

Case Report

Impact of Skill Acquisition Programmes on Employment Rates Among Nigerian Graduates: A Case Study Approach

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Abstract

This study investigated the impact of skill acquisition programs on employment rates among Nigerian graduates. Using graduates from the Department of Entrepreneurship at the University of Benin as a case study, 150 respondents who graduated between the 2017/2018 and 2022/2023 academic sessions were randomly selected to determine their current employment status and whether they needed or acquired additional skills beyond their academic degrees to secure employment. A structured questionnaire created through Google Docs was administered via WhatsApp and email. The data was analysed using frequency distribution, mean scores, Pearson chi-square goodness of fit, and Pearson correlation at a 95% confidence level. Results showed that out of 120 respondents who completed the questionnaires, 78 of them (65%) were self-employed, 20 of them (17%) were on paid employment, while 22 respondents (18%) were unemployed. Out of the 22 unemployed respondents, 12 of them (10%) claimed they had no additional skills besides their degrees, while 10 of them (8%) said they were undergoing apprenticeship/skills acquisition programmes. Statistical analysis revealed a positive correlation between skill acquisition and graduate employability. The study also highlighted the prevalence of hard skills acquisition among graduates and suggested that Nigerian graduates should acquire relevant skills besides their academic degrees to increase their employability. It is recommended that all Nigerian universities incorporate hard and soft skills learning programs in their curricula to improve the employability of graduates in the 21st century

Keywords: Entrepreneurship, Skills Acquisition, Apprenticeship, Self-employment, Small Businesses.

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1.0.INTRODUCTION

Nigeria, rich in human, agricultural, and mineral resources, has struggled with persistent unemployment, especially in self-employment among higher education graduates. A committee established by the Federal Government identified a lack of practical entrepreneurial training in the educational system as a primary cause (Akintoye, 2003; Ediagbonya, 2013). In response, the government mandated the integration of entrepreneurship programs into tertiary curricula (NUC, 2007). In response to this mandate, the University of Benin established a Centre for Entrepreneurship Development and created a Department of Entrepreneurship, graduating its first cohort in 2017 (Eriki, 2017)

From 2013 to 2023, Nigeria's unemployment rate fluctuated significantly. Economic instability and a

lack of investment hindered job creation, with rates peaking at 33.3% in 2020 during the pandemic (Macrotrends, 2024). However, by 2023, the rate fell to 3.07%, driven by government initiatives and a focus on entrepreneurship education. Despite this progress, the rate rose to 5.3% in early 2024, emphasizing the need for continuous skill development beyond formal education to enhance employability (NBS, 2024; Macrotrends, 2024).

Therefore, using graduates of entrepreneurship as a case study, this study examined the extent to which graduates from the Department of Entrepreneurship at the University of Benin in Nigeria, with adequate knowledge of entrepreneurship theories and practice, acquired additional skills other than their academic degrees to secure employment.

This study aimed to answer the following research questions:

1. What is the current employment status of these graduates since they graduated?
2. How many of the graduates acquired additional skills before securing employment, and what type of skills?
3. To what extent does the acquisition of additional skills influence the employability of entrepreneurship graduates?

1.1. Theoretical Framework

Several theoretical frameworks support the acquisition of skills by graduates to enhance their employability. These theories include Human Capital Theory (Becker, 1964), Social learning Theory (Bandura, 1977), and the Experiential Learning Theory (Kolb, 1984). While the human capital theory suggests that investing in education and skills development increases individual productivity and employability, the social learning theory emphasizes that learning through observation, imitation, and reinforcement, highlighting the importance of practical experience and mentorship, while the experiential learning theory posits that learning occurs through direct experience and reflection, supporting the value of internships, apprenticeships, and project-based learning. However, this study adopts Human Capital Theory as its theoretical framework.

Human capital theory emphasises the need to invest in human abilities, such as education, skills, and training, to enhance productivity and economic outcomes. The theory posits that individuals can increase their productive capacity through greater education and acquisition of relevant skills, which can lead to higher wages, better job opportunities, and overall personal and national economic growth. The origins of human capital theory can be traced back to the mid-20th century when the economists Becker and Schultz argued that education and training are investments that could add to productivity (Becker, 1964).

Human capital theory is highly relevant to Nigerian graduates, as it emphasizes the importance of investing in education, skills, and training to enhance productivity and economic outcomes. In the context of Nigerian graduates, this theory suggests that acquiring additional skills beyond academic degrees can significantly improve their employability and economic prospects.

