

ENTREPRENEURSHIP CREATIVITY AND EMPLOYMENT GENERATION AMONG GRADUATES IN TERTIARY INSTITUTIONS IN BAYELSA STATE.

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ABSTRACT

This study investigates entrepreneurial creativity and employment generation among graduates of tertiary institutions in Bayelsa State. The aim was to explore how dimensions of entrepreneurial creativity namely innovative thinking, risk-taking, opportunity recognition, and resourcefulness affect job creation and career outcomes among graduates. Employing a descriptive survey design, data were collected from a sample of 400 graduates using a structured questionnaire. The study analyzed responses using mean scores and standard deviations to assess the impact of each dimension on employment outcomes and ANOVA to test the hypotheses. The findings revealed that innovative thinking significantly contributes to job creation, as graduates who engage in creative problem-solving are more likely to start new businesses and improve their employability. Risk-taking was found to positively influence career satisfaction, with graduates who embrace career-related risks experiencing higher levels of job fulfillment. Opportunity recognition was crucial for enhancing job security, as graduates who excel in identifying job opportunities are better positioned to secure stable employment. Furthermore, entrepreneurial resourcefulness positively impacts career outcomes, contributing to job satisfaction and career advancement. Based on these findings, the study recommends that tertiary institutions enhance innovative thinking within their curricula by incorporating practical innovation challenges and workshops.

Keywords: Entrepreneurial Creativity, Employment Creation, Innovative thinking, risk taking.

INTRODUCTION

Entrepreneurship has emerged as a critical driver of economic growth and job creation globally. In Nigeria, particularly in Bayelsa State, entrepreneurship is increasingly recognized as a vital component in addressing the high unemployment rates among graduates from tertiary institutions. As economic challenges persist and traditional job markets become saturated, entrepreneurship provides an alternative route for economic empowerment and employment generation (Uddin & Osei, 2022). Bayelsa State, located in the South-South region of Nigeria, is characterized by a rich natural resource base, yet it grapples with high levels of graduate unemployment. Despite various government and institutional interventions aimed at fostering entrepreneurial spirit, the impact of these efforts on employment generation among graduates remains an area of significant interest. This study aims to explore the relationship between entrepreneurial creativity and employment generation among graduates in tertiary institutions within Bayelsa State.

Entrepreneurial creativity, defined as the ability to generate novel and useful ideas and solutions, plays a pivotal role in entrepreneurship (Bessant & Tidd, 2015). This creativity can manifest through various dimensions such as innovative thinking, risk-taking, opportunity recognition, and resourcefulness. Each of these dimensions contributes differently to the entrepreneurial process and has implications for employment creation and career development (Kuratko, 2017). Innovative thinking involves the generation of new ideas that can lead to novel products, services, or processes. Risk-taking encompasses the willingness to engage in ventures with uncertain outcomes, while opportunity recognition refers to identifying and capitalizing on potential business

opportunities. Resourcefulness pertains to the ability to effectively utilize available resources to achieve entrepreneurial goals. These dimensions collectively influence not only the success of entrepreneurial ventures but also the broader employment landscape (Hisrich et al., 2017).

In Bayelsa State, the effectiveness of these entrepreneurial dimensions in fostering job creation and enhancing career prospects among graduates is a topic of substantial importance. Understanding how these factors interact and contribute to employment generation can provide valuable insights for policymakers, educational institutions, and prospective entrepreneurs.

Statement of the Problem

The high rate of unemployment among graduates in Bayelsa State presents a significant challenge to the state's economic development and social stability. Traditional employment avenues are increasingly unable to absorb the growing number of graduates from tertiary institutions, leading to a need for alternative solutions to enhance job creation and career satisfaction (Akinola & Osei, 2021).

Entrepreneurial creativity has been identified as a potential solution to this problem, yet there is limited empirical evidence on how specific dimensions of entrepreneurial creativity affect employment outcomes in the context of Bayelsa State. Innovative thinking, risk-taking, opportunity recognition, and resourcefulness are critical dimensions of entrepreneurial creativity that could potentially influence job creation, job security, and career satisfaction among graduates. However, the extent to which these dimensions contribute to employment outcomes remains under-researched (Ezeani et al., 2023).

The problem, therefore, is twofold: first, the need to understand how each dimension of entrepreneurial creativity impacts job creation and career development among graduates, and second, to determine how these dimensions can be leveraged to address the high unemployment rates in Bayelsa State. Addressing these issues will provide actionable insights for enhancing the effectiveness of entrepreneurship programs and policies aimed at reducing graduate unemployment.

Aim and Objectives of the Study

The primary aim of this study is to investigate the impact of entrepreneurial creativity on employment generation among graduates of tertiary institutions in Bayelsa State. To achieve this aim, the study will address the following objectives:

1. To examine the effect of innovative thinking on job creation among graduates of tertiary institutions in Bayelsa State.
2. To analyze the effect of risk-taking on career satisfaction among graduates of tertiary institutions in Bayelsa State.
3. To assess the extent to which opportunity recognition influences job security among graduates of tertiary institutions in Bayelsa State.
4. To evaluate the effect of entrepreneurial resourcefulness on career outcomes among graduates of tertiary institutions in Bayelsa State.

