

MANAGING ENTREPRENEURSHIP EDUCATION FOR JOB CREATION FOR UNIVERSITY STUDENTS IN NORTH EAST NIGERIA FOR TODAY AND TOMORROW

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Abstract

This study 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 titled: Managing Entrepreneurship Education for Job Creation Questionnaire (MEEMQ) 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. Based on the findings of the study, it was recommended among others that. The university management and supervisors should exhibit and establish a good relationship between them and the students for this will help students to become creative and active in their chosen career and the university management and academic staff should develop mentorship programmes as way through which out of students could be empowered to make worthwhile decisions that impact on their lives.

Keywords: Entrepreneurship, Education and Job creation

Introduction

Today's position is because of yesterday's decision and tomorrow's position depends upon the today's decision. The success or failure of any nation depends on the decision they made in the past or present. These decisions are always influenced by the behavioural element of the decision maker. The decision makers make decisions that might ignite the entrepreneurial activities of their nation which rejuvenate the economic activities of the nation. However, the success and the failure of these entrepreneurial activities depend on the effective and efficient management. Effective management of entrepreneurship education enhances job creation which subsequently reduces unemployment, poverty and social vices (Sule, 2013). This also helps to improve the standard of living; hence it promotes social, economic and political development in nations which is the cardinal objective of Millennium Development Goals (MDGs).

Entrepreneurship education is the process of fostering or developing entrepreneurial capacities and mind-sets of students through education and learning.

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According to Enu (2012), entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. Entrepreneurship education goes beyond business creation for an individual but also creating jobs for unemployed graduates. Entrepreneurship education offer to the students the tools that will enable them think creatively, analyze a business idea objectively, solve problems effectively and evaluate a given project optimally. To Bubou and Okrigwe (2011), the importance of entrepreneurial education is to make students feel more confident about setting up their own business, since, entrepreneurship education is oriented towards different ways of realizing opportunities. While management education is focused on the best way to operate hierarchies, entrepreneurship education focuses on the realization of available opportunities.

Job creation is important to the wellbeing of an economy and has become an urgent national priority following the recent economic meltdown in many countries of the world. Job creation is the sum of positive employment changes at the establishment level in a given time interval and in a specific industry (Yeyiale, 2012). The sum of job creation is measured in employment reshuffle across establishments. Job creation is devoting one's labour time to achieve economic tasks. Job creation is a self-created position for exerting own efforts directly to business creation. According to Lowrey (2012), entrepreneurs do not only create jobs, but also supply labour force in the market. The effort of transforming labour force and other human capital in the creation of new enterprises and jobs should be taken into account in assessing actual number of total labour inputs. Sánchez (2010) observes that during the last decade, entrepreneurs have been at considerable increase level with the aim of creating jobs and businesses.

Managing entrepreneurship education is very important for students' job creation in the university. It creates enabling environment for students to strive in their chosen enterprises or business. Management implies the process by which a cooperative group direct actions towards achieving a common goal. Ogbonnaya, Oboegbulem, Onwurah and Enyi (2015) define management as the social or interactional process involving a sequence of coordinated events such as planning, organizing, coordinating and controlling or leading in order to use available resources to achieve a desired outcome in the fastest and most efficient way. In a similar way, Akpakwu (2012) defines management as the judicious utilization of human, material, financial and time resources towards the achievement of organizational goals or objectives. Therefore, managing entrepreneurship education is the ability of universities to provide strategies such as supervision and mentoring to enable them to be able to create jobs for themselves and unemployed graduates.

