

**AFRICAN SOCIAL AND EDUCATIONAL JOURNAL  
FACULTY OF BUSINESS ADMINISTRATION  
IMO STATE UNIVERSITY  
NIGERIA  
VOL. 9 NO. 1 MARCH 2020**

**ENTREPRENEURSHIP EDUCATION AND GRADUATE UNEMPLOYMENT: EVIDENCE  
FROM SELECTED UNIVERSITIES IN NIGERIA**

**AJOSE, OLUFEMI AINA**

PhD Candidate, Department of Business and Entrepreneurship  
School of Business and Governance  
College of Humanities, Management and Social Sciences  
Kwara State University, Malete, Nigeria

**BRIMAH, AMINU NASSIR, PhD.**

Department of Business and Entrepreneurship  
School of Business and Governance  
College of Humanities, Management and Social Sciences  
Kwara State University, Malete, Nigeria

**ABDULRAHEEM, ISSA PhD.**

Department of Business and Entrepreneurship  
School of Business and Governance  
College of Humanities, Management and Social Sciences  
Kwara State University, Malete, Nigeria

And

**ZEKERI ABU, PhD.**

Department of Business and Entrepreneurship  
School of Business and Governance  
College of Humanities, Management and Social Sciences  
Kwara State University, Malete, Nigeria

**Abstract**

*Massive unemployment of Nigerian Universities graduates in the country and had traced the problem to the disequilibrium between labour market requirements and lack of employable skills by graduates. This study however was aimed at examining the how entrepreneurship education has affected rate of graduate unemployment. In addition, this study has employed the use of survey method and a sample of 350 students was selected and a total of 320 copies of questionnaire were retrieved for analysis. Hence this study found that entrepreneurship education does have significant effect on students' involvement, skills acquisition and identified business opportunity. Lastly, it was recommended that immense energy should be further gathered for improvement in the field of entrepreneurship learning so as to encourage students' involvement and thereby creating and producing graduates who are job creator and self reliant.*

*Keywords: Entrepreneurship education and graduate unemployment, Nigerian Universities*

## **Introduction**

Graduate unemployment issue in Nigeria is becoming alarming as it has steadily been on the increase in spite of the enormous endowments of the country in human and natural resources, this has necessitated the need for drastic government policies in the areas of encouraging and providing enabling environment for the teeming unemployed educated youths to be self-reliant and be challenged to translate their theoretical training and skills into workable practical venture creation rather than being only certificated graduates. The obvious answer to this challenge is for the unemployed graduate to translate whatever that was learnt in the University into entrepreneurial actions. Though graduate's unemployment is now a global phenomenon and not peculiar only to developing economies but the rate differs from one nation to another.

Since entrepreneurship education has a much wider significance, as it includes not only acquiring theoretical knowledge, but it also aims at fostering creativity, innovation and self-employment (European Commission, 2012). In addition to knowledge acquisition, an opportunity should be given to young people for developing new skills and competences. These skills should be developed in a person from childhood by implementing various entrepreneurship education programmes at all levels of education, and through lifelong learning. The task of entrepreneurship education is not only building new businesses, but most important of all is the development of entrepreneurial competencies that would help young people to be creative and to act in a socially responsible way in any life situation. The OECD (2011) reports on skills for innovation and research suggests that government policy needs to pay more attention to skill development. The OECD report also argues that entrepreneurial skills and capabilities are an essential element for an innovative system, but acknowledges that there is no strong evidence that correlates entrepreneurship education with any subsequent performance.

