

**EVALUATION OF THE IMPACTS OF ENTREPRENEURSHIP EDUCATION GENERAL STUDIES COURSE ON UNIVERSITY GRADUATES' ENTREPRENEURIAL AND MANAGERIAL COMPETENCES SKILLS IN SOUTH WEST, NIGERIA**

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**Abstract**

*The study evaluated the impact of entrepreneurship education general studies course in university graduates entrepreneurial and managerial competencies skills in South West Nigeria. The study adopted survey research with a tracer component built into it. Multi-stage sampling techniques was adopted to select two hundred and thirty six (236) customers/clients of university graduates who have passed through entrepreneurship education general studies and ho are self-employed in South West Nigeria. Five research questions were raised by the researcher to serve as guide for the study. The graduate rating scale that was self-developed by the researcher was used to collect data from the respondents after validation that yielded correlation coefficient of 0.83. frequent count and simple percentage was used to analyse the data and the finding of the study revealed that entrepreneurship education general studies course has equipped university graduates with entrepreneurial and managerial skills (innovation and creativity skill, risk management skill, employment generation skills, establishment of small and medium sized businesses skills and spirit of perseverance) to a great extent. Based on the findings of this study, it was recommended among others that university management should collaborate with successful private entrepreneurs within its vicinity and outside for sponsorship of entrepreneurship activities, university graduates who are self-employed should be financed and adequately supported by the government, tax-holiday should be given to the self-employed graduates so as to motivate others to start business of their own practical training in entrepreneurship should be more focused in Nigerian universities.*

**Keywords:** Entrepreneurship education, general studies course, university graduates, entrepreneurial and managerial competences skills

**Introduction**

In view of the present state of our country Nigeria the issue of unemployment in both the educated and the uneducated manpower, has become one of the most important issue of discussion in Nigeria. The unemployment situation has changed from previous position marked by prolonged period of unemployment, to one in which graduates of tertiary institutions have to normally wait for a long time before getting a first job if at all. At the beginning of this millennium, employment crises have emerged as the most challenging issue confronting many world economies. The continuing global economic showdown and uncertain economic prospects have resulted in a grim global economic landscape. This prolonged may economies into deep recession, the ripple effects of which have affected the job markets. These effects are more pronounced in the developed and underdeveloped countries of the world, with increased unemployment being the outcome. Nigeria has one of the highest level of youth's unemployment in the world (60-65%) (Curtain, 2006). These are mostly young adults that have graduated from institutions of higher learning. Available estimate shows that about 1.6 million persons mostly young adult, graduate annually. In addition to this number, about 3.8 million others are certificate carrying youth that have no formal education, or have completed primary or secondary school or dropped out from tertiary institutions of all which are annually poured into an already saturated labour market (Onuma, 2016).

Following the structural adjustment programme, the Nigerian labour market underwent problems of unemployment, public sector down-sizing, low employment generation capacity, government contradictory discretionary policies and a sort of mismatch between labour demand and supply (Agbonlaho, 2016). However, available data on the Nigerian labour market indicates that the demand for

labour has been poor and volatile at best. As result, majority of workers are engaged in the informal economy (Ahmad, Baharm and Rahman, 2004). Agomuo, (2005) posits that many youths are not productive and have actually been reduced to smugglers and social vices perpetrators. In many instances, the growth in the phenomenon of trafficking in persons and child labour can be attributed to poverty and joblessness among the youths. For a few who are able to find their way out of the country to work in other countries, their departure has contributed to depleting the quality of human capital resources in the country.

