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# Unemployment Problems Amongst Graduates Of Human Kinetics And Health Education (A Case Study Of Southern Senatorial District, Cross River State, Nigeria)

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**Abstract**

This study investigated "Unemployment Problems Amongst Graduates of Human Kinetics and Health Education (A Case Study of Southern Senatorial District, Cross River State, Nigeria)''. To achieve the purpose of this study, two research purposes were formulated based on the variables for the study, two research questions were raised and converted to two null hypotheses. The hypotheses were stated as follows; there is no significance difference in the responses of Human Kinetics and Health Education students on awareness of the unemployment situation in tertiary institutions in Cross River State and in the country as a whole, there is no significant difference in the effects of unemployment on graduates of tertiary institutions in Cross River State and in the country as a whole. An Ex-post facto research design was adopted for the study and the samples of two hundred and ninety (290) comprises of students from the University of Calabar, Cross River State University (UNICROSS) and College of Education, Akamkpa, which were chosen for the study using a purposive sampling technique. The instrument used for data collection was a structured questionnaire that was patterned after a four-point rating scale of Strongly Agree (SA), Agree (A) Strongly Disagree (SD) Disagree (D). Data was however gathered from the respondents and used for analysis. The mean and standard deviation were used to answer the research questions while analysis of variance was used to analyze the hypotheses. The results revealed that there is a significant difference among universities, and colleges of education students in their opinion about the awareness and effect of the unemployment situation in tertiary institutions in Cross River State and in the country as a whole. It was recommended that, high priority should be assigned to the development of rural areas, career counseling and skill-oriented education are positive solutions to solving the graduate unemployment problem in Cross River's southern

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| | senatorial district, promote entrepreneurship: the government can create an environment that encourages entrepreneurship by providing seed funding, business training, and technical support to small and medium-sized businesses, enhance vocational training and education, Nigerians should be equipped with relevant skills and expertise that can make them employable among others. |

## Introduction

Sustainability education is the education aimed at cultivating awareness, and developing competencies, knowledge, skills, and attitudes towards preserving and conserving the environment in such a way that every activity in its exploitation sustains the future generation's needs fulfillment. "According to UNESCO, there are two key dimensions of educational quality: promotion of cognitive development; and the cultivation of skills, knowledge, values, and attitude necessary for responsible, active and productive citizens. Culturally inclusive curricula and methods which include indigenous perspectives also help to create an educational experience that is more relevant to indigenous learners and to ensure that multiple and diverse intercultural perspectives are embraced in the learning environment.

Education, therefore, gives significant impacts on to the implementation of this concept. According to Wragg (2017) "Education is a continuous and timeless human process, stretching from the past through the present and into the future. It is the vehicle by means of which the wisdom and experiences accumulated over several millennia are transported to the next and following generation". This means that sustainability education is education with regards to applying sustainability concept by taking into consideration its pillars, as the independent and interrelated dimensions, i.e., environment, economy, and society and culture, in an attempt to improve the quality of life.

Education from the perspective of sustainability basically teaches values. Through education, an individual can understand him/herself and other creatures as well as their relationship with the natural environment and wider social environment. Education teaches the value of appreciating other creatures, the value of understanding diversity and difference as well as justice, responsibility and tries to bring out dialogues on the subjects. That is why education is an important means to promote the values in order to achieve sustainability.

Various scholars, educators and philosophers have put forward opinions, ideas and definitions relating to the concept of curriculum (Williamson, Sewel and McCoy 2016). However, two broad groups of scholars exist. The first group has the traditionalists consisting of the perennialists, the essentialists and the disciplines doctrine advocates. They hold to the traditional conception of the fact that the curriculum is an embracing body of subjects set out by teachers and specifically designed to be covered. The second group has the progressives. They associate the curriculum with the society. The distinguishing views of traditionalists from the progressives is that traditionalists see the curriculum as a body of knowledge, a set of

permanent studies which is principally to inculcate discipline of the mind, whereas the progressives do not see why the curriculum should be restricted to the school. They hold the view that the curriculum should not embrace only the school subjects but also other social activities (Igwe, 2015). Ogunyemi (2016) provides succinct critique and explanation of the meaning of the curriculum as follows:

1. Curriculum is the entire state of affairs through which the school makes behavioral changes in persons who go through it;
2. The condition that the schools opt for and constantly manage for the purpose of producing change in the behavior of pupils, as a means of building the personality of the child;
3. The cycle of experiences set up in the school, for the intention of disciplining children and youths and other members of the school community who are there to be taught applying the best and acceptable customs of thinking and acting. Indeed, curriculum is the totality of experiences offered by the school whether it is carried on in groups or independently, within or outside the school.
4. It is the conscious, systematic and deliberate endeavors made by the school to transform the behavior of members of the society in which it is situated.

Education, therefore is a vital tool for social change and personal development. An educated person is expected to think right and act right. According to Oghiagbephan (2015), education creates improved citizens and helps to upgrade the general standard of living in a society, and positive social change is likely to be associated with the production of qualitative citizenry. It would seem to follow naturally that if more individuals are educated, the wealth of the nation would rise since more education attracts higher wages and, aggregately, higher national income, and if there are positive externalities of education, national income should increase by even more than the sum of the individual benefits. This increasing faith in education as an agent of change in many developing countries including Nigeria has led to a heavy investment in it, and thus the delegation of manpower development to the schools. The aim of higher education in Nigeria is to produce graduates equipped with generic skills necessary for the improvement of the nation's economy. Education therefore represents a significant medium of transferring knowledge, values, morals, culture, and skills to succeeding generations (Peter, 2015).

After graduation from tertiary institutions, students of Human Kinetics and Health Education are not expected to stay at home, expecting non-existing white-collar jobs. This is because Human Kinetics and Health Education is the education for the acquisition and development of health knowledge, skills and competencies, attitudes, and attributes that are necessary for the efficiency of the optimal health system (Okoli &Azhi, 2015).

The Nigerian nation is characterized by a high rate of unemployment and this results in a lot of vices ranging from insecurity, kidnapping, and poverty, among others. Imam (2011) described unemployment and poverty as very dangerous development that must be tackled to prevent its dangerous damage to the nation's economy. He opines that the inability of graduates to secure gainful employment opportunities is due to the problem of formal educational system which did not prepare them for gainful living. It is also observed that so many qualified graduates are

roaming around the country searching for jobs due to the fact that university educational system produce graduates without considering the economy, the needs of the people.

Fasae and Adeosun (2021) siting Okoli and Azhi (2015) observed that there is increasing level of unemployment in the country because our educational system as conceived in the past was white collar job oriented. The educational curriculum does not balance theoretical training with skill acquisition for self-reliance. Hence the need for educators and policy formulators to ensure that the general course contents and curriculum especially at all the levels of education are structured to meet our needs as a developing nation and that all levels of education in the context of current social and economic reforms should provide learners with functional knowledge and skills for productive life and for contributing to societal development. Oghiagbephan (2015) also noted that educational policies do not seem to correlate with economic needs, thus, with the much emphasis on compulsory education, increase in school enrolment at all levels and the proliferation of universities in the country, national productivity and economic development remain stiffened.

The phenomenon of chronic unemployment has become the major concern of successive Nigerian government. The phenomenon of joblessness creates much concern for the individual Nigerians. Unemployment has thus reached such an alarming situation today that is perhaps considered the most serious of the problem affecting Nigeria and one that is steadily worsening as the gap between the rapid rising member pressing for work and the new employment opportunities being created widens.

In the underdeveloped countries such as Nigeria, however employment benefits are not available to the unemployed. The income level of the great majority of families makes the provision of unemployment benefits virtually impossible thus, those unable to find jobs or these discharged from their previous employments are left to fend for themselves. In underdeveloped countries, majority of job seekers are therefore forced to create employment for themselves particularly in the rural agricultural sectors where they force disguised unemployment.

