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IMPACT OF ENTREPRENEURSHIP EDUCATION IN CURBING UNEMPLOYMENT AS PERCEIVED BY GRADUATE YOUTH IN ILORIN METROPOLIS: IMPLICATION FOR PROFESSIONAL COUNSELLORS

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ABSTRACT

Entrepreneurship education has continued to feature in most conferences because of its relevance in mitigating unemployment. The importance of entrepreneurship cannot be over emphasized especially among youth in the developing countries. Therefore, this study examined the impact of entrepreneurship education in curbing unemployment as perceived by graduate youth in Ilorin Metropolis. The research design adopted for this study was a descriptive survey method. The instrument that was adopted for collecting data for this study was a researcher-designed questionnaire titled: Impact of Entrepreneurship Education on Unemployment Questionnaire (IEEUQ). The questionnaire was divided into two sections (section A & B). Section A is all about the demographic information of the respondents while section B contained items on the impact of entrepreneurship education on unemployment. A reliability co-efficient of 0.72 was obtained; hence the instrument was statistically reliable. Two hundred and ten (210) questionnaires were administered to youth who graduated from different universities within Ilorin metropolis using snowball sampling techniques. The data was analyzed and presented in percentages, t-test and Analysis of Variance (ANOVA) statistical procedures. Four null hypotheses were formulated for the study and tested at 0.05 alpha level of significance. The findings of this study indicated that entrepreneurship education has positive impact on unemployment reduction because it creates job opportunities for youth, it can also lead to the development of new business opportunities and at the same time, it increases the level of youth's creativity among others. The study recommended that there should be consistent entrepreneurship training for undergraduates in order to further reduce the rate of unemployment in the country as they graduate. Also the government should make entrepreneurship education compulsory for all students at all levels in the university before graduating.

Keywords: Impact, Entrepreneurship education, Unemployment, Graduate, Counsellors

Introduction

Unemployment among youth has become a problem in Nigeria, to mitigate this challenge, schools have integrated entrepreneurship education into the curriculum. Students are now exposed to various career paths that assist in creating opportunities for self-employment. Entrepreneurship education is important and crucial in the contemporary times for the purpose of job creation as Nigerian are experiencing economy meltdown. Entrepreneurship education curriculum teaches students skills that allow them to take risks and at the same time establish innovative private businesses rather than depending on white-collar jobs.

Entrepreneurship education is a new field (Bueckmann Diegoli et al. 2018), which is spreading and developing beyond the business sphere. It was initially called academy subject in the late 1970s. (Wilson 2008; Hägg &Kurczewska 2021). As a result of economy melt down people became interested in entrepreneurship business. Due to unemployment, many nations have developed programs that encourages the establishment of private businesses. (Fayolle, 2013). (Deveci & Seikkula-Leino, 2018). In the contemporary global and rapidly developing technological era, there is need for nations to achieve sustainable economic growth through innovative business (Ausat, 2023). Entrepreneurship education gives opportunity to students to acquire essential skills that assist in initiating, administering and expanding a business (Miço & Cungu, 2023). As such, knowledge acquired within the school context play a crucial role in fostering students' inclination and preparedness to participate in entrepreneurial activities. Acquisition of this knowledge provides

entrepreneurship skills that can facilitate the comprehension of value-creation-oriented mindset (Amalia & von Korflesch, 2021).

According to Oppong & Sachs (2015), graduate unemployment is defined as the number or proportion of degree holders (graduate and postgraduate) in a given economy who are capable and willing to work, but unable to find jobs. In the same vein, Eneji, Maifa, and Weiping (2013); Akinyemi and Ikunomore (2012) and Ogege (2011) described graduate unemployment as encompassing graduates of universities and polytechnics who are fit and ready to work, but could not find a job. According to Afolabi, Yusuf and Idowu (2014), of all the problems facing Nigeria in the recent times the problem of unemployment among Nigerian graduates is key. In Nigeria there are lots of qualified unemployed graduates roaming around the streets without meaningful source of livelihood (Okarfor, 2011). About 80% of youth who graduated from the universities in Nigerian are unemployed and this has become a critical issue in Nigeria (Salami, 2013). Olubukola (2013) asserted that unemployment is a global phenomenon where eligible workforce have limited job opportunities. In an unstable economy, entrepreneurship practices can help reduce poverty and create jobs, but this also require the collaborative efforts of the government and the people. Hägg and Kurczewska (2021) explained that in the current economic recessions entrepreneurship is the workable solution.

