

## **Influence of Management of Entrepreneurship Education Programme on Job Creation Skills of Undergraduates in State Universities in North East Nigeria**

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**Abstract.** This study determined the influence of management of entrepreneurship education programme on job creation skills of undergraduates in public universities in North-East, Nigeria. Three research questions were raised and answered while three corresponding null hypotheses were formulated and tested by the study. The study employed an *expo facto* research design. The population for the study was with 2,405 students from six state universities in the North-East Nigeria. The sample of 331 respondents were determined Krejcie and Morgan (1970) sample size Table and were selected using a multistage sampling technique. A-15 items structured questionnaire titled: *Management of Entrepreneurship Education and Job Creation Questionnaire (experts)*, was developed by the researchers from literature reviewed and used for data collection. The MEEJCAQ was validated by three Entrepreneurship Education and Measurement experts in Taraba State University. The validated MEEJCAQ was subjected to reliability analysis using Undergraduate students in North Central Nigeria and Cronbach Alpha coefficient of 0.89 was obtained. The MEEJCAQ was administered by the researcher with the help of three research assistants and data collected were analyzed using Mean and standard deviation to answer the research questions while chi-square test of goodness -of- fit was used to test the null hypotheses at 0.05 level of significance. The results obtained showed planning for Entrepreneurship Education programmes has significant influence on jobs creation of undergraduates in state universities in North-East Nigeria, there are five ways in which coordinating resources for Entrepreneurship Education programmes influences students' propensity to create jobs in state universities in North-East Nigeria and there are five ways in which organizing Entrepreneurship Education programmes influences students' ability to create jobs in state universities in North-East Nigeria. The study recommends that university administrators should effectively plan Entrepreneurship Education programmes in order to facilitate smooth teaching and learning in schools, coordinating resources for Entrepreneurship Education programmes must be adequate done by administrators and stake holders to ensure a fair students-resource ratio which is critical to achievement of the objectives of entrepreneurship Education and Entrepreneurship Education programme activities should be properly and regularly organized for continuous acquisition and development of job creation skills by undergraduates.

**Keywords:** Entrepreneurship Education, Management, Skills and Job Creation.

### **Introduction**

The ultimate goal of education generally, is to provide people with the skills they need to survive in a society. Such survival according to Ojufefitimi (as cited in Chukwudi & Nwosu, 2018) entails acquisition of skills to work, advance in their careers and have a realistic expectation of being redeployed in the event that they are laid off. In addition, the author described education as a purposeful and structured endeavor to introduce the student to a core set of standards, values,

abilities, and methods deemed appropriate for self-employment, as well as to think and behave in certain ways. One of the ways to achieve the above is through the full implementation of Entrepreneurship Education curriculum in schools.

Entrepreneurship education is the process of identifying, developing and bringing a vision to reality. The vision may be an opportunity, an innovative idea or simply a better way to do something. The end result of this process is the training of craftsmen entrepreneur's graduates for creation of a new venture, formed under conditions of risk and considerable uncertainty. These are graduates (artisans) who possess skills, techniques and expertise to provide service or product directly to the market. According to Koroma (2019), entrepreneurship education refers to the fundamental know-how and abilities that people might acquire through formal education or training courses intended to assist them in comprehending the procedure of launching and operating a profitable organization. It offers a thorough rundown of the business environment, including the potential and difficulties associated with launching a company. This kind of education can assist people in recognizing their strengths and shortcomings as well as provide them with the abilities and know-how required to transform their business ideas into lucrative careers programmes, give students' vital life skills that will enable them to successfully navigate this unpredictable future Koroma, 2019). In the submission of Akpaku (2013) Entrepreneurship Education enables one to develop abilities including; the ability to solve problems, work in a team, show empathy, and accept failure as a necessary element of personal development. The above imply that proper management of this form of Education could equip its recipient not just in shaping their own futures but also to effect change in the world (Omorobi, Eton, & Kajang, 2020).

