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IMPACT OF ENTREPRENEURIAL TRAINING ON GRADUATE EMPLOYABILITY IN TERTIARY INSTITUTIONS

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Abstract

In Nigeria, employment having many different facets, this is because graduate employability is declining year after year, and unemployment keeps increasing at an alarming rate, as fresh graduates leave tertiary institutions only to join their unemployed predecessors from various universities, polytechnics, and colleges of education. The study examines the role of entrepreneurship development as a catalyst for graduate employability in Kwara State tertiary institutions. The study's population is made up of graduating students from Federal Polytechnic Offa, Kwara State, Nigeria. The 100 sampling method used to select respondents. A questionnaire was used to collect information from respondents. The collected data were analyzed using simple linear regression method of analysis. The study's findings provided evidence that mentoring and entrepreneurship education serve as catalysts for graduate employability. According to the findings of the study, the variables have a significant impact to determining graduates' entrepreneurship development centers in Federal Polytechnic Offa Kwara State. This study further discovered that graduates can only be successful if they are effectively mentored and trained through well-structured mentorship and entrepreneurship education and training programmes. As a result, the study concluded by recommending policies aimed at promoting rapid and continuous graduate employability should be adopted in order to improve mentorship and training programmes.

Keywords:
Entrepreneurial, Training, Graduate, Employability, Tertiary, Institutions

Introduction

Entrepreneurship education encompasses entrepreneurial knowledge. It develops graduating students by raising awareness on identifying opportunities and starting new business. It is defined as the process of preparing people to recognize business opportunities and to have the knowledge, skills attitudes necessary to capitalize on these by entrepreneurship education involves training programmes that are explicitly aimed at encouraging entrepreneurship. It is viewed as a self-sufficient small business ownership. Entrepreneurship has evolved critical developmental tools used in both developed and developing countries to create jobs and raise the living standards of the population (Olufemi, 2019). To make government policy a reality, government must be free of hazards; by allowing entrepreneurs to participate in

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commercial operations in order for the national economy to thrive. Companies should be allowed to register in order to enjoy raping entrepreneurial success and development Hazei and Abubakar (2020).

According to (Obored & Nnebe, 2020), employability among graduates in Nigeria has remained a major concern that threatens the stability and development of the nation's economy. The Federal Government mandated in the 2006/2007 academic session that students in higher education should take at least one entrepreneurship course before graduation, such course would allow them to bridge the gap between skills and practice. In the sense, therefore entrepreneurship is the process of identifying business opportunities and mobilising resources to capitalise on them by accepting the risk and reward of starting a new venture. Similarly, (Nicle, 2021) observes that man, machine, money, materials, method and management are critical to an organization's development and survival. The entrepreneur performs the role of the coordinator, coordinating all other human and materials resources to achieve the organization's goals. By this entrepreneurship can be defined as the entrepreneur's ability to start and manage his own business rather than relying bon someone else to create jobs. It is believed that in the industrialized world, where innovation and entrepreneurship remain important economic developmental tools, entrepreneurial culture and spirit in a well-managed entrepreneurial economy that provide an enabling environment for entrepreneurial development and growth (Mondo, 2021), as a result, undergraduates, regardless of age or educational background, may be trained to thrive in entrepreneurship in order to improve the nation's economic development through dedication and hard work.

(Nwosu & John, 2018) asserted that there are few jobs available for the country's large unemployed graduate population, therefore, university education, according to Maigari (2018) should be given to youth as an opportunity to train in entrepreneurial skills and programme that would make them to be financially independent and to create jobs of their own.

Statement of the Problem

The main problem facing university graduates in Nigeria is that they can't find jobs because they don't have the skills that employers are looking for. This is a big challenge for both the education system and society as a whole. More and more young people are graduating from college every year, which means there are more people looking for jobs. This makes it harder for everyone to find a job because there is more competition. The issue of graduates not being able to find jobs is made worse by the uncertainty in the job market around the world. However, employers are unhappy about the skills of graduates from higher institutions. This raises concerns about whether higher institutions are preparing students properly for the country's economic needs. The job market today has changed a lot, employers want employees with specific skills that will help their business without costing them extra expenses. The argument is that colleges and universities in the country do not seem to teach graduates the practical skills they need to get a good job. This issue is causing worry among people who make decisions and others involved in different areas. It also has an impact on society's social and economic aspects. It appears that a lot of recent graduates from different colleges and universities don't have the necessary skills to compete for jobs in today's fast-changing global job market. However, even though it is becoming more important to learn entrepreneurial skills in order to find jobs, there hasn't been much research conducted on how many people actually have these skills and how many employers are looking for

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them in the labor market. This study aims to find out how entrepreneurial training affects graduates' ability to find jobs in Kwara state.