For Nigerian graduates to combat the scourge of unemployment, human capital theory suggests the need to acquire relevant skills, both hard and soft, to increase their employability in the competitive job market. It also suggests that universities should incorporate comprehensive skill acquisition programs into their curricula to better prepare graduates for the workforce.

2.0. LITERATURE REVIEW

Entrepreneurship activities are fundamental to the economic development of any nation (Onuma, 2016). According to the Global Entrepreneurship Monitor Report (2024), over 70 per cent of a nation's economic performance and well-being are dependent on the entrepreneurial activities of such nations. According to Okifo and Ayo (2013), entrepreneurship is a process of identifying needs and satisfying those needs with creative thinking and innovative startups, which serves as an avenue for graduate employment, wealth creation, self-reliance, self-determination, independence and personal satisfaction. However, Emaikwu (2011) noted that many graduates who established businesses in Nigeria often failed within the first two years because of their limited knowledge of what it takes to be an entrepreneur; hence, he suggested that entrepreneurship development and skill acquisition should be properly integrated into the universities' curricula. Nwosu and Chukwudi (2018) also observed that the kind of skills acquired by the young graduates from universities and other tertiary institutions in Nigeria seem to lack sufficient practical underpinning or entrepreneurial background; hence, the need for entrepreneurial education to close this gap between theory and practice. However, despite the concerted efforts by the federal government to equip our graduates with the necessary entrepreneurial knowledge, skills, and competencies for self-employment, economic growth, and national development, the rate of unemployment in Nigeria has continued to rise (Dangi & Agrawal 2018).

2.1. Unemployment Rate

Unemployment rate is defined as “the percentage of unemployed individuals in an economy among individuals currently in the labour force.” It is calculated as follows: $\text{Unemployed Individuals} / \text{Total Labour Force} \times 100$ (Ntara & Jon, 2023). According to Jiddah (2016), the unemployment rate is one of the economic indicators for measuring the health and wealth of a nation. A high unemployment rate means that the country is not able to generate enough jobs for people seeking work. High unemployment brings about various social problems, prolonged suffering for individuals and families, makes the country less attractive to foreign investors, and increases brain drain/migration of the country's professionals to other countries in search of employment opportunities.

According to the National Bureau of Statistics (2018), the unemployment rate in Nigeria increased to 18.80% in the third quarter of 2017 from 16.20% in the second quarter of 2017. In 2020, the unemployment rate stood at 33.3%, likely due to the impact of the COVID-19 pandemic. However, in 2022, the Nigerian National Bureau of Statistics changed its methodology for measuring the unemployment rate in Nigeria, thereby generally reducing the high figures previously associated with the rate of unemployment in Nigeria. By this new methodology, the unemployment rate in Nigeria

significantly dropped to 5.3% in 2022. In the first quarter of 2023, the unemployment rate was 4.1%, reflecting the new NBS methodology. However, the unemployment rate increased to 5.0% in the third quarter of 2023 (Statista, 2024; National Bureau of Statistics, 2024).

In contrast, according to Trading Economics (2024), the unemployment rate in the United States of America between 2017 and 2023 has hovered around an average of 3.9%, while that of the United Kingdom was an average of 4.3%. The question is, with this marked disparity in unemployment levels between the USA, the UK, and Nigeria, could it be that entrepreneurship education in Nigerian universities has failed to achieve its expected goals, or are Nigerian graduates lacking some additional skills that could enhance their employability?

2.2. Skills Acquisition

Skill acquisition is the ability to do something well, usually gained through training or experience (Pawnerspaper, 2022). It is the process of mastering skills or gaining practical knowledge through training or apprenticeship, to apply them in relevant situations (art, trade, sports, etc.). People can acquire a broad range of skills to make income or contribute to their competencies in organisations, social relationships, and human development, including hard skills or technical skills, labour skills or occupational skills, and soft skills or communication/interpersonal skills. Skill acquisition can be enhanced by a person's talent, natural abilities, and experiences (Oboreh & Nnebe, 2019).

2.3. Types of Skills

2.3.1. Hard skills

Hard skills or technical skills are skills that are “relating to or specialising in industrial techniques or subjects or applied science. They are abilities that let you tackle job-specific duties or responsibilities” (Birt, 2024). Hard skills can be learned through special courses, apprenticeships, workshops, and vocational training. They require deep understanding, proficiency, special methods, procedures, or techniques. Hard skills usually require some professional, technical, or academic qualification in tertiary institutions or colleges and are, therefore, quantifiable (that is, the level of competency can be defined or ascertained) and certifiable (Birt, 2024; Kenton, 2024).

