

ENTREPRENEURIAL EDUCATION AND JOB CREATION AMONG UNDERGRADUATE STUDENTS OF KADUNA STATE UNIVERSITY

Amina Sani, PhD¹, Shuaibu M. Surajo, PhD²

Department of Business Education, Federal University of Education, Zaria
drms.abuzaria@gmail.com

Corresponding Author Email: drms.abuzaria@gmail.com

Abstract

The study examined entrepreneurial education and job creation among undergraduate students of Kaduna State University. Therefore, two objectives, two research questions and two hypotheses were formulated and tested. The study adopted a descriptive survey design in which questionnaire was used as the instrument for data collection. One hundred and fifty (150) 400 level students of Business Education in Kaduna State university in the 2024/2025 from the population of the study and all were used as sample for the study. The data collected were analyzed using mean, standard deviation and t-test. The two research questions were answered using mean and standard deviation while the two hypotheses were tested using t-test at 0.05 level of significance. Findings of the study revealed that entrepreneurial education has significant influence on identification business opportunities among undergraduate students of Kaduna State University, entrepreneurial education has influence on creativity and innovation to initiate business among undergraduate students of Kaduna State University. Based on the findings of the study, it was concluded that business education undergraduate students of Kaduna State University have discovered skills and talents necessary for identification of relevant business opportunities and can easily develop business idea and create products and services that satisfy will the customers through the influence of entrepreneurial education. The study recommended, among others, that entrepreneurial Education in tertiary institutions should be more practically oriented rather than theory as this will exposed the students to various lucrative skills.

Keywords: entrepreneurial education, descriptive survey, employability, job creation, undergraduate students

Introduction

Education enables individuals to participate and benefit from their national economy which facilitates economic development and provides the basis for transformation. It is also a viable tool used for the development of individuals and even societies. However, the different types and levels of education acquired by students in different tertiary institutions in the country have not been able to provide the graduates of most tertiary institutions with a job. This has necessitated the introduction of entrepreneurial education as a means of curtailing the unemployment status of most graduates especially in the Universities. Entrepreneurial education as part of the total educational

system is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation.

Entrepreneurial education implies all forms of knowledge delivery that seeks to empower the individual to create real wealth in the economic sector, thereby advancing the cause of development of the nation as a whole. Bassey and Archibong (2020) noted that the goal of entrepreneurial education is intended to empower our graduates irrespective of their areas of specialization with skills that will enable them to engage in income yielding venture. It is a reorientation from being job seekers to job creators. Inclusion of entrepreneurial education into curricula of tertiary institutions started in the United States of America as far back as 1947 unlike Nigeria where it is a recent development that dated back to 2006 (Gabadeen and Raimi, 2021). Within a few decades (1947-1980s), over 300 universities had introduced entrepreneurial education into their array of courses. By early 1990s the number tertiary institutions running entrepreneurial programmes increased to 1,050 schools (Kuratko, 2018). Nigeria adopted entrepreneurial education to accelerate economic growth and development. This reflect in Nigeria's national policy on education which states that education is the most important instrument for propelling change, as no fundamental change can occur in any society except through educational revolution that impact on the intellects.

Entrepreneurial education is not a new phenomenon in the annals of Nigeria; it has always been an age-long tradition, a culture and a habit that has consistently been transferred from one generation to another within the diverse ethnic nationalities that made up Nigeria. Entrepreneurial mind-set is prevalent in Yorubaland in western Nigeria, Hausaland in the northern Nigeria and among the Igbo people of eastern Nigeria (Raimi, Shokunbi and Peluola, 2017). Entrepreneurial education has been identified as a strategic instrument having the potentials to enhance employability and curtail unemployment across the nations of the world, especially in developing nations. It is, therefore, no gainsaying that entrepreneurial education is a panacea to graduates' unemployment and a booster to their employability and self-employment. It is against this background that this study examine the influence of entrepreneurial education on employability and job creation among undergraduate students of Kaduna State University.

