

**Entrepreneurship Education an Venture Creation: Evidence from NYSC Members in Bida, Niger State**

**By**

**Alfa Idris Alhaji Yabagi**

(alfaidris8@gmail.com)

+2349077491148

*Post Graduate Student, Department of Business Administration, Ibrahim Badamasi Babangida University, Lapai*

**&**

**Shuaib Ndagi Sayedi (PhD)**

Corresponding Author: ssndagi@gmail.com/snsayedi@ibbu.edu.ng

+2347043766411

*Lecturer, Department of Business Administration, Ibrahim Badamasi Babangida University, Lapai*

**&**

**Salihu Adelabu Abdulwaheed (Prof.)**

(adelabusalihu21@gmail.com)

+2348126458396

*Lecturer, Department of Business Administration, Ibrahim Badamasi Babangida University, Lapai*

**ABSTRACT**

*Inadequate or lack of entrepreneurial skills by majority of Nigerian graduates and servicing corps members has made government of Nigeria to make entrepreneurship education mandatory in tertiary institutions of learning and National Youth Service Corps (NYSC) orientation camps. Thus, the study examines the effect of entrepreneurship education on venture creation intention among NYSC members in Bida Local Government of Niger State. The study adopted a survey research and population is 321 NYSC corps members servicing in Bida Local Government of Niger State. The study sampled 178 respondents who are servicing corps members as at year 2023 and questionnaire was the instrument for data collection. The regression result shows that entrepreneurship education (measured by curriculum content, learning environment and educators' competence) has significant effect on venture creation intention among NYSC members in Bida Local Government of Niger State. The study therefore recommended among others: every Corp member should be required to work for at least three months in companies that can help them launch their own business. Entrepreneurship facilitators should possess greater practical knowledge. The organized private sector and various tiers of government should contribute to the funding of entrepreneurship education research and provide supportive incentives such as easy access to finance options.*

**Keywords:** Entrepreneurship Education, Venture Creation, Graduate Unemployment, NYSC members, Entrepreneurial Skills.

**1. Introduction**

Graduates unemployment and Nigeria (Onuma, 2016). This is because underemployment along with other majority of unemployed graduates lack the socioeconomic issues are problems in fundamental entrepreneurial skills needed to

start their own businesses. Venture creation is essential for the expansion of any country's economy since it brings about substantial modifications in both business and society (Nzewi, Onwuka, & Onyesom, 2017). Venture creation is a strategy for launching new enterprises and filling the gap between a funded business and an idea (Muhammad, 2018).

The term venture creation is developing a novel concept or technological advancement into a profitable business that can draw investors (Gatewood, Shaver, & Gartner, 2002 in Rabi'u, 2018). A start-up entity created with the intention of making a profit is a venture creation (Business Dictionary, 2016). Many business endeavors started in a response to the market demand, lack of market supply or when a new business opportunity is identified (Rabi'u, 2018). Dimensions of venture creation intention include opportunity identification and business start-up (Gaglio, 1997 in Rabi'u, 2018; ICAS, 2014). Venture creation through opportunities' identification includes, catering and decorating, creating shoes, making soap and detergent, raising fish, and making beads and wire, so on. Majority of new venture creation formations help the economy by fostering innovation, employment generation and economic

growth (Nzewi, Onwuka & Onyesom, 2017). Venture creation may be affected by entrepreneurship education taught in tertiary institutions and National Youth Service Corps (NYSC) orientation camps.

Entrepreneurship education has been recognized for many years as being essential to the structural and functional change of any economy. This is because entrepreneurship education equips graduates with the necessary skills to enable them to be innovative and creative in exploring business opportunities and provides valuable education for young people that will help them become independent. It also gives graduates the training and assistance they need to launch a career in small and medium-sized businesses and encouraging the creation of new ventures. It promotes the industrial and economic development of rural and underdeveloped areas (Oborah, 2006 in Matthew, Haruna, Ameh & Maisamari, 2020). Those individuals who graduated from tertiary institutions and NYSC orientation camps are given requisite training in the skills they will need to meet society's demands for labour.

Moreover, entrepreneurship education program in Nigerian higher institutions is to promote spirit of entrepreneurship among students and staff for both learning and

promoting the creation of business ventures (Yahaya, 2011 in Oguntimehin, 2018). Entrepreneurship education is a course or program that introduces business concepts and business creation strategies in order to get students ready to launch their businesses (Hauwa and IIsichei, 2019). The dimensions of entrepreneurship education that may affect venture creation for employment generation and economic growth include curriculum content, learning environment and educators' competence (Fred, Sunday, Kelechi, Mercy, Adeshola, Emmanuel, Chibogu & Temitope, 2021). Though, the finding of the National Directorate of Employment (NDE) indicate that over 200,000 Nigerian graduates who went through the National Youth Service Corps (NYSC) in the in the past five years were still jobless, despite the World Bank's claim that one in ten graduates find employment (Lgwe, Adebayo, Olakanmi, Ogbonna, & Aina, 2013).

