

RESEARCH ARTICLE

Entrepreneurship as Paradigm Shift to Unemployment Alleviation in Nigeria

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Abstract

This study covered indicators for entrepreneurship and how they affect unemployment alleviation (UNA) in Nigeria. The sample included small and medium-sized business owners and managers in the Ukwani Local Government Area, as well as Delta State University students from Abraka, Delta State. A conventional 5-propositional scale inquiry was used to obtain respondents' opinions. SPSS 23 was used for the Statistical tests and the results show that entrepreneurial risk-taking, and entrepreneurial teaching curriculum, and cognitive attitudes toward entrepreneurship positively influence unemployment alleviation in Nigeria. The entrepreneurial teaching curriculum has the strongest effect, followed by risk-taking and innovation. Cognitive attitudes and intentions, while significant, play a comparatively smaller role. Overall, entrepreneurship is a viable strategy for addressing unemployment in Nigeria. This study recommends fostering an environment that supports risk-taking and invention to promote unemployment alleviation in an economy. Also, Educational institutions should integrate more comprehensive practical entrepreneurial curricula into their programs. Especially programs aimed at improving attitudes towards entrepreneurship and fostering positive intentions among potential entrepreneurs. Furthermore, the Nigeria government should encourage massive entrepreneurial campaign in NYSC programme with the aim of changing their attitude of seeking white-collar jobs and being an employee rather to imbibe an attitude of the provider of goods and services to people through entrepreneurship.

Keywords: Entrepreneurship; Unemployment; risk-taking and innovation; Poverty

Introduction

Unemployment is the state in which individuals with the requisite level of competence and credentials are unable to find work or are employed at a level below their level of competence/certificate. When the rate of unemployment or underemployment in an economy is high, it results in an economic crisis, which can stymie progress and promote criminal activities such as terrorism, banditry, abduction, theft, and computer fraud. The solution to unemployment and underemployment in many countries in the twenty-first century is to reconsider a paradigm shift toward entrepreneurship. Entrepreneurship is viewed as an individual's or group's capacity to start their own businesses or enterprises, with the resources available. Entrepreneurship is defined as the ability and willingness to diagnose opportunities presented by social, political, and cultural environmental change, and the use of production means to create new products and services for the populace with the dual aim of making income and creating equal employment opportunities.

According to Aroghene and Akpoyibo (2023), SMEs are major component of entrepreneurship & a backbone of economic development in Nigeria. It shows that an increase in entrepreneurship could be a game changer in Nigeria. Unemployment has become a global phenomenon in both developing and industrialized states. Nigeria, like many other developing nations, faces the challenge of high unemployment rates, which has been a persistent issue despite various policy interventions (Aroghene & Imene, 2023). The challenge becomes increasingly complex with every passing year, particularly in Nigeria. Unemployment, combined with rural-urban mobility, has encompassed the Nigerian labour market. This has been worsened by an alarming number of graduates from polytechnics, colleges of education, mono-technics, and universities each year. Unemployment has increased the prevalence of social vices such as robbery, kidnapping, prostitution, human trafficking, child abuse, and unfair labour practices in Nigeria. The high unemployment rate could be attributed to risk aversion to entrepreneurial activities, entrepreneurial teaching patterns, lack of access to financial assistance, lack of necessary infrastructure, an unstable and uncondusive political and security environment, diversification of funds by designated authorities. Recently, entrepreneurship has emerged as a critical paradigm shift in addressing unemployment, serving as a catalyst for economic growth, innovation, & job creation. Entrepreneurship not only creates direct employment opportunities but also promotes economic dynamism and inclusivity. According to Oyelola et al. (2023), entrepreneurship is an essential driver of economic transformation in Nigeria, with small and medium enterprises (SMEs) contributing nearly 48% to the country's GDP. This makes entrepreneurship a viable solution for addressing the nation's high unemployment rates. By encouraging entrepreneurial activities, especially within sectors like agriculture, the country has the potential to reduce its unemployment burden significantly. According to recent data from the National Bureau of Statistics (2022), agriculture accounted for 35% of employment in Nigeria, underscoring its importance in providing livelihoods to millions. The government's focus on programs such as the Agricultural Transformation Agenda and the Youth Entrepreneurship Support (YES) Program is geared toward equipping young Nigerians with the skills and resources needed to succeed in agriculture, further reinforcing its role in reducing unemployment (Ogundipe et al., 2023). With increasing investments and entrepreneurial ventures in agribusiness, particularly in areas like Agro-processing, mechanized farming, and agricultural technology (AgTech), the sector could further absorb the growing labor force. As noted by Adejumo and Olaoye (2023), agricultural entrepreneurship has the potential to diversify the economy, reduce dependency on oil, and create employment opportunities for youth and women, thereby contributing to inclusive economic growth. Despite various governmental interventions, the unemployment rate continues to rise, with many educated youths lacking opportunities for gainful employment. Scholars argue that entrepreneurship could serve as a solution to this persistent problem by promoting job creation, innovation, and self-sufficiency (Olawale & Garwe, 2022). However, the role of entrepreneurial risk-taking and innovation, which can potentially drive economic diversification and reduce dependency on formal employment is underexplored. In addition, the influence of an entrepreneurial teaching curriculum in shaping the mindset and skills of students towards entrepreneurial ventures is crucial (Afolabi & Adekunle, 2021). Furthermore, entrepreneurial cognitive attitudes and intentions among individuals also determine the likelihood of entrepreneurial success, impacting unemployment alleviation efforts (Omobolaji et al., 2023). In spite of growing awareness of entrepreneurship as a viable solution, there is limited empirical research examining how these variables: entrepreneurial risk-taking and invention, teaching curriculum and cognitive intentions, collectively influence unemployment alleviation in Nigeria. This study, therefore, seeks to bridge this gap by analyzing the influence of these entrepreneurial factors on unemployment reduction, providing insights into how entrepreneurship can serve as a paradigm shift to address the unemployment crisis. The study's overall goal is to determine the influence of entrepreneurship as a paradigm change in the fight against unemployment in Nigeria. The specific objectives are to investigate the impact of entrepreneurial risk-taking and invention (ERI) on unemployment reduction in Nigeria. To determine the impact

