Quest Journals
Journal of Research in Business and Management
Volume 10 ~ Issue 4 (2022) pp: 40-47
ISSN(Online):2347-3002
www.questjournals.org

Research Paper

Post Covid-19:Innovation And Entrepreneurship Education In Improvingemployability of Young Graduates in Uyoakwa Ibom State

OBIALOR, DONATUS CHUKWUEMEKA PhD
Department of Business Management, University of Uyo, Uyo

EMEM, AKANINYENE SAMPSON
Department of Marketing, University of Uyo, Uyo

OBIALOR, CHINENYE EHIKEM
AlvanIkoku Federal College of Education, OwerriImo State

Abstract
Every crisis is an opportunity and brings challenges and threats to entrepreneurs and their organization, no matter if initiated by human behavior, national disasters or economic mechanisms. The study is conducted to examine the effect of the relationship between innovation and entrepreneurship education in improving employability of Young Graduates inUyo. The study adopts the survey research design and used Simple Random Sampling technique to select a sample size of 50 from a population of 110. The Ordinary Least Square regression analysis was used to analyze data and test of hypotheses. Result shows that Innovation and Entrepreneurship Education Indices (Information and career media skills, social and cultural skills, and technical skills) have joint effect on Employability of Young Graduates inUyoThe study recommend that, to promote entrepreneurial and innovative learning, government and organizations should provide creative learning environments for students and intending entrepreneurs. The study conclude that innovation and entrepreneurship education have significant effect in improving employability of Young Graduates in Uyo.

Keywords: Entrepreneurship, Innovation, Education, Employability, Skill

Received 14 Apr, 2022; Revised 28 Apr, 2022; Accepted 30 Apr, 2022 © The author(s) 2022.
*Published with open access at **www.questjournals.org***

I. Introduction

The onset and spread of COVID-19 have left few people, if any, unaffected. Governments, the world over have been repeatedly tested and stretched. The Situation have set new rules and norms to try to re-establish confidence and give economics a chance of survival (Lien, Burcu, &Raphael, 2020). Many entrepreneurial businesses have pivoted to meet new needs for goods or services borne out of the crisis. The way entrepreneurial business models and approaches are affected by the pandemic and recent innovations will have an impact on how entrepreneurship is perceived as a job choice in the future (Lien et al 2020). Yet, while a large number of start-ups have suffered during the pandemic, COVID-19 has also led to an increase in entrepreneurial activity. Companies and individuals across the world have rallied to respond to, and where possible, tackle this crisis through innovation.

Entrepreneurs and companies have devised new ideas to respond to existing or emerging needs insufficiently addressed by governments and incumbent institutions (Lien et al 2020). How then will the experiences of the thousands of entrepreneurs who will lose their jobs during the pandemic due to poor innovation, impact the perception of entrepreneurship (Lien et al 2020). The innovation and creativity of entrepreneurial students offers an interesting case. Innovation as a concept was first highlighted within academia by Joseph Schumpeter in the 20th century, who saw innovation as a process that takes an invention and develops it all the way to a marketable product and service that changes the economy (Hana, 2013).

Lionnet (2003) cited in Ramadan &Gerguri(2011) defines innovation as a process by which a novel idea is brought to the stage where it eventually produces money. It is a dynamic technical, economic and social

process involving the interaction of people coming from different horizons, with different perspectives and implementation of new processes, products, services and methods of delivering results in significant improvement in outcomes, efficiency, effectiveness or quality (Albury 2005 cited in Aljohani 2015). Entrepreneurship has broadened and wider implication. It does not merely mean the ability to start some business. It may bring about a change in the mind set of people and can be a change in the social order. But it has a good spectrum of basic principles responsible for strong character, creativity, innovation, intelligence, independence, productivity and the ability to avail of the prevalent opportunities on resources to a great advantage (Aljohani, 2015).

Entrepreneurship education means many different things to educators; from primary schools to university, at each level of education, it is responsible to expect different outcomes as students mature and build on previous knowledge. But the overall purpose remains to develop expertise as a student entrepreneur. Innovation and entrepreneurship education in this era of COVID-19 is to cultivate personnel with basic qualities of entrepreneurship and pioneering personality, which requires entrepreneurial awareness, and innovative spirit for talents. Innovation and entrepreneurship education is helpful to cultivation of innovation of innovative spirit and innovation ability of business management students, and it is indispensable condition for cultivating business management student's employability (Li, 2017). Cultivation of employability of business management student's concerns their future development. Thus, innovation and entrepreneurship education can reasonably promote improvement in business management student's employability (Chen, Wang, Nevo, Benitez-Amado, &Kou, 2015).

