

Impact of Entrepreneurship Education on Job Creation Ability of Bingham University Students

EZE, Felicia

Entrepreneurship Development Centre
Bingham University, Karu,
Nasarawa State

E-Mail: felijbong@gmail.com, Phone Number: +2348176945457

&

AROGÉ, Peter A.

Entrepreneurship Development Centre
Bingham University, Karu,
Nasarawa State

Phone Number: +2348034833847

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 regressions 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.

Keywords: Ability, Entrepreneurship Education, Job Creation

1. INTRODUCTION

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.

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.

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. 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?

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.

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.

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

This study will specifically also guide the management of Bingham University on employing the right lecturers for entrepreneurship education, acquiring the needed facilities to support the programme and also creating conducive environment for students to think entrepreneurial. The study will equally help the government 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 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. 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.

2. LITERATURE REVIEW

2.1 Conceptual Framework

2.1.1 Concept of Entrepreneurship

Like many other disciplines, 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 in order 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 as necessity 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. 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.

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.

2.1.3 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.

2.1.4 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: Lecture method; Demonstration method; Field trip; Discussion method; Case study; Internship; Mentor and mentee interaction; Business plan competition; and Students' entrepreneurship conference.

2.1.5 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.

2.2 Empirical Review

This session review extant literature on impact of entrepreneurship education on job creation. 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 facilitate and enable students and graduates startup viable business venture.

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.

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.

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.

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.

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. 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.

2.3 Theoretical Framework

There are many theories of entrepreneurship. 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. This school of thought as 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.

3. METHODOLOGY

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. 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. Using Taro Yamene formula, the researcher arrived at 234 as the sample size for this study. Bourley's proportional allocation formula was further used to derive sample size for each faculty.

The instrument that was used for data collection is questionnaire which consists of close ended questions. A five-point likert scale, which ranges from strongly disagree, disagree, undecided, agree, disagree and strongly disagree was used to

rate the response from respondents. The Cronbach's alpha was used in validating and testing the reliability of the research instrument used in collecting data for the study.

3.1 Techniques for Data Analysis and Model Specification

This research study applied the multiple regression tools in analyzing the impact of entrepreneurship education on job creation among Bingham University students. 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.

Model Specification

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

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

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).

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". 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.

4. RESULT AND DISCUSSION

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 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.

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.

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 below.

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 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.

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 above. It is observed that there is a positive correlation between the variables. None of the variables is negatively correlated. 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.

Test of Hypotheses

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 below

Regression Results for Hypothesis One

Variable	Coefficient	t	P > t
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.

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 below.

Regression Results for Hypothesis Two

Variable	Coefficient	t	P > t
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.

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 below

Regression Results for Hypothesis Three

Variable	Coefficient	t	P > t
Curriculum	.41011	4.95	0.000

Source: STATA 13 Output

The overall model was significant as $F\text{-stat} = 24.45$, $\text{Prob} = 0.000$, 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.

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.

4.1 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. On entrepreneurship skills and job creation, the study reveals a significant effect 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). 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.

5 CONCLUSIONS AND RECOMMENDATIONS

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. 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. 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.
- b) 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.
- c) Lastly, Management of Bingham University should give consideration to the establishment of a full-fledge Entrepreneurship Department to the Faculty of HSMS.

References

Abebe, A. (2015). Attitudes of undergraduate students towards self-employment in Ethiopian public universities. *International Journal of Business and Management Review* 3(7).Published by European Centre for Research Training and Development Uk (www.eajournals.org).

Impact of Entrepreneurship Education on Job Creation Ability of Bingham University Students

