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**EFFECT OF ENTREPRENEURSHIP EDUCATION  
ON JOB CREATION AMONG  
UNDERGRADUATES OF BENUE STATE  
UNIVERSITY MAKURDI, BENUE STATE**

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# EFFECT OF ENTREPRENEURSHIP EDUCATION ON JOB CREATION AMONG UNDERGRADUATES OF BENUE STATE UNIVERSITY MAKURDI, BENUE STATE

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## **ABSTRACT**

*This study examines the effect of entrepreneurship education on job creation among undergraduates of Benue State University Makurdi, Benue State. survey research design was adopted to collect primary data from the study area. The population of this study consist 2,974 students of 300 level who are offering entrepreneurship in the study area. Taro Yamane's formula (1964) was used to calculate the sample size at 353 respondents from the study area. The confirmatory factor analysis was used to test for the construct validity while the Cronbach Alpha coefficient statistics was used to assess the reliability of the instrument. The result shows that the instrument is valid and reliable. Descriptive statistics was used to analyze the demographic characteristics of the respondents and the opinions of the respondents on the specific objectives of the study while multiple regression analysis was used to determine the effect of the independent variables of the study on the dependent variable. The hypotheses of the study were tested using the probability values of the regression estimates. The result of the study indicates that psychomotor education (PYCE) has a positive effect on job creation (JOB) among undergraduate students of Benue State University in Makurdi Metropolis, Benue State and the effect is not statistically significant ( $p > 0.05$ ) and not in line with a priori expectation. Affective education as the independent variables of the study has a positive effect on job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State and the effect is statistically significant and in line with earlier stated a priori expectation which stated a positive effect of the variable on the dependent variable of the study. Cognitive education (COGE) has a positive effect on job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State and the effect is statistically significant ( $p < 0.05$ ) and in line with a priori expectation. It was concluded that affective education and cognitive education are positive and significant predictor of job creation in the study area. It was recommended among others that cognitive education should be taught by a much more experienced lecturer as it requires the bringing out and stimulating the latent talents of the student to achieve the best they can through multitasking activities that will challenge the students to think outside the box.*

**KEYWORDS:** *Entrepreneurship, Education, Job Creation, Psychomotor, Cognitive, Benue, Nigeria.*

## 1.0 INTRODUCTION

### Background to the Study

Entrepreneurship education is widely regarded as one of the most important factors that might impact students' career choices (James, 2018). The goal of entrepreneurship education is to instill an entrepreneurial spirit and culture in students (Okafor, 2019). Because graduates were unable to contribute substantially to economic development through self-employment, entrepreneurship education was introduced into schools. Nigeria adopted entrepreneurship education to accelerate economic growth and development. This is reflected 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 impacts on the intellect (Federal Republic of Nigeria, 2018).

Entrepreneurship education has received attention nationally. By that, several attempts have been made through researches, mounting of entrepreneurial courses and programmes in both institutions of learning and entrepreneurship research agencies for the purpose of developing both entrepreneurship spirit and culture among the people. Some examples of these attempts include the establishment of the National Directorate of Employment (NDE), National Poverty Eradication Programme (NAPEP), Small and Medium Enterprises Development Agency of Nigeria (SMEDAN), Youth Empowerment Scheme (YES), establishment of the national committee on job creation (Ogundele, Akingbade and Akinlabi, 2018). Entrepreneurship education can be broken down into three main variables as used in the study; they are psychomotor education, affective education and cognitive education. The cognitive component of entrepreneurship education is the taught aspect of education while the psychomotor deals with manipulative or motor skills. On the other hand, the affective components are those personality and behavioural characteristics which have potential relevance to educational practices (Asuru 2017). The need for the integration of the three measures of entrepreneurship education is predicated on the premise that there is an organic link among the cognitive, psychomotor and affective behaviours. Entrepreneurship education is expected to bring about not only the cognitive and psychomotor but also affective changes in the student as cognitive and psychomotor objectives have some affective components in them (Asuru, 2017). For entrepreneurship education to yield the desired results there must be a fine mixture (integration) of all the three measures of entrepreneurship education, a blend to prepare the individual wholly to face the challenges of his environment. The affective disposition of the student for instance has direct relevance to his interest in learning a particular skill/ vocation and his attitude to it. It is also noteworthy that if a person has interest in a particular vocation or skill, he devotes the totality of his personality to acquiring the skill and ensures that he ultimately puts it into practice.