Thus, unemployment is defined briefly as the negative aspect of the economic process for an unemployed person is one who despite his willingness and capacity to work is unable to do so for reasons inherent in the organization of the commodity production.

Unemployment has call for a greater concern in the Nigeria economy. It has continued to be the major macroeconomic objectives of the government. Unemployment constitutes a series of serious developmental problems and is increasingly more serious all over Nigeria. The major policy of the government and the international agencies is targeted at reducing the rate of unemployment. Since the population explosion begun, the developing nations have been characterized by unemployment.

According to Walterskirchen (2019) there can be no negative relationship between economic growth and unemployment, because GDP and unemployment are both rising in the long run. It

is evident that employment will only increase if GDP is rising faster than productivity. Other things being equal, the greater the amount of goods and services produced, the greater the labour required for production; because economic growth and employment go hand-in-hand. But there is also the notion that higher productivity could mean fewer jobs. According to Calmfors and Holmlund (2020) there is often a failure to distinguish between increases in output that are due to higher capacity utilization and those that are due to long-term growth. Labour-market reforms which state that lower wage costs and increased employment will of course, cause output to grow during the adjustment process (Njoku & Ihugba, 2011). Similarly, one can also argue that higher employment among low-skilled workers leads to higher growth because it becomes more profitable to invest in human capital when this is combined with more low-skilled workers. Higher employment also implies more human capital accumulation if this occurs mainly through learning the job (Aghion & Howitt, 2014; Davcri & Tabellini, 2020). An effect working in the opposite direction is however, that higher employment is likely to reduce the average time spent in the education system before students enter the labour force (Storesletten & Zilibotti, 2018).

Scholars have written widely on the unemployment issue and its effects on the growth and development of Nigeria. According to Anyadike, Emeh and Ukah (2012), every nation's economy is characterized by both active and inactive populations. They observed that the economically active ones are those populations willing and able to work, and include those actively engaged in the production of goods and services and those who are unemployed. The International Labour Organisation in their contribution has it that the unemployed are numbers of the economically active population who are without work but available for and seeking for work. They also include people who have lost their jobs and those who have voluntarily left work (World Bank, 2019). On the part of Bassey and Atan (2012), Nigerian has the potential for rapid economic growth and development, with her rich human and material resources, yet the country's economic performance has been described as being truncated, erratic, dismal and largely unimpressed (Ajayi, 2012; lyaha & Oriakhi, 2012; Kayode, 2014; Ekpo, 2018). The poor growth performance of the economy is depicted in the rising incidence of poverty, massive and graduate unemployment, skyrocketing inflation, worsening balance of payments disequilibrium, monumental external debt burden, widening income disparity and growing fiscal imbalances which takes into consideration the Nigeria crises of underdevelopment. This is why Ekpo (2018) in Bassey and Atan (2012), affirmed that all these problems are rooted in the pervasive distortions existing within the economy. Unemployment, takes a doomsday scenario in Nigeria, it develops a decade after Nigeria had her independence. Akintoye (2018) in Bassey and Aten (2012) opined that the rate of unemployment rises from 4.3% to 6.4% and further rose to 7.1% in 1987. This rise in unemployment rate came as a result of economic depression which engulfed the nation and spread its effects that resulted to massive closure of businesses and retrenchment of workers. This was followed by the placement of embargo on recruitment which further worsened the situation (Nwankwo & Ifejiofor, 2014).

Anna (2019), quoting Safyanu and Alimburza (2011), who opined that graduates of tertiary institutions face the difficulty of not readily getting jobs immediately after school. Sara (2018), and Tandama (2019), researches have revealed that some years back, graduates of tertiary

institutions easily got employed after they have graduated from school. Their researches revealed that the situation drastically became difficult as the number of graduates continue to soar, coupled with the shortage of vacancies. This development, according to Sara and Tandama has forced graduates of tertiary institutions in Nigeria to go in search of self-employment. Longe (2017), has lamented that in Africa and in Nigeria in particular, graduate's unemployment is a very daunting challenge in the labour market. Balogun (2016), stressed that almost half of the 10 million graduates turned- out of over 668 universities in Africa yearly do not get jobs. Safyanu and Alimburza (2011), have stated that one of the reasons why graduates find it difficult to secure jobs after their graduation can be traced to inadequate curricula that their institutions have adopted. The daily Trust Newspaper (2018), reported that "securing employment can only be guaranteed if you are highly connected". Those that have people in positions of authority stand a better chance of being gainfully employed in the labour market. In other words, corruption is one of factors of graduates' unemployment in Nigeria.

