

**IMPACT OF ENTREPRENEURSHIP EDUCATION ON THE ABILITY OF BINGHAM
UNIVERSITY STUDENTS TO CREATE JOB**

BY

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NSU/ADM/BUS/M.Sc./036/15/16

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,

NASARAWA STATE UNIVERSITY

KEFFI, IN PARTIAL FULFILMENT OF THE REQUIREMENT

FOR THE AWARD OF DEGREE OF MASTERS OF SCIENCE

(M.Sc.) IN BUSINESS ADMINISTRATION

DEPARTMENT OF BUSINESS ADMINISTRATION

FACULTY OF ADMINISTRATION

NASARAWA STATE UNIVERSITY, KEFFI, NIGERIA

JUNE, 2018

DECLARATION

I hereby declare that this dissertation has been written by me and it is a report of my research work. It has not been presented in any previous application. All quotations are indicated and sources of information specifically acknowledged by means of references.

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CERTIFICATION

The dissertation, “IMPACT OF ENTREPRENEURSHIP EDUCATION ON THE ABILITY OF BINGHAM UNIVERSITY STUDENTS TO CREATE JOB” meets the regulations governing the award of Master of Science (M.Sc.) in Business Administration, of the School of Postgraduate Studies, Nasarawa State University, Keffi, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This Dissertation is dedicated to God Almighty who provided all it takes to run this programme successfully despite all the hurdles.

ACKNOWLEDGEMENTS

I am most grateful to God Almighty, the giver of knowledge and wisdom for making all things possible to this stage.

Special appreciation to my erudite supervisor, Dr. Anthony Igbokwe whose scholarly guide and patience led to the successful completion of this work.

I also appreciate other lecturers in the Department – Prof. B.E. Barde, Prof. S.B.A. Tende, Dr. J.E.I. Abbah, Dr. Ohida, Dr. Uche Uwaleke, Dr. C. Gbande, Dr. (Mrs.) Ruth Anda, Dr. Abdul Adamu and the entire staff of the Faculty of Administration for all their support in various ways to the success of this academic programme. My sincere appreciation goes to all my course mates who in one way or the other contributed to the successful completion of this work. Thank you Prof Leonard-Fwa, Dr. Wahab Page Igbuan, Barr. Mustapha Abubakar, Mr. and Mrs. Shiloh and Mrs. Joy Gwems for your encouragement and contributions to make this programme a success. My profound gratitude goes to Pastor Peter Aroge, the Director of Entrepreneurship, Bingham University for his wonderful contribution and encouragement throughout the period of this study; and also entire Bingham community. May God bless you all.

Finally, my special appreciation goes to my lovely husband, Mr. Paulinus Eze and my children, Precious and Happiness, my wonderful brothers and sisters, Christy Essien, Iniobong Ebong, Regina and Emem for their indefatigable support and assistance. May God Almighty bless and reward you all.

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ABSTRACT

Education without emphasis on entrepreneurship development has led to more graduates in Nigeria seeking for non-existence job which worsen the problem of unemployment. This study examined the impact of entrepreneurship education on job creation among Bingham University students. Three hypotheses were formulated for this study (to assess the effect of entrepreneurship educational curriculum; skills; and pedagogy on job creation); and Survey research method design was employed. Using Taro Yamene formula, 234 final year students of Bingham University drawn from the three Faculties (Science and Technology, Humanities, Social and Management Sciences, and College of Health Sciences) were used as sample size. Data obtained for analyses was through self-administered questionnaires; and were analysed using descriptive statistics and multiple regression in testing the three hypotheses. Pearson Correlation Coefficient was used to test the correlation between variables. The correlation coefficient results showed that none of the variables are strongly correlated, which indicates that the problem of multicollinearity is unlikely. Hence the variables are suitable for conducting regression analysis. The major findings revealed that entrepreneurship educational curriculum has low and insignificant effect on job creation, while entrepreneurship skills and pedagogy have significant effect on job creation among Bingham University students. Based on the findings, it was recommended that Entrepreneurship educational curriculum be reviewed from time to time to accommodate some changes in business environment such as changes in technologies, demographic factors of customers, new products and services, etc.; and more practical skills should be taught as the business world is dynamic and need constant change. Also, both traditional and modern pedagogy should be used in entrepreneurship education as both methods are effective.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

It is widely believed that entrepreneurship is the engine for poverty reduction, self-dependence, and economic empowerment. Entrepreneurship skills enhance the capability to lead new venture creation, creative mind, self-dependent and economic development of any nation (Oyewum & Adeniyi, 2013). Entrepreneurship education teaches students and youths how to start and run their own businesses, play the stock market roles and balance personal life (Nafukho, 2005). To Sidek (2006), Entrepreneurship has a lot of benefits that can change human life, hence it is important to all.

Most developing countries (especially in Africa), are confronted by the problem of high level of unemployment among youths and abject poverty. To Garba, Kabir and Nalado (2014), the level of unemployment in Nigeria is ever increasing since 1980. In 2012, unemployment rate was 23.4%, which is a source of concern for the government and policy makers on how to stop the trend and its adverse impacts on the country. Over the years, it has been observed that the number of students graduating from tertiary institutions is rapidly increasing. It is alarming that the number of available jobs is not at par with the number of graduates, due to, perhaps, the unfriendly business environment or harsh economic conditions that forced many businesses to close. The competition for jobs in the labor market becomes very intense to the extent that employment in most cases is no longer secured on equal opportunity basis (Garba, et. al., 2014).

According to Oxford Advanced Learner's Dictionary, education is a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills. Education teaches students how to live a life of developing mind that equip him to deal with

reality of life. National Policy on Education (2004) states that the acquisition of appropriate skills and the development of mental, physical and social abilities and competences as equipment for the individual to live in and contribute to the development of the society. On this note therefore, education should not just stop at theoretical or conceptual level but also extend to the acquisition of different types of skills that will help the individual to contribute immensely, his/her quota to the development of the society.

Recently, there has been increasing concern on the high rates of unemployment, mostly in developing countries. On this note, Nigeria government, through its agencies, such as National Directorate for Employment (NDE), National Poverty Eradication Programme (NAPEP), Small, Medium Enterprises Development Agency (SMEDAN), National Office for Technology Acquisition and Promotion (NOTAP), amongst others, try to tackle the problems associated with unemployment in Nigeria. However, despite the wide acceptance of entrepreneurship as having what it takes to address unemployment among Nigerian youths and the introduction of entrepreneurship education in Nigerian Universities, about 80% of the Nigerian youth are unemployed and about 10% are under employed with 7 out of 10 graduates remaining unemployed or underemployed (Dike, 2009).

1.2. Statement of the Problem

Over time, several reforms have taken place in the Nigerian education system, due to its direction at graduating students for employment without considering the demands of the labour market. Nigeria society, at a stage was faced with a high rate of unemployment because of failure of graduates to possess sound knowledge of entrepreneurial education. On this note, in 2006, the federal government of Nigeria made it compulsory for every tertiary institution in the country to establish centre for entrepreneurship study. It was further directed that entrepreneurship study be

taught in all institutions of higher learning irrespective of the course of study. By so doing, the government believed that entrepreneurship education in tertiary education would lead to acquisition of skills that would enable its graduates to be self-employed, thereby reducing unemployment. Education without emphasis on entrepreneurship development has led to more graduates seeking jobs that do not exist which worsened the problem of unemployment in Nigeria.

Therefore, the researcher aims to find out the impact of entrepreneurship education on job creation ability of Bingham University students.

1.3. Research Questions

This study will specifically address the following questions:

- (i) To what extent does entrepreneurship educational curriculum affect job creation ability of Bingham University students?
- (ii) How has the entrepreneurship skills affect job creation ability among Bingham University students?
- (iii) To what extent has the entrepreneurship education pedagogy affect job creation ability among the students?

1.4. Objectives of the Study

The aim of this study is to examine the impact of entrepreneurship education on job creation ability among Bingham University student. The specific objectives are to:

- (i) Assess the effect of entrepreneurship educational curriculum on job creation ability of Bingham University students;

- (ii) Examine the effect of entrepreneurship skills on job creation ability among Bingham University students; and
- (iii) Evaluate the extent to which entrepreneurship pedagogy affect job creation ability among Bingham University.

1.5. Statement of the Hypotheses

This study will examine the following hypotheses:

- Ho₁: Entrepreneurship educational curriculum has no significant effect on job creation ability of Bingham University students.
- Ho₂: Entrepreneurship skills have no significant effect on job creation ability among Bingham University students.
- Ho₃: Entrepreneurship pedagogy has no significant effect on job creation ability among Bingham University students.

1.6. Significance of the Study

This study is significant in the sense that, the findings will help education policy maker in building the right curriculum for University entrepreneurship education.

This study will also guide the management of this institution on the right lecturers to employ for entrepreneurship education, the needed facilities to support the programme and also create conducive environment for students to think entrepreneurial.

The study will equally help the governments and other policy makers on how best to tackle the challenges confronting entrepreneurship education in Nigeria universities and the general educational system in Nigeria.

It will contribute to the pool of knowledge on the impact of entrepreneurship education as well as a reference material for students and teachers of entrepreneurship studies, management, human resource and others who will like to make further research on the same topic.

1.7. Scope of the Study

This study is on the impact of entrepreneurship education on the ability of Bingham University students to create job. The study was limited to the final year students of Bingham University, Karu in Nasarawa State, Nigeria.

Bingham University is a private university owned by ECWA Church. The school is well known for its focus on entrepreneurship studies. Entrepreneurship education is a compulsory 2 credit unit course for all 200 and 300 level students. The 400 level students in the study have offered the course in 2 years (2015/2016 and 2016/2017 academic years) and have a good knowledge of the course. However, the fact that entrepreneurship education is so much emphasized in this University and made compulsory course for students, irrespective of the course of study, does not totally guarantee job creation ability among the students. This therefore, formed the interest of the researcher on the target population.