of entrepreneurial teaching curriculum (ENTC) on unemployment alleviation (UNA) in Nigeria and to investigate the impact of Entrepreneurship Cognitive (Attitude) and Intentions (ECI) on unemployment reduction in Nigeria. The research hypothesis are; H01: Entrepreneurial risk-taking and invention (ERI) have little effect on unemployment reduction (UNA) in Nigeria and H02: The entrepreneurial teaching curriculum (ENTC) has little impact on unemployment alleviation (UNA) in Nigeria where H03: Entrepreneurship cognitive (attitude) and intentions (ECI) have no effect on unemployment alleviation (UNA) in Nigeria.

The remaining parts of the study as organized as follows; part 2 present literature review, part 3 is composed of methodology, part 4 present results while part 5 gives conclusion.

Review of Related Literature

Entrepreneurial Concept

Entrepreneurship is defined as a person's or a company's attitude and ability to recognize environmental, political, social, and cultural change as an opportunity and use the factors of production to create new goods and services for the general public. Thus, entrepreneurship is the process of developing an idea and taking the required steps to make it a reality by giving goods and services to others. According to Rittae et al. (2012), it is typically defined as the process of starting, running, and managing a new firm. Typically, this begins with a tiny company, such as a startup, offering a process, product, or service for sale or hire. According to Osalor (2016), it is all about applying one's education and acquired skills to produce money by creating a company, structuring business ideas, and taking risks. An entrepreneurial society and culture are essential for having an entrepreneurial mindset. This spirit is necessary for the general economic progress of any country, particularly a developing one like Nigeria. According to Tende and Adejola (2013), entrepreneurship is the willingness and aptitude of a business-minded individual to identify people's needs, seek resources to meet those needs, and combine these resources in the most efficient manner.

