

## **Impact of Entrepreneurship Education Development on Job creation Opportunities of Graduating Business Education Students in Rivers State Universities**

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### **Abstract**

*This study assessed the impact of Entrepreneurship Education Development on Job creation Opportunities of Graduating Business Education Students in Rivers State Universities. Three objectives, research questions and hypotheses were posed to guide the study. Descriptive research design was used for the study. The population was 521 (Five Hundred and Twenty One) Business Education graduates students. The sample for this study consists of all the entire population of 521 and no sampling techniques were adopted for the study. Data for the study were collected by means of questionnaire titled "Entrepreneurship Education Development on Job creation Opportunities to Graduating Business Education Students Questionnaire. The AIEEDJCOGBESQ adopted a modified four point Likert scale of Very High Extent to Very Low Extent. Cronbach Alpha Reliability Coefficient method was used for the reliability test which yielded reliability coefficient of 0.67. 521 Copies of questionnaire were distributed, and 465 were retrieved for analysis. Mean and Standard Deviation were used to answer the research questions, while t-test was used to test the hypotheses. Based on the findings, discussions were made and conclusion drawn, that Entrepreneurship Education provides the training that will inspire creativity and innovation in identifying business opportunities. Entrepreneurship Education provides necessary training skills required in meeting the country's man power needs. Recommendations made amongst were that*

*Government should encourage the provision of loanable funds to young graduates through accredited financial institutions with soft conditions. This will assist young graduates with entrepreneurial skills and knowledge to create jobs easily. Entrepreneurship education should be included in Business Education curriculum and made compulsory in all institutions offering Business Education Programme*

**Keywords:** *Entrepreneurship Education Development, entrepreneurship curriculum contents entrepreneurial self-efficacy entrepreneurial capabilities*

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## **Introduction**

Entrepreneurship Education is a structured teaching and learning processes aimed at equipping individuals with the knowledge, skills, and mindset necessary to identify business opportunities, innovate, and successfully manage entrepreneurial ventures. It prepares individuals not only to start and grow their own businesses but also to contribute creatively and effectively in various roles within existing organizations.

Education is a transformational tool in every society and should be held in high esteem. It is the acquisition of knowledge and skills required to sustain individual, groups, and organizational advancement at all levels and spheres of life, (Aluwong, 2014). Education is a vital tool for societal transformation having the school as an institution for the realization of its goals and objectives. Education remains a vital transformational tool and formidable instrument for socio-economic empowerment, wealth creation, and employment generation, poverty alleviation and value orientation which government has talked about for so long now. Suffice it to be mentioned that education, training and experience can increase the supply of entrepreneurs by making available more skills which are suitable for entrepreneurial endeavour. Abhimanyi (2017) noted that education contributes to the individuals' personal development, increases his/her productivity and income at work; and facilitates participation on economic and social life. Education is the key to national development. This is because it unlocks the economic potentials of the people; empowers and equips individuals in society to participate in, and benefit from their national economy; facilitates economic development and provides the basis for transformation. Education is the essential tool for sustainability. The present global economic crises suggest that the entire world is in a war between financial/qualitative education and catastrophe (Aluwong, 2014).

Entrepreneurship is a self-motivated process of vision, transformation, and creation. It involves an application of liveliness and desire towards the creation and implementation of new ideas as well as creative solutions. Essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to Marshall needed resources; and necessary skill of building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion (Kuratko & Hodgetts, 2014). According to Paul in Koko and Chimezie (2022) entrepreneurship is about taking a risk; it is the process of creating new venture that did not previously exist; it is the practice of starting a new organization, especially new business; it involves creation of new wealth through implementation of new concepts, in the same vein Amesi (2015) viewed entrepreneurship as a personal voyage and stressed that the chance of success is greater only if an individual understands him or herself, goals, and the obstacles the individual faces. According to Loretto (2021)

Entrepreneurship training programme is a job oriented process (input), where entrepreneurship is the final output. Supply of true entrepreneurs in the society was limited because of lack of necessary knowledge and skills. A person with an idea only cannot become an entrepreneur, besides these, he should possess the necessary skills and knowledge. In this point the Entrepreneurship internship programme arises and bridges the gap between idle entrepreneurs to ideal entrepreneurs. Entrepreneurs create small, medium and large firms; produce new products; and transform the landscape of the economy. Entrepreneurship is the cornerstone and at the heart of the free enterprise economy.