CHAPTER TWO

LITERATURE REVIEW

2.1 Concept of Entrepreneurship

Like many other discipline, entrepreneurship has no universal definition. Many authors and individuals have defined it in different ways.

According to Singal (2011), entrepreneurship is the process that involves all actions an entrepreneur undertakes to establish an enterprise to give reality to his ideas. It can be described as a creative and innovative response to environment. To Bob Reiss (2000), entrepreneurship is the recognition and pursuit of opportunity without regard to one's current control resources, with confidence and assurance of success, and with the flexibility to change topic as necessary and the will to rebound from setback.

Tende (2011) opined that entrepreneurship is simply concerned with what an entrepreneur actually does, the utilization of resources in managing an enterprise and assuming the risks and maximizing profit from the business venture. According to him, it is a very dynamic process of creating incremental wealth for the wellbeing of both the entrepreneur and individuals in society.

Tibi (2007) viewed entrepreneurship as the process of bringing together creative and innovation ideas and action, with management and organization skills necessary to mobilize the appropriate people, money, and operating resources to meet an identifiable need and create wealth in the process.

Hisrich and Peters (2002), opined that entrepreneurship is the process whereby something new is created with additional value by making out quality effort and time with finance, social risk and psychic for a reward which may be financial or personal satisfaction.

To Emmanuel (2013), Entrepreneurship is concerned with the identification of existing gaps or business opportunities in someone's environment and gathering together all the necessary resources in an innovative and creative way to fill these gaps, with the risks involved to make personal rewards which may or may not be for profit motives.

Entrepreneurship without education is meaningless because it is education that helps the individuals in developing the skills that generates an entrepreneurial mindset and in preparing future leaders for solving more complex interlinked and fast changing problems. Therefore, entrepreneurship and education are two extra ordinary opportunities that need to be leveraged and interconnected if the required human capital is to be developed for building the societies of the future (Obioma, 2011).

2.1.1 Concept of Entrepreneur

Schumpeter (1934) viewed an entrepreneur as an individual who develops something new (an innovator). To Peter Drucker, an entrepreneur is “one who is involved in gathering and using resources to make use of opportunities to produce results”.

According to Singal (2011) entrepreneurs are individuals with ability to locate and evaluate an existing business gap or opportunities, gathering together the available resources for personal gain. Such individuals are not risk-averse but highly motivated and action-oriented. They take calculated risk to achieve success.

To Singh and Sharma (2011) an entrepreneur is someone who ventures, by taking risks, into a business involving planning, organizing and coordinating use of materials and money to make a profit by producing goods or rendering services. An entrepreneur takes risk in trying to make profit from a business venture. He is a person that recognizes a viable business opportunity, take advantage of it to make profit.

An entrepreneur therefore is one who identifies a gap or need in his/her environment and brings together the needed resources in an innovative way to meet such need for a reward.

2.1.2. Entrepreneurship Education

According to National Policy on Education (2012), Education is an instrument for national development; to this end, the formulation of ideas, their integration for national development and the interaction of persons and ideas are all aspects of education.

The goals of tertiary education, as enshrined in National Policy on Education (2012) shall be to:

- (a) Contribute to national development through high level relevant manpower training;
- (b) Develop and inculcate proper values for the survival of the individual and society;
- (c) Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- (d) Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- (e) Promote and encourage scholarship and community service;
- (f) Forge and cement national unity; and
- (g) Promote national and international understanding and interaction.

Education is the key to the growth and development of any economy and global economy at large hence, the development of education is first to none in the development of all other sectors (Adeniyi, 2010). Quality education therefore converts its inputs (students, teachers, finance, facilities and equipment) to a desirable output. In other words, quality entrepreneurship education will enhance job creation which leads to reduced unemployment, poverty and social vices, and improved standard of living (Olorumolu & Agbede, 2012).

Entrepreneurship education is an educational programme that provides the students with the knowledge, skills and motivation needed to start up a small scale business (Zakwai & Zakwai, 2016). This is in support of Obioma, 2011 which says that entrepreneurship teaching should provide the students with specific training on how to start and run a business including the capacity of drafting a real business plan and the skills associated with methods of identifying and assessing business opportunities. Entrepreneurship education involves teaching learners/students and/or would be businessmen or women, the essential skills needed to develop and build up viable enterprises. (Ezeani, 2012).

Odunaike and Amoda (2009) opined that entrepreneurship education offers a solution by equipping people, particularly youths to be responsible and enterprising individuals, who become entrepreneurs or entrepreneurial thinkers that can take risks and manage the results. To Onuma (2016), entrepreneurship education is a source of job creation, employment and economic dynamism in a globalizing world like Nigeria. This is so, because of its inclination towards inculcating values that allow acquisition of necessary competencies for reliance, independence, youth employment and poverty reduction.

Many Nigerian youths possess several potentials that are yet to be tapped. If these potentials are well harnessed, they could be channeled toward productive ventures and job creation thereby reducing unemployment rate in the country. Achieving this requires entrepreneurship education and skill acquisition (Adetayo, Oke, & Aderonmu, 2015).

2.1.3 Objectives of Entrepreneurship Education

According to Zakwa and Zakwa (2016), entrepreneurship education is oriented towards different ways of realizing opportunities. This is what makes entrepreneurship education different in its attention on realization of opportunity, whereas management education pays more attention to the best way of operating existing hierarchies.

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in entrepreneurship in various settings. Entrepreneurship education has been structured to achieve the following objectives:

- 1) **Self-reliant and self-employed.** Entrepreneurship education offers the students/learners functional education that encourages them to create job instead of being job seekers.
- 2) **Adequate and meaningful training:** This training brings about necessary support to make graduates creative and innovative. With creativity and innovation, identification of viable business opportunities is achieved.
- 3) **Economic growth and development:** Graduates are equipped with adequate training which make them establish career in small and medium size business.
- 4) **Reduction in rural-urban migration.** The main cause of rural-urban migration is unemployment. When youths are armed with adequate skills to establish and

management small and medium enterprises successfully, jobs are created; and rural-urban migration is minimized.

- 5) **Reduce poverty.** This is achieved through effective entrepreneurship education by encouraging youths to embark on business ventures.
- 6) **Risk Management.** Through entrepreneurship education, graduates acquire adequate training on risk management to make uncertain bearing feasible.

From the above objectives, it is certain that if entrepreneurship education is given due attention, it will produce graduates that will not only foster job creation but eliminate poverty in our country, Nigeria.

Entrepreneurship programmes and modules for higher institutions must be designed towards developing students' entrepreneurial ability to identify and exploit opportunities in their environment (Moses & Mosunmola, 2014). The number of educated unemployed youths is on the increase year by year because of unmarketable skills to attract employers of labour. There is the mismatch between the skills possessed by these graduates and the skills required by employers of labour. Hence, the need for entrepreneurship education is not only essential but urgent.

2.1.4 Entrepreneurship Education Curriculum

Curriculum content is very important because effective education lies on quality curriculum. According to Kuratko (2009), Curriculum is the instructional and educative programme through which the pupils achieve their goals and aspiration of life. To Adesanya (2017), teaching entrepreneurship education with the right curriculum content is very crucial to develop entrepreneurship trait and skills. According to Kerr (1968), curriculum is defined as all the

learning or experiences, planned and guided by the school which may be carried out in groups or individually in or outside the school. To Hunkins (2004), the success of a new curriculum depends largely on how well those who have planned its development and implementation have perceived the needs of the students.

2.1.5 Qualities of a Good Entrepreneur

Singal (2011) outlined essential qualities of a good entrepreneur as follows:

- a) **Need to Achieve:** Entrepreneur has a strong desire to achieve a higher goal and fulfill his dreams. Winning is achievement.
- b) **Perseverance:** An entrepreneur is fully absorbed in his goal and course of action. He works hard to complete his project successfully. He is not deterred by difficulties and problems.
- c) **Moderate Risk Taking:** an entrepreneur takes a moderate and calculative risk which is exciting but has fair chance of success. He is not a gambler or high risk taker. He selects a moderate risk and does not play wild speculative game.
- d) **Ability to find and explore opportunity:** Entrepreneur is quick to see and seize opportunities. He has innovative mind and converts difficulties into opportunities. He is also realistic. He plans and anticipates carefully achieving his goals and converts opportunities to his advantage.
- e) **Analytical ability:** Entrepreneur approaches problems realistically without personal likes and dislikes. He has practical approach to business. He will select experts and not friends or relatives to help him when required. He does not take emotional attitude towards his problems.

- f) Using feedback: An entrepreneur likes to have immediate feedback of his performance. He likes quick and accurate data and information. He is stimulated by unfavorable news and applies more energy to attain his objectives.
- g) Facing Uncertainty: Entrepreneur is an achievement oriented person and is optimistic even in unfamiliar situations. He has confidence in his ability to face such situation. He is not discouraged and makes the best of opportunities. He can assess the success rate closely and understand his environment. He presents a picture of boldness to face unknown situations. He will win by applying his special insight and skill.
- h) Independence: An entrepreneur likes to be his own master and wants to be responsible for his own decisions. He does not want to work for others and therefore, sets up his own enterprise.
- i) Flexibility: An entrepreneur has an open mind. He does not hesitate in revising his decisions if situation so demands. He will evaluate his decision carefully.
- j) Planning: An entrepreneur thinks in future, plans and works to make his plans successful. He will set his goals and plan to achieve within time limits.
- k) Interpersonal Skills: An entrepreneur likes to work with different types of people and has the skill to deal with them. He has to make people work for him, with him and help to attain his objectives.
- l) Motivator: An entrepreneur motivates people to act. He can influence people to think his way and act accordingly.
- m) Stress Taking: An entrepreneur has the capacity to work for long hours and tackle different problems at the same time. There will always be adverse situations in business. An entrepreneur can keep cool under a lot of tension and make right decisions against physical and emotional stress.

- n) Positive Self-concept: An entrepreneur is always positive in thinking. He is aware of his strengths and weaknesses. He always works to achieve his goals and sets standard of excellence of his works.
- o) Orientation of Future: An entrepreneur shows high level of future orientation and tends to think ahead. He lives in present and does not allow the past to obsess him.