According to Webber (2017), analysis of interpretation of employabilityreveals that not every dimension of employability needs enterprise participation, and not every dimension of employability has the possibility of enterprise participation. Employability of entrepreneurial student's means that students should have logical thinking ability, knowledge and skill,teamwork, interpersonal communication and communication skills and can complete a series of work as required of by the employer. This is attitude required of entrepreneurialstudents to adopt to industrial development and improve their social adaptability, which is a major ability for entrepreneurial students to cope with the complicated social environment and thus, improve themselves (Or-kan,2017).

Boh,De-Haan, &Stron, (2016) posit that employability is an individual's quality and ability to meet the changing needs of employers and customers, which obviously helps one to achieve his expectations and potential. Contributing to the literature, Boh et al (2016); Ndembi,(2015) cited in Li, (2017) argued that employability is employee's ability to maximally meet the employer's needs, or better fulfill the task assigned by the employer. These abilities according to Honig, Venkateswaran& McNeil (2017) includes Knowledge, logical thinking ability, studiousquality, self-management skills and interpersonal communication skills, etc.

Statement of the problem

Many entrepreneurial businesses have pivoted to meet new needs for goods or services borne out of the crisis. Thus, the way entrepreneurial business models and approaches are affected by the pandemic will have an impact on how entrepreneurship is perceived as a job choice in the future. Less noticed and discussed, however, is the relationship between innovation and entrepreneurship education particularly in this era of COVID-19.

While many start-ups will fail to survive the crisis, the pandemic has also given rise to more or new entrepreneurial activity. The question today is how this situation will influence entrepreneurs moving forward and what can be done by different players to make sure businesses move in the right direction and not necessarily a shake-up to restructure the system. The study therefore is faced with the challenges of examining the effect of the relationship between innovation and entrepreneurship education in improving employability of Young Graduates inUyo.

Objective of the study

The objective of the study is to examine the effect of the relationship between innovation and entrepreneurship education in improving employability of Young Graduates in Uyo. Specifically, the study is to:

1. Find out if Information and Media skills have any significant influence in improving employability of Young Graduates inUyo.
2. Determine if social and cross-cultural skills have any significant effect in improving employability of Young Graduates in Uyo.
3. Verify if improved technical skills have any significant effect in improving employability of Young Graduates in Uyo.

Research Questions

1. What is the influence of Information and Media skills on improving employability of Young Graduates inUyo?
2. To what extent has Social and Cross-cultural skills impact on the employability ofYoung Graduates in Uyo?
3. What is the effect of improved technical skills on employability of Young Graduates in Uyo?

Research Hypotheses

1. Information and Media skills have no significant influence on employability of Young Graduates in Uyo.
2. Social and cross-cultural skills have no significant impact on employability of Young Graduates in Uyo.
3. Improved technical skills have no significant effect on employability of Young Graduates in Uyo.

II. Review of literature

21th CENTURY EMPLOYABILITY SKILLS

Learning and innovative skills according to Beers (2011) that separate students who are prepared for increasingly complex life, and work environment in today's world and those who are not includes; creativity and innovation in which students requires to cultivate creative thinking both independently and in groups through brainstorming and other idea generating strategies, develop, communicate and implement original, inventive ideas, be open to risk-taking, failure, feedback from others and diverse perspectives, and analyze, evaluate and refine their ideas.

Critical thinking and problem solving, in which the students will use inductive and deductive reasoning as well as system thinking to solve problems, analyze,synthesize, and interpret evidence to form decisions and reflect on learning.It also includes to evaluate facts, ideas, claims, and beliefs, analyze alternative points of view, critically reflect on learning and ask questions, communicate clearly and for many purposes, use multiple media technologies best suited for the message and audience, and collaborate with others, share responsibility, and be flexible, adaptable and respectful of others (Beers, 2011).

In terms of information, media and technology skills, students today live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make students contribution on an unprecedented scale. Effective students must be able to exhibit a range of functional and critical thinking skills, such as: information literacy, Media literacy, ICT literacy etc.