Although, entrepreneurship education has help the Universities graduates develop their own careers and expand the job market by easing the current unemployment problem Norasmah, (2004). Entrepreneurship education was acknowledged by many researchers as a solution to the problem of unemployed graduates (Salmah, 2006). The higher educational institutions started offering formal entrepreneurship education, and included it as one of the subjects in the curriculum of business and other courses; organising seminars, conferences, short courses and training for the students Cheng and Chan (2004). University education has been acknowledged as a primary mechanism for the creation of a knowledge economy and the development of human capital all over the world, thus considering the pivotal role of University education to human development. Research on the impact assessment of entrepreneurship education has been rather scarce. Considering that entrepreneurship education is linked to innovation enablers who contribute to human capital research into this field would help measure the objectives of the major forms of entrepreneurship education in real terms (Pittaway & Edwards, 2012).

At the end of this research paper, it will be significant to policy makers in Nigeria regarding the design of an entrepreneurship curriculum that can enhance the development of viable business ideas by students of Nigerian Universities. The result of this study will also provide a guide for university managements on the formulation and implementation of policies,

consistent with engagement in innovative activities and entrepreneurial development of undergraduates in Nigerian universities.

### **Problem Statement**

Encouraging entrepreneurship activities and new business creation are important to make economies continue to grow and prosper. The past decades have witnessed the rapid emergence of entrepreneurial activity across the globe. Entrepreneurship education in Universities is aimed at inculcating entrepreneurial skills and attitudes in students to motivate entrepreneurial intentions or considerations of entrepreneurship as a career by undergraduates. Nigeria as a developing economy with a vision of becoming one of the twenty (20) most developed economies in the World by the year 2020, with what is tagged as Vision 2020:20.

However, for an economy to be categorized as developed, there is always the need for appropriate entrepreneurship education strategy for wealth creation as one of the measures to make Nigeria progresses in entrepreneurship development as an engine for her economic development. This provides evidence that it is appropriate for this research to investigate whether there is a relationship between entrepreneurship education and business enterprise start-up as delineated into entrepreneurial values, skill acquisition, business innovation traits and business opportunities involve men taming Universities' students in Nigeria. Also, polemical arguments entered into by many previous authors as regard entrepreneurship education and its impacts on entrepreneurial intention has resulted in contradictions and inconsistencies in the findings and conclusions of most of the previous studies are also begging for new answers and resolutions.

### **Research Objective**

The objective of this research paper is to identify;

- i. the effect of entrepreneurship education on students' involvement on identified business opportunity.
- ii. the entrepreneurship education and how it impacts on students' skills acquisition.

### **Research Hypotheses**

- i. Entrepreneurship education does not have any effect on students' involvement on identified business opportunity.
- ii. Entrepreneurship education does not have any impact on students' skills acquisition.

### **Literature Review**

#### **Entrepreneurship Education**

The definition of entrepreneurship is as wide as the number of entrepreneurship scholars. For example, Acs and Storey (2007) capture entrepreneurship as revolving around the realization of existence of opportunities in combination with decision to commercialize them by starting a new firm. Thus, an entrepreneur is an opportunity seeker. For Solomon (2002) the essence of entrepreneurship is the ability to envision and chart a course for a new business venture by combining information from the functional disciplines and from external environment in the context of the extraordinary uncertainty and ambiguity which faces a new business venture. It manifests itself in creative strategies, innovative tactics, uncanny perception of trends in the market and courageous leadership. Entrepreneurship education was

pioneered by Shigeru Fijii, who started teaching in this field in 1938 at Kobe University in Japan. Courses in small business management began to emerge in the 1940s and in 1947 Myles Mace introduced the first course in entrepreneurship in USA at Harvard Business School. Entrepreneurship courses are taught at nearly every American Assembly of College Schools of Business (AACSB) accredited institution, at over 1400 postsecondary schools, and enjoy considerable world-wide growth (Karsson, 2003; Honing, 2004).