Job creation is very critical to development and fundamental for reducing unemployment/poverty in Nigeria. The goal of job creation is watched as one of the most important indicators of a nation's well-being (Beegle, 2016). According to Umar (2021) job creation is the process of providing new jobs especially for people who are unemployed, the process of providing own job or the process of making jobs available for others. In the context of this study, job creation refers to the process by which the number of jobs in the economy increases the provision of new opportunities for employment especially for those who are unemployed. The concern of government now is on how to curb the ever rising tide of unemployment and achieve appreciable success in job creation through the introduction of formal entrepreneurship education in educational institutions. It is expected that our educational institutions will become centres for inculcating the spirit of entrepreneurship rather than the spirit of passing examinations to get white collar jobs. The best way to do this is to create a curriculum that is all encompassing in developing entrepreneurship culture in youths (Ekpo, 2018).

### Statement of the Problem

Unemployment in Nigeria, particularly in the Makurdi metropolis, is viewed as a major issue that affects graduates searching for jobs. This is due to the market's glut of graduates. It is stated that there are too many graduates in the labour market because they are not tuned in to industry needs or because institutions produce graduates who are not in market demand. A good number of youths are unemployed, this is traceable to the type of education students receive in school. They are generally educated in areas like arts and sciences which has given rise to what is described as "white collar job syndrome" which has failed to arrest unemployment because of the limited available opportunities in government establishments. Therefore to cope with this problem of unemployment, the entrepreneurship education is looking forward to serve more relevant and skill oriented education to the students. Establishing entrepreneurship education as a formal curriculum appears to present leverages to students to develop a good attitude toward starting their own business. Hence, the study is conducted to look at the effect of entrepreneurship education on job creation among undergraduates of Benue State University Makurdi, Benue State, Nigeria.

### Objectives of the Study

The main objective of the study is to examine the effect of entrepreneurship education on job creation among undergraduates of Benue State University Makurdi, Benue State. The specific objectives are to:

- i. Examine the effect of psychomotor education on job creation among undergraduates of Benue State University Makurdi, Benue State.
- ii. Examine the effect of affective education on job creation among undergraduates of Benue State University Makurdi, Benue State.
- iii. examine the effect of cognitive education on job creation among undergraduates of Benue State University Makurdi, Benue State. Glut

### Hypotheses of the Study

This study is anchored on the following hypotheses:

- i. Psychomotor education has no significant effect on job creation among undergraduate of Benue State University Makurdi, Benue State.
- ii. Affective education has no significant effect on job creation among undergraduates of Benue State University Makurdi, Benue State.
- iii. Cognitive education has no significant effect on job creation among undergraduates of Benue State University Makurdi, Benue State.

## 2.0 LITERATURE REVIEW

### Theoretical Framework

#### Cognitive theory

Cognitive theory was propounded by Taylor (1998) and he states that cognitive theory is a learning theory of psychology that attempts to explain human behavior by understanding the thought processes which leads to several behavioural patterns. Behavioural patterns are the products of two psychological processes. The first process operates through the selection of environments and the second through the product of environments. Two psychological processes combine to produce behavioral patterns. The first procedure is carried out by selecting environments, while the second is carried out by creating environments. People who have developed specific preferences and standards of behavior are more likely to choose activities and individuals who share those preferences, thereby reinforcing pre-existing personal inclinations and pre-determined courses of conduct. Therefore, individual qualities that lead to an entrepreneurial career are only activated when they are exposed to a favorable socialization process that includes an entrepreneurial profession as a realistic option among others. Thus the social environment is of primary importance to foster future entrepreneurs. The general notion is that individual characteristics are precursor features that help influence how experiences are weighted or attended to, as well as how the individual reacts to those experiences, in the context of a certain criteria of experiences.