In some focus group discussion, too many young people perceived formal education as “useless” to their livelihood (Chigunta, 2002; Curtain, 2006; Oduma, 2010). They noted that the perceived “usefulness of education among youths appears to arise from the following three main factors. First is the rise in graduates’ unemployment. Many young people in contemporary Nigerian society find it difficult to secure jobs in a large stagnant formal sector. Indeed, the youths, especially the school going ones, see their siblings who complete tertiary education staying for a long period at home without gainful or productive employment. Secondly, is the type of education that the student receives thirdly, the education system does not equip young people with skills to compete in the labour market, neither does it prepare them to establish business of their own. The system is largely geared towards providing basic literacy and numeracy skills for eventual expression in the formal labour market. Nigeria education is therefore, a type of education that does not adequately prepare the learners to face the practical realities of their environment.

To corroborate these views, Okwilagwe and Falaye (2010) identified economic down turn witnessed in the last one and half decades globally, resulted in insufficient jobs invariably leading to high rates of unemployment worldwide. These scholars observed that unemployment could arise from insufficient demand for goods that employers of labour may reduce their employment rate due to stringent policies related to payment of taxes and minimum wages, thereby discouraging hiring new workers. They further noted that skills mismatch also worsen the unemployment in Nigeria. In addition, Adebayo (2000) posited that the scourge of graduate unemployment in Nigeria is attributed to university programme which has been geared towards stereotyped goals without adequate practical work. In other words, graduates from universities acquire knowledge without entrepreneurial skills which would enable them on graduation to practice what was learnt in school creates, jobs for themselves and others and participate in economic development in Nigeria. Oduma (2010) in his study of entrepreneurship education in Nigeria tertiary institutions reported that graduates unemployment persists in Nigeria because past governments’ efforts to address the output and of capacity development has not seen the light of the day in solving the problem of unemployment.

In order to make university education functional, relevant and Practical, the Federal Government of Nigeria through the National Universities Commission (NUC) gave a directive to all universities in Nigeria to introduce entrepreneurship education as a general and compulsory courses for all undergraduate students in Nigeria Universities apart from entrepreneurship education that is meant for students in the department of vocational and technical education. According to Ezema (2000) and Omirin (2010) entrepreneurship education is a specialized training given to students to enable them acquire knowledge or business or financial risks, managerial abilities and capabilities of self-employment rather than being employed for pay. They further perceived entrepreneurship education as one that prepares students to be responsible and enterprising so that they can contribute meaningful to economic growth and development. Ojo (2014) also described entrepreneurship education as the acquisition of knowledge, skills and attitude to enable the students apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. Entrepreneurship education is indeed a critical resource for whole life education. He further noted that what distinguishes entrepreneurship education from other forms of education is its emphasis on realization of opportunity. These opportunities can be realized through starting a business, introducing

new products or ideas or through doing something in a different way with the aim of achieving sets goals. It is in this regard that the European Commission (2007) presents entrepreneurship as an individuals' ability to turn ideas into action. Unsobomovu (2002) affirmed that apart from using the word entrepreneurship to refer to innovative business, the term is associated with individuals who create or seize business opportunities and pursue them without regard to resources under their control.

The aim of introducing entrepreneurship education general studies course is to equip the students with entrepreneurial spirit that will help to curb the increasing rate of graduates' unemployment (NUC, 2004). It was also affirmed by Lesko (2010) that the development of entrepreneurial capacities and mind-sets is the primary purpose of entrepreneurship education. The essence is to create awareness for graduates in recognizing business opportunities, mobilise resources and exploit the opportunity for self-employment that will be beneficial for community and national development. Developing graduates intentions and aspirations to be self-employed is one of the importances of entrepreneurship education. According to European Commission (2008) the effects of entrepreneurship education is to change the students orientation from looking for white collar job, to developing attitude towards business start-ups, Owolabi and Oden (2012) affirmed that entrepreneurship education is a course designed to sensitive students with the fact that entrepreneurship education is a possible career option they will face or consider in the future. While starting the effects of entrepreneurship education Ojo and Bello (2014) also revealed that entrepreneurship education will bring about employment generation because it include skills, knowledge, enterprise, attitude and motivation for self-reliance which helps to promote graduates to become employers of labour. Therefore, Entrepreneurship Education plays a key role as it drives out economy through wealth creation as majority of jobs are created by small business enterprises which are started by entrepreneurial minded individuals, many of whom go on to create bigger business. Iradale (2002) corroborates this view when he states that a good graduate of entrepreneurship education would acquire enough skills relevant to management of small business and generate equipment opportunities for youths in line with the goals of the National Economic Empowerment and Development Strategy.