As discussed by Jack and Anderson (1998), the teaching of entrepreneurship is both a science and an art where the former relates to the functional skills required for business start-up (an area which appears to be teachable) while the latter refers to the creative aspects of entrepreneurship, which are not explicitly teachable. There is a unanimous agreement among entrepreneurship educators that there needs to be a shift of emphasis from the scientific to the artistic and creative teaching of entrepreneurship. Suraju (2016) posits that educating students in the field of entrepreneurship enhances their entrepreneurial intention. Entrepreneurship education given to undergraduate students should tailor them towards having information on how students can identify and shaping opportunities, assess business concepts, how to go about development of operational plans, funds and start a new enterprises Kannuhwa and Chimucheka, (2016).

Entrepreneurship teaching aims to be a source of trigger-events aiming to inspire students, arouse emotions, and change mindsets Al-Laham, Souitaris, and Zerbinati, (2007). Education on the other hand is the process of acquiring knowledge, special skills and experiences by an individual for effective conquering and adaptation to his environment while entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. There are variations of entrepreneurial education as offered at the different levels of schooling from secondary schools through the University programs.

### **Strategies for Effective Entrepreneurship Education**

Focusing on the development of a skilled workforce and the expansion of human capacities through high quality systems of entrepreneurship education, training, skills acquisition and lifelong learning is important for helping youths and graduates find good jobs and for enterprises to find the skilled workers they need. This will put the entrepreneur at a very competitive advantage. In order to achieve viable entrepreneurship education that will enhance sustainable development in Nigeria the following strategies according to Ayodele (2006) will help to alleviate the problem of entrepreneurship education in the country:

1. There should be some form of genuine school work based learning incorporated in some studies as part of the national economic development strategies. The development of apprenticeship scheme would give new graduates some work skills and experience.
2. Pool local public and private funds to create a small venture capital fund.
3. School based enterprises where students identify potential business, plan, create and operate small business using the school as mini-incubators.
4. Provide small business schools where interested students and community members can participate.
5. Develop entrepreneurship internship programmes matching students with locally successful entrepreneurs with clearly established education programmes.

6. Establishing an enterprise college aimed at fostering the specific skills sets required for entrepreneurship to serve as skill acquisition centres for the youths.
7. Creating an economic friendly political environment.
8. Improving on the government taxation on small scale businesses.

Since early 1980's, Nigeria has a history of economic stagnation that has led to decline in white collar jobs. The inclusion of entrepreneurship course in all disciplines will to a great extent, assist in solving this problems of high unemployment and underemployment. Entrepreneurship education has been recognized as a key driver in encouraging business start-up potentials among graduates. Some argue that entrepreneurial capabilities are not inborn and as such entrepreneurship is a behavioural not a personality trait but can be learned. All the same, the attempts at stimulating entrepreneurial activities through formal training and education and therefore assume that they may be enhanced or developed by a guided entrepreneurial education. Others believe that entrepreneurship is inborn, that is, personality trait not behavioural. There are yet others including this author who believe that entrepreneurship is primarily learned by experience and discovery and that entrepreneurial learning should be conceived as a life-long process, where knowledge is continuously shaped and revised as new experience take place.

### **Challenges of Entrepreneurship Education in Nigerian Universities**

The challenges facing entrepreneurship education in the Nigerian tertiary institutions are multi-faceted. The first is that entrepreneurship education curriculum is ineffectively implemented hence the difficulty in achieving its goals, neither could its curriculum objectives like other specialized education be translated into practical realities at the implementation stage for the benefits of learners Okebukola, (2004) because of insufficient experts in the field of entrepreneurship, absence of relevant text-books on entrepreneurship education/program, ineffective style of instruction, poor funding and insufficient teaching gadgets for practical-oriented training

### **Entrepreneurship Development**

Entrepreneurship development as a concept has been defined in various dimensions Ndechukwu, 2001 and McOliver, 1989. It is conceived as programmes of activities to enhance the knowledge, skills, behaviour, and attitudes of individuals and group to assume the role of an entrepreneur Osemeke, (2012). It can also be referred to productive transformation of entrepreneurs, a single thread runs through all such as ability to identify business opportunities, the ability to initiate and to be able to harness the necessary resources to use opportunities actualisation meet the business objectives. Entrepreneurship development refers to the factors that enhance entrepreneur skills and knowledge through structural training and institution-building programmes. Entrepreneurship development aims to enlarge the base of entrepreneurs in order to hasten the pace at which new ventures are created. This accelerates employment generation and economic development. Entrepreneurship development is also concerned with the study of entrepreneurial behavior, dynamics of business set-up, development and expansion of the enterprise.

