



## THE EFFECT OF ENTREPRENEURIAL EDUCATION IN REDUCING UNEMPLOYMENT IN KANO STATE, NIGERIA

Halilu Bello Rogo \*

\*Corresponding authors' email: [inzehty01@gmail.com](mailto:inzehty01@gmail.com)

Department of Management Science, Nigeria Police Academy, Wudil-Kano – Nigeria

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### ABSTRACT

*This study investigates the impact of entrepreneurial education on unemployment reduction in Kano State, Nigeria. It explores how equipping individuals with entrepreneurial skills and knowledge can foster job creation, enhance self-employment opportunities, and ultimately contribute to economic development. Utilizing a mixed-methods approach, the study analyzes data from surveys administered to students, educators, and local businesses, as well as interviews with key stakeholders in the education and employment sectors. Random sampling technique was used in arriving at the sample size. The data collected were analysed using simple descriptive statistics and correlation coefficient. The findings reveal a significant correlation between entrepreneurial education and increased employability, with participants demonstrating enhanced problem-solving abilities, innovation, and a proactive approach to career development. The study underscores the importance of integrating entrepreneurial curricula in educational institutions to empower youth, stimulate local economies, and address the pressing issue of unemployment in the region. The study recommends the enhancement of effective entrepreneurial education programs in educational institutions in Kano State.*

**Keywords:** Entrepreneurship, Education, Unemployment, Job Creation, Skills

**JEL Classification Code:** L26, L260, 04, L8

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### 1.0 Introduction

Entrepreneurship is considered a major contributing factor to sustainable economic development and poverty alleviation in developing countries, including Nigeria Uma, (2010). Entrepreneurship can be defined as an art of being an entrepreneur or one who undertakes innovations or introducing new things, finance and business acumen in an effort to transform innovations into economic goods (Taiwo, 2014). Entrepreneurship education is a field of academic study which teaches the ability to perceive and undertake business opportunities, taking advantage of scarce resources utilization; the process of creating something new with value by devoting the necessary time and effort assuming the accompanying financial, psychic and social risk and reserving the resulting rewards of monetary and personal satisfaction and independence (Hisrich & Peters, 2020).

The prevalence of unemployment in Nigeria remains a great challenge confronting the government and the people today. This calls for scholars of various disciplines of learning to brainstorm on how best our educational system and methodology can begin to yield result in curbing this menace (Anyadike, Emeh & Ukah, 2012). Business Education has been carefully designed to meet basic skills, knowledge and capabilities to function either as a business teacher or business executive (Adejumo, 2000). According to Audretsch, (1995), entrepreneurship education is an aspect of educational programme which prepares students for careers in business. It is the education needed to teach people business, education needed

to handle personal affairs and education needed about business in order to be good citizens of a society (Akinyele, Akinyele & Jaiyeola, 2019).

According to Akinyele, Akinyele, and Jaiyeola, (2019), in recent times, one of the major concerns of most developing nations like Nigeria is how to tackle the rising tide of unemployment, attain reasonable success in poverty reduction, wealth creation and promote socioeconomic development. A distinguishing feature between tertiary education institutions and other institutions in any society is their role in producing high-potential graduates and researchers (Chu, Kara, & Benzing, 2008). Tertiary institutions are among other things expected to build up and equip their graduates with requisite knowledge and skills for empowerment and self-reliance. Unfortunately, the long held perception of getting a desired job and to earn a comfortable living soon after graduation from tertiary institutions has led to an increase in the number of unemployed graduates across the country (Bayo, 2003). Parents and concerned stakeholders in education have continuously expressed fear and worry as tertiary institutions produces graduates yearly without commensurate employment opportunities (Bogoro, 2015). Unemployment in Nigeria has now become like a “problematic child” and it is giving government serious concerns as they to provide a lasting solution problem (Baba, 2018). Likewise, media information and daily experiences clearly portrays the scourge of graduates’ unemployment in Nigeria, a development that is threatening the nation’s economy (Dandago & Muhammad, 2014). Tertiary institutions have led to an increase in the number of unemployed graduates across the country (Durawaju, 2018). Parents and concerned stakeholders in education have continuously expressed fear and worry as tertiary institutions produces graduates yearly without commensurate employment opportunities (Jacobs, Ezeokafor, & Ekwere, 2021). Unemployment in Nigeria has now become like a “problematic child” and it is giving government serious concerns as they to provide a lasting solution problem (Gaouws, 2002).