#### Relevance of cognitive theory to the study

Applying this theory to the work, it is relevant to the study in the sense that it releases the entrepreneurial potentials of students thereby enabling them to secure jobs after school or at best, becoming self-employed through the establishment of their own businesses from the plethora of knowledge and skills they may have acquired during their stay in school. Additionally, the theory explains, that individuals activate entrepreneurial potentials when there are environmental possibilities. The environmental possibility in question is the teaching of entrepreneurship education. This means that with entrepreneurship education, individual's entrepreneurial potentials and skills are enhanced thereby, enabling students develop skills that will be of great benefit to them and their society.

### Conceptual Framework

#### Concept of Entrepreneurship Education

Entrepreneurship education is a crucial element of economic policies aimed at creating employment and growth (Matlay and Matlay, 2017). According to Okii (2018), entrepreneurship education may be defined as the systematic instillation of entrepreneurial knowledge in a student in order to prepare him or her to face the challenges of running a business at the conclusion of the training. The goal of such knowledge is for the student to acquire the necessary abilities to be self-sufficient at the completion of the training. The goal of entrepreneurship education in Nigerian institutions is to provide undergraduates with the skills and knowledge they need to become entrepreneurs after graduation. Entrepreneurship education is designed to develop entrepreneurial attitudes for future entrepreneurs. It stimulates young people to think about entrepreneurship and the role of the business community in economic and social development. Students get an opportunity to analyse changes taking place around them and are encouraged to consider self employment and enterprise creation as a career choice to solve such problems (Ofoedu, 2018). Entrepreneurship education is a recent trend in new course development as against the traditional courses that have gained formal recognition in higher-level institutions. Entrepreneurship courses are now finding their ways into formal education as subjects or full degree courses in the tertiary level. Unlike traditional business courses, which have developed and evolved over many decades in universities all over the world in conjunction with active practicing business operations, formal entrepreneurship teaching in the tertiary level is a relatively young course (Gatchalian, 2019).

### Dimensions of Entrepreneurship Education

#### Psychomotor education

Psychomotor education involves physical movement coordination, and use of the motor skill area. Development of this skill requires practice and is measured in term of speed, precision, distance, procedure and technique. In recruiting new employees, the job market has ever emphasized on working experience in addition to the paper qualification, thus the requirement makes working experience or industrial training becomes fundamental in the learning institutions. Lim and Muszafarshah (2016) states that psychomotor education is a effective ways in improving communication, creative and

analytical time and management skills. In the psychomotor education, there are seven types of behavior, namely perception, readiness, guided movements, accustomed movements, complex movements, adjustments, and creativity.

### **Affective education**

The affective education involves feelings, emotions, and attitudes. This education includes the manner in which students deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. Affection and cognition are complementary and cannot be developed independently during the learning process. Kraiger *et al.* (2018) pointed out that cognitive ability is foundational to affective learning, which is critical to behavioral performance and practical skills. Therefore, affective teaching strategies play an important role in entrepreneurship education. Effective teaching in the affective education can help learners review their value choices, reflect on their value beliefs, revise their value systems, and then create their own approaches for innovation and creativity.

### **Cognitive education**

The cognitive approach to entrepreneurship is a response to the limitations of the trait approach. Its aim is to explain entrepreneurial behavior through cognitions. The cognitive education includes a demonstrable acquisition of specific knowledge and skill. The cognitive education contains learning skills predominantly related to mental (thinking) processes. Learning processes in the cognitive education include a hierarchy of skills involving processing information, constructing understanding, applying knowledge, solving problems, and conducting research. Cognition has recently emerged as a systematic theoretical foundation to explain the factors that influence entrepreneurial intention and behavior (Sánchez, 2017).

### **Concept of Job Creation**

According to Quadri (2017) the term job creation is used to refer to a situation where investment production activities give rise to the need to employ more human resources that would be consistent with higher level of output production. One of the major reasons that individuals tend to become entrepreneurs is because they are unable to find suitable and secured jobs. As a result, by being enterprising, creative and finding market, not only are they able to generate income for themselves but also employ other individuals in their business operations. Therefore, one of the positive impacts that entrepreneurs make on an economy is job creation and the reduction of unemployment levels within the economy (Sani, 2019).

