

Original Article

# Entrepreneurship Education as a Correlation to Job Creation and Unemployment Reduction in Cross River State, Nigeria

Odike, Mary Rose<sup>1</sup> Okolo, Ebere U.<sup>2</sup> Otoh, Agnes<sup>3</sup>

<sup>1</sup>Department of Vocational Education – Godfrey Okoye University, Enugu, Nigeria

<sup>2</sup>Department of Science and Computer Science Education – Godfrey Okoye University, Enugu, Nigeria

<sup>3</sup>Department of Vocational Education – Godfrey Okoye University, Enugu, Nigeria

## ABSTRACT

The study determined the relationship that exists among the entrepreneurship skills of students and their self-productivity and poverty reduction as its purpose. In order to achieve the above objectives, two research questions and two hypotheses guided the study. The correlation research design was adopted. Sample size of 75 undergraduate students from the three (3) universities in Cross River State was used for the study. An instrument titled Entrepreneurship Education as correlate to Job Creation and unemployment reduction Questionnaire (EECJCQRQ) was used for data collection. The research questions were answered using Pearson Product Moment Correlation Analysis. The null hypotheses were tested using simple linear regression analysis at 0.05 level of significance. It was found that there exists a high positive relationship between skills students acquire after an entrepreneurship education course and their self-productivity. A moderate positive relationship was found between entrepreneurship education skills and self-productivity. Equally, there was a high positive relationship between entrepreneurship education skills and poverty alleviation. Finally, it was found that the skills undergraduate students acquire after completing courses in entrepreneurship education significantly influences their entrepreneurial career intention and poverty alleviation but not necessarily influence their self-productivity. Based on the findings and conclusions drawn, the researchers recommended among others that specialists should be allowed to handle entrepreneurship education for productivity in the students.

**Keywords:** Entrepreneurship, job creation, unemployment reduction.

## Introduction

Unemployment rate in recent time got worst in Nigeria and Cross River State in particular, self-employment and small enterprise initiatives are presently high on the country's national agenda, it is hoped that these initiatives will provide alternative channels of employment. The authors suggest that, a good number of youths are unemployed; this is traceable to the type of education students receive in school. Maintaining that, students are generally educated in areas like arts and sciences which have given rise to what is noted as "white collar job

syndrome" which has failed to arrest unemployment because of the limited available opportunities in government establishments. Though, Entrepreneurship education sort to solve the problem of unemployment through job creation; leading to

## How To Cite This Article:

Odike, M. R., Okolo, E. U., & Otoh, A. (2023). Entrepreneurship Education as a Correlation to Job Creation and Unemployment Reduction in Cross River State, Nigeria. *Godfrey Okoye University International Journal of Education*, 3(1), 143–152. Retrieved from <https://gojournals.gouni.edu.ng/index.php/gouijoe/article/view/46>

self-productivity and poverty reduction, commitment made by the government notwithstanding, it is not yet evident the extent to which entrepreneurship education has been able to solve the problem of unemployment through job creation. This study therefore sort to investigate the relationship between entrepreneurship education programme of universities and job creation in Cross River State, Nigeria

According to Dim, Akpunonu, and Muogbo, (2016) Entrepreneurial education is defined "as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them." However, the authors further state that, Entrepreneurship Education has also been described as a formal or informal structured learning that inculcates in students/trainees the ability to identify, screen and seize available opportunities in the environment in addition to skill acquisition. It is also, important to sensitize the public and educators on the need for entrepreneurial education. More so, it is necessary that university administrations are well educated on entrepreneurship education. Hence, the National Universities Commission (NUC) should organize seminars, workshops and campaigns with the aim of enhancing the knowledge of university administrators, the public and students in this area. Therefore, there is need for orientation of both students and university administrators. The authors suggest that, Educators are challenged with designing effective learning opportunities for entrepreneurship students and those programs for entrepreneurship students should emphasize individual activities over group activities, be relatively unstructured, and present problems that require a "novel solution under conditions of ambiguity and risk. Advising that, Students must be prepared to thrive in the "unstructured and uncertain nature of entrepreneurial environments"