The word entrepreneur is derived from the French word *entrepreneur* meaning to undertake (Awogbenle & Iwuamadi, 2010). From an economist point of view an entrepreneur is one who combines land, labour and capital to produce a product. Entrepreneurship, according to Anerua and Obaiazi (2009), is the process of perceiving business opportunities,

mobilizing both human and material resource to initiate such enterprise. The essential act of entrepreneurship is the process of exploiting opportunities that exist in the environment to create innovation that produces value. According to Olubukola (2013), entrepreneurship is the engine fuelling innovation, employment generation and economic growth.

Entrepreneurial education is the major way an individual is exposed to skills and ideas that could create an enterprise not only for personal gain but also for social developmental (Neck, Grene & Brusp, 2014). According to Salami (2013), through entrepreneurship education individuals are taught new ways of combining resources. Oosterbeek, Praag and Ijsselstein (2010) defined entrepreneurship education as a formal structured instruction that conveys entrepreneurial knowledge and awareness relating to opportunity, recognition and the creation of new ventures. Miço & Cungu, 2023). Affirmed that entrepreneurship education is a major catalyst for business development, this is because it teaches students and youth how to begin and run businesses and at the same time balance personal life. Maina (2013) explained that entrepreneurial training exposes students to the acquisition of skills, ideas and management styles which are necessary for job creation. In other words such training could be conceptualized as the type of educational process geared towards equipping individual with creative and innovative ideas that can enhance self- employment. The entrepreneurship education sharpens student's skills and this enables them to confront situations in creative and innovative ways (Olubukola (2013). During this training students participate in real life learning experiences and as such they have opportunities to acquire knowledge on planning and organization, decision-making/ problem-solving skills (Miço & Cungu, 2023).

In the time past, several attempts have been made by Nigerian government to reduce

the incidence of unemployment. This is done by training youth on skills that can assist to alleviate poverty. Some of the programmes established by the government include National Poverty Eradication Program (NAPEP), Structural Adjustment Program (SAP) and National Directorate of Employment (NDE), all geared towards curbing unemployment in Nigeria. The introduction of entrepreneurial education at the university level focused also on knowledge and skill acquisition. This was established to assist students become successful entrepreneurs.

Most Nigeria tertiary institutions have entrepreneurship education scheme integrated into students training irrespective of the course they are admitted for, they are expected to participate in capacity building courses. Most times it's a compulsory course under general studies. For example, the technical and entrepreneurship arm of all the Universities focuses on skills development in required areas like photography, soap making, studio management, tailoring e,t,c. This course must be registered by all students in the university. Skills gained from these courses has helped many undergraduate youth to develop basic knowledge about one or two skills which may be of assistance to them after school (Oosterbeek, Praag & Ijsselstein, 2010). Also the student Industrial Working Experience Scheme (SIWES) was established and targeted at boosting the entrepreneurship and practical skills of undergraduate's students in science-related fields.

According to Adebayo (2013), entrepreneurial subjects are equally taught at secondary school level and they are made compulsory for all senior school students. Courses introduced by the government at secondary school level include tie and dye, paint making, hair and garment making, fruit juice manufacturing, foodstuff production, printing, fashion design, screen print production, interior and exterior decoration etc. Learning a trade at secondary

school is a basic requirement for graduation. Nwankwo and Ifejiofor (2014) further explained that the government enforced several strategies in order to curb the issues of unemployment in the country. This in turn was expected to stimulate issues of entrepreneurship development and at the same time encouraged the youth to embrace required skills for career prospects.