**Statement of the Problem**

In spite of the high rate of unemployment in the Nigerian society and the huge investment in education, it seems that tertiary institution Human Kinetics and Health Education students are not prepared to face the unemployment challenges and do not possess the skills and consciousness of self dependable/ sustainability at the end of schooling. Rather, Ayara, (2017) observed that the education received further deepens social inequality and inculcate negative social changes such as cultism, rent seeking, sexual harassment, sorting, result racketeering, industrial disputes, brain drain among other social vices in the Nigerian school system and the society at large. It has also been observed that those in employment have poor inadequate skills to train the trainee properly. It also seems as if the Human Kinetics and Health Education curriculum does not emphasize possession of sporting skills as emphasis is still on certificate which has led to the turnout of unbaked and half-baked graduates who cannot meet job requirements in sporting environment even when they find the opportunity.

**Purpose of the Study**

The purpose of the study was:

1. to find out the extent of Human Kinetics and Health Education students' awareness of the unemployment situation in the country and their level of preparedness to face the challenges;
2. to find out the extent of Human Kinetics and Health Education students' awareness of the unemployment situation in the country and their skills consciousness for self-dependable and sustainability.

**Research Questions**

1. What is the level of awareness of Human Kinetics and Health Education students of the unemployment situation in the country and their level of preparedness to face the challenges?
2. What are the effects of unemployment on Graduates of tertiary institutions in Cross River State and in the country as a whole?

**Research Hypotheses**

1. There is no significance difference in the responses of Human Kinetics and Health Education students on awareness of the unemployment situation in tertiary institutions in Cross River State and in the country as a whole.

2. There is no significant difference in the effects of unemployment on graduates of tertiary institutions in Cross River State and in the country as a whole

**Significance of the Study**

The study will be significant in that it could expose the level of curriculum inadequacy in preparing Human Kinetics and Health Education students for the unemployment situation in the country and the world in general. It could also expose Department students' level of preparedness and to acquire the skills consciousness in facing the unemployment challenges in the country and what is needed to get them ready.

**Methods and Materials**

The Ex-post facto design was adopted for this research. This is the research that is undertaken after the events have occurred. Asika (2012) has opined that Ex-post facto research is a systematic empirical study in which the researcher does not in any way control or manipulate independent variables because the situation for the study already exists or has already taken place. The instrument used for the collection of data is the unemployment problems amongst graduates of human kinetics and health education questionnaire (UPAGHKHEQ). The instrument had twenty items. The instrument had content validity and language appropriateness. The instrument had a reliability coefficient of 0.85 using the test – retest technique. The respondents were to tick (√) Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The population of the research was made up of universities, and college of education students in Cross River southern senatorial district, Cross River State, Nigeria. The purposive sampling method was used to select 226, university students (200 students from the University of Calabar and 26 students from Cross River State University (UNICROSS), and 75 from college of education students, Akamkpa to whom the copies of the questionnaire were administered. Two research assistants assisted the researcher to administer the questionnaire on the respondents in the school campuses in the study area. From the 226 copies of the questionnaire administered on the two university students, 215 were retrieved; and from the 75 copies, of the questionnaire administered on the college of education students, 60 were retrieved. The scoring and collation of the information from the field were carried out by the researcher. The mean and standard deviation were used to answer the research questions while analysis of variance was used to analyze the hypothesis. The researcher used 2.50 as a benchmark to determine whether respondents agreed or disagreed with each of the statements on table one and two. The hypothesis was tested at 0.05 level of significance.