About Life and Career Skills,Students life and work environment require for more than thinking skills and content knowledge. The ability to critically navigate the complex life and work environments in the globally competitive information age requires the student to pay rigorous attention to developing adequate life and career skills such as: Social and Cross Cultural Skills, productivity and accountability, leadership and responsibility, initiative and self-direction, flexibility and adaptability etc (Partnership for 21st Century Skills 2009).

In adapting flexibility and adaptability skills, the student requires to be flexible and able to work with individuals of various cultural/Linguistic backgrounds and those who have differing point of view.Adapt to changes in priorities, timelines, roles, and duties, manage self and tasks in a climate of ambiguity, effectively incorporate feedback, including praise and criticism.

To exhibit initiative and self-direction skills, the student will self-direct and self-manage learning, prioritize tasks, and use time wisely, take initiative for advancing own knowledge and skills set, set both tactical and strategic goals, practice personal reflection and meta-cognition to set and achieve future goals.

With Social and cross-cultural skills, the students will require to be open-minded, encourage and apply diversity of opinions to create new ideas, respect individuals from varying cultural, linguistic, social, and economic backgrounds, work and interact effectively with diverse teams, engage in professional and respectful conduct and behavior including knowing when to speak and when to listen.

In order to acquire leadership and responsibility skills, the students will build rapport and trust with peers by demonstrating integrity and ethical behaviors, negotiate, collaborate and inspire others to accomplish shared goals, utilize personal strengths and strengths of others in collaborative work, act responsibly, lead others through use of interpersonal and problem solving skills, and develop cultural competiveness in working with others(Beers 2011).

Innovation and Entrepreneurship: Importance and Relationships

Entrepreneurship education in this era of COVID-19 has passed from teaching how to prepare a business plan to focusing on the development of a defined way of thinking and acting, as well as on the process involving ideation, creating a business, and managing its growth (Aljohani,2015). Entrepreneurial education process must incorporate public policymakers since they should be aware of the importance and potential of

education in developing innovation and entrepreneurship capabilities and the impact on students. The importance of entrepreneurship and innovation for the development and employability of the students requires the unleashing of an epidemic that will spread the entrepreneurial virus to everyone.

Ways Innovations can help create value

Rogers (2020) posit that the followings are the ways in which innovation can create value. Open communication that is global as innovation.In risk taking culture, not every innovation works out and risk taking doesn't come naturally to everyone. But the two go hand in hand. And risk taking creates value. While many fear failure, you need to be willing to step out into the abyss and try something new. Many companiesproducea successful product /services that does well for a period of time, but that isn't value. By relying on one product/services, your company will become complacent and end upstuck when a rival company does something cheaper or better. Thus, the ability to constantly innovate or adapt mean your company will never be complacent.

Innovation can help drive value in your business in a variety of different ways. You have to decide what would be best for your company and how to implement that strategy, but open innovation, agile decision making, empowerment and risk taking can really help drive your business to sustained and long-term growth.

III. Methodology

This section covers the design procedure and methodology of the work and adoptssurvey research design with a sample sizeof 50 selected using the Simple Random Sampling technique from a population of 110. Data analysis was carried out using the Ordinary Least Square regression analysis.

Parameters: b_0, b_1, b_2, b_3, are estimated from the formula:

H_o :b_i = O ieInformation and Media skills index X_1Information and Media skills have no significant influence on employability of Young Graduates in Uyo.

H_i :b_i = O ieindex X_1Information and Media skills have a significant influence on employability of Young Graduates in Uyo.

H_2 :b_2 = O ieSocial and cross-cultural skills index X_2Social and cross-cultural skills have no significant impact on employability of Young Graduates in Uyo.

H_2,:b_2 = O ieindex X_2Social and cross-cultural skills index X_2Social and cross-cultural skills have a significant impact on employability of Young Graduates in Uyo.

H_{o3},:b_3 = O ieTechnical Skills index X_3Improved technical skills have no significant effect on employability of Young Graduatesin Uyo

H_3,:b_3 = O ieindex X_3Improved Technical Skills have a significant effect on employability of Young Graduates in Uyo

b0
b1
b2 = $(X^T X) - {}^1X^T Y$
b3

Thus, the estimated regression is:

$Y = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3$

Tests of Hypotheses

The study involves two types of test, namely, joint test, and individual test.