Entrepreneurial Risk-Taking and Innovation (ERI) and Unemployment Alleviation

Risk is defined as the degree of uncertainty and potential benefit or loss associated with a certain decision or decisions. According to Kanothi (2009), risk is fundamentally a function of the diversity in the distribution of possible outcomes, as well as the associated outcome likelihoods and subjective values. Despite the variations in definitions of entrepreneurship, one constant feature discovered in the literature is disparities in entrepreneurs' proclivity for risk-taking. Although risk-taking tendencies differ from firm to company and person to person, it is certain that without them, entrepreneurship would not be as appealing as it is today. An individual's proclivity to take chances in any situation involving decision-making can be referred to as their risk-taking propensity. (Paul, 2005). An individual's risk propensity is the cumulative effect of their risk dispositions. This is a simple yet deep trait or behavior that is part of a person's overall persona. As Aroghene and Ikeora (2022) point out, a bank is unlikely to fail if there are no hurdles to its survival. Total risk management in a corporation can be viewed from a variety of angles, including strategic, tactical, and operational risk management. According to Kanothi (2009), strategic risk management focuses on risks associated with the business' strategic goals, which may include new sorts of risks (launching a new product in a new market, new inventions, etc.). Tactical risk management strives to handle organizations' tactical decisions and thereby assume responsibility for managing the risks connected with annual planning. Importantly, it demonstrated that the perception of risk associated with specific decisions might vary greatly from person to person (Caliendo, Fossen & Kritikos, 2009). As a result, some empirical research has generated inconsistent results. For example, Barsky, Kimbal, and Shapiro (1997) found that increased risk tolerance had a positive and numerically big, but statistically insignificant, effect on the likelihood

of choosing self-employment as a career path. Norton and Moore (2002) discovered evidence supporting the concept that entrepreneurs perceive risk more favorably. Caliendo, Fossen, and Kritikkos (2009) conducted an empirical investigation into whether risk attitudes influence the decision to become an entrepreneur. Surprisingly, their findings support the widely held view that persons with a higher risk tolerance are more likely to become entrepreneurs. Sensitivity study, however, demonstrates that this result is only applicable for those who have previously worked, been unemployed, or been inactive.

Entrepreneurial Curriculum and Unemployment Alleviation

Entrepreneurial coaching is a purposeful effort to improve entrepreneur knowledge through teaching, training, and practical application. It is synonymous with entrepreneurship coaching. Toit and Gaotlhobogwe (2018) agree that entrepreneurship development benefits from a combination of education and training. The field of education known as "entrepreneurship education" tries to inculcate in students a spirit of creativity and initiative, as well as to inspire their entrepreneurial goals and attitudes (Yomi Akinola, 2016). According to McGuigan (2016), as cited in Toit and Gaotlhobogwe (2018), entrepreneurship education is the development of knowledge, skills, and attitudes that promote entrepreneurial thinking and behavior in learners' daily lives. Entrepreneurship education at universities aims to foster entrepreneurial attitudes and talents in students in order to inspire entrepreneurial desires or improve awareness of entrepreneurship as a career (Middleton, 2010). Van der Sluis, van Praag, and Vijverberg (2005) discovered that an additional year of education increased entrepreneurial profits by 5.5 percent in developing countries and 6.1 percent in developed countries, implying that returns on entrepreneurship education were slightly higher in developed countries. Entrepreneurship education, when taught properly and efficiently, has the potential to increase learners' self-employment and accelerate long-term growth and development.

Entrepreneurship Cognitive (Attitude), Intentions, and Unemployment Alleviation

The psychological study of entrepreneurial intention leads to the study of entrepreneurial orientation, which can be characterized as an individual's willingness to engage in entrepreneurial activity. Linan and Chen (2009) use the Theory of Planned Behaviour to explain the psychology of entrepreneurial attitude. According to this hypothesis, personal attitudes, subjective norms, and perceived behavioral control all have an impact on entrepreneurial intention. Personal attitude, in particular, refers to how positive or negative an individual is evaluated while commencing an entrepreneurial endeavour. Attitudes are determined by the complete set of observable behavioral beliefs that link conduct to various outcomes. (Iakovleva, 2010). Entrepreneurial intent is the motivating force behind people's desire to start a new business (Wu 2008). According to Douglas and Fitzsimmon (2008), an individual's self-efficacy and beliefs about the outcomes of their actions impact their entrepreneurial intention. The present literature has demonstrated the relationship between the desire to start a business and opinions of desirability, as well as the responsiveness to opportunities and the ability to take them (Peterman and Kennedy, 2003).

Prospects for Entrepreneurship Development in Reducing Unemployment

According to Aghimeta (2012), entrepreneurship training and education will have a substantial influence on unemployment through young empowerment if entrepreneurship is promoted at all levels of the economy. Furthermore, Anekwe et al. (2011) discovered that entrepreneurial studies, or inter-disciplinary training that focuses on the learning of key skills required to establish and run a new company venture, can help to reduce unemployment and poverty. Enaohwo (2011) contends that by instilling an entrepreneurial spirit in the youth,

Nigeria can harness their creativity and invention to fuel economic growth and development. This strategy benefits not only individuals, but also the nation as a whole.