Statement of the Problem

The researcher observed that countless of youth are graduating from higher institutions of learning every year in Kaduna State University, without corresponding job opportunities and self-employment for them. The consequence of this deficiency has always been associated with diverse forms of criminality, violence and numerous social vices which youth are noted for. It is believed that a career influenced by entrepreneurial has propensity to offering the individuals ample opportunities for enjoying independence, reap greater financial pay back and of an overall gain to the economy through a contribution to innovation, job enhancement and economic development. Despite these attached dividends to entrepreneurship and the provision of entrepreneurial education in Kaduna State University, numerous Business education students are still found roaming from place to place in search of better job without willingness to take entrepreneurial activities. This suggests that entrepreneurial engagement is not only a function of education but much more of awareness. This is because student awareness have the ability to predict their individual behavior particularly when the behavior is rare, hard to observe or involves unpredictable time lags. According to Reynolds (2022) student awareness of Entrepreneurial education has proven to be a primary predictor of entrepreneurial behavior. Again, Autio Keeley, Klofsten, Parker & Hay (2021) stressed that student awareness explain about thirty percent (30%) of the variance in behavior. It therefore follows that entrepreneurial education may not actually

propel business education students into entrepreneurship unless their awareness are actually developed towards self-employment. It is in the light of this that motivated the researcher to carry out study on influence of entrepreneurial education on employability and job creation among undergraduate students of Kaduna State University.

Objectives of the Study

The specific objectives are to:

- vi. Examine the influence of entrepreneurial education on identification business opportunities among undergraduate students of Kaduna State University.
- vii. Determine the influence of entrepreneurial education on creativity to initiate business among undergraduate students of Kaduna State University.

Research Questions

The study seeks to answer the following questions:

- 11. What is the influence of entrepreneurial education on identification business opportunities among undergraduate students of Kaduna State University?
- 12. What is the influence of entrepreneurial education on creativity to initiate business among undergraduate students of Kaduna State University?

Research Hypotheses

The following hypotheses were tested in this study:

- H01:** there is no significant influence of entrepreneurial education on identification business opportunities among undergraduate students of Kaduna State University.
- H02:** there is no significant influence of entrepreneurial education on creativity to initiate business among undergraduate students of Kaduna State University

Methodology

The research design adopted for this study is descriptive survey. Descriptive survey involves collection of information from the entire population, or collection of data from representative sample drawn from the entire population. The population of this study is one hundred and fifty (150) 400 level students of Business Administration in Kaduna State University in the 2024/2025. The entire population was used as sample because of its small size. Adamu (2019) advised that where the population is small, the whole of it can be used as sample. A questionnaire of 10 items with a four-point Likert-type scale of strongly agreed, agreed, disagreed and strongly disagreed designed by the researcher was used as instrument for data collection. The questionnaire was face and content validated by specialist in the field of research study. In line with the suggestion given, amendment was made to improve the clarity and relevance of the instrument. Twenty (200) copies of questionnaire were used as a pilot testing for the study to test the reliability of the instrument. A reliability coefficient value of 0.82 was obtained using the Cronbach alpha Coefficient. The data were finally collected by the researcher with the aid of one trained research assistants. The research questions were analyzed using mean score and standard deviation. The null hypotheses were tested at 0.05 level of significant using one sample t-test.

Results and Discussion

Table 1: Mean score of Respondents on influence of entrepreneurial education on identification business opportunities among undergraduate students of Kaduna State University

S/N	Item	Mean	Std dev.	Decision
1	Better understanding about business is achieved as a result of taking this course	3.43	0.86	Agreed

2	Students have identified the needs of category of consumers in the market environment	3.41	0.72	Agreed
3	Students have discovered their skills and talents and the relevant business opportunities	3.05	0.89	Agreed
4	Students have identified several legal businesses in the society	3.22	0.93	Agreed
5	Student can perform feasibility studies to check if the business ideas work	3.38	0.82	Agreed
	Cumulative mean	3.30	0.84	

Source: Field Study, 2025

The analysis of item 1-5 used to answer research question one was presented in table 1. It indicated that, the mean score of all the five items were found to be greater than the index score of 2.50 for agree, this can also be seen in the cumulative mean value found to be greater than the index score for agree (3.30>2.5) with standard deviation of 0.84. The analysis therefore indicated that entrepreneurial education has influence on identification business opportunities among undergraduate students of Kaduna State University.

Table 2: Mean score of Respondents on the influence of entrepreneurial education on creativity to initiate business among undergraduate students of Kaduna State University

S/N	Item	Mean	Std dev.	Decision
6	Students have found solutions to existing problems in business	3.37	0.66	Agreed
7	Students have developed ideas to improve existing products	3.38	0.86	Agreed
8	Students have developed new product ideas	3.32	0.76	Agreed
9	Student create products and services that satisfy customers	2.71	0.88	Agreed
10	Stimulate students to start business venture without much or less stress.	2.80	0.90	Agreed
	Cumulative mean	3.12	0.81	

Source: Field Study, 2025

In the analysis of table 2 items 6-10 was meant answer research question two. The mean score responses of all the respondents were greater than index score of 2.5 for agree. From the cumulative mean score of 3.12 which was found greater than the fix index score of 2.50 for agree with the standard deviation value of 0.81, the result therefore revealed that entrepreneurial education has influence on creativity and innovation to initiate business among undergraduate students of Kaduna State University.