Research Question

i. To what extent does entrepreneurship education influence graduate's employability?
ii. How does mentoring affect graduates employability?

Research Objectives

The objectives of the research, among other things, are to

i. To determine the effect of entrepreneurship education on graduate's employability.
ii. To investigate the role of mentoring on graduate's employability

Hypotheses Formulated

The study formulates the following hypotheses to guide the study.

Ho_1: Entrepreneurship education has no significant effect on graduate's employability; and

Ho_2: Mentoring does not have significant effect on graduate's employability.

Literature Review

This section discussed entrepreneurial training, mentoring and employability

Entrepreneurial Training

To compete effectively, firms must maintain that their employees are adequately trained them Training is the ac t of enhancing an employee's knowledge and abilities for executing the task assigned to him. Entrepreneurial skills are aimed at developing entrepreneurial competence in potential individuals. The initial step in the training process is to identify training requirements, and to give the information needed to develop the training programme. Entrepreneurship is defined as the ability to think creatively and act innovatively in the acquisition of resources, goals, techniques, and coping with business challenges (Ace, Achmad, Oong, & Ari, 2019). If staff are not doing their tasks properly, it is frequently expected that training would bring them up to the expected standard. Although this is not always the case, training should be provided prior to the occurrence of problems or accidents and should be maintained as part of quality control. Entrepreneurial training is a comprehensive business training programmes that teaches entrepreneurs about financial, personal skills, business skills, strategic planning, and any other services that will help them manage their businesses successfully. Entrepreneurship training, It is a structured programme designed to provide participants with the essential skills set for finding and establishing new company ventures.

Entrepreneurial education gives future entrepreneurs the capacity to perceive commercial possibilities, as well as the self-esteem, knowledge, and competence to capitalize on them. It entails mastering the entrepreneurial process, which encompasses concept identification and recognition, commercialization, resource management, and the launch of a business enterprise. This entrepreneurship training programme is a comprehensive combination of classes, company planning, development, and individual counseling which are accessible at ventures or business expansion programmes. Other aspects of the training required by entrepreneurs include business law, leadership, marketing, operation, and strategy. All of these are necessary for entrepreneurs

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to arm themselves with in this competitive business world. In addition, the entrepreneur needs knowledge of administration, opportunity identification, business plan preparation, resourcing, and management of the entire organization for profit and improved performance. According to (Esther & bancy, 2021), the concept of entrepreneurship is elusive, difficult to define, and capable of taking on various meanings depending on the context in which it is applied. For example, the psychologist (behaviorist) sees entrepreneurship as a need for achievement, a perceived locus of control, and a proclivity for risk-taking. The economist sees it as bringing together the factors of production (land, labor, capital, and entrepreneur) and taking the risk of buying at a fixed price and selling at a variable price. To the sociologist, it is a recognized act on market opportunities in order to provide social services,

Mentoring

According to (Trevethan, 2017), mentoring is a potent tool for empowering individuals. More seasoned managers actively mentor less seasoned managers during this process. Through direction, advise, criticism, and suggestions, the mentor offers guidance. A mentoring program has been created to help graduates become self-employed. Mentoring is a widely acknowledged as a way to encourage graduates in the nation Although it is thought to be possible for a line of manager to also be a mentor to the people they oversee, mentor relationships often are voluntary on both sides. It is a useful method for assisting people in advancing their careers and is gaining popularity as its potential is acknowledged. It is a relationship between a mentor and mentee who typically work in the same industry or have similar life experiences. It is a beneficial connection built on a foundation of respect and trust. This insight and direction assists the less experienced manager in acquiring the skills and competencies required for job performance and career advancement Carol and Cindy (2019).