### **Review of Related Empirical Studies**

Afolabi, Kareem, Okubanjo, Ogunbanjo and Aninkan (2017) examined the effect of entrepreneurship education on self-employment initiatives among science and technology students of Gateway Polytechnic, Saapade Remo, Ogun State, Nigeria. The research design adopted for the study was survey and descriptive designs. Data were obtained through structured questionnaires. The population of the study comprised students in the final year classes (HND II and ND II) of science and technology related departments of Gateway Polytechnic, Saapade, Ogun State, Nigeria totaling two hundred and five (205). Using the regression analysis, the result revealed that entrepreneurship education is a good policy and it has positive effect on self-employment initiatives.

Msughter and Ahon (2020) investigated the impact of managing entrepreneurship education on job creation for university students in North Eastern Nigeria for today and tomorrow. Descriptive survey research design was employed for the study. Two research questions and two hypotheses guided the study. The population comprised 10,312 staff from in 11 public universities in North-Eastern, Nigeria (Academic staff 7,407 and non academic staff 2, 905). The sample size was 400 selected through multi-stage sampling procedure. The instrument used for data collection was a structured questionnaire with reliability of 0.71. The data collected were analyzed using mean score and standard deviation to answer the research questions and chi-square was used to test the null hypotheses at the 0.05 level of significance. The study revealed that there is positive significant impact of students' supervision and students' mentoring on job creation for university students in North Eastern Nigeria for today and tomorrow.

Boahemaah, Xin, Dobege and Pomegbe (2020) examined the impact of entrepreneurship education on entrepreneurial intentions (attitude towards entrepreneurship) of undergraduate students. This is achieved through individual factors (attitude towards behavior, entrepreneurial motivation, entrepreneurial resource and perceived behavioral control) and entrepreneurship education. A quantitative survey design was used to collect information from a study sample of 255 undergraduate agriculture science students from the College of Agriculture Education, Mampong - University of Education, Winneba, Ghana. Results indicated that individual factors and entrepreneurship education have a direct positive influence on entrepreneurial intentions. Also, entrepreneurship education moderates the influence of individual factors on entrepreneurial intentions among undergraduate students.

Matthew, Haruna, Ameh and Maisamari (2020) studied impact of Entrepreneurship Education on Entrepreneurial Development of Students in College of Education Billiri, Gombe State. Cross sectional survey research design was used. The population consisted of all the final year students of College of Education Billiri. The study sets out to lay emphasis on how entrepreneurship education can increase employment, productivity and create wealth via implementation of entrepreneurship education in all institutions and at all levels of learning in Nigeria. Three research questions were

developed for the study and data was collected from 100 students using a structured questionnaire subjected to content validation by experts named Questionnaire on the impact of entrepreneurship education assessment (QOIEEA) and analyzed using mean and standard deviation. The findings showed a substantial impact of entrepreneurship education on students. The result implies that entrepreneurship education has positive impact on students as it prepares them to be self-reliant rather than job chasers.

Eton *et al.* (2021) examined the management of entrepreneurship education programmes and job creation tendency among students in universities in Cross River State. To achieve the objective of the study, four hypotheses were developed. The descriptive survey research design was used for the study, 7,862 and 1658 students offering entrepreneurship education was population and sample for the study respectively. An instrument titled Management of Entrepreneurship Education Programmes and Job Creation Tendency Questionnaire (MEEPJCTQ) was used for data collection. It was validated by three expert and its reliability was established through the Cronbach's alpha method. Pearson product moment correlation and multiple linear regression analysis were used to analyse the data collected. The results of the study reveals that there is a significant relationship between all variables of management of entrepreneurship education programmes and job creation tendency among students.

Obong and Okoroma (2021) assessed the management of entrepreneurship education in public universities for the reduction of graduate unemployment in South-South, Nigeria. Two research questions and two hypotheses guided the study. The study adopted a descriptive survey design with a population of six federal owned universities in South-South region of Nigeria having 75 faculties and 384 departments. The sample of 80 HODs and 800 students were drawn using simple random and proportionate stratified random sampling techniques respectively. The instrument used was a structured questionnaire. The instrument was validated, and the reliability was ascertained at 0.86 using Cronbach Alpha Statistics. The findings revealed among others that, the extent to which the acquisition of entrepreneurship skills in public universities reduce graduate unemployment rate in South-South Region of Nigeria include: equipping the students with competencies necessary for self reliance, serving as a gate way to job opportunities, bringing about requisite skills to meet job requirements, acting as a vital tool to promoting a robust national economy, providing a better quality of life, and enhancing occupational skills which improves the potentials of individuals.