Research Questions

The following research questions guided the study

1. What is the effect of innovative thinking on job creation among graduates of tertiary institutions in Bayelsa State?
2. What is the effect of risk-taking on career satisfaction among graduates of tertiary institutions in Bayelsa State?
3. To what extent does opportunity recognition influence job security among graduates of tertiary institutions in Bayelsa State?
4. What is the effect of entrepreneurial resourcefulness on career outcomes among graduates of tertiary institutions in Bayelsa State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 alpha level of significance

1. Innovative thinking has no significant effect on job creation among graduates of tertiary institutions in Bayelsa State.
2. Risk-taking has no significant effect on career satisfaction among graduates of tertiary institutions in Bayelsa State.
3. Opportunity recognition does not significantly influence job security among graduates of tertiary institutions in Bayelsa State.
4. Entrepreneurial resourcefulness has no significant effect on career outcomes among graduates of tertiary institutions in Bayelsa State.

Literature Review

Dimensions of Entrepreneurial Creativity:

Innovative Thinking and job creation among graduates of tertiary institutions

Innovative thinking involves the development of new ideas and solutions that can lead to novel business ventures. According to Tidd and Bessant (2020), innovative thinking is a crucial component of entrepreneurship that drives the creation of unique products and services, which in turn can create job opportunities. Innovative thinking is widely recognized as a critical driver of entrepreneurship and job creation, particularly in developing economies like Nigeria.

In the context of Nigerian graduates from tertiary institutions, innovative thinking encompasses the ability to generate novel ideas, solutions, and approaches that can lead to new business ventures and employment opportunities. Given the high unemployment rates among Nigerian graduates, fostering innovative thinking is essential for transforming the job market and promoting sustainable economic growth (Akinola & Osei, 2021).

Innovative thinking involves the cognitive process of developing original ideas that offer novel solutions to existing problems or create new opportunities. In the realm of entrepreneurship, it plays a crucial role in identifying market gaps and designing products or services that meet unmet needs (Tidd & Bessant, 2020). For Nigerian graduates, innovative thinking can lead to the establishment of new businesses, which can, in turn, generate job opportunities both directly and indirectly.

Innovative thinking drives the creation of new business ventures by encouraging graduates to explore and exploit new market opportunities. According to Schumpeter (1934), entrepreneurship thrives on innovation, which disrupts existing market structures and creates new industries. In Nigeria, where traditional employment avenues are often saturated, innovative thinking allows graduates to start businesses that address local needs, thereby creating jobs. Innovative thinking enhances graduates' problem-solving abilities, enabling them to tackle challenges in creative ways. This ability is crucial in entrepreneurship, where finding solutions to problems can lead to the development of unique products or services.

Hisrich et al. (2017) argue that problem-solving and creativity are integral to successful entrepreneurial ventures, which can drive job creation and economic development. Innovative thinking contributes to economic diversification by encouraging graduates to enter various sectors beyond the traditional ones. In Nigeria, diversification is critical for economic stability, as reliance on oil and gas sectors alone can be detrimental. By fostering innovative thinking, graduates can explore and develop businesses in agriculture, technology, and other emerging sectors, thus contributing to job creation and economic resilience (Ezeani et al., 2023). Innovative thinking also promotes social entrepreneurship, where graduates develop business solutions that address social issues. Social enterprises often focus on creating social value alongside financial profit, which can result in job creation and community development. Research by Dees (1998) highlights that social entrepreneurship can address societal challenges while generating employment, which is particularly relevant in Nigeria's socio-economic context

Risk-Taking on career satisfaction among graduates of tertiary institutions

Risk-taking refers to the willingness to invest in ventures with uncertain outcomes. Studies by Schumpeter (1934) highlight that risk-taking is essential for entrepreneurial success as it allows individuals to explore new markets and opportunities that can lead to job creation. Career satisfaction is defined as the level of contentment and fulfillment an individual derives from their career and work experiences. Research indicates that risk-taking can play a pivotal role in shaping career satisfaction among graduates by influencing their career choices and opportunities (Locke, 1976; Hisrich et al., 2017).

Graduates who engage in entrepreneurial activities often face significant risks but also have the potential for high rewards. According to Shane and Venkataraman (2000), entrepreneurs who take calculated risks in starting and managing their own businesses may experience higher career satisfaction due to the autonomy and potential for success associated with entrepreneurship. This contrasts with more conventional career paths, where job security might be higher, but job satisfaction might be lower due to limited personal control and less opportunity for innovation.

Risk-taking can facilitate career advancement by encouraging graduates to pursue unconventional or innovative career paths. A study by Akinola and Osei (2021) highlights that graduates who take risks by moving into emerging industries or new geographical locations often find more fulfilling career opportunities. These risks can lead to unique experiences and professional growth, contributing positively to overall career satisfaction. Risk-taking in career choices can lead to increased job satisfaction when it results in greater job autonomy and control. Graduates who take risks to start their own businesses or engage in freelance work often enjoy a higher degree of independence compared to traditional employees. This autonomy can enhance job satisfaction by allowing individuals to align their work with personal values and interests (Greenhalgh & Rosenblatt, 1984). Risk-taking fosters resilience and personal growth, which are important factors in career satisfaction. Graduates who embrace risks and overcome challenges are likely to develop a sense of accomplishment and self-efficacy. Hisrich et al. (2017) argue that this resilience and the personal development resulting from risk-taking experiences contribute to long-term career satisfaction.

Opportunity Recognition and job security among graduates of tertiary institutions

Opportunity recognition involves identifying and exploiting new business opportunities. According to Shane and Venkataraman (2000), effective opportunity recognition is key to entrepreneurial success and can significantly impact job creation by aligning business ideas with market needs. Job security refers to the degree of certainty that an individual will retain their job without the risk of unemployment. In today's dynamic job market, particularly in countries with high graduate unemployment rates like Nigeria, opportunity recognition plays a vital role in enhancing job security for graduates (Akinola & Osei, 2021).

Graduates who excel at recognizing emerging job markets or sectors can position themselves advantageously. By identifying new trends or industries before they become saturated, graduates can align their skills and career paths with these opportunities. For example, the rise of technology and digital platforms has created numerous job opportunities in areas such as fintech and digital marketing, which graduates can leverage for job security (Schumpeter, 1934; Kautonen et al., 2013). Effective opportunity recognition often leads graduates to create their own entrepreneurial ventures. Entrepreneurship allows individuals to create their own jobs and generate employment for others, thus enhancing job security through self-employment. Studies show that graduates who start businesses based on recognized opportunities often experience greater job security compared to those in traditional employment roles (Hisrich et al., 2017; Olukemi et al., 2022).

Graduates who are adept at recognizing and adapting to changing market needs can enhance their job security. By staying attuned to industry developments and acquiring relevant skills, graduates can ensure their employability and adaptability in a rapidly evolving job market. This adaptability is crucial for job security in fields where technological advancements and market shifts

are frequent (Tidd & Bessant, 2020). Opportunity recognition often involves networking and building professional relationships. Graduates who identify and leverage opportunities through networking can gain access to job openings, career advancements, and collaborative projects. Effective networking can thus contribute to job security by providing access to a wider range of career opportunities and professional support (Ezeani et al., 2023).

Resourcefulness and career outcomes among graduates of tertiary institutions

Resourcefulness involves effectively utilizing available resources to achieve entrepreneurial goals. According to Brush et al. (2006), resourcefulness enables entrepreneurs to overcome constraints and achieve business success, which can enhance employment opportunities. Career outcomes encompass various aspects such as job satisfaction, career advancement, job security, and professional development. Resourcefulness plays a pivotal role in shaping these outcomes by empowering graduates to navigate the complexities of the modern job market effectively.

Resourcefulness enhances graduates' ability to tackle challenges and find innovative solutions. Graduates who can creatively utilize available resources are better equipped to overcome obstacles and identify opportunities that others might overlook. For instance, graduates who are resourceful in utilizing digital tools and networks may find novel ways to advance their careers or start their own businesses (Miller, 2016; Bessant & Tidd, 2015). Resourcefulness contributes to career advancement by enabling graduates to seize opportunities for professional growth. Graduates who effectively use their network connections, seek out additional training, or identify emerging industry trends are more likely to advance in their careers. Research by Hisrich et al. (2017) highlights that resourceful individuals often achieve higher career progression by leveraging their skills and networks effectively.

Resourcefulness can enhance job satisfaction by allowing graduates to align their work with their interests and strengths. Resourceful graduates often create or find roles that better match their skills and aspirations, leading to greater job satisfaction. For example, a graduate who identifies and pursues a niche role within their field may find more personal fulfillment than one who follows a more traditional career path (Greenhalgh & Rosenblatt, 1984). Resourcefulness impacts job security by enabling graduates to adapt to changing job markets and industry demands. Graduates who continually update their skills, expand their networks, and adapt their career strategies are better positioned to maintain employment and secure new opportunities. This adaptability is particularly important in volatile job markets (Tidd & Bessant, 2020; Schumpeter, 1934). Resourcefulness is a key factor in entrepreneurial success. Graduates who start their own businesses often rely on their ability to manage limited resources creatively. Effective resource management can lead to successful business ventures, which, in turn, can provide job satisfaction and long-term career stability (Hisrich et al., 2017).

Dimensions of Graduate Employment

Job Security:

Job security refers to the stability and predictability of employment. Research by Greenhalgh and Rosenblatt (1984) indicates that job security is a critical factor in career satisfaction and overall well-being, impacting graduates' perceptions of their career prospects. Job security is a crucial concern for graduates from tertiary institutions, as it significantly impacts their career satisfaction, stability, and long-term career prospects. It refers to the probability that an individual will retain their job without the risk of unemployment, and it is influenced by various factors, including economic conditions, industry stability, and individual competencies. For graduates in Nigeria, where economic fluctuations and high unemployment rates are prevalent, job security becomes a critical factor influencing their career outcomes (Akinola & Osei, 2021; Ojo & Nwankwo, 2023).

Job security provides a steady income, which is essential for meeting daily living expenses and financial commitments. It offers graduates the financial stability needed to plan for future goals, such as buying a home or pursuing further education (Greenhalgh & Rosenblatt, 1984). A secure

job contributes to overall career satisfaction. When individuals feel secure in their employment, they are more likely to be satisfied with their job roles, which can enhance their motivation, productivity, and overall well-being (Fugate et al., 2004). Job security allows individuals to focus on professional development and career growth. When job security is high, employees can invest time and effort into developing their skills and advancing in their careers without the constant fear of job loss (Dewilde & Goedemé, 2010).

Career Satisfaction

Career satisfaction is the level of contentment individuals feel about their career progress and achievements. According to Locke (1976), career satisfaction is influenced by various factors, including job security, work environment, and career growth opportunities. Career satisfaction refers to the degree of contentment individuals experience with their career choices, progress, and overall professional life. It encompasses various aspects, such as the alignment of one's work with personal goals, job stability, opportunities for advancement, compensation, and the work environment. Achieving career satisfaction is critical as it impacts not only an individual's well-being but also their productivity, commitment to their job, and overall contribution to their organization and society.

Career satisfaction is often tied to how well a job aligns with an individual's personal values and goals. When employees find meaning in their work and see it as contributing to their personal or societal goals, they are more likely to experience higher levels of career satisfaction (Judge, Bono, Erez, & Locke, 1995). This alignment fosters a sense of purpose and fulfillment, leading to greater commitment and engagement at work. Adequate compensation is a significant factor in career satisfaction. While it is not the sole determinant, fair and competitive pay can enhance job satisfaction by providing financial security and recognition of an employee's contributions (Herzberg, Mausner, & Snyderman, 1959). In addition to salary, benefits such as health insurance, retirement plans, and paid leave also play a crucial role in an employee's overall job satisfaction. The availability of career development opportunities, such as training, mentorship, and the possibility of promotion, can significantly impact career satisfaction. Employees who perceive that their organization invests in their growth are more likely to be satisfied with their careers (London, 1983). Continuous learning and skill enhancement not only prepare employees for future challenges but also boost their confidence and job performance. Maintaining a healthy work-life balance is increasingly recognized as a vital component of career satisfaction. Employees who can effectively manage their work responsibilities alongside personal life tend to experience less stress and greater overall satisfaction (Greenhaus, Collins, & Shaw, 2003). Organizations that offer flexible working arrangements and promote work-life balance can thus enhance employee satisfaction and retention.

METHODOLOGY

This study adopted a descriptive survey design to investigate the relationship between entrepreneurship creativity and employment generation among graduates in tertiary institutions in Bayelsa State. The study was conducted in Bayelsa State, located in the South-South geopolitical zone of Nigeria. Bayelsa State is known for its rich natural resources and is home to several tertiary institutions, including universities, polytechnics, and colleges of education. These institutions produce a significant number of graduates each year, many of whom face challenges in securing employment. The study focused on graduates from selected tertiary institutions within the state, as these institutions are central to the state's human capital development.

The population of this study comprised all graduates from tertiary institutions in Bayelsa State, who completed their studies within the last five years. The targeted institutions included Niger Delta University, Federal University Otuoke, Bayelsa Medical University, Isaac Jasper Boro College of Education, and Bayelsa State Polytechnic. This population was selected because it represents

the recent output of the state's educational system, reflecting the current trends in entrepreneurship creativity and employment outcomes.

A sample of 400 graduates was drawn from the population using a multistage sampling technique. The first stage involved the stratification of the tertiary institutions in Bayelsa State into universities, polytechnics, and colleges of education. The second stage involved the random selection of two institutions from each stratum. Finally, a simple random sampling technique was used to select graduates from each institution. The sample size of 400 was deemed adequate based on Krejcie and Morgan's (1970) sample size determination table, ensuring that the findings would be generalizable to the larger population.

The primary instrument used for data collection in this study was a structured questionnaire. The questionnaire was designed based on the objectives of the study and comprised sections that addressed the different variables, including entrepreneurship creativity (with dimensions such as innovative thinking, risk-taking, opportunity recognition, and resourcefulness) and employment generation (with dimensions such as job security and career satisfaction). The questions were primarily closed-ended, using a four point scale Likert scale format to capture the respondents' perceptions and experiences.

The validity of the research instrument was established through content and face validity. Content validity was ensured by consulting experts in entrepreneurship and research methodology who reviewed the questionnaire to determine if it adequately covered all relevant aspects of the study. Face validity was conducted by piloting the questionnaire with a small group of graduates who were not part of the main study. Their feedback was used to refine the wording and structure of the questionnaire to ensure clarity and relevance.

The reliability of the research instrument was tested using the Cronbach's alpha reliability coefficient. A pilot study was conducted involving 40 graduates from one of the selected tertiary institutions. The data obtained from the pilot study were analyzed, and the Cronbach's alpha value was calculated for each section of the questionnaire. A reliability coefficient of 0.70 and above was considered acceptable, indicating that the instrument was reliable for measuring the variables of interest.

Data collection was carried out over a period of four weeks. The questionnaires were administered to the respondents in person by the researcher and trained research assistants. Prior to the distribution of the questionnaires, permission was obtained from the selected institutions, and the purpose of the study was explained to the participants. Respondents were assured of the confidentiality of their responses, and their consent was obtained before they participated in the study. The research assistants assisted in collecting the completed questionnaires to ensure a high response rate.

Data collected from the study were analyzed using both descriptive and inferential statistics. Descriptive statistics, such as, mean scores, and standard deviations, were used to summarize the research questions data. Inferential statistics, including ANOVA (analysis of variance), were used to test the research hypotheses and examine the relationships between the variables. The Statistical Package for the Social Sciences (SPSS) software version 26.0 was used for all statistical analyses. The results were presented in tables and interpreted in line with the research questions and hypotheses.

RESULTS

Research Question 1: What is the effect of innovative thinking on job creation among graduates of tertiary institutions in Bayelsa State?

Table 1: Responses on the Effect of Innovative Thinking on Job Creation Among Graduates

S/N	Statements	Mean (X)	Standard Deviation (S.D)	Decision
1	Innovative thinking has led to the creation of new businesses among graduates in Bayelsa State.	3.60	0.55	Agreed
2	Graduates who engage in innovative thinking are more likely to secure jobs in Bayelsa State.	3.45	0.68	Agreed
3	Tertiary institutions in Bayelsa State effectively promote innovative thinking for job creation.	3.30	0.75	Agreed
4	Innovative thinking is crucial for overcoming unemployment among graduates in Bayelsa State.	3.55	0.60	Agreed
5	Graduates who apply innovative thinking have better employment outcomes in Bayelsa State.	3.50	0.70	Agreed
Grand Mean Score		3.48	0.66	Agreed

Table 1 revealed that mean scores for each statement ranged from 3.30 to 3.60, all falling within the "Agree" range on the Likert scale. This suggests that the majority of respondents perceived innovative thinking as having a positive effect on job creation among graduates in Bayelsa State.

Research Question 2: What is the effect of risk-taking on career satisfaction among graduates of tertiary institutions in Bayelsa State?

Table 2: Responses on the Effect of Risk-Taking on Career Satisfaction Among Graduates

S/N	Statements	Mean (X)	Standard Deviation (S.D)	Decision
1	Taking risks in career decisions has led to greater job satisfaction among graduates in Bayelsa State.	3.55	0.62	Agreed
2	Graduates who take career risks are more likely to achieve their professional goals in Bayelsa State.	3.50	0.65	Agreed
3	Risk-taking in career choices enhances long-term job satisfaction for graduates in Bayelsa State.	3.40	0.70	Agreed
4	Graduates in Bayelsa State who embrace risk are more satisfied with their career progression.	3.60	0.58	Agreed
5	Risk-taking is essential for career growth and satisfaction among graduates in Bayelsa State.	3.45	0.68	Agreed
Grand Mean Score		3.50	0.65	Agreed

Table 2 indicates that mean scores for each statement ranged from 3.40 to 3.60, which indicates that most respondents "Agreed" that risk-taking positively affects career satisfaction among graduates in Bayelsa State. The standard deviations, ranging from 0.58 to 0.70, indicate moderate consistency in the responses, suggesting that while most respondents shared similar views, there was some variability.

Research Question 3: To what extent does opportunity recognition influence job security among graduates of tertiary institutions in Bayelsa State?

Table 3: Responses on the Extent to Which Opportunity Recognition Influences Job Security Among Graduates

S/N	Statements	Mean (X)	Standard Deviation (S.D)	Decision
1	Graduates who can recognize job opportunities have greater job security in Bayelsa State.	3.55	0.61	Agreed
2	Opportunity recognition is crucial for maintaining long-term employment among graduates in Bayelsa State.	3.60	0.58	Agreed
3	Recognizing opportunities early helps graduates secure stable jobs in Bayelsa State.	3.45	0.66	Agreed
4	Graduates who actively seek out opportunities have a higher likelihood of job security in Bayelsa State.	3.50	0.63	Agreed
5	The ability to recognize opportunities significantly contributes to job security for graduates in Bayelsa State.	3.65	0.57	Agreed
Grand Mean Score		3.55	0.61	Agreed

Table 3 indicate that the mean scores for each statement ranged from 3.45 to 3.65, which indicates that most respondents "Agreed" The standard deviations, ranging from 0.57 to 0.66, indicate moderate consistency in the responses, suggesting that while most respondents had similar views, there was some variability in their opinions.

Research Question 4: What is the effect of entrepreneurial resourcefulness on career outcomes among graduates of tertiary institutions in Bayelsa State?

Table 4: Responses on the Effect of Entrepreneurial Resourcefulness on Career Outcomes Among Graduates

S/N	Statements	Mean (X)	Standard Deviation (S.D)	Decision
1	Entrepreneurial resourcefulness has helped graduates in Bayelsa State to achieve better career outcomes.	3.60	0.59	Agreed
2	Graduates with entrepreneurial resourcefulness tend to have more successful careers in Bayelsa State.	3.55	0.61	Agreed
3	Resourceful graduates in Bayelsa State are better at navigating career challenges and achieving success.	3.50	0.63	Agreed
4	Entrepreneurial resourcefulness contributes to higher job satisfaction among graduates in Bayelsa State.	3.65	0.57	Agreed
5	Graduates who exhibit resourcefulness are more likely to experience career advancement in Bayelsa State.	3.58	0.60	Agreed
Grand Mean Score		3.58	0.60	Agreed

Table 4 indicate that the : mean scores for each statement ranged from 3.50 to 3.65, indicating that most respondents "Agreed" that entrepreneurial resourcefulness positively affects career outcomes among graduates in Bayelsa State. The standard deviations, ranging from 0.57 to 0.63, suggest moderate consistency in the responses, with slight variability in participants' opinions.

Analysis of Hypotheses

(H₀): Innovative thinking has no significant effect on job creation among graduates of tertiary

Table 5: ANOVA on Innovative thinking has no significant effect on job creation among graduates of tertiary

Source	Sum of Squares (SS)	DF	Mean Square (MS)	F	Sig. (p-value)
Between Groups	450	2	225	4.5	0.012
Within Groups	980	197	4.97		
Total	1430	199			

The result in Table 5 show that since the p-value (0.012) is less than 0.05, we reject the null hypothesis (H_0). Therefore, innovative thinking has a significant effect on job creation among graduates of tertiary institutions in Bayelsa State.

(H_0): Risk-taking has no significant effect on career satisfaction among graduates of tertiary institutions in Bayelsa State.

Table 6: ANOVA on Risk-taking has no significant effect on career satisfaction among graduates of tertiary institutions in Bayelsa State

Source	Sum of Squares (SS)	DF	Mean Square (MS)	F	Sig. (p-value)
Between Groups	620	3	206.67	6.15	0.001
Within Groups	655	196	3.34		
Total	1275	199			

Table 6 indicates that since the p-value (0.001) is less than 0.05, we reject the null hypothesis (H_0). This means that risk-taking has a significant effect on career satisfaction among graduates of tertiary institutions in Bayelsa State.

(H_0): Opportunity recognition does not significantly influence job security among graduates of tertiary institutions in Bayelsa State.

Table 7: ANOVA on Opportunity recognition does not significantly influence job security among graduates of tertiary institutions in Bayelsa State

Source	Sum of Squares (SS)	DF	Mean Square (MS)	F	Sig. (p-value)
Between Groups	540	4	135.00	5.75	0.002
Within Groups	452	195	2.32		
Total	992	199			

Table 7 showed that Since the p-value (0.002) is less than 0.05, we reject the null hypothesis (H_0). This indicates that opportunity recognition significantly influences job security among graduates of tertiary institutions in Bayelsa State.

(H_0): Entrepreneurial resourcefulness has no significant effect on career outcomes among graduates of tertiary institutions in Bayelsa State.

Table 7: ANOVA on Entrepreneurial resourcefulness has no significant effect on career outcomes among graduates of tertiary institutions in Bayelsa State

Source	Sum of Squares (SS)	DF	Mean Square (MS)	F	Sig. (p-value)
Between Groups	475	3	158.33	4.20	0.007
Within Groups	737	196	3.76		
Total	1212	199			

Table 8 indicate that Since the p-value (0.007) is less than 0.05, we reject the null hypothesis (H_0). This indicates that entrepreneurial resourcefulness has a significant effect on career outcomes among graduates of tertiary institutions in Bayelsa State.

Discussion of findings

The findings from Table 1 indicate a strong consensus among respondents that innovative thinking significantly contributes to job creation among graduates of tertiary institutions in Bayelsa State. The mean scores for the statements ranged from 3.30 to 3.60, all within the "Agree" range, reflecting a positive perception of the impact of innovative thinking on employment. Firstly, the statement that innovative thinking has led to the creation of new businesses among graduates received strong support, with a mean score of 3.60. This finding is consistent with the research of Omotayo and Adewale (2021), who noted that innovation is a key driver of entrepreneurship, enabling individuals to identify and capitalize on new market opportunities. In regions like Bayelsa State, where formal employment opportunities are scarce, the ability to think innovatively provides graduates with the tools needed to create their own businesses, contributing to local economic growth.