Besides, Muhammad, Ayesha and Muhammad (2015); Agwu, Onwuegbuzie and Ezeifeke (2017); Syed and Andras (2017); Rabi'u and Kibuuka (2017); Andah, Hauwa and IIsichei (2019); Matthew, Haruna, Ameh, and Maisamari (2020); Othman, Othman and Juhdi (2022) and Egwakhe, Abdullahi, Akande and Umukoro

(2022) establish a strong relationship between entrepreneurship education and venture creation, business startups or entrepreneurship development in Nigeria. Out of all the reviewed literatures, only Egwakhe, Abdullahi, Akande and Umukoro (2022) focus on NYSC members in Nigeria. Others emphasize more on university or students of other tertiary institutions and fresh graduates. In addition, none of these researchers have focused on NYSC members in Bida Local Government. Therefore, the research examines the effect of entrepreneurship education on venture creation intention among NYSC members in Bida Local Government in Niger State. The study intends to be a contribution to the policy makers, graduates, corps members and potential researchers as a reference point.

The study is guided by the following null hypotheses so as to achieve the research objective.

**H<sub>01</sub>:** Learning Environment has no significant effect on venture creation intention among NYSC members in Bida Local Government.

**H<sub>02</sub>:** Curriculum Content has no significant impact on venture creation intention

among NYSC members in Bida Local Government.

**H<sub>03</sub>:** Educators' Competence has no significant effect on venture creation intention among NYSC members in Bida Local Government.

## **2. Literature Review and Theory**

### **2.1 Concept of Venture Creation**

Business startups, business development and enterprise development are interchangeable concepts. Muhammad (2018) asserts that, venture creation is a strategy for launching new enterprises and closing the disparity between a financed firm and an idea. Perry *et al.* (2008) opine that venture creation is a person's ability to take advantage of business possibilities by launching a new business with the goal of creating employment or self-employment. Bassegy and Atan (2012), in Andah *et al.* (2019), define venture creation as a circumstance in which graduates from institutions can launch businesses for self-sustenance. Abdul (2018), argues that venture creations should be taught using a hands-on approach to detect business prospects.

The operational definition of venture creation is the definition given by Bassegy and Atan (2012), in Andah *et al.* (2019). The scholars define graduates venture creation as a circumstance in which graduates from

tertiary institutions can launch new businesses for their self-sustenance. This is because the definition encourages venture creation among graduates.

### **2.2 Concept of Entrepreneurship**

#### **Education**

Neck and Greene (2011) in Matthew *et al.* (2020), argue that because entrepreneurship education is a collection of practices rather than a process with known inputs and anticipated effects, it can be viewed of as a method. These methods include learning stages rather than steps to finish, iterative rather than linear, creative rather than predictive, an emphasis on action rather than planning, and treating education as an investment rather than learning for an expected or predictable return, among others. Drenkat (2014), sees training in entrepreneurship has the ability to secure a steady stream of human capital, which yields a substantial return in terms of fundamental study findings, education, knowledge acquisition via experience, and capacity development. In order for students to acquire the skills, knowledge, attitudes, and interests required to become job creators, high-quality entrepreneurship education is required. According to Onuma (2016), entrepreneurship education spans the time of business development, leadership, change,

and growth and continuing procedure that prepare individuals (students) with entrepreneurial competencies. Udo-Imeh, Magaji, Hamidu and Yakubu (2016), say entrepreneurship education is the preparation for innovation and advancement. Hauwa and IIsichei (2019), opine that entrepreneurship education is a course or program that introduces business concepts and business creation strategies in order to get students ready to launch their own businesses.

Jones and English (2004), in Othman, Othman and Juhdi (2022), define entrepreneurship education as a process that teaches students how to identify economically viable opportunities as well as how to develop a vision and sense of identity as well as the information and skills necessary to take advantage of them. As a result, it is simpler for students to see the entrepreneurial opportunities present in their immediate environment when they have a solid understanding of the market. The operational definition of entrepreneurship education in this study is the definition given by Hauwa and IIsichei (2019). This is because the definition encourages entrepreneurship education among students ready for venture creation.

### **2.2.1 Dimensions of Entrepreneurship Education**

**Learning Environment:** Despite the fact that each level of education in this country contributes significantly to society, there is a stronger connection between university education and corporate operations across the nation. According to Pamela (2017), university support for a business startup may be considered as a strategy used by the school administration to provide the necessary training and preparation for the enterprise. It is an intentional and conscious effort that extends beyond the classroom and involves a practical approach to dealing with the creation of an environment that fosters creativity and capacity development in both people and the environment (Poblete & Amorós, 2013). The following components make up the learning environment: initiatives, seed funding, technology patenting, etc. However, the researcher uses these dimensions because others also used it. For instance, Fred *et al.* (2021), also used these three dimensions.