However, no entrepreneur has all these qualities but most of them have many. Self-awareness and analysis help him to define his strengths and weaknesses, which is the first step to entrepreneurship development.

2.1.6 Entrepreneurship Education Pedagogy/Teaching Method

According to Adesanya (2017), pedagogy in entrepreneurship education is a study of the various styles and methods by which lecturers teach students entrepreneurship. It involves different approaches that require models that are used in communicating and teaching entrepreneurship in universities. There are many methods of teaching available for transfer of knowledge. This depends mostly on age, class/level, nature of task, number of learners and curriculum materials available.

However, in teaching entrepreneurship, it is not every teaching method that can bring about effective learning. When the best varieties of pedagogies are used in teaching entrepreneurship education, students are likely to acquire a very high level of entrepreneurial skills. Some of these pedagogies include:

- (a) Lecture method;
- (b) Demonstration method;
- (c) Field trip;

- (d) Discussion method;
- (e) Case study;
- (f) Internship;
- (g) Mentor and mentee interaction;
- (h) Business plan competition;
- (i) Students' entrepreneurship conference.

2.1.7 Entrepreneurial Trait

According to Adebayo (2016), a major area widely explored to assess career choice or intention among young people is their personal attributes. To Brice (2004), personal attributes consists of elements such as personality traits, family background, drive for achievement and experience. To Tende (2011), the following factors describe some individual characteristics that are supposedly related to entrepreneurs and the intentions to pursue an entrepreneurial career. These factors are risk-taking propensity; need for achievement; locus of control; over-optimism; and desire for autonomy.

Oyewumi and Adeniyi (2013) posited that knowledge provides foundation for every career's prosperity. The degree of entrepreneurship aspiration is directly proportional to in-depth knowledge of choosing a business which accounts for success and failure on the part of an entrepreneur. To Remeikieneet al. (2013) as cited by Michelle and Tendai (2016), entrepreneurial intention is influenced by the complex of the factors, but the main personality traits such as self-efficacy, risk taking, initiative for business start-up, favourable attitude towards business, behavioural control, need for achievement and internal locus of control can be developed by acquiring an education.

Ahmed, Nawaz, Ahmad, Usman, Rehman and Ahmed (2010) posited that entrepreneurship requires a regular and permanent attitude as part of personality. Attitude can be based on personality traits and demographic characteristics which can be reshaped with education. To them, entrepreneurship is said to be function of various factors, e.g. personality traits, education, experience, social and economic conditions, law and order and many other issues. They went ahead to identify innovativeness, entrepreneurial education, and family background and gender differences as factors that influence entrepreneurial career.

According to Maharaj (2008), career choice depends on various factors, which include type of school attended, cultural factors, race and gender. Other factors are job experience, personal factors, prestige, lifestyle preference, personality type and commitment. To Abebe (2015), many factors influence entrepreneurship intention. These factors include family and society background, experience, entrepreneurial education, gender, job preference, etc.

2.1.7.1 Personality Traits

Personality traits refer to variables such as achievement motivation, risk assumption/aversion, and attitudes regarding control and delegation (Adebayo, 2016). Certain psychological characteristics have been suggested as being good predictors of entrepreneurial behavior. For example McClelland (1961) – the need for self-achievement; Gorman, Hanlon and King (1997) – creativity and initiative; Hisrich and Brush (1984) – the propensity for risk-taking; Brockhaus (1982) – self-confidence and the “locus of control”; Gorman, Hanlon and King (1997) – desire for independence and autonomy. To Kuratko (2005), self-esteem and innovation behavior are more relevant than the need for self-achievement by McClelland.

2.1.7.2 Family Business Background

Kuratko (2005) posited that family characteristics have implication on emergence of new business, recognition of opportunity, startup decisions and resource mobilization. In support to this, Krueger (2000) said that prior exposure to entrepreneurship both from family side and personal have an impact on entrepreneurial intentions, those having their self-employed father are more inclined towards entrepreneurship.

2.1.7.3 Gender

According to Abebe (2015), there seems to be unanimity on the fact that a gender based imbalance exists regarding self-employment in almost any context. To Wang and Wong (2014), gender was found as the most significant factor influencing students' entrepreneurial interest with females less self-employed than males.

2.1.7.4 Knowledge

According to Turker and Selcuk (2009), with adequate education, knowledge and inspiration for entrepreneurship, the possibility of choosing an entrepreneurial career may increase among young people. To Engle, Dimitriadi, Schlaegel, Delanoe, Alvarado, He, Buame and Wolff (2010), special entrepreneurial skills that are taught in schools and through special adult education programs by teachers who are familiar with entrepreneurial activity can also affect a person's likelihood to engage in entrepreneurship. Yusof, Sandhu, and Jain (2007) posit that a proper support system, education and the development of managerial competencies may go a long way in making them successful.

2.1.7.5 Past Experience

Apart from knowledge, an individual also considers experience as a main criterion in intention to be an entrepreneur (Koe, et al, 2012). According to Davey, Plewa and Struwig (2011), individual with entrepreneurial experience are having high interest for self-employment. To Nabi and Holden (2008), individuals' life experience and entrepreneurial learning allow them to realistically and gradually translate entrepreneurial intention into entrepreneurial activity. Adebayo (2016) opined that practical business knowledge involves knowledge of competitive nature of the market, top players in the industry, knowledge of product range, trend of change in technology and market. In the same vein, business skills include conceptual, technical, human relation and managerial skills which may be acquired through training, seminars, workshops and on-the-job experience. Based on the above, it may be right to argue that professional experience is a key structural factor that has a major impact on the ability of women to start a business and to improve their business performance.

2.1.7.6 Drive for Achievement

There is no doubt that youth are increasingly agitating for equal opportunity and economic, political liberation. In Nigeria, the increasing household poverty often prompts some young entrepreneurs and women to engage in entrepreneurial activities with the aim of supporting family economic advancement (Adebayo, 2016). To Kumar (2013), even though the leadership potential of an individual might be very high, this potential is hidden by social, economic and political constraints. To achieve a higher desire and fulfilled dreams are the desire of an entrepreneur. Drive for achievement is the innate feeling that pushes one to do something – “I must do” kind of force. “I must own”, “I must get there”, “I must be”, “I must have it”, etc. The degree or intensity with which the business moves depends largely on the force of this initial

drive, therefore it determines the zeal and enthusiasm that business is run. It is the success drive, it pulls all the other success determining elements together towards making the dream come true.

2.1.7.7 Need for autonomy

Students may develop an intention to engage in entrepreneurial activities due to some motivational factor like desire for autonomy/independence. Students who perceive that their future in the labour market is uncertain, may decide to form an intention to initiate business and ensure realization of their dreams upon graduation (Garba, Kabir and Nalado, 2014).

According to Ahmed, et.al (2010), any career influenced by the entrepreneurship offers the individual ample opportunities to enjoy independence, reap greater financial payback and gain towards overall economy through a contribution to innovation, job enhancement, and economic development.

2.1.7.8 Need for Power

As the saying goes – “wealth is power”. There is a growing need to be celebrated as entrepreneur. Different factors influence different individuals at different point in time. The desire to have need for power is one of the traits that is possessed by entrepreneurs. This element encourages an entrepreneur to be successful.

2.1.7.9 Self-efficacy

The concept of self-efficacy is rooted in Bandura’s social cognitive theory. It refers to the conviction that one can successfully execute the behavior required to produce the outcome. The concept of self-efficacy is used as perceived behavioural control, which means the perception of the ease or difficulty of the particular behavior. It is linked to control beliefs, which refers to beliefs about the presence of factors that may facilitate or impede performance of the behavior. It

tries to measure the confidence toward the probability, feasibility, or likelihood of executing a given behavior.

2.1.7.10 **Innovativeness**

Innovation is something more valuable than the invention; it consists of idea commercialization, implementation of that idea, and also includes some modification of presented products, resources, and system (Bird 1989). According to Schumpeter (1934), innovation is the major force behind entrepreneurship. To him, an entrepreneur must not necessarily be a development planner and therefore need not originate a business but should be able to manipulate a specific enterprise that is already in existence, create and carve new things out of its form.

2.1.8 **Entrepreneurial Skills**

Entrepreneurial skills are those skills required by an entrepreneur to remain creative, innovative, generate new and viable ideas and be adequately competitive to survive in business environment. According to (Adetayo et al., 2015), these skills can be classified into three main areas: Technical skills, Business management and Personal entrepreneurial skills.

a) Technical skills

This skill has to do with things like writing, oral presentation, listening, coaching, organizing, good team player and technical know-how. Technical skills also include those necessary skills for production of business products and services.

b) Business management

Business management skill involves ability to start, development and manage a business enterprise. It has to do with ability to effectively handle the day-to-day management of the business.

c) Personal entrepreneurial skills

This skill put a different between a manager and an entrepreneur. Such skills include discipline, risk taking, innovative, change-oriented, persistent, accountability, emotional skill, creative skill, etc.

Entrepreneurship education has been proved to be one of the courses that can help students to be career ready and focused. Entrepreneurship; education is the communication of the skills, knowledge and motivation required to start and grow business successfully to students (Moses & Mosunmola, 2014).

According to Rudhumbu, Svatwa, Munyanyiwa and Mutsau (2016), students have a very positive behavioral attitude towards entrepreneurship as a result of taking part in entrepreneurship education. Most students believe that the entrepreneurship education they participated in developed knowledge and skills for them to effectively participate in entrepreneurship activities.