### 3.0 METHODOLOGY

#### Research Design

The design chosen for this study is a survey research design. The survey research is used when a group of people or items are studied by collecting and analyzing data from only a few people or item considered being representative of the entire group. This design is considered to be appropriate because, the study involves data collection in a natural setting. The study elicited the opinion of students in the study area.

#### Area of study

The study was carried out in Makurdi Local Government Area of Benue State. Makurdi is the Capital of Benue State named after the Benue River and was carved from the former Benue-Plateau State in 1976, along with Igala and some part of Kwara State. Makurdi has two major Universities, Benue State University and Joseph Sarwuan Tarka University Makurdi. It also have two satellite campuses of University of Mkar and a study center of the National Open University

#### Population of the Study

The population of the study comprise all the three hundred level students of Benue State University Makurdi. This population was obtained from the Department Entrepreneurship study, Benue State University Makurdi. It comprises two thousand nine hundred and seventy four (2,974) students who registered for the course in 2020 session.

#### Sample and Sampling Technique

The researcher employed Taro Yamane (1967) formula to calculate the sample size from the target population. The Yamane formula for calculating a sample size for a known population is given below:

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

Where,

n = Sample size of the population

N = Population size

e = Level of precision

1= Constant

e = 5% (0.05)

$$n = \frac{2,974}{1 + 2,974(0.05)^2}$$

$$n = \frac{2,974}{1 + 2,974(0.0025)}$$

$$n = \frac{2,974}{1 + 7.435}$$

$$n = \frac{2,974}{8.435}$$

$$n = 352.57$$

$$1 + 2,974 (0.0025)$$

$$n = \frac{2,974}{1 + 7.435}$$

$$n = \frac{2,974}{8.435}$$

$$n = 353$$

The individual sample size for each stratum was estimated using Bourley (1964) proportional allocation formula: Due to the characteristics of the respondents being students that cannot be located in one place at the same time, the study adopted a convenience sampling technique to select three hundred and fifty three respondents to administer the questionnaire to in the study area.

**Instrument for Data Collection**

The data for this study was collected through the administration of questionnaires to the respondents. This was done in order to get their views as regards the study variables. The questionnaire was adopted for this study since it is the most suitable tool for a survey design adopted by the study.

**Validation of Instruments**

In this study, the two most common types of validity, which are content and construct validity, were considered. While content validity was tested through the expert contribution from my team of supervisors and others, construct validity was tested with the use of factor analytical tool that considered Kaiser- Meyer-Olkin (KMO) and Barlett’s Test of Sphericity for sampling adequacy.

Having constructed the instrument to be used to collect information for the study, the researcher had to be sure that it measured the rational categories or variable for the intended purpose. To establish the validity of the instrument, the pilot test technique was therefore employed.

**Table 1: Kaiser-Meyer-Olkin and Bartlett’s Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.965
	Approx. Chi-Square	3.215
Bartlett's Test of Sphericity	df	6
	Sig.	.014

*Source: Author's Computation Using SPSS 23.0*

As shown from Table 1, after the pilot test was conducted, the input variable factors used for this study were subjected to exploratory factors analysis to investigate whether the constructs as described in the literature fits the factors derived from the factor analysis. Factor analysis indicates that the KMO (Kaiser- Meyer-Olkin) measure for the study’s variable items is 0.965 with Bartlett's Test of Sphericity (BTS) value to be 6 degree of freedom at level of significant  $p = 0.014$ . The KMO result in this analysis surpasses the threshold value of 0.50 as recommended by Hair, Anderson, Tathan, and Black (1995). Therefore, we are confident that our sample and data are adequate for this study.