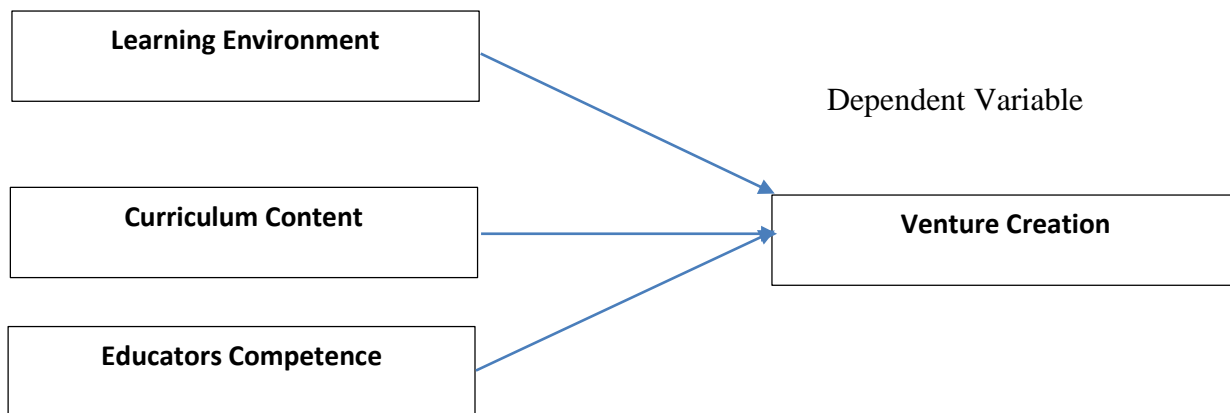
**Curriculum Content:** According to Olakundu (2017), curriculum content refers to the instructional modules that contain the knowledge students are intended to learn as part of a course or program. It is the manual that must be followed while instructing or

having an impact on learning (Anene & Imam, 2016). Olakundu (2017), holds that, the curriculum should emphasize management and business knowledge, including market analysis, estimation techniques, financial analysis, leadership concepts, human resources, and other administrative skills and talents. According to Chinweoke, Egwu and Nwabekee (2015), it should address the problems related to new business start-ups, business procedures, and industry conditions.

Educator's Competence or Teaching

Method: Entrepreneurial or enterprise education is mostly made up of its own and other varied teaching philosophies (Greene, 2014). According to Hill (1988) in Andah *et al.* (2019), the approach taken to teaching entrepreneurship education at the outset consists of a plan that the business intends to

Independent Variables



**Fig. 1:** Researcher's Conceptualization, 2023.

implements or strategizes for success. According to Honig (2004) in Andah *et al.* (2019), simulation and games are two training methods that will be helpful in the development of start-up businesses. As a result, Solomon (2007 in Andah *et al.*, 2019) cover some educational approaches, including the creation of business plans, professional classes, case studies, and mentoring or supervisory effort. Additionally, he made a distinction between various approaches, such as specialist visits, experiential learning, and so forth. Subsequently, the above views on teaching methods, the experimental method which includes detailed minded teaching are decreed as the best strategy. The research schematic model is shown in Figure 1 below:

### **2.3 Review of Empirical Literature**

Studies have looked into the effect of entrepreneurship education on venture creation. For instance, Muhammad *et al.* (2015) examine how entrepreneurship education affected Pakistani university students' intentions and desires for starting their own businesses. The study samples 160 participants and the regression result indicates that education has a significant impact on business venture creation. However, it fails to state any method used in estimating the sample size for their study. Agwu *et al.* (2017), investigate how entrepreneurship education affects the development of new businesses. Semi-structured interviews are used as the primary source of data. The findings demonstrate a substantial relationship between the entrepreneurship education constructs and new venture development among students. But, the study fails to use any robust method for data analysis and testing of hypotheses. This study intends to fill the gap by using multiple linear regressions for data analysis and testing of hypotheses. Rabi'u and Kibuuka (2017) examine the effect of entrepreneurship education and venture creation potential among colleges of education graduates in Kano state, Nigeria. The study samples 385 graduates from three

colleges of education in Kano state. The result demonstrates a significant positive relationship between entrepreneurship education and venture development potentials among graduates of educational institutes in Kano state. However, the research work failed to run any normality test before hypotheses testing. Andah *et al.* (2019) assess the impact of entrepreneurial education on graduate venture development in six states of Nigeria. The study samples one state from each 6 geopolitical regions. The study sampled 369 serving corps members using convenience and purposeful sampling techniques. The result shows that entrepreneurial education has significant impact on graduate venture development in six states of Nigeria. The study comes to the conclusion that graduate venture development by Nigerian graduates can greatly benefit from entrepreneurship education.