Generally, hard skills are deployed in the labour market for works that require a certain amount of training, education, physical energy, special technique, or knowledge. For this purpose, hard skills can be further categorised into skilled labour, semi-skilled labour, and unskilled labour, depending on the amount of training and specialisation involved.

2.3.2. Soft Skills

Whereas hard skills focus on specific abilities, skills, and competencies that are needed in certain areas

of human endeavours and the workplace, soft skills focus on behaviours and personalities, some of which are defined by the individual's personality make-up. Soft skills include interpersonal relationships and communication skills, teamwork, patience, time management, and project management skills. Soft skills also include the ability to work under pressure, listening ability, adaptability to new situations, leadership, and problem-solving skills. Some of the critical characteristics or attributes of an entrepreneur, which play critical roles in determining how effective and successful the entrepreneur will be, are found under soft skills. Soft skills are not usually certified, but they are as important as hard skills in the business world. Positive soft skills are perfected through reading, response to criticism, personal experience, and evaluation (Kenton, 2024).

2.3.3. Importance of Skill Acquisition

Skills are part and parcel of human existence and survival. Everybody needs one skill or the other to get certain things done. As earlier stated, people without labour or hard skills suffer poverty, as they have nothing to exchange for money. Skills are needed in a variety of workplaces and in entrepreneurship, small and medium enterprises. To overcome unemployment and poverty, the acquisition of skills is highly recommended. In today's world of the internet, information, and communication technologies, skills can be acquired in different ways – by do-it-yourself programmes, experiments, training, apprenticeship, YouTube tutorship, seminars, workshops, coaching, etc. (Emaikwu, 2011; Oboreh & Nnebe, 2019; Birt, 2024).

2.4. University of Benin Entrepreneurship Graduates

The Department of Entrepreneurship was established at the University of Benin in the 2013/2014 academic session and has produced seven (7) sets of graduates as of the 2022/2023 academic session. The programme places specific emphasis on the formation, growth, and organisation of entrepreneurial ventures, innovative products and services with commercial potential, and the management of business organisations. According to the Entrepreneurship Handbook (2023), the objectives of the programme can be summarized as follows: (1) To develop entrepreneurial spirit and knowledge among students with the intention of creating new and greater social-economic values to society, (2) To provide students with the required knowledge, theories and skills for developing viable enterprises that can compete in the global market, (3) To equip students with analytical, strategic thinking and problem-solving and negotiation skills, marketing management, financial management and leadership skills, (4) To instil in students the need for independent thinking, economic freedom, the ability to take calculated risks and respect for talents, and (5) To stimulate student's interest in productive and innovative culture, creation of innovative business ideas, recognition of business opportunities, development of business plans, and creation of small and

medium scale enterprises for self-employment, job opportunities, economic growth, and development.

Furthermore, the students in the Department of Entrepreneurship undergo compulsory skills acquisition programme at the University's Centre for Entrepreneurship Development and take 65 compulsory courses during the four years of their study with such practical-oriented courses as Measuring Organizational Success (ENT 211), Industrial Learning and Tours (ENT 223), Internship with Organisations and Tours (ENT 321), Research for Enterprise (ENT 421), Venture Creation and Growth (ENT 421), and Project Management (ENT 411). These practical-oriented courses provide students with hands-on skills through attachment and placement under industry, practising entrepreneurs, incubators, and small-scale business owners with faculty supervision (Entrepreneurship Handbook, 2023). With these rigorous and training contents, students of entrepreneurship, unlike other students, are naturally expected to be self-sufficient in knowledge and skills after graduation with the ability to create innovative ideas, prepare a viable business plan, approach prospective investors and launch their own business ventures.

The bulk of existing literature on entrepreneurship in Nigeria focuses mostly on the positive effects of the adoption of entrepreneurship as a field of study in Nigerian universities, while little research has been conducted on the actual impact of entrepreneurship studies only without additional skill acquisition on the employability of entrepreneurship graduates in Nigeria. This study is therefore aimed at assessing the impact of entrepreneurship studies only on one side, and entrepreneurship studies and additional skills on the other side, on the employability of entrepreneurship graduates in Nigeria, to achieve the following objectives:

2.5. Objectives of the Study

1. To determine the current employment status of these graduates since they graduated.
2. To ascertain the number of graduates who acquired additional skills before securing employment, and the type of skills they acquired.
3. To find out the extent to which the acquisition of additional skills influences the employability of entrepreneurship graduates.