**Table 2: Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
	Total	% Variance	ofCumulative %	Total	% Variance	ofCumulative %	Total	% Variance	ofCumulative %
1	1.428	35.712	35.712	1.428	35.712	35.712	1.309	32.715	32.715
2	1.101	27.520	63.232	1.101	27.520	63.232	1.221	30.517	63.232
3	.859	21.484	84.716						
4	.611	15.284	100.000						

Extraction Method: Principal Component Analysis.

*Source: Author's computation using SPSS 23.0*

The total variance explained table shows how the variance is divided among the 4 possible factors. Two factors have eigenvalues (a measure of explained variance) greater than 1.0, which is a common criterion for a factor to be useful. When the Eigenvalue is less than 1.0 the factor explains less information than a single item would have explained. Table 2 shows that the Eigenvalues are 1.428 and 1.101 are all greater than 1. Component one gave a variance of 32.715, while Component 2 gave the variance of 30.517. As shown by Table 2 above on the rotated sum of squared loadings

section, three components i.e component 1 and 2 accounts for 63.232% of the variance of the whole variables of the study. This shows that the variables have strong construct validity.

**Reliability of Instrument**

This is the consistency between independent measurements of the same phenomenon. It is the stability, dependently and predictability of a measuring instrument. It is also the accuracy or precision of a measuring instrument. To determine the internal consistency reliability coefficient of the instrument, the questionnaires was pilot tested on 30 percent of the sample of this study. The result of the test was used to estimate the reliability of the instrument using Cronbach Alpha Coefficient Statistics as presented thus:

**Table 3: Reliability Statistics**

S/No	Variables	Cronbach's Alpha
1.	Job Creation [JOBC]	0.864
2.	Psychomotor Education [PSYE]	0.846
3.	Affective Education [AFCE]	0.721
4.	Cognitive Education [COGE]	0.806
<b>Overall Cronbach</b>		<b>0.809</b>

Source: Authors' Computation Using SPSS 23.0

Table 3 shows the reliability statistics which indicates that the overall Cronbach Alpha value is 0.809. Reliability Cronbach Alpha statistics of 0.70 is considered adequate and reliable for study. All the variables of the study have Cronbach Alpha greater than the critical value of 0.7. Hence, the reliability figure for the instrument used in this study falls above the limit of a reliable instrument for this study and hence can be used for collecting data for the general study.

**Method of Data Collection**

The researcher employed the services of 4 research assistants to administer the instrument. The study used a structured questionnaire consisting of part A and part B. Part A is made up of the demographic characteristics of the respondents. Part B deals with the specific objectives of the study. These questions were designed using a five point Likert scale.

**Model Specification**

Multiple linear regression analysis was employed to determine the effect or outcome of the between the three independent variables and one dependent variable of the study. The implicit forms of the model are as follows:

$$JOBC = f(PYCE, AFCE, COGE) \text{ - - (1)}$$

Where,

JOBC = Job Creation

PYCE = Psychomotor Education

AFCE = Affective Education

COGE = Cognitive Education

Explicit forms are as follows:

$$JOBC = \beta_0 + \beta_1PYCE + \beta_2AFCE + \beta_3COGE + U_i \text{ - - - - (2)}$$