The entrepreneurship world is characterized by innovation and inventions. Entrepreneurship is designed to educate people on skills acquisition and the knowledge needed before taking a decision on embarking on a business venture. It helps to enhance the creation of job opportunities and achieve economic growth (Dambo, Godpower & Kire, 2019). Entrepreneurship is more than the mere creation of business. Although that is undoubtedly as important fact, it is not the complete picture. The characteristics of seeking opportunities, taking risks beyond security, and having the tenacity to push an idea through to reality combine into a special perspective that permeates entrepreneurs. Thus, entrepreneurship is an integrated concept that permeates an individual's business in an innovative manner. This standpoint has transformed the way of conducting business at every level and in every country.

Entrepreneurial education is a lifelong process, starting as early as the elementary school and progressing through all levels of education, including adult education. It is seen as a tool which equips an individual to be an entrepreneur (Antoncic & Hisrich, 2013). As Emaikwu (2011) succinctly put it that entrepreneurial education focuses on developing understanding and capacity for pursuit of entrepreneurial skills and attributes. It enhances all-round development of body; mind and spirit. Entrepreneurial education involves opportunity recognition, commitment of resources and creation of a business of value to deliver goods and services. Moreland (2016) stressed that the inculcation of entrepreneurial education which leads to the acquisition of skills in the students of tertiary institutions will lead to the creation of awareness and understanding of the socio-economic and environmental situation for sustainable national development. It will also enhance job creation to reduce unemployment among graduates upon graduation. It will ensure stable national growth in the provision of employment options for Nigerian graduates. Entrepreneurial education could lead to capacity building of the beneficiaries mentally, physically and intellectually thereby placing them on the advantage of acquiring, interpreting, extrapolating information and consequently applying such capacities in building self in particular and the nation in general. Entrepreneurship education as part of the total educational system is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation. An entrepreneur promotes employment rather than seeking for an employment. Therefore, there is a need to embrace this type of education and provide all the necessary resources needed to make functional. Quality entrepreneurship education could be used as a tool for fighting the war against poverty and unemployment in Nigeria.

The absence of job as well as the inability of the three tiers of government to create jobs to sustain the ever-growing population is a serious concern to everyone today. All the political parties in Nigeria have promised without reservation to create enough jobs before the end of their tenure; yet things have remained worse-off. Our educational system is too formal to provide modern day

graduates with the required skills to cope in the private sector. 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 (Yeiyale, 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.

Business Education is an aspect of total education programme that provides functional and saleable skills, knowledge, understanding, attitudes or values needed to perform in the business world as producer and/or consumer of goods and services that all business offers. This suggests that all citizens need Business Education as an entry level of employment or as an entrepreneur, particularly, in this period when unemployment has become a big problem in Nigeria and other developing nations. Business Education students really need to be equipped, by acquiring both theoretical and practical entrepreneurship skills. Since the skills will make them effective and efficient in their area of specialization, and will also enable them to have the mindset of becoming job creators instead of job seekers. Our present days organization stressed that many graduates does have employable skills, which mean that the employer need to train and retrain them again before they can be fully absorbed into jobs (Dambo, Godpower & Kire, 2019). Business Education represents a broad and diverse discipline that is included in all types of educational delivery systems-elementary, secondary and tertiary institutions. Business education includes education for office occupations, distribution and marketing occupations, accounting, business teaching, business administration and economic understanding. The foregoing points out that Business Education cover wide spectrum of economic activities in any society and also refer to pedagogical and desirable business competence necessary for a sustainable development (Eteyi, 2011). This study therefore explores the Assessing the impact of Entrepreneurship Education Development on Job Creation Opportunities to Graduating Business Education Students in Rivers State.

### **Entrepreneurship Education**

Entrepreneurial Education seeks to provide students especially those in tertiary institutions with the knowledge, skills, and motivation to encourage entrepreneurial studies in a variety of settings (Ubulom & Ogwunte, 2017). This means that entrepreneurship is the type of education that prepares the recipient to adequately acquire the needed skills that make him saleable to manage his business or to be relevant in paid employment. Entrepreneurship education, therefore, is that education which assists students to develop positive attitudes, innovation, and skills for self-reliance rather than depending on the government for employment. Entrepreneurship education seeks to provide students with skills, knowledge, and motivation, as well as to effect attitudinal changes, necessary to encourage self-reliance through involvement in entrepreneurial activities.