Management is a meticulous process of planning and allocating human and material resources, directing and coordinating same to realize specific objectives. Management in Education entails engaging in various activities of school to efficiently deliver school function and provide better education experiences to students (Okwori & Ede cited in Idoko, 2015). Management of Entrepreneurship Education in this study implies the harnessing of all the available resources including planning, organizing, coordinating, directing and controlling the various resources and segments of Entrepreneurship Education programmes towards ensuring that undergraduates acquire requisite employability and job creation skills and capacities. It's probable that management of entrepreneurship education will continue to gain popularity as people become more globally connected and aware of the positive effects that independence has on society. As a result, aspiring entrepreneurs and their undergraduate students will have more chances than ever to realize their ideas and create businesses that actually benefit society. The skills and abilities that will improve a student's employability are becoming more and more necessary. Nigeria uses education as a supreme instrument for effective national development, a tool for self-actualization, and a tool for empowerment (Chukwudi, and Nwosu, (2018). But even after decades of western education, the nation hasn't made much progress because entrepreneurship education policies and programs aren't managed well. As a result, Castro, (2022). Stresses that those universities whose goals of producing employable graduates with the ability to be creative, innovative, entrepreneurial, and critical thinkers have not been successfully met, this is due to the fact that a large number of graduates still wander the streets looking for white-collar jobs that don't exist and don't have the ability to start their own businesses. This has led to an increase in youth violence, crime, restlessness, unemployment, and poverty (Kareem, Ademoyewa, Jolaosho, Ojenike, and Sodiq, 2015). The Federal Ministry of Youth and Sport Development's Nigeria Youth Employment Action Plan 2021–24, which was released in August 2021, attests to the rising unemployment rate.

The National Bureau of Statistics (NBS) Report that was made public on August 24, 2023, the unemployment rate in Nigeria was 4.1% for the first quarter of 2023. This is a significant departure from the 33.3% reported in Q4 2020, which sparked criticism from multiple quarters claiming that the figures do not accurately reflect the industry. The responses followed the challenging economic and business climate in the nation, which was brought on, among other things, by high levels of inflationary pressure and higher operating costs. These factors have hindered the operations of numerous businesses nationwide and are thought to have contributed to a rise in the unemployment

rate. Ndem, and Egbai, (2016), agrees that even if the latest data shows encouraging employment statistics for Nigeria, it is still far greater than those of Niger (0.7%), Ghana (3.69%), and Benin (1.8%)—three surrounding economies in the African region. This is concerning because it means that there is a large number of young, vibrant unemployed people who are not adding to the nation's economic progress. The International Labor Organization (ILO) has also connected Nigeria's unemployment rate to the growth in the number of unemployed people, the rise in graduates without equivalent job opportunities, the suspension of employment in many public and private sector organizations, and the ongoing loss of jobs in the vital economic sectors. The ILO went on to say that Nigeria's recent economic expansion hasn't led to a decrease in poverty or in the creation of enough jobs to accommodate the work force's rapid growth. Consequently, Ojenike, and Sodiq, (2015), opened that there could be societal unrest if Nigeria is unable to create enough jobs to employ a significant percentage of its graduates. There is a lot of concern about the depressing state of unemployment for graduates in the census.

According to Sule (as cited in Kareem, Ademoyewa, Jolaosho, Ojenike, & Sodiq, 2015 ), the idea behind introducing entrepreneurship into education is that it is seen as a significant driver of economic growth and job creation as well as a response to the uncertain, complex, and increasingly globalized world we live in, which calls for the ongoing development of entrepreneurial competencies in all individuals and organizations within the community. An occupationally centered approach called "teaching for entrepreneurship" aims to equip aspiring business owners with the necessary information and abilities. Morrison, and Shlon, (2018) however observed that inadequate structural coordination of entrepreneurship education in universities results in a lack of capacity to provide students with the necessary knowledge, disposition, and skills to create jobs.

Skills according to Osinem as cited in (James, Amonjenu & Agbulu, 2017), are the ability to do something well. It refers to the ability to perform an exactness, practiced ability or proficiency displayed in the performance of a task. A Skill according to the authors can rightly be a well-established habit of doing something and involves the acquisition of performance capabilities. In the context of this study, skills are those knowledge, ability, capacity, information and competencies about venturing into an enterprise which university undergraduates need to acquire for job creation in North-East Nigeria.

Job creation is the process of providing new jobs for unemployed people, one'self and the process of proving more paid jobs for individuals. Job creation in the Opinion of Umar (as cited in entails are that job creation is the act of providing jobs for the unemployed, either by helping them to create jobs for themselves or providing a paid job where they can get salaries or wages as the case may be. Job Creation is the net new job that is created without displacing any other economic activity (Cray, Nguyen, Pranka, Schild., Sheu, & Whitcomb 2011). With reference to this study, job creation is a process whereby, undergraduates acquire skills to provide new jobs for the unemployed and the under-employed without necessarily displacing people who are already employed in other economic activities.