Mentoring can involve transferring knowledge, counsel, and support from an experienced entrepreneur to the less experienced staff entrepreneurs who are successful must encourage their staff members to be innovative by giving them more than just the entrepreneurial skills. It would have been beneficial to delve more deeply into how the different traits of mentor and mentee affect the efficacy of their relationships. This is because, mentoring is becoming more popular among commercial organizations as a way to validate the reach and application of these best practices and suggestions. Current literature continually highlights the advantages mentoring provides for the growth of both entrepreneurs and businesses. There are incredibly lots of reports demonstrating concrete, quantifiable advantages and performance impact mentoring education. This is so because mentoring is mostly qualitative in nature and does not lend itself to a more quantitative research, this might so because mentoring is frequently incorporated into more complicated assistance programmes and is rarely examined separately. (Cheryl,2018).

However, various advantages of mentoring for both the mentor and the mentee have been discusedin literature. The advantages of mentoring include increased business activities, leadership development, increased idea generation, and improved performance through improved understanding. The advantages of mentoring for mentees include increased performance and productivity, improved knowledge and skills, improved creativity and innovation, and encouragement of healthy risk-taking. Strategic change, collaboration, creativity, change, and improved problem-solving abilities are further advantages. Helen and Jennifer (2022).

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Employability

The concept of employability is still used in a variety of contexts by both job seekers and employed people. Helen Kempster defined employability as a set of achievement-skills understandings and personal attributes-that makes graduates more likely to gain employment and be successful in their chosen occupations which benefits themselves, the workforce, the community and the economy. According Yorke M (2004). Employability, therefore, is not about getting job, it is about a broader set of skills and attributes that will enable a graduate to be successful throughout their working life.

The US government, highlights people's skills stressing that government employability-development is a priority. All people that are able to work are encouraged to obtain the skills necessary to engage in and maintain employment throughout their working lives. This is what is meant by the creation of skill- and adaptability-based workforces HM Treasury (1997, p. 1). Other definitions of the term employability have suggested a more thorough approach, emphasising the impact of both human characteristics and the conditions of the labour market, that is, both components of labour demand and supply. The Labour Force Development Board of the Canadian government provided the following definition: Employability measures a person's potential to find meaningful work given the interaction between their personal circumstances and the labor market. (Canadian Labour Force Development Board, 1994, p. viii).

The ability to enter and function in the labour market as well as the capacity to reach one's full potential through stable and reachable employment are both components of employability. An individual's employability is influenced by his/her attitudes, knowledge, and skills as well as by how they present themselves on the job market, the social and environmental context of their employment search, and the economic climate in which he/she are searching for employment. Additionally, employability implies that people having the skills to gain the required job. Cox and King (2006).

Theoretical framework

The study adopted planned behavior theory as the theoretical foundation for entrepreneurship and graduate employability. Icek Ajzeri (1985) developed the concept of planned behavior. According to him Planned behavior is a psychological theory that links belief to action. The theory's central tenet is that attitudes, subjective norms, and external behavioral control all interact to shape individual behavioral intentions. Behavioral intention, according to the concept of planned behavior, has the greatest immediate impact on how people behave in social situations. The idea continued by asserting that while conduct cannot be driven by purpose, behavioral intention does not necessarily result in real behavior. It was initially propounded by Martin (1980), who explored how attitudes change in relation to attribution theory, consistency theory, expectancy-value theory, and hearing theory.

Because the concept of planned behavior is so popular, people who exhibit volitional behavior that cannot be explained by other factors frequently include perceived behavioral control. The relationship between behavioral intention and actual behavior can be explain the theory of behavior (TPB). The theory of planned behavior (TPB) has improved intention prediction in a variety of relevant health-related domains, including condom use, general, exercise, and diet. theory of planned behavior (TPB) has also been used to explain personal social norms that are important explanatory and contributing factors in social and professional contexts. Before

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performing specific acts. Furthermore, the concept disregards the influence that individual emotions have on how intentions form during the decision-making process. Some argue that perceived behavioral control influences intention and action. John (1924).

Empirical Review

Darlene (2021) in his work titled an empirical study of university education and graduates employability in Tanzania a population of three hundred and fourteen Students (314) and a sample size of 190, He uses quantitative method. The evidence suggests the finding skills mismatch. Skills and hiring talents are of great concern to employers around the globe. And also the study took up this challenge to investigate perceptions of 314 graduates on the role of higher institution in preparing undergraduates for the world of employment. The study found the different perspectives regarding the quality of employability of graduates. The study concluded that graduates are appreciative of their higher institution and are confidents that they can meet the requirements of labour market.