$\beta_0$  = Regression Constant

$\beta_1, \beta_2, \beta_3$  = Regression Coefficients

$U_i$  = Error Term

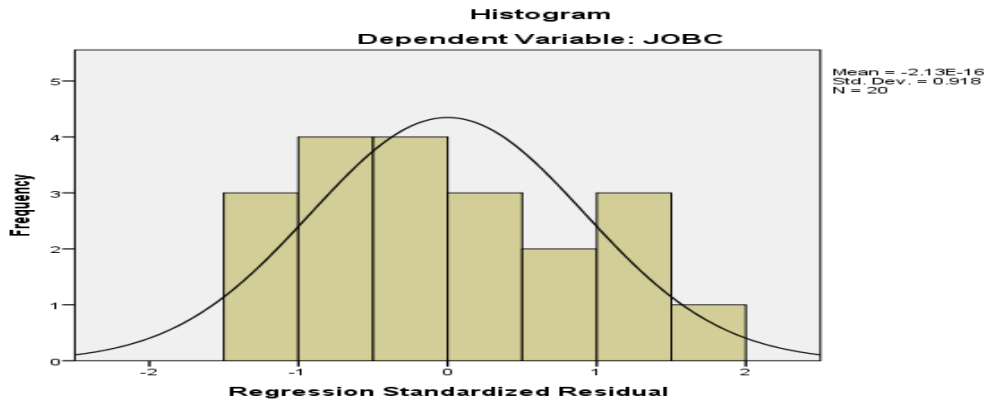
**Data Analysis Techniques**

The data for the study was collated, coded and analyzed using computer-based Statistical Package for Social Sciences (SPSS version 20.0 for Microsoft Windows). Various statistical methods were used in analyzing this study: percentages, frequency and tables were used to examine the respondents' bio-data and other research objectives. Multiple Linear Regression was used to evaluate the relationship between the variables of the study. The probability of the estimate was used to test the 3 hypotheses for this study. The following decision rules adopted for accepting or rejecting hypotheses: *If the probability value of  $b_i$  [ $p(b_i) > \text{critical value}$ ] we accept the null hypothesis, that is, we accept that the estimate  $b_i$  is not statistically significant at the 5% level of significance.*



**4.0 RESULTS AND DISCUSSION**

**Normality Assumptions for Job Creation (JOBC) Model**



**Figure 2:** Regression Standardized Residual the Study Model

Source: Author's Computation using SPSS 23.0

Figure 2 above shows a histogram of the residuals with a normal curve superimposed. The residuals look close to normal, implying a normal distribution of data. Here is a plot of the residuals versus predicted dependent variable of Job Creation (JOBC). The pattern shown above indicates no problems with the assumption that the residuals are normally distributed at each level of the dependent variable and constant in variance across levels of the independent variable. It is very unlikely that a histogram of sample data will produce a perfectly smooth normal curve like the one displayed over the histogram, especially if the sample size is small. As long as the data is approximately normally distributed, with a peak in the middle and fairly symmetrical, the assumption of normality has been met.

**Table 10: Statistical Significance**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	54.540	3	18.180	.246	.027 <sup>b</sup>
	Residual	1180.660	16	73.791		
	Total	1235.200	19			

a. Dependent Variable: JOBC

b. Predictors: (Constant), COGE, PYCE, AFCE

Source: Author's Computation using SPSS 23.0

The F-ratio in the ANOVA Table 10 tests whether the overall regression model is a good fit for the data. The table shows that the independent variables statistically significantly predicts the dependent variable  $F(3, 16) = 0.246, p = 0.027^b$  (i.e., the regression model is a good fit of the data).

**Table 11: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899 <sup>a</sup>	.808	.744	8.59018

a. Predictors: (Constant), COGE, PYCE, AFCE

b. Dependent Variable: JOBC

Source: Author's Computation using SPSS 23.0

Table 11 shows the coefficient of determination  $R^2$  for the study is 0.808 or 80.8%. This indicates that 80.8 % of the variations in the model can be explained by the explanatory variables of the model while 19.2 % of the variation can be attributed to unexplained variation captured by the stochastic term. The Adjusted R Square and  $R^2$  show a negligible penalty (74.4 %) for the explanatory variables introduced by the researcher.

**Table 12: Regression coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1	(Constant)	25.780	11.161	2.309	.017		
	PYCE	-.109	.256	-.106	-.425	.961	1.041
	AFCE	.642	.286	.486	2.508	.897	1.115
	COGE	.722	.339	.567	2.130	.033	.864

a. Dependent Variable: JOBC

Source: Author's Computation using SPSS 23.0

**Results and discussion of findings**

**a) Effect of psychomotor education on job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State.**

The result of the first objective of the study shows, that psychomotor education has a positive effect on job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State and the effect is not statistically significant and not in line with *a priori* expectation. This means that when psychomotor education is increased by one, it will result to a corresponding decrease in job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State by a margin of 10.6%. Using the probability value of the regression estimate, we accept the null hypothesis. That is, we accept, that the estimate is not statistically significant at the 95% confidence level. This implies that psychomotor education has no significant effect on job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State. This finding is contrary to that of Boahemaah, Xin, Dobge and Pomegbe (2020) examined the impact of entrepreneurship education on entrepreneurial intentions (attitude towards entrepreneurship) of undergraduate students who found that entrepreneurship education have a direct positive influence on job creation.