Creativity and innovation are some of the basic competences skills that are expected of graduate who have passed through entrepreneurship education to develop. Creativity is fundamental to self-reliance, the more self-reliant a person becomes the better the quality of his/her life, family, community and society at large. According to Akinboye (2003) without creativity a person will not be able to access the fullness of information and resources available but will be looked in old habits, structures patterns, concepts and perception. Therefore, creativity produces actionable/ideas, new concepts, new designs, new opportunities and add values to the new products. Apart from graduates who have passed through entrepreneurship education developing creativity and innovative ability, it is also expected of them to develop risk management ability before embarking on business venture. Risk management as described by Venesaar (2008) is the amount of risk (financial or others) that an individual is willing to accept. Therefore, a graduate that will put into practical all what he or she has learn in entrepreneurship education must develop risk ability. According to Oduma (2010) risk taking is assuming responsibility by the entrepreneur for any change unforeseen contingencies and loss that may occur in a planned enterprise. Spirit of perseverance is another trait of a good entrepreneur which will enable him/her to excel in his/her business. A successful entrepreneur must have determination to keep going and not allow discouragement to deter him or her. He or she must have a compelling sense of purpose and believing in him or herself to persist and persevere in the face of difficulty which allows him or her to overcome obstacles and bounce back from setbacks. Oduma (2010) noted that a successful entrepreneur must have passion for long-term goals he or she must be able to work strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress.

Many scholars have written widely on entrepreneurship education and its potency to generate employment, thus, underscoring the quintessence, significance and relevance of the programme on university graduates entrepreneurial competence skills. This is because entrepreneurial activities have

been found to be capable of making positive impacts on the university graduates who have passed through entrepreneurship education general study course. Hence, the researcher therefore wants to ascertain the extent that knowledge and skills gained in entrepreneurship education general studies course has equipped the beneficiaries with some entrepreneurial and managerial competencies skills.

### **Statement of the Problem**

Unemployment is a global socio-economic problem that is prevalent among youths of many countries of the world and Nigeria is not an exception since most young graduates in Nigeria depend solely on white collar jobs which are not available. University graduates are unemployed because of the type of education they received while in school which does not equip them with necessary saleable skills. This scenario makes it compelling for stakeholders to seek avenues for self employment, self fulfillment and the need to truly raise the awareness of students while schooling about entrepreneurship as a possible career option and the possibility of self employment after training.

The need to acquire knowledge and specific business skills on how to start small or medium-scale business and run them successfully rather than wait for unavailable white collar jobs led to the introduction of Entrepreneurship education into the university general studies programme and was made a compulsory and a general studies course. Past studies that have been carried out in the area of entrepreneurship in different parts of the country focused on attitudes and perception of undergraduates on the impact of entrepreneurship education on its beneficiaries. It is observed that not much empirical evidence have been found on the extent that entrepreneurship education general study course has equipped the university graduates with some entrepreneurial and managerial competence skills. Therefore this study intends to evaluate the impact of entrepreneurship education general studies course on university graduates entrepreneurial and managerial competencies skills.