Okoro (2021) Investigated entrepreneurship skills needed by Nigeria tertiary institutions students and graduates for global relevance has a population of 291 with sample size of 168, using quantitative method. The revealed that entrepreneurship skills needed by undergraduates of tertiary institutions include planning, promotion and extension. In conclusion, the study recommended that some of these skills should be integrated into the higher institution education curriculum so that undergraduates could be exposed to them as early as possible.

Nwosu and John (2018). Asserted entrepreneurship education and the challenges of graduate 's employability in Nigeria, the different factors impeding the success of entrepreneurship education. He conducted the research work with a population 500 students in tertiary institutions with a sample size of 420 respondents. The study used quantitative approach and found out that skills development is a panacea that will improve entrepreneurship education in the nation and produce graduates that will not be job seekers.

Abusomwan (2022). Observed challenges militating against home economic entrepreneurship education in higher institutions in South West Nigeria. For his work, Abusomwan used a descriptive survey research design with population of 1000 students and a sample size of 500 graduates. The study found out that teachers that were resulted to teach home economic are unqualified. In addition, the study's findings showed that entrepreneurship education in higher institutions find it difficult to access loan from bank and credit facilities, which constitute some of the challenges confronting home economics entrepreneurship education.

Abubakar (2020), in his work titled entrepreneurship programme in Nigeria, used Case study indicators such as new business registration, new business density and ease of doing business. The study adopted a descriptive survey with population 3000 students and a sample population of 800 respondents. The study revealed that there is a relationship among indicators of an entrepreneur's activities (ease of doing business. The study concluded by suggested that the Nigeria government should create policy that will facilitate or enhance ease of doing business in Nigeria business.

Oboreh and Nnebe (2019), Investigated entrepreneurship education and skills acquisition, adopted a descriptive research design with a sample size of 450 from population of 2000. The study deserved that technical innovation has a significant positive influence on skills acquisition of graduates in Nigeria government schools such as the universities. He also observed that creativity has a significant positive effect on skills acquisition of graduates in government-owned

universities. The study concluded that entrepreneurship education has a significant positives influence on skills acquisition of graduates in government schools south east Nigeria. The study recommended among others things, that government should place emphasis on for technology is comparative in socio-economic developments.

Mando (2021), in his work titled strategy management of entrepreneurship education in universities in North-Central State of Nigeria. In this work, made used a descriptive survey design to elicit responses from his respondents. The result showed that the strength of entrepreneurship education in universities, among others, lies in the disbursement of money by the Federal Government for training of entrepreneurship and entrepreneurship education development (EED) programmes to enhance highenrohment of undergraduates. The study also discovered that there is no significant and also show that there is no significant difference between the responses of teachers and coordinators on the strength and opportunities to entrepreneurship education in the universities. The work recommended that universities management should make provision for lecturers to go for workshop so as to be exposed to current trend in entrepreneurship education development (EED) programmes.

Abdulhameed Amina, Kehinde and Afolake (2021). Investigate entrepreneurship education instruction strategies and graduate's self-reliance. The used mixed method approach for data collection and analysis, with population of 1000 and sample size of 380. The study found that an in-depth study of business plan, problem-solving mechanism and team working instruction strategies are among significant and suitable instruction strategies in lecturing involving entrepreneurship education.

Methodology

The research design is a plan and structure of investigation to obtain answers to the research questions. For the purpose of this research, the study will make use of a survey research design to collect data through questionnaire in order to gather in-depth knowledge of impact of entrepreneurial training on graduate employability in Federal Polytechnic Offa, Kwara State, Nigeria. The population of the study constituted graduating students in Federal Polytechnic Offa Kwara State.The sample size for the study is 100 respondents selected using taro Yamane (1967) statistical formula.

The method of data collection was through questionnaire administration. The questionnaire was designed and structured in a manner that captured all the variables under study. The questionnaire was structured in a way that was very easy for the respondents to give their views on the subject of discourse. The questionnaire had four-parts: Section (A) respondent's biodata section, (B) case study instrument background, section (C) dependents variables and section (D) independent variables. The questionnaire was prepared using point Likert scale approach. In order to manage respondents, view of the length of the questionnaire will be taken into consideration and participants will be asked to indicate their level of agreement on the 5-point Likert scale with the following rating: Strongly Disagree (1) Disagree (2) neutral (3) Agree (4) and strongly Agree.

