

# UNDERGRADUATES ENTREPRENEURSHIP EDUCATION AND PROVISION OF EMPLOYMENT IN CROSS RIVER UNIVERSITY OF TECHNOLOGY CALABAR, CROSS RIVER STATE, NIGERIA: SOCIOLOGICAL IMPLICATION

BY

<sup>1</sup>ADALIKWU, ROSE AMOKEYE

<sup>1</sup>Centre for General Studies,  
Cross River University of Technology, Calabar,  
Cross River State, Nigeria

## ABSTRACT

*The study focused on Entrepreneurship Education and the Provision of Employment at Cross River University of Technology Calabar, Cross River State, Nigeria. The study adopt a survey research design and the population of the study comprised final-year students in the Faculty of Education CRUTECH which is about 793 final-year students 2020/2021, academic session. Simple and stratified random sampling techniques were used in selecting the subjects. The sample of this study will be made up of 397 students in the Faculty of Education CRUTECH. The study utilized a researcher's developed instrument entitled "Entrepreneurship Education and Provision of Employment Questionnaire (EEPEQ)". The Instrument for data collection was a researcher-developed instrument titled Entrepreneurship Education and Provision of Employment Questionnaire (EEPEQ). It was validated by supervisors and other experts in business education and Measurement and Evaluation Unit of the Faculty of Education, CRUTECH. The reliability estimate of the instrument is established through the Cronbach Alpha reliability method and the index ranged from 0.76-0.84 respectively. The data were analysed with independent t-test statistics and the findings revealed that agricultural education, home economic skills and business skills have a significant influence on the provision of employment. It was recommended among others that Government need to increase funding for the National Directorate of Employment programmes to ensure that the National Directorate of Employment performed its constitutional functions effectively.*

**Keywords:** *Entrepreneurship Education, Provision, Employment Sociological and Implication*

---

## INTRODUCTION

In this global era where business undertaking has occupied the world and makes human survival is highly competitive and quite demanding. This is because of the highly skilled technical know-how among countries coupled with the high demand for quality products in the market. This has also called for graduates to possess the needed skills that will facilitate their survival in the labour market, especially in this era where there are limited white-collar job opportunities available for school leavers. This has resulted in an increasing interest in entrepreneurship education because of its interest value in increasing national property and reducing the source of unemployment among young people, especially graduates of tertiary institutions of learning.

Entrepreneurship education depicts an educational programme geared towards providing students with the knowledge, skills and motivation to promote innovation and introduces new products or services and market strategies that help the student to become outstanding entrepreneurs. Entrepreneurship education is an educational discipline capable of equipping the youths to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers that contribute to economic development and sustainable communities (Kenton & Envin, 2010). This implies that entrepreneurship education is a programme that provides the discipline to an individual to assume responsibility and risk for a business operation with the expectation of making a profit. If this succeeds the entrepreneur reaps profits and if it fails bears the loss. According to Kudelinbus (2006), entrepreneurship is the process of creating something different with value by devoting the necessary time and efforts to the accompanied financial, psychological, and social risks and receiving the resulting rewards of monetary and personal satisfaction. Maimi (2003) opines that entrepreneurship is a process of identifying, developing and bringing a vision to life. The vision may be an innovative idea, an opportunity or simply a better way to do something. The end result of the process is the creation of a new venture, formed under conditions of risk and considerable uncertainty. Also Kuryi, (2006) defines entrepreneurship as a process through which individuals and groups pursue opportunity, and resources and initiate change to create value therefore, considering all works cited entrepreneurship education generally provides creative skills and knowledge needed to start and grow a business. This means that it prepares individuals to create and successfully operate a business enterprise.

Within the context of tertiary education in Nigeria, entrepreneurship studies have been brought to the fore in the curriculum of university education by the national universities commission by making courses in entrepreneurship education compulsory for undergraduates in the country (NUC, 2004). This initiative is being pursued vigorously because of the potential it holds for the incubation and execution of entrepreneurial ideals in young people and the multiplier effect it could have on Nigeria's economy (Karitha, Anatharaman & Ramanaths, 2013). Nevertheless, the extent to which this educational policy would succeed would depend on several factors. First, the level and scope of entrepreneurial education should be stimulating enough to boost the entrepreneurial attitude of undergraduates such as to enable them to start up businesses of their own upon graduation. Secondly, undergraduates should purge themselves of the notion or attitude that a university education is meant to prepare them to secure white-collar jobs (which are scarce and in most cases unavailable) in government offices and private companies. In other words, they must imbibe the "I can do it spirit" rather than hold on to the erroneous belief that university education is geared towards white-collar jobs in the private and public sectors of the economy.

An empirical study by Anyebe (2017) sought to examine the relationship between entrepreneurship education and employment in Nigeria. Data for the study were obtained mainly from the headquarters of Universal Basic Education, Abuja, the 1999 Constitution of the Federal Republic of Nigeria, bulletins of National Educational Research and Development Council, UNDP's Human Development Report (2002), Joint Admissions and Matriculation Board, and National Bureau of Statistics. It is revealed that schools in Nigeria are characterized by outmoded operational processes and management structures which are incapable of producing graduates with the capacity to generate creative ideas and turn such ideas into satisfying ventures. The paper, therefore, recommends curriculum review in order to develop entrepreneurship skills and culture in the youth and in the adults and to keep pace with the present reality. A conclusion is made that if entrepreneurship education is properly implemented and all the associated advantages harnessed, the high level of unemployment in the country will be drastically reduced. In this regard, all higher educational institutions in Nigeria should actively embrace and sustain the spirit of emerging entrepreneurship. Entrepreneurial development in Nigerian higher institutions of learning can begin by encouraging the students to replicate the products that have been invented elsewhere in any part of the world while effort is then made to create what the world will also copy from them. The entrepreneurial climate should be made favourable so that entrepreneurship in Nigeria can evolve from the present stage to the level where the world will have cause to patronize the country's products. This can be attained through curriculum reforms that promote the inculcation of generic skills.

Ukpongson (2000), opined that those who undergo vocational education are assumed to have already chosen their live occupation and thus, need relevant skills and knowledge to enable them to progress and develop in such occupation. In the words of Denga (2000), education is the complete development of individuals from a cognitive, affective, and psychomotor perspective in a positive direction. Adama (2006) reported that there are two kinds of education, one teaches how to live and the other how to earn a living; the first is general education for those who wish to learn various practical occupations. Educating an individual means trying to give him/her some desirable knowledge, understanding, skills interest, attitude and critical thinking.

Gboyega (2003) described the development as an idea that embodies attempts to improve the conditions of human existence in all ramifications. It implies improvement in the material well-being of all citizens in a sustainable way such that today's consumption does not affect the future. It also demands that poverty and inequality of access to the good things of life be removed or drastically reduced. It seeks to improve personal physical security and livelihood and expansions of life chances. Lawal and Oluwatoyin (2011) opined that development is essential and critical to the growth and substance of any country. And also stated that agricultural education is the teaching of agriculture, natural resources, and local management through the hands of experience and guidance to prepare students for entry-level jobs to further education to prepare them for advanced agricultural jobs (Wikipedia, 2015) agricultural education has been as an essential factor in the success of agricultural development in Nigeria. It is that part of the total educational skills and inculcates the attitude necessary for entry and progress in an agri-business, it gets people into a job that are requiring specialized training in agriculture. One of the major concerns of employers of labour in this information age is the recruitment of employees with requisite computerized office skills to fit into the various organization's jobs and positions. In Agricultural education, the acquisition of these computerized office skills not only depends on whether one is able to fulfill the paper requirements of specific jobs but also on how one practically stands relative to others within a group of job seekers. In other words, the acquisition of computerized office skills describes the possession of the requisite office job performance competencies by Agricultural Education graduates.

Thus, Ugwuoke and Onah, (2015) study was to find out the computerized office skills required by Agricultural Education students of Colleges of Education for employment in agribusiness organizations in Enugu State. A survey research design was adopted for the study. A total of 176 respondents were studied with no sampling. A structured questionnaire was used for data gathering. The reliability coefficient of the instrument was 0.85 using Cronbach Alpha method while three lecturers carried out face validation of the instrument. Three research questions and three null hypotheses were tested at 0.05 level of significance. Mean statistics was employed to answer the research questions while a t-test was used to test the null hypotheses. It was found that Agricultural education students from Colleges of Education in Enugu State require computerized office skills to be employed in contemporary agribusiness offices after graduation. Findings showed that the computerized office skills required by Agricultural Education students of Colleges of Education for employment are word processing skills, database management skills and internet utilization skills. It was recommended among others that the National Commission for Colleges of Education (NCCE) should as a matter of urgency lay emphasis on skills acquisition and introduction of computing and information technology in the Agricultural Education curriculum of Colleges of Education.

Another empirical study by Ekezie and Deebom (2019) study examined the relevance of Vocational Agriculture Education on the reduction of unemployment among Nigerian graduates in Rivers State. A descriptive survey design guided the study. Three research questions were answered to guide the study with two null hypotheses that were formulated and tested at 0.05 level of significance. The population of the study comprised 11,683 Nigerian graduates in Rivers State out of which 7,947 were male and 3736 were females. A simple random sampling technique was adopted in the selection of the sample while the sample size was determined using Taro Yamen. A sample of 742 (Male = 381 and Female = 361) Nigerian graduates in Rivers State were used for the study. The instrument for the study was a survey questionnaire tagged "Vocational Agriculture Education Unemployment Reduction Questionnaire" (VAEURQ). The instrument was structured in the pattern of Likert-4 point rating scale of agreement. The instrument was validated by two experts in the Department of Vocational and Technology Education in Rivers State University. A reliability coefficient of 0.84 and 0.89 was established for research questions 2 and 3 through Cronbach Alpha while Kuder-Richardson-21 (KR-21) was used to obtain a reliability of 0.86 for research question 1. Frequency and Percentage were used to answer research question 1 while Mean with Standard Deviation was used to answer research questions 2 and 3 respectively. The independent sample t-test statistical tool was used to test the null hypotheses that were formulated at 0.05 levels of significance. It was found that the majority of the skills in Vocational Agriculture Education can help in the reduction of unemployment. It was also found that skills acquisition in Vocational Agriculture helps in providing basic needs for the family and that acquisition of skills are in Vocational Agriculture is marred with challenges. Based on the findings of the study, it was recommended among others that Nigerian graduates should as much as possible enroll in vocational skills irrespective of the specialization to avert being jobless. Government should ensure that those vocational centres that are publicly owned such as National Directorate of Employment (NDE) should be effective in training at a subsidies rate. This will allow graduates even those that are jobless to be able to afford the training fees



Also, Alam, Hoque, Khalifa, Siraj and Muhammad (2009) analyze the prevailing situations in the agricultural sector in Bangladesh using both secondary and primary data. Findings show that agriculture was the main economic sector with the employment of 95% of the total population with a share of 78% of Gross Domestic Product (GDP) in 1971. After the first few years of independence, education policy was concentrated on the development of agriculture education from secondary to tertiary level because the government considered agriculture as the potential for the economy. Currently, 75% of the population's professions are agriculture industry and the contribution towards GDP is only 22%. While the decline of employment is not notably dropped, the contribution towards GDP shared by the agriculture sector is dramatically descended. The article examined the probable underpinning reasons causing agriculture as a less productive industry. With many reasons, it is noted that education system is not currently supporting the development of agriculture industry. With narrations, this article proposes a policy change towards agriculture education aiming an improvement of agriculture economics of the country which ultimately will bring national development.

In a study by Iyam (2019), study was to emphasize the relevance of Home Economics sewing skills acquisition as a tool for sustainable economic development. To give the study a strong ground, quantitative and qualitative research methods were employed through the use of questionnaires and key informant interviews. The sample size constituted 210 Home Economics students. Data generated were analysed using SPSS version-20, a hypothesis was tested using chi-square and results were presented using descriptive statistics. The study results showed that 68% of respondents admitted that sewing skills have the capacity to establish them after graduation and 72% admitted that they are not readily willing to partake in the sewing practical with the explanation that they find it difficult to comprehend the process. The test of the hypothesis showed that there is a significant relationship between sewing skills acquisition and sustainable economic development. Based on the study findings it is recommended that students be encouraged to partake in sewing practicum in order to make them self-reliant after graduation.

Another study by Chukwuone, Anowai, Dimelu and Oluah (2020) study determined teachers' role in enhancing Creativity among Home Economics students at secondary schools in Nsukka Education Zone. The study was carried out based on the survey research design. All the eighty-six Home Economics teachers in the zone were used for the study. A structured questionnaire made up of 32 items rated using a modified 4 – point response scale was used to generate data for the study. Three experts validated the instrument. Data collected were analyzed using means, standard deviation, and t-tests. The finding revealed that all the listed strategies except three were required in promoting creativity skills in youths. It was recommended that Home Economics teachers should be innovative, creative and pragmatic, by adopting delivery methods that will arouse Creativity in students. Adequate funds, facilities, and equipment should be provided by the government to teach and learn Home economics effectively. Collaborations between the learning institutions and industry should be strengthened to gain relevant practical experience in skill acquisition.

Also, Ode (2013) study was designed to identify low student enrolment in the Home economics programme. Specifically, the study determined (1.) Factors that hindered students from studying Home Economics programme in the University of Ilorin. (2). Motivating roles of Home economics that the students should know at the University of Ilorin. It answered two research questions and tested two hypotheses. The population was made up of all pre-BSc. Home economics students in the Department of Home Economics and Food Science Faculty of Agriculture, University of Ilorin, Ilorin at the time of the study. The sample for this study was drawn using a purposive sampling technique. The instrument for the study was a four-point scale questionnaire. The questionnaire was duly validated and its reliability was established prior to utilization. Copies of the instrument were administered to 242 subjects but 320 copies were retrieved, mean and t-test statistics were used for data analysis. The findings from the study include 28 Factors that hinder students from studying Home economics at the University of Ilorin on 22 motivating roles of Home economics that the student should know at the University of Ilorin. Based on these findings, eight recommendations were made including 11 students should be taught the importance of Home Economics and the career opportunities available to the subject. Parent should encourage their children to study Home Economics. They should also provide enough finance/resources for their children to study the subject among others. It is against these foundations that the study sought to examine entrepreneurship education and the provision of employment at Cross River University of Technology Calabar Cross River State, Nigeria

## Statement of the problem

The poor graduate employment rate has been alarming in recent times, this is because of the product our graduates from universities without job opportunities available to them after graduation. The problem has further escalated with the recent economic recession where completion and godfathers syndrome has been the order of the day. It becomes absolutely difficult to see graduates excelling in the labour market. Statistical evidence has shown that 58.9% of HND graduates are unemployed, 49.55% of OND graduates are unemployed and 39.75% of BSc holders are unemployed. This study was informed by the high level of graduates that Nigerian institutions produce yearly into the labour market which is overpopulation, thereby raising the level of unemployment hence the growth of violence, poverty and segregation among students. In spite of government efforts to help reduce unemployment in the country by providing e-power skills to graduates with little capital to start a business for themselves after graduation from school. Quite worrisome, there still lingers high rate of unemployment in the country. This underscores the need for this study on entrepreneurship education and the provision of employment at Cross River University of Technology Calabar Cross River State, Nigeria.

## Purpose of the study

The main purpose of this study was to find out the “Entrepreneurship Education and Provision of Employment in Cross River University of Technology Calabar Cross River State, Nigeria”. Specifically, the study sought to find out:

1. The extent to which agricultural education influences the provision of employment of graduating students in Cross River University of Technology Calabar Cross River State, Nigeria.
2. To examine whether home economics skills influence the provision of employment of graduating students in Cross River University of Technology Calabar.
3. To determine whether business skills influence the provision of employment of graduating students Cross River University of Technology Calabar.

## Research Questions

The following research questions were formulated to guide the study

1. What is the influence of agricultural education on the provision of employment among graduating students at Cross River University of Technology Calabar?
2. How do home economics skills influence the provision of employment among graduating students at Cross River University of Technology Calabar?
3. To what extent does business skill influence the provision of employment among graduating students in Cross River University of Technology Calabar?

## Research hypotheses

The following research questions were formulated and tested at .05 alpha level.

1. There is no significant influence of agricultural education on the provision of employment among graduating students at Cross River University of Technology Calabar.
2. There is no significant influence of home economics skills on the provision of employment among graduating students at Cross River University of Technology Calabar.
3. There is no significant influence of business skills on the provision of employment among graduating students at Cross River University of Technology Calabar.

## RESEARCH METHODOLOGY

The study adopt survey research design. Survey was most preferable here. Isangedighi, A. J. Joshua, Asim and Ekuri (2002) descriptive survey design is considered most appropriate here because it is a design use for collecting large and small samples from population in order to examine the distribution indices and educational implications.

### Area of study

The study area is Cross River University of technology, Calabar, Nigeria. Latitude and longitude coordinates are: 4.982873, 8.334503. Located in the south easternmost part of the country, the city of Calabar is one of the largest coastal cities of Nigeria. Known also as Canaan City, and it is located in the very mouth of the Cross River, the largest river in the country. It is a home to about 375 thousand people and a very important port for the country. The city is also known for its excellent facilities for various sports, including football, field hockey, and others, so very often it becomes a location for numerous competitions and other sports related events.

The indigenes are the Efik people known for their artistic skills, rich food, culture and traditions. Their main occupation is Agriculture. That is why it served as a seaport exporting rubber, palm oil, cocoa and timber. Calabar, one of the first regions invaded by the British, has been inhabited for over 2000 years.

### Population of the study

The population of this study comprised of final year students in Faculty of education CRUTECH which is about 793 final year student 2020/2021, academic session. The choice of this students is on the fact that they undergo rigorous individual research course in the academic course work in school. This is presented in Table 1

**Table 1**  
Population and sample distribution of students in  
Faculty of Education, CRUTECH

S/N	Departments	Total	S/N	Faculty of education Population distribution	Total Sample distribution of respondents
1	Curriculum and Instructional Technology	103	1	Curriculum and Instructional Technology	52
2	Educational Management	168	2	Educational Management	84
3	Educational Foundation and childhood education	108	3	Educational Foundation and childhood education	54
4	Guidance and Counselling	126	4	Guidance and Counselling	63
6	Science and technical education	288	6	Science and technical education	144
<b>Total</b>		<b>793</b>	<b>Total</b>		<b>397</b>

Field Study: Registry CRUTECH, 2021.

### Sampling technique

The simple and stratified random sampling techniques was used in selecting the subjects. Stratification was on the basis of the various departments in the chosen faculty. This is to ensure that the entire departments are well represented. With simple random sampling six (6) departments in CRUTECH namely Curriculum and Instructional Technology, Educational Management, Educational Foundation and Childhood Education, Guidance and Counselling, Human Kinetics and Health Education and Science And Technical Education.

### Sample

The sample of this study will be made up of 397 students in Faculty of Education CRUTECH. This comprised of 50% of the entire population of the study. The departments of Human Kinetic and Health Education are not included as it does not have final year students.

### Instrumentation

The study utilized a researcher's developed instrument entitled "Entrepreneurship Education and Provision of Employment Questionnaire (EEPEQ)". The instrument consist of three section, (A, B and C). Section A elicits information on the respondents' demography, which are: gender and department. Section B comprised of structured ten (15) questions on the sub-variables while part C comprised of 15 structured questions on Provision. The response pattern ranges from Strongly Agreed (SA) to Strongly Disagreed (SD) as a scoring of 4points to 1 point positively worded items and vice versa. Respondents are to read carefully through each statement and tick the correct alternative out of the four responses.

### Validity of the instrument

The Instrument, "Entrepreneurship Education and Provision of Employment Questionnaire (EEPEQ) which was designed by the researcher was subjected to both face and content validity. It was validated by experts in Sociology and Measurement and Evaluation in CRUTECH, to examine and scrutinize. The correction and suggestion offered by the experts were adhered to producing the final copy of instrument.

### Reliability of the instrument

The reliability estimate of the instrument is established through trial testing. The researcher administered the instrument to 45 respondents from other departments in CRUTECH who were not part of the final study. The copies of the questionnaire was administered once to the respondents. Cronbach Alpha reliability method was used to test the reliability of the instrument Cronbach Alpha reliability method helped the researcher to afford one time administration of the questionnaire and was convenient for use. The table for Cronbach Alpha reliability is shown below. The analysis yielded the following values 0.76-0.84 respectively. The result are presented in Table 2.

**Table 2**  
**Coefficient of consistency for the research instrument (N=40)**

S/N	Variable	K	$\sum S_i^2$	$SX^2$	$\bar{X}$	SD	$\infty$
<b>Entrepreneurship education</b>							
1	Agricultural education	15	1.30	4.87	19.25	3.10	.84
2	Home economic education	5	1.22	3.00	19.20	3.20	.89
3	Business skills	5	1.66	3.16	18.47	3.38	.88
4	Provision of employment	6	1.21	3.0	19.25	3.69	.87

### Procedure of data collection



The researcher visited each of the sampled departments and obtain permission from Heads of departments to use their students for the study. The questionnaire “Entrepreneurship Education and Provision of Employment Questionnaire (EEPEQ) was administered to students. The researcher with the help of two research assistants trained on the administration of the instrument carried out the exercise. The completed copies of the instrument were collected from the respondents at the end of the exercise. At the end of the exercise the completed “Entrepreneurship Education and Provision of Employment Questionnaire (EEPEQ) were recovered from the respondents, given a 98% return rate

#### **Procedure for data preparation and scoring**

To prepare the data collected for statistical analysis, a coding formula was designed to code the responses of the respondents. Completed questionnaires were scored according to the assigned codes, Strongly Agree (SA) Agreed (A), Disagreed (D) Strongly Disagreed (SD).

Strongly	(SA)	-	4point
Agreed	(A)	-	3point
Disagreed	(DA)	-	2point
Strongly Disagreed	(SD)	-	1point

#### **Procedure for data analysis**

Based on research hypotheses raised in the study, inferential statistic were used to analyse the data. All the null hypotheses were stated in null form were tested at .05 level of significance.

#### **Procedure for data analysis**

To test the hypothesis formulated for the study the independent variables were identified and the statistical techniques employed were also presented. All hypothesis were then subjected to testing at .05 level of significance.

#### **Hypothesis one**

There is no significant relationship between agricultural education and unemployment of graduating students in Calabar Municipality.

Independent variable:	Agricultural Education
Dependent variable:	Unemployment of graduating students
Statistical technique:	Independent t-test

#### **Hypothesis two**

Home economic skills does not significantly relate to unemployment of graduating students in Calabar Municipality.

Independent variable:	Home Economic skills
Dependent variable:	Unemployment of graduating students
Statistical technique:	Independent t-test

#### **Hypothesis three**

There is no significantly relationship between business skills acquisition and unemployment of graduating students in Calabar Municipality.

Independent variable:	Business skills acquisition
Dependent variable:	Unemployment of graduating students
Statistical technique:	Independent t-test

## **RESULTS AND DISCUSSION**

This section critically presents a general description of the research variables and the results of the data analysis in line with the three hypotheses that were tested in the study, the interpretation and discussion of findings are presented under the following sub headings:

#### **General description of data**

The major independent variable used in this study was to examine entrepreneurship education and provision of employment in Calabar Municipality of Cross River State, Nigeria. The independent variable in this study is entrepreneurship education categorized in terms of agricultural education, home economic skills and



business education. The dependent variable is provision of employment. Results of the descriptive statistics are presented in Table 4.

**TABLE 4**  
Mean and standard deviation of students on the basis of socio cultural impediments and the use of modern family planning among women of child bearing age (N=197)

S/N	Variables	$\bar{X}$	SD
1	Agricultural education	21.64	13.25
2	Home economic skills	16.4250	3.41865
3	Business education	15.4206	2.94839
5	Provision of employment	16.5459	3.44961

**Presentation of result**

The results of the data collected are presented hypothesis by hypothesis.

Hypothesis one

There is no significant influence of agricultural education on provision of employment among graduating students in Calabar Municipality. The major independent variable in this hypothesis is agricultural education. Categorized in terms of high and low. While the dependent variable is provision of employment. To test this hypothesis independent t-test was employed and the result is presented in Table 5.

Table 5  
T-test of the influence of agricultural education on provision of employment among graduating students in Calabar Municipality

Agricultural education	N	Mean	Std. D	Std. Error Mean	df	Ls	t-cal	p-value
High level of agricultural education	109	16.0092	5.25902	.50372	195	0.05	1.878	.000
Low level of agricultural education	88	14.8750	2.33815	.24925				

\*p<.05

From Table 1 of the analysis t-test of the influence of agricultural education on provision of employment among graduating students in Calabar Municipality. With high and low level of agricultural education. While high has a total respondents of 109 with mean, standard deviation and standard error of 16.01, 5.26 and .504 while low has a total of 88 with mean of 14.875, standard deviation of 2.33815 and standard error of .24925. At 195 degrees of freedom, with 0.05 level of significance the p-value .000 accompanied by a t-value of 1.878. Since the p-value of .000 is less than the chosen alpha, the null hypothesis is no retained. Thus there is a significant influence of agricultural education on provision of employment among graduating students in Calabar Municipality.

#### Hypothesis two

There is no significant influence of home economics skills influence provision of employment among graduating students in Calabar Municipality. The major independent variable in this hypothesis is home economic skills. Categorized in terms of high and low. While the dependent variable is provision of employment. To test this hypothesis independent t-test was employed and the result is presented in Table 6.

Table 4

Summary of results of the influence of home economics skills on provision of employment among graduating students in Calabar Municipality

Home economics skills	N	Mean	Std. D	Std. Error Mean	df	LS	t-cal	p-value
High level of home economic skills	150	14.3733	2.82972	.23105	195	.010	1.875	.000
Low level of home economic skill	47	13.5745	1.26396	.18437				

\*p<.05

Table 2 of the analysis t-test of the influence of home economics skills on provision of employment among graduating students in Calabar Municipality. With high and low level of agricultural education. While high has a total respondents of 150 with mean, standard deviation and standard error of 14.3733, 5.26 and .504 while low has a total of 47 with mean of 14.3733, standard deviation of 2.33815 and standard error of .23105. At 195 degrees of freedom, with 0.05 level of significance the p-value .010 accompanied by a t-value of 1.875. Since the p-value of .010 is less than the chosen alpha, the null hypothesis is no retained. Thus there is a significant influence of home economics skills on provision of employment among graduating students in Calabar Municipality.

#### Hypothesis three

There is no significant influence of business skill influence on provision of employment among graduating students in Calabar Municipality. The major independent variable in this hypothesis is business skill. Categorized in terms of high and low. While the dependent variable is provision of employment. To test this hypothesis independent t-test was employed and the result is presented in Table 7.