Various administrations in Nigeria did their best in establishing good policies for the betterment of Nigeria as a great nation in Africa and the world at large. The unfortunate destroying factor was the insignificant status attached to entrepreneurship education (Nwosu, 2022). Employment generation has been seen as a means of alleviating poverty, increasing economic activities that translate into economic growth (Salami, 2019). The situation of unemployment in Africa, Nigeria, has been on the increase which has resulted in the increase in social vices among other negativities (Okafor, 2020). Although the Nigerian Government put in place various programmes to address unemployment and poverty rate in the country, the effort end in vain due to improper implementation (Salami, 2019). Education in reality does not only mean qualification or certificates obtained but education either in the school or outside formal school setting should make individuals sensible to the status of his/her environment and its variable (Esomonu, 1998). Nigeria has adopted policies and embarked on education programmes intended to ensure acquisition of the right type of Education to promote economic activities, enhance income and improve employment opportunities for Nigerians (Esomonu, 1998). Entrepreneurship education is an aspect of Education related to production through the development of human manipulative skills (Esomonu, 1998). Adejumo (2000) observed that, skills training enhance productivity and sustain competitiveness in the global economy, for this reason countries are renewing efforts to promote entrepreneurship education, this is because it is the only way to prepare young people for the world of work, which reaches out to the marginalized and excluded groups to engage them in income generating livelihoods.

Entrepreneurship education and training cover the key part of entrepreneurial activity and support good practical exchange of activities such as the initiation, creations and sales of unique products to meet consumer need (Kidane & Harvey, 2009). Entrepreneurship

education and training should give an entrepreneur the opportunity to run any form of business successfully, as it develops the core skills and competences that entrepreneurs need to be successful and independently make quality decision that can affect productivity and competitiveness in innovation (Agbo & Nwachukwu, 2012). Entrepreneurship education should expose youth entrepreneurs to new technology and related issues to enable them survive in the competitive environment (Agbo & Nwachukwu, 2012). Entrepreneurship education is a functional education which can be used as a panacea for unemployment, and poverty eradication for national security, because entrepreneurship education has remained the major instrument for national development for many countries of the world (Adetayo et al., 2020). That is the reason most nations of the world spend huge sums of money to provide education for their citizens. Thus entrepreneurship education becomes a veritable platform for tackling socio-cultural, economic, political, scientific and technological challenges facing many nations (Ayatse, 2022).

According to Kpakol, (2006), entrepreneurship education is important to the development of human resources, impartation of appropriate skills, knowledge and attitude. It is the basis for transformation, industrialization and a high way to global knowledge economy relating to security. Agi and Yellowe (2021) further opined that entrepreneurship education generates growth because it serves as a vehicle for innovation, change, and a conduit for knowledge spillovers. Thus, in a regime of increased globalization, the comparative advantages of modern economies are shifting towards knowledge based economic activity, not only do entrepreneurship play a more important role, but also a recommendation for economic growth (Sagagi, 2010). Education remains a vital transformational tool and formidable instrument for socio-economic empowerment, wealth creation, and employment generation, poverty alleviation and value orientation which government has talked about for so long now. Suffice it to be mentioned that education, training and experience can increase the supply of entrepreneurs by making available more skills which are suitable for entrepreneurial endeavour. Entrepreneurship education involves the willingness of persons to persistently pursue the opportunity to create wealth (Suleimon, 2010).