### **Research Questions**

1. To what extent has Entrepreneurship education general study course has equipped the university graduates with creativity and innovation to identifying novel business opportunities
2. To what extent has entrepreneurship education general study course has equipped the university graduates with risk management.
3. To what extent, has entrepreneurship education general study course has equipped the university graduates with employment generation skills
4. To what extent has entrepreneurship education general study course has equipped the university graduates with ability to establish career in small and medium sized business.
5. To what extent has entrepreneurship education general study course has equipped the university graduates with the spirit of perseverance

### **Methodology**

This study is a survey research with a tracer component built into it. This research type is appropriate because the study does not involve in manipulation of variable but depend on the existing data that was obtained from the customers/ clients of the university graduates who are self employed. The target population for the study comprised all university graduates, customers/clients of the university graduates who have passed through the Nigeria entrepreneurship education general studies course and who are self employed in south west regions. The researcher used a multi stage sampling techniques since the south western Nigeria comprises of six states (Oyo, Osun, Ondo, Ekiti, Osun and Lagos ) the researcher adopted simple random sampling technique to select three states out of the six states. Therefore stratified sampling technique was used in classifying university by ownership into two (Public and private). The researcher then used simple random sampling technique to select one public and one private university from each of the three states, one state was also randomly selected and used for pilot study.

The researcher used snow balling / chain sampling approach to select self-employed graduates who have passed through university entrepreneurship education general study course in each of the sampled universities. The snow balling chain sampling approach was used because it is an approach particularly suitable for difficult to get population. Therefore the researcher visited the admissions offices of the sampled universities to get the names, addresses and phone numbers of the students who graduated during the period under study and who are now working in the sampled universities also assisted in this regard. The identified respondents were asked to identify their former colleagues or other graduates who are self-employed and graduated from the sampled universities in the period under study. Simple random sampling technique was also used to select customers/clients of the university graduates who have passed through entrepreneurship education general studies course in the sampled universities in the period under study and who are self employed. The total number of customers/client used for the study was two hundred and thirty six (236).

Graduates entrepreneurial and managerial competences rating scale (GEMCRCS) was used in this study. It is a well detailed self-designed rating scale that consist of two sections. Section A&B Section A captured clients/ customers personal data such as name, State of residence and Local Government Area of residence, Gender and type of entrepreneurial business the clients/customer is assessing. Section B elicited information on entrepreneurial competences and managerial abilities of the university graduates on creativity and innovation with 7 items, risk management with 8 items, employment generation with 8 items, employment generation with 6 items, establishment of career in small and medium sized business with 7 items and spirit of perseverance with 6 items placed beside four point scale. Ranging from 1-4 where 4= very Great Extent, 11=N of ACII (NAA). The instrument was validated by the researcher it was administrated to some set of university graduates customers/clients who are self employed that are not part of sample that was used for the study, after which the researcher determined the reliability and internal consistency that yielded co-efficient of 0.83. The researcher with the help of six trained research assistants personally distributed and collected the completed rating scale from the respondents. Two hundred and thirty six rating scale were analyzed with the use of Statistical Package for Social Sciences (SPSS). Frequency counts and simple percentages were used to analyze the five research questions that were raised in this study.

## Results

**Research question 1:** To what extent has Entrepreneurship education general study course has equipped the university graduates with creativity and innovation to identifying novel business opportunities

**Table 1: Descriptive Statistics of Entrepreneurship and Managerial Competence of University Graduates on Creativity and Innovations as Rated by Customers / Clients**

S/N	Statement	Responses							
		VGE		GE		LE		N	
		F	%	F	%	F	%	F	%
1.	Creativity and Innovation The product/service of the entrepreneur is new in the market.	0	0	41	17.4	129	54.6	66	28.0
2.	The quality of the product/service appeals to customers.	64	27.1	107	45.3	65	27	0	0.0
3.	The product/service of the entrepreneur is of high quality.	51	21.6	120	50.9	22	9.3	43	18.2
4.	The process of production is new.	84	35.6	116	49.2	12	5.1	24	10.1



5.	The business site is located in an area where the product/service is new.	96	40.7	106	44.9	34	14.4	0	0.0
6.	The source of raw materials (inputs) of the product/service is new.	12	5.1	180	76.3	10	4.2	34	14.4
7.	The entrepreneur has monopoly of the product/service.	54	22.9	59	25.0	99	41.9	24	10.2

**KEY: VGE = Very Great Extent, GE = Great Extent, LE = Little Extent, N = Never**

Table 1 above shows the extent to which university graduates who have passed through entrepreneurship education general study course have been equipped with entrepreneurship managerial competence skills in terms of innovation and creativity. The table reveals that 85.6% of the respondents claim that the business sight of their entrepreneurs is located where the product/service is new (item 5 ), 84.8% claims that their entrepreneurship process of production is new (item 4),81.4% of University undergraduate indicate that the source of raw materials (inputs) of the product/service is new (item 6),72.5% of the graduates' customers indicate that the product/service is of high quality (item 3), The table also shows that 72.4% of the graduates' entrepreneurs' customers indicate that the products/service of their entrepreneurs appeals to customers (item 2), 47.9% claims that their entrepreneur has monopoly of product/service (item 7) while17.4% respondents claim that the product/service of their entrepreneur is new in the market (Item 1).

**Research Question 2:** To what extent has entrepreneurship education general study course has equipped the university graduates with risk management.

**Table 2** Descriptive Statistics of Entrepreneurship and Managerial Competence of University Graduates on Risk Management as Rated by Customers / clients

S/N	Statement	Responses							
		VGE		GE		LE		N	
	Risk Management	F	%	F	%	F	%	F	%
1.	The entrepreneur: Has development plans for the future.	28	11.9	113	47.9	82	34.7	13	5.5
2.	Has an adaptable and flexible skill necessary for production.	59	25	112	47.5	23	9.7	42	17.8
3.	Has the right connection for product/service advice and growth.	66	28	119	50.4	28	11.9	23	9.7
4.	Has product knowledge about the business/service.	95	40.3	101	42.8	23	9.7	17	7.2
5.	Has market knowledge about the business/service	46	19.5	132	55.9	50	21.2	8	3.4
6.	Has strong financial management skills.	59	25.0	113	47.9	17	7.2	47	19.9
7.	Is not afraid to take financial risk.	78	33.0	117	47.6	28	11.9	13	5.5
8.	Has effective planning skills.	99	41.9	104	44.1	22	9.3	11	4.7

**KEY: VGE = Very Great Extent, GE = Great Extent, LE = Little Extent, N = Never**

The table 2 shows the extent to which university graduates who have passed through entrepreneurship education general study course have being equipped with risk management as rated by their customers/clients. The table reveals that 86% indicate that their entrepreneurs have effective planning skills (item 8), 83.1% of the respondents agreed that their entrepreneurs have product knowledge about the business/service (item 4) 82% claims that their entrepreneurs are not afraid to take financial risk (item

7), 78.4% of the respondents indicates that their entrepreneurs have the right connection for product/service advice and growth (item 3), 75.4% of the clients/customers says that their entrepreneur have market knowledge about business or their service (item 5), about 72.9% agrees that their entrepreneurs have strong financial skills management (item 6), 72.5% of them indicates that their entrepreneurs have adaptive and flexible skill necessary for production (item 2), while 59.8% of the clients claim that their entrepreneurs have development plans for the future of their business (item 1),

**Research Question 3:** To what extent, has entrepreneurship education general study course has equipped the university graduates with employment generation skills

**Table 3: Descriptive Statistics of Entrepreneurship and Managerial Competence of University Graduates on Employment Generation as Rated by Customers / Clients**

S/N	Statement	Responses							
		VGE		GE		LE		N	
		F	%	F	%	F	%	F	%
	<b>Employment Generation</b>								
	The entrepreneur:								
1.	Has a flair for job expansion.	48	20.3	105	44.5	83	35.2	0	0.0
2.	Has knowledge of business strategies.	52	22.0	100	42.4	84	35.6	0	0.0
3.	Has the capacity to expand the business in a short time.	36	15.3	130	55.1	70	29.6	0	0.0
4.	Has the capacity to employ more staff in future.	27	11.4	120	50.9	89	37.7	0	0.0
5.	Has some staff that assists in the business transactions.	94	39.8	100	42.4	19	8.1	23	9.7
6.	Has the capacity to train would-be entrepreneurs.	31	13.1	105	44.5	95	40.3	5	2.1