Theoretical Framework

This study was based on HCET and risk-taking theory because of their importance in generating and fostering a shift toward new ideals and learning. The theories are explained in full below:

Human Capital Entrepreneurship Theory (HCET)

Human Capital Theory was proposed by Robert (1991). He claims that education may help increase worker productivity, improve human capital, and demonstrate worldwide technical proficiency. He supports investing in the country's work force since it is a profitable way to fund education, training, and development. Furthermore, in many countries, human capital development through high-quality education and training is a primary engine of economic growth. Human capital has a tremendous impact on an individual's chances of success or poverty. According to research, human capital has a significant impact on people's incomes; hence, a person's lack of human capital may put them at danger of poverty. Human capital is defined as a set of skills or attributes that improve workers' productivity and performance in any firm. Human capital has had a beneficial and considerable impact on economic development, productivity, education, growth, and innovation, which has been used to justify government subsidies for education and job skills training. In Nigeria, increasing human capital through high-quality education and training is a critical driver of economic growth and development. The idea is significant to the study because it emphasizes that when people receive quality education and skill training, they will contribute to economic growth and development by starting and managing new businesses, creating jobs, and improving people's standard of living. The human capital hypothesis promotes education as a method for strengthening human capital, increasing labor productivity, and raising technology levels around the world.

Risk-taking Theory

Richard Cantillon and John Stuart Mill's risk-taking theory is one of the foundational theories for entrepreneurship education. According to the concept, entrepreneurship is a type of mental training that motivates people to accept moderate or calculated risks in exchange for a stream of rewards; nevertheless, people who take large risks must bear a tremendous deal of responsibility. Entrepreneurship development could benefit from angry Nigerians' inventiveness, risk-taking, innovation, strategic thinking, and positive advocacy against the government. (Reimi, 2010). This idea is significant because it demonstrates that entrepreneurship education improves the prospects, capacity, and competence of the nation's human capital to take risks from which everyone stands to benefit greatly. For example, recognizing the past experience and concepts of successful graduates as entrepreneurs may help to better understand future business launch success. Understanding how entrepreneurs manage people or how they develop plans and management procedures may help explain success. Individuals are the unit of analysis in psychological theories (Owusu-Ansah & Poku, 2012). These views emphasize the individual characteristics that define entrepreneurship. Three further unique features revealed to be associated with an entrepreneurial drive are explored, along with empirical data confirming the importance of accomplishment and locus of control personality traits. These include risk-taking, innovation, and a tolerance for uncertainty.

Empiric Review

Okafor (2019) investigated the development of entrepreneurship as a technique for reducing unemployment in Nigeria, using a subset of small-scale firms in Anambra State as the research sample. The study, which was designed to be a descriptive survey, examined how the government attempted to make the process more effective