Remekiene, Startiene and Dumciuviene (2013) carried out a study on Explaining Entrepreneurial Intention of University Students in Lithuania. The study aimed at establishing the impact of entrepreneurship education in promoting entrepreneurship among young people. The findings of the study revealed that, 77% of the third- and

fourth-year students of both economics and mechanical engineering are thinking about starting-up their own private businesses after they have completed their studies. The findings also revealed that entrepreneurship intention is influenced by some factors, but the personality traits such as self-efficacy, risk taking, initiative for business start-up, favorable attitude towards business, behavioural control, need for achievement and internal locus of control can be developed while acquiring entrepreneurship education.

Ezeiofor, and Ezekwesili, (2022) opine that, the recent United Nations conference on environmental challenges in 2019 brought together world leaders who discussed green economy in the framework of sustainable development and poverty reduction. Businesses are encouraged to be conscious of their commercial activities and to create good jobs through energy efficient technologies and industrial processes in this regard. Cross River State as one of the 36 states in Nigeria is not insulated from the various efforts at bringing the objectives of entrepreneurship education to bear. Though successive governments in the state have tried to address the issues above, the effects of the policies and programmes on creating jobs and reducing unemployment and poverty among the youths has been that of mixed feelings as there still exists a very high rate of youth unemployment in all parts of the state.

Given this scenario, it becomes pertinent to examine how entrepreneurship education is associated with the entrepreneurial orientation of undergraduate students towards job creation and unemployment reduction. The objectives of entrepreneurship education are spelt out by as: to provide meaningful education for youth which could make them self-reliance and subsequently encourage them to drive profit and be self-independent; to provide graduate with the training and support necessary to help them establish a career in small and medium size businesses; to provide graduates with training skills that will make them meet the manpower needs of the society; to provide graduates with enough training in risk management to make uncertainty bearing possible and easy; to stimulate industrial and economic growth of rural and less developed area; to provide graduate

enough training leer will make them creative and innovative in identifying new business opportunities; to provide small and medium sized companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to management of the business centre.

### Statement of the Problem

With the soaring unemployment rate in Nigeria and Cross river state in particular, self-employment and small enterprise initiatives are presently high on the country's national agenda, it is hoped that these initiatives will provide alternative channels of employment. 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 have 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. To solve the problem of unemployment, there is need for a more functional and skill-oriented education which entrepreneurship education seeks to provide.

Commitment made by the government notwithstanding, it is not yet evident the extent to which entrepreneurship education has been able to solve the problem of unemployment through job creation leading to self-productivity and poverty reduction. There still exist indication of high rate of youth unemployment, poverty and other social vices in all parts of the state. Underlying this situation is the fact that the training which University students receive has not been fully successful in equipping them with desirable skills and competences required for job creation and self-employment. The period between graduation and employment dates has continued to lengthen and this has become a source of frustration. This study therefore investigated the relationship between entrepreneurship education programme of universities and job creation in Cross River State, Nigeria

### Purpose of the Study

The main purpose of this study was to determine the relationship between entrepreneurship

education and job creation in Cross River State. Specifically, the study sought to:

- i. Ascertain the relationship between skills undergraduate students acquire after completing an entrepreneurship education course and self-productivity.
- ii. Determine the relationship between skills undergraduate students acquire after completing entrepreneurship education course and poverty reduction.

### Research Questions

The following research questions guided the study:

1. What is the relationship between skills undergraduate students acquire after completing an entrepreneurship education course and self-productivity?
2. What is the relationship between skills undergraduate students acquire after completing an entrepreneurship education course and poverty alleviation?

### Research Hypotheses

The following null hypotheses were formulated to guide the study and was tested at 0.05 level of significance.

H0<sub>1</sub>: There is no significant relationship between entrepreneurship education skills and self-productivity.

H0<sub>2</sub>: There is no significant relationship between entrepreneurship education skills and poverty reduction.