Individual Test: This test is conducted to see if each of the three Innovation and entrepreneurship education indices significantly influencesemployability of Young Graduates in Uyo. The null and alternate hypotheses are:

$$t - \text{calculated} = \frac{bi \quad i = 1,2,3,4,5}{S.E(b_1)}$$

Where S.E (b_1) = standard error of the estimated parameter, b_1.

The t-calculated is compared with the t-tab, where t-table = ta, (n-k)2

Decision Rule: If the t-calculated is less than t-tabulated; we accept the null hypothesis (H_0) and reject the alternative hypothesis (H_1) otherwise, vice versa.

Joint Test (ANOVA test): This is carried out to see whether the three explanatory variables that makeup are jointly significant in influencing employability of Young Graduates in Uyo.

The test is best carried out using the Analysis of Variance (ANOVA) table, as shown below.

Table 1. ANOVA table

Source of Variation	Degree of Freedom	Sum of Square	Mean square	F-ratio
Regression	K – 1	RSS = Br XT Y – ^{1}/n $(\sum y)^2$	RMS = RSS/(K-1)	RSS/(K-1) / ESS/(n-k)
Residual (Error)	n-k	ESS = YTY-	EMS = ESS/(n-k)	
Total	n-k	TSS=YTY – 1/n $(\sum y)$1		

The test statistic is given by:

F-calculated = $\frac{\text{RMS}}{\text{EMS}}$

Where RMS = regression mean square

EMS = error mean square

F critical = Fα (K-1) (n-K)

Where; a = level of significance

(K-1) = degree of freedom for regression and (n-k) = degree of freedom for error

Decision Rule: If F-calculated is greater than F-critical/tabulated, i.e. (F-cal>F-tab) we reject the null hypothesis (H_o) and accept the alternative(H_1). But if F-calculated is less than F-critical (F-cal<F-tab) we accept the null hypothesis and reject the alternative hypothesis.

Presentation of Data

Table 2: The mean responses on the relationship between Innovation and entrepreneurship education and Employability of Young Graduates

S/N	Employability of Young Graduates(Y)	SA	A	N	D	SD	Mean	Decision
1.	Creativity and innovation is one of the learning and innovative skills students need to be employable.	29	11	2	2	6	4.14	Positive
2.	To innovate, you need an empowered team.	27	16	5	1	1	4.34	Positive
3.	Employability is an individual's quality and ability to meet the changing needs of employers and customers, which obviously helps one to achieve his expectations and potential.	22	15	3	5	5	3.88	Positive
4.	Not every dimension of employability needs enterprise participation, and not every dimension of employability has the possibility of enterprise participation.	15	25	0	8	2	3.86	Positive
5.	Employability attitude required students to adopt to industrial development and improve their social adaptability.	21	9	4	12	4	3.62	Positive
6.	Employability is employee's ability to maximally meet the employer's needs, or better fulfill the task assigned by the employer	22	16	5	4	3	4.00	Positive
7	Employability attitudes includes Knowledge, logical thinking ability, studious quality, self-management skills and interpersonal communication skills	17	15	9	5	4	3.72	Positive
8	Entrepreneurship has broadened and wider implication	10	4	13	11	2	3.38	Positive
9	Entrepreneurship education means many different things to educators	25	5	5	8	7	3.66	Positive
10	Experiences and ideas provided by external sources are used as a tool for learning in our environment	16	11	6	5	12	3.28	Positive

Criterion mean = 2.5

The result in table 2 above shows a summary of the responses of the relationship between Innovation and entrepreneurship education and Employability of Young Graduates in Uyo.We can observe that the mean responses are above the 2.5 criterion mean, hence the respondents all agree that creativity and innovation is one of the learning and innovative skills students need to be employable and adequately gain a competitive advantage over competitors in the labour market.

Research Question 1: What is the influence of Information and Media skills on improving employability of Young Graduates in Uyo?