### **Statement of Problem**

Even with efforts to realign higher education so that graduates become job creators rather than just job seekers, there is still a problem as many graduates are still found frantically looking for opportunities that do not exist. This indicates a lack of effective management of the Entrepreneurship Education offered, which has prevented it from accomplishing its goals. In light of this, The tertiary institutions in Nigeria as in other parts of the world are established with a view to imparting relevant and necessary work skills in prospective undergraduates. Entrepreneurship Education courses of study in Nigeria universities have the potentials for impacting job creation skills. It is however regrettable that most Nigerian graduates especially in the study area who attended university, lack required Entrepreneurship skills which could make them employable or self-employed/self-reliant after their graduation from school. The National Policy on Education (NPE) emphasizes the need for functional education and self-reliance by stressing the imperativeness of our tertiary institutions to establish or provide forms of education that fulfill this desire, and that is through skills acquisition

(FRN, 2014). The reason why the objectives of federal government's NPE could not be realized might not be far from the way and manner in which Entrepreneurship Education programmes are planned, coordinated and organized. It was in a bid to investigate the influence of management of Entrepreneurship Education programme on job creation skills of undergraduates in state universities in North -East Nigeria, that this study was intended.

### **Purpose of the study**

This study's primary goal is to determine how undergraduates' job creation is influenced by the management of entrepreneurship education programmes courses in state universities in North-East Nigeria. Specifically, the study sought to determine:

- i. influence of planning entrepreneurship education programmes on jobs creation skills in state universities in North-East Nigeria
- ii. How undergraduates in state universities in North-East, Nigeria create jobs as a result of coordinated entrepreneurial education programs and activities.
- iii. influence of organizing resources for entrepreneurship education on students' ability to create jobs in state universities in North-East, Nigeria.

### **Research Questions**

The study was directed by the subsequent research questions:

1. What is the influence of planning entrepreneurship education programmes on jobs creation skills of undergraduates in state universities in North-East Nigeria?
2. How does the coordinating resources for Entrepreneurship education programmes influence students' propensity to create jobs in state universities in North-East Nigeria?
3. How does the organizing of Entrepreneurship Education programmes influence students' ability to create jobs in state universities in North-East Nigeria?

### **Research Hypotheses**

1. Planning for Entrepreneurship Education programmes has no significant influence on jobs creation of undergraduates in state universities in North-East Nigeria.
2. Coordinating of resources for Entrepreneurship Education programmes has no significant influence on students' propensity to create jobs in state universities in North-East Nigeria.
3. Organizing Entrepreneurship Education programmes has no significant influence on students' ability to create jobs in state universities in North-East Nigeria.

### **Research Methodology:**

The design for this study is an *ex post facto* research design also known as causal comparative research design. *Ex post facto* research design is one in which the researcher has no control over the variables of interest and hence does not manipulate the independent variable, which has already occurred in the natural course of events. In this type of research, investigation starts after the facts has occurred without interference from the researcher. The design is considered suitable for this study because the Management of Entrepreneurship Education Programme(the independent variable) has already occurred and its influence has presumably been exerted on undergraduates' job creation skills in state universities in North -East Nigeria. For the purpose of triangulating and deepening of the understanding of the issues, qualitative approach was adopted was adopted for this study as well. By this method, data was collected on an interview schedule to support the interpretation of the experiences of the undergraduates with respect to the management of entrepreneurship education programme. The population for the study was 2,405 students from six state universities in the North-East Nigeria (Office of the Heads of Department of the universities, 2023). The sample of 331 respondents were determined Krejcie and Morgan (1970) sample size Table and were selected using a multistage sampling technique. By using this method, three states—Taraba, Adamawa, and