The collected data were sorted according to different categories before processing the responses. The data from questionnaire were distributed for completeness, for analysis using multiple regression for Statistical Package for Social Services (SPSS). The statistical tools were aligned with the objectives of the research and inferential statistics was used to show the relationship and the strength of degree as well as direction of association between variables. The other inferential

statistics that was used is multiple regression analysis which shows independent, interdependence variable and dependents variables. Then ANOVA was used to analyse the stated hypotheses, thus, both the strength of the relationship between variables and the effect of the dependent and independent variables and the statistical significance were assessed

Discussion of findings

From the results and discussion above shows that hypothesis one confirmed significant relationship between the predictor and the dependent variable. The null hypothesis was rejected and concludes that The independent variable, Graduate employability value has strong positive effect on the Nurturing with Beta value of 0.534, it also shows that there is statistically significant relationship because the p-value is less than 0.05.

Also, hypothesis two (2) shows that The independent variable, Graduate employability value has strong positive effect on the Entrepreneurial Training with Beta value of 0.679, it also shows that there is statistically significant relationship because the p-value is less than 0.05 null hypothesis two was rejected and concludes that entrepreneurial training significantly influence graduate employability in Kwara State.

In the same vein, hypothesis three (3) confirmed strong positive impact on Graduate employability. The independent variable, Graduate employability value has strong positive effect on the Entrepreneurial Training with Beta value of 0.813, it also shows that there is statistically significant relationship because the p-value is less than 0.05.

More so, hypothesis four (4) entrepreneurial education shows significant impact on graduate employability that enhances graduate confidence by putting them in the right track for job creation and sustainability of skills acquired during the process.

The respondents were given a total of (100) copies of questionnaire; ninety-seven (97) copies were returned which amounted to 97% of the responses.

Table 1 Demographics Response

Variables	Frequency	Percentage
Gender		
Male	43	40
Female	57	57
Total	**100**	**100**

The frequency distribution of the respondents' demographic characteristics is presented in table 1 above. The table shows that out of the 97 respondents, (40%) are male, while (57%) are female. Although, the findings recorded higher number of female students of the tertiary institutions than their male counterparts, but by implication, it can be deduced that the views being expressed in this study are representative of both male and female.

Test of hypothesis

Hypothesis one:

H_0: Entrepreneurship education have no significant impact on graduate's employability.

H_1: Entrepreneurship Education have significant impact on graduate's employability.

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In testing this research hypothesis, the data collected were statistically analyzed using multiple regression analysis and Pearson Correlation Coefficient as shown in Table 8.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770[a]	.594	.589	1.71594
a. Predictors: (Constant), Entrepreneurship Education				

The results from table 2 above indicates that the correlation coefficient showing the association between the predictor variable (Entrepreneurship Education) and its impact on Graduate employability was 0.770. The adjusted R squared is 0. 594.This means that the predictor variables accounted for 59.4% variation in the impact of entrepreneurship Education on Graduate employability which shows that there was high degree of relationship between the variables involved.

Table 3: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	408.504	1	408.504	138.737	.000[b]
	Residual	279.723	95	2.944		
	Total	688.227	96			
a. Dependent Variable: Graduates Employability						
b. Predictors: (Constant), Entrepreneurship Education						

The results on the Analysis of Variance (ANOVA) for the model as revealed in table 3 and was ascertained, using simple regression with decision rule which states that reject H_0 if F cal > Ftab otherwise do not reject. Therefore, F cal = 138.737 and ANOVA F (1,95) = 3.09.
Decision: Since Fcal > Ftab (i.e. 138.737 > 3.09), therefore the null hypothesis is rejected with the conclusion that there is a significant linear relationship between the predictor variable (Entrepreneurship Education) and its impact on graduate employability.
Based on this significant relationship, the coefficient for the Beta weight for the amount of standard deviation unit of change in the dependent variable was calculated. The result is as shown in table 3 above.

Table 4: Coefficients[a]

Model		Unstandardised Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.519	.698		2.175	.032
	Entrepreneurship Education	.730	.062	.770	11.779	.000
a. Dependent Variable: Graduates Employability						

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The model specifications become:

$Y = B_0 + B_1$(Entrepreneurship Education)

Y = 1.519 + 0.730 Entrepreneurship Education

The standardized coefficients in Table 6 revealed that:

a. the independent variable, entrepreneurship education value, has positive effect on the graduate employability with Beta value of 0.770;
b. it also shows that there is a statistically significant relationship because the p-value (0.032) is less than 0.05.

Decision Rule: Reject H_0 if p-value is less than level of significance otherwise does not reject, **Result:** p-value = 0.032, **Level of significance =** 0.05

Decision: Since P value (0.032) is less than the level of significance, i.e. (0.032 < 0.05) rejects H_0 and conclude that there is a significant relationship among entrepreneurship education and graduate employability.

Hypothesis two:

H_0: Mentoring has no significant impact on graduate employability

H_1: Mentoring has significant impact on graduate employability

In testing this research hypotheses, the data collected were statistically analyzed using multiple regression analysis and Pearson Correlation Coefficient as shown in Table 3

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.212[a]	.045	.035	.98486
A. Predictors: (Constant), Mentoring				

The table 5 results above indicates that the correlation coefficient showing the association between the predictor variable (Mentoring) and its impact on graduate employability was 0.212. The adjusted R squared is 0.045. This means that the predictor variables accounted for 4.5% variation in the impact of mentoring on Graduate employability which shows that there was low degree of relationship between the variables involved.

Table 6: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.349	1	4.349	4.483	.037[b]
	Residual	92.146	95	.970		
	Total	96.495	96			
a. Dependent Variable: Graduates_Employability						
b. Predictors: (Constant), Mentoring						

The results on the Analysis of Variance (ANOVA) for the model as revealed in Table 6 was ascertained using simple regression with decision rule which states that reject H_0 if F cal > Ftab otherwise do not reject. Therefore F cal = 4.483 and ANOVA F(1,95) = 3.09.

Decision: Since Fcal > Ftab (i.e. 4.483 > 3.09), therefore the null hypothesis is rejected with the conclusion that there is a significant linear relationship between the predictor variable (Mentoring) and its impact on graduate employability. Based on this significant relationship, the coefficient for

the Beta weight for the amount of standard deviation unit of change in the dependent variable was calculated. The result is as shown in Table 5.

Table 7: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.523	.298		8.460	.000
	Mentoring	.315	.149	.212	2.117	.037
a. Dependent Variable: Graduates Employability						

The model specifications become:
$Y = B_0 + B_1$(Entrepreneurship Education) and Y = 2.523 + 0.315 Mentoring
The standardized coefficients in Table 7 revealed that:

a. the independent variable, mentoring value, has positive effect on the graduate employability with Beta value of 0.212.
b. it also shows that there is statistically significant relationship because the p-value (0.037) is less than 0.05.

Decision Rule: Reject H_0 if p-value is less than level of significance otherwise do not reject.
Result: p-value = 0.037 and **Level of significance =** 0.05; **Decision:** Since P value (0.037) is less than the level of significance, i.e. (0.037 < 0.05) rejects H_0 and conclude that there is a significant relationship among mentoring and graduate employability.

Conclusion

The study's findings established the fact that mentoring and entrepreneurship education function as catalysts for graduate employment. The study concluded that the variables played a significant influence in determining graduates' entrepreneurial development Centre's in selected tertiary institutions in Kwara State. Graduates, on the other hand, can only be successful if they receive effective mentoring and training through well-structured mentorship and entrepreneurial education and training programmes. As a result, policies aimed at supporting rapid and seamless graduate's employability should be formulated in order to improve mentorship and training programmes.

Recommendations

The following recommendations are made based on the findings and conclusions.
The paper recommends that the government at all levels should increase their efforts in formulating policies and implementation on entrepreneurship development centres that are open for all graduates to explore in order to achieve success, growth, and sustainability of their respective firms. Furthermore, government should increase carrying capacity in entrepreneurship development Centre's facilities to allow more graduates to enroll in entrepreneurship programmes, as nearly all graduates complain about a shortage of space to admit new entrepreneurs. Moreso, Centres managers should show strong leadership and commitment in managing entrepreneurship development programme to improve and develop student's capacity, growth, and performance.
They redesigned their mentorship and training programmes policies for effective and efficient concept assimilation by graduates. Similarly, the study recommends, that entrepreneurs should use entrepreneurship development facilities as instrument to develop their business for better performance, success, and growth, as this will help graduates create more job opportunities for themselves and the masses. This of course, as things being equal, will have a multiplier effect on the economy.

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