Through entrepreneurship education, young people learn organizational skills, time management and leadership involvement in entrepreneurial activities. Entrepreneurial education seeks to immerse people in real-life experiences which encourage and empower them to take risks, manage the results and learn from the outcome. Entrepreneurship education equips graduates with the training and support necessary to help them establish careers in small and medium-sized business, provides graduates with training skills that will make them meet societal manpower needs and stimulate industrial and economic growth of rural and less developed areas (Amaewhule & Abung, 2020).

### **Entrepreneurship Curriculum Contents on Students ‘Critical Thinking and Business Idea Generation**

Entrepreneurship education describes the scope of lectures, curricular or programmes that attempt to provide students with the necessary entrepreneurial competencies, knowledge and skills geared towards the pursuit of a career in entrepreneurship; Ooi, Selvarajah & Meyer, 2011). It also refers to the conscious effort of an educator targeted at inculcating entrepreneurial skills in learners (Ekpoh & Edet, 2011). Entrepreneurship curriculum contains information on how students can identify and shape opportunities, assess business concepts, develop operational plans, fund and launch ventures, and grow new enterprises (Kourilsky, 2015; Henry, Hill, & Leitch, 2013). Critical thinking is closely linked to the concept of unlearning through which individuals consciously and proactively question older routines and status-quo as well as assertions and individual beliefs (Sinkula & Baker, 2017; Sarasvathy, 2008). This motivates individuals to dismiss outdated knowledge replacing them with novel and creative ones. Therefore open mindedness may facilitate students’ development of new business ideas or discovery of novel business opportunities as a consequence of exposure to challenging models of entrepreneurship programmes (Probst & Buchel, 2017; Perin, Sampaio, Barcellos and Kugler 2010).

### **Entrepreneurial Self-Efficacy**

Entrepreneurship education equips potential entrepreneurs with the skills necessary to succeed in business. With perceived ability to succeed in business after acquiring the necessary skills through entrepreneurship education, entrepreneurial intention of students are found to have increased (Hamidi et al., 2018). Entrepreneurial self-efficacy is the essential antecedent and has favorable predictive power regarding entrepreneurial intention (Freling & Forbes, 2015; Wilson, Kickul & Marlino, 2017). Self-efficacy is the belief that one owns the skills they have to perform certain actions in order to achieve something (Bandura, 1997). Entrepreneurial Self-efficacy is the belief in one’s skills to be an entrepreneur. Bagheri and Pihie (2014) write how lack of a strong Entrepreneurial self-efficacy among females may impose more constraints for females to enter the entrepreneurship process. Self-efficacy refers to people’s judgments regarding their ability to perform a given activity (Peng, Lu & Kang, 2012) and is proposed to influence individual choices, goals, emotional reactions, effort, ability to cope, and persistence (Gist, Stevens & Bavetta, 2011). As defined by Bandura (1992), self-efficacy is the task specific consideration of perceived fitness to perform a particular activity.

### **Entrepreneurial Capabilities**

According to Shane (2013), the entrepreneurship process promotes the ability to identify opportunities, collect and organise resources and adapt strategies to exploit opportunities. The knowledge, skills and information obtained through education will likely improve the expected returns to exploiting opportunities. Entrepreneurship education not only improves the knowledge, skills and information an individual needs to pursue opportunities but also equips him or her with the analytical abilities and knowledge of entrepreneurial processes necessary for entrepreneurial judgement (McMullen & Shepherd, 2016). Entrepreneurial education is part lifelong learning: during this process, entrepreneurial abilities develop in different phases of education and learning. It concerns life management, interaction and self-management skills, the ability to innovate and readiness for change. Entrepreneurial capability is a way of capturing an organizations capacity to sense, pick, reorganize and synchronize the pursuit for opportunities. Capability is seen as the capacity of an organization to carry out a task in order to fulfill its mission. It helps an organization in the transformation process of knowing how to sense and shape existing opportunities around them and also enable them to analyze, select and take advantage of those opportunities. Entrepreneurial capability can bring about external changes which can alter the domain and scope of a competitive environment.