**Note:** VGE = Very Great Extent, GE = Great Extent, LE = Little Extent, N = Never

Table 3 shows the extent to which university graduates have been equipped with entrepreneurship and managerial competence skills in terms of employment generation. The table reveals that 82.2% of the clients indicate that. Their entrepreneurs have some staff that assists in the business transaction (item 5), 70.4% of the respondents claim that their entrepreneurs have the capacity to expand the business in a short time (item 3), 64.8% of the customers/clients indicate that their entrepreneurs have a flair for job expansion (item 1). 64.4% of the respondents' claims that their entrepreneurs have knowledge of business strategies (item 2), The table also shows that 62.3% of the customers indicate that their entrepreneurs have the capacity to employ more staff in future (item 4), , while 57.6% of the clients agrees that their entrepreneurs have the capacity to train would be entrepreneurs (item 6).

**Research Question 4:** To what extent has entrepreneurship education general study course has equipped the university graduates with ability to establish career in small and medium sized business.

**Table 4: Descriptive Statistics of Entrepreneurship and Managerial Competence of University Graduates on Establishment of Carrier in Small and Medium Sized Businesses as Rated by Customers / Clients**

S/N	Statement	Responses							
		VGE		GE		LE		N	
		F	%	F	%	F	%	F	%
	<b>Establishment of carrier in small and medium sized businesses</b>								
1.	The business/service is established on solid principles.	41	17.4	101	42.8	94	39.8	0	0.0

2.	The entrepreneur is committed to the business/service survival.	40	16.9	122	51.7	74	31.4	.0	0.0
3.	Diligence is a virtue the business/service is known for.	56	23.7	126	53.4	54	22.9	0	0.0
4.	The business/service providers are customers friendly.	51	21.6	120	50.9	65	27.5	0	0.0
5.	The business/service has prospect for lifelong sustainability.	78	33.1	123	52.1	35	14.8	0	0.0
6.	The entrepreneur is a highly motivated individual.	53	22.5	88	37.3	82	34.7	13	5.5
7.	The entrepreneur has passion for the business/service.	65	27.5	100	42.4	71	30.1	0	0.0

**Note:** VGE = Very Great Extent, GE = Great Extent, LE = Little Extent, N = Never

Table 4 shows the extent to which university graduates have been equipped with entrepreneurship and managerial competence skill of and establishment of carrier in small and medium sized businesses. The table reveals that 60.2% of the respondents indicate that their entrepreneurs established their business on solid principle (item 1). The table also shows that 91.7% respondents claim that their entrepreneurs are committed to the business/service survival (item2), 77.1 % of the customers indicate that their entrepreneurs accept diligence as a virtue of the business (item 3). The table further shows that 72.4% of the clients claim that their entrepreneurs are customers friendly (item 4), 85.2% of the customer claims that the business of their entrepreneurs has prospects for lifelong sustainability (item 5). The table also shows that 59.8% of the customers claim that their entrepreneurs are highly motivated individual (item 6) while 69.9% of them agreed that their entrepreneurs have passion for the business/service. (Item 7).