Vocational and technical training are also entrenched in the Nigeria National Policy on Education (International Labour Organization, 2024). The vocational training focuses on entrepreneurship aspects of educational process and this has created opportunities for young graduates to become entrepreneurs. Entrepreneurship education has assisted many graduate youth to be self-employed and even generate employment for others. According to Lekoko, Rankhumise and Ras (2012), entrepreneurship education equips an individual to develop the willingness and ability to seek out investment opportunities, establish and run enterprise successfully. This process trains young minds to be creative and develop innovative ideas which could enhance organizational skills that can create wealth.

Nabi and Holden (2014) explained that the growth of an enterprise is linked to the in depth understanding of what the various business entails and this is gotten from entrepreneurial education. Bueckmann and Diegoli et al. (2018) asserted that entrepreneurship education is a potent and viable tool for self-empowerment and wealth creation. This process entails teaching students and would-be business men skills needed for taking up self-employed responsibility (Ezeani, 2012).

Scholars in different fields of study view entrepreneurship differently. The sociologist believe that entrepreneurship is orchestrated by the value and status the society places on it. They also affirm that entrepreneurship thrives in societies where hard work, dignity of labor,

initiative and high value for outstanding performance are highly valued. The economist agree that people are only drawn to entrepreneurship for economic benefits while, on the other hand, the psychologist emphasized that people engage in entrepreneurship as a result of development of traits like need for achievement, propensity to adventure and risk taking, creativity and innovativeness, desire for independence and wealth creation, strong belief in one's competence for success and the likes (Ogundele, (2012).

Statement of the Problem

Nigeria like any other developing countries is confronted with numerous problems ranging from youth unemployment to insurgency challenges. Chiedozie (2020) projected that by year 2030 the rate of unemployment would have risen to 9.9 million in Nigeria. Unemployment has led to frustration, depression and dejection, this has been an issue of discourse in Nigeria for some years now. Adebisi & Oni (2012) that sixty four (64) million of the Nigeria youth are unemployed while one million six hundred thousand (1.6million) are underemployed bringing the total of youth population to eighty (80) million respectively. This is been compounded by scary number of graduates been turned out each year and most times the labour market cannot even absorb 10% of them. The reposition of entrepreneurship education in schools was aimed at developing employability skills thereby reducing the possibility for future unemployment. Lack of entrepreneurial skills is no doubt a major contributing factor to the problem of unemployment of graduates in Nigeria.

Ifedeli and Ofoegbu (2011) carried out a research on managing entrepreneurship education in Nigeria, Salami (2011) worked on entrepreneurial interventionism and challenges of youth unemployment and Fayolle & Gailly (2015) focused on the Impact of

entrepreneurship education on entrepreneurial attitudes and Intention. To the best knowledge of the researcher none of these researchers focused on the impact of entrepreneurship education in curbing unemployment as perceived by graduate youth in Ilorin Metropolis, hence the need for this study.

Research Question

The following research questions were structured to guide the conduct of this study.

1. What is the impact of entrepreneurship education in curbing unemployment as perceived by graduate youth in Ilorin Metropolis?

Research Hypotheses

The following hypotheses were formulated to guide the conduct of this study:

Ho1: There is no significant difference in the impact of entrepreneurship education in curbing unemployment as perceived by graduate youth in Ilorin metropolis based on gender.

Ho2: There is no significant difference in the impact of entrepreneurship education in curbing unemployment as perceived by graduate youth in Ilorin metropolis based on age.

Ho3: There is no significant difference in the impact of entrepreneurship education in curbing unemployment as perceived by graduate youth in Ilorin metropolis based on religion.

Ho4: There is no significant difference in the impact of entrepreneurship education in curbing unemployment as perceived by graduate youth in Ilorin metropolis based on marital status.

Purpose of the Study

The purpose of this study is to investigate the impact of entrepreneurship education in curbing unemployment as perceived by graduate youth in Ilorin metropolis.

