's research has also specifically recommended for a broad working definition of employability.

The ability to enter and function in the labor market as well as the capacity to reach one's full potential through stable and reachable employment are both components of employability. An individual's employability is influenced by their attitudes, knowledge, and skills as well as by how they present themselves on the job market, the social and environmental context of their employment search, and the economic climate in which they are looking for employment.

Additionally, employability implies that people having the aptitude to gain the required abilities would not always be able

to do the required work right away or without extra training (Cox & King, 2006).

Theoretical Framework

The 1960 Mccelland theory for need achievement addresses the notion by defining what is needed, dissecting what is needed, and giving potential solutions. Number of age, sex, color, or culture, we all have one of these wants and are motivated by it, which is how the idea is advanced. It further asserts that as a result of their experiences in life, each person gradually evolved their own special criteria. They can take into account Abraham Maslow's hierarchy of needs, which held that everyone had three different types of motivational needs independent of demography, culture, or wealth. Therefore, these motives are affected and molded by actual life events (David, 1961).

Concerned about the causes and consequences of economic expansion, plagued Mccelland, looks for "human values and incentives that push man to seize opportunities, to take advantage of beneficial trading conditions" in this instance, or internal factors. Because of this, he stresses the inventive traits of the entrepreneurial role. The entrepreneur places a high value on success. Atkinsu, (1974)

coins the phrase "n-achievement", which refers to "a desire to perform well, not so much for the sake of societal acclaim or position, but for the sake of an inner experience of personal success." This drive to accomplish goals directs an entrepreneur's efforts. It is ideal to encourage n-achievement among people to ensure quick economic growth since people with high n-achievement demonstrate entrepreneurial behavior.

In actual sense, child-rearing practices that prioritize high standards, material comfort, independence, education, and less paternal domination inculcate the n-achievement incentive. McClelland identifies two characteristics of entrepreneurs. Firstly, it puts in new and improved techniques into practice. Secondly, it makes choices in the midst of uncertainty. This drive is also known as the tendency to put in extra effort when one's performance is measured against a standard of excellence. Successful business owners are more likely to have strong aspirational demands. According to McClelland, those with a high need for achievement won't be motivated by monetary reward, rather money will be seen as a symbol of success by them. Similar to this, their major priority is personal success and achievement, rather than societal

approval or prestige. McClelland recommends parents to set high expectations for their kids in order to improve their drive for success. Studies on the psychological roots of entrepreneurship show that high accomplishment orientation promotes the success of entrepreneurs.

However, it is questioned as to how many of the individuals who are considered to have high n-achievement would be effective in applying them in the contemporary developing world without the backing of other reinforcing variables. McClelland's empirical conceptions are shown to be extremely problematic. Because motivated individuals are more productive, the ability to motivate people is essential in today's business. However, motivational tactics must be modified as a result of employees' increased demands and attention to their requirements. The strongest influence on motivational tactics has likely been the values and concerns of the workforce. Any strategy used to urge staff employees to participate and change voluntarily is a motivating technique. The only assertion made by this theory is that managers who want institutional power are more effective because they may create fictitious conditional authority at work

Empirical Review

In his work titled *Qualitative Study Investigation*, Elima (2018) argues that governments and policy makers should spend more money on entrepreneurship education to boost graduates on skill how their lack of technical proficiency will affect their prospects of changing jobs and opportunities. The study came to the conclusion that a review of the curricula in tertiary institutions was necessary to clear the way for a functional curriculum in the nation. The study came to the conclusion that there is not a shortage of employment opportunities, but rather a variety of issues, including graduate work opportunities being limited by their lack of skills and competence

Olommy (2018) investigates youth employment, education, and entrepreneurship in Nigeria as a means of gaining access to target number eight in that country. In order to improve on the overall empathy for addressing unemployment in the nation, the report employs qualitative research. By demonstrating the interaction of ages and the wonderful tendencies of positive development contribution, it exposed and brought more light on the relationship between youth and education, employment, and entrepreneurship. According to a study

by Mamlyn and Kun-yin (2018), who use an online survey to collect data from 338 students in five secondary schools between the ages of 13 and 16, the treatment group showed significantly higher levels of entrepreneurship alertness and efficiency compared to the control group. Of the 338 students, 34% are male and 65.2% are female. The study's conclusion—which supported the evidence from secondary school students' experiences—is that the more entrepreneurship training, the better.