Bauchi—were purposefully chosen in the first stage because they were states offering entrepreneurship Education programmes in universities. At the second stage, simple random sampling technique was employed to select respondents from the three states. This was done such that prejudice was prevented and it made sure that every respondent had an equal chance of being chosen. A-15 items structured questionnaire titled: Management of Entrepreneurship Education and Job Creation Questionnaire (experts), was developed by the researchers from literature reviewed and used for data collection. The questionnaire is divided into two sections namely; section A and B. Section A was used to elicit information on the personal demography of the respondents while section B was used to elicit information on the specific objectives of the study. Each MEEJCAQ item has 4 rating scales of Strongly Agree (SA), Agree (A), Disagree(D), and Strongly Disagree (SD) with corresponding nominal values of 4,3,2, and 1 respectively. The MEEJCAQ was validated by three Entrepreneurship Education and Measurement experts in Taraba State University. The comments by the experts were used to improve the final copy of the instrument used for data collection. A trial testing was done by administering the validated instrument to 25 respondents in state universities in Benue and Nasarawa states who were not part of the study population but has similar characteristics with the subjects in North-East Nigeria. Data obtained from the trial testing of MEEJCAQ was subjected to reliability analysis using Cronbach Alpha formular and a reliability coefficient of 0.89 was obtained. The MEEJCAQ was administered by the researcher with the help of three research assistants. The data collected was analyzed using the mean and standard deviation to answer the research questions while chi-square statistics was used to test the null hypotheses at 0.05 level of significance. The cut-off point of 2.50 was used for decision making such that any item with a mean score of 2.50 and above was agreement with the item and considered “*positive influence*” while a mean score below 2.50 was disagreement to the item and considered “*negative influence*”. The hypotheses formulated were tested at 0.05 level of significance using inferential statistics of Chi-square statistic. Chi-square statistic measures the relationships between variables when the data of the research consist of frequencies in discrete categories with independent subjects with data collected at nominal level. Precisely, Chi-square test of goodness -of- fit was used and it tells us if there is a statistically significant difference between the observed set of frequencies and expected set of frequencies and is used when we have only one set of variables with the number of levels of categorical variables (response options) hence the degree of freedom is always K-1 and is determined *a priori* not *a posteriori*. The choice of chi-square test of goodness -of- fit was because the study sought to determine whether management of Entrepreneurship Education could exert significant influence on job creation skills of undergraduates in state universities in north -east Nigeria where the researcher established whether or not, an observed or actual frequency differs from a theoretical standard or expected frequency. Chi-square test of goodness -of- fit will help determine how well the observed frequencies fits the expected theoretical frequencies. This is also in line with Emaikwu (2019) that chi-square is a statistical tool meant to compare observed data with expected one in line with a specific hypothesis.

The decision rule for rejection or otherwise of hypotheses was based on the p-value and alpha value. A hypothesis of no significant influence was not rejected for any cluster of items whose p-value was equal to or greater than alpha value of 0.05( $p \geq 0.05$ ) while it was rejected for any cluster of items whose p-value is less than alpha value of 0.05 ( $p < 0.05$ ).

Chi-square test however, does not provide answer regarding the magnitude (quantum) of relationship hence there is need to confirm how significant every obtained significant result of the hypotheses by calculating the **effect size statistic**. Effect size statistic provides an indication of the magnitude of obtained significant results. The procedure for calculating the effect size statistic for chi-square test of goodness-of-fit is by using the coefficient of contingency formular given below

$$C = \sqrt{\frac{x^2}{x^2 + N}}$$

Inferences on effect size is such that:

When C value equals to 0.06, it is regarded as small effect size

When C value equals to 0.17, it is regarded as medium effect size

When C value equals to 0.29, it is regarded as large effect size (Pallant, 2011)

## Results

**Research Question 1:** What is the influence of planning entrepreneurship education programmes on jobs creation skills of undergraduates in state universities in North-East Nigeria?

**Table 1:Mean Ratings and Standard Deviation of Respondents on Influence of Planning Entrepreneurship Education Programmes on Jobs Creation Skills of Undergraduates in State Universities in North-East, Nigeria (n= 331)**

S/N	Item Statement	SA	A	D	SD	$\bar{X}$	Std	Remarks
1	effective planning is required to make the objective and goal of Entrepreneurship education a reality	249	80	1	1	3.74	0.44	Agreed
2	proper planning facilitates Capacity development for skill acquisition	229	100	1	1	3.68	0.47	Agreed
3	Effective planning ensures the development of entrepreneurship mindset that facilitates job creation among Students	226	103	1	1	3.67	0.47	Agreed
4	Effective planning ensures effective Implementation of entrepreneurship Education there by promote job Creation	231	95	4	1	3.68	0.50	Agreed
5	Effective planning ensures effective Implementation of entrepreneurship Education there by promote job Creation	214	106	10	1	3.61	0.55	Agreed
	Grand Total	1149	484	17	5	18.38	2.43	
	<b>Grand Mean and Standard Deviation</b>	<b>230</b>	<b>97</b>	<b>3</b>	<b>1</b>	<b>3.68</b>	<b>0.49</b>	<b>Agreed</b>

N= number of respondents,  $\bar{X}$ = mean of respondents, Std = Standard deviation of respondents,

SA = strongly agree, A= agree, D= disagree and SD = strongly disagree.