Supervision of entrepreneurship education programmes enables students acquires experiences that give them the ability and vision of how to access and transform opportunities of different kinds (Enu, 2012). Okure (2010) defines supervision as the process through which the inherent work and potentialities of subordinates are challenged, developed and utilized. This is done through clarification of educational concepts, terms and methods. This means that a close supervision of entrepreneurship instruction and students on industrial attachment to organizations will ensure the achievement of the goals of entrepreneurship education for students' job creation. Supervision is essential for the success of any task. Poor (in some cases, lack of) supervision has greatly affected the success of the students' entrepreneurship programme. Ismail and Sidiki (2016) found that there was effective supervision

between supervisee and supervisor in giving students quality study experience, especially when they are doing their programme and final year project as final assessment to graduate. The authors further revealed that supervision provides the best input to help students grow. The study also that explained that most supervision mould students towards developing mutual aptitude such as good relationship and good communication, expectation and confidentiality, formulation of student-based, agreed upon aims and outputs and systematic training and learning process in relation to their desired goals.

Students' mentoring is managing strategy that could be used for inculcating the spirit of entrepreneurship education in students for them to become job creators (Makaye, 2015). Mentoring is an initiative which provides focused instruction for students who could not have the opportunity of receiving formal training in a particular field. Mentoring has been described by Ajayi and Ogunmola (2015) as the process through which an individual is assisted in making significant transition in knowledge, work or thinking. Midigo, Omia, Odundo and Mwanda (2018) found that mentorship had positive influence on the attitude of post-secondary school students on their career preparations. This reasoning was based on the fact that most students at the baseline registered responses which indicated negative attitude towards their career and that the attitudes changed to more positive after the mentorship program. The study also indicated that with the help of mentorship many students considered going back to school and considering different career options which could make self employed.

The situation of entrepreneurship education among university students is a concern to stakeholders in the education. The scenario of unemployment among universities in the North Eastern Nigeria has become worrisome. This is because available jobs vacancies cannot absorb all the students who graduate from universities in North Eastern, Nigeria. The implication of the above is that, there is need for students to start entrepreneurship courses as a career option. The driving factor of the growth of entrepreneurship education lies in the role of university education through the organization of entrepreneurship education (Zimmerer & Scarborough, 2010).

Entrepreneurship education is expected to evoke the spirit of entrepreneurial skills, self-sufficient as well as working and developing the national economy (Asmani, 2011). However, the loom picture in universities in North Eastern Nigeria showed that entrepreneurship education courses are integrated into the curriculum of universities as student extra-curricular activities and this seems not to be good as package that could systemically build entrepreneurial motivated and mental attitude for students. The researchers has observed that many students on university campuses in the North Eastern Nigeria seem to engage in one small scale business or another which appears to enable them obtain or make income from. But, this seems thwarted by the poor students' supervision and mentoring. It is against this background that, this study intends to investigate the impact of managing entrepreneurship education for job creation among university students in North Eastern Nigeria for today and tomorrow.

Statement of the Problem

The high rate of unemployed university graduates in the country is worrisome and has become an issue of concern to stakeholders such as government, labour market and parents. Every year, universities in Nigeria turn out thousands of graduates into the labour market searching for non-available jobs. This challenge of lack of jobs is not only affecting the already sizeable unemployed graduates, but also of absorbing the new

entrants into the labour market. However, the manner in which the entrepreneurship education is being managed in Nigerian universities seems to be a dilemma. This is as a result of many students being poorly supervise which consequently affect their venturing into entrepreneurship.

An explorative survey by the researcher in many universities in North Eastern Nigeria has showed that students are not giving the desired orientation this may be reason why many students to pursue courses that will make them self-reliant. Managing entrepreneurship education for job creation in universities in North Eastern, Nigerian appears to be thwarted by inadequate mentoring of students' activities that may result into job creation. Many students in universities in North Eastern, Nigeria are alleged to venture into business ventures that they have little or no knowledge of the business, possibly this could be the reasons why many show poor attitude to business. However, if proper supervise and mentor and the desired priority in universities, it could probably help re-energize their morale.

The above situation is alleged to be common in universities in North Eastern Nigeria without proffering adequate solutions. The problem of this study is put in a question form thus: What is the impact of managing entrepreneurship education on job creation for university students in North Eastern, Nigeria?

Research Questions

The following research questions are raised to guide the study;

1. What is the impact of students' supervision on job creation among university students in North Eastern Nigeria?
2. In what ways does students' mentoring impact on job creation among university students?