Entrepreneurship development focuses on the individual who wishes to start or expand a business. Furthermore, entrepreneurship development concentrates more on growth

potentials and innovation. Essentially, this means the acquisition of skills that will enable an entrepreneur to function appropriately and adequately in terms of;

1. Attaining present result based on previous decisions and planning for the future, based on present circumstance.
2. Maintaining and developing the organized capability which makes achievement possible.
3. Coordinating the specialist functions that should enable a firm to perform the technical task in marketing, personnel research and development, manufacturing, finance and control, especially in the face of changing technology and dynamic industry trend.

To perform these functions, the entrepreneurial development process, procedures and skills acquisition must entrench certain skills. These include conceptual skills, human skills and technical skills, which will transform the entrepreneur into a taskmaster, mediator and innovator. Entrepreneurship education, entrepreneurship development and entrepreneurial intention seem to be a growing interest all over the World. The concept of entrepreneurship is seen to have attracted the focus of policy makers, academics, industrialists, economists, University students among others. This is evidenced in many of the discusses, seminars, conferences and even workshop being organized at National, Regional and International levels with emphases on the need to sensitize and encourage individuals, societies and countries to embark on entrepreneurship process.

### **Theoretical Analysis**

#### **Human Capital Entrepreneurship Theory (HCET)**

The human capital theory advocates education as a tool for improving human capital, stimulating labour productivity and boosting the levels of technology across the globe Simpeh, (2011). Human capital theory encourages spending on nation's workforce and potential workforce because expenditure on training and development is a productive investment similar to investment on physical assets Olaniyan and Okemakinde, (2008). Underlying the human capital entrepreneurship theory are two factors, education and experience Anderson and Miller, (2003). The knowledge gained from education and experience represents a resource that is heterogeneously distributed across individuals and in effect central to understanding differences in opportunity identification and exploitation (Anderson & Miller, 2003, 2005; Shane & Venkataraman, 2000).

#### **Empirical Review**

Ekpiken and Ukpabio (2015) carried out a study on entrepreneurship education, job creation for graduate employment in South-South Geopolitical Zone of Nigeria. The researcher has also observed that self-reliance on the part of graduates is still a mirage. In the Nigerian socio-economic context, youth employment ratio is also on the increase. The study investigated how our graduates are getting along about employment, job creation and entrepreneurship development. Two research questions guided the study. The questionnaire titled Entrepreneurship Education and Job Creation Questionnaire (EEJCQ) of 5 Likert scale of 1 to 10 was used for data collection. The data was analyzed using population t-test. The results were tested at 0.05 level of significance with a degree of freedom 5.49. The results revealed that career intervention in four dimensions of entrepreneurs' skills, and level of skills acquired after completing entrepreneurship course are significantly very high. Based on the findings, it was

recommended that more emphasis should be placed on technical and vocational education and training. Provision of infrastructures like electricity; qualified professional teachers for quality teaching; equipment of trade laboratories and workshops to support the teaching of entrepreneurship courses in the University.

Rengiah and Sentosa (2016) carried out a study on the effectiveness of entrepreneurship education in developing entrepreneurial intentions among Malaysian university students: (A research findings on the structural equation modelling). A theoretical framework has been proposed to identify the research issues and gaps. The research design is purely quantitative using a structured questionnaire which was tested among 4 entrepreneurial-focused universities. The study investigates entrepreneurship education variables of curricula, teaching methodologies, universities roles against entrepreneurial intentions using attitude and stakeholder support systems as mediating variables. Data was collected from 396 respondents and analysed using the SPSS 22.0 and AMOS 22.0. The structural model was tested using a two-stage process. The model was tested using a CFA for goodness-of-fit indices and the direct and indirect effect of the mediating variables on the exogenous variables towards the endogenous through the application of a path analysis technique. Data analysis has been discussed, together with the implications and theory and practice. The paper discusses the conclusion and findings of the study and theoretical, methodological and practical contributions.