Education remains a vital transformational tool and formidable instrument for socio-economic empowerment, wealth creation, and employment generation, poverty alleviation and value orientation which government has talked about for so long now (Oyelola et al., 2013). Suffice it to be mentioned that education, training and experience can increase the supply of entrepreneurs by making available more skills which are suitable for entrepreneurial endeavor (Oyelola et al., 2013).

One of the major concerns of most societies in the modern time is how to stem the ever rising tide of unemployment and achieve appreciable success in wealth creation and poverty reduction and foster socio-economic development (Onwubiko, 2011). Stakeholders in education have constantly lamented the unfortunate trend in which our tertiary institutions annually turn out graduates who roam our streets daily in search of non-existing jobs (Mainoma & Aruwa, 2008). They have placed this ugly phenomenon on the door step of a dysfunctional education system that has structurally failed to capture the dynamic nature of education as agent of transformation and a catalyst for individual and societal self-reliance (Nwangwu, 2022). In a positive reaction to this development, federal government in 2007 revised the curricula of university education to include entrepreneurship education in order to equip the Nigerian graduates in an effort to reduce the growing unemployment and to create more jobs as well as wealth. Taking an analytical approach, this study intends to shed more light on the role played by entrepreneurship education in stimulating entrepreneurial spirit and job creation among Nigerians; thereby relatively eradicating mass unemployment.

One of the problems confronting many developing nations is how to combat the problem of unemployment with entrepreneurship development as seen by many as the lasting solution to it (Dandago, & Muhammad, 2014). However, after many years of entrepreneurship development implementations in Nigeria, there are still many youths (graduates of Universities and Polytechnics and Colleges of Education) with wrong mindset of searching for nonexistent jobs or jobs where they will be underemployed or extreme jobs which they have no training or skills for (Mbaegbu, 2008).

Unemployment is a socio-economic problem and every nation deals with it within their respective capacities. As could be seen from individual research reports and other government statement, the situation in Nigeria has gone out of hand as about 75 percent of those who are willing to work cannot find gainful employment in Nigeria, especially among the school leavers and graduates of tertiary institutions (NBS, 2020). As a result, many youth have taken to various crimes including robbery, kidnapping, drug and child trafficking and all kinds of armed banditry all in a bid to earn their living (Nwachukwu & Ogbo, 2012). It does not matter anymore whether the means is legitimate or not, the situation appears to have gone beyond remedy. According to Lawal, and Williams, (2018), every year, new sets of graduates and school leavers add to the stock of unemployed youth; resulting to increased frustration and aggression against the society that have refused to provide for them. Successive governments have made several efforts to combat the menace of youth unemployment but it appears that the efforts have not impacted significantly on the level of unemployment as it has continued to be on the increase in the country (Okafor, 2020). Studies such as Oladele, (2011), Okoro, (2020) amongst others, have all prescribed entrepreneurship education as a sure means of tackling the growing rate of unemployment in Nigeria. However, the prescriptions are devoid of the specific roles the government is expected to play to make the intervention effective and result oriented. According to available data at the Nigeria Bureau of statistics, as at the last quarter of 2021, out of an economic active population (15-65yrs) of 160.3million, the labour force was 65.9 million. Youth population was 36.38million (48% of the total work force). About 30.7 million (49.6% of work force) were either unemployed or underemployed (NBS, 2021).

It is against this backdrop that the researcher conducted this study on the effect of entrepreneurial education on reducing unemployment in Kano-Nigeria. The main objective of the study is to examine the effect of entrepreneurial education on reducing unemployment in among youths in Kano-Nigeria. This study focuses on the youths in Kano-Nigeria; which examined how entrepreneurial education affects unemployment. The paper is structured into five sections: introduction in section one, literature review in section two and methodology of the paper in section three. The fourth section discussed the results while conclusion and recommendations in section five.