Data presented in Table 1 reveals that all the 5 items had their mean values that ranged from 3.61 to 3.74, with a grand mean of 3.68 which was above the cut-off point of mean 2.50 on a four point scale. This result indicates that respondents agreed that planning for Entrepreneurship Education programmes has significant influence on jobs creation of undergraduates in state universities in North-East Nigeria. The standard deviation of the items ranged from 0.44 to 0.55 with a grand standard deviation of 0.49 which indicates that there was less disparity in the opinion of the respondents on the influence of planning entrepreneurship education programmes on jobs creation skills of undergraduates in state universities in North-East Nigeria.

**Research Question 2:** How does coordinating resources for Entrepreneurship Education programmes influence students' propensity to create jobs in state universities in North-East Nigeria?

**Table 2:Mean Ratings and Standard Deviation of Respondents on How Coordinating Resources for Entrepreneurship Education Programmes Influences Student's Propensity to Create Jobs in State Universities in North-East, Nigeria (n= 331)**

S/N	Item Statement	SA	A	D	SD	$\bar{X}$	Std	Remarks
1	proper coordination is required to make the objective and Goal of Entrepreneurship education a reality	105	150	63	13	3.05	0.81	Agreed
2	Effective coordination of Entrepreneurship Education programmes will ensure the development of entrepreneurship Mindset that facilitates Job creation among Students	158	149	22	2	3.40	0.64	Agreed
3	Proper coordination ensures effective Implementation of Entrepreneurship Education there by promote job Creation	183	106	29	13	3.39	0.81	Agreed
4	Proper coordination ensure unity among various Department thereby motivates student's mindset for job creation	194	121	9	7	3.52	0.66	Agreed
5	Coordination reduces waste of resource for Entrepreneurship Education there by promote job Creation	182	135	10	4	3.50	0.62	Agreed
	Grand Total	822	661	133	39	16.86	3.54	
	<b>Grand Mean and Standard Deviation</b>	<b>164</b>	<b>132</b>	<b>27</b>	<b>8</b>	<b>3.37</b>	<b>0.71</b>	<b>Agreed</b>

N= number of respondents,  $\bar{X}$ = mean of respondents, Std = Standard deviation of respondents, SA = strongly agree, A= agree, D= disagree and SD = strongly disagree.

Data presented in Table 2 reveals that all the 5 items had their mean values that ranged from 3.05 to 3.52, with a grand mean of 3.37 which was above the cut-off point of mean 2.50 on a four point scale. This result indicates that respondents agreed that there are five ways in which coordinating resources for Entrepreneurship Education programmes influences students' propensity to create jobs in state universities in North-East Nigeria. The standard deviation of the items ranged from 0.62 to 0.81 with a grand standard deviation of 0.71 which indicates that there was less disparity in the opinion of the respondents on how coordinating resources for Entrepreneurship Education programmes influence students' propensity to create jobs in state universities in North-East Nigeria.

**Research Question 3:** How does organizing of Entrepreneurship Education programmes influence students' ability to create jobs in state universities in North-East Nigeria?

**Table 3:Mean Ratings and Standard Deviation of Respondents on How Organizing of Entrepreneurship Education Programmes Influences Students' Ability to Create Jobs in State Universities in North-East, Nigeria (n= 331)**

S/N	Item Statement	SA	A	D	SD	$\bar{X}$	Std	Remarks
1	proper organization is required to make the objective and goal of Entrepreneurship education a reality	167	149	15	0	3.46	0.58	Agreed
2	Effective coordination of Entrepreneurship Education programmes will ensure the development of entrepreneurship Mindset that facilitates Job creation among Students	150	114	62	5	3.24	0.80	Agreed
3	Proper organization ensures effective Implementation of Entrepreneurship Education there by promote job Creation	144	169	18	0	3.38	0.59	Agreed
4	Proper organization ensure unity among various Department thereby motivates student's mindset for job creation	163	142	24	2	3.41	0.65	Agreed

5	organization reduces waste of resource for Entrepreneurship Education there by promote job Creation	202	123	5	1	3.59	0.54	Agreed
	Grand Total	826	697	124	8	17.08	3.16	
	<b>Grand Mean and Standard Deviation</b>	<b>165</b>	<b>139</b>	<b>25</b>	<b>2</b>	<b>3.42</b>	<b>0.63</b>	<b>Agreed</b>

N= number of respondents,  $\bar{X}$ = mean of respondents, Std = Standard deviation of respondents,

SA = strongly agree, A= agree, D= disagree and SD = strongly disagree.