2.1.9 Factors that affect Job Creation/Business Startup

The choices made by an entrepreneur when starting a business surely affect his business either positively or negatively, which may be immediately or later on, along the way. It is therefore expedient to pay great attention to the following:

a) The Idea

The idea of an entrepreneur is very important to the success of the business. This notwithstanding, highly depends on the originality, superiority, planning, timing and execution of the idea(s).

b) **Competition**

Irrespective of the type of business an entrepreneur is going into, competition will always be of great concern. The entrepreneur therefore has to pay an attention to the level of competition in his/her business sector, and does his business in an innovative way to have an edge over his competitors.

c) **The Leadership**

Leadership is equally very crucial in business startups. It is the duty of a leader to set the vision, making most decisions and motivate people to work as a team to achieve organizational goals. A weak idea may be turned into successful one by an experience and skilled leader.

d) **The Capital**

Every business needs working capital to excel. The capital may be sources through personal savings, contribution by family members, bank loans or overdraft, grants, etc. Inadequate start-up finance is one of the most frequent mentioned problems by youth seeking to create new venture. Most youths face difficulties in accessing fund because of lack of credit history, insufficient collateral, lack of self-sustaining resources. They are equally seen as risky investment, hence difficult in accessing funds.

e) **The Marketing**

An entrepreneur should pay good attention to packaging and marketing of his goods. No matter how superior his product may be, it is good to package it in an appealing, exciting and unique way to attract customers.

f) **Management Skills**

Management skill involves ability to start, development and manage a business enterprise, which is very important as an entrepreneur.

2.1.10 The Role of Entrepreneurship in Job Creation

Entrepreneurship and job creation are closely related. This is an indication that jobs are created when there is an entrepreneurship development which lead to reduction of inflation, increase in supply of goods and services, increase employment, creation of wealth and alleviation of poverty. In line with this, Assudani (2009) posited that job creation and reduction of unemployment levels in the economy are the major contributions of entrepreneurs in an economy.

In establishing a business centre, an entrepreneur has succeeded in reducing unemployment and other social vices. By providing job for himself and others, there is increase in per capita income and improvement of standard of living.

According to Sule (2013), through entrepreneurship education, a well-equipped entrepreneurs with skills and technical know on how to manage industries, are produced, hence job creation.

Entrepreneurship contribute to the development of rural areas by establishing small/medium enterprises, hence discourages rural-urban migration.

Entrepreneurship education equally make possible, the utilization of local resources. This is because entrepreneurship education is a specialized education that helps its graduates utilize local resources available in their environment of which bigger firms discard.

2.1.11 Challenges of Entrepreneurship Education

According to Agbonlabor (2016), the functional challenges of entrepreneurship education are:

(i) **Capacity of Lecturers/Instructors.**

The poor quality delivery of entrepreneurship education in Nigeria has been traced to the capacity of lecturers/instructors. In most universities in Nigeria, lecturers with training in business administration and economics are used for

delivery in entrepreneurship, despite the difference in scope and focus of the two courses (Agbonlahor, 2016).

(ii) **Absence of curricular capacity to support the training.**

The NUC benchmark for entrepreneurship education is 6 credits hour, but due to the bloated existing credit loading, most of the universities cannot accommodate the 6 hours and as such entrepreneurship education is taught as a one-time 2 credits hour with a very shallow content (Agbonlahor, 2016). On this note, the main essence of entrepreneurship education is seriously affected.

(iii) **Lack of infrastructural support**

Entrepreneurship education requires a huge investment in capital to deliver quality and practical-oriented system. To Agbonlahor (2016), lack of support infrastructure and infrastructural failures results to high transaction costs which makes delivery very expensive and inefficient.

(iv) **Overemphasis on theory delivery**

Ogbonlahor (2016) described the present method of teaching and entrepreneurship education as a mechanistic delivery. To Akpomi (2009), inadequate facilities and equipment for teaching and learning in practical-related courses was the reason why entrepreneurship education has not been able to record a significant impact in Nigeria industrialization drive and reduction of youth unemployment.

(v) **Absence of research support and linkages**

According to Ogbonlahor (2016), entrepreneurship education was envisaged to leverage on products of students researches in the universities. To him, entrepreneurship education in China and other Asian countries is based on

harnessing the commercial aspect of research and development, which is a missing component in Nigeria education. There is no research support and most students' research are not applied to real life limitation.

2.2 Empirical Review

Entrepreneurial Education Curriculum in Tertiary Institutions

Anene and Imam (2011) assessed entrepreneurship education curriculum content for undergraduate students in Nigerian Universities. The work attempted to identify useful skills for entrepreneurship education curriculum development for undergraduate students in Nigerian Universities. 66 skills were provided for 550 undergraduate students to rank according to acceptability of which the first 20 most acceptable was recommended for Nigerian Universities as the basis for entrepreneurship curriculum contents. The researchers did not put into consideration, the number of Universities in Nigeria, the scope of the research being only one university. The ranking of skills by only one university out of hundreds of university in the country cannot be justified as a basis for curriculum contents for all the Universities in the country.

Agbonlahor (2016) explored the challenges of entrepreneurial education in Nigerian universities. The study adopted a review methodology approach of extant literatures and publications in the last decade. The theoretical underpinning of the methodology is based on structural functionalism in order to achieve a holistic system diagnosis. The internal challenges that bother on funding, relevance and harmonization of curricula were found to be more invasive than the external policy-related challenges. Similarly, Olorumolu and Agbede (2012) examined how quality entrepreneurship education could help in job creation in Nigeria. Challenges of quality

entrepreneurship education were also discussed. The study emphasized on the level of quality of the training and purposeful development of education which is the progress of a nation. For citizens to be gainfully employed, government educational policies should be geared towards a functional education, which lead to job creation and self-reliance. Finally, suggestions on how to overcome the challenges of quality entrepreneurship education were proffered, so as to enhance job creation and reduce unemployment in Nigeria. These suggestions are: urgent need for Universities to review and align Entrepreneurial Education curricula by linking to real-world business challenges; Universities should identify and partner with businesses to strengthen the practical component of the training; and Government direct assistant to facilitates and enable students and graduates startup viable business venture.

Moses and Mosunmola (2014) investigated entrepreneurship curriculum and pedagogical challenges in captivating students' interest towards entrepreneurship education. The study examined the relationship between entrepreneurship curriculum and pedagogical challenges in captivating students' interest towards entrepreneurial education. Different challenges bordering on curriculum and pedagogy were discussed. These include the decision on the right entrepreneurship curriculum; deciding on the right entrepreneurship curriculum; determining the outcome of entrepreneurship education among the students; producing entrepreneurial graduates; constant review of entrepreneurship education curriculum, etc. Recommendations were made base on he nature of challenges among which include – entrepreneurship programmes and modules for higher institutions must be designed towards developing students' entrepreneurial ability to identify and exploit opportunities in their environment; and the contents of curriculum over the years must be consistent, properly coordinated and in constant review to capture the interest of students and for effective delivery of entrepreneurship.

Adesanya (2017) examined the effect of entrepreneurship education outcomes on entrepreneurship behavior among postgraduate students of Covenant University, Ota. Data were collected from 302 postgraduate students using questionnaire, and descriptive research design was used for the analysis of data. The results indicated a positive effect of entrepreneurship education outcome on entrepreneurial behavior. Based on the findings, it was recommended that more universities should include entrepreneurship courses in their curriculum and also ensure that all students, irrespective of their academic specialization, study entrepreneurship. However, data in this study was limited to only post graduate students of Covenant University, the findings therefore may not be generalized to other universities.

Entrepreneurship Skills

Obianuju Hope and Iyekekpohor (2016) investigated the influence of entrepreneurial skill acquisition on job creation in Benin City Metropolis, Nigeria. Obtaining data with both primary and secondary sources, Pearson's Product Moment Correlation was used to analyse the data. According to the study, it was revealed that acquisition of entrepreneurial skills is an indispensable means of making jobs available in Benin City, Nigeria. From the findings, it was revealed that as entrepreneurial skill increases, job creation also increases. This means that when there is entrepreneurship skill acquisition, jobs are created. According to the researchers, primary data was obtained from unemployed and underemployed, if entrepreneurial skills actually increase job creation, why are they remaining unemployed?

In the same vein, Baba (2013) assessed the challenges of entrepreneurship development in Nigeria and way forward. He was of the opinion that without technological skills, entrepreneurial spirit that drives economic development through job creation will be lacking. Therefore,

government should provide required infrastructures for skills acquisition of its citizens. The study concluded that the youths should, as a matter of urgency, change their mindset on white collar job and embrace self-employment as entrepreneurship is crucial for sustained economic growth.

Ibe (2012) examined re-engineering entrepreneurial education for employment and self-productivity in Nigeria. The paper showed that many problems in higher institutions hinder effective implementation of entrepreneurial education. Such problems include poorly trained educators, lack of adequate resources and enabling environment. It was concluded that re-engineering entrepreneurial education could help foster adequate skills, attitudes and values among the youth while still in school to think of owning or working in successful business enterprise. Hence, significant contribution to job creation and economic growth of the nation.

Duval-Couetil and Long (2015) examined the career impacts of entrepreneurship in their professional lives. The source of these data was narrative referred to as “personal business plan” which were a required assignment in an undergraduate entrepreneurship capstone course from fall 2011 to spring 2013. Content and thematic analyses were used to analyze the data. The finding shows that only few students indicated interest in establishing a career in entrepreneurship after graduation.

Adebayo (2016) investigated career choice and graduate employability: the mediating roles of entrepreneurship and vocational training. A survey of 200 final year students was randomly selected across three institutions in Kwara State. Using pearson correlation and regression tools, the result showed a significant correlation between graduate employability and career choice and same holds for vocational training and employability. It was concluded that career choice, entrepreneurship consciousness, and various vocational training programmes such that develop

individual creative skills and specific technical know-how have a major impact on graduate employability.

Ogundele, Akingbade and Akinlabi (2012) examined the impact of entrepreneurship training and education on poverty alleviation in Lagos State. Five local government areas in Lagos State were selected for a survey of 250 entrepreneurs and apprenticeships. A simple regression analysis was used to test the relationship between the entrepreneurship training and education and poverty alleviation. It was revealed that youth empowerment is influenced by their acquired technical skill and entrepreneurial training and education are significantly related to the youth empowerment and social welfare services.