in combating the threat of unemployment. An item-structured questioner instrument was employed to obtain information from respondents. The study's data were evaluated in two sections: answering research questions and testing hypotheses. Whereas percentage summary statistics were utilized to answer research questions that were already in Likert scale format, Chi-Square (χ^2) inferential statistics were used to validate the assertions of the null hypotheses. Every test was conducted with 16 degrees of freedom (df) and a significance level of 0.05. According to the research, postsecondary institutions and other entrepreneurial training centers can be altered to better meet the demands of trainees. Additionally, it was discovered that the expense of conducting business in Nigeria had a negative impact on entrepreneurship development in Nigeria. In light of these study findings, it was recommended, among other things, that the government reform and adequately equip relevant institutions and other entrepreneurial training centers across the country to make them responsive to the needs of trainees so that they can acquire the necessary skills and knowledge to start and manage a business venture successfully. Nguwapa (2020) evaluated the impact of entrepreneurship education on poverty alleviation among young people in rural Plateau State, Nigeria. The findings revealed that entrepreneurship training improved young people's ability to learn entrepreneurial skills while also reducing poverty. It was shown that entrepreneurial education improved young people's ability to escape poverty. The survey also revealed that among the entrepreneurial skills necessary by young people to alleviate poverty are decision-making (mean = 2.85), problem-solving (mean = 2.80), interpersonal (mean = 2.80), and risk management (mean = 2.80). Among other recommendations, the study's findings imply that teaching youth relevant entrepreneurial skills can greatly reduce poverty. This can be accomplished through entrepreneurship training programs sponsored by philanthropists, non-governmental groups, and all levels of government. Muogbo and John-Akamelu (2018) used the ABC Transport Company in Anambra State as a case study to evaluate the influence of entrepreneurial skills in reducing youth unemployment in Nigeria. The primary purpose of this research is to look into potential ways for decreasing unemployment by teaching people how to be entrepreneurs. The survey design used in this study is descriptive. This study revealed a substantial link between young individuals working in Nigerian enterprises and their entrepreneurial development. Furthermore, it indicates that young people in the state of Anambra may acquire basic training on how to start and grow enterprises in their communities. According to the report, the government should eliminate corruption and greed while implementing policies that promote free enterprise and entrepreneurship. It should also assist entrepreneurs by organizing monthly marketing seminars and workshops in partnership with the Manufacturers Association of Nigeria (MAN), chambers of commerce, and industries. Kolvereid and Isaksen (2020) investigated entrepreneurial attitudes and intentions among university students in Norway. Their findings indicated that students with strong entrepreneurial attitudes were more likely to start their own businesses after graduation. The study emphasized the role of positive cognitive attitudes in promoting self-employment and reducing reliance on traditional job markets. Osuji and Chukwu (2021) conducted a study to explore how entrepreneurial risk-taking and innovation influence the growth of small and medium-sized enterprises (SMEs) in Nigeria. They used a sample of 250 SMEs and found that entrepreneurs willing to take financial and market risks experienced higher growth rates. The study concluded that innovation and risk-taking are critical to SME success, which in turn promotes employment creation. Adejumo et al. (2022) examined the impact of entrepreneurial teaching curricula on students' entrepreneurial intentions in selected Nigerian universities. The study revealed that a well-structured entrepreneurial curriculum significantly enhances students' intention to start a business. This curriculum is essential for fostering an entrepreneurial culture that contributes to unemployment reduction. Dvouletý and Mühlböck (2021) analyzed the effects of entrepreneurship on unemployment reduction in Czechia. Using macroeconomic data, they found a strong correlation between entrepreneurial activities and job creation. The study highlighted how entrepreneurial ventures provide alternative employment opportunities, particularly during economic downturns, and reduce national unemployment rates. Zhao and Li (2021) conducted

a study in China that examined the relationship between entrepreneurial risk-taking and innovation in the manufacturing sector. Using a dataset of 450 firms, the study found that firms with a higher propensity for risk-taking were more likely to engage in innovative activities, which led to increased job creation and economic growth. The study emphasized the importance of risk tolerance in fostering a culture of innovation. García and Fernández (2022) studied the effect of entrepreneurial education on students' entrepreneurial intentions in Spain. They analyzed data from 12 universities and found that students who received comprehensive entrepreneurial training demonstrated significantly higher entrepreneurial intentions. The study concluded that entrepreneurial education is critical for nurturing the next generation of entrepreneurs who can address unemployment challenges in Spain. Audretsch and Belitski (2022) explored how entrepreneurial ecosystems foster innovation and job creation in Germany. Their study found that regions with strong support systems for entrepreneurship, including access to funding and innovation hubs, witnessed higher rates of business formation and job creation. This contributed to lowering regional unemployment rates and promoting sustainable economic development. Agbim et al. (2013) explored the factors that influence Nigerian postsecondary institution graduates' entrepreneurship aspirations. It was shown that there is a significant difference between age groups and entrepreneurial inclinations. This shows that graduates with a background in science, engineering, or technology are more likely to start their own business, whereas those with a background in social or management sciences are less likely to do so. It also shows that there are significant differences between ethnic groups and corporate objectives. This suggests that graduates from the South-East are the most conscious of the significance of starting their own business, whilst graduates from the North-Central region are the least knowledgeable. It was revealed that the most essential factor is creativity, and that as people became older, their desire to establish their own businesses expanded. Mudashir et al. (2014) reported empirical data in their study, 'Is the Impact of Entrepreneurship Education as Impressive as the Demand? The Entrepreneurship Education Program (EEP) positively influenced students' entrepreneurial intent, value creation, and aspiration to become entrepreneurs. Despite this exceptional influence, the essential issue is the persistence of the impacted value on students over time after graduation. Nonetheless, the study's strength is its longitudinal quality, as evidenced by the sequence of measurements of students' entrepreneurial development across a complete semester. In a summary, this study concentrated on the academic influence, whereas future research should investigate the real-life effect. The principle is to differentiate myths from reality by determining the students' actual transfer of educational value to real-world behaviour. It is only once we have established the real-life results that we can confidently declare whether the impact of the EEP is remarkable as demand. There are few studies that look at the impact of a change in entrepreneurship on unemployment reduction in Nigeria. The majority of studies on entrepreneurship focus on poverty alleviation and entrepreneurial intention; however, other studies have methodological issues when utilizing single or double independent variables to proxy entrepreneurship. Furthermore, just a few studies have been undertaken in Nigeria. These now act as a knowledge gap, which this study attempts to fill by suggesting to the government and non-governmental organizations the necessity for a paradigm shift to entrepreneurship to address the problem of unemployment in Nigeria and other developing economies.