Table 3: The mean responses on the influence of Information and Media skills on improving Employability of Young Graduates

S/N	Information and Media Skills (X_1)	SA	A	N	D	SD	Mean	Decision
1.	The organization hires new employees who have the requisite skills.	11	11	4	16	2	3.02	Positive
2.	Students need inductive and deductive reasoning as well as system thinking to solve problems, analyze, synthesize, and interpret evidence to form decisions and reflect on learning.	19	23	1	5	2	4.04	Positive
3.	The organization rewards employees for new innovative ideas and skills.	9	7	11	14	9	2.86	Positive
4.	Students life and work environment require for more than thinking skills and content knowledge.	24	16	1	7	2	4.06	Positive
5.	Effective students must be able to exhibit a range of functional and critical thinking skills to be employable.	25	21	2	1	1	4.36	Positive

Criterion Mean = 2.5

The result in table.3 above shows that the responses are all positive, ie. they fall within the acceptance area; hence we accept the question items presented above. Consequently, conclude that effective students must be able to exhibit a range of functional and critical thinking skills to be employable.

Research Question 2: To what extent has Social and Cross-cultural skills impact on the Employability of Young Graduates in Uyo?

Table 4: The Mean responses onSocial and Cross-cultural skills and Employability of Young Graduates

S/N	Social and Cross-Cultural Skills (X_2)	SA	A	N	D	SD	Mean	Decision
1.	Entrepreneurial students lead others through use of interpersonal and problem solving skills and develop cultural competiveness in working with others	29	16	1	2	2	4.36	Positive
2.	Students will apply diversity of opinions to create new ideas, respect individuals from varying cultural, linguistic, social, and economic backgrounds.	21	28	0	1	0	4.38	Positive
3.	Students will be open-minded to encourage work and interact effectively with diverse teams.	6	17	2	1	8	2.92	Positive
4.	Students will engage in professional and respectful conduct and behavior to be employable.	22	18	6	2	2	4.12	Positive
5.	To acquire responsibility skills, the students will build rapport and trust with peers by demonstrating integrity and ethical behaviors.	32	9	5	3	1	4.36	Positive

Criterion Mean = 2.5

Table 4 above shows a summary of the responses on the various ways Social and Cross-cultural skills has impacted on Employability of Young Graduates. The mean values points to the fact that students will apply diversity of opinions to create new ideas, respect individuals from varying cultural, linguistic, social, and economic backgrounds.

Research Question 3: What is the effect of improved technical skills on employability of Young Graduates in Uyo?

Table 5: The mean responses on the effect of improved technical skills on employability of Young Graduates in Uyo

S/N	Technical Skills(X_3)	SA	A	N	D	SD	Mean	Decision
1.	Effective students must be able to exhibit a range of functional and critical thinking skills	16	21	0	4	9	3.62	Positive
2.	Innovation can help drive value in your business in a variety of different ways	17	10	12	2	9	3.48	Positive
3.	Entrepreneurs have devised technical new ideas to respond to existing or emerging needs	11	25	4	7	3	3.68	Positive
4.	Employees abilities includes Knowledge, logical thinking ability and self-management skills	8	19	11	6	6	3.34	Positive
5	New technical ideas and knowledge help in redesigning processes and working methods.	6	13	19	7	5	3.16	Positive

Criterion Mean = 2.5

A summary of the responses in table 5 shows the responses on the effect of improved technical skills on employability of Young Graduates in Uyo?

The mean values are greater than the 2.5 criterion mean, hence we conclude that New technical ideas and knowledge help in redesigning processes and working methods.

Data Analysis

The data gathered are subjected to ordinary least square regression analysis based on the 5-point likert scale approach. The result obtained is summarized below.

Table 6: Summary of Ordinary Least Square Estimation

Variables	Coefficients (B)	Std. error	t-statistic
(Constant)	34.584	9.147	3.781
Information and Media skills	0.059	0.155	0.382
Social and Cross-cultural skills	0.221	0.034	6.500
Technical skills	0.283	0.037	7.649

Source: SPSS Output (See Appendix)

The table. 6 above shows the relationship between indices Innovation and entrepreneurship education and Employability of Young Graduates. It can be observed that Information and career media skills, social and cultural skills, and technical skills have all positive and direct effect on Employability of Young Graduates. Consequently, Information and media skillsexerts 5.9% effect onEmployability of Young Graduatesmeaning that given an increase in Information and media skillsare affected positively to the rate of 5.9%.