## **2.0 Literature Review**

### **2.1 Conceptualization**

#### **2.1.1 Concept of Entrepreneurship**

Thaddeus, (2012), defined entrepreneurship as the totality of self-asserting attributes that enable a person to identify latent business opportunities, together with capacity to organize need resources with which to profitably take advantage of such opportunities in the face of calculated risks and uncertainty. Entrepreneurship is a French word that connotes running a business and taking risks (Olaitan & Ali, 2010). Researchers, authors and economists have defined entrepreneurship in many ways; these definitions can be categorized into three thus: process, behaviour and outcome.

### 2.1.2 Concept of Entrepreneurial Education

Osolor, (2016) asserted that entrepreneurial education is a specialized training given to students of vocational and technical education to acquire the skills, ideas and managerial abilities and capacities for self-employment rather than being employed for pay. Osuala (2019) opined that entrepreneurship education is a programme or part of a programme that prepares individuals to undertake the formation and or operate small business enterprises which also includes franchise operations for the purpose of performing all business functions relating to a product or service with emphasis on social responsibilities, legal requirement and risks for the sake of profit involved in the conduct of private business enterprises.

### 2.1.3 Concept of Unemployment

Unemployment is defined by Homby (2010) as a situation in which people who are willing to work at the prevailing wage rate are unable to find jobs. Homby (2010) see unemployment as the difference between the gainfully employed at the wages and working conditions that exist in a country, and the amount of labor available in that country. World Bank (2019) defines unemployment as the share of the work force that is without work but available for and seeking employment. The rising rate of graduate unemployment in Nigeria is worrisome and is one of the greatest challenges facing its economy over the years. Statistics have shown that over sixty percent of Nigerian population is made up of young people below the age of 35. About eighty percent of these youths are unemployable, unemployed or underemployed and this made many observers to predict that the Nigerian Youthful Population is like a time bomb waiting to be detonated (National Bureau of Statistics, 2019).

## 2.2 Empirical Review

Okechukwu, Dienye and Onyido (2024) examines the impact of entrepreneurship education on the unemployment of Nigerian graduates. To achieve this, two research questions and two hypotheses guided the study and the population of the study comprised lecturers, graduates and students from universities in Bayelsa State. 480 respondents were selected using Simple random sampling and the Taro Yamane approach. A questionnaire was employed to gather data and the mean and standard deviation statistics used to answer research questions while the z-test was used to test the hypotheses at 0.05 level of significance. The study revealed amongst others that entrepreneurial education reduces the unemployment of Nigerian graduates by increasing the presentation, management, technical, financial management competencies and resourcefulness as well as risk taking appetite for graduates which lead to the creation of jobs, resilience development and human capacity development. In addition, it reveals that entrepreneurship education impacts the resilience, risk-taking appetite, self-employment, ability to translate technological skills learned in the workplace, communication and leadership competencies as well as understanding of market challenges of graduates of Entrepreneurial education in Nigerian tertiary institutions.

Solaja, and Adenuga (2023) examined the impact of skill acquisition programmes on graduate unemployment rate in Lagos State, Nigeria. The Refugee effect and Schumpeter effect on unemployment and entrepreneurship was employed as theoretical guide. Descriptive survey designed was adopted for the study. Sample size comprised of 326 students of 4 Skill Acquisition Centres (SACs) in selected Local Government Areas of Lagos State, Nigeria. The selection of the respondents was done through multi-stage sampling technique. Semi structured questionnaire was used for data collection. Data were analyzed using descriptive and inferential statistics. The finding revealed that skill acquisition programmes have direct influence on graduate unemployment reduction in Lagos State, Nigeria. It also promotes culture of creative ideas, self-reliance, business initiative as well as low level of dependency among the youths in Lagos State, Nigeria.

Okoro (2022) examined the impact of entrepreneurship education on the enhancement of entrepreneurial skills among undergraduates in South-Eastern universities. Using the descriptive survey design, the findings revealed that entrepreneurship education curriculum have significant impact on entrepreneurial skills in undergraduates. It further shows that there is poor utilization of entrepreneurship education pedagogies in the teaching of entrepreneurship education in the region.