### **Business Education and Entrepreneurial Development**

Although, Business Education is often described as education for, and about business (Nwosu, 2003). Its primary purpose is to prepare individuals for gainful employment in business occupations. Business Education is an aspect of total education programme that provides functional and saleable skills, knowledge, understanding, attitudes or values needed to perform in the business world as producer and/or consumer of goods and services that all business offers. This suggests that all citizens need Business Education as an entry level of employment or as an entrepreneur, particularly, in this period when unemployment has become a big problem in Nigeria and other developing nations. Business Education represents a broad and diverse discipline that is included in all types of educational delivery systems-elementary, secondary and tertiary institutions. Business education includes education for office occupations, distribution and marketing occupations, accounting, business teaching, business administration and economic understanding . The foregoing points out that Business Education cover wide spectrum of economic activities in any society and also refer to pedagogical and desirable business competence necessary for a sustainable development (Eteyi, 2011). Ajoma (2010) also viewed Business Education as that education which provides its graduates with training in business skills and economic competencies necessary for them to advance a business career or establish a business enterprise. To Osuala (2004), Business Education cover all spheres of life activities in any nation, and so, it is important to everybody and every nation. It also prepares students with necessary skills and knowledge to take active parts in entrepreneurial ventures. These among others make Business Education an effective tool for entrepreneurship education, unemployment and poverty reduction as well as national development.

Business Education has a significant role to play in entrepreneurial development. Ojukwu (2000) and Osuala (2009) concurred that Business Education should create and emphasize entrepreneurship awareness because it is through the programme that youths can develop and acquire entrepreneurial skills, which will enable them to establish small business ventures.

Godpower in Okiridu & Godpower (2020) defined Business Education as a process of building skills, knowledge, ethics, values and attitude that will help an individual to be able to face life challenges around them and function effectively as an entrepreneur, professional teachers and function as operators in organizations such as: Accountants, Managers, marketers, secretaries etc. Business Educator as a matter of importance should evaluate the programme from time to time and also review the curriculum to meet up with the present technological trend, in order that graduates of business education accounting will be relevant in the labour market. More so, continuous entrepreneurial innovation and practical skills that is related to modern technology should be carrying out in teaching especially the practical teaching of automated accounting software and digital entrepreneurship by so doing developing technological skills (Okiridu & Godpower, 2020). Osuala (2009) noted that Business Education from whatever angle one looks at it, has a formidable force in equipping youths with the appropriate entrepreneurial skills, knowledge, abilities and competencies to enable the individual to be self-reliant (self-employed), which also will lead to sustainable economic growth. In Nigeria today, the writers believe that individual and national survival can be achieved if graduates (youths) are equipped with business and entrepreneurial skills through functional Business Education programme of tertiary institutions in the country. Business Education curriculum should therefore be expanded/restructured to include entrepreneurship education, so that the graduates can gain employment or establish their business or combine both on graduation. Business education remains the appropriate means of equipping beneficiaries with entrepreneurial skills, because through its instructions, graduates are taught self-reliant skills (that is, skills for self-employment), so that if jobs are not readily available, they will be able to set up their own businesses, thereby reducing unemployment and improving the economy of the nation.

For Business Education to meet the needs of our present day society, it should be able to equip the students with entrepreneurial skills, which according to Akinola (2001) are the understanding of the nature of small business, determining one's potentials as an entrepreneur and acquisition of the competencies in marketing, sales, finance, record keeping, management, security and protection of the small business. She also maintained that Business Education must teach entrepreneurial skills in problem solving, decision-making and long term planning. In the words of Ubulom (2003), entrepreneurial skills are business skills which an individual acquires to enable him function effectively in the turbulent business environment as an entrepreneur.

### **Statement of the Problem**

Entrepreneurship is a self-motivated process of vision, transformation, and creation. It involves an application of liveliness and desire towards the creation and implementation of new ideas as well as creative solutions. Entrepreneurial education is viewed by most management scholars as essential to economy development. Entrepreneurship education also helped in improving the ideas of people for new job opportunities, and increase quest of becoming self employed. However, the challenge is that graduates of higher institutions lack the competency to face the practical challenges in the labor market, and equally that graduates lack the employability skills. Most organizations today lament the lack of employable skills among Nigerian graduates, which mean that the organizations need to train and retrain graduates before they can be fully integrated into jobs. In spite of the developing role played by entrepreneurship education in job creation in Nigeria, several factors still act as constraints to its success. Our tertiary institutions that are

supposed to be the main training ground for would- be entrepreneurs that will create jobs are grossly under funded. In some cases, funds made for such purpose are diverted into private pockets or other uses. Another challenging issue to entrepreneurship development in Nigeria is the lack of mentorship or internship training programmes for would-be entrepreneurs. The absence of this vocational training programme is not only affecting the creation of new businesses but also affecting the knowledge to sustain existing businesses. The dream and attitude of most students is job seeking oriented and not entrepreneurship oriented. In other words, they want to graduate and work in other people's company but not to create their companies. This in effect slows down the creation of jobs in the society. In this context, this study examines whether entrepreneurship education raises the individual student's intentions to be an entrepreneur or whether it helps students to determine how well-suited they are for entrepreneurial venture after graduation. Therefore, the study examined Assessing the impact of Entrepreneurship Education Development on Job Creation Opportunities to Graduating Business Education Students in Rivers State.