Additionally, Nwosu and Henry (2018) state that there are a number of problems hindering the performance of entrepreneurship education in Nigeria that positively affect the employability of Nigerian graduates in their profession using a new methodology approach to the literature study. The study gives insight and solutions that will assist the nation's entrepreneurship education improve and produce graduates who will create jobs rather than look for employment. Lausun and Jonathan (2011) look at the impact of organizational justice, work satisfaction, and entrepreneurial aim on the staff and students' commitment to the organization at Babcock University. Job satisfaction and organizational justice are the most important and powerful factors for organizational commitment, according to the

study's quantitative approach, which includes a questionnaire given to staff and students. Employees' intentions to leave their jobs will be influenced by entrepreneurs' intentions, according to the study's findings.

In their study of the role of entrepreneurial talents in the operational performance of outdoor catering operations in Nairobi, Kenya, Moreso, Esther, Bancy, and Mgurin (2021) observe, by choosing 30 outdoor catering MSEs from a population of 300 for the study and using descriptive survey analysis such as percentage and frequency count, they adopt a quantitative approach, the result demonstrates that there is the evidence of a high skill base that is involved in business ventures. The study concludes that developing entrepreneurial abilities would enhance one's business acumen and that the MSE industry needs to foster an entrepreneurial culture through its educational system.

Also, Mukra, (2017) explores empirical findings on entrepreneurship in the area of engineering career from student perspective. The study ex-rays factors that motivate entrepreneurial activities and 168 students form the data collection and analytical tools. The study finds that decision making skills,

risk taking capacity, creativity and communication skills and ability to prepared business plan are needed for entrepreneurs to succeed in their daily endeavor.

Additionally, Bethany, et al,(2020), observe that entrepreneurship education has the potential drive and delay relevant working curriculum. It uses the literature review on the entrepreneurship education pedagogy in order to understand the positive impact of entrepreneurship programmes on students and its possibilities of creating opportunities to self and the economy at large. Their paper examines 45 studies across nine countries that suggested entrepreneurship as the positive tools for national development.

Chinendu, et al (2015), observe the innovativeness of youth and tools for empowerment in the selected Local Government in Enugu state. The study adapts quantitative research with all relevant statistical data that are analysed using **peason** moment calculation coefficient that shows the link with dependent and independent variable. Their submission and outcome shows no link of innovativeness and empowerment but record that government should gently recognized the essence of entrepreneurship in job creation and innovation to economy development.

Summarily, Jacob, et al (2021) note that entrepreneurship education has a positive impact on unemployment reduction among graduates in any given nation. The study adapts quantitative research using 195 students of business administration and entrepreneurship department and convenience sampling techniques was suitable for the selection of respondents. Finding shows that skills acquisition has positive effect on unemployment reduction and entrepreneurship empowerment which contribute to poverty reduction, economy development and improved standard of living.

Methodology

The research design is a planned and structured of investigation to obtain answers to the research questions. For the purpose of this research, the study makes use of survey research design to collect data through questionnaire in order to gather in-depth knowledge of Impact of Entrepreneurial Training on graduate employability in Federal Polytechnic Offa, Kwara State, Nigeria. The population constitutes of 1380 graduating students in Federal Polytechnic Offa Kwara State. The study samples 100 graduating student in Federal Polytechnic Offa, Kwara State as the case study using

Krajcie and Morgan (1979) sample size table.

The method of data collection is through questionnaire administration. The questionnaire is designed and structured in a manner that captured all the variables under study as adopted from Mukra (2017). The questionnaire is structured in a way that is very easy for the respondents to give their views on the subject of discourse. The questionnaire has four-parts: section (A) respondent's Biodata Section (B) case study instrument background, section (C) dependents variables and section (D) independent variables. The questionnaire was prepared using a 5 point Likert scale approach. In order to manage respondents, view of the length of the questionnaire will be taken into consideration and participants will be asked to indicate their level of agreement on the 5-point Likert scale with the following rating; Strongly Disagree (1) Disagree (2) neutral (3) Agree (4) and Strongly Agree.