Similarly, Idogho and Ainaborh (2011) examined the extent to which the entrepreneurial training has imparted on students, the management skill development needed to setup small-scale businesses. Using a survey of 300 final year students, a Pearson correlation analysis was used for the test. The result revealed that students who studied entrepreneurship education had better interest in setting up small-scale businesses after graduation than those who did not. The study concluded that the introduction of entrepreneurship education to tertiary institutions has made a great impact on the students of the study area.

Entrepreneurship Pedagogy

Fatoki (2014) examined teaching methods for entrepreneurship at a South African University with the objective of identifying the traditional and non-traditional pedagogies used in teaching entrepreneurship in South Africa University. Using final year undergraduate and post-graduate students in the Department of Business Administration of selected Universities in Limpopo Province of South Africa, data was collected through primary source. Descriptive statistics was

used for data analysis. The result indicated that students are mainly exposed to the traditional teaching methods which are not very effective impact entrepreneurial spirit in students, thereby making them passive learners. However, the study was conducted in only one University, as such, the result cannot be generalized.

2.2.1 Entrepreneurship Education and Job Creation

Job creation is the process of providing new jobs, especially for people who are unemployed. Job creation means to be able to start your own business or add value to an existing product and be employable due to entrepreneurial skill acquired. It can also be referred to as youth empowerment. The contribution of entrepreneurship to job creation and growth cannot be over-emphasized. It is estimated that in the last decade, new firms generated between 1 and 6 percent of employment in Organisation for Economic Cooperation and Development (OECD) countries. Job is created when entrepreneurs establish firms and need people with suitable and needed skills to apply to fill the existing vacancies. Therefore, entrepreneurs create job opportunities through entrepreneurial development.

The establishment and growth of small and medium enterprises leads to the creation of jobs. A large percentage of formal jobs in the developing world is through Small and Medium Enterprises (SMEs). Therefore, when SMEs grow into larger businesses, can be an effective way of creation jobs. To be successful, every entrepreneur needs skills of creativity, problem-solving and communication. These skills may be learnt through experience, entrepreneurship education and training programmes. These programmes do not only provide individuals with practical education and experiential learning that build soft skills (communication, social intelligence, creative thinking, etc) but also hard skills (accounting and financial management).

Entrepreneurial training develops the right skills for the jobs being created in formal employment or entrepreneurial self-employment (World Bank, 2013).

Unemployment is a situation where able men and women that are willing and able to work are not able to secure job. It is a condition of joblessness. International Labour Organization defined it as when people are without jobs and they have actively sought for work within the past four weeks. The rate of unemployment has become a source of concern to every stakeholder.

Sule (2013) examined the role of entrepreneurship education on job creation among youths in Nigeria. In his work, he posits that if entrepreneurship education is given adequate attention, schools will graduate students with high knowledge of entrepreneurship to create job and reduce poverty.

Sani, Tijjani and Ahmed (2014) assessed impact of entrepreneurship education on students' job creation ability after graduation. The study sought to find out how effective the entrepreneurship education helps students attending a course leading to award of NCE Vocational and Technical education become self-reliant by way of incubating their own businesses after graduation. Using 300 students selected through simple random sampling, mean, standard deviation and simple percentage were used in making analysis. From the findings, it was revealed that the students do not have any intention of being self-employed, and the College does not have befitting programs to impact entrepreneurial spirit in them.

Afolabi, Kareem, Okubanjo, Ogunbanjo, and Aninkan (2017) examined the effect of entrepreneurship education on self-employment initiatives among Nigerian Science and Technology Students. Data obtained was through self-administered questionnaire. In analyzing the questionnaire, simple percentage ranking, correlation and regression analysis techniques were

used to analyse the questionnaire. The findings show that entrepreneurship education has influenced students' interest in entrepreneurial activities and building their choice of business. But the researchers did not show how many students have started their businesses since entrepreneurship education has influenced their entrepreneurial activities.

Olufemi, Akinsanya and Olusegun (2015) investigated the impact of entrepreneurship education on employment generation among University graduates in Nigeria. 72 graduate entrepreneurs were selected from 6 local government areas of Oyo state. Data was gathered through structured questionnaire. Using Pearson Products Moment Correlation, to analyse the data, the result showed that entrepreneurial education empowered them to start a business of their own. From the result also, it was discovered that there exist significant differences between types of University attended and employment generation among the graduates' entrepreneurs. This means that Universities with adequate entrepreneurial skills and education will surely produce graduate that can create jobs thereby reducing unemployment in Nigeria.

Salihu (2016) investigated the effect of entrepreneurship education on graduates' business start-up in North Central Nigeria. Using descriptive survey research design and Yaro Yamane sampling formula, the researcher used a structured questionnaire to gather information on general entrepreneurship and business start-up. Descriptive statistics and logistic regression was used in analyzing the data. Findings on the study showed a significant impact of entrepreneurial intention on graduates' business start-up. It was also revealed that there is significant impact of entrepreneurial culture on graduates' business start-up. The researcher did not stop at intention to become entrepreneurs, as all intentions/aspirations do not lead to outcome. This study went ahead to find out the percentage of graduate that have actually started different types of businesses and what motivated them to do so.

In the same vein, Owusu-Ansah and Poku (2012) investigated the influence of entrepreneurship education on students' career intentions and aspirations, and their attitudes towards business start-ups. The researcher surveyed business students before and after exposure to entrepreneurship education in order to examine the actual influence of the entrepreneurship programmes in the school. The researcher collected data through the use of questionnaire from 310 respondents. Using an SPSS computer package to analysed the data, findings revealed that entrepreneurship education influence the career intentions and aspirations of tertiary students and also influences their career intentions and aspirations toward self-employment.

Akhuemonkhan, Raimi and Sofoluwe (2013) examined entrepreneurship education and employment stimulation in Nigeria. Data was sourced through secondary source and analysed using multiple regression model. Findings showed that entrepreneurship development could be effective tools for poverty reduction and stimulating employment. This is in tandem with the work of Obianuju et. al. (2016). In the same vein, Rudhumbu, Svotwa, Munyanyiwa and Mutsau (2016) examined the attitudes of undergraduate fourth year students towards entrepreneurship education. A sample of 250 students was used. Result shows that most students have a positive attitude towards entrepreneurship education and prefer to be entrepreneurs after graduation.

Contrary to Akhuemonkhan, Raimi and Sofoluwe (2013) and Obianuju et. al. (2016), Abebe (2015) investigated the attitude of Ethiopia Public University undergraduates graduating class students towards self-employment. Using sample population of 80 students of Assosa University, the data was analysed using statistical package for social science (SPSS) version 20. Findings revealed that greater number of graduating class students preferred government or private employment.

Oyewumi and Adeniyi (2013) assessed attitude to and knowledge of entrepreneurship among students with hearing impairment in Nigeria. 125 students with hearing impairment were purposively selected from Ijokodo High School and Methodist Grammar School in Ibadan. Descriptive statistics and chi-square were used to analysed the data. Findings revealed that greater percentage of the respondents preferred to be self-employed than working for government.

Yahaya and Dauda (2016) investigated the impact of entrepreneurship on economic growth in Nigeria. This study focuses on agriculture, industry and services sectors as the major hub of entrepreneurship investment in Nigeria. The study utilizes the ordinary least square technique using data from 1987-2013. Finding shows that entrepreneurship in manufacturing and services sectors contribute to the growth of the economy while entrepreneurship in agricultural sector was found to have no impact on the economic growth of Nigeria.

2.3 Theoretical Framework

According to Dandago and Muhammad (2014) “the theoretical foundations of entrepreneurship relates to two transitions. On the one hand are those who see entrepreneurship as something related to founding and growing a business enterprise (Schumpeterian entrepreneurs), on the other hand are those who see an opportunity and gather all the resources required to pursue it (Kirznerian entrepreneurs). The different perspectives put forward by various schools of entrepreneurial thought have provided insight into entrepreneurial tendencies”. These are: (1) The Great Persons School of Thought (propounded by Garfield, 1986); The Classical School of Thought (propounded by Joseph Alois Schumpeter, 1934); Leadership School of Thought (propounded by Shapero, A., 1984); Intrapreneurship School of Thought (propounded by Gifford

Pinchot, 1985); Management Skills School of Thought (propounded by Peter Ferdinand Drucker, 1985).

2.3.1 The Great Person School of Thought

This theory leans heavily on Max Weber which associates entrepreneurship with charismatic leadership. This theory views entrepreneurs as specialist in communication, ability to articulate a plan, a set of rules and impose it on others (Tende, 2011). Someone with a strong drive for success, and independence, persistence and self-esteem described as an entrepreneur.

According to Tende (2011), great attention should be given to traits like physical strength, perseverance, vision, single mindedness or such ability as being inspirational or motivational. Other traits include physical look (that is, height, weight and physique), popularity and sociability, intelligence and fluency of speech, etc.

2.3.2 The Psychodynamic School of Thought

This theory is the product of Freud's psychoanalytic theory of personality, which considers individuals as having instinctive drives. Psychodynamic theory is based on three premises that most behavior is goal-directed and is caused by a force within the person; that much behavior originates from the unconscious mind; and that early childhood experiences are crucial in the development of personality. To Uddin and Bose (2012), entrepreneurial intentions are "dictated by some particular traits which are high need for achievement (a need to always achieve new bold goals); risk taking propensity (defined as a willingness to take financial risks); tolerance for ambiguity (no fear of the unknown); innovation (an ability to create new or modify existing business concepts); intuition (make decisions based on 'gut feelings'); internal locus of control (a

belief that the future is determined by their own actions); and proactiveness (making plans for events before they occur”).