## Results and Discussions

### Research Question 1

What is the level of awareness of Human Kinetics and Health Education students of the unemployment situation in the country and state and their level of preparedness to face the challenges?

**Table 1: Mean and standard deviation on the awareness of unemployment among students of tertiary institutions. (N = 215 University Graduates)**

| | | N=215 University Graduates | | | N=75 College of Education Graduates | | |
|---|---|---|---|---|---|---|---|
| **S/N** | **ITEMS** | **Mean** | **SD** | **Decision** | **Mean** | **SD** | **Decision** |
| 1 | High rate of graduate turnout in higher institutions | 3.69 | 0.46 | Agreed | 3.12 | 0.87 | Agreed |
| 2 | Nigerian government due to over dependence on other sectors | 3.33 | 0.47 | Agreed | 3.18 | 0.98 | Agreed |
| 3 | Collapse of sports facilities | 3.46 | 0.50 | Agreed | 3.17 | 1.03 | Agreed |
| 4 | Lack of employable skills among graduates | 3.07 | 0.44 | Agreed | 2.85 | 3.94 | Agreed |
| 5 | Misappropriation of funds meant for facilities and equipment | 3.56 | 0.50 | Agreed | 3.28 | 1.01 | Agreed |
| 6 | Regular retrenchment of workers | 2.78 | 0.79 | Agreed | 2.62 | 0.76 | Agreed |
| 7 | Inability to pass employment interview by graduates | 3.43 | 0.50 | Agreed | 2.97 | 0.99 | Agreed |
| 8 | Curriculum tailored towards white collar jobs only | 3.42 | 0.50 | Agreed | 2.90 | 0.54 | Agreed |
| 9 | Wrong perception of graduates about self-employment | 3.10 | 030 | Agreed | 3.10 | 0.71 | Agreed |
| 10 | Wrong field of study by graduates | 3.51 | 0.50 | Agreed | 3.30 | 0.79 | Agreed |
| | **Total Grant Mean** | 3.34 | | Agreed | 3.05 | | Agreed |

Table 1, showed that the respondents agreed to items 1-10 on the awareness of unemployment among students of tertiary institutions in Cross River southern senatorial district. The university students have a mean range of 2.78-3.56 and a total grand mean of 3.34, and College of education students have a mean range of 2.62-3.30 and a total grand mean of 3.05 which were above the bench mark of 2.50 that were regarded as agreed. Therefore, all items under

awareness of unemployment among students of tertiary institutions in Cross River southern senatorial district were considered acceptable by the respondents.

**Research Question 2**

What are the effects of unemployment on graduates of tertiary institutions in Cross River State and in the country as a whole?

**Table 2: Mean and Standard deviation on the Effects of Unemployment on graduates of tertiary institutions in Cross River State and in the country as a whole.**

| | | N=215 University Graduates | | | N=75 College of Education Graduates | | |
|---|---|---|---|---|---|---|---|
| **S/N** | **ITEMS** | **Mean** | **SD** | **Decision** | **Mean** | **SD** | **Decision** |
| 11 | Feelings of depression by the graduates | 2.67 | 0.69 | Agreed | 2.20 | 0.40 | Disagreed |
| 12 | Low self-esteem by graduates | 3.77 | 0.42 | Agreed | 1.88 | 0.96 | Disagreed |
| 13 | Feeling of aggression | 2.36 | 0.48 | Disagreed | 1.68 | 1.03 | Disagreed |
| 14 | Rejection by relatives and friends | 1.67 | 0.47 | Disagreed | 1.55 | 3.96 | Disagreed |
| 15 | Indulgence in criminal activities (such as armed robbery, kidnapping, militancy, rape and ritual killing) due to frustration | 2.08 | 0.86 | Disagreed | 2.56 | 0.50 | Agreed |
| 16 | Indulgence in prostitution | 2.73 | 0.89 | Agreed | 2.47 | 0.50 | Disagreed |
| 17 | Indulgence in crime using information and communication technology (ICT) and cyber crime | 2.04 | 0.71 | Disagreed | 3.55 | 0.50 | Agreed |
| 18 | Delay in marriage | 1.67 | 0.47 | Disagreed | 3.57 | 0.50 | Agreed |
| 19 | Economic hardship | 3.48 | 0.50 | Agreed | 3.60 | 0.49 | Agreed |
| 20 | Deprivation from socialization effect of work | 3.07 | 0.44 | Agreed | 3.05 | 0.70 | Agreed |
| | **Total Grant Mean** | 2.55 | | Agreed | 2.60 | | Agreed |