Data presented in Table 3 shows that all the 5 items had their mean values that ranged from 3.24 to 3.59, with a grand mean of 3.42 which was above the cut-off point of mean 2.50 on a four point scale. This result indicates that respondents agreed that there are five ways in which organizing Entrepreneurship Education programmes influences students' ability to create jobs in state universities in North-East Nigeria. The standard deviation of the items ranged from 0.54 to 0.80 with a grand standard deviation of 0.63 which indicates that there was less disparity in the opinion of the respondents on how organizing of Entrepreneurship Education programmes influence students' ability to create jobs in state universities in North-East Nigeria.

**Hypothesis One:** Planning for Entrepreneurship Education programmes has no significant influence on jobs creation skills of undergraduates in state universities in North-East Nigeria.

**Table 4: Chi-Square Test of Goodness-of-Fit Analysis of the Influence of Planning for Entrepreneurship Education programmes on Jobs Creation Skills of Undergraduates in State Universities in North-East Nigeria**

Response Options	Fo	Fe	Alpha Level	Df	$\square 2\alpha$	Asymp. Sig.	Remark
Strongly Disagree	1	82.8					
Disagree	3	82.8					
Agree	97	82.8	0.05	3	422.100 <sup>a</sup>	0.000	S, R
Strongly Agree	230	82.8					
<b>Total</b>	<b>331</b>						

N= Total number of respondents, Fo =Observed frequency, Fe= Expected frequency Df = degree of freedom,  $\square 2\alpha$  = chi-square calculated value, Asymp. Sig. = Asymptotic significance value(P-value) under Chi-square test of goodness-of-fit analysis, S= Significant, R= rejected

The result in Table 4 showed a p-value of .000 which was less than the alpha value of 0.05 at 3 degrees of freedom (i.e .000 < .05; df = 3). This indicates that the test is statistically significant, implying that planning for Entrepreneurship Education programmes significantly influence jobs creation skills of undergraduates in state universities in North-East Nigeria. Therefore, the null hypothesis, was rejected.

The significant result obtained was subjected to coefficient of contingency to establish the magnitude of the significant result. The analysis yielded coefficient of contingency of 0.7486 which is regarded as a large effect size and which when expressed in percentage is equal to 74.86 %

**Hypothesis Two:** Coordination of resources for Entrepreneurship Education programmes has no significant influence on students' propensity to create jobs in state universities in North-East Nigeria

**Table 5: Chi-Square Test of Goodness-of-Fit Analysis of the Influence of Coordinating Resources for Entrepreneurship Education programmes on Students' Propensity to Create Jobs in State Universities in North-East Nigeria**

Response Options	Fo	Fe	Alpha Level	Df	$\square 2\alpha$	Asymp. Sig.	Remark
Strongly Disagree	8	82.8					
Disagree	27	82.8					
Agree	132	82.8	0.05	3	214.172 <sup>a</sup>	0.000	S, R
Strongly Agree	164	82.8					

<b>Total</b>	<b>331</b>						
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*N= Total number of respondents, Fo =Observed frequency, Fe= Expected frequency Df = degree of freedom,  $\chi^2\alpha$  = chi-square calculated value, Asymp. Sig. = Asymptotic significance value(P-value) under Chi-square test of goodness-of-fit analysis, S= Significant, R= rejected*

The result in Table 5 showed a p-value of .000 which was less than the alpha value of 0.05 at 3 degrees of freedom (i.e .000 < .05; df = 3). This indicates that the test is statistically significant, implying that coordinating resources for Entrepreneurship Education programmes significantly influence students' propensity to create jobs in state universities in North-East Nigeria hence, the null hypothesis, was rejected.

The significant result obtained was subjected to coefficient of contingency to establish the magnitude of the significant result. The analysis yielded coefficient of contingency of 0.6268 which is regarded as a large effect size and which when expressed in percentage is equal to 62.68 %.

**Hypothesis Three:** Organizing Entrepreneurship Education programmes has no significant influence on students' ