

## ASSESSING RELATIONSHIP BETWEEN INNOVATIVE SKILLS AND GRADUATES SELF-SUSTENANCE IN OGUN STATE OWNED UNIVERSITIES

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### Abstract

*The study assessed the relationship between innovative skills and graduates self-sustenance in Ogun state owned universities. The study guided by two research questions. A descriptive research design of correlational typed was used. The population of this study comprised 212 postgraduate students of Olabisi Onabanjo University and Tai Solarin University of Education, Ogun State. A total of 75 postgraduate students of Olabisi Onabanjo University and Tai Solarin University of Education, Ogun State were selected as study sample size. Stratified sampling technique was adopted in order to ensure gender balance. Researcher developed instrument tagged: Innovative Skills and Graduates Self-Sustenance Questionnaire (ISGSSQ) was used for data collection with 0.97 as reliability coefficient. Research question 1 was answered using mean, standard deviation and pie-chart. Research question 2 was answered using Pearson Product Moment Correlation (PPMC). The findings of the study revealed that problem-solving skills, innovative technology skills, sustainable innovation skills, reasoning skills, idea generation skills, social enterprises skills, idea collaboration skills, environmental scanning skills, technical skills and corporate social responsibility skills were among innovative skills required for graduates self-sustenance. It was also indicated that there was positive relationship between innovative skills and graduates self-sustenance ( $r = 0.669$ ,  $p < .05$ ). It was recommended that the need for innovative skills and how it can contribute to one's plan for the future and to help sustain one's livelihood and the reward/benefits of being an innovative entrepreneur is recommended.*

**Keywords:** Innovative Skills, Graduates, Self-Sustenance, Universities.

### Introduction

Graduates self-sustenance is the degree to which graduates can enable manage businesses of their own for economic gain and a living rather than depending on the government or private job. According to Adebola (2017) and Onuaha (2022), self-sustenance is a kind of development that may be started and appropriately managed to focus on continuity and preservation as individuals investigate a clearly accessible resource for the expansion of their life. Ugoh (2018) saw self-sustenance as a concept that views growth as satisfying current demands

without sacrificing those of future generations. Enhancing the standard of basic education, reorienting the current educational program for the sustenance of development, raising public knowledge and perception, and offering training to all facets of private and civil society are all crucial tools for attaining self-sustenance (Arogundade, 2018). Furthermore, Arogundade (2018) as well as Mbanefo and Eboka (2022) contended that sustained self-sufficiency can only be achieved or guaranteed when proactive measures are employed to assist graduate in developing the skills necessary to become self-sufficient and,

as a result, become the instruments for attaining development and sustainability.

One definition of self-sustenance is the capacity to rely on one's own resources rather than those of others. It has to do with one's own capabilities. According to Nwaigburu and Eneogwe (2013), self-sustenance is the ability to provide for one's own needs and maintain a financially stable and independent life after graduation, without relying heavily on external support or assistance. According to Paul, Uduonyi, and Udoh (2016), self-sustenance guards against dependence syndrome, which views the government as the only source of progress. People's fundamental position as the main drivers of personal growth and self-determination, both individually and collectively, is highlighted by self-reliance and its related phrases. Olawoyin and Adegoke-Samuel (2018) as well as Eradajire (2023) defined self-sustenance as relying only on one's own ability to enhance one's quality of life. It is a person's capacity to depend on themselves in order to complete a goal and make progress toward it. Long-term sustainable growth may result from the development of marketable skills and the advantages that follow, which promote self-actualization and work satisfaction (Olawoyin & Adegoke-Samuel, 2018). However, Onuoha (2022) lamented that most graduates found their selves in unemployment situation for many years which could be as a result of lack of skills to outsource for external engagement for business startup.