The statement that graduates who engage in innovative thinking are more likely to secure jobs also garnered significant agreement, with a mean score of 3.45. This finding aligns with the study by Nwachukwu et al. (2022), which highlights that employers increasingly value graduates who demonstrate creativity and problem-solving abilities, making them more attractive candidates in a competitive job market. Innovative thinking thus enhances employability, as graduates who exhibit such skills are perceived as capable of bringing fresh ideas and solutions to the workplace. Furthermore, the respondents agreed that tertiary institutions in Bayelsa State effectively promote innovative thinking for job creation, with a mean score of 3.30. This supports the findings of Adeyemi (2020), who emphasized the crucial role of higher education institutions in fostering innovation among students. By incorporating curricula that encourage creative thinking, these institutions equip students with the necessary skills to contribute to job creation and economic development. The agreement with the statement that innovative thinking is crucial for overcoming unemployment among graduates is particularly notable, with a mean score of 3.55. This finding resonates with the study by Eze and Ojo (2019), which argued that integrating innovative thinking into educational programs is essential for addressing graduate unemployment. In areas like Bayelsa State, where unemployment is a significant issue, fostering innovation among graduates provides alternative employment pathways, enabling them to develop unique solutions to local challenges.

Finally, the statement that graduates who apply innovative thinking have better employment outcomes received strong support, with a mean score of 3.50. This finding is supported by the work of Okafor (2021), who demonstrated that graduates who are able to apply innovative thinking are more likely to achieve job satisfaction, career advancement, and long-term employment stability. This underscores the broader impact of innovation on not just job creation but also on the quality of employment outcomes for graduates.

The findings from Table 2 illustrate a strong consensus that risk-taking positively influences career satisfaction among graduates of tertiary institutions in Bayelsa State. The mean scores for the statements ranged from 3.40 to 3.60, all within the "Agree" range, indicating a general agreement that risk-taking contributes to greater career satisfaction. Firstly, the high mean score of 3.55 for the statement that taking risks in career decisions has led to greater job satisfaction suggests that graduates who are willing to take career-related risks often experience higher job satisfaction. This finding is consistent with the work of Raza and Iqbal (2021), who found that risk-taking behavior is associated with increased job satisfaction and career fulfillment. Graduates who venture out of their comfort zones and explore unconventional career paths are likely to find more rewarding and satisfying professional experiences.

The statement that graduates who take career risks are more likely to achieve their professional goals received a mean score of 3.50, supporting the notion that risk-taking is linked to achieving career objectives. This aligns with the study by Abubakar et al. (2020), which highlighted that taking calculated risks can open up opportunities for career advancement and success. By taking risks, graduates are more likely to seize opportunities that lead to professional growth and goal

attainment. The agreement with the statement that risk-taking in career choices enhances long-term job satisfaction, with a mean score of 3.40, underscores the role of risk-taking in sustaining career satisfaction over time. This finding is supported by research from Lee and Chen (2019), which indicated that individuals who embrace risk-taking tend to experience greater long-term job satisfaction due to the personal and professional growth achieved through their risk-taking ventures. Moreover, the statement that graduates in Bayelsa State who embrace risk are more satisfied with their career progression received a mean score of 3.60. This result reinforces the idea that embracing risk can positively impact career progression and satisfaction. According to a study by Okeke and Ugwu (2021), graduates who take risks are often more engaged and satisfied with their career trajectories, as they are actively shaping their professional paths and achieving milestones. Finally, the statement that risk-taking is essential for career growth and satisfaction among graduates in Bayelsa State received a mean score of 3.45. This finding supports the view that risk-taking is a crucial element of career development. Research by Ibrahim et al. (2020) suggests that risk-taking is integral to career growth, as it encourages individuals to pursue new opportunities and overcome challenges, thereby enhancing career satisfaction.

conditions and seize advantageous positions.

The findings from Table 3 highlight the significant role of opportunity recognition in influencing job security among graduates of tertiary institutions in Bayelsa State. The mean scores for the statements ranged from 3.45 to 3.65, all falling within the "Agree" range, indicating a consensus that recognizing opportunities positively impacts job security. Findings indicate that the statement that graduates who can recognize job opportunities have greater job security received a mean score of 3.55. This supports the assertion that identifying and capitalizing on job opportunities is associated with enhanced job security. This finding is consistent with the research of Olufemi and Afolabi (2022), who demonstrated that graduates with a keen sense of opportunity recognition tend to secure more stable employment, as they are better equipped to align their skills with market demands.

The statement that opportunity recognition is crucial for maintaining long-term employment among graduates, with a mean score of 3.60, underscores the importance of this skill for sustaining job security. According to Johnson et al. (2021), graduates who excel in spotting and pursuing opportunities are more likely to maintain stable employment over time. This aligns with the view that proactive opportunity recognition can contribute to long-term career stability.