Again, Matthew *et al.* (2020) investigate the impact of entrepreneurship education on students' entrepreneurial development at the college of education in Billiri, Gombe State. The research uses a structured questionnaire and collects data from 100 students. The outcome shows that, students' experiences with entrepreneurship education have significant impact on entrepreneurial

development at the college of education in Billiri, Gombe State. But there is no robust technique for data analysis or testing of hypotheses in the study. Othman *et al.* (2022) examine how entrepreneurship education affect pre-start-up behavior in Malaysia among students 214 business students and 227 students from non-business schools made up the 441 final-year students. Smart PLS result indicates a direct relationship between entrepreneurship education and pre-start-up behavior of final year students in Malaysia. Egwakhe *et al.* (2022) examine effect of entrepreneurship education on business startup performance using human characteristics operate as a growth-catalyst moderator. A cross-sectional survey study approach is used to collect information from 406 graduate entrepreneurs before enrollment in NYSC in Lagos State. The result indicates personal characteristics significantly affect the relationship between entrepreneurship education and firm startup performance in Lagos State. However, the study's focus is only on NYSC participants in Lagos State. By analyzing the impact of entrepreneurship education on NYSC participants in Bida Local Government of Niger State, the researcher hopes to close this gap in the literature.

## **2.4 Theoretical Framework**

The human capital entrepreneurship theory forms the foundation of this work. Entrepreneurship theory based on human capital was introduced by Becker in 1975. When compared to personality characteristic theory, the theory is adopted primarily because it is better able to explain and investigate the research of entrepreneur development and progress because human capital can be built and is dynamic while personal traits are constant. This is so that the entrepreneur can continue to improve his or her human capital at every stage of the entrepreneurial process by acquiring new skills and knowledge.

Human capital is divided into two distinct poles by Ucbasaran, Westhead and Wright (2006). These poles are entrepreneurship-specific human capital and venture-specific human capital. They argued that whereas venture-specific human capital is associated with corporate organization research, entrepreneurship-specific human capital has received the greatest attention in the field. They demonstrated that the three key components of entrepreneurship-specific human capital are entrepreneurial capacity (the ability to recognize business opportunities and seize them), parental foundation (entrepreneurs at the beginning



of their development watch their family members acting innovatively), and the capacity to understand the concept of life as an entrepreneur (attitude development toward risk, new business start-up, and perceptions on finance and management). The venture's specialized human capital refers to an entrepreneur's understanding of the endeavor, familiarity with their clients and relationships with service and product providers, suppliers, and other business-related entities.

As a result, some skills and knowledge acquired by an entrepreneur may be difficult to categorize because they may belong to more than one of the two classifications (i.e., venture-specific human capital and entrepreneurship-specific human capital). Thus, this study only focus on using human capital that is unique to entrepreneurship. This study's application of the human capital theory of entrepreneurship is based on the idea that providing NYSC members with the proper entrepreneurial education will enable them to launch successful businesses and, as a result, lower unemployment. The hypothesis backs up the claim that a curriculum focuses on developing students' ability to recognize and seize economic opportunities will encourage venture development.

### **3. Methodology**

The study uses a survey methodology. Because of the nature of the study's problem, which needed gathering information to make inferences about potential remedies, the design is chosen. Three hundred twenty-one (321), serving Corp members in the Bida Local Government, made up the study's population. Given the time frame of the research and the ease of accessing the corps members, the NYSC members from batch A, B and C were chosen as at year 2023. The study used the convenience and purposeful sampling techniques to choose its 178-person study sample, which was calculated using Taro Yamane's (1967) formula. The researcher distributed the questionnaire designed to gather the fundamental data required for the investigation. There are two sections to the questionnaire. The respondents' biographical information is the subject of Section A, and the survey variables, which are statements on a 5-point Likert scale (ranging from 5= strongly agree to 1= strongly disagree), are the subject of Section B. The independent variables are learning environment, curriculum content, and educator competency, which are adopted from the works of Fred *et.al.* (2021) and used to

quantify entrepreneurship education. Additionally, venture creation intention, which was adopted from the works of Rabi'u (2018) is included in the dependent variables.

Quantitative data analysis techniques are used to examine the acquired data. To portray quantitative data in tabular form, frequency tables and percentage analyses are used. The Statistical Package for Social Science (SPSS Version 23) is coded and

used to enter and analyze the questionnaire data. For every independent and dependent variable, means, standard deviations, and correlations are calculated. Then, using a regression model, venture creation intention was regressed on the three independent variables. The regression model is described as follows with inspiration drawn from the work of Fred *et. al.* (2021). However, the research regression model is presented below:

$$VC = \alpha + \beta_1EE + \epsilon \dots\dots\dots 1$$

Equation 1 is aimed to achieve the basic objective.

$$VC = \alpha + \beta_1LE + \beta_2CC + \beta_3EC + \epsilon \dots\dots\dots 2$$

Equation 2 is aimed to achieve the specific objectives.