Hypotheses

1. There is no significant impact of students' supervision on job creation among university students in North Eastern Nigeria.
2. There is no significant impact of students' mentoring on job creation among university students.

Methodology

This study employed descriptive survey research design. The study will adopt descriptive survey design. The descriptive survey design is one of the methods used in education to verify knowledge that will help educationists in making valid decisions and policies (Oso & Onen, 2008). A descriptive survey design involves the collection of data from a small sample of a large population to enable the researcher to describe and interpret in a systematic manner, the characteristic features and facts about things that exist in the population without manipulation.

The population of the study comprised 10,312 staff from in 11 public universities in North-Eastern, Nigeria (Academic staff 7,407 and non academic staff 2, 905, Registry Departments of the Universities, 2018). The sample size was 400 academic staff and non-academic staff using Glenn (2012) sample determination formula from a given population of the study. To arrive at this sample size multi-stage sampling technique was used.

The instrument used for data collection for the conduct of this research was questionnaire titled: Managing Entrepreneurship Education for Job Creation

Questionnaire (MEEMQ). The questionnaire had sections ‘A’ which dealt with the instruction for respondents. Section ‘B’ contained questionnaire items of managing entrepreneurship education and job creation for university students’ based on four likert type scale of Strongly Agree (SA)=4, Agree (A)=3 Disagree (D)=2 and Strongly Disagree (SD)=1 with reliability of 0.71. The questionnaires were administered on the respondents from the six sampled universities using six research assistants who were chosen from the sampled universities in North Eastern Nigeria. The data generated were analyzed using mean score and standard deviation to answer the research questions while chi-square was used to test the null hypotheses at the 0.05 level of significance.

Results

Research Question 1: What is the impact of students’ supervision on job creation for university students in North Eastern Nigeria?

Table 1:

Mean and Standard Deviation of Respondents on Impact Students’ Supervision on job creation for university students

Item No	Item Description	N	X	SD	Decision
1	Regular checking of entrepreneurial lecturers help in the achievement of its objectives.	400	2.83	0.99	Agree
2	Monitoring students during industrial attachment enhances their job creation ability.	400	3.15	0.73	Agree
3	Checking on students activities make students to develop ideas and skills to accomplish a task easier.	400	3.44	0.74	Agree
4	Monitoring students’ progress enables them develop critical thinking that leads to business plan.	400	2.36	1.01	Agree
5	Adequate supervision will ensures that students carry out their practicals which could lead students’ job creation.	400	3.45	0.92	Agree
Cluster Mean &SD			3.05	0.88	Agree

Table 1 shows high mean ratings on all the items which are above the accepted cut off point of 2.50. It also shows cluster mean of 3.05 with standard deviation of 0.88 is above the cut-off point of 2.50. This implies that students’ supervision impact on job creation for university students in North Eastern Nigeria.

Research Question 2: In what ways does students’ mentoring impact on job creation for university students?

Table 2:
Mean and Standard Deviation of Respondents on Impact Students’ Mentoring on Job Creation for University Students’

Item No	Item Description	N	Mean	SD	Decision
6	Experienced professional lecturers provide support to students in developing skills and expertise to becoming effective in their entrepreneurial activities.	400	3.41	0.98	Agree
7	Coaching of students on modern trends of doing business could greatly improve their professional competency.	400	3.20	0.91	Agree
8	If a student is guided towards the growth of his profession he/she will be able to achieve their desire goal diligently.	400	2.99	1.07	Agree
9	Mentoring assists in exposing students to varieties of innovations in doing business.	400	3.28	0.78	Agree
10	Through coaching students acquire knowledge on how to present business plan objectivity and better.	400	3.56	0.77	Agree
Cluster Mean &SD			3.29	0.91	Agree

Table 2 indicates high mean ratings on all the items which are above the accepted cut off point of 2.50. It also shows cluster mean of 3.29 with standard deviation of 0.91 is above the cut-off point of 2.50. This implies that students’ mentoring impact on job creation for university students.