Hypothesis one: there is no significant influence of entrepreneurial education on identification business opportunities among undergraduate students of Kaduna State University.

Table 3: T-test on significant influence of entrepreneurial education on identification business opportunities among undergraduate students of Kaduna State University.

Variable	N	Mean	Std. dev.	t-value	Df	p-value
Entrepreneurial Education on identification business opportunities	145	2.81	1.07	6.276	144	0.126
Test mean	145	2.5	0.0			

(t-critical = 1.655, $p > 0.05$)

The observed mean score for influence of entrepreneurial education on identification business opportunities among undergraduate students of Kaduna State University as indicated in the table 3 is significantly higher than the test mean (2.5). The observed t-value obtained at 144 degree of freedom (DF) for the test was 6.276 and it is higher than the critical value of 1.655 as indicated at the bottom of the table. The observed level of significance (0.126) is less than the fixed level of 0.05 ($P > 0.05$). These observations provide enough evidence for rejecting the null hypothesis. Therefore, the null hypothesis which stated that there is no significant influence of entrepreneurial education on identification business opportunities among undergraduate students of Kaduna State University is rejected.

Hypothesis two: there is no significant influence of entrepreneurial education on creativity and innovation to initiate business among undergraduate students of Kaduna State University.

Table 4: T-test on significant influence of entrepreneurial education on creativity to initiate business among undergraduate students of Kaduna State University.

Variable	N	Mean	Std. dev.	t-value	Df	p-value
Entrepreneurial Education on creativity and innovation to initiate business	145	2.63	0.80	1.928	144	0.165
Test mean	145	2.5	0.0			

(t-critical = 1.655, $p > 0.05$)

The observed mean score for influence of entrepreneurial education on creativity and innovation to initiate business among undergraduate students of Kaduna State University as indicated in the table is significantly higher than the test mean (2.5). The observed t-value obtained at 144 degree of freedom (DF) for the test was 1.928 and it is higher than the critical value of 1.655 as indicated at the bottom of the table. The observed level of significance (0.165) is less than the fixed level of 0.05 ($P > 0.05$). These observations provide enough evidence for rejecting the null hypothesis. Therefore, the null hypothesis which stated that there is no significant influence of entrepreneurial education on creativity and innovation to initiate business among undergraduate students of Kaduna State University is rejected.

Discussion of findings

This study was on influence of entrepreneurial education on employability and job creation among undergraduate students of Kaduna State University. Based on the major

objective, two specific objectives and research questions were raised. The findings in relation to first objective and research question revealed that entrepreneurial education has significant influence on identification business opportunities among undergraduate students of Kaduna State University. The study therefore conforms to the position of Klein (2018) who stated that through entrepreneurial education undergraduates at all levels can identify business opportunities before and after graduation. The finding is also supported by Sadeghi, Mohammadi, Nosrati, and Malekian (2021) who stated that opportunities are the expression of an entrepreneur's motive to create value that will yield future profits if resources are deployed effectively within the control of the entrepreneur.

The findings in relation to the second research objective and research question also found that entrepreneurial education has influence on creativity and innovation to initiate business among undergraduate students of Kaduna State University. This was supported by Morais (2021) who stated that the development of creative business ideas by students as a result of exposure to an entrepreneurial education affirms that idea generation can be taught and learnt. Morris, Kuratko, and Cornwall (2022) also supported the finding where they posited that innovation is evident in the introduction of new products in the firm and the introduction of new products to the relevant market through entrepreneurial education.

Conclusion

Based on the major findings of the study, it was concluded business education undergraduate students of Kaduna State University have discovered skills and talents necessary for identification of relevant business opportunities and can easily develop business idea and create products and services that satisfy the customers through the influence of entrepreneurial education.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Entrepreneurial Education in tertiary institutions should be more practically oriented rather than theory as this will exposed the students to various lucrative skills.
2. Government should give starter package to business graduates after been exposed to Entrepreneurial Education. This will enable them to immediately set up a business of their choice.

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