Where:

**α:** Constant

**VC=** Venture Creation: It is a start-up entity created with the intention of making a profit is a venture creation.

**EE =** Entrepreneurship Education: It is a course or program that introduces business concepts and business creation strategies in order to get students ready to launch their own businesses. It is measured by learning environment; curriculum content and educator's competence (Fred *et. al.*, 2021).

**LE:** Learning Environment: It is an intentional and conscious effort that

extends beyond the classroom and involves a practical approach to dealing with the creation of an environment that fosters creativity and capacity development in both people and the environment.

**CC:** Curriculum Content: Curriculum content refers to the instructional modules that contain the knowledge students are intended to learn as part of a course or program.

**EC:** Educator's Competence: It is the approach taken in teaching entrepreneurship education by the educator that will be helpful in starting-up a new business.

**e:** Error Term

**4. Results and Discussions**

A total number of one hundred and seventy-eight (178) serving NYSC members in Bida metropolis were sampled and data gathered by means of a structured questionnaire. One hundred and seventy-three (173) were properly filled and returned by the respondents.

**4.1 Normality Test**

The study used skewness, kurtosis and correlation to test the normality of the distribution and ensure that the data collected were normally distributed. According to Hair, Black, Barbn, and Anderson (2010), for data to be normally distributed, the values for Kurtosis and

Skewness should be between -7 and +7, respectively (See appendix).

**4.2. Test of Hypotheses**

Multiple Regression Analysis (MRA) was also employed in the study. When P value is less than 0.05 ( $P < 0.05$ ) we reject the null hypotheses and accept the alternative hypotheses. Likewise, when the significant value of P is greater than 0.05, we accept the null hypotheses and reject the alternative hypotheses.

**Ho:** Entrepreneurship Education has no significant effect on Venture Creation among NYSC members in Bida Local Government.

**Table1: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.986	.972	.971	2.082

Predictors: (Constant), EC, LENVT, CC  
Dependent Variable: VC

The multiple correlation of R, which is 0.986 in the regression result from Table 3 above, indicates a high level of prediction, and the R Square value of 0.972 indicates that the independent variable accounts for over 97% of the variability of the dependent

variable (venture creation). The independent variable accounts for 97.1% of the variance in the dependent variable, according to the adjusted R square of 0.971.

**Table 2: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25377.939	3	8459.313	1952.074	.000 <sup>b</sup>
	Residual	732.361	169	4.333		
	Total	26110.301	172			

Dependent Variable: VC  
Predictors: (Constant), EC, LENVT, CC

The model is statistically significant, as shown by the F value of 1952.074 and the P value of .000 in Table 2 above. We can draw the conclusion that changes in the dependent

variable (venture creation) are predicted by the independent variable (learning environment, curriculum content and educator's competence).

**Table 3: Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	13.423	1.006		13.341	.000	11.436	15.409		
LENVT	.560	.179	.154	3.137	.002	.208	.913	.068	14.606
CC	.825	.247	.221	3.335	.001	.337	1.313	.038	26.526
EC	1.958	.201	.619	9.723	.000	1.560	2.356	.041	24.398

Dependent Variable: VC

Table 3 indicates multiple linear regression output that is utilized to test the hypotheses. The regression output reveals the effect of learning environment, curriculum content and educator's competence on venture creation as expressed in the equation form as follows. Venture creation (Y)  $13.423 = 0.563x_1 + 0.825x_2 + 1.958x_3$ . The result of regression output between the entrepreneurial education and venture creation has a constant  $\beta$  value of 13.423 and standard error of 1.006. Learning Environment has positive co-efficient  $\beta$  value of 0.560 with standard error 0.179, t- value of 3.137 and significant level of 0.002 (1 percent). Therefore, learning environment has positive and significant effect on venture creation among

NYSC members in Bida Local Government. This reveals that one percent increase in learning environment will increase venture creation of the NYSC members by 0.560 (56%).

In addition, curriculum content has positive co-efficient  $\beta$  value of 0.825 with standard error 0.247, t-value of 0.221 and significant level of 0.001 (one percent). Thus, curriculum content has positive and significant effect on venture creation among NYSC members in Bida Local Government. This discloses that one percent rise in curriculum content will rise venture creation of the NYSC members by 0.825 (82.5%).

Also, educator's competence has positive co-efficient  $\beta$  value of 1.958 with standard error 0.201, t-value of 0.619 and significant

level of 0.000 (one percent). Hence, educator's competence has significant positive effect on venture creation among NYSC members in Bida Local Government. This means that one percent increase in educator's competence will increase venture creation of the NYSC members by 1.958 (195.8%).