Almeida (2017) carried out a study on learning entrepreneurship with serious games - A classroom approach. The use of educational games for pedagogical practice can provide new conceptions of teaching-learning in an interactive environment stimulating the acquisition of new knowledge. The so-called serious games are focused on the goal of transmitting educational content or training to the user. In the context of entrepreneurship, serious games appear to have greater importance due to the multidisciplinary of the knowledge needed. Therefore, we propose the adoption of the Entexplorer game in the context of a university classroom. The game is a cloud-based serious game about the theme of entrepreneurship where users can access learning contents that will assist them in the acquisition of entrepreneurial skills. The organization of the game in eight levels with six additional floors let students learn the different dimensions of an entrepreneurship project while progressing during the game play.

Uranta (2017) conducted a study on perception of the skills acquisition programme of SPDC and NDDC in Rivers and Bayelsa States, Nigeria. The study was carried out to analyze the perception of the Skills Acquisition Programme of Shell Petroleum Development Company (SPDC) and Niger Delta Development Commission (NDDC) in Rivers and Bayelsa States. Twenty-two (22) out of Thirty-five (35) skill centers in both States were purposively selected. Cluster sampling was used to select the skill acquisition centers in the areas and a structured questionnaire was administered to 271 respondents in the study area. The results showed that with a mean score of 3.76, NDDC graduates strongly agreed that the programme cannot bring about rural community development. They disagreed (mean = 1.84) that most of the facilities and learning materials are out-of-date. The result also showed that SPDC graduates with a mean score of 2.54, agreed that the programme does assist her graduates in securing jobs while they disagreed (mean = 1.77) that the programme is more of roadside training and lacks the capacity to train the youths. The mean score of graduates' perception of the programme of

NDDC and SPDC respectively were 2.49 and 2.30. The study thus recommends that the sponsors of the two programmes should ensure that the graduates are promptly absorbed, employed or settled to do something to earn a living.

**Methodology**

This study adopted the cross-sectional survey research design, population of the study comprises of students from three (3) top Nigerian Universities (University of Ibadan, Lagos State University and Covenant University; Federal, State and Public Universities respectively) according to National Universities Commission (NUC) ranking 2016 & 2017. Sample size comprises of students in 100-400 levels in University of Ibadan, Lagos State University and Covenant University, Godden (2004) formula was used for determination of the sample size. The study employed multi stage sampling techniques was used in which the primary and secondary sources of data were implemented. Questionnaire and oral interview were both used as instrument of data collection. Data was analysed with the use of three different tools which are Software Package for Social Sciences (SPSS), Descriptive and Inferential statistical methods and Pearson Product-Moment Correlation.

**Analysis of Data**

**Test of Hypothesis One**

Ho<sub>1</sub>: There is no significant effect of entrepreneurial content knowledge, entrepreneurial programs, entrepreneurial mentoring and entrepreneurial knowledge sharing on entrepreneurial values.

Standard multiple regression was used to explore the effect of entrepreneurial content knowledge, entrepreneurial programs, entrepreneurial mentoring and entrepreneurial knowledge sharing on entrepreneurial values. The result of regression as contained in Table 1: ANOVA, shows that the F-test was 28.310, significant at 1 percent [ $p < .000$ ]. This showed that model was well specified.

