

Entrepreneurship Education as a Tool for Reducing Unemployment among Educational Management Graduate Students in Rivers State Universities

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ABSTRACT

The study examined Entrepreneurship Education as a tool for reducing unemployment among Educational Management graduate students in Rivers State Universities. To achieve the purpose of the study, 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 descriptive survey design. The population of this study consists of 784 Educational Management Graduates in Rivers State University and Ignatius Ajuru University of Education. These are Educational Management graduates from the 2022/2023 academic session. The sample for this study consists of 50 percent of the total population with a total sample size of 392 students. The sampling technique used for the study was simple random sampling techniques because all the respondents were given equal opportunity to be represented. The instrument used for this study was a self-structured questionnaire developed by the researcher. Data collected for this study were analyzed using mean and standard deviation to answer the research questions. While z-test statistics was used to test the hypothesis at 0.05 level of significance. Findings of the study revealed that technical skills, financial management skills and office management reduce unemployment among Educational Management graduate students in Rivers State Universities. It was therefore recommended that Educational Management graduates should endeavour to acquire themselves with all the relevant skills necessary for them to create, and maintain their customers' needs and Educational Management lecturers should use suitable methods and resources to ensure that their students adequately acquire Technical Skills, Marketing skills, Financial Management Skills.

Keywords: Entrepreneurship, Education, tool, reducing, unemployment, technical skills, financial management's skills, office management, technology skills

INTRODUCTION

Education is a transformational tool in every society and should be held in high esteem. It is the acquisition of knowledge and skills required to sustain individuals, groups, and organizational advancement at all levels and spheres of life (Aluwong, 2014). Education is a vital tool for societal transformation having the school

as an institution for the realization of its goals and objectives. Education remains a vital transformational tool and formidable instrument for socioeconomic empowerment, wealth creation and employment generation, poverty alleviation and value orientation which government has talked about for so long now.

According to Bell (2018), entrepreneurship education focuses on the preparation of a business plan, how to get funds, business development and management processes of small businesses. The education provides knowledge about the principles of entrepreneurship and technical skills of how to run a business. However, a student who knows the principles of entrepreneurship and business management can not necessarily become a successful entrepreneur. Therefore, entrepreneurship education should be designed in such a way that it will boost student's interest in entrepreneurship. Entrepreneurship is more than the mere creation of business. Although that is undoubtedly an important fact, it is not the complete picture. The characteristics of seeking opportunities, taking risks beyond security, and having the tenacity to push an idea through to reality combine into a special perspective that permeates entrepreneurs. Thus, entrepreneurship is an integrated concept that permeates an individual's business in an innovative manner. This standpoint has transformed the way of conducting business at every level and in every country.

Entrepreneurship Education involves the willingness of persons to persistently pursue the opportunity to create wealth. This is done through innovative creation of products or services that will meet customers' needs, using scarce resources judiciously in a way that results in the growth of enterprise which satisfies the expectation of stakeholders. Educational Management in Nigeria ought to emphasize entrepreneurship consciousness for it to be relevant in achieving the right type of value and attitudes for the survival of the individual and the Nigeria society. Entrepreneurship Education enhances the acquisition of necessary skills for gainful and self-employment. As a specialized training given to students to acquire skills, ideas and managerial abilities and capabilities for self-employment stands as a panacea to unemployment saga in Nigeria (Ezema, 2015).

Gbosi (2016), 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. Ezema (2015) 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) 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. Ezema (2015) 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) 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. Ajoma (2020) 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), 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 entrepreneurial skills and accounting competences 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 Ajoma (2020), 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

Entrepreneurship has been defined by various professions to mean many things since the middle age. The entrepreneur has been seen as an actor, innovator or a developer of technology. Ossai (2011) defined entrepreneurship as the process of creating some new or different values by developing the necessary time, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of most personal satisfaction. Entrepreneurship is the process of bringing together creative and innovative ideas and coping them with management and organization skill in order to combine people, money and resources to meet an identified need and thereby, creating wealth. Although, each of these definitions or description views entrepreneur from a slightly different perspective, they all contain similar notions such as risk taking, organizing, creating wealth, initiative and newness.

Osolor (2013) opined that entrepreneurial education will lead to opportunities for individuals and collective development of latent potentialities for self-fulfillment and actualization of set goals as entrepreneurs. According to Osuala (2019) 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 Osolor (2013) 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, Osuagwu (2012) added that entrepreneurial development in Nigeria should be perceived as a catalyst to increase the rate of economic growth, create job opportunities, reduces import of manufactured goods and decrease the trade deficits that result from such imports.