Besides, 95% confident interval of the predictors range between lower boundary and upper boundary limits. First, the lower boundary limit and upper boundary limit of learning environment are 0.208 and 0.913 respectively. The estimated coefficient  $\beta$  value for learning environment is 0.560. This means learning environment has significant and positive effect on venture creation among NYSC members in Bida Local Government. This is because the coefficient value for learning environment ranges between the lower and upper boundary limits.

Second, the lower boundary limit and upper boundary limit of curriculum content are 0.337 and 1.313 respectively. The estimated coefficient  $\beta$  value for job curriculum content is 0.825. This discloses that curriculum content has significant and positive effect on venture creation among NYSC members in Bida Local Government. This is because the coefficient value for

curriculum content ranges between the lower and upper boundary limits. Third, lower boundary limit and upper boundary limit of educator's competence are 1.560 and 2.356 respectively. The estimated coefficient  $\beta$  value for educator's competence is 1.958. This means that educator's competence has positive and significant effect on venture creation among NYSC members in Bida Local Government. This is because the coefficient value for educator's competence ranges between the lower and upper boundary limits.

#### **4.3 Discussion of Findings**

Results from the correlation table above indicate that entrepreneurship education (learning environment, curriculum content and educator's competence) have significant relationship with venture creation among NYSC members in Bida Local Government. Likewise, the result from the hypotheses testing shows that learning environment, curriculum content and educator's competence (entrepreneurship education) have positive and significant effect on venture creation among nysc members in Bida local government area of Niger State. Therefore, it concludes that entrepreneurship education have significant effect and relationship on venture creation. This finding is in line with Muhammad *et al.*

(2015); Agwu *et al.* (2017); Syed and Andras (2017); Rabi'u and Kibuuka (2017); Andah *et al.* (2019); Matthew *et al.* (2020) and Othman *et al.* (2022).

#### **4.4 Theoretical and Practical Implications of the Study**

The theoretical implication of this study is that, the entrepreneurship theory based on human capital has been understood as a factor that influences entrepreneurship intentions to start a new business among corps members. Such factor is entrepreneurship education gauged by learning environment, curriculum content and educator competency. The practical implication of this research is that, an increase in the entrepreneurship education will significantly increase venture creation intention of NYSC corps members in Nigeria.

#### **5. Conclusion and Recommendations**

Majority of Nigerian graduates lack the fundamental entrepreneurial skills needed to start their business. In order to solve the problem, Nigerian government has come up with a policy that make entrepreneurship education mandatory in tertiary institutions and graduates in National Youth Service Corps (NYSC). This study examines the effect of entrepreneurship education on venture creation intention among NYSC

members in Bida Local Government of Niger State. The result shows that entrepreneurship education (learning environment, curriculum content and educator competence) has significant effect on venture creation intention. The study concludes that entrepreneurship education significantly influences venture creation intention among NYSC members in Bida Local Government of Niger State.

The research therefore, recommends that the government should synchronize the entrepreneurship education curriculum in Nigeria through the National Youth Service Corps. Every Corp member should be required to work for at least three months at companies that can help them launch their own business. Entrepreneurship facilitators should possess greater practical knowledge. The organized private sector and various tiers of government ought to contribute to the funding of entrepreneurship education research.

It is important to provide sufficient incentives, such as effective sensitization, a supportive training atmosphere, high-quality lectures and trainings, a skill acquisition center, easy access to finance options, etc. Similar to this, successful and efficient skill acquisition by corps members requires proper monitoring and coordination.

### **5.1 Limitations and Further Studies**

This study limits itself to entrepreneurship education and venture creation intention

among NYSC members in Bida Local Government of Niger State. Further studies should include NYSC members in other local governments of the state for generalization of the findings.