2.3.3 The Classical School of Thought

This theory was propounded by Joseph Alois Schumpeter (1934). According to Tende (2011), entrepreneurship can also be conceived as “alertness” to profit opportunities. Availability of profit opportunities stimulate entrepreneurship. To Emmanuel (2013), linking the ideological factor with the study of entrepreneurship, a person’s environment is the major motivating factor for entrepreneurship and that ideas, traits and motives are not enough on their own for entrepreneurship to manifest. There must be an enabling environment coupled with business opportunities for a new venture to emerge. An entrepreneur buys something cheap from one location and sells at a higher price in another location. His act of entrepreneurship is in realizing the existence of market value that was before and overlooked. Uddin and Bose (2012) see the theory as related to those factors that individuals do not have control over them, such as family, individual experience, educational and cultural background. These factors are termed external factors because they are beyond individual’s control.

2.3.4 The Leadership School of Thought

Tende (2011) posits that the leadership theory of entrepreneurship is a non-technical side of the management theory, which suggests that the entrepreneur needs to be skillful in appealing to others to “join the cause”. A successful entrepreneur must also be a “people manager” or an effective leader/mentor who plays a major role in motivating, directing and leading people. To him, an entrepreneur must be a leader who is able to define a vision of what is possible, and attract people to rally round the vision and transform it into reality.

To Tende, the most pervasive stream of the leadership theory is concerned with how a leader gets tasks done/accomplished and responds to the need of the people. Two dimensions are important for the management of the enterprise – a concern for getting the tasks accomplished; and a concern for the people doing the work (i.e. the welfare of the staff).

2.3.5 The Intrapreneurship School of Thought

This theory was propounded by Gifford Pinchot (1985). According to Tende (2011), the intrapreneurship theory evolved as a “response to lack of innovativeness and competitiveness within organizations. Intrapreneurs, to the limited extent that they possess discretionary freedom of action, are able to act as entrepreneurs and implement their ideas without themselves becoming owners. Alertness to opportunities is one dimension of intrapreneurial activity. Such strategic behavior provides the means for extending the organization’s activities and discovering opportunities”. This allows existing organizations to develop and diversify their activities on other areas.

To him, intrapreneurial theory generally assumes that innovation can be achieved in existing organizations by encouraging people to work as entrepreneurs in semi-autonomous units. However, some large organizations resist intrapreneurs which often time; many intrapreneurial managers leave the organizations in frustration.

2.3.6 The Management School of Thought

Management School of Thought, propounded by Peter Ferdinand Drucker (1985), believes that entrepreneurs cannot only be born but can be made (taught). The focus of management skills school of thought is managerial skills. The managerial skills enable an individual to exploit economic opportunities in his environment for economic gain. According to Dandago and

Muhammad (2014), this school of thought is concerned with the technical part of management. The School believes in training and development of entrepreneurship. According to this theory, entrepreneurship is a series of learned activities which focus on the central functions of managing a firm. The management theory is directed at improving a person as management capability through developing his/her rational, analytical and cause-and-effect orientation (Tende, 2011).

However, this study is based on Management school of thought because of its relevance to the study. The Management School of thought sees entrepreneurship as a discipline that can be learnt or taught.

2.4 Historical Background of Bingham University

Bingham University is a private university, established in 2005 by the Evangelical Church Winning All (ECWA) with the main aim of meeting the soaring need for quality secular higher education that integrates moral and spiritual values in University campuses in Nigeria. The Entrepreneurial Development Centre of Bingham University officially resumed activities on the 2nd day of April, 2014 with a 3-day Workshop captioned “Capacity Building on Entrepreneurial Education in Nigeria Tertiary Institution”. The main objectives of this workshop were: to identify minimum of two lecturers from each department of the University to be trained to teach entrepreneurial course; to develop a standardized material for teaching of the course; and to provide basic training for the lecturers for supervision of students during their feasibility studies and practical works.

Sequel to the above, Entrepreneurial lectures (EPS 228) commenced on Monday 14th April 2014 for all 200 level students, followed by the 1st Entrepreneurship Conference in June 2014.

Conference is held annually in 2nd Semester for 200 level students in addition to the teaching of the theoretical aspects of entrepreneurship all through. Annual Entrepreneurship Conference has been organized for 200 level students since the inception of the Centre in 2014. During the conference, Representatives from NUC, Central Bank (Development Finance Department), SMEDAN, BOI, BOA, ECOWAS, Commercial Banks and practicing entrepreneurs on different fields are invited to present papers and share their experience with the students as well as exposing them to available sources of business startup finances. In 300 level, students are made to choose an area of practical skill to learn and write a good feasibility study on the business of their choice, which serves as their examination for the course.

2.5 **Summary**

This chapter critically reviews related literatures by other researchers on the subject matter. It discusses the concepts of entrepreneurship and entrepreneur; entrepreneurship education, objectives of entrepreneurship education, qualities of a good entrepreneur, types of teaching method, challenges of entrepreneurship education, entrepreneurship education and job creation, factors that affect job creation.

This chapter is also concerned with the theoretical framework of entrepreneurship which relates to two transitions. One who believes that entrepreneurship can be taught and the other who believes that entrepreneurs are only born not taught. However, this work is based on the Management School of thought that believes that entrepreneurship is a discipline that can be learnt or taught.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Research Design

The research design for this study is survey method. This study makes use of the survey method which, according to Senam and Akpan (2014), is one of the methods of quantitative research, which entails a painstaking process of gathering information or data and using the results as the basis for determining the trend or the issues that formed the thrust of the research.

3.2 Population, Sample and Sampling Techniques of the Study

The population of this research covered all the final year students in Bingham University. The University is made up of three Faculties viz: Faculty of Science and Technology (Computer Science, Chemical Sciences, Biochemistry, Biological Sciences), Faculty of Humanities, Social and Management Sciences (HSMS) and College of Health Sciences (Medicine, Physiology and Anatomy). Stratified sampling was used because the respondents were grouped into Faculties. This population was chosen because it is assumed that they have adequate knowledge of the subject matter and the research variables under investigation. The population is presented in Table 3.1 below:

Table 3.1: Student's Population Distribution in the Faculty of Business Administration

Faculties	Departments	Population
Science and Technology	Computer Science	64
	Biological Sciences	15
	Chemical Sciences	6
	Biochemistry	18
	Sub Total	103

Humanities, Social and Management Sciences (HSMS)	Accounting	58
	Business Administration	49
	Political Science	30
	Sociology	17
	Economics	50
	Mass Communication	60
	English	35
	Sub Total	299
College of Health Sciences	MBBS	129
	Physiology	17
	Anatomy	20
	Sub Total	166
	Grand Total	568

Source: Field Survey 2018.

The population was too large to sample all the respondents thus the need for sample size selection using Taro Yamene formula.

The sample size is usually a compromise between what is desirable and what is feasible. In order to effectively determine the sampling representative of the entire population of student's population in the three Faculties in Bingham University, the Taro Yamene's formula for sample size determination cited in Ezugwu and Akubo (2014) was adopted. Thus, the Taro Yamene's formula is stated as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n = Sample size

N = Population size

e = Degree of tolerance error with a confidence level of 95%, the degree of tolerance error is 5% (0.05).

$$\begin{aligned} \text{Therefore: } n &= \frac{568}{1 + 568(e)^2} \\ &= \frac{568}{1 + 568 (0.0025)} \\ &= \frac{568}{1 + 1.42} \\ &= \frac{568}{2.42} \\ n &= 234 \end{aligned}$$

Two hundred and thirty four (234) now represent the study sample size but there is every need to develop a sample frame for each of the three Faculties. Given a total number of two hundred and thirty four (234) as the study sample size, the sample size for each faculty is derived through the use of the Bourley's proportional allocation formula.

To assign the sample size of 234 to the sample faculty, the researchers employed the Bourley's proportional allocation formula as follows:

$$nb = \frac{n(n)}{N}$$

Where;

nb = Bourley formula

n = Element within the sample frame, i.e. number allocated to respondent states

n = Sample or proportion of the universe used for the study (total sample size)

N = Population of the study

The determination of each of the sample faculty is shown in Table 3.2 below.

Table 3.2: Sampling Distribution using Bourley’s Proportional Allocation Technique

Respondent Faculties	Population Frequency	Sample size distribution using Bourley’s Technique
Science and Technology	103	$nb = \frac{103 \times 234}{568} = 43$
HSMS	299	$nb = \frac{299 \times 234}{568} = 123$
Colleges of Health Sciences	166	$nb = \frac{166 \times 234}{568} = 68$
Total	568	234

Source: Field Survey 2018.

Thus sample size of 234 was adopted as it is usually not the largeness of the sample size that makes a sample valid but its representativeness (Chilisa, 2012; Asika, 2010).

3.3 Methods of Data Collection

The instrument that was used for data collection is questionnaire. The research made use of quantitative research methods. The 234 number of questionnaires was designed to elicit answers to the research questions. The Cronbach’s alpha was used in validating and testing the reliability of the research instrument used in collecting data for the study.

The questionnaire was divided into five sections. Section A attempted finding the demographic information of the respondents as in sex, age, Faculty and CGPA. These qualities may influence the result of the research. For example, respondent with higher CGPA is assumed to be a serious student that can assess the impact of what is being taught. Hence, be able to answer the questionnaire. Section B consists of five questions. These questions were designed to assess the adequacy of the contents of entrepreneurship curriculum. This is very important because adequate contents of the course curriculum can bring about adequate knowledge of the course. Section C attempted examining the effect of entrepreneurship skills on job creation among the students. The section consists of sixteen questions, which covered the three types of entrepreneurship skills viz: technical skills, business management skills and personal entrepreneurial skills. Section D attempted evaluating the extent to which entrepreneurship pedagogy affect job creation among the students. Eight questions were asked in this section. Finally, Section E contained four questions on entrepreneurship education and job creation. The respondents were required to either, strongly agree, agree, undecided, disagree or strongly disagree to specific items on the questionnaire. The questions in Section B to E were designed in 5 likert scale format as follows:

- Strongly agree ----- 5 points
- Agree -----4 points
- Undecided ----- 3 points
- Disagree ----- 2 points
- Strongly disagree ----- 1 point

3.4 Techniques for Data Analysis and Model Specification

3.4.1 Techniques for Data Analysis

This research study applied the multiple regression tools in analyzing the impact of entrepreneurship education on job creation among Bingham University students. Data obtained was tested using these tools to ascertain the level of responses that reflected the degree of acceptability or rejection of the variables as applicable. To further achieve this, the use of descriptive and inferential statistics to summarize the characteristics of the data and testing of hypotheses was adopted. With the aid of STATA 13 software for windows, descriptive statistics were applied to analyse the data gathered to compare variables numerically and to determine a pattern in the data set. The descriptive statistics include the mean, standard deviation, minimum and maximum.

Also, the inferential statistics which include the Post Regression diagnostic test of multicollinearity using Variance Inflation Factor (VIF) and Heteroskedasticity using Brousch-Pagan for heteroskedasticity were used to test the hypotheses of the study. The formulated hypotheses were examined utilizing the p-value statistic. The p-value was applied because it is viewed as appropriate since all the observation is greater than 30. A p-value less than $\alpha = 0.05$ indicates that there is enough statistical evidence to reflect the null hypothesis and thereby take the alternative hypothesis. If $p > 0.05$, then there is no enough statistical evidence to rule out the null hypothesis or accept the alternative hypothesis.

3.4.2 Model Specification

The model below is specified to test the three hypotheses as follows using multiple regression method:

$$\text{JOBC} = \alpha + \beta_1\text{CUR} + \beta_2\text{SKIL} + \beta_3\text{PED} + \mu$$

Where:

JOBC = Job Creation

CUR = Curriculum

SKIL = Skill

PED = Pedagogy

α = Slope (the value of dependent variable [job creation] when all independent variables [curriculum, skills and pedagogy] are zero)

μ = Error term

$\beta_1 - \beta_3$ = Coefficient of Independent variables (which shows the rate of change in the dependent variable (job creation) as determined by increase or decrease in the independent variable (curriculum, skills and pedagogy).

3.5 Justification for the Method

According to Marill (2004), “multiple linear regression is a generalization of simple linear regression in which there is more than one predictor variable”. This is in consonance with (Onaja and Agumagu, 2009 and Gujarati, 2006) who posit that the use of Multiple regression model has

the benefits of predicting and explaining economic phenomena with several explanatory variables.

The use of multiple regression was necessary in this study because the outcome of interest (job creation) depends on more than one predictor variable (entrepreneurship educational curriculum, entrepreneurship skills and entrepreneurship pedagogy). Moreover, multiple regression has the ability to account for multiple predictor variables simultaneously. The use of this approach leads to more accurate and precise understanding of the association of each individual factor with the outcome. It also yields an understanding of the association of all the factors as a whole with the outcome, and the associations between the various predictor variables themselves.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation

The data collected for this study are presented in this section using summary statistics to describe the characteristics of the data. The summary statistics of the variables as shown in Table 4.1.1 show the minimum value as 1 while the maximum value is 4.

For the independent variable, sex has an approximate mean value of 2, which is a code for female. This means that majority of the respondents were females. For other independent variables - age, Faculty and CGPA have an approximate average values of 2, 2 and 3 respectively. These mean that majority of the respondents are in the age bracket of 20-23, from Faculty of Humanities, Social and Management Science (HSMS) with CGPA of 3.5-4.49 respectively.

Table 4.1.1: Descriptive Statistics (Summarize Sex, Age, Faculty and CGPA)

Variable	Observation	Mean	Std. Dev.	Min	Max
Sex	200	1.64	0.482418	1	2
Age	200	1.99	0.703455	1	4
Faculty	200	1.73	0.827006	1	3
CGPA	200	2.64	0.659354	1	4

Source: STATA 13 Output

The summary statistics of the variables as shown in Table 4.1.1.2 below show the minimum value as 2 while the maximum value is 5.

For the independent variable, curriculum has an approximate mean value of 4, which is a code for Agreed. This means that majority of the respondents agreed that entrepreneurship curriculum has a significant effect on job creation. Likewise skills and pedagogy have an approximate mean value of 4 which is a code for Agreed. This also means that entrepreneurship skills and pedagogy have significant effect on job creation.

Table 4.1.2: Descriptive Statistics (Summarize Curriculum, Skills and Pedagogy)

Variable	Observation	Mean	Std. Dev.	Minimum	Maximum
Curriculum	200	4.07	0.7	2	5
Skills	200	4.34	0.6391282	2	5
Pedagogy	200	3.9	0.8819171	2	5
Job Creation	200	4.21	0.74	2	5

Source: STATA 13 Output

For the dependent variable, job creation has an approximate mean value of 4, which is a code for agreed. This means that majority of the respondents agreed that job creation depends on entrepreneurship educational curriculum, skills and pedagogy.

4.1.1 Reliability Test and Correlation Matrix

To test for the internally consistent of the data, reliability test using Cronbach Alpha was done.

The result of the test is presented in Table 4.1.1.1 below.

Table 4.1.1.1: Reliability Test for the Independent Variables

Item	Observation	Sign	Item-test correlation	Item-rest correlation	Average interitem covariance	Alpha
Curriculum	200	+	0.8123	0.5821	.2161616	0.6990
Skills	200	+	0.7527	0.5118	.289899	0.8429
Pedagogy	200	+	0.8208	0.4929	.2284848	0.7851
Test Scale	= Mean (unstandardized items)				.2448485	0.7757

Source: STATA 13 Output

The test for the internally consistent of the questions that made up entrepreneurship curriculum shows that they are internally consistent with alpha value of 70%. The questions for skills shows the result of alpha value of 84% while the questions for pedagogy shows 79% which means they are all internally consistent.

The overall alpha score for all the three independent variables as shown in Table 4.1.1.1 above is 70%. This means that the questions used in obtaining the data are internally consistent. Therefore, they are reliable for testing the hypotheses of the study. See Appendix ‘B’ for details.

Table 4.1.1.2: Correlation Matrix of the Independent Variables

	Curriculum	Skills	Pedagogy
Curriculum	1.0000		
Skills	0.5107	1.000	
Pedagogy	0.4696	0.3835	1.0000

Source: STATA 13 Output

Pearson Correlation Coefficient result for the variables is shown in Table 4.1.1.2. It is observed that there is a positive correlation between the variables. None of the variables is negatively correlated. The correlation between curriculum and skills is 0.51 which is average; while the correlation between curriculum and pedagogy is 0.47 which is also average. The correlation between skills and pedagogy is 0.38 which is average.

In conclusion, the correlation coefficient results show that none of the variables are strongly correlated, which indicates that the problem of multicollinearity is unlikely. Hence the variables are suitable for conducting regression analysis.

4.2 Test of Hypotheses

4.2.1 Entrepreneurship Educational Curriculum and Job Creation

Multiple regression was conducted to examine whether entrepreneurship educational curriculum has significant effect on job creation of Bingham University Students, and the result is shown in Table 4.2.1

Table 4.2.1: Regression Results for Hypothesis One

Variable	Coefficient	<i>t</i>	P > <i>t</i>
Curriculum	.10934	0.97	0.332

Source: STATA 13 Output

The overall model was significant as F-stat = 24.45, Prob = 0.000, suggesting that the model is fit to measure the relationship between entrepreneurship educational curriculum and job creation.

The regression coefficient for the variables was positive and insignificant as $\beta = .1093$, P = 0.332

indicating that entrepreneurship educational curriculum has no significant effect on job creation of Bingham University students.

The finding is not significant at 5% as the P-value is 0.332. Based on this, there is a sufficient reason to accept the null hypothesis. Hence, it is concluded that entrepreneurship educational curriculum has no significant effect on job creation among Bingham University students.

The R^2 for the regression is 43% which shows that entrepreneurship curriculum account for about 43% of job creation, the remaining 57% is accounted by other factors.

4.2.2 Entrepreneurship Skills and Job Creation

Multiple regressions was conducted to examine whether entrepreneurship skills has significant effect on job creation among Bingham University students. The result is shown in Table 4.2.2 below.

Table 4.2.2: Regression Results for Hypothesis Two

Variable	Coefficient	<i>t</i>	P > <i>t</i>
Skills	.35436	3.02	0.003

Source: STATA 13 Output

The overall model was significant as F-stat = 24.45, Prob = 0.000, suggesting that the model is fit to measure the relationship between entrepreneurship skills and job creation among Bingham University students. The regression coefficient for the variables was positive and significant, as $\beta = .35436$, $P = 0.003$ indicating that entrepreneurship skills has a positive effect on job creation among Bingham University students.

This finding is significant at 5% as the P-value is 0.003. Hence, there is no sufficient reason to accept the null hypothesis and thus, it is concluded that entrepreneurship skills have a significant effect on job creation among Bingham University students.

The R^2 for the regression is 43% which shows that entrepreneurship skills accounts for about 43% of job creation among Bingham University students while the remaining 57% is accounted by other factors.

4.2.3 Entrepreneurship Pedagogy and Job Creation

Multiple regression was conducted to examine whether entrepreneurship pedagogy has significant effect on job creation among Bingham University students and the result is shown in Table 4.2.3

Table 4.2.3: Regression Results for Hypothesis Three

Variable	Coefficient	<i>t</i>	P > <i>t</i>
Curriculum	.41011	4.95	0.000

Source: STATA 13 Output

The overall model was significant as F-stat = 24.45, Prob = 0.000, suggesting that the model is fit to measure the relationship between entrepreneurship pedagogy and job creation among Bingham University students. The regression coefficient for the variables was positive and significant as $\beta = .41011$, $P = 0.000$, indicating that entrepreneurship pedagogy has a positive effect on job creation among Bingham University students.

The finding is significant at 5% as the P-value is 0.000. Hence, there is no sufficient reason to accept the null hypothesis and thus, it is concluded that entrepreneurship pedagogy has a significant effect on job creation among Bingham University students.

The R^2 for the regression is 43% which shows that entrepreneurship pedagogy accounts for about 43% of job creations among Bingham University students, while the remaining 57% is accounted for by other factors. See Appendix 'B' for details.