2.6. Research Hypotheses

The null hypotheses formulated for the study are:

Ho1: Most entrepreneurship graduates are not self-employed after graduation.

Ho2: The acquisition of additional skills by entrepreneurship graduates after graduation does not significantly affect their employability.

3.0. MATERIALS AND METHODS

3.1. Population and Sampling

The population for this study consisted of all entrepreneurship graduates from the University of Benin between 2018 and 2023 (that is, from 2017/2018 - 2022/2023 academic sessions), which was given to be 560 (Department of Entrepreneurship, 2024). Since it was difficult to reach all the graduates of the Department after graduation, a simple random sampling was employed by using the available telephone/WhatsApp numbers and email addresses of some of the graduates of the department, and it gave a sample size of 150 graduates.

3.2. Data Collection Strategies

As a 400-level (final year) course adviser and assistant course adviser from 2016 to date, the researchers have the advantage of having the telephone numbers and email addresses of most of the graduates of the Department of Entrepreneurship from the 2017/2018 academic session to the 2022/2023 academic session. These contact details were randomly picked and used for the study. A research instrument of a structured questionnaire was created for the study. The questions were subjected to both face and content validity through expert judgment, review and logical analysis. The questionnaire was sent through WhatsApp and email addresses to 150 randomly selected graduates of the Department of Entrepreneurship from the 2017/2018 academic session to the 2022/2023 academic session, out of which 120 questionnaires were duly completed, returned, and used for the study.

3.3. Data Presentation and Analysis

The data collected were analysed using descriptive statistics of frequency distribution, while ANOVA and Pearson correlation coefficient were used to test the hypotheses at a 0.05 level of significance.

The responses/data generated from the respondents are presented in Tables 1 – 5 below:

Table 1: Demographic Characteristics of the Respondents

Demographic Characteristics	Options	Frequency	Percentage (%)
Sex of Respondents	Male	45	38
	Female	75	62
	Total	120	100
Marital Status of Respondents	Single	52	43
	Married	68	57
	Total	120	100

Source: Authors' Field Work (2024)

Table 1 above shows that 75 of the respondents (62%) are female graduates while 45 of them (38%) are male. The table further reveals that 68 of the respondents (57%) are married, which means they may have settled down to a productive life of responsibilities, while 52 of the respondents (43%) are still single and maybe struggling to stabilise their careers In Nigeria, and

everywhere else, marriage comes with responsibilities. Female graduates who are married may be assisted by their spouses to establish a business of their choice. Finally, the respondents were randomly selected from six previous academic sessions (2017/2018 – 2022/2023 academic sessions).

Table 2: (Research Question 1) -What is the current employment status of these graduates?

Employment Status	No of Respondents
Employed	98 (17%)
Unemployed	22 (65%)
Total	120 (100%)

Source: Authors' Fieldwork, 2024

Table 2 above shows that 98 of the graduates (65%) are employed, while 22 of them are unemployed. We used the two broad groups of "Employed" and

"Unemployed" to avoid the issue of underemployment, which is not part of our variable for this study.

Table 3: (Research Question 2) - How many of these graduates acquired additional skills through special training or apprenticeship before finding employment?

Employment Status	No of Respondents
Paid employment with additional skills	20 (17%)
Self-employment with additional skills	78 (65%)
Unemployed without additional skills	12 (10%)
Unemployed but on a skill acquisition programme	10 (8%)
Total	120 (100%)

Source: Authors' Fieldwork, 2024

Table 3 above shows that 20 (17%) of the respondents acquired additional skills to get paid employment, 78 (65%) of them acquired additional skills to become self-employed, while 22 (18%) of the graduates are unemployed. However, out of the 22

respondents who were unemployed, 12 of them (10%) claimed they had no additional skills besides their degrees, while 10 of them (8%) said they were undergoing apprenticeship/skills acquisition programmes.

Table 4: What type of skills did the graduates acquire?