### **Purpose of the Study**

The purpose of this study was to examine the impact of Entrepreneurship Education Development on Job Creation Opportunities of Graduating Business Education Students in Rivers State Universities. Specifically, the study sought to:

1. Determine the extent to which entrepreneurship curriculum content impact on Job Creation Opportunities to Graduating Business Education Students in Rivers State Universities.
2. Determine the extent to which entrepreneurial self-efficacy impact on Job Creation Opportunities to Graduating Business Education Students in Rivers State Universities
3. Determine the extent to which entrepreneurial capabilities impact on Job Creation Opportunities to Graduating Business Education Students in Rivers State Universities

### **Research Questions**

The following research questions were posed to guide the study:

1. To what extent does entrepreneurship curriculum content impact on Job Creation Opportunities to Graduating Business Education Students in Rivers State Universities?
2. To what extent does entrepreneurial self-efficacy impact on Job Creation Opportunities to Graduating Business Education Students in Rivers State Universities?
3. To what extent does entrepreneurial capabilities impact on Job Creation Opportunities to Graduating Business Education Students in Rivers State Universities?

### **Hypotheses**

The following hypotheses were formulated and was tested at 0.05 level of significance:

1. There is no significant difference in the mean rating of Business Education Students of Rivers State University and Ignatius Ajuru University of Education on the extent to which entrepreneurship curriculum content impact on Job Creation Opportunities to Graduating Business Education Students in Rivers State Universities
2. There is no significant difference in the mean rating of Business Education Students of Rivers State University and Ignatius Ajuru University of Education on the extent to which Entrepreneurial Self-efficacy on Job Creation Opportunities in Rivers State universities.
3. There is no significant difference in the mean rating of Business Education Students of Rivers State University and Ignatius Ajuru University of Education on the extent to which



Entrepreneurial Capabilities on Job Creation Opportunities of Graduating Business Education Students in Rivers State universities

**Methods**

The study area was Rivers State. The design of the study was Survey research design and the population was 521 (Five Hundred and Twenty One) Business Education graduates students. These are Business Education graduates from 2023/2024 academic session in Rivers State universities, within the scope of the research. The sample for this study consists of all the entire population of 521 and Due to the fact that the population of the study is relatively small, there was no sampling. The instrument used for data collection was a self –structured questionnaire developed by the researcher titled “Assessing the Impact of Entrepreneurship Education Development on Job Creation opportunities to Graduating Business Education Students (AIEEDJCOGBESQ). The instrument was divided into two sections. Section A of the instrument was for demographic data of the respondents, while Section B which was divided into sub-sections . The option scale that is used for the instrument is 4-point rating scale of Very High Extent (VHE – 4points), High Extent (HE – 3points), Moderate Extent (ME – 2points), and Low Extent (LE- 1point). The researcher and three research assistants personally distributed the 521 copies of the questionnaire and 465 were properly filled and returned for the study, while 56 were not returned. The instrument was validated by two lecturers from the Department of Business Education and one measurement and evaluation expert all of Rivers State University. Cronbach Alpha Reliability Coefficient method was used to test the reliability of the items and a reliability coefficient 0.67 was obtained. Mean and Standard deviation were used to answer the research questions while t-test was used to test the hypotheses.

**Results**

**Research Question 1:** To what extent does entrepreneurship curriculum content impact on Job Creation Opportunities to Graduating Business Education Students in Rivers State Universities?