Table 2, revealed the effects of unemployment on graduates of tertiary institutions in Cross River State and in the country as a whole with a total grand mean of 2.55 for university students, and 2.60 for college of education students. The table indicated that university students agreed to items 11, 12, 16, 19 and 20 with a mean ranged of 2.67-3.77 which were above the benchmark of 2.50 and above. Items 13, 14, 15, 17 and 18 with a mean raged of 1.67-2.36 were disagreed that these are no effects of unemployment on graduates of tertiary institutions in Cross River State and in the country as a whole. The college of education students agreed to

items 15, 17, 18, 19 and 20 with a mean range of 2.53-3.60 which were above the benchmark of 2.50, while items 11, 12, 13, 14 and 16 with a mean ranged of 1.55 - 2.47, were disagreed that these are no effects of unemployment on graduates of tertiary institutions in Cross River State and in the country as a whole.

**Hypotheses**

There is no significance difference in the responses of Human Kinetics and Health Education students on awareness and effect of the unemployment situation in tertiary institutions in Cross River State and in the country as a whole.

**Table 3:** One-way analysis of variance among Human Kinetics and Health Education University, and College of Education students in their opinion about the awareness and effects of unemployment situation in tertiary institutions in Cross River State and in the country as a whole.

| Source of variation | Sum of squares | Df | Mean of square | F | Sig |
|---|---|---|---|---|---|
| Between groups | 769.738 | 2 | 384.869 | 81.958 | 0.000 |
| With groups | 1779.752 | 379 | 4.696 | | |
| Total | 2549.490 | 381 | | | |

Table 3, showed that the F-value of 81.958 and a P-value of 0.000. testing the hypotheses at an alpha level of 0.05 the P-value of 0.000 was less than the alpha level of 0.05. therefore, the null hypothesis which states that "There is no significance difference in the responses of Human Kinetics and Health Education students on awareness and effect of the unemployment situation in tertiary institutions in Cross River State and in the country as a whole, was rejected. This implied that there is significant difference among university, and colleges of education students in their opinion about the awareness and effect of the unemployment situation in tertiary institutions in Cross River State and in the country as a whole.

**Discussion**

The research has revealed that one of the effects of the unemployment situation in tertiary institutions in Cross River State and in the country as a whole is the high rate of graduates' turnout with mean score of 3.69 which is above the bench mark of 2.50 on table one. This finding corroborates Fasae and Adeosun (2021) siting Okoli and Azhi (2015) who observed that there is increasing level of unemployment in the country because our educational system as conceived in the past was white collar job oriented. Another finding of this research as awareness and effect of the unemployment situation in tertiary institutions in Cross River State and in the country as a whole is the neglect of other sectors by the Nigerian government as a result over dependence on oil sector with mean score of 3.33 which is above benchmark of 2.50 on table one. This finding agrees with Adekola, et al (2016), who identified the neglect of agricultural sector as one of the effects of the unemployment situation in tertiary institutions in Cross River State and in the country as a whole. They stated that that the dependence of Nigeria

totally on oil sector has made the young graduates to migrate from the rural areas to urban centres where they could get employment in oil companies.

The research has also found out that another unemployment problems amongst graduates of human kinetics and health education (a case study of southern senatorial district, Cross River State, Nigeria, is the collapse of sports facilities with a mean score of 3.46 which is above the benchmark of 2.50 on table one. This finding was in agreement with Adesina (2013), when he observed that over 800 industries (facilities) collapsed in Nigeria and over 37 factories closed shops in 2009. Adesina added that half of the remaining operating firms have been classified by the Manufacturing Association of Nigeria (MAN) as "ailing" a situation that poses a great threat to the survival of manufacturing in Nigeria.