Hypothesis 1: There is no significant impact of students’ supervision on job creation for university students in North Eastern Nigeria

Table 3:
Chi-square on Impact of Students’ Supervision on Job Creation for University Students in North Eastern Nigeria

Responses Mode	Observed Frequency	Expected Frequency	Df	Sig. Level	χ^2	P.Value	Decision
SA	101	10.0	3	.05	140.84	.000	Rejected
A	195	10.0					
D	37	10.0					
SD	67	10.0					
Total	400						

Table 3 shows that the $\chi^2=140.84$, Df=3,P.value of $0.00 < 0.05$. The null hypothesis which states that there is significant impact of students’ supervision on job creation among university students in North Eastern Nigeria is rejected. This implies that there is significant impact of students’ supervision on job creation among university students in North Eastern Nigeria.

Hypothesis 2: There is no significant impact of students’ mentoring on job creation among university students.

Table 4:

Chi-square on Impact of Students’ Mentoring on Job Creation among University Students

Responses Mode	Observed Frequency	Expected Frequency	Df	Sig. Level	χ^2	P.Value	Decision
SA	274	10.0	3	.05	405.14 ^a	.000	Rejected
A	51	10.0					
D	41	10.0					
SD	34	10.0					
Total	400						

Table 4 shows that the $\chi^2=405.14^a$, Df=3, P.value of $0.00 < 0.05$. The null hypothesis which states that there is no significant impact of students’ mentoring on job creation among university students is rejected. This implies that there is significant impact of students’ mentoring on job creation among university students.

Discussion

The finding indicated that there is significant impact of students’ supervision on job creation for university students in North Eastern Nigeria. This study found that regular checking of entrepreneurial lecturers help in the achievement of its objectives and monitoring students during industrial attachment enhances their job creation ability. The study also found that regular checking of students’ activities make them to develop ideas and skills to accomplish a task easier. The discovered that monitoring students’ progress enables them develop critical thinking that leads to business plan. This result is in consonants with Ismail and Sidiki (2016) who found that there was effective supervision between supervisee and supervisor in giving students quality study experience, especially when they are doing their programme and final year project as final assessment to graduate. Ismail and Sidiki further found that supervision provides the best input to help students grow. The study also that explained that most supervision mould students towards developing mutual aptitude such as good relationship and good communication, expectation and confidentiality, formulation of student-based, agreed upon aims and outputs and systematic training and learning process in relation to their desired goals. The implication of the study is that poor qualifications of supervisors was responsible for poor supervision in schools by educationists and this therefore created poor teaching of entrepreneurship education in schools in the three countries.

The finding also revealed that there is significant impact of students’ mentoring on job creation for university students. This study discovered that when experienced professional lecturers provide support to students in developing skills and expertise to becoming effective in their entrepreneurial activities. It also found that coaching of students on modern trends of doing business could greatly improve their professional competency and when students are guided towards the growth of their profession it enable them achieve their desire goal diligently. This result agrees with Midigo, Omia, Odundo and Mwanda (2018) found that mentorship had positive influence on the attitude of post-secondary school students on their career preparations. This reasoning

was based on the fact that most students at the baseline registered responses which indicated negative attitude towards their career and that the attitudes changed to more positive after the mentorship program. The implication is that entrepreneur mentors could influence the rate of entrepreneurship, with the greatest influence on students' with specific risk orientation and family backgrounds.

Conclusion

Based on the findings of the study, it is worth concluding that managing entrepreneurship education strategies such as supervising students' activities and mentoring students have significant impact on job creation for university students in North East Nigeria.

Recommendations

Based on the findings of the study, it was recommended that:

1. The university management and supervisors should exhibit and establish a good relationship between them and the students for this will help students to become creative and active in their chosen career.
2. The university management and academic staff should develop mentorship programmes as way through which students could be empowered to make worthwhile decisions that impact on their lives.

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