Type of Skills Acquired	No of Respondents	Hard Skills	Soft Skills
Fish farming, drying and packaging	4		
Poultry farming and egg production	6		
Barbing and Video games	6	✓	
Restaurant and Catering services	8	✓	
Graphic design and printing	5	✓	
Marketing and social media skills	12		✓
Web design and development	4	✓	
Shoes and leather products	3	✓	
Liquid soap and perfume production	6	✓	
Music and comedy	6		✓
Baking & Confectionaries	8	✓	
Bar and liquid soap production	4	✓	
Pharmaceutical products sales and supply	4	✓	
Event management and decoration	6	✓	
Fashion design & Sale of apparel	8	✓	
Public speaking and communication skills	8		✓
Teaching skills	10		✓
Total	108	72	36

Source: Authors' Fieldwork, 2024

Table 4 above shows the different types of skills that the 108 graduates with additional skills acquired or

are acquiring to enhance their employability either as paid or self-employed workers. From the Table, 72

graduates acquired hard skills, while 36 graduates acquired soft skills. However, some graduates have

acquired a combination of hard and soft skills, which we are silent about to prevent unnecessary overlap.

Table 5: (Research Question 3) - To what extent does the acquisition of additional skills affect the employability of entrepreneurship graduates?

Item	Very Large Extent	Large Extent	Not Sure	Low Extent	Very Low Extent	Mean Score	Std Deviation
To what extent do you agree that additional skills acquisition by entrepreneurship graduates will affect their employability?	85	22	5	6	2	24	31.28

Source: Authors' Fieldwork, 2024

Table 5 above reveals that 85 (71%) of the respondents agreed that the acquisition of additional skills would affect the employability of entrepreneurship graduates to a very large extent, 22 (18%) of them agreed to a large extent, 5 (4%) were not sure, while only 6 (5%) and 2 (2%) of the respondents suggested a low and very low extent respectively. This result reveals that even graduates of entrepreneurship place a very high premium on the acquisition of additional skills besides a university degree to enhance graduate employability.

3.3.1. Testing of Hypotheses

Two null hypotheses were formulated from the four research questions to confirm the quantitative answers and significance of the responses to the research questions.

Test of Hypothesis 1:

Null Hypothesis 1: Most entrepreneurship graduates are not self-employed.

Alternative Hypothesis 1: Most entrepreneurship graduates are self-employed.

In testing this hypothesis, the Pearson's chi-square goodness of fit test was applied to ascertain whether the frequency distribution of the self-employed graduates is different from the expected or the hypothesised frequency distribution. The data used in calculating the chi-square statistic is random, raw, mutually exclusive, and drawn from a large sample of independent variables. The result is presented in Table 6 below.

Table 6: Relationship between self-employed and paid-employed entrepreneurship graduates

Employment Status			
	Observed N	Expected N	Residual
Self employed	78	30.0	48.0
Paid employment	20	30.0	-10.0
unemployed without skills	12	30.0	-18.0
unemployed with skills	10	30.0	-20.0
Total	120		

Test Statistics	
	Employment Status
Chi-Square	104.267 ^a
Df	3
Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 30.0.	
Source: SPSS Version 23 Window Output	

The result in Table 6 above reveals that $X^2(3, N=120) = 104.26, P < .05$. From the result, the P value (0.00) is less than the 0.05 level of significance, which indicates a statistically significant association between the self-employed graduates of entrepreneurship and the other groups. The chi-square statistic value of 104.26 also indicates a high divergence of the self-employed graduates from the other groups. Therefore, we reject the null hypothesis that most graduates of entrepreneurship are not self-employed and accept the alternative hypothesis that most graduates of entrepreneurship are self-employed.

Test of Hypothesis 2:

Null Hypothesis 2: The acquisition of additional skills by entrepreneurship graduates after graduation does not significantly affect their employability.

Alternative Hypothesis 2: The acquisition of additional skills by entrepreneurship graduates after graduation does significantly affect their employability.

In testing this hypothesis, data generated on the number of employed graduates with additional skills and those without additional skills were tested using

Pearson's product-moment correlation. The result is presented in Table 7 below.

Table 7: Correlations

		Skill Status	Effect
Skill Status	Pearson Correlation	1	.204*
	Sig. (2-tailed)		.025
	N	120	120
Effect	Pearson Correlation	.204*	1
	Sig. (2-tailed)	.025	
	N	120	120

*. Correlation is significant at the 0.05 level (2-tailed).

The result revealed a correlation coefficient (R) of .204, which is positive and small. The p-value (.025) is less than the .05 level of significance, indicating a significant relationship. Therefore, the null hypothesis that the acquisition of additional skills by entrepreneurship graduates does not significantly affect their employability is rejected, and the alternative hypothesis that the acquisition of additional skills by entrepreneurship graduates does significantly affect their employability is accepted. The small positive correlation obtained in the test may indicate the presence of other exogenous factors that affect the employability of graduates in Nigeria, even though they have additional skills.

4.0. RESULTS AND FINDINGS

The results and findings from this study aptly answered the research questions and met the research objectives, which are:

1. To determine the employment status of the graduates since graduation: The study discovered that most of the graduates (82%) were in employment, mostly in self-employment (65%) rather than in paid employment (17%). However, 18% of them were still unemployed.
2. To ascertain the number of graduates who acquired additional skills before finding employment and the type of skills acquired: The study also discovered that most of the graduates (90%) acquired additional skills to enhance their employability. Only 10% of the graduates were without additional skills and unemployed. In addition, 72 of the graduates acquired hard skills, while 36 of them acquired soft skills to get employed.
3. To find out the extent to which the graduates believe that the acquisition of additional skills could enhance the employability of entrepreneurship graduates.

The study also revealed that most of the graduates (90%) perceived the acquisition of additional skills as having a significant effect on their employability in the job market.

Furthermore, the two null hypotheses formulated for the study were rejected in favour of their alternative versions.

The study reveals that graduates from the University of Benin place a significant emphasis on self-employment. They strongly agree that acquiring additional skills beyond their university degree is crucial for enhancing their employability, whether they aim to become self-employed or seek paid employment. This finding underscores the importance of skill development in today's competitive job market. The emphasis on self-employment highlights a growing trend among graduates to pursue entrepreneurial ventures, driven by the desire for independence and the potential for higher financial rewards.

Moreover, the study indicates that graduates recognize the value of continuous learning and professional development. This positive approach to skill acquisition reflects a new mindset among graduates, who are keen to adapt to changing industry demands and societal needs.

In summary, the findings from the study highlight the critical role of additional skills in enhancing the employability of University of Benin graduates. By prioritizing skill development, graduates can better position themselves for success in both self-employment and traditional employment settings. This insight can inform educational institutions and policymakers in designing programs and initiatives that support graduates in their career aspirations.

5.0. DISCUSSION

The study established that entrepreneurship students are equipped with innovative skills and knowledge to launch startups with cutting-edge products and services. However, the scope and depth of skills gained during university studies often fall short of meeting industry demands. Consequently, acquiring supplementary skills is crucial to boost their employability and successfully transition into the workforce. We hereby conclude that Nigerian universities should establish functional entrepreneurship development and skills acquisition centres and increase the range of skills available to the graduates. In addition,

external entrepreneurship and skill acquisition hubs/centres can be engaged by the universities to further enhance the range of skills that undergraduates in our tertiary institution can acquire before graduation, to enhance their ability to start a business or be employed.

5.2. CONCLUSION AND RECOMMENDATIONS

With a positive correlation between skill acquisition and employability of Nigerian graduates, recommended that the university management and the federal government should put in place entrepreneurship laboratories business incubators, accessible funding agencies and relevant infrastructures to create an enabling environment that will provide a wide range of skills to be acquired by students and graduates of entrepreneurship to promote the establishment, growth and development of small and medium scale entrepreneurial ventures by graduates of entrepreneurship in Nigeria.

Specifically, Nigerian universities can take several steps to better incorporate both hard and soft skills into their curricula to enhance the employability of their graduates. These steps include: (1). Universities should include courses that focus on specific hard skills relevant to various industries. For example, courses on data analysis, programming, project management, and technical skills can be integrated into the curriculum. (2) Regular workshops and seminars can be organized to provide hands-on training in both hard and soft skills. These sessions can cover topics such as communication, teamwork, problem-solving, and time management. (3) Universities can collaborate with industry partners to design and deliver courses that meet the current demands of the job market. This can include internships, apprenticeships, and guest lectures from industry professionals. (4) Incorporate dedicated modules or courses on soft skills development. This can include training on leadership, adaptability, emotional intelligence, and interpersonal skills. (5) Encourage students to work on practical projects that require the application of both hard and soft skills. This can help students gain real-world experience and improve their problem-solving abilities, and (6) create mentorship programs where experienced professionals can guide students in developing their skills and navigating their career paths. By incorporating these strategies, Nigerian universities can better prepare their graduates for the workforce and enhance their employability in the competitive job market.

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