There are many factors driving graduates' self-sustenance and one of them is innovative skills which referred to the ability to generate ideas that create value improve processes. The ability to innovate is represented by the

ability to continue transform knowledge and ideas into new products, processes and systems, to the benefit of both the organization and the shareholders. Oguchi (2020) defined innovative as the ability to discover new relationships of seeing things from new perspectives and to form new combinations from existing concepts. Innovations or innovative skills are new ideas that consist of new products and services, new use of existing products, new markets for existing products or new marketing methods. It is a process that provides added value and a degree of novelty to the organization, suppliers and customers, developing new procedures, solutions, products and service and new ways of marketing. Simply put, innovation may be viewed as the implementation of innovative ideas (Oguchi, 2020). Innovation or innovative skills involves both knowledge creation and diffusion of existing knowledge.

### **Statement of the Problem**

Recent polices of government have shown much concern over the need to boost entrepreneurship and economic development in Nigeria that can enhance employment generation, poverty reduction and improvement in standard of living. However, the innovative problems in achieving self-sustenance due to a lack of practical skills, limited access to resources, and inadequate entrepreneurial mindset, hindering their ability to translate ideas into viable businesses. Despite policies and programmes government of Nigeria have implemented directed towards improving graduates' self-sustenance, the issue still persisted. This brought the need to assess the relationship between innovative skills and graduates self-sustenance in Ogun State owned universities.

### Objectives of the Study

The main objective of this study was to assess the relationship between innovative skills and graduates self-sustenance in Ogun state owned universities. Specifically, the study sought to:

1. find out the innovative skills required for graduates self-sustenance;
2. determine the relationship between innovative skills and graduates self-sustenance;

### Research Questions

The following research questions are raised for the study:

1. What are the innovative skills required for graduates self-sustenance?
2. Is there any relationship between innovative skills and graduates self-sustenance?

### Methodology

The study adopted a descriptive research design of correlational typed. The population of this study comprised two hundred and twelve postgraduate students of Olabisi Onabanjo University and Tai Solarin University of Education, Ogun State. A total of 75 postgraduate students of Olabisi Onabanjo University and Tai Solarin University of Education, Ogun State were selected as study sample size. Stratified sampling technique was adopted in order to ensure gender balance. Researcher developed instrument tagged:

Innovative Skills and Graduates Self-Sustenance Questionnaire (ISGSSQ) was used for data collection. The questionnaire (OPISGSSQ) requested responses on a four (4) – point scale format which was a modification of 5-point Likert scale. The questionnaire was divided into 2 sections vis-a-vis sections A and B. Section A focused on demographic characteristics of the respondents while sections B examined items regarding innovative skills and graduates self-sustenance. Face and content validity of the instrument were done on the instrument. A copy of the instrument was made available to the experts in the department to review in content, grammar and structure. The reliability of the instrument was determined through a test-retest method and the data collected were subjected to Cronbach Alpha which yielded reliability coefficient of 0.97 and this was adjudged high enough for the study. Research question 1 was answered using mean, standard deviation and pie-chart. Research question 2 was answered using Pearson Product Moment Correlation (PPMC). Any mean score of 2.5 and above is regarded as agree while any one below 2.5 regarded as disagree. For PPMC when  $p$  value is less than significance level ( $p < .05$ ), the research question is positive is positive.

### Results and Discussion

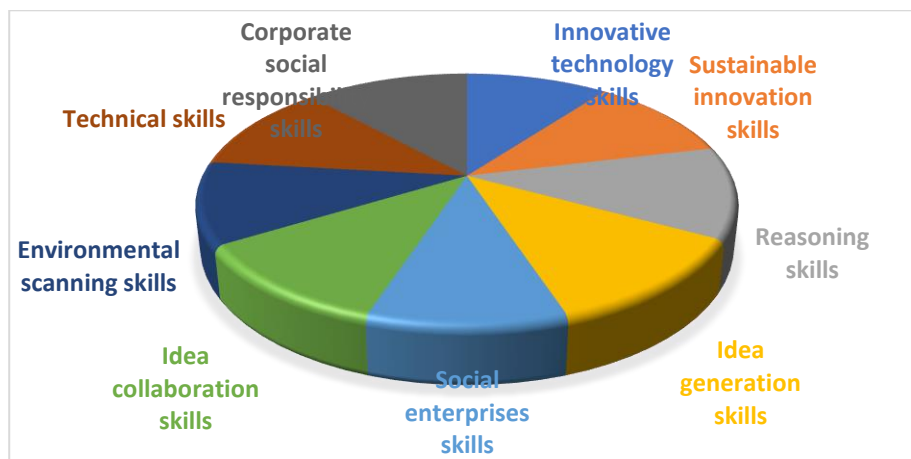
**Research Question 1:** What are the innovative skills required for graduates self-sustenance?