**Table 1: Mean and Standard Deviation on the extent entrepreneurship curriculum content impact on Job Creation Opportunities to Graduating Business Education Students (N = 465)**

S/N	Item Statements	RSU = 204			IAUE = 261		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
1	Entrepreneurship curriculum enhances students job Opportunities	3.05	0.83	HE	3.00	1.10	HE
2	Entrepreneurship Core-curriculum enhances job opportunities	3.47	0.57	HE	2.96	1.18	HE

3	The course developed entrepreneurial knowledge and skills provides job Opportunities	3.09	1.15	HE	2.94	1.19	HE
4	The course raised interest towards entrepreneurship education	3.20	1.00	HE	2.89	1.21	HE
<b>Total Mean &amp; SD</b> =		<b>12.81</b>	<b>3.55</b>		<b>11.79</b>	<b>4.68</b>	
<b>Grand Mean &amp; SD</b> =		<b>3.20</b>	<b>0.88</b>		<b>2.94</b>	<b>1.17</b>	

**Source: Field Survey, (2025)**

Table 1 which is for research question one showed that all the items were agreed. The respondents agreed that Entrepreneurship students have found solutions to existing problems in business. The confirmation was made with a grand mean of 3.20 and standard deviation of 0.88 for teachers while that of students were 2.94 and 1.17 for mean and standard deviation. The result shows that Entrepreneurship curriculum content has a positive impact on Job Creation Opportunities among Graduating Business Education Students.

**Research Question 2:** To what extent does entrepreneurial self-efficacy impact on Job Creation Opportunities to Graduating Business Education Students in Rivers State Universities?

**Table 2: Mean and Standard Deviation on the extent how entrepreneurial self-efficacy impact on Job Creation Opportunities to Graduating Business Education Students in Rivers State Universities (N = 465)**

S/N	Item Statements	RSU = 204			IAUE = 261		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
5	Entrepreneurial self-efficacy affects students choice of action and the amount of energy (or effort) exerted in the course of an action	3.00	1.11	HE	2.99	0.95	HE
6	Entrepreneurship self-efficacy empowers our graduates irrespective of their areas of specialization with skills that will enable them to engage in income yielding venture.	2.92	1.24	ME	3.22	0.84	HE

7	Produce a realistic personal development plan for the potential entrepreneur	3.07	1.05	HE	3.16	0.95	HE
8	Analyze and identify the current and foreseeable skill needs to business, in terms of management, administrative and technical skills and relative importance of these.	3.08	0.94	HE	3.40	0.94	HE
<b>Total Mean &amp; SD</b>		<b>= 12.07</b>	<b>4.34</b>		<b>12.77</b>	<b>3.68</b>	
<b>Grand Mean &amp; SD</b>		<b>= 3.01</b>	<b>1.08</b>		<b>3.19</b>	<b>0.92</b>	

**Source: Field Survey, (2025)**

Table 2 which is for research question two showed that all the items were agreed. The respondents agreed that Entrepreneurship self-efficacy empowers our graduates irrespective of their areas of specialization with skills that will enable them to engage in income yielding venture. The confirmation was made with a grand mean of 2.98 and 3.34 and standard deviation of 0.66 and 0.78 as responses of the respondents on both teachers and students. The result shows that entrepreneurial self-efficacy has a positive impact on Job Creation Opportunities to Graduating Business Education Students.

**Research Question 3: To what extent does entrepreneurial capabilities impact on Job Creation Opportunities to Graduating Business Education Students in Rivers State Universities?**

**Table 3: Mean and Standard Deviation on the extent how Entrepreneurial Capabilities influence Job Creation Opportunities to Graduating Business Education Students in Rivers State universities (N =165 )**

S/N	Item Statements	RSU = 204			IAUE = 261		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
9	Entrepreneurship students rarely collectively question individual bias about what is learnt about business and customers	3.50	0.63	HE	2.96	1.12	HE
10	Entrepreneurship students realize that the way the market place is perceived must continually be questioned	2.94	0.20	ME	2.90	1.29	ME
11	Entrepreneurship students are not afraid to reflect critically on the	2.97	0.87	ME	3.13	0.89	HE

Shared assumptions on business and customers							
12	The basic values of entrepreneurship students include learning as key to improvement	3.00	1.05	HE	3.20	0.86	HE
<b>Total Mean &amp; SD</b>		=	<b>12.41</b>	<b>2.75</b>	<b>21.19</b>	<b>4.16</b>	
<b>Grand Mean &amp; SD</b>		=	<b>3.10</b>	<b>0.68</b>	<b>3.04</b>	<b>1.04</b>	

**Source: Field Survey, (2025)**

Table 3 which is for research question three showed that all the items were agreed. The respondents agreed that Entrepreneurship students rarely collectively question individual bias about what is learnt about business and customers. The confirmation was made with a grand mean of 3.10 and 3.04 and standard deviation of 0.68 and 1.04 respectively. The result shows that Entrepreneurial Capabilities has a positive impact on Job Creation Opportunities to Graduating Business Education Students.