The collected data are sorted according to different categories before processing the responses. The data from questionnaire were distributed for completeness, for analysis using multiple regressions for Statistical Package for Social Services (SPSS). The

statistical tools are aligned with the objectives of the research and inferential statistics was used to show the relationship and the strength of degree as well as direction of association between variables. The other inferential statistics that was used is multiple regression analysis which shows independent, interdependence variable and dependents variables. Then ANOVA is used to analyse the stated hypotheses, thus, both the strength of the relationship between variables and the effect of the dependent and independent variables and the statistical

significance are assessed (Alexander, Susan & Michael, 2018).

Test of hypothesis

Hypothesis one:

H₀: Entrepreneurial training has no significant impact on graduate's employability.

In testing this research hypothesis, the data collected are statistically analyzed using multiple regression analysis and Pearson Correlation Coefficient as shown in Table 8.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770 ^a	.594	.589	1.71594

a. Predictors: (Constant), Entrepreneurial training

Table 1 indicates that the correlation coefficient showing the association between the predictor variable (Entrepreneurial training) and its impact on Graduate employability is 0.770. The adjusted R squared is 0.594. This means that the

predictor variables accounted for 59.4% variation in the impact of entrepreneurial training Graduate employability which shows that there was high degree of relationship between the variables involved.

Table 2: ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	408.504	1	408.504	138.737	.000 ^b
Residual	279.723	95	2.944		
Total	688.227	96			

a. Dependent Variable: Graduates Employability.

b. Predictors: (Constant), Entrepreneurial training.

The results on the Analysis of Variance (ANOVA) for the model as revealed in Table 3 was ascertained, using simple regression with decision rule which states that reject H_0 if $F_{cal} > F_{tab}$ otherwise do not reject. Therefore, $F_{cal} = 138.737$ and ANOVA $F(1,95) = 3.09$.

Decision: Since $F_{cal} > F_{tab}$ (i.e. $138.737 > 3.09$), therefore the null hypothesis is

rejected with the conclusion that there is a significant linear relationship between the predictor variable (Entrepreneurial training) and its impact on graduate employability.

Based on this significant relationship, the coefficient for the Beta weight for the amount of standard deviation unit of change in the dependent variable was calculated.

The result is as shown in Table 3

Table 3: Coefficients^a

Model	Unstandardised Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.519	.698		2.175	.032
Entrepreneurial training	.730	.062	.770	11.779	.000

a. Dependent Variable: Graduates Employability.

The Sodel specifications become:

$$Y = B_0 + B_1(\text{Entrepreneurial training})$$

$$Y = 1.519 + 0.730 \text{ Entrepreneurial training}$$

The standardised coefficients in Table 6 revealed that:

- the independent variable, entrepreneurial training value, has positive effect on the graduate employability with Beta value of 0.770;
- it also shows that, there is a statistically significant relationship because the p-value (0.032) is less than 0.05.

Decision Rule: Reject H_0 if p-value is less than level of significance otherwise does not reject.

Result: p-value = 0.032

Level of significance = 0.05

Decision: Since P value (0.032) is less than the level of significance, i.e. ($0.032 < 0.05$) rejects H_0 and conclude that there is a significant relationship among entrepreneurial training and graduate employability.

Hypothesis two:

H_0 : Nurturing has no significant impact on graduate employability

In testing this research hypothesis, the data collected are statistically analysed using

multiple regression analysis and Pearson Correlation Coefficient as shown in Table 4

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.212 ^a	.045	.035	.98486

A. Predictors: (Constant), nurturing.

Table 4 indicates that the correlation coefficient showing the association between the predictor variable (nurturing) and its impact on graduate employability was 0.212. The adjusted R squared is 0.045. This means that the predictor variables accounted

for 4.5% variation in the impact of nurturing on Graduate employability which shows that there is low degree of relationship between the variables involved.

Table 5: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.349	1	4.349	4.483	.037 ^b
	Residual	92.146	95	.970		
	Total	96.495	96			

a. Dependent Variable: Graduates_Employability.

b. Predictors: (Constant), nurturing.

The results on the Analysis of Variance (ANOVA) for the model as revealed in Table 5 is ascertained using simple regression with decision rule which states that reject H_0 if $F_{cal} > F_{tab}$ otherwise do not reject. Therefore $F_{cal} = 4.483$ and ANOVA $F(1,95) = 3.09$.

Decision: Since $F_{cal} > F_{tab}$ (i.e. $4.483 > 3.09$), therefore the null hypothesis is

rejected with the conclusion that there is a significant linear relationship between the predictor variable (nurturing) and its impact on graduate employability.

Based on this significant relationship, the coefficient for the Beta weight for the amount of standard deviation unit of change in the dependent variable was calculated. The result is as shown in Table 5.

Table 5 for (Nurturing) and the impact on graduate employability in selected Tertiary

Institutions in Coefficients in Kwara State.

Table 6: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.523	.298		8.460	.000
Nurturing	.315	.149	.212	2.117	.037

a. Dependent Variable: Graduates Employability

The model specifications become:

$$Y = B_0 + B_1(\text{Entrepreneurial training}).$$

$$Y = 2.523 + 0.315 \text{ Nurturing}.$$

The standardized coefficients in Table 13 revealed that:

- The independent variable, nurturing value, has positive effect on the graduate employability with Beta value of 0.212.
- It also shows that there is statistically significant relationship because the p-value (0.037) is less than 0.05.

Decision Rule: Reject H_0 if p-value is less than level of significance otherwise does not reject.

Result: p-value = 0.037

Level of significance = 0.05

Decision: Since P value (0.037) is less than the level of significance, i.e. (0.037 < 0.05) rejects H_0 and conclude that there is a significant relationship among nurturing and graduate employability.

Discussion of findings

From the results and discussion above shows that hypothesis one confirmed significant relationship between the predictor and the dependent variable. The null hypothesis was rejected and concludes that the independent variable, Graduate employability value has strong positive effect on the Nurturing with Beta value of 0.534, it also shows that there is statistically significant relationship because the p-value is less than 0.05.

Also, hypothesis two (2) shows that , the independent variable, Graduate employability value has strong positive effect on the Entrepreneurial Training with Beta value of 0.679, it also shows that there is statistically significant relationship because the p-value is less than 0.05 null hypothesis two was rejected and concludes that entrepreneurial training significantly influence graduate employability in Kwara State.

In the same vein, hypothesis number (3) confirms a strong positive impact on Graduate employability. The independent variables, which is Graduate employability value has a strong positive effect on the Entrepreneurial Training with Beta value of 0.813. It also shows that there is statistically significant relationship because the p-value is less than 0.05.

More so, hypothesis number 4 entrepreneurial education shows significant impact on graduate employability that enhances graduate confidence by putting them in the right track for job creation and sustainability of skills acquired during the process.

Conclusion

The study concludes that there is a significant relationship between entrepreneurial training and graduate employability as well as nurturing and employability among graduating students of Federal Polytechnic, Offa, Kwara state.

Recommendations

The following recommendations are made based on the findings and conclusions.

The paper recommends that the government at all levels should increase their efforts in formulating policies and implementation on entrepreneurship development centres for training that are open for all graduates to explore in order to achieve success, growth, and sustainability of their respective firms.

Furthermore, government should increase carrying capacity in entrepreneurship development Centre's facilities to allow for more graduates that will enroll in entrepreneurship programmes, as nearly all graduates complain about shortages of spaces to admit new entrepreneurs.

There is also a need to redesign the nurturing and training programmes and policies for effective and efficient concept assimilation by graduates. Similarly, the study recommends, that entrepreneurs should use entrepreneurship development facilities as instrument to develop their business for better performance, success, and growth, as this will help graduates create more job opportunities for themselves and the masses. This of course, as things being equal, will have a multiplier effect on the economy.

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