**Research Question 5:** To what extent has entrepreneurship education general study course has equipped the university graduates with the spirit of perseverance

**Table 5: Descriptive Statistics of Entrepreneurship and Managerial Competence of University Graduates on Spirit of Perseverance as Rated by Customers / Clients**

S/N	Statement	Responses							
		VGE		GE		LE		N	
		F	%	F	%	F	%	F	%
1.	The business/service is run with a high spirit for success.	83	35.2	113	47.9	40	16.9	0	0.0
2.	In the event of poor business environment, the entrepreneur is focused in staying afloat.	33	14.0	105	44.5	98	41.5	0	0.0
3.	The entrepreneur is undeterred about poor turnover.	47	19.9	23	9.7	106	44.9	60	25.4
4.	The entrepreneur is determined in expanding the scope of the business/service against all odds.	75	31.8	73	30.9	88	37.3	0	0.0
5.	Poor availability of finances is seen by the entrepreneur as a stepping stone for expansion.	43	18.2	28	11.9	118	50.0	47	19.9
6.	The entrepreneur is steadfast in achieving the goal of the business.	51	21.6	98	41.5	79	33.5	8	3.4

**KEY:** VGE = Very Great Extent, GE = Great Extent, LE = Little Extent, N = Never



The table above shows the extent to which university graduates who have passed through entrepreneurship education general study course have being equipped with entrepreneurship and managerial competence of spirit of perseverance. From the table above, 83.1% of the customers/clients indicates that their entrepreneurs run their business with a high spirit for success (item 1), It is also on the table that 63.1% of the respondents see their entrepreneurs as somebody who is steadfast in achieving the goal of the business (item 6).62.7% of the client claim that their entrepreneurs are determined in expanding the scope of the business against any odds (item 4), 58.5% of the customers indicates that in the event of poor business environment, their entrepreneurs are focused in staying afloat (item 2), 30.1% of them, reveals that poor availability of finances is seen by their entrepreneurs as a stepping stone for expansion (item 5). The Table 5.1a (vi) further reveals that only 29.6% of the customers indicates that entrepreneurs are undeterred about poor turnover (item 3).

### **Discussion of Findings**

The findings of this study shows that entrepreneurship education general study course has equipped university graduates with Entrepreneurial and managerial competence skills to a great extent in terms of creativity and innovation, risk management, employment generation, establishment of carrier in small and medium sized business and spirit of perseverance. This finding is in agreement with in declaration of Onuma (2016) that skills acquisition is the key in the fight for the elimination of joblessness in the society and reduction of crime that fully engaged Nigerian youths. He further stressed that persons with relevant skills will be fully engaged in a society such engagements will not only provide them with the basic needs of the life but will in turn provide job for others.

The result of this finding also reveals that skills acquisition helped the university graduates to be self-reliant, independent, and so reduce their reliance on white collar jobs. This is in tandem with the opinion of Unachuckwu (2009) that possession of skills is important in youths from becoming social misfits, because these skilled persons become gainfully employed through vocational training and acquisition of skills.

The finding of the study also agrees with Oboreh and Nnebe (2019) who discussed that entrepreneurship education has significant effect of graduate's skills acquisition in terms of creativity and innovation, employment generation and risk management. This findings also corroborates this finding of Jiddah (2016) entrepreneurship education has adequately equipped university graduates in North Central of Nigeria with self-employment skill and spirit of perseverance such that many of them have established business of their own and can also persist in their business even they face difficulties in the course of running the business.

### **Conclusion**

The study evaluation the extent to which entrepreneurship education general study course has equipped the university graduates with entrepreneurship and managerial competences skills in south west Nigeria. Based on the data and findings from the study it can be concluded hat university graduates who have passed through entrepreneurship education general study course when they were in school have been equipped with entrepreneurship and managerial skills to a great extent.

### **Recommendations**

Based on the findings of the study it is hereby recommended as follows:

1. University graduates who are self-employed should be financed and adequately supported by the government in order to establish them and make them more beneficial to the society.
2. Workshops and seminars on methods of improving entrepreneurial skills should be organized for the university graduates who are self employed
3. Tax holiday should be given to the self-employed graduates so as to motivate others university graduates to start business of their own.

4. University management stand collaborate with successful private entrepreneurs within its vicinity and outside for sponsorship of entrepreneurship activities in the universities by so doing will reduce underfunding of the programme in the universities.
5. Practical training in entrepreneurship should be more focused than Nigerian universities

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