Table 7

Summary of results of the influence of business skill on provision of employment among graduating students in Calabar Municipality

Business skill	N	Mean	Std. D	Std. Error Mean	Df	LS	t-cal	p- value
High	150	14.3865	2.82972	.23007				
Low	49	13.5306	1.29264	.18466	195	.010	2.015	.000

\*p<.05

Table 7 of the analysis t-test of the influence of business skills on provision of employment among graduating students in Calabar Municipality. With high and low level of agricultural education. While high has a total respondents of 150 with mean, standard deviation and standard error of 14.3733, 5.26 and .504 while low has a total of 49 with mean of 13.5306, standard deviation of 1.29264 and standard error of .18466. At 195 degrees of freedom, with 0.05 level of significance the p-value .000 accompanied by a t-value of 2.015. Since the p-value of .000 is less than the chosen alpha, the null hypothesis is no retained. Thus there is a significant influence of business skills on provision of employment among graduating students in Calabar Municipality.

### Summary

In a developing nation like Nigeria, fields or areas of education that equip their graduates with veritable skills for self-sustenance are needed for growth and development of such nation. Hence, such education is to either secure gainful employment for personal and family survival or become an entrepreneur who can also employ labour. Recipients of entrepreneurship skill acquisition programme have the benefit of these two options. In terms of entrepreneurship they can establish any type of these businesses for family empowerment. This translates to selfreliance through self-employment and takes considerable burden of unemployment off the shoulders of government. The study also concluded that, entrepreneurship studies is capable of equipping students with skills such as, carpentering and tailoring for self-reliance.

### Conclusion

The findings of this study show that entrepreneurship education impacts positively on job creation. As it is shown in this study, entrepreneurship education leads to increase in the level of students' knowledge in entrepreneurial process. It is hoped that this initiative will bridge the gap and change the mindset of tertiary education graduates from job seekers to job creators. The study has established that entrepreneurial development is significant in enhancing the capacity of individual's thereby creating self-employment and reducing their level of dependence on others for social and economic wellbeing. This can be done through curriculum review and values re-orientation that inculcate entrepreneurship education in line with the global realities and contemporary economic needs. Through this strategy our fresh graduates will create jobs opportunities for themselves instead of seeking for jobs after graduation, by so doing reducing their level of dependency on others.

## Recommendation

The following recommendations were drawn from the study

1. Government need to increase funding of the National Directorate of Employment programmes to ensure that National Directorate of Employment performed its constitution functions effectively.
2. Government must review National Directorate of Employment programmes. This will avail government the opportunity to include programmes of trainees' interest. Especially if such programme are programmes that enhances further job creation.
3. There is need for more training centers especially in the inter-lands. This will ensure that citizens in the interior part of the local government or state benefits from National Directorate of Employment entrepreneurial programmes.

## Sociological implication

## REFERENCES

- Alam, G.M., Hoque, K.E., Khalifa, T. B., Siraj, S.S. & Muhammad, F. B. A. (2009). Academic Journals Review the role of agriculture education and training on agriculture economics and national development of Bangladesh. *African Journal of Agricultural Research*, 4 (12), 1334-1350.
- Isangedighi, A. J. Joshua, M. T. Asim, A. & Ekuri A. (2002) Fundamentals of Statistics, Calabar, University of Calabar.
- Lawal, A. & Oluwatoyin, D. (2011) Entrepreneurship and its effect on Leadership. *International Journal of Entrepreneurship*, 6, (2), 19 – 32
- Ukpongson, B. (2000). Entrepreneurship Training and Education as strategic tools for poverty Alleviation in Nigeria. *American International Journal of Contemporary Research* Vol. 2, No. 1.
- Anyebe, A. A. (2017). Entrepreneurship Education and Employment in Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 7( 3), 739-747
- Kentan, B.W and Envin, L.B (2010): Re-engineering the undergraduate business core curriculum: aligning business schools with business for improved performance. Available at <http://www.emeraldinsight.com>
- Kudehinbus, M. (2006). A paradigm of Entrepreneurship: *Entrepreneurial Management Journal* 11:17-27
- Kuryi, S.K. (2006). Entrepreneurship Education at University level. Contextual challenges. ERIC Digest No. 118.