Also, Social and Cross-cultural skillswhich is one of the important variables of Innovation and entrepreneurship education has 22.1% impact on Employability of Young Graduates. This implies that given an increase inSocial and Cross-cultural skills,Employability of Young Graduatesincrease by 22.1% all things being

equal. Technical skills have 28.3% effect on Employability of Young Graduates. This represents the highest effect among the variables and implies that given an increase in technical skills, Employability of Young Graduatesgrow by 28.3%.

The adjusted R-squared tells us the degree of fitness of the model. It is estimated at 60.5% meaning thatInnovation and entrepreneurship educationindices used in the model accounts for up to 60.5% of the changes in Employability of Young Graduates. This represents a modest fitness and implies that the model is feasible.

Test of Hypotheses

Table 7: Summary of t-test

Variables	t-statistic	P-value	Decision Rule
Information and Media Skills	0.382	0.704	Not Statistically significant
Social and Cross-cultural skills	6.500	0.010	Statistically Significant
Technical skills	7.649	0.0001	Statistically Significant

5% Critical Value = t_0. 025, 50-3 = t_0. 025, 47 = 1.960.

Hypothesis One:

Ho_1: Information and Media skills have no significant influence on employability of Young Graduates in Uyo.
t-statistic = 0.382
t-table = 1.960

Decision Rule: Since thet-statistic is less than the t-table value at 5% level of significance, we accept the null hypothesis and conclude that Information and Media skills have no significant influence on employability of Young Graduates in Uyo.

Hypothesis Two

Ho_2: Social and cross-cultural skills have no significant impact on employability of Young Graduates in Uyo.
t-statistic = 6.500
t-table = 1.960

Decision Rule: Since the t-statistic is greater than the t-table value at 5% level of significance, we reject the null hypothesis and conclude that Social and cross-cultural skills have a significant impact on employability of Young Graduates in Uyo.

Hypothesis Three

Ho_3: Improved technical skills have no significant effect on employability of Young Graduates in Uyo.
t-statistic = 7.649
t-table = 1.960

Decision Rule: The t-statistic is greater than the t-table value at 5% level of significance; therefore, we reject the null hypothesis and conclude that Improved technical skills have a significant effect on employability of Young Graduates in Uyo.

Joint Test of Significance

Ho: The Innovation and Entrepreneurship Education Indices (Information and career media skills, social and cultural skills, and technical skills) have no joint effect on Employability of Young Graduates in Uyo.

ANOVA

MODEL	SUM OF SQUARES	df	Mean Square	F	Sig.
Regression	57.743	3	19.248	5.693	0.000^6
Residual	155.537	46	3.381		
Total	213.280	49			

a: Dependent Variable: Employability of Young Graduates
b: Predictors (Constants), Inf/MS, S/CS, TS
F-statistic = 5.693
F-table = F 0.05, 3, 46 = 2.84

Decision Rule: Since the F-statistic is greater than the F-table at 5% level of significance, we reject the null hypotheses and conclude that Innovation and Entrepreneurship Education Indices (Information and career media skills, social and cultural skills, and technical skills) have joint effect onEmployability of Young Graduates in Uyo.

Test for Autocorrelation

The presence of autocorrelation renders the regression results spurious. The Durbin Watson Statistic from our analysis is 1.989. Therefore, going by the decision rule, the DW value lies within the rejection region and tends towards 2 than to 0. This means that there is no auto correlation in the model.

Test for Multi Collinearity

The condition index tells us the level of collinearity of the independent variables. The condition index values of 10.957, 19.003 and 19.158 shows that there is moderate multi collinearity since the Condition Index values are within the range of 10 and 20.

IV. Discussion of Findings

The analysis made in this research work has highlighted to a very high extent thatInformation and career media skills, social and cultural skills, and technical skills have all significant effect on Employability of Young Graduates with themodel coefficient exerting5.9%, 22.1% and 28.3% effect respectively.

The hypotheses of the study were tested using the Ordinary Least Square regression analysis and the result revealed that while Information and Media skills has no significant effect on Employability of Young Graduates, both social and cultural skills, and technical skills have significant effect onEmployability of Young Graduates. The Innovation and Entrepreneurship Education indices were found to have joint effect on organizational innovation contributing to about 60.5% of the effect on Employability of Young Graduates. The model was deemed to have a very good fit with no Autocorrelation and Multicollinearity.

V. Recommendations

i. To promote entrepreneurial and innovative learning, government and organizations should provide creative learning environments for students and intending entrepreneurs

ii. Students should engage in professional and respectful conduct and behavior to be employable.

iii. To be employable students should demonstrate integrity and ethical behaviors, collaborate and inspire others to accomplish shared goals, utilize personal strengths and strengths of others in collaborative work, act responsibly, and lead others through use of interpersonal and problem solving skills to develop cultural competiveness.

iv. Schools and Universities should be provided with the knowledge, abilities, and skills required for successful entrepreneurship and to participate in the innovation and business.

VI. Conclusion

The study was conducted to examine the effect of the relationship between innovation and entrepreneurship education in improving employability of Young Graduates in Uyo. The Ordinary Least Square regression analysis was used to test the hypotheses of the study. Apart from Information and Media skills which has no significant effect on Employability of Young Graduates,social and cultural skills, and technical skills have significant effect onEmployability of Young Graduates.The Innovation and Entrepreneurship Education Indices (Information and career media skills, social and cultural skills, and technical skills) have joint effect on Employability of Young Graduates in Uyo.

The Durbin Watson Statistic analysis is 1.989 and going by the decision rule, the DW value which lies within the rejection region and tends towards 2 than to 0. shows that there is no auto correlation in the model. Also, the condition index that tells about the level of collinearity of the independent variables shows a condition index values of 10.957, 19.003 and 19.158, indicating that there is moderate multi collinearity since the Condition Index values are within the range of 10 and 20. The study however conclude that innovation and entrepreneurship education have significant effect in improving employability of Young Graduates in Uyo.

References

[1]. Aljohani. M (2015). Innovation and Entrepreneurship Integration in Education, OHAIO State Model. International Journal of Teaching and Education. Available at DOI:10.20472/TE.2015.3.3.001.

[2]. Beers. S (2011). 21ST Century Skills, Preparing Students for THEIR FUTURE. Available at https://www.mheonline.com/mhmymath/pdf/21st-century-skills.pdf.

[3]. Boh.W. F, De-haan, U, & Strom, R (2016). University Technology Transfer Through Entrepreneurship: Faculty and Students in Spinoffs. Journal of Technology Transfer,41, (4), 661-669.

[4]. Chen, Y, Wang. Y, Nevo,S, Benitez-Amado,J, & Kou, G (2015). IT Capabilities and Product Innovation Performance: The Role of Corporate Entrepreneurship and Competitive Intensity. Information and Management, 52 (6), 643-657.

[5]. Hana. U (2013) Competitive Advantage Achievement Through Innovation and Knowledge, Competitiveness, vol.5, Issue 1. Available at http://www.Cjournal.CZ/FILES/127.pdf

[6]. Honig. M. I, Venkateswaren. N, &Mcneil. P (2019). Research Use as Learning: The Case of Fundamental Change in School District Central Offices. American Educational Research Journal, 54, (5), 938-971.

[7]. Li, S. X (2017). Study on the Integration Strategy of Knowledge Resources in Education College Students. Computer Simulation, 34, (7), 162-165.

[8]. Li,G (2017). Role of Innovation and Entrepreneurship Education in Improving Employability of Medical University Students. Available at DOI:10.12973/ejmste/80779.

[9]. Lien.D.C, Burcu, K, & Raphael. R (2020). Discovering the Real Impact of COVID-19 on Entrepreneurship. Available at https:www.weforum.org/agenda/2020/06/how-covid-19-will change-entrepreneurial-business/.

[10]. Or-Kan. S (2017). Processing Academic Science Reading Texts Through Context Effects: Evidence from Eye Movements. Eurasia Journal of Mathematics Science and Technology Education,13, (3), 771-790.

[11]. Partnership for 21st Century Skills (2009). P21 Framework Definition. Available at http://www.21.org/documents/P21 Framework Definitions.pdf

[12]. Ramadani&Gerguri (2011). Innovation: Principles and Strategies, South-East European University at Tetuo.

[13]. Rogers. M (2020). How Innovation Can Create Value in your Business. Business West Publication, Available at businesswest.co.uk/blog.

[14]. Webber. D. A (2017). State Divestment and Tuition at Public Institutions. Economics of Education Review, 60, 1-4.