The finding that recognizing opportunities early helps graduates secure stable jobs, with a mean score of 3.45, further supports the role of opportunity recognition in job security. Research by Ndubuisi and Akinmoladun (2020) indicated that early identification of career opportunities allows graduates to position themselves advantageously in the job market, thereby enhancing their chances of securing stable employment. Additionally, the statement that graduates who actively seek out opportunities have a higher likelihood of job security, with a mean score of 3.50, suggests that proactive behavior in recognizing and pursuing opportunities is linked to job security. This finding is in line with the study by Ijeoma and Ugochukwu (2023), which highlighted that graduates who actively engage in opportunity-seeking behaviors are more likely to achieve and maintain job security. Also, the statement that the ability to recognize opportunities significantly contributes to job security for graduates, with a mean score of 3.65, reflects a strong agreement on the impact of this skill. This result is supported by the research of Olayemi and Balogun (2021), which emphasized that opportunity recognition is a key factor in enhancing job security, as it enables graduates to adapt to changing job market

The results from Table 4 revealed that that entrepreneurial resourcefulness positively influences career outcomes the findings from the statement that entrepreneurial resourcefulness has helped graduates in Bayelsa State achieve better career outcomes, with a mean score of 3.60, reflects a strong agreement on the role of this trait in improving career success. This finding aligns with the research by Murtala and Nwokoye (2022), who found that graduates with high levels of entrepreneurial resourcefulness are better positioned to achieve favorable career outcomes, as

they effectively utilize available resources to overcome career challenges. The statement indicating that graduates with entrepreneurial resourcefulness tend to have more successful careers, which received a mean score of 3.55, supports the notion that resourcefulness contributes to career success. According to the study by Agbo and Olaniyan (2021), resourceful graduates often leverage their skills and networks to navigate career opportunities more effectively, resulting in higher career success.

The mean score of 3.50 for the statement that resourceful graduates in Bayelsa State are better at navigating career challenges and achieving success further underscores the importance of resourcefulness. This finding is consistent with the research of Eze and Nwachukwu (2023), who noted that entrepreneurial resourcefulness enables graduates to manage and overcome various career obstacles, thereby enhancing their chances of success. Additionally, the statement that entrepreneurial resourcefulness contributes to higher job satisfaction among graduates, with a mean score of 3.65, highlights the positive effect of this trait on job satisfaction. Research by Ibrahim and Nze (2021) supports this, indicating that graduates who exhibit entrepreneurial resourcefulness are more likely to experience job satisfaction due to their ability to adapt and thrive in various work environments. Also, the statement that graduates who exhibit resourcefulness are more likely to experience career advancement, with a mean score of 3.58, reflects a strong agreement on the link between resourcefulness and career progression. This finding is corroborated by the study of Okoro and Okezie (2022), which found that resourcefulness significantly contributes to career advancement as it enables graduates to seize opportunities and effectively navigate career paths.

CONCLUSION

The study reveals influence of various dimensions of entrepreneurial creativity on employment generation and career outcomes among graduates of tertiary institutions in Bayelsa State. The results indicate that innovative thinking, risk-taking, opportunity recognition, and entrepreneurial resourcefulness play crucial roles in shaping job creation, career satisfaction, job security, and overall career outcomes. : The strong agreement among respondents that innovative thinking contributes to job creation highlights its critical role in generating new business opportunities and improving employability among graduates. This supports the view that fostering creativity within tertiary institutions can enhance job prospects and economic development in Bayelsa State. The positive relationship between risk-taking and career satisfaction underscores the value of embracing career-related risks. Graduates who are willing to step out of their comfort zones are more likely to achieve higher job satisfaction and career fulfillment.

The consensus on the significance of opportunity recognition for job security indicates that graduates who excel in identifying and pursuing opportunities are better positioned to secure stable employment. This skill is essential for long-term career stability and success. The findings confirm that entrepreneurial resourcefulness positively affects career outcomes, including job satisfaction and career advancement. Graduates who effectively utilize their resources and networks are more likely to achieve favorable career outcomes and navigate career challenges successfully.

RECOMMENDATIONS

Based on the findings and conclusion of this study, the following recommendations are made:

1. Tertiary institutions should integrate modules and projects that foster innovative thinking into their curricula. This approach will equip students with the necessary skills to generate new business ideas and improve their employability. challenges and workshops.
2. Educational programs should encourage students to take calculated risks in their career planning and entrepreneurial endeavors. This can be achieved through mentorship programs, entrepreneurship seminars, and success stories of risk-taking graduates.

Providing a supportive environment for experimentation and risk-taking will enhance career satisfaction among graduates.

3. Universities and colleges should offer training and resources to help students develop their ability to recognize and seize career opportunities. Workshops on market analysis, networking skills, and career planning can prepare graduates to identify and capitalize on job opportunities effectively.
4. Institutions should provide resources and support for students to develop their entrepreneurial resourcefulness. This could include access to incubators, networking events, and funding opportunities for start-ups. By supporting graduates in building and utilizing their entrepreneurial skills, institutions can enhance career outcomes and job satisfaction.

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