**b) Effect of affective education on job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State**

The result of the second specific objective of the study indicates that affective education as the independent variables of the study has a positive effect on job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State and the effect is statistically significant and in line with earlier stated *a priori* expectation which stated a positive effect of the variable on the dependent variable of the study. This implies that a unit increase in affective education will lead to a corresponding increase in job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State by a margin of 48.6%. The result of hypothesis testing using p-value criteria indicate that the calculated value is lower than the critical value ( $0.012 < 0.05$ ). As a result, we reject the null hypothesis and accept the alternative. This means that at the 95 % confidence level, we are confident that affective education has a significant positive effect on job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State. This finding is in line with that of Msughter and Ahon (2020) who investigated the impact of managing entrepreneurship education on job creation for university students in North Eastern Nigeria for today and tomorrow. Also, Matthew, Haruna, Ameh and Maisamari (2020) who carried out a study on the impact of Entrepreneurship Education on Entrepreneurial Development of Students in College of Education Billiri, Gombe State found that entrepreneurship education has positive impact on students as it prepares them to be self-reliant rather than job chasers.

**c) Effect of cognitive education on job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State.**

Cognitive education has a positive effect on job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State and the effect is statistically significant ( $p < 0.05$ ) and in line with *a priori* expectation. effect on the dependent variable of the study in Makurdi Metropolis, Benue State. This findings implies that a unit increase of cognitive education efforts will lead to an increase in the dependent variables of the study by a margin of 56.7%. The third hypothesis of the study shows that cognitive education has a significant positive effect on job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State. This finding is in line with those of Eton *et al.* (2021) who examined the management of entrepreneurship education programmes and job creation tendency among students in universities in Cross River State. Obong and Okoroma (2021) who assessed the management of entrepreneurship education in public universities for the reduction of graduate unemployment in South-South, Nigeria found that The findings revealed among others that, the acquisition of entrepreneurship skills in public universities reduce graduate unemployment rate in South-South Region of Nigeria include: equipping the students with competencies necessary for self reliance, serving as a gate way to job opportunities, bringing about requisite skills to meet job requirements, acting as a vital tool to promoting a robust national economy, providing a better quality of life, and enhancing occupational skills which improves the potentials of individuals.

## **VCONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

The researcher examined the effect of entrepreneurship education on job creation among undergraduates of Benue State University Makurdi, Benue State. Evidence from literature shows that entrepreneurship education develop human capital that allows young people avoid poverty and leave better life. Entrepreneurship education help undergraduate to be empowered and escape poverty by providing them with the relevant skills and knowledge to raise their output, income and wealth. The education impacts various types of skills which the undergraduates need to live a fulfilled life. The three proxies of entrepreneurship education have the capacity to equip students with the knowledge, skills, and attitudes to create jobs and be self-employed. This can be achieved through an enriched entrepreneurship education programme that would ensure the sustainability and the growth of Nigeria as a nation. The study concludes that affective education and cognitive education are positive and significant predictor of job creation in the study area.

### **Recommendations**

Based on the findings this study, the researcher recommends that:

- i. Psychomotor education can be made to have a positive effect on job creation among undergraduate students of Benue State University in Makurdi Metropolis, Benue State if the teaching of these motor skills is made more practical for the study to understand the various skills being passed to them. This can be improved by letting students have access to industry experience using any of the firms available to make the students have a more practical experience.
- ii. The affective education can be improved so that it can have a much more positive influence on job creation in the study area by using power sharing method of entrepreneurship education which entails teachers making decisions with the students about the content and path of future learning. This will make students feel empowered when they can teach peers, evaluate themselves, and choose how to complete tasks, thus giving them an independent mindset to be more innovative in future business endeavour.
- iii. Cognitive education should be taught by a much more experienced lecturer as it requires the bringing out and stimulating the latent talents of the student to achieve the best they can through multitasking activities that will challenge the students to think outside the box.

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