Methodology

The research design adopted for this study is a descriptive survey method. The population for this study comprised graduate youth who finished from the universities within Ilorin metropolis. Snowball sampling procedure was used to select respondents. This is a form technique where the participants assist the researcher in identifying other potential respondents. The few graduates that were first contacted recommended the rest respondents. Therefore, a sample of 210 graduate youth was used for this study.

The instrument that was adopted for collecting data for this study was researchers designed questionnaire titled: Impact of Entrepreneurship Education on Unemployment Questionnaire (IEEUQ). The questionnaire was divided into two sections (section A & B). Section A entailed personal details of the respondents while section B comprised 20 items on the impact of entrepreneurship education on unemployment reduction which the respondents filled based on their own perception using the following scoring format: Strongly Agree (SA) -4 points, Agree (A) -3points, Disagree (D)-2points, Strongly Disagree (SD) -1 point

For the purpose of this study, content validity was adopted. The questionnaire was given to three experts for validation, the corrections were noted and duly effected. The final copy was adjudged valid for use. In determining the reliability of the instrument, a test re-test technique was used, twenty (20) questionnaire forms were administered to undergraduate students twice

at an interval of four weeks. The two set of scores were correlated using Pearson Product Moment Correlation coefficient formula and a reliability coefficient of 0.72 was obtained which depicts that the instrument was reliable. In section B, highest score any respondents could get is 80 while lowest score is 20. The range score was 60 (80-20). The mid-point of the range is 30 (i.e. 60/2). The cut-off point was 80-30=50. Thus, fifty (50) is the cut-off mark. Any item that has below 50 was considered negative impact of entrepreneurship education on curbing unemployment and vice-versa. Also, any item that has the mean score below 2.50 was regarded as negative impact and vice-versa.

The results obtained from the demographic data (section A) was analyzed using descriptive statistics such as frequency and percentage, while the data obtained from section B was analyzed using means score and inferential statistics such as t-test and Analysis of Variance (ANOVA) statistical tools at 0.05 level of significance.

Results

Demographic Data

This section presents the results of data obtained from the respondents in frequency and percentages.

Table 1: Percentage Distribution of Respondents Based on Gender

Gender	Frequency	Percentage

Male	123	58.6
Female	87	41.4
Year		
18-25 years	125	59.5
26-35years	38	18.1
36years and above	47	22.4
Religion		
ATR	10	4.8
Christianity	141	67.1
Islam	59	28.1
Marital Status		
Married	65	31.0
Single	145	69.0.
Total	210	100

Table 1 shows the distribution of respondents based on gender. The table reveals that 123 (58.6%) of the respondents were male, while 87 (41.4%) of them are females. This indicates that male respondents were more than females in this study. Also, 125 (59.5%) of the respondents were between the ages of 18-35 years, 38 (18.1%) of them are between ages 26-35 years while 47 (22.4%) of the youth are 35 years and above. This table also revealed that 10 (4.8%) of the respondents are practicing African Traditional Religion, 141 (67.1%) are Christians while 59 (28.1%) of them are practicing Islam. The table equally explains that 65 (31.0%) of the respondents are married, while 145 (69.0%) of the respondents are single.

Research Question: What is the impact of entrepreneurship education on curbing unemployment as perceived by graduate youth in Ilorin metropolis?

Table 2: Distribution of the Respondents' Perception on Impact of Entrepreneur Training on Unemployment Reduction

Impact	Frequency	Percentage
Negative	6	2.9
Positive	204	97.1
Total	**210**	**100**

Table 2 shows that 6 (2.9%) of the respondents perceived that entrepreneurship education has negative impact on unemployment reduction while 204 (97.1%) of the respondents indicates that entrepreneur education has positive impact in curbing unemployment.

Table 3: Mean and Rank Order Analysis on the Respondents' Perception on the Impact of Entrepreneur Education on Curbing Unemployment

Item No	In my own opinion, entrepreneur education has help to curb unemployment by:	Mean	Rank
1	creating job for youth	3.69	1st
6	creating new of business opportunity	3.60	2nd
4	increasing youth level of creativity	3.54	3rd
20	enhancing self-confidence to delve into new areas of business	3.50	4th
14	enhancing the acquisition of necessary skills for self-reliance in entrepreneurship	3.50	4th
3	reducing rate of unemployment and driving innovation	3.47	6th
17	helping country in generating more revenue	3.40	7th
11	Acquiring entrepreneurship competencies	3.40	7th
16	giving opportunity to utilize one's potential to create income	3.38	9th
19	influencing youth career aspiration	3.32	10th
13	helping to teach youth how to generate income	3.31	11th
5	Assisting graduate youth on how to develop of local products	3.30	12th
18	Developing skills for managerial ambition	3.28	13th
2	is a way of overcoming poverty	3.27	14th

9	Assisting youth to develop skills in producing local technology	3.27	14th
15	providing a way of maximizing the usage of one's time for positive self-development	3.26	16th
12	Acquiring skills that can boast productivity	3.26	16th
8	Motivating youth to start a business	3.20	18th
10	Teaching wealth creation	3.18	19th
7	teaching youth production of high quality goods and services	3.13	20th

Table 3 presents the mean and rank order on the respondents' perception on the impact of entrepreneur education on curbing unemployment. The table indicates that items 1, 6 and 4 which state that in my own opinion, entrepreneur education has help to curb unemployment by**:** creating job for youth; creating new business opportunity; and increasing youth level of creativity and this ranked 1st, 2nd and 3rd with mean scores of 3.69, 3.60 and 3.54 respectively. Also items 8, 10 and 7 ranked 18th, 19th and 20th with a mean score of 3.20, 3.18 and 3.13 respectively. Since all the twenty items have mean score that is above 2.50, then it can be said that entrepreneur education has positive impact in curbing unemployment.

Hypotheses Testing

Hypothesis One: There is no significant difference in the impact of entrepreneurship education in curbing unemployment as perceived by graduate youth in Ilorin metropolis based on gender.

Table 4: Mean, Standard Deviation and t-value on Respondents' Perception on the Impact of Entrepreneur Education in Curbing Unemployment Based on gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value
Male	123	65.46	3.80	208	8.99*	1.96	0.00
Female	87	69.82	2.88				

*Significant, $p<0.05$

Table 4 revealed that the calculated t-value of 8.99 is greater than the critical t-value of 1.96 with a corresponding p-value of 0.00 which is less than 0.05 level of significance. Since the calculated p-value is less than the 0.05 level of significance, hence the null hypothesis one is rejected. This indicates that there is a significant difference in the impact of entrepreneur education in curbing unemployment as perceived by graduate youth in Ilorin metropolis based on gender.

Hypothesis Two: There is no significant difference in the impact of entrepreneurship in curbing unemployment as perceived by graduate youth in Ilorin metropolis based on age.

Table 5: Analysis of Variance (ANOVA) showing the Respondents' Expression on the Impact of Entrepreneur Education in Curbing Unemployment Based on Age

Source	**SS**	**df**	**Mean Square**	**Cal. F-ratio**	**Crit. F-ratio**	**P-value**
Between Groups	642.24	2	321.12	23.71*	3.00	0.00
Within Groups	2802.83	207	13.54			
Total	3445.07	209				

*Significant, $p<0.05$

Table 5 shows the calculated F-ratio of 23.71 is greater than the critical F-value of 3.00 with a corresponding p-value of 0.00 which is less than 0.05 level of significance. Since the calculated p-value is less than 0.05 alpha level. The null hypothesis is rejected. Hence, this indicates that there is significant difference in the impact of entrepreneur education in curbing unemployment as perceived by graduate youth in Ilorin metropolis based on age. In order to determine the mean value(s) that caused the significant difference observed in the ANOVA on Table 5, the Duncan Multiple Range Test (DMRT) was used as a post-hoc test. The results of the DMRT procedure are displayed in Table 6.

Table 6: Duncan Multiple Range Test (DMRT) Showing the Differences on the Impact of Entrepreneur Education in Curbing Unemployment Based on Age

Year	Group	N	Mean	Duncan Grouping
18-25 years	1	125	70.87	A
26-35 years	2	38	66.77	B
36 years and above	3	47	65.68	C

Table 6 shows the Duncan Multiple Range Test indicating the significant difference noted in the ANOVA on Table 5. Group 1 with the mean score of 70.87 is significantly different from group 2 with the mean score of 66.77 but significantly different from group 3 with the mean score of 65.68. All the groups differed from one another but the significant difference noted was as a result of group 1. Hence the significant difference noted in the ANOVA on table 6 was as a result of respondents who were between 18-25 years of age.

Hypothesis Three: *T*here is no significant difference in the impact of entrepreneur education in curbing unemployment as perceived by youth in Ilorin metropolis based on religion

Table 7: Analysis of Variance (ANOVA) showing the Respondents' Perception on the Impact of Entrepreneur Education In Curbing Unemployment Based on Religion

Source	SS	df	Mean Square	Cal. F-ratio	Crit. F-ratio	P-value
Between Groups	191.31	2	95.66	6.08*	3.00	0.00
Within Groups	3253.74	207	15.71			
Total	3445.07	209				

*Significant, $p<0.05$

Table 7shows the calculated F-ratio of 6.08 is greater than the critical F-value of 3.00 with a corresponding p-value of .00 which is greater than 0.05 level of significance. Since the calculated p-value is less than 0.05 alpha level. The null hypothesis is rejected. Hence, there is a significant difference in the impact of entrepreneur education in curbing unemployment as perceived by graduate youth in Ilorin metropolis based on religion. In order to determine the mean value(s) that caused the significant difference observed in the ANOVA results of Table

7, the Duncan Multiple Range Test (DMRT) was used as a post-hoc test. The results of the DMRT procedure are displayed in Table 8.

Table 8: Duncan Multiple Range Test (DMRT) Showing the Differences on the Impact of Entrepreneur Education in Curbing Unemployment Based on Religion

Religion	Group	N	Mean	Duncan Grouping
Islam	1	59	67.53	A
Christianity	2	141	67.46	A
ATR	3	10	63.00	B

Table 8 shows the Duncan Multiple Range Test indicating the significant difference noted in the ANOVA on Table 7. Group 1 with the mean score of 67.53 is slightly different from group 2 with the mean score of 67.46 but significantly different from group 3 with the mean score of 63.00. All the groups differed from one another but the significant difference noted was as a result of group 1 and 2. Hence the significant difference noted in the ANOVA on table 7 was as a result of respondents who were practicing Islam and Christianity.

Hypothesis Four: There is no significant difference in the impact of entrepreneur education in curbing unemployment as perceived by graduate youth in Ilorin metropolis based on marital status

Table 9: Mean, Standard Deviation and t-value on Respondents' Perception on the Impact of Entrepreneur Training on Unemployment Reduction Based on Marital Status

Status	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value
Married	65	67.29	5.48	208	.061	1.96	0.95
Single	145	67.26	3.24				

Table 9 shows that the calculated t-value of 0.061 is less than the critical t-value of 1.96 with a corresponding p-value of 0.95 which is greater than 0.05 level of significance. Since the

calculated p-value is greater than 0.05 level of significance, hence the hull hypothesis which states there is no significant difference in the impact of entrepreneur training on unemployment reduction as expressed by youth in Ilorin metropolis based on marital status is therefore retained.

Discussion

The finding revealed that entrepreneur education has a positive impact on curbing unemployment because it creates job for graduate youth; leads to creation of business opportunity; and increases level of creativity of youth. The finding of this study supports the submission of Taiwo (2014) who found that entrepreneur education can lead to job creation for those who are unemployed. Emaikwu, (2011) affirmed that skill training in tertiary institutions has helped them to set up businesses that can be of benefit to them. Most small, medium and sometimes, large scale business were created as a result of skills they acquire what they have learnt in school (Akanwa & Akpanabia, 2013).

Hypothesis one revealed that there is a significant difference in the impact of entrepreneur education in curbing unemployment as perceived by graduate's youth in Ilorin metropolis based on gender. This implies that male and female respondents differ in their perception. Afoju (2013) noted that the gender of a person notwithstanding, everyone aspires to become an entrepreneur especially when they have search for white collar jobs to no avail. Most graduates result in picking up skills they have acquired over the years to start a business. It is interesting to note that people go into entrepreneurship business for so many reasons. However, differences are noted in the reason for both males and females. For instance,

Bueckmann Diegoli et al. (2018) observed that women go into entrepreneurship because of the need to balance work and personal life. Ogege (2011) equally confirmed that entrepreneurship is a potential career opportunity for nursing mothers. This is further acknowledged by Organization for Economic Co-operation and Development (OECD, 2012) in a report that revealed that both gender differ in their behavioural patterns as such they handle business expectations differently. This finding also supports that of Asogwa and Dim (2016) who equally found a significant difference in the influence of entrepreneurship training on unemployment reduction based on gender. This could be linked to the fact that may be most males have higher entrepreneurial aspiration levels than females.

Hypothesis two revealed that respondents' perception was different on the impact of entrepreneurship education on curbing unemployment based on age. The result of the this finding supports the study of Awogbenle and Iwuamadi (2010) who also found a significant difference in the impact of entrepreneurship development programme on job creations across difference age groups. Duncan revealed that respondents who were between the ages of 18-25 years contributed to the significant difference.

On the basis of religion, a significant difference was found in the perception of graduate youth. Bwisa and Ndolo (2011) asserted that, religion is one factor that determines the basic values and beliefs of people. It is important to note that the involvement of graduates in entrepreneurship cuts across all religions and diverse socio-cultural contexts (Adebayo (2013). Altinay and Wang (2011) affirmed that religion is a vital tool in determining the type of career a person is likely to engage in (Garba et al. 2013). People go into entrepreneurship with religious oriented beliefs, such an individual tend to acquire skills that are permitted within the

confine of their belief system. Salami (2011) explained that as a result of economic crisis in Nigeria, most religious organizations give sermons that have influence youth' positive disposition towards entrepreneurship.

Hypothesis four revealed that respondents perception were not different based on their marital status. This finding is contrary to Adofu and Ocheja (2013) study, who found a significant difference in the alleviation of poverty through the use of entrepreneurship skill acquisition based on marital status. This finding also negates the view of Ogundele, Akingbade and Akinlabi (2012) discovered that entrepreneurship training is really not a strategic tools for curbing unemployment in Nigeria.

Conclusion

This research work examined the impact of entrepreneur skills in curbing unemployment as perceived by youth in Ilorin metropolis. The study revealed that entrepreneur training has positive impact on unemployment reduction because it creates job for youth and old people; leads to creation of business opportunity; increases level of creativity of youth; enhances self-confidence; increases self-reliance of the country among others. The findings also revealed that there was significant difference in the impact of entrepreneur training on unemployment reduction as expressed by graduate youth in Ilorin metropolis based on gender, age, religion, and marital status.

Implications for Counselling Practice

The findings of this study are particularly relevant to counselling practice and to entrepreneurship development. The findings revealed that entrepreneurial training had positive

impact on unemployment reduction. Therefore, there is need for Career Counsellor to enhance their knowledge and skills in the area of entrepreneurial Counselling in other to be able to provide clients with adequate career guidance. There is need for Counsellors to guide the youth on developing entrepreneurial skills in line with their potentials, interest and skills. This would ensure that students are well adjusted academically and optimally contribute towards the national development and terms of economy as well as minimizing the rate of unemployment among youth.

Recommendations

Based on the findings of this study, it is recommended that:

1. There is need for consistent entrepreneurship training for both graduate and undergraduate youth to further reduce the rate of unemployment in the country.
2. The universities should create conducive environments for entrepreneurship training and financial assistance for the youth in order to be self-reliance.
3. The government should invest in entreprenuial education, skills development that will enable the youth to become self reliance instead of job seekers through skills development and training.

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