Anyadike, Emeh and Ukah (2020) conducted a study on Nigeria's growing unemployment situation and how it is increasingly dwindling the potentials of the country, especially following the official figures of the National Bureau of Statistics that puts the figure at about 50 million Nigerian youth in 2011. The study found that entrepreneurship can generate enough employment opportunities to mitigate the rising rate of unemployment in Nigeria. It was concluded that the government should make skills development for entrepreneurial activities a priority in Nigeria.

Ezeanokwasa and Nwachukwu (2020) examined the effective entrepreneurship skills in reducing unemployment through small business innovation in Nigeria. The research design used for this research work was descriptive research design. The questionnaire was the instrument distributed to the participants. Frequencies, arithmetic means, standard deviations and t-statistics was used to analyze the data. The findings of the study showed that the contribution of entrepreneurship skills towards reducing unemployment in Nigeria include Improvement in the standard of living through innovation that led to introduction of high goods and services and conservation of foreign exchange as a result from reduced importation of machines and equipment, raw material and payment to foreign export. It was found also that there is significant relationship exists between effective entrepreneurial skills and unemployment in Nigeria.

Asogwa, and Dim (2021), investigates the relationship between Entrepreneurship education and employment reduction in Anambra State, Nigeria. The research focused on youths of five selected Local Government Council of Anambra state, Nigeria. Data were collected using questionnaire from an infinite population of the selected Local Government Council. Samples of 30 youths were drawn from the population of each Local Government through a convenience sampling technique. A total of 150 youths were sample for the study. However, four hypotheses were tested; the first, second and third hypotheses were designed to investigate the relationship between Entrepreneurship training and unemployment reduction; the relationship between Entrepreneurship traits and unemployment reduction; and the relationship between Entrepreneurship empowerment and unemployment reduction respectively. The fourth hypothesis was on the examination of entrepreneurship challenges affecting unemployment reduction. The test conducted shows that the variables in the first three hypotheses were significantly and positively related and fourth hypothesis was also significant.

Okoye (2019) carried out research work on the extent to which entrepreneurship in Nigeria has helped to reduce youth unemployment. They study showed that government policies and initiative have not affected the "transformation question". This is due to the increase in the rate of corruption, inadequate funding and maladministration. They concluded that entrepreneurship in the country is supposed to be an engine of growth and job creation, innovation and diversity but unfortunately it is not because of all the inadequacies listed above. They concluded also that the Nigerian entrepreneurs have a long way to go before they can actually drive the desired change in the economy.

Muogbo and John-Akamelu (2019), examined the impact of entrepreneurial skill in reducing youth unemployment in Nigeria with reference to ABC Transport Company in Anambra

State. The broad objectives of this study is to examine the possibly ways of eradicating unemployment through the introduction of entrepreneurial skills. The study is a descriptive survey design. Questionnaire items were distributed to 160 respondents to gather factual information about the topic. Their responses were tested using appropriate statistic tools like the simple percentage and the chi-square method. The study found that there are roles entrepreneurial skills and businesses play in youth employment in Nigeria through entrepreneurial development. Furthermore, it also shows that youths in Anambra state can be given basic training on how best to establish and grow business enterprise in local communities within the state.

The major gap identified are that, none of the previous studies comparatively analysed the different entrepreneurial education programs or approaches in Kano state and that none of the previous studies established causal relationship between entrepreneurial education and unemployment reduction in Kano state using correlation coefficient which provides a numerical value that quantifies the strength and direction of relationship between variables.