### Review of Related Literature

Morrison ,Ogho,., and Ucheagwu, (2015) investigated on the relevance of entrepreneurship education in curbing social vices political and improving employment opportunities in Nigeria. It has been observed that Nigerian socio-political institution is characterized by anti-social and anti-democratic activities such as rigging, impersonation, falsification of results, kidnapping and thuggery; activities that are mainly engaged by unemployed youths who are supposed to be contributing positively to the development of the society.

The main purpose of the study was to find out ways through which entrepreneurship education can be used to curb social vices through the provision of employment opportunities. The paper also observed



that majority of those who involve in anti-social activities are frustrated youths who have lost confidence in the government of the nation and are engaged by selfish politicians who use them as instruments of social destruction for the actualization of their greedy and power drunken desires. The researchers identified entrepreneurship education as a sure way and hope for the nation to curb the spate of social insecurity: believing that if the unemployed have their own businesses that will sustain them, they would want to disengage themselves from anything that will dent their image and expose them to danger. Recommendation were that government should re-emphasize entrepreneurship skills development at all levels of education, engage youths in the training of entrepreneurial skills relevant to the economy of the immediate environment and create enabling opportunities for self-employment. Regular orientation and enlightenment campaigns on the dangers of anti-social activities, political thuggery and importance of entrepreneurship education should be given to youth across Nigeria. If this is adhered to many youths who would have been attracted to nefarious activities would be disengaged.

In the words of Ejiofor and Ezekwesili, (2022) Entrepreneurship, in layman's terms, is the process of merging and converting various production inputs into a finished product. However, when it comes to defining entrepreneur, the concept is multifaceted, and coming up with a concise description might be tough. According to Dim, Akpunonu, and Muogbo, (2016) Entrepreneurship education has continued to feature as a captivating theme in local summits and international conferences because of its potency as tool for mitigating unemployment and other social-economic challenges inhibiting sustainable development in all parts of the globe. Inclusive of entrepreneurship 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 dates back to 2006. However, within a few decades (1947-1980s), over 300 universities had introduced entrepreneurship education into their array of courses. Also, by early 1990s the number of tertiary institutions running

entrepreneurship programmes increased to 1,050 schools.

Maintaining that, Nigeria adopted entrepreneurship education to accelerate economic growth and development. This 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 impact on the intellects. Therefore, Entrepreneurship 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 in Nigeria

In the words of Dim, Akpunonu, and Muogbo, (2016) In the words of Entrepreneurship 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 in Nigeria; Regrettably, entrepreneurship education in Nigeria is faced with a lot of challenges like ineffective implementation of entrepreneurship education curriculum hence the difficulty in achieving its goals, lateness in starting entrepreneurship education in Nigeria; poor funding of entrepreneurship education; and undergraduate students perceiving entrepreneurship education as one of unnecessary electives forced on them by their respective schools. Looking at the above challenges, some institutions and government have failed to prepare these students for self-reliance by not having fully equipped skill acquisition centres, on the other hand, government failing to empower few of them who acquired some skills.

Maina, (2014) investigated the progress of a nation is a function of the level of the resourcefulness of the people which to a great extent, relates to the level of quality of the training and purposeful development of education in that nation. Such progress or development could only occur when an individual in the society is gainfully employed and per capital income is enhanced. This could only be possible when government educational policies are geared towards a functional education that can lead to job creation and

also self-reliance. Entrepreneurship education is a means through which government could attain such development in the society. Therefore, this paper examines how the role of entrepreneurship education and how it could help in job creation in Nigeria. The challenges of quality entrepreneurship education were also discussed. Finally, the paper advanced some suggestions on how to overcome the challenges so as to reduce unemployment and enhances job creation in Nigeria.