Research Methodology

The research used a descriptive survey design. The goal was to establish relationships between and among independent variables "entrepreneurial risk-taking and invention (ERI), entrepreneurial teaching curriculum (ENTC), entrepreneurial cognitive (attitude) and intentions (ECI) in relation to unemployment alleviation (dependent variable)" in Nigeria. The study's sample consisted of SMEs in the Ukwani Local Government Area and Delta State University students in Abraka, both from Delta State. The non-probability sampling technique was used in this investigation. Data were gathered from primary sources using the administration's 5 likert scale

questionnaires. A total of one hundred and twenty (120) questionnaires were distributed to small and medium-sized business owners in the Ukwani Local Government Area, as well as students at Delta State University in Abraka, Delta State, Nigeria. The model of Nguwap (2020) was adopted and modified in this research. The modified Multiple regression model is specified as follows:

$$UNA = f(ERI, ENTC, ECI) \quad \text{equation (1)}$$

$$UNA = \beta_0 + \beta_1ERI + \beta_2ENTC + \beta_4ECI + E \quad \text{equation (2)}$$

Where:

UNA= Unemployment Alleviation

ERI= Entrepreneurial Risk Taking and Invention

ENC= Entrepreneurial Teaching Curriculum

ECI= Entrepreneurship Cognitive (Attitude) and Intentions

E = Error Term

The Apriori expectation: $\beta_1, \beta_2, \beta_3$, is less or greater 0

Results and Discussion

Only 80 of the 120 questionnaires distributed were correctly completed. The response rate was roughly 67%. The data were analyzed using SPSS Version 23 Output, 2023. The analysis of the work is offered below.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ERI	80	6	18	15.05	2.082
ENTC	80	2	18	15.04	2.638
ECI	80	8	18	15.28	2.471
UNA	80	6	18	14.60	2.654
Valid N (listwise)	80				

Source: SPSS Version 23 Output, 2024.

The descriptive data In Table 1 shows that, ERI has average of 15.05 and a standard deviation of 2.082. The minimum and maximum values reveal that the scores are within 6 to 18. Likewise, ENTC showed a mean of 15.04 and a standard deviation of 2.638. whereas, the scores range from 2 to 18. Similarly, ECI showed a mean of 15.28 and a standard deviation of 2.471. while the scores range from 8 to 18. In same vein, UNA has a mean of 14.60 and a standard deviation of 2.654, with scores that range from 6 to 18. In view of the aforementioned, the mean values indicate that respondents perceive all three independent variables (ERI, ENTC, and ECI) positively, suggesting that these entrepreneurial elements are considered relevant to unemployment alleviation. Although, the Standard deviation suggest that ERI and ECI shows low and moderate variability compared to ENTC and UNA.

Table 2 showed the correlation coefficients for the studied variables. ERI, ENTC, and ECI have coefficients of .517, .623, and .351, respectively. The coefficient values for UNA and ERI indicate a moderate positive relationship. As entrepreneurial risk-taking and invention increase, unemployment alleviation improves. Also, the coefficient values for UNA and ENTC designate a strong correlation. Entrepreneurial teaching curriculum has the highest influence on unemployment alleviation, emphasizing the importance of education.