## REFERENCES

- Abdul, O. E. (2018). Entrepreneurial Skills and Growth of Small and Medium Enterprise (SMEs): A comparative analysis of Nigerian Entrepreneurs and Minority Entrepreneurs in the UK. *International Journal of Academic Research in Business and Social Sciences*, 8(5), 27-46.
- Abdullahi, A. O., Egwakhe A. J., Akande, F. I., & Umukoro E. J. (2022). Entrepreneurship Education and Venture Creation: Experimental Learning Role. *International Journal of Interdisciplinary Research and Innovations*, 10 (2), 41-50.
- Amidu, G., & Umaru, I. M. (2016). Repositioning of Entrepreneurship Education for Entrepreneurial Success of Library and Information Science Students. A study of Nasarawa State Polytechnic Lafia, Nigeria. *Journal of Humanities and Social Science*, 21(11), 34-40.
- Andah, R., Hauwa, L. A., & Iisichei, E. E. (2019). Entrepreneurial education and venture creation: An emerging economy perspective. *International Journal of Scientific Research in Social Sciences and Management Studies*, 4(2), 183-200.
- Anene, J., & Imam, H. (2016). Entrepreneurship education curriculum content for undergraduate students in Nigerian universities. *Journal of Education and Practice*, 2(3), 1-11.
- Agwu, M. E.; Onwuegbuzie, H. N., & Ezeifeke, P. (2017). Impact of entrepreneurship education on new ventures creation - A case study. *Advances in Social Sciences Research Journal*, 4(25), 98-114.
- Bassey, G. E., & Atan, M. A. (2012). Labour market distortion and university graduate unemployment issues and remedies. *Research Journal of Economic Theory*, 1(3), 67-76.
- Bechard, J., & Tolohouse, J. (1998). Validation of a didactic model for the analysis of training objectives in entrepreneurship. *Journal of Business Venturing*, 13(1), 317-332.
- Business Dictionary. (2016). *Business venture*. <http://www.businessdictionary.com/definition/business-venture.html>
- Chinweoke, N., Egwu, C. C., & Nwabekee, C. E. (2015) Graduate unemployment, and entrepreneurship in Nigeria. *International Journal of Business and Management Studies*, 4 (01), 309–317.
- Doan T. H., & Sung, E. B. (2018). Relationship between entrepreneurship education and innovative start-up Intentions among university students. *International Journal of Entrepreneurship*, 22(3), 173-175.
- Drenkat, N.K. (2014). *Entrepreneurship education in Nigerian universities for self-reliance in north-central states*. Unpublished PhD Dissertation. Department of Economics Education, University of Jos..
- Egwakhe, A. J., Abdullahi, A. O., Akande, F. I., & Umukoro, E. J. (2022). Entrepreneurship Education and Business Startup Performance: Are Personal Characteristics A Growth-Catalyst? *International Journal of Academic Research in Business and Social Sciences*, 12(5), 929 – 948. <http://dx.doi.org/10.6007/IJARBS/v12-i5/13232>
- Emmanuel, E. A. O., Dazala, I. U., & Daniel, J. D. (2012). Entrepreneurship Education and Attitude of Undergraduate Students to Self-employment in Mubi, Adamawa State,



- Nigeria. *Journal of Education and Practice*, 3(8), 95-102.
- Fred, P., Sunday, E., Kelechi, O., Mercy, A., Adeshola, P., Emmanuel, A., Chibogu, O., & Temitope, A. (2021). Entrepreneurship Education and Venture Intention of Female Engineering Students in a Nigerian University. *International Journal of Higher Education*, 10(4), 1-20.
- Gabadeen, W. O., & Raimi, L. (2012). Management of Entrepreneurship Education in Nigerian Higher Institutions: Issues, Challenges and Way Forward. *Abuja International Journal of Education and Management Sciences*, 2(1), 1-26.
- Gaglio, C. M. (1997). *Opportunity Identification: Review, Critique and Suggested* (Vol. 3). Retrieved from res=1492116019&Signature=GXljZHXpcyWW9gDBIONaClg2JIQ%3D&response-contentdisposition=inline%3Bfilename%3DOpportunity\_Identification\_Review\_Critiq.pdf
- Gatewood, E. J., Shaver, K. G., & Gartner, W. B. (2002). *Venture creation. Entrepreneurship: critical perspectives on business and management*, 2, 369. <http://books.google.com/books?>
- ICAS, B. P. C. (2014). *Starting a business: A step by step guide to starting and financing a new business*. [https://www.icas.com/\\_data/assets/pdf\\_file/0012/2415/AStep-By-Step-Guide-to-Starting-and-Financing-a-New-Business-ICAS.pdf](https://www.icas.com/_data/assets/pdf_file/0012/2415/AStep-By-Step-Guide-to-Starting-and-Financing-a-New-Business-ICAS.pdf)
- Jena, R. K (2020). Measuring the impact of business management student's attitude towards entrepreneurship education on entrepreneurial intention: A case study. *Computers in Human Behavior*, 107(2), 106-275.
- Jones, C., and English, J. (2004). A contemporary approach to entrepreneurship education. *Education Training*, 46(1), 416-423.
- Matthew, M. J.; Haruna, F. D.; Ameh, M. E. & Maisamari, M. A. (2020). Impact of entrepreneurship education on entrepreneurial development of students in college of education Billiri, Gombe State. *African Journal of Educational Management*, 1(1), 60-67.
- Muhammad, K. (2018). Entrepreneurship education content and venture creation potential among colleges of education graduates in Kano state Nigeria. *KIU Journal of Humanities*, 2 (2A), 185-195.
- Muhammad, I., Ayesha, Z., & Muhammad, R. (2015). Impact of entrepreneurship education on intention and desire for venture creation: An empirical study of entrepreneurs and non entrepreneur graduates. *Journal of Marketing and Consumer Research*, 6(1), 57-65.
- Neck, H. M., & Greene, P.G. (2011). Entrepreneurship education: Known worlds and new frontiers. *Journal of Small Business Management*, 9(1), 1-15
- Nzewi, H. N., Onwuka, E. M., & Onyesom, M. (2017). Entrepreneurship evolution and the growth of small scale businesses in Nigeria. *Journal of Business and Economic Development*, 2(3), 176-181.
- Oguntimehin, Y. A. (2018). The relationship between entrepreneurship education and students' entrepreneurial intentions in Ogun state-owned universities, Nigeria. *KIU Journal of Humanities*, 3(2), 285-294.
- Olakundu, M., A. (2017). *Perceptions of students on entrepreneurship education and entrepreneurial intentions in selected Nigerian universities: A thesis submitted to covenantuniversity, Ota, Ogunstate.*