**Table 1: ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	56.245	4	14.061	28.310	.000 <sup>b</sup>
Residual	161.917	326	.497		
Total	218.161	330			

a. Dependent Variable: Entrepreneurial Values

b. Predictors: (Constant), Entrepreneurial Knowledge Sharing, Entrepreneurial Programs, Entrepreneurial Mentoring, Entrepreneurial Content Knowledge

**Source:** Author’s Fieldwork Computation, 2019

Also, the result of regression as contained in Table.2: Model Summary, shows that the R Square gave a large value of 25.8 per cent. This means that the model (which includes entrepreneurial knowledge sharing, entrepreneurial programs, entrepreneurial mentoring and entrepreneurial content knowledge) explained about 25.8 per cent of the variance in perceived entrepreneurial values. The Durbin-Watson Statistic gives 1.822 coefficient which indicates that there is absence of serial correlation in the error terms of the model as such ruling out problems associated with spurious regressions.



**Table 2: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.508 <sup>a</sup>	.258	.249	.705	1.822

a. Predictors: (Constant), Entrepreneurial Knowledge Sharing, Entrepreneurial Programs, Entrepreneurial Mentoring, Entrepreneurial Content Knowledge

b. Dependent Variable: Entrepreneurial Values

**Source:** Author's Fieldwork Computation, 2019

Specifically, the result of regression as contained in Table 3: From the output below, There was positive relationship between perceived entrepreneurial content knowledge and perceived entrepreneurial values such that a unit increase in perceived entrepreneurial content knowledge scores caused about .270 unit increase in perceived entrepreneurial values scores which was statistically significant at 1 per cent with the aid of the p value (0.002). Based on the result, the null hypothesis is rejected; thus, there was significant relationship between entrepreneurial content knowledge and entrepreneurial values.

Also, there was positive relationship between perceived entrepreneurial programs and perceived entrepreneurial values such that a unit rise in perceived entrepreneurial programs scores induced about .320 unit increases in perceived entrepreneurial values scores which was statistically not significant at 1 per cent going by the p value (0.009). Based on the result, the null hypothesis is rejected; thus, entrepreneurial programs have significant relationship with entrepreneurial values.

More importantly, there was positive relationship between perceived entrepreneurial mentoring and perceived entrepreneurial values such that a unit rise in perceived entrepreneurial mentoring scores induced about .350 unit rise in perceived entrepreneurial values scores which was statistically significant at 1 per cent going by the p value (0.000). Based on the result, the null hypothesis is rejected; thus, there was significant relationship between entrepreneurial mentoring and entrepreneurial values.

Furthermore, there was positive relationship between perceived entrepreneurial knowledge sharing and perceived entrepreneurial values such that a unit rise in perceived entrepreneurial knowledge sharing scores induced about .323 unit rise in perceived entrepreneurial values scores which was statistically significant at 1 per cent going by the p value (0.000). Based on the result, the null hypothesis is rejected; thus entrepreneurial knowledge sharing affected entrepreneurial values.

**Table 3: Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.996	.265		3.760	.000
	Entrepreneurial Content Knowledge	.270	.059	.164	3.512	.002
	Entrepreneurial Programs	.320	.058	.197	3.068	.009

**AJOSE, O. A., BRIMAH, A. N., PhD., ABDULRAHEEM, ISSA PhD. & ZEKERI ABU, PhD.  
ENTREPRENEURSHIP EDUCATION AND GRADUATE UNEMPLOYMENT: EVIDENCE FROM.....**

Entrepreneurial Mentoring	.350	.061	.348	5.710	.000
Entrepreneurial Knowledge Sharing	.323	.074	.265	4.391	.000

a. Dependent Variable: Entrepreneurial Values

**Source:** Author’s Fieldwork Computation, 2019

**Test of Hypothesis Two**

Ho<sub>2</sub>: Entrepreneurial content knowledge, entrepreneurial programs, entrepreneurial mentoring and entrepreneurial knowledge sharing does not significantly affect business innovations.