## **2.3 Theoretical Framework**

### **2.3.1 The Human Capital Theory**

The theoretical structure of this study anchored on human capital theory (HCT) propounded by (Schultz, 1979). The theory advocates education as a tool of improving human capital, stimulating labour productivity and boosting the level of technology across the globe (Robert, 1991). Human capital theorist encourage spending on nations workforce (people working with public and private sector organization) because expenditure on training and development is a productive investment like investment on physical assets (Olaniyan & Okemakinde 2019). Besides, human capital enhancement through quality education is a critical factor that propels economic growth and sustainable development in East Africa, Hong Kong, Korea, Singapore and Taiwan. Schumpeter (1934) views entrepreneurship training as responsible for creative destruction, that is, education act as an impetus for creating new ideas improved techniques, new technologies and new products. In addition, Van-Den-Berg (2020) established in correlation between the level of education and new product development in knowledge-based economies that invested massively in education, technology and related elements.

## **3.0 Methodology**

### **3.1 Study Area**

Kano State is located in the northern region of Nigeria and the largest state by population in northern Nigeria. Kano state economy is heavily reliant on agriculture, particularly grains like millet, sorghum, and maize. It's also a major producer of rice, groundnuts, and cotton. Additionally, Kano has a thriving commercial and manufacturing sector with significant contributions from businesses involved in consumer goods, textiles and agro-processing.

### **3.2 Research Design**

A survey research design was adopted for this study as it involves the use of questionnaire while gives a clear information for the study

### **3.3 Data and Source**

The data used in this study were obtained through both primary and secondary sources. A structures questionnaire was administered to collect primary data on entrepreneurial

education and unemployment status in Kano state. While secondary data were obtained academic journals, textbooks etc.

### 3.4 Population and Sample Size

The population of this study was 320 people who had gone through entrepreneurship education programme in Kano State. Primary data were collected from sampled citizens with the aid of sampling technique formulated by Yamane (1967). The random sampling technique was used to select a total of one hundred and fifty (150) respondents.

$$n = \frac{N}{1 - N(e)^2}$$

In this study, N is the total population of the study, e= sampling error is taken to be 5%, based on this, the sample size of this proposed study is computed below: n= Sample size;

$$\begin{aligned} \text{Sample (RSME)} &= \frac{320}{1 - 320(0.05)^2} \\ &= 178 \end{aligned}$$

### 3.5 Technique of Data Analysis

Data generated from questionnaire were analyzed using simple descriptive, statistical techniques such as percentage, averages, tables, graphs and correlation coefficient for hypothesis.

## 4.0 Result and Discussion

### 4.1 Descriptive Statistics

The study administered 178 questionnaires to the selected youth of entrepreneurship education programme in Kano State were a total number of 122 were completed and returned and therefore accepted in incidental samples show the responses of the students to the question.

Table 1: Descriptive Statistics of the Respondents

S/N	Variables	Frequency	Percentage
1	Gender		
	Male	98	80.3
	Female	24	19.7
	Total	122	100
2	Age		
	18-25	41	33.6
	26-35	59	48.4
	36 and above	22	18.0
	Total	122	100

Source: Author's computation (2025)

The findings presented in Table 1 and figures 1 and 2 reveals that majority of the respondents are male 98(80.3%). Female respondents are only 24 who represents 19.7% only. The major age bracket of the study respondents for this study falls between 26-35 years. They represents 48.4%. The respondents that falls between 18-25 years are 41 which represents 33.6% and



finally, the respondents that falls within 36 and above are 22 which represents 18.0%. The results shows that that majority of the respondents are youths and matured.