**Table 1: Descriptive statistics on the innovative skills required for graduates self-sustenance**

Items	Mean	SD
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Problem solving skills	2.99	.873
Innovative technology skills	2.71	.902
Sustainable innovation skills	2.90	.955
Reasoning skills	3.11	.710
Idea generation skills	3.16	.727
Social enterprises skills	2.69	.966
Idea collaboration skills	2.96	.988
Environmental scanning skills	2.79	.915
Technical skills	3.02	.711
Corporate social responsibility skills	3.11	.706
Cluster Mean	2.68	

Source: Field Survey, 2025



**Figure 1: Pie-chart showing innovative skills required for graduates self-sustenance**

Table 1 indicated that cluster mean was 2.68 which greater than the bench mark of mean value. The implication of this study was  $2.68 > 2.50$ . This further implied that problem-solving skills, innovative technology skills, sustainable innovation skills, reasoning skills, idea generation skills, social enterprises skills, idea

collaboration skills, environmental scanning skills, technical skills and corporate social responsibility skills were among innovative skills required for graduates self-sustenance.

**Research Question 2:** Is there any relationship between innovative skills and graduates self-sustenance?

**Table 2: Relationship between innovative skills and graduates self-sustenance**

Variables	Mean	SD	r-value	df	p-value	Remark
Innovative skills	31.9022	5.93722				
Graduates self-sustenance	30.0272	4.99378	.669	73	.0001	Significant

Source: Field Survey, 2025

Table 2 indicated that there was positive relationship between the independent variable and the dependent variable in the order of ( $r = 0.669$ ,  $p <$

.05). The researcher therefore, concluded that there was positive relationship between innovative skills and graduates self-sustenance.

## Discussion of Findings

The findings of the study revealed that problem-solving skills, innovative technology skills, sustainable innovation skills, reasoning skills, idea generation skills, social enterprises skills, idea collaboration skills, environmental scanning skills, technical skills and corporate social responsibility skills were among innovative skills required for graduates self-sustenance. Furthermore, the findings revealed that outsourcing planning and innovative skills were found positively related with graduates' self-sustenance. These findings were tandem with Onuaha (2022) who found that employees manifested both affective and continuance commitment despite the emerging work trend and positively affected organizational performance. Mbanefo and Eboka (2022) determined the innovative and entrepreneurial skills needed in basic science education for job creation and the teaching strategies required. The findings revealed that a lot of skills were needed in science education for job creation, the teachers were required to use practically oriented methods in teaching the students, and a lot of factors posed challenges to the acquisition of entrepreneurial skills in basic science education. Eradajire (2023) examined the strategies for improving creativity/ innovation in food and nutrition through entrepreneurship education for sustainability in retirement.

## Conclusion

This study has successfully assessed innovative skills as predictors for graduates self-sustenance., the following conclusions were drawn based on the findings of the study that problem-solving skills, innovative

technology skills, sustainable innovation skills, reasoning skills, idea generation skills, social enterprises skills, idea collaboration skills, environmental scanning skills, technical skills and corporate social responsibility skills were among innovative skills required for graduates self-sustenance. Furthermore, the innovative skills were found positively related with graduates' self-sustenance.

## Recommendations

Based on the findings of the study, the following recommendations are provided:

1. The need for innovative skills and how it can contribute to one's plan for the future and to help sustain one's livelihood and the reward/benefits of being an innovative entrepreneur is recommended.
2. Strategies for improving the innovative trend practices as well as recommendations were made on entrepreneurship to show that it is relevant.

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