Dim. Akpunonu, and Muogbo (2016) investigated the Effect of Entrepreneurship Education on Human Capital Development in Nigeria. The broad objective of their study was to investigate the prospect of repositioning Entrepreneurship education as a strategy for boosting Human Capital Development. The study used descriptive statistics (frequencies, mean, and percentages) to answer the five research questions posed. One-way ANOVA was used to test the five hypotheses that guided the study. Three hundred and six copies of questionnaire were administered, and two hundred and fifty-four were returned. Consequently, the findings portrayed a significant relationship of entrepreneurship education, willingness to start entrepreneurial firms, job creation, sustainable wealth creation, youth empowerment, and economic development. The study therefore recommends that the federal government of Nigeria in conjunction with the state government should evolve a national culture of entrepreneurship by supporting, training, and rewarding self-reliant graduates across the tertiary levels.

Eton, Omorobi, Garieth, and Nwakpa, (2021) assert that, the factors that inspired the 1969 national curriculum conference and subsequent introduction of a vocationally driven 6-3-3-4/9-3-4 system of education was unemployment, as well as the marked disparity between curricular offerings and actual labour market needs of our national economy. Similarly, in 2006, the National Universities Commission (NUC) made entrepreneurship education compulsory for all undergraduates in Nigerian universities to develop their job creation potentials. Despite these efforts to reposition higher education for the production of graduates who are not mere job-

seekers but job creators; today, many graduates are still found desperately seeking for non-existing jobs. This signals that entrepreneurship education so provided, has not been effectively managed thereby resulting to its failure to achieve the desired objectives. Therefore, this study 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 reveal that there is a significant relationship between all variables of management of entrepreneurship programmes and job creation tendency among students.

Ezejiofor, and Ezekwesili, (2022) Sort to determine the significant relationship between sustainable entrepreneurship and sustainable economic development in Nigeria. Survey research design was adopted for the study, with a sample of 135 entrepreneurs was utilized for the study using infinite population method. Data relating to research question were analysed with five point -Likert scale. The hypothesis was tested using Pearson correlated coefficient at 1% level of significance. The study suggests that in Nigeria, sustainable entrepreneurship has a strong link to long-term economic development. Because entrepreneurship contributes greatly to a nation's long-term economic development, the Nigerian government must create an enabling environment in the form of efficient and readily available basic infrastructure, particularly electricity. Anyanwu, oluchukwu, OLaolu, Onibiyo, and Rotimi, (2022) investigated the Entrepreneurship Education as Strategy for Economic Development in Nigeria:

Evidence from FCT, Nigeria. This research was designed to investigate the roles of entrepreneurship education in poverty reduction and employment generation in Nigeria. A survey design was used for the study. A total of 384 respondents from the University of Abuja and BAZE University, Abuja were involved. Primary data were collected through the administration of questionnaires. The data were analyzed using the Pearson's Product Moment Correlation Coefficient. Krejcie and Morgan (1970) scientific sampling technique was engaged for the finite population of the study. The findings showed that some students intended to start their own business upon graduation, while others had no entrepreneurial ambitions at all because of lack of financial capacity. The study recommended for the need to introduce entrepreneurship education into the curricula for all the three levels of tertiary institutions across the nation, this would help inculcate job-creation mindsets into the hearts of youths, as well create an enabling environment for sustainable economic development, which will lead to reduction in poverty level and crimes rate in Nigeria.

#### **Method**

This study adopted correlational survey research design. This design distinguishes the relationship between two or more variables in relation to the population. This design is considered appropriate because it provided the researcher the opportunity of sampling the opinion of a large number of the population considered significant to determine if a relationship exists between the dependent and independent variable.

This study was carried out in Cross River State. This State is one of the seven states that make up Nigeria's South-geopolitical zone which is located in the middle belt area of Nigeria. Cross River State shares an international boundary with the Republic of Cameroon to the east and interstate boundaries with Benue state to the north, Ebonyi and Abia States to the west, Akwa Ibom and Atlantic Ocean to the South. Cross River State has Calabar as its capital with eighteen (18) Local Government Areas.