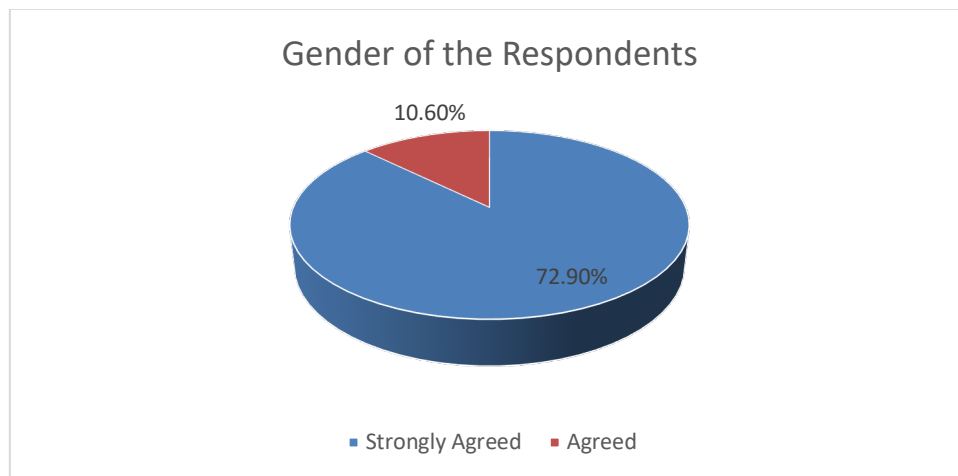


Fig.1: Gender of the respondents

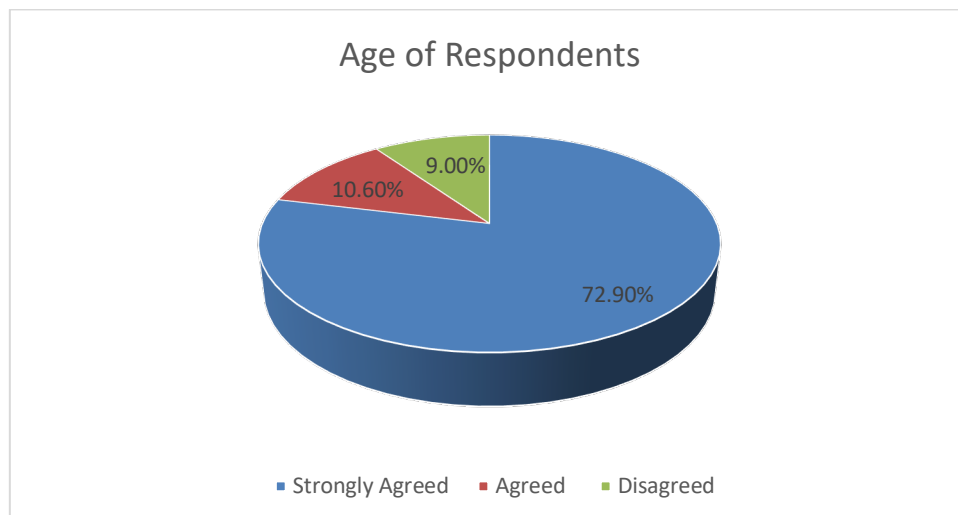


Fig. 2: Age of the respondents

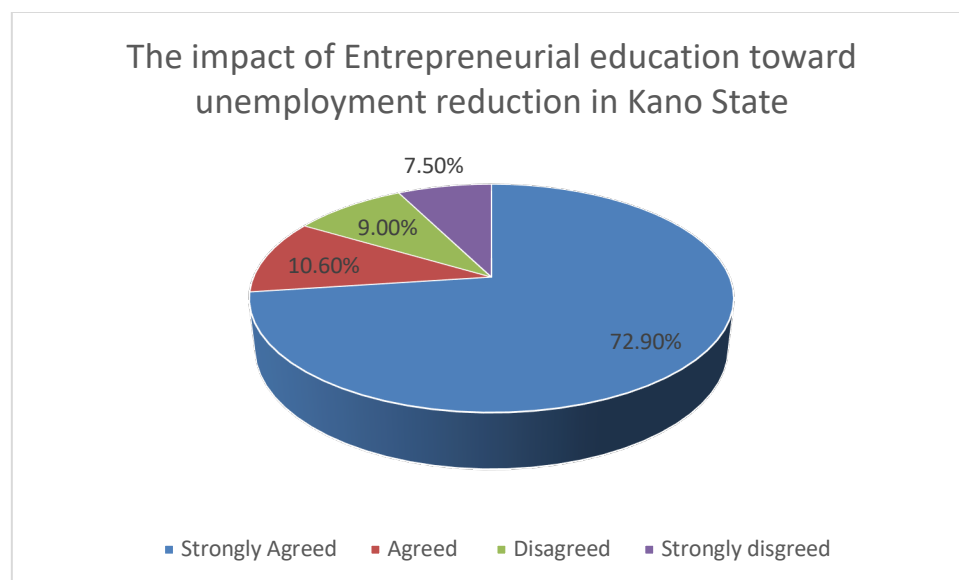
## 4.2 Response on the effect of Entrepreneurial education toward unemployment reduction in Kano State