The educational curriculum does not balance theoretical training with skill acquisition for self-reliance. Hence the need for educators and policy formulators to ensure that the general course contents and curriculum especially at all the levels of education are structured to meet our needs as a developing nation and that all levels of education in the context of current social and economic reforms should provide learners with functional knowledge and skills for productive life and for contributing to societal development. The findings also agrees with Oghiagbephan (2015) who noted that educational policies do not seem to correlate with economic needs, thus, with the much emphasis on compulsory education, increase in school enrolment at all levels and the proliferation of universities in the country, national productivity and economic development remain stiffened.

The phenomenon of chronic unemployment has become the major concern of successive Nigerian government. The phenomenon of joblessness creates much concern for the individual Nigerians. Unemployment has thus reached such an alarming situation today that is perhaps considered the most serious of the problems affecting Nigeria and one that is steadily worsening as the gap between the rapidly rising members pressing for work and the new employment opportunities being created widens.

## Conclusion

The challenges of combating the rising unemployment level in Nigeria are the major task of the government, policymakers, and economic managers alike. The consequences of growing unemployment rates are such damning that no economy can afford to despise them. Such implications are glaring in the economy of Nigeria where many negative developments are traceable to the non-availability of jobs for the teaming population of energetic youths. Therefore, the need to aptly address this ugly development becomes paramount. While the government takes the leading role in the task of employment generation by providing the necessary enabling environment for economic activities, it is necessary to note that the battle against unemployment in Nigeria is like a war that is too important to be left to the Generals alone. Therefore, all stakeholders and hands must be on deck in the fight against this ugly hurdle called unemployment so that Nigeria can join its members in enjoying the dividend of development experienced through gainful expertise. The federal government should hasten the power sector reforms and re-stabilize the power sector to end the looming energy crisis in

Nigeria. In order to encourage entrepreneurial activities which is believed to be the remote cause of the unemployment problem in the country as power is a major factor in the economy. Religious, Ethnic and Political violence and crisis should be controlled by all means necessary as it displaces people and cause serious harm on their means of livelihood; many companies have left Nigeria because of violence in some part of the country. Therefore, increasing the employment rate in the country could help improve the people's standard of living. There should be a process or programme geared towards training youths in Nigeria in the act of entrepreneurship. This is in lieu of the assertion that knowledge in power. We are aware that there are programmes like National Directorate of Employment and the inculcation of entrepreneurship development courses in all higher institutions curriculum in Nigeria but more still need to be done as these platforms are just being institutionalized. They ought to be proactive and pragmatic. If they cannot fit in the prescription, a new one should be created to take their place. There should be a government regulated means of entrepreneurial development sponsorship devoid of politics and the likes that have crippled those developments in Nigeria in terms of financial sponsorship.

**Recommendation**s

From the findings made, the researcher has come up with the following which includes;

1. Proper educational and development policies
2. Discouraging the employment of unqualified candidates for existing job
3. Establishment of more industries to absorb our graduates
4. High priority should be assigned to the development of rural areas.
5. Finally career counseling and skill-oriented education are positive solutions to solving the graduate unemployment problem in Cross River's southern senatorial district.
6. Promote entrepreneurship: the government can create an environment that encourages entrepreneurship by providing seed funding, business training, and technical support to small and medium-sized businesses.
7. Enhance vocational training and education: Nigerians should be equipped with relevants skills and expertise that can make them employable.
8. Support industries and businesses: Industries and businesses should be supported by policies that seek to create a favorable trade environment for them.
9. Promote foreign investment: Foreign investment should be encouraged as this can lead to significant job creation.
10. Encourage self-employment: Nigeria can explore promoting self-employment though innovative programs that encourage entrepreneurship.
11. Review job opportunities: Government can review job opportunities in specific sectors and enhance them to encourage employment growth.

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