The population of the study was seventy-five (75) comprising of all the final year Business education students in all the three universities in Cross River

State. The population was made up of the (35) final year Business education students in federal University, twenty-four (24) final year Business education students sixteen (16) final year Business education students' year students in the private university in 2021/2022 Academic Session). These three (3) universities in Cross River State are: Federal University of Calabar, one state University- Cross River State University of Technology and one private University-Aurthur Jarvis university. The entire population was studied because it was manageable. Structured questionnaire tagged Entrepreneurship Education as Correlate to Job Creation and unemployment reduction Questionnaire (EEJCURQ) developed by the researchers was used for data collection. The questionnaire was made up of two (2) sections- sections A and B respectively. Section A elicited information on the respondents' bio-data while section B consisted of 26 questionnaire items in three (3) clusters, cluster A, B and C rated on a four-point rating scale.

Three specialists validated the instrument to establish the face validity; two from science and computer education department and one from vocational education department all in faculty of Education, Godfrey Okoye University, Enugu. The specialist helped to ensure that the relevant dimensions of the constructs used in the study were adequately covered by the instrument.

The reliability of the instrument was established through trial testing by administering the instrument to twenty (20) undergraduate final year students randomly composed from Enugu State University of Science and Technology (ESUT) which is outside the study area. The Cronbach alpha formula was used to establish the internal consistency of the instrument at the reliability coefficient which yielded 0.75, 0.81 and 0.89. These indicated that the instrument is reliable for the study. However, the grand mean of reliability index value was 0.82.

The researchers with the help of two (2) research assistants administered the instrument to the students in their respective schools. The instrument was administered and collected on the spot, this gave the respondents the chance for clarification where



necessary and to ensure hundred per cent return of the instrument. Pearson product moment correlation co-efficient was utilized to answer research questions. Hypotheses were tested using simple linear regression analysis at 0.05 level of significance. Results were interpreted using criterion measure as follows:

Very high relationship  
High relationship  
Moderate relationship  
Low relationship

0.8 - 1.00  
0.5 - 0.7  
0.02 - 0.4  
0.0 - 0.1

The results of the analysis were presented in the tables below.  
Research Question One: What is the relationship between skills undergraduate students acquire after completing an entrepreneurship education course and self-productivity?

Table 1  
Pearson's Product Moment Correlation Analysis of the Relationship between Skills Students acquire after completing an Entrepreneurship Education Course and Self Productivity

Variable	$\bar{x}$	SD	N	R	$R^2$
Entrepreneurship Skills	2.80	0.42	75	0.62	0.10
Undergraduate Students Acquire Self-productivity	2.29	0.30			

$R^2$  = coefficient of determination

To answer this research question, the scores from the responses of the respondents on skills students acquire after an entrepreneurship education course were correlated with responses on self-productivity. The result above shows that the correlation coefficient obtained was 0.62 meaning that; there is moderate positive relationship between skills students acquire at concluding entrepreneurship education course and self-productivity. In addition, the result shows that, the coefficient of determination ( $R^2$ ) associated with the correlation coefficient of 0.62 was 0.10. This coefficient of determination ( $R^2$ ) indicates that 10% of the skills students acquire after an entrepreneurship education course influence their self-productivity.

Research Question Two: What is the relationship between skills undergraduate students acquire after

completing an entrepreneurship education course and Poverty Reduction?

Table 2

Pearson's Product Moment Correlation Analysis of the Relationship between Skills Students acquire after completing an Entrepreneurship Education Course and Poverty Reduction

Variable	$\bar{x}$	SD	N	R	$R^2$
Entrepreneurship Skills Undergraduate Students Acquire Poverty Reduction	2.80	0.42	75	0.74	0.02
	3.25	0.27			

$R^2$  = coefficient of determination

In order to answer research question 2, the scores from the responses of the respondents on skills students acquire at concluding an entrepreneurship education course were correlated with responses on poverty reduction. The result above shows that the correlation coefficient obtained was 0.74; which shows that, there is high positive relationship between skills undergraduate students acquire after entrepreneurship education course and poverty reduction. Table 3 also shows that, the coefficient of determination ( $R^2$ ) associated with the correlation coefficient of 0.74 was 0.02. This coefficient of determination ( $R^2$ ) indicates that 2% of the skills students acquire after entrepreneurship education course influence poverty reduction.