4.2.4 Post Regression Diagnostic Test

The test for heteroskedasticity was conducted using the Breusch-Pagan/Cook-Weisberg test for heteroskedasticity and it shows that the variables are homogenous since the hypothesis of heteroskedasticity is rejected since the P-value is less than 5%. Similarly, the multicollinearity test was conducted using the variance inflation factor and it shows there is no problem of multicollinearity. This confirms the claims made when presenting that data earlier in this chapter. See Appendix 'B' for details.

4.3 Discussion of Findings

From the first hypothesis, finding reveals that entrepreneurship educational curriculum has no significant effect on job creation ability of Bingham University students. This finding is inconsistent with the findings of Agboulahor, 2016 and Olorumolu and Agbede, 2012; whose findings were also significant. The study found out that the contents of entrepreneurship educational curriculum is not crucial to job creation. This does not mean that entrepreneurship educational curriculum contents should not be adequate enough to gain the required knowledge

of the concept, identify business opportunities, generate viable business idea, good knowledge of entrepreneurial marketing and venture management.

This study is supported by the Management theory of entrepreneurship, which believe that entrepreneurs can be made/taught. If students are taught entrepreneurship with quality curriculum contents, jobs will be created which subsequently will reduce the level of unemployment in Nigeria.

On entrepreneurship skills and job creation, the study reveals a significant effect among Bingham University students. This means that entrepreneurship skills positively and significantly affect job creation among Bingham University students. This study is in tandem with the findings of previous work of Obianuju, et. al. (2016), Baba (2013), Duval-Couetil and Long (2015), Adebayo (2016), and Ogundele et al (2012). They found out that entrepreneurship skills acquisition help in job creation and self-reliant. For effective entrepreneurship education that can create job and reduce unemployment in Nigeria, learners must acquire adequate technical skills (oral presentation, writing skill, organizing business, good team playing, technical know-how), Business Management Skills (SMEs business operations, SMEs management issues, financial analysis, record keeping, sourcing for capital for business start-up, idea generation); and Personal Entrepreneurial skills (discipline, risk taking, innovative, creative, change-oriented, persistent, etc).

Similarly, the findings of the third hypothesis reveal that entrepreneurship pedagogy has a significant effect on job creation ability among Bingham University students. This means that entrepreneurship pedagogy/methods of teaching is very crucial in achieving the objective of entrepreneurship education. This study is inconsistent with the study of Fatoki (2014), which concluded that students are mainly exposed to the traditional teaching methods which are less

effective in encouraging entrepreneurial attributes and make students to become passive participants. This study reveals that students are exposed to both traditional and modern methods of teaching. Both methods work together to inculcate entrepreneurship spirit in the students, thereby making them job creators even while in school. Suffice it to say that entrepreneurship education has both practical and theoretical aspects. Hence, the traditional and modern methods of teaching were found to be effective to the respondents. This study is therefore aligned with the Management theory of entrepreneurship which believes that entrepreneurs are not only born but can equally be taught or made.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study sets out to examine the impact of entrepreneurship education on the ability of Bingham University students to create job. To achieve this, in chapter one, three (3) research questions, objectives and hypotheses were raised to guide the conduct of the study. Based on the variables, the study conceptualized each research variables, studied the empirical literature on each of them, and then theorizes the study.

The study adopted descriptive statistics to analyze the characteristics of the variables and the hypotheses were tested using regression analysis.

It was found that entrepreneurship educational curriculum has no significant effect on job creation ability among Bingham University students. This is inconsistent with Agboulahor, 2016 and Olorumolu and Agbede, 2012; whose findings show that entrepreneurship educational curriculum has effect on job creation. Also, on entrepreneurship skills and job creation, the study reveals a significant effect among Bingham University students, which is in consistent with Obianuju, et. al. (2016), Baba (2013), Duval-Couetil and Long (2015), Adebayo (2016), and Ogundele et al (2012). They found out that entrepreneurship skills acquisition help in job creation and self-reliant. Lastly, the findings of the third hypothesis reveal that entrepreneurship pedagogy has a significant effect on job creation ability among Bingham University students. This study disagrees with the study of Fatoki (2014), which concluded “that students are mainly exposed to the traditional teaching methods which are less effective in encouraging entrepreneurial attributes and make students to become passive participants”. Therefore, to have

a successful entrepreneurship education that will enable students/learners to be self-reliant and self-employed, thereby reducing unemployment, the curriculum content, the skills and methods of teaching should be given prior attention.

For the dependent variable (job creation) majority of the respondents agreed that job creation largely depends on entrepreneurship educational curriculum, skills and pedagogy. Through the study of entrepreneurship, most of the respondents have already started their businesses while schooling.

5.2 Conclusions

This study concludes that entrepreneurship education has a significant positive impact and is a predictor of job creation. The study shows that entrepreneurship educational curriculum, skills and pedagogy are major determinants of job creation among Bingham University students. This study can help the government and other stakeholders on how to deliver a functional entrepreneurship education so as to help students make a career in entrepreneurship, which will reduce unemployment. This study equally contributes to the literature on entrepreneurship education on job creation.

5.3 Recommendations

Base on the findings and conclusion of the study, it is recommended that:

- a) Entrepreneurship educational curriculum should be reviewed from time to time to accommodate some changes in business environment, such as changes in technologies, demographic factors of customers, new products and services, etc. The study of entrepreneurship should not only encourage students to run local businesses but go

international. The school should equally organize a regular train-the-trainer workshop for their entrepreneurship lecturers. It is high time entrepreneurship education lecturers have their small businesses running as entrepreneurship (as a course) is more of a practical than theory. This will make them teach out of experience. NUC should also create a check on all tertiary institutions to ensure compliance with the minimum bench mark. The Institution should collaborate with governments and other agencies/organisations to assist students entrepreneurs, especially those that have already started their businesses while in school, through incubator programme. This will encourage more students to start their businesses while in school and expand after graduation, thereby creating jobs and reducing unemployment.

- b) More practical skills should be taught as the business world is dynamic and need constant change. This could be achieved by enhancing Students Industrial Work Experience Scheme (SIWES), while students should be given freedom to practice entrepreneurship on campus.
- c) It is equally recommended that both traditional and modern pedagogy (teaching methods) should be used in entrepreneurship education as both methods are effective. This is because entrepreneurship education consists of both practical and theory.
- d) Lastly, Management of Bingham University should give consideration to the establishment of a full-fledge Entrepreneurship Department to the Faculty of HSMS.

5.4 Limitations of the Study

This study is only limited to 400 level students of Bingham University, Karu, Nigeria. Therefore, the findings of the study may not reflect what is obtainable in other universities. Hence, the findings may not be generalized. Another limitation encountered was unwillingness of the

respondents to complete the questionnaires due to time factor as they were preparing for examinations.

5.5. Suggestions for Further Studies

The sample of this study was drawn from 400 level students of Bingham University, Karu, Nigeria. Therefore, a similar research can be carried out using more universities as case study to ascertain the applicability of the research findings.

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APPENDICE “A”

Department of Business Administration,
Nasarawa State University,
Keffi.

31st January, 2018

Dear Respondents,

QUESTIONNAIRE ON “IMPACT OF ENTREPRENEURSHIP EDUCATION ON THE ABILITY OF BINGHAM UNIVERSITY STUDENTS TO CREATE JOB”

I am a Masters student of Business Administration in Nasarawa State, Keffi. This questionnaire is part of my dissertation as a requirement for the award of an M.Sc. Degree in the Department of Business Administration. Please kindly complete this questionnaire as honest as possible. Confidentiality is guaranteed as your opinion will be solely used for academic purpose

.
Thank you.

Yours Faithfully,

EZE, Felicia

QUESTIONNAIRE

Topic: “Impact of Entrepreneurship Education on the Ability of Bingham University Students to Create Job”

Section A: Demographic characteristics of respondents

Instruction: Please tick where applicable.

1. What is your sex? Male Female
2. What is your age? 16-19 20-23 24-27 28 and above
3. What is your Faculty?
 Science and Technology
 HSMS
 Medicine
4. What is your CGPA?
 Below 2.5
 2.5-3.49
 3.5-4.49
 4.5 and above

Section B: Entrepreneurship Educational curriculum

Please tick as deemed appropriate to you any of the options provided below:

The contents of the entrepreneurship courses are adequate enough to gain the required knowledge of the:

S/N	Item	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
5	Concept					
6	Identification of business opportunities					
7	Business idea generation					
8	Entrepreneurial marketing					
9	Venture management					

Section C: Entrepreneurship skills

Please tick as deemed appropriate to you any of the options provided below:

Through the study of Entrepreneurship Education, I have acquired a good knowledge of the following:

S/N	Item	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
	Technical Skills:					
10	Oral presentation					
11	Writing Skill					
12	Organizing business					
13	Good team playing					
14	Technical Know-how					

	Business Management Skills:					
15	Small and medium enterprises (SMEs) business operations					
16	SMEs management issues					
17	Financial Analysis					
18	Record keeping					
19	Sourcing for capital for business startup					
20	Idea generation					
	Personal Entrepreneurial Skills:					
20	Discipline					
21	Risk taking					
22	Innovative					
23	Change-oriented					
24	Persistent					

Section D: Entrepreneurship education pedagogy

Please tick as deemed appropriate to you any of the options provided below:

Please rate the effectiveness of the following teaching methods as applied to your study of entrepreneurship.

S/N	Item	5 Very high	4 High	3 Neutral	2 Low	1 Very Low
25	Lecture Method					
26	Demonstration Method					
27	Field Trip					
28	Discussion Method					
29	Project Method					
30	Role-Play Method					
31	Students' Entrepreneurship Conference					
32	Resource Person					

Section E: Entrepreneurship Education and Job Creation

Please tick as deemed appropriate to you any of the options provided below:

S/N	Item	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
33	I have acquired adequate and required knowledge for a new venture through this course.					
34	Through this course, I have written a business plan on my business idea					
35	This course has made me to develop a good record keeping for business					
36	The course have built up interest in me to start my business while in school					