Standard multiple regression was used to explore the effect of entrepreneurial content knowledge, entrepreneurial programs, entrepreneurial mentoring and entrepreneurial knowledge sharing on business innovations. The result of regression as contained in Table 4: ANOVA, shows that the F-test was 39.041, significant at 1 percent [p<.000]. This showed that model was well specified.

**Table 4: ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	80.487	4	20.122	39.041	.000 <sup>b</sup>
	Residual	168.023	326	.515		
	Total	248.510	330			

a. Dependent Variable: Business Innovations

b. Predictors: (Constant), Entrepreneurial Knowledge Sharing, Entrepreneurial Programs, Entrepreneurial Mentoring, Entrepreneurial Content Knowledge

**Source:** Author’s Fieldwork Computation, 2019

Also, the result of regression as contained in Table 5: Model Summary shows that the R Square gave a value of 32.4 per cent. This means that the model (which includes entrepreneurial knowledge sharing, entrepreneurial programs, entrepreneurial mentoring, and entrepreneurial content knowledge) explained about 32.4 per cent of the variance in perceived business innovations. The Durbin-Watson Statistic gives 1.933 co-efficient which indicates that there is absence of serial correlation in the error terms of the model as such ruling out problems associated with spurious regressions

**Table5: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.569 <sup>a</sup>	.324	.316	.718	1.933

a. Predictors: (Constant), Entrepreneurial Knowledge Sharing, Entrepreneurial Programs, Entrepreneurial Mentoring, Entrepreneurial Content Knowledge

b. Dependent Variable: Business Innovations

**Source:** Author’s Fieldwork Computation, 2019

Specifically, the result of regression as contained in Table 6: From the output below, There was positive relationship between perceived entrepreneurial content knowledge and perceived business innovations such that a unit increase in perceived entrepreneurial content knowledge scores caused about .349 unit increase in perceived business innovations scores which was statistically significant at 1 per cent with the aid of the p value (0.000). Based on the result, the null hypothesis is rejected; thus, there was relationship between entrepreneurial content knowledge and business innovations.

Also, there was positive relationship between perceived entrepreneurial programs and perceived business innovations such that a unit rise in perceived entrepreneurial programs scores induced about .228 unit increases in perceived business innovations scores which was statistically significant at 1 per cent going by the p value (0.000). Based on the result, the null hypothesis is rejected; thus, entrepreneurial programs have significant relationship with business innovations.

More importantly, there was positive relationship between perceived entrepreneurial mentoring and perceived business innovations such that a unit rise in perceived entrepreneurial mentoring scores induced about .243 unit rise in perceived business innovations scores which was statistically significant at 1 per cent going by the p value (0.000). Based on the result, the null hypothesis is rejected; thus, there was relationship between entrepreneurial mentoring and business innovations.

Furthermore, there was positive relationship between perceived entrepreneurial knowledge sharing and perceived business innovations such that a unit rise in perceived entrepreneurial knowledge sharing scores induced about .232 unit rises in perceived business innovations scores which was statistically significant at 1 per cent going by the p value (0.002). Based on the result, the null hypothesis is rejected; thus entrepreneurial knowledge sharing affected business innovations.

**Table 6: Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.078	.270		.289	.773
1 Entrepreneurial Content Knowledge	.349	.071	.299	4.933	.000
Entrepreneurial Programs	.228	.059	.226	3.184	.000
Entrepreneurial Mentoring	.243	.062	.226	3.885	.000
Entrepreneurial Knowledge Sharing	.232	.075	.179	3.301	.002

a. Dependent Variable: Business Innovations

Source: Author's Fieldwork Computation, 2019

### **Conclusion and Recommendations**

This study concludes that Entrepreneurship education affects students' involvement in the practice and in turn affects and improve the level at which these students identify business opportunity especially in an environment of this nature. In addition, it was concluded again that entrepreneurship education does have significant impact on entrepreneurial skills acquisition by the students of these selected universities considering the level of economic instability and unemployment rate in the country.