- Olufemi, A. (2018). The effect of entrepreneurship education on entrepreneurial intention among tertiary institutions in Nigeria. *Journal of Small Business and Entrepreneurship Development*, 5(2), 1-14.
- Onuma, N. (2016). Entrepreneurship education in Nigerian tertiary institutions: A remedy to graduates unemployment. *British Journal of Education*, 4(5), 16-28.
- Othman, N. H.; Othman, N., & Juhdi, N. H. (2022). Does entrepreneurship education affect pre-start-up behavior in Malaysia? A multi-group analysis approach. *Frontier Psychology*, 13(1), 1-13.
- Pamela (2017). Knowledge production and higher education transformation in South Africa: towards reflexivity in university teaching, research and community service. *Higher Education*, 43(4), 457-488.
- Perry, J., Farmer, S., Markova, G., Pett, T., Ruth, D., Wolff, J., & Yao, X. (2008). *The new venture ? Process: How Nascent Entrepreneurs Behave When Forming A New Venture*. USASBE Proceedings, 7-33. [http://u.osu.edu/juliefox/files/2015/08/ORGANIZATIONAL\\_ENTREPRENEURSHIP\\_AND\\_THE\\_ORGANIZ-2aqhqar.pdf](http://u.osu.edu/juliefox/files/2015/08/ORGANIZATIONAL_ENTREPRENEURSHIP_AND_THE_ORGANIZ-2aqhqar.pdf).
- Poblete, C., & Amorós, J., E. (2013). University support in the development of regional entrepreneurial activity: An exploratory study from Chile. *Investigaciones Regionales*, 26 (1), 159-177.
- Rabi'u, A. N. (2018). *Entrepreneurship education and venture creation potential among colleges of education graduates in Kano State Nigeria*. A thesis submitted to the college of economics and management in partial fulfilment of the requirements for the Award of Doctor of Philosophy in Business Management (Entrepreneurship Option) of Kampala International University, Uganda. <http://hdl.handle.net/20.500.12306/13989>
- Rabi'u, A. N. & Kibuuka, M. (2017). Entrepreneurship education content and venture creation potential among colleges of education graduates in Kano State Nigeria. *Kampala International University Journal of Humanities*, 2(2A), 185-195.
- Shamsudin, A. S., Adelaja, A. A., & Minai M. S. (2018). Conceptualizing the effect of entrepreneurial education and industrial interface mix in enhancing entrepreneurial intention amongst graduates. *Journal of entrepreneurship Education*, 21(3), 1-10.
- Solomon, G. (2007). An examination of entrepreneurship education in the United States, *Journal of Small Business and Enterprise Development*, 14(2), 168-182.
- Syed, Z. A. K., & Andras, N. (2017). New venture creation – The influence of entrepreneurship education on students' behavior (A literature review based study). *Applied Studies in Agribusiness and Commerce*, 11(1-2), 147-154.
- Tende, S. B. A. (2017). *Entrepreneurship: Theory and practice*, Koyabi Nigeria Limited, Abuja.
- Udo-Imeh, P., Magaji, B., Hamidu, A., & Yakubu, K. (2016). Perceptions of entrepreneurship education by engineering students of Modibbo Adama University of Technology. Yola, Nigeria. *African Journal of Business Management*, 10 (14), 352-360.
- Yahaya, U. (2011). *Overview of entrepreneurship education in Nigerian Universities*. National University Commission, Abuja.

**APPENDIX.**

**Normality Test using Kurtosis and Skewness**

<b>Variables</b>	<b>Skewness</b>	<b>Kurtosis</b>	<b>Decision</b>
<b>Learning Environment (LENVT)</b>	-0.654	0.120	Normal
<b>Curriculum Content (CC)</b>	-0.630	0.336	Normal
<b>Educator's Competence (EC)</b>	-0.690	0.325	Normal
<b>Venture Creation (VC)</b>	-0.765	-0.699	Normal

Source: Researchers computation using SPSS