- Adebayo, P.O. (2016), Career Choice and Graduate Employability: The Mediating Roles of Entrepreneurship and Vocational Training. *Journal of Entrepreneurship and Development Research (JERD)*, 1(1).
- Adeniyi, B. A. (2010) *The Role of Entrepreneur in vocational and technical education*. www.google.edu.com.
- Adesanya, O. (2017), *Effect of Entrepreneurship Education Outcomes on Entrepreneurship Behaviour* (A study of Postgraduate students of Covenant University). Being a Masters Thesis submitted to the Department of Business Management, College of Business and Social Sciences, Covenant University, Ota.
- Adetayo, O., Oke, A. and Aderonmu, O. (2015). Assessment of Entrepreneurship Education and Employment Generation among Graduates in Nigeria. *European Journal of Business and Management*, 7(23).
- Agbonlahor, A.A. (2016). Challenges of Entrepreneurial Education in Nigerian Universities: Towards a Repositioning for Impact. *Journal of Educational and Social Research* MCSER Publishing, Rome-Italy 6(1).
- Ahmed, I. et.al (2010). Determinants of Students' Entrepreneurial Career Intentions: Evidence from Business Graduates, *European Journal of Social Sciences*, 15(2).
- Akanbi, S.T. (2013), Familial Factors, Personality Traits and Self-Efficacy as Determinants of Entrepreneurial Intention among Vocational Based College of Education Students in Oyo State. *The African Symposium Journal of Educational Research Network*, 13(2).
- Anene, J. and Imam, H. (2011). Entrepreneurship Education Curriculum Content for Undergraduate students in Nigerian Universities. *Journal of Education and Practice* 2(3).
- Asika, N. (2010). *Research methodology in the behavioural sciences*. Lagos: Longman.
- Baba, G.K. (2013). The Challenges of Entrepreneurship Development in Nigeria and way forward. *Journal of Business and Organizational development*
- Brice, J. (2004). Towards a dynamic learning perspective of entrepreneurship, *Entrepreneurship Theory and Practice* 29(4).
- Chilisa, B. (2012). *Indigenous research methodologies*. Thousand Oaks, CA: Sage.
- Dandago, K. I. and Muhammad, Y.M. (2014). Entrepreneurship Development Programmes and Facilitation of Youth Employment in Kano State, Nigeria. *European Journal of Academic Research* 2(1).
- Davey, T., Plewa, C. and Struwig, M. (2011), *Entrepreneurship Perceptions and Career Intentions of International Students*, *Education and Training* 53(5)
- Emmanuel, C. L. (2013). *Entrepreneurship A Conceptual Approach* (second edition) Pumark Nigeria Limited (Educational Publishers) Agege, Lagos.
- Engle, R.L., Dimitriadi, N., Gavidia, J.V., Schlacgel, C., Delanoe, S., Alvarado, I., He, X., Buame, S. and Wolff, B. (2010), Entrepreneurial Intent: A Twelve-Country Evaluation of Ajzen's Model of Planned Behaviour, *International Journal of Entrepreneurial Behaviour and Research*, 16(1).
- Ezeani, N.S. (2012). The Teacher and Skills Acquisitions at Business Education from the perspective of accuracy skills. *Arabian Journal of Business and Management Remo (OMAH Chapter 2)* 2(4).
- Ezugwu, C.I., & Akubo, D (2014). Effect of High Corporate Tax Rate on the Liquidity of Corporate Organizations in Nigeria-A Study of Some Selected Corporate Organizations. *Global Journal of Management and Business Research*, 14
- Fatoki, O. (2014). An Examination of the teaching methods for Entrepreneurship at a South African University. *Meditarranean Journal of Social Sciences* 5(23).
- Gorman, G., Hanlon, D., and King, W. (1997). Some research perspectives on entrepreneurship education, enterprise education and education for small business management: A ten-year literature review, *International Small Business Journal* 15(3).
- Grimes, G. and Cenci, L. (1960) New York, Pitman Pub. Corp. www.worldcat.org/little/applied-teaching-technique/oclc/180499. Accessed 11/5/2017.
- Gujarati, D.N. (2006). *Essentials of Econometrics*. 3rd Edition. New York: Mc-Graw Hill.
- Hisrich, R. and Brush, P. (1984). The woman entrepreneur: management skills and business problems. *Journal of Small Business Management*, 22.

- Idogho, P.O. and Ainabor A.E. (2011), Entrepreneurship Education and Small-Scale Business Management Skill Development among Students of Auchi Polytechnic Auchi, Edo State, Nigeria. *International Journal of Business and Management*, 6(3).
- Krueger, N. (2000). The Impact of prior entrepreneurial exposure on perceptions of new venture feasibility and desirability. *Entrepreneurship Theory and Practice*, 18(1).
- Kumar, B.J. (2013), Sophisticated technologies: Taking root in developing countries. *International Journal of Technology Management* 10(1).
- Kuratko, D.F. (2005). The emergence of entrepreneurship education: development, trends and challenges. *Entrepreneurship Theory and Practice*, 29(5).
- Laukkanen, M. (2000). Exploring alternative approaches in high-level entrepreneurship education: Creation Micro mechanisms for endogenous regional growth. *Journal of Entrepreneurship and Regional Development* 25(47).
- Marill, K.A. (2004). Advance Statistics: Linear Regression, Part II: Multiple Linear Regression *ACAD EMERG MED* Vol. 11(1).
- McClelland, D. (1961). *The Achieving society*. Princeton, Van Nostrand.
- Moses, C. L. and Mosunmola, A. (2014). *Entrepreneurship Curriculum and pedagogical challenges in captivating students' intention towards entrepreneurship education*. Research Journal of Economics and Business Studies 4(01).
- Nabi, G. and Holden, R. and Walmsley, A. (2008), Graduate *Entrepreneurship Intentions, Education and Training*, Education and Training, 50(7).
- Nafukho, F.M. (2005). Entrepreneurial Skills Development programmes for unemployed youth in Africa. *Journal of Small Business Management*.
- National Policy on Education and Major Reforms & Innovations Recently Introduced into the Nigerian Educational System, 4th Edition, 2004.
- National Teachers' Institute, Kaduna. Post Graduate Diploma in Education Handbook, PDE 121: Adult and Non-Formal Education.
- Obioma, G. (2011). Entrepreneurship Education: Curriculum Content and its Imperative for National Development. Being a lead paper presented at the 2nd International Education Conference in Abuja at Aso Hall, International Conference Centre, Abuja.
- Odunaike, K. O. and Amoda, M. B. (2009). Impact of Entrepreneurship Education as a Tool for Self Sustenance at Tai Solarin University of Education, Ijagun, in Ogun State of Nigeria, *Medwell Journals*, Vol.4 Issue 1, 49-52.
- OECD (2010). Innovative SMEs and Entrepreneurship for job creation and growth. Issue paper 1, EOCD Working Party on SMEs and Entrepreneurship, Paris.
- Olorumolu, J.O. and Agbede, E. A. (2012). Quality Entrepreneurship Education: A Panacea for Job Creation in Nigeria. *Journal of Resourcefulness and Distinction*, Vol. 1 No.1.
- Olufemi A., Akinsanya, O. and Olusegun, A. (2015). Assessment of Entrepreneurship Education and Employment General among University Graduates in Nigeria.
- Onoja, A.O. and Agumagu, A.C. (2009) Econometric Modeling of the Effects of Economic Policies on food output in Nigeria under Obasanjo's Administration. *Journal of Sustainable Development in Africa*, 1(1).
- Onuma, N. (2016). Entrepreneurship Education in Nigerian Tertiary Institutions: A Remedy to Graduates Unemployment, *British Journal of Education* 4(5), 16-28.
- Osuala, E. C. (2010). *Principles and Methods of business and computer education*. Enugu: Cheston Agency Ltd. Publication.
- Oyewumi, A. and Adeniyi, S. O. (2013). Assessing Attitude to and Knowledge of Entrepreneurship among students with hearing Impairment in Nigeria. *African Research Review, An International Multidisciplinary Journal, Ethiopia*, 7(3).
- Reinard, J. C. (2001). *Introduction to communication research* (3rd ed.). Burr Ridge, IL: McGraw-Hill.
- Rudhumbu, N., Sivotwa, D., Munyanyiwa, T. and Mutsau, M. (2016). Attitude of students towards entrepreneurship education at two selected Higher Education Institutions in Botswana: A critical Analysis and Reflection. *Academic Journal of Interdiscipline studies*, MCSER Publishing, Rome-Italy 5(2).
- Senam, N., & Akpan, U. (2014). The Survey Communication Research. *International Journal of Education and Research*, 2(10), 461-478.

Impact of Entrepreneurship Education on Job Creation Ability of Bingham University Students

- Sidek, N.N. (2006). *Perkenbangan Kerijaya: Teoridan Praktis*. Serdang: Penenbit University Putra Malaysia.
- Singh, P.K. & Sharma, P. (2011). Rural women empowerment through entrepreneurship development. *International Journal of Asian Social Science*, 1(2).
- Singal (2011). *Entrepreneurship (Theory and Practice)*. S.K. Kataria & Sons, New Delhi.
- Solomon, G. (2007). *An Examination of Entrepreneurship Education in the United State*.
- Tende, S.B.A. (2011) *Entrepreneurship Theory and Practice*, Koyabi Nigeria Limited, Abuja.
- Thompson, E.R. (2009). Individual Entrepreneurial Intent: Construct Clarification and Development of an Internationally reliable metric. *Entrepreneurship Theory and Practice*.
- Turker, D. and Seleuk, S.S. (2009), Which Factors affect Entrepreneurial Intentions of University Students? *Journal of European Industrial Training* 33(2).
- Uduak, I.E. and Aniefiok, O.E. (2011), Entrepreneurship Education and Career Intention of Tertiary Education Students in Akwa Ibom and Cross River States, Nigeria, *International Education Studies*, 4(1).
- Venesaar, J.I. (2010), University training for entrepreneurial competencies: Its impact on intention of venture creation. *International Entrepreneurship and Management Journal*, 7(2).
- Vogt W (1993). *Dictionary of Statistics and Methodology* Sage: Newbury Park, California.
- Wang, C.K. and Wong, Poh-Kam (2004) Entrepreneurial interest of university students in Singapore, *Technovation* 24.
- World Bank (2013). *Doing Business smarter regulations for small and medium-size enterprises*. Washington, DC: World Bank.
- Yosuf, M., Sandu M.S. and Jain, K.K. (2007). Relationship between Psychological characteristics and entrepreneurial inclination: A case study of student at university Tun Abdul Razak, *Journal of Asia Entrepreneurship and Sustainability*, 3(2).
- Zakwai, S. and Zakwai S. (2016) Entrepreneurship Education for Economic Growth and Development in Nigeria, *Journal of Entrepreneurship and Development Research (JERD)*, Vol. 1.