Hypotheses

Hypothesis One: There is no significant relationship between entrepreneurship education skills and self-productivity.

Table 3

Regression Analysis of the Significant Relationship between Entrepreneurship Education Skills and Self Productivity

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	0.593	1	0.59	7.654	0.07
Residual	5.654	73	0.08		
Total	6.247	74			

$\alpha = 0.05$

The result in Table above shows that an F-ratio of 7.654 with associated exact probability value of 0.07 was obtained. This probability value of 0.07 was compared with 0.05 set as level of significance for testing the hypothesis and it was found to be not significant because 0.07 is greater than 0.05. The null hypothesis which stated that; there is no significant relationship between skills students acquire after an entrepreneurship education course and self-productivity was therefore upheld. The inference drawn therefore was that, the skills undergraduate students acquire after an entrepreneurship education course do not influence their self-productivity.

Hypothesis Two: There is no significant relationship between entrepreneurship education skills and Poverty Reduction.

Table 4

*Regression Analysis of the Significant Relationship between Skills Entrepreneurship Education Skills and Poverty Reduction*

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	0.222	1	0.22	1.703	0.001
Residual	9.521	73	0.13		
Total	9.743	74			

$\alpha = 0.05$

In Table 4, the result shows that an F-ratio of 1.703 with associated exact probability value of 0.001 was obtained. Since the probability value of 0.001 is less than 0.05 set as level of significance for testing the hypothesis, it means that the null hypothesis which stated that; there is significant relationship between skills undergraduate students acquire after an entrepreneurship education course and poverty reduction was therefore not upheld. The inference drawn was that, the skills undergraduate students acquire after an entrepreneurship education course significantly influence poverty reduction.

Summarily, from the data analysis and interpretation of the results, the following findings emerged;

1. There is a moderate positive relationship between skills students acquire after an entrepreneurship education course and self-productivity.
2. There is a high positive relationship between skills students acquire after entrepreneurship education course and poverty reduction.
3. The skills undergraduate students acquire after an entrepreneurship education course do not influence their self-productivity.
4. The skills undergraduate students acquire after an entrepreneurship education course significantly influence their poverty reduction.

#### Discussion

Regarding the relationship between Skill Students Acquire after an Entrepreneurship Education course and self-productivity, research question 1 and hypothesis 1 dealt with this aspect of the study. The results are summarized in tables 2 and 4. The findings revealed that the skills students acquire after an entrepreneurship education course moderately influence self-productivity. The hypothesis tested revealed no significant relationship between entrepreneurship skills and self-productivity. Entrepreneurship education courses do not influence self-productivity. These findings are in disagreement with that of Eton, Omorobi, Garieth, and Nwakpa. (2021) which showed a significant relationship between entrepreneurship education and youth empowerment for self-productivity. It is observed that entrepreneurship education is not really a strategy for boosting human capital development for self-productivity. The reason for this finding may be attributed to the fact that undergraduate students used for this study do not have high need for self-productivity which is imparted through entrepreneurship education. In Anyanwu, oluchukwu, OLaolu, Onibiyo, and Rotimi, (2022) statement, entrepreneurship education changes the orientation and attitude of the recipients who in the process acquire skills and knowledge to enable him set up and manages a business enterprise, to become self-



productive and reduce poverty; whereas, the present study says otherwise.

Regarding the relationship between Entrepreneurship Education skills and poverty reduction, the focus of this research question was to determine the relationship between entrepreneurship education skills and poverty alleviation. The findings are summed up in table 3 and 6. The result showed that there is a high positive relationship between skills students acquire after an entrepreneurship education course and poverty reduction. The hypothesis tested showed a significant relationship between entrepreneurship education skills and poverty reduction.

The findings are in line with Dim, Akpunonu, and Muogbo (2016) which revealed that entrepreneurship education and training is a strategic tool for poverty reduction in Nigeria and that lack of entrepreneurship skills among youth is responsible for the high rate of poverty in the society. It can be deduced that exposure of undergraduate students to entrepreneurship skills will stimulate entrepreneurial drive in students which is a significant factor in job creation for poverty reduction.

#### Conclusion and Recommendations

The following conclusions were drawn from the findings of the study. It was found that there exists a high positive relationship between skills students acquire after an entrepreneurship education course and their career intention. A moderate positive relationship was found between entrepreneurship education skills and self-productivity. Equally, there was a high positive relationship between entrepreneurship education skills and poverty alleviation. Finally, it was found that the skills undergraduate students acquire after completing courses in entrepreneurship education significantly influences their entrepreneurial career intention and poverty reduce but not necessarily influence their self-productivity.

Based on the findings and conclusions drawn, the following recommendations are made:

1. The vice chancellors overseeing the affairs of the universities should ensure that course lecturers assigned to teach entrepreneurship education are specialists in the field. Experts

with practical experience in entrepreneurship from the industry could also be engaged on full or part-time arrangement.

2. Universities should organize industrial tours, field trips, mentorship programs, exposure of students to local and international trade fairs, seminars, workshops and government funded exchange programs to industrialized nations where the culture of entrepreneurship is well established. This approach will engender entrepreneurship culture in Nigerian students.
3. Federal government support agencies such as the National Directorate for Employment (NDE), National Poverty Eradication Program (NAPEP), Small and Medium Enterprises Development Agency (SMEDAN), Corporate Affairs Commission (CAC) and Bank of Industry (BOI) should have periodic visit to universities for the purpose of sensitizing students on their statutory mandates and how they can assist willing entrepreneurs in facilitating job creation and self-employment.
4. Government and Non-Governmental Organizations (NGOs) and all other stake holders in education industry should ensure that entrepreneurship education is properly funded as no effective planning and implementation of any program can take place in the absence of funds.

#### References

- Adeyinka, H. (2017). "Poverty and its measurement - The presentation of a range of methods to obtain measures of poverty". pp. 2-3.
- Anyanwu, D. Oluchukwu, OLaolu, E. O., Onibiyo, and Rotimi, E. (2022) Entrepreneurship Education as Strategy for Economic Development in Nigeria: Evidence from FCT. *Nigeria Quest Journal of Management and Social Sciences* 10(8):137-143
- Dim, E; Akpunonu, U. E. V; and Muogbo, U. S (2016) An Evaluation of the Effects of Entrepreneurship Education on Human Capital Development in Nigeria *Sacha Journal of Policy and Strategic studies* 5 (1) (2016) pp15 -27

- Eton, I. C, omorobi, Garieth, O. and Nwakpa, N. C, (2021) Management of Entrepreneurship Education and Job Creation Tendency among Students in Public Universities in Cross River State, Nigeria  
<https://www.researchgate.net/publication/355389589> Retrieved August, 2022
- Ezejiofor, R. A. and Ezekwesili, T. P., (2022) sustainable entrepreneurship and sustainable economic development in Nigeria *Scholarly Journal of Advanced Legal Research* | ISSN: 2782-8220 2( 5 )pp 1-12 | [www.ijaar.org](http://www.ijaar.org)
- Morrison ,U. I, Ogho, I. N., and Ucheagwu, L. N. (2015) Restrategizing Entrepreneurship Education for Curbing Social Vices in Nigeria *Journal of Education*, 8 (01; pp 177-185
- Papulová Z, and Papula J, (2015) Entrepreneurship in the Eyes of the Young Generation Business Economics and Management 2015 Conference,  
<https://pdf.sciencedirectassets.com/282136/1-s2.0-S2212567115X00177/1>
- Sule, M (2014) The role of entrepreneurship education on job creation among youths in Nigeria *International Letters of Social and Humanistic Sciences* Online: 2013-10-31 ISSN: 2300-2697, Vol. 15, pp 87-96