Table 2: The impact of Entrepreneurial education toward unemployment reduction in Kano State

RESPONDENT'S	FREQUENCY	PERCENTAGE
Strongly agreed	89	72.9
Agreed	13	10.6
Disagreed	11	9.0
Strongly disagreed	9	7.5
Total	122	100

Source: (Author's computation (2025))

Table 2 displayed the responses of the study respondents on the effect of Entrepreneurial education toward unemployment reduction in Kano State. 89 respondents representing 72.9% strongly agreed that entrepreneurial education result to unemployment reduction in Kano State, 13 respondents representing 10.6% agreed that entrepreneurial education result to unemployment reduction in Kano State. Based on the responses, 11 and 9 (9% and 7.5%) disagreed and strongly disagreed respectively. The study concludes that entrepreneurial education result to unemployment reduction in Kano State



## 4.3 Test of Hypothesis

The study employed the correlation method and test the main hypothesis of the study.

Hypothesis H0 There is no significant relationship between entrepreneurship education and unemployment reduction in Kano State

Table 3: Correlations results

		Entrepreneurship education	Unemployment Reduction
	Pearson	1	.975**
Correlation			
Entrepreneurship education	Sig.		.000
(2-tailed)		122	122
N			

	Pearson	.975**	1
Correlation			
Unemployment education	Sig. (2-	.000	
tailed)		122	122
N			

Source: (Author's computation (2025))

Table 3 revealed the results for the correlation test for hypothesis. The findings shows a strong negative relationship between Entrepreneurship education and unemployment reduction in kano state with correlation coefficient of 0.975 and the p-value which is less than 5% significance level. This means that increase in Entrepreneurship education would result to decrease in Unemployment rate in Kano State. Therefore, the study concludes by rejecting the null hypothesis and accept the alternative hypothesis that, there is significant relationship between entrepreneurship education and unemployment reduction in Kano State. The findings of this study is in line with the previous studies of Solaja, and Adenuga (2023) and (Ezeanokwasa & Nwachukwu, 2020).

## 5.0 Conclusion and Recommendations

The study examined the effect of entrepreneurial education on unemployment reduction in Kano state. Structured questionnaire was administered to the sample population and data retrieved were analysed using simple descriptive statistics and correlation coefficient. Research suggests that entrepreneurship education can contribute significantly to reducing unemployment rates by equipping individuals with the necessary skills and mindset to start their own businesses. Nigerian graduates' unemployment has hurt the economy, partly due to a decline in white-collar jobs. Teaching entrepreneurial education and creativity in all fields and promoting entrepreneurial skills can help solve this problem. This approach can lead to self-employment, rural development, and job creation, ultimately boosting the economy and reducing unemployment among graduates. Entrepreneurial training can encourage graduates to start businesses and tap into their potential. Lack of entrepreneurial education was found to be one of the major factors contributing to the high of rate of unemployment among Nigerian graduates. Entrepreneurial education can empower Nigerian youth to overcome challenges and create their own opportunities, thereby reducing unemployment.

Based on the findings of the study, the following recommendations were made.

1. To maximize the impact of entrepreneurial education, it's essential to establish robust support systems, including access to funding, mentorship, and resources.
2. Incorporating entrepreneurial education into the national curriculum can help ensure its widespread adoption and effectiveness.

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