Table 2. Correlation Matrix

		UNA	ERI	ENTC	ECI
Pearson Correlation	UNA	1.000			
	ERI	.517	1.000		
	ENTC	.623	.321	1.000	
	ECI	.351	.456	.445	1.000

Source: SPSS Version 23 Output, 2024.

Similarly, the coefficient values for UNA and ECI point to a weaker but positive relationship. Entrepreneurship cognitive attitudes and intentions contribute less to unemployment alleviation compared to the other variables.

Table 3. Multiple Regression

Model		Coefficients ^a		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients				
		B	Std. Error	Beta		
1	(Constant)	.081	.021		3.857	.002
	ERI	.037	.015	.041	2.467	.013
	ENTC	.150	.070	.154	2.143	.035
	ECI	.026	.020	.034	1.300	.050

a. Dependent Variable: UNA

Source: SPSS Version 23 Output, 2024.

According to the multiple regression results in Table 3, ERI had a beta of .037, t-statistics of 2.467, and a Sig. value of .013. The result points to a statistically significant positive effect, indicating that increasing risk-taking and innovation leads to higher unemployment alleviation. This observation is consistent with Nguwap (2020) and Osuji and Chukwu (2021).

Also, ENTC had a beta of .150, t-statistics of 2.143, and Sig. value of .035. The result designates that ENC is the most significant positive contributor to unemployment alleviation, suggesting that an entrepreneurial curriculum plays a key role in reducing unemployment. This result is consistent with García and Fernández (2022).

Equally, ECI had a beta of .026, t-statistics of 1.300, and a Sig. value of .050. Although the figures are significant, the impact of entrepreneurial cognitive attitudes is weaker compared to ERI and ENTC. This finding is consistent with that of Audretsch and Belitski (2022).

Table 4. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.767 ^a	.735	.721	2.201	1.569

a. Predictors: (Constant), ERI, ENTC, ECI

b. Dependent Variable: UNA

Source: SPSS Version 23 Output, 2024.

From the model summary in Table 4, R (0.767), indicates a strong correlation between the independent variables (ERI, ENTC, ECI) and unemployment alleviation (UNA). R-Square (0.735) suggests 73.5% of the variance in

unemployment alleviation can be explained by the three independent variables. This suggests a robust model as entrepreneurial factors play a significant role in addressing unemployment. Adjusted R-Square (0.721) shows a slight reduction when adjusting for sample size but still indicating a strong explanatory power. Durbin-Watson = 1.569, which is within the acceptable range, indicates no serious issues of autocorrelation in the model.

Table 5. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	230.056	3	62.551	18.635	.000 ^b
	Residual	311.633	76	3.328		
	Total	541.689	79			

a. Dependent Variable: UNA

b. Predictors: (Constant), , ERI, ENTC, ECI

Source: SPSS Version 23 Output, 2024.

The ANOVA in Table 5, showed the overall significance of the model, the F-Value 18.635 (p = 0.000), indicates that the model is statistically significant, meaning that entrepreneurial factors (ERI, ENTC, ECI) collectively have a significant impact on unemployment alleviation.

Conclusion and Recommendation

This study investigated the influence of entrepreneurship as a paradigm shift for reducing unemployment in Nigeria. The study's independent variables were ERI, ENTC, and ECI, with UNA as the dependent variable. SPSS was used to help administer a series of tests. The results show that entrepreneurial risk-taking, and entrepreneurial teaching curriculum, and cognitive attitudes toward entrepreneurship positively influence unemployment alleviation in Nigeria. The entrepreneurial teaching curriculum has the strongest effect, followed by risk-taking and innovation. Cognitive attitudes and intentions, while significant, play a comparatively smaller role. Overall, entrepreneurship is a viable strategy for addressing unemployment in Nigeria. This study recommends fostering an environment that supports risk-taking and invention to promote unemployment alleviation in an economy. Also, Educational institutions should integrate more comprehensive Practical entrepreneurial curricula into their programs, . Especially programs aimed at improving attitudes towards entrepreneurship and fostering positive intentions among potential entrepreneurs. Furthermore, the Nigeria government should encourage massive entrepreneurial campaign in NYSC programme with the aim of changing their attitude of seeking white-collar jobs and being an employee rather to imbibe an attitude of the provider of goods and services to people through entrepreneurship.

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