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. Agreeing with Emeraton (2018), Ossai 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.

Akpomi (2019) also holds the view that entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attitudes in widely different contexts. Akpomi continued that this type of education is open to all and not exclusively domain of some self-acclaimed business gurus. Akpomi concluded that these behaviours can be practiced, developed and 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, (2016). Agreeing with Emeraton (2018), Agu opined that entrepreneurship education aims at developing the requisite entrepreneurial skills, attitudes, competences, and disposition that will predispose the individual to be a driving force in managing a business.

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.

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. Bello (2018) 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. Osalor (2013) 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) 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 is also seen by Ezeani (2012) 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. Fashola (2016) 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.

According to Ezeani (2012), entrepreneurship education is the teaching of knowledge and a skill that enables the students to plan, start and run their business. Emeraton (2018) asserted that entrepreneurship education aims to stimulate creativity in students, enables them to identify opportunities for innovation and motivates them to transform the ideas into practical and targeted activities whether in a social, cultural or economic context. Entrepreneurship education should be available to all college students regardless of major courses and choice of studies to enhance competitive advantage, not only for students but for the societies and nations where they are involved. The relationship between education and development has been established, such that education is now internationally accepted as a key development index.

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 nation's unemployment continues to be severed, riots and insurgency will be happening across the country and uncertain the country trading. Ezema (2015) 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) 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. Ezeani (2012) 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 (2019) 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) 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. Briggs (2013) 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.

Briggs (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) 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. Ezema (2015) refers to it as a situation where people who are willing and capable of working are unable to find suitable paid employment. Binks (2015) 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, Okafor, (2010) observed that unemployment is a global trend, it occurs mostly in developing countries of the world, with attendant social, economic, political, and psychological consequences. Fajana 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) 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 Osuagwu (2012) 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) 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. Ajoma 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. Njoku (2016) 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 used to Reduce Unemployment among 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. Ossai (2011) identified technical skills as one of the entrepreneurial skills needed for self-employment. Obi (2015) 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 Njoku (2016) 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.

Physical Managements Skills used to Reduce 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. Osuagwu (2012) 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) 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 Agu (2016), 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. Njoku (2016) asserted that financial management skills are highly needed for effective management of small scale business.

Office Management and Technology Skills Needed for Self-Employment by Educational Management Graduate

Currently discussions at business conferences and periodicals centre on what is happening in offices and organizations. This is as a result of various complexities in the office system. As a result of the constant changes in technological trends and economic flux, organizations under-go dramatic changes. Technical advances, new business procedures, international movements and automation -all seem to pose great challenges to the office secretary of today. The rapid scientific climate and technological changes in the office appear to be uncomfortable for the secretary who can just type and write shorthand. Secretarial functions play vital and pivotal roles in the day-to-day management of an organization, hence, Fashola (2016) opined that the role of the secretary has been affected with the invasion of sophistication and technological dynamism in office activities as secretaries now work on computer terminals that are connected to networks like the internet. Consequently, the fear (-4 office automation replacing the secretary is seemingly more real than imagined Secretarial education in Nigerian Institutions was recently changed to office technology and management. Njoku (2016) identified several office technology and management skills such as, ability to understand the different filing systems, ability to manage information effectively,

ability to follow trend in information technology, ability to produce mailleable letters, ability to effectively manipulate hardware components of the computer and use various applications among others. As office technology and management options in Educational Management programme and the skills are very important for organizational success, it behooves educational management graduates to acquire them for success in self-employment.

Accounting Skills Used to Reduce Unemployment among Educational Management Graduate Students

Accounting is the systematic recording of financial transactions. It is a service activity, the function of which is identifying, measuring, recording and communicating quantitative information, primarily financial in nature, about economic entities. Ezeani (2012) viewed accounting as the process of expressing the economic activities of everyday life in monetary terms, so as to estimate the costs of creating goods and services, make decisions about production on the basis of these estimates, compare the actual costs as they occur with the estimate originally made, and adjust the output and prices of goods and services accordingly. Business students should acquire knowledge and competencies of financial accounting as success can only come through such efforts. The entrepreneur should possess high level skills in preparing and interpreting financial statements, maintain records of receipts and payments (cash book), income and expenditure and a balance sheet for the business.

In spite of the fact that Educational Management programme equips individual with necessary skills for self-employment, Educational Management graduates are yet to maximize these opportunities in creating jobs for themselves and others instead, they roam the streets in search of jobs, which are either few in supply or not available. Accounting skills are the totally of skills ranging from record keeping, attention directing, financial management and reporting skills that are expected to promote effective decision, performance evaluation and business reporting of any business enterprise. He further stated that attention and directing skill enables the owner manager to make vital decision on production and pricing issues while reporting skill describes the method, and technique by which business information are reported to the stakeholders of the business. Accounting is an area of study that equips recipients with knowledge, skills and attitude necessary for efficient financial calculation required for occupational competence, and economic activities of an organization. The activities are measured, recorded and communicated to interested parties for analysis and interpretation. Accounting skills are the totality of skills ranging from record keeping; financial management and reporting skills that are expected to promote effective financial management of any business enterprise. Consequently, Njoku (2016) affirmed that financial management contributes to business development. Attention directing skills enable the owner manager to make vital decision on I production and pricing issues while reporting skills describe the method and technique by which business information are reported to the stakeholder. Entrepreneurs are expected to possess accounting skills for their business growth and development. Aluwong (2014) saw accounting as basically an information system that provides economic information to decision makers. It is a financial information system that provides the guide and direction for business growth and development. Accounting transcends record making machinery to taking vital economic and investment decisions for owners and stakeholders.

Ezeani (2018) sees accounting as a set of themes, concepts or (ideas) and techniques by which financial data are processed into meaningful information for reporting, planning, controlling and decision-making purposes; or situation according to him may create some difficulties for the entrepreneur, as he may not come to full appreciation of the meaningful relationship between financial activities and results. He however, further advised that the entrepreneur should make effort to acquire knowledge/basic competencies of financial accounting as success can only come to his/her business through such efforts. Accounting is an area of study that equips recipients with knowledge, skills and attitude necessary for efficient financial calculation required for occupational competence, and economic activities of an organization. The activities

are measured, recorded and communicated to interested parties for analysis and interpretation. These activities are very important for the survival of any organization. Obi (2015) opined that the roles of accounting in the operation of a business enterprise include recording financial data, analyzing financial data, preparing accounting statements and communicating financial information to employers.

Accounting skills are the totality of skills ranging from record keeping; financial management and reporting skills that are expected to promote effective financial management of any business enterprise. Entrepreneurs are expected to possess accounting skills for their business growth and development. Emeraton (2018) saw accounting as basically an information system that provides economic information to decision makers. It is a financial information system that provides the guide and direction for business growth and development. Accounting transcends record making machinery to taking vital economic and investment decisions for owners and stakeholders.

Accounting skills are the totality of skills ranging from record keeping, attention directing, financial management and reporting skills that are expected to promote effective decision, performance evaluation and business reporting of any business enterprise. Although studies could not find record keeping skill as positive factor, financial management skill has been found to be contributory to business development. Attention directing skill enables the owner manager to make vital decision on production and pricing issues while reporting skill describes the method and technique by which business information are reported to the stakeholders of the business. Since financial management is accounting skill, owner manager entrepreneurs are expected to possess such for vital business growth and development. Accounting skill is necessary for successful entrepreneurial and small business development in Nigeria. This is because the inability to install a proper accounting system would disallow business monitoring, reporting, and performance evaluation that are germane to the business survival. Small business has failed in the past for ignoring this vital measurement apparatus. The entrepreneur should therefore, be able to prepare and interpret his/her financial statements. He or she ought to be able to keep and maintain records of receipts and payments (cash book), income and expenditure and a balance sheet for the business. Briggs (2013) advised that the need of modern business makes it essential for all managers (entrepreneurs) to have a sound appreciation of the financial implications for their plans and actions. They went further to explain that in the competitive world, the key factors are costs. Prices, turnover and profits. These are factors, which no manager can ignore. Therefore, it is very important that every entrepreneur possess the basic or fundamental knowledge of accounting. They should be able to appreciate and interpret simple accounting statements.

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. It contributes in an immeasurable ways 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 Entrepreneurship Education as a tool for reducing unemployment among Educational Management graduate students in Rivers State Universities. Specifically, the study sought to:

1. Examine the extent technical skills are used to reduce unemployment among Educational Management graduate students in Rivers State universities.
2. Determine the extent financial managements skills are used to reduce unemployment among Educational Management graduate students in Rivers State Universities.
3. Find out the extent office management and technology skills are needed for self- employment by Educational Management graduates in Rivers State Universities.

Research Questions

The following research questions guided the study.

1. To what extent are technical skills used to reduce unemployment among Educational Management graduate students in Rivers State Universities?
2. To what extent are financial managements skills used to reduce unemployment among Educational Management graduate students in Rivers State Universities?
3. To what extent are office management and technology skills used to reduce unemployment among Educational Management graduate students in Rivers State Universities?

Hypotheses

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

1. There is no significant difference in the mean responses of male and female Educational Management graduates to the extent technical skills are used to reduce unemployment in Rivers State Universities.
2. There is no significant difference in the mean responses of male and female Educational Management graduates to the extent financial management skills are used to reduce unemployment in Rivers State Universities.
3. There is no significant difference in the mean responses of male and female Educational Management graduates to the extent office management and technology skills are used to reduce unemployment in Rivers State Universities.

METHODOLOGY

Descriptive survey research design was adopted for this study. The design adopted was because the study

involved drawing generalization based on analysis of data collected from a fraction of a large population. It was based on the fact that the researcher used questionnaire that descriptive survey design becomes appropriate for this study. The population of this study consisted of 784 Educational Management Graduates in Rivers State University and Ignatius Ajuru University of Education. 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 size of 392 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 a self-structured questionnaire developed by the researcher. The questionnaire was tagged “Entrepreneurship Education as a Tool for Reducing Unemployment Questionnaire (EETRUQ)”. The questionnaire was structured on a four point rating scale of High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). Data collected for this study was analyzed using mean and standard deviation to answer the research questions. Decision for acceptance and rejection was made by the researcher based on the 2.50. Any mean score with 2.50 and above was High Extent by the researcher and any mean score below 2.50 was low extent. Decision for hypotheses testing was based on the fact that if the z-calculated was higher than the table or critical z-value, the hypotheses was rejected and if the calculated z- was lower than the z-critical value, the hypotheses was not rejected.

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: Mean and Standard Deviation on Extent Technical Skills Reduce Unemployment among Educational Management graduate students in Rivers State Universities

S/N	Item Statements	Male = 188		Remarks	Female = 194		Remarks
		X ₁	SD		X ₂	SD	
I	Acquire in-depth technical competence in a specific business discipline	3.13	1.05	High Extent	3.08	1.03	High Extent
2	Evaluate business operational performance	3.24	0.97	High Extent	3.10	1.05	High Extent
3	Determine the number of personnel needed for the business	2.98	1.00	High Extent	3.03	1.13	High Extent
4	Describe the types of equipment to be acquired for the business	3.18	0.91	High Extent	2.96	1.11	High Extent
	Grand Mean & SD	3.13	0.98		3.04	1.08	

Source: Field Survey, (2024)

Table 1 which was for research question one showed that all the items were agreed. The respondents agreed that Technical Skills helps Educational Management Graduates to describe the types of equipment to be acquired for the business. The confirmation was made with a grand mean of 3.13 and 3.04 and standard deviation of 0.98 and 1.08 as responses of the respondents on both male and Female.

Research Question 2: To what extent do financial management skills used to reduce unemployment among Educational Management graduate students in Rivers State Universities?

Table 2: Mean and Standard Deviation on the Extent Financial Managements Skills Used to Reduce Unemployment among Educational Management graduate students in Rivers State Universities

SIN	Item Statements	Male = 188		Remarks	Female = 194		Remarks
		X ₂	SD		X ₂	SD	
I	Effectively appropriate available financial resources to meet all needs	3.26	0.91	High Extent	3.04	0.92	High Extent
2	Effectively handle cash transactions to avoid financial loss	3.24	0.97	High Extent	3.11	1.00	High Extent
3	Understand loan implication on the business	3.16	1.05	High Extent	3.14	1.08	High Extent
4	Understand the financial implication on seeking for professional advice.	2.04	1.10	High Extent	3.03	0.94	High Extent
	Grand Mean & SD	2.92	1.00		3.08	0.98	

Source: Field Survey, (2024)

Table 2 which was for research question three showed that all the items were agreed. The respondents agreed that effectively appropriate available financial resources to meet all needs. Understand the financial implication on seeking for professional advice. The confirmation was made with a grand mean of 2.92 and 3.08 while standard deviation of 1.00 and 0.98 for both male and Female.

Research Question 3: To what extent do office management and technology skills needed for self-employment by Educational Management graduate students in Rivers State Universities?

Table 3: Mean and Standard Deviation on the Extent Office Management and Technology Skills Used to Reduce Unemployment among Educational Management graduate students in Rivers State Universities.

SIN	Item Statements	Male = 188		Remarks	Female = 194		Remarks
		X ₂	SD		X ₂	SD	
I	Access the internet through the use of mobile phones/telephone	3.24	0.86	High Extent	3.15	1.01	High Extent
2	Conference calls/video conferencing for staff meetings	3.00	1.00	High Extent	3.24	0.98	High Extent
3	Spreadsheets like-Microsoft excel to manage the company's budget	2.64	1.13	High Extent	3.20	0.92	High Extent
4	Create, format, save and print documents	3.11	1.00	High Extent	3.24	0.90	High Extent
	Grand Mean & SD	2.99	0.99		3.20	0.95	

Source: Field Survey, (2024)

Table 3 which was for research question three showed that all the items were agreed. The respondents agreed 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. The confirmation was made with a grand mean of 2.99 and 3.20 while standard deviation of 0.99 and 0.95 for both male and Female.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean responses of male and female Educational Management graduates on the extent technical skills are used to reduce unemployment in Rivers State Universities.

Table 4: z-test Analysis of Mean Ratings of the male and female Educational Management graduates on the extent technical skills are used to reduce unemployment in Rivers State Universities.

Respondents	N		SD	Std Error	Df	P	z-cal	z-crit	Decision
Female	194	2.98	0.95	0.10					
					380	0.05	1.90	1.96	Accepted
Male	188	2.85	1.01						

Source: Field Survey, (2024)

The data in table 6 revealed that the calculated z-test value of Male and Female mean scores 3.13 (Male) 3.04 (Female) respectively, while the critical t value was 1 .96 at degree of freedom of 380 at 0.05 significance level. Therefore, the null hypothesis was accepted.

Hypothesis 2: There is no significant difference in the mean responses of male and female Educational Management graduates on the extent financial management skills are used to reduce unemployment in Rivers State Universities.

Table 5: z-test Analysis of Mean Ratings of the male and female Educational Management graduates on the extent financial management skills are used to reduce unemployment in Rivers State Universities

Respondents	N		SD	Std Error	Df	P	z-cal	z-crit	Decision
Female	194	2.92	1.00						
				0.01	380	0.05	1.6	1.96	Accepted
Male	188	3.08	0.98						

Source: Field Survey, (2024)

The data in table 5 revealed that the calculated z-test value of Male and Female mean scores 2.92 (Male) 3.08 (Female) respectively, while the critical z value was 1.96 at degree of freedom of 380 at 0.05 significance level. Therefore, the null hypothesis was accepted.

Hypothesis 3: There is no significant difference in the mean responses of male and female Educational Management graduates on the extent office management and technology skills are used to reduce unemployment in Rivers State Universities.

Table 6: z-test Analysis of Mean Ratings of the male and female Educational Management graduates on the extent office management and technology skills are used to reduce unemployment in Rivers State Universities

Respondents	N		SD	Std Error	Df	P	z-cal	z-crit	Decision
Female	194	2.99	0.99						

				0.02	380	0.05	2.33	1.96	Accepted
Male	188	3.20	0.95						

Source: Field Survey, (2024)

The data in table 9 revealed that the calculated z-test value of Male and Female mean scores 3.20 (Male) 2.99 (Female) respectively, while the critical z value was 1.96 at degree of freedom of 380 at 0.05 significance level. Therefore, the null hypothesis was accepted.

DISCUSSION OF FINDINGS

The discussion of findings on Research Question one on the extent to which Technical Skills Reduce Unemployment among Educational Management Graduate Students revealed that technical skills reduce unemployment among Educational Management graduate students in Rivers State Universities 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 Osalor (2013) 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. Obi (2015) 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.

The Extent to which Financial Managements Skills Reduce Unemployment among Educational Management Graduate Students revealed that effectively appropriate available financial resources to meet all needs. Understand the financial implication on seeking for professional advice. This finding is in agreement with the view of Osuagwu (2012) who opined 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. In agreement with the view of Osuagwu, Osuala (2019) depicts that 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.

The Extent to which Office Management and Technology Skills Needed for Self-employment by Educational Management Graduate revealed 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. This finding is in agreement with the view of Emeraton (2018) who opined that office technology and management skills such as, ability to understand the different filling systems, ability to manage information effectively, ability to follow trend in information technology, ability to produce mailable letters, ability to effectively manipulate hardware components of the computer and use various applications among others.

CONCLUSION

Based on the data analysis in the study, findings and discussion made. The researcher concluded that Technical Skills helps 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 programme 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. Educational Management Graduate should endeavour to acquire themselves with all the relevant skills necessary for them to create, and maintain their customers' needs;
2. Educational Management lecturers should use suitable methods and resources to ensure that their students adequately acquire Technical Skills, Marketing skills, Financial Management Skills and problem solving skills to become successful entrepreneurs on graduation.
3. Regulatory agencies for Educational Management programme should review the existing curriculum to Technical Skills, Marketing skills, Financial Management Skills and problem solving skills to equip the graduates to establish their own businesses and become successful entrepreneurs.

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