In the light of above, this study recommends that Intense effort should be placed on the teaching and learning entrepreneurship so as to improve students' involvement in the activities and thereby affecting the level of insight in identifying business opportunities in their environment. Also, this study recommends that universities should further recognize areas in which students need to learn and practice entrepreneurship as this will help improve their chances harnessing opportunities through skills acquisition.

### **References**

- Acs, Z., Audretsch, D. & Story, M. (2007). *Real Effects of Academic Research: Action and the Theory of Planned Behavior*. *Journal of Business Ethics*, 17 (16), 1825-(28).
- Al-Laham, A, Souitaris, V. & Zerbinati, S (2007). Do Entrepreneurship Programmes Raise Entrepreneurial Intention of Science and Engineering Students? *The Effect of Learning, Inspiration and Resources*. *Journal of Business Venturing*, 22(4): 566-591.
- Almeida, F. L. F. (2017). Learning entrepreneurship with serious games - A classroom approach. *International Educational Applied Scientific Research Journal*, 2(1), 1-4.
- Ayodele, J.B. (2006). *Obstacles to Entrepreneurship Development in Nigeria in Omotosho, F.,B. Aregbesola, Unemployment in Nigeria: On the Increase, In Nigeria in America*.
- Cheng, M., & Chan, C. (2004). *Entrepreneurship Education in Malaysia*. Cyberjaya Multimedia.
- Ekpiken, W. E. & Ukpabio, G. U. (2015). Entrepreneurship education, job creation for graduate employment in South-South Geopolitical Zone of Nigeria. *British Journal of Education*, 3(1), 23-31.
- European Commission/EACEA/Eurydice, (2016). *Entrepreneurship Education at School in Europe*. Eurydice Report. Luxembourg: *Publications Office of the European Union*. Retrieved from (<http://ec.europa.eu/eurydice>). Evolves. In C. Kent, *Entrepreneurship Education* (pp. 69-88). New York: Quorum Books.
- Jack, S. & Anderson, A. (1998). *Entrepreneurship Education within the Condition of work*.
- Kannuhwa, M. & Chimucheka, T., (2016). *The Association of Entrepreneurship Educational and Entrepreneurial Intention among University students in Eastern Cape Province of South Africa*. *International Journal of Education and Science* 12(3), 200-211.
- Norasmah, (2004).Ezeanya, C. (2014). Indigenous Knowledge, Economic Empowerment and Entrepreneurship in Rwanda: The Girinka Approach. *The Journal of Pan African Studies*, 6(10), 241-263.

- OECD, (2011). University Entrepreneurship Support: Policy Issues, Good Practices and Recommendations. *Working Paper: OECD Local Economic and Employment Development (LEED)*.
- Okebukola, P.A.O. (2004). *Curriculum Implementation in Nigeria, Strategies for the 21st Century in.....*
- Pittaway, L., & Cope, J. (2007). *Entrepreneurship Education: A Systematic Review of the Evidence*. *International Small Business Journal*, 25(5): 479-510.
- Rengiah, P. & Sentosa, I. (2016). The effectiveness of entrepreneurship education in developing entrepreneurial intentions among Malaysian university students: (A research findings on the structural equation modelling). *European Journal of Business and Social Sciences*, 5(2), 30–43.
- Solomon, G.T., Duffy, S. & Tarabishy, A. (2002). *The State of Entrepreneurship Education in the United States: A nationwide survey and analysis*. *International Journal of Entrepreneurship Education* 1(1), 65-86.
- Suraju, A.R (2016). *Determinants of Entrepreneurial Intention among University Graduates*. *World Journal of Social Sciences* 6(1), 45-59.
- Uranta, D. (2017). Perception of the skills acquisition programme of SPDC and NDDC in Rivers and Bayelsa States, Nigeria. *Journal Of Humanities And Social Science*, 22(4), 07-12.