**Tests of Hypotheses**

**Hypothesis 1:** There is no significant difference in the mean rating of Business Education Students of Rivers State University and Ignatius Ajuru University of Education on the extent to which entrepreneurship curriculum content impact on Job Creation Opportunities to Graduating Business Education Students in Rivers State Universities

**Table 4: t-test Computation of difference in mean ratings between Business Education Students in RSU and IAUE on the extent to which entrepreneurship curriculum content impact on Job Creation Opportunities to Graduating Business Education Students in Rivers State Universities.**

Respondents	N	$\bar{x}$	SD	Std Error	DF	$\alpha$	t-cal	t-crit	Decision
RSU	204	3.20	0.88	0.14	463	0.05	1.85	1.96	Accepted
IAUE	261	2.94	1.17						

**Source: Field Survey, (2025)**

From the t-test in Table 4, the t-calculated value of 1.85 is less than t-critical value of 1.96 at 0.05 levels of significance and 465 degree of freedom. The null hypothesis is accepted.

**Hypothesis 2:** There is no significant difference in the mean rating of Business Education Students of Rivers State University and Ignatius Ajuru University of Education on the extent to which Entrepreneurial Self-efficacy on Job Creation Opportunities in Rivers State universities.

**Table 5: t-test Computation of difference in mean ratings between Business Education Students in RSU and IAUE on the extent to which Entrepreneurial Self-efficacy on Job Creation Opportunities in Rivers State universities.**

Respondents	N	$\bar{x}$	SD	Std. Error	DF	$\alpha$	t-cal	t-crit	Decision
RSU	204	3.01	1.08	0.14	301	0.05	1.28	1.96	Accepted
IAUE	261	3.19	0.92						

**Source: Field Survey, (2025)**

From the t-test in table 5, the t-calculated value of 1.28 is less than t-critical value of 1.96 at 0.05 levels of significance and 465 degree of freedom. That states there is no significant difference in the mean rating of Business Education Students of Rivers State University and Ignatius Ajuru University of Education on the extent to which Entrepreneurial Self-efficacy on Job Creation Opportunities in Rivers State universities is accepted.

**Hypothesis 3:** There is no significant difference in the mean rating of Business Education Students of Rivers State University and Ignatius Ajuru University of Education on the extent to which Entrepreneurial Capabilities on Job Creation Opportunities of Graduating Business Education Students in Rivers State universities

**Table 6: t-test Computation of difference in mean ratings between Business Education Students in RSU and IAUE on the extent to which Entrepreneurial Capabilities on Job Creation Opportunities of Graduating Business Education Students in Rivers State universities**

Respondents	N	$\bar{x}$	SD	Std. Error	DF	A	t-cal	t-crit	Decision
RSU	204	3.10	0.68	0.01	301	0.05	0.67	1.96	Accepted
IAUE	261	3.04	1.04						

**Source: Field Survey, (2025)**

From the t-test in table 6, the t-calculated value of 0.06 is less than t-critical value of 1.96 at 0.05 levels of significance and 465 degree of freedom. The null hypothesis is accepted, there is no significant difference in the mean rating of Business Education Students of Rivers State University and Ignatius Ajuru University of Education on the extent to which Entrepreneurial Capabilities on Job Creation Opportunities of Graduating Business Education Students in Rivers State universities

**Conclusion**

All over the world entrepreneurship still remains the bedrock for job creation and general economic development. It is obvious that since politicians and government can no longer handle the

continuous rise in the level of unemployment; people should be trained and encouraged to go into self-employment and entrepreneurship businesses. Through this way they can facilitate several job opportunities in the society and grow the economy to the next level. Thus, with a sound entrepreneurship education/mentorship to Nigerian students and young entrepreneur, series of jobs will be created and the state of the economy will be highly developed.

### **Recommendations**

1. Government should provide adequate funds to all levels of tertiary institutions to provide functional entrepreneurship education that will lead to job creation and of economic development.
2. Government should encourage the provision of loanable funds to young graduates through accredited financial institutions with soft conditions. This will assist young graduates with entrepreneurial skills and knowledge to create jobs easily.
3. Entrepreneurship education should be included in Business Education curriculum and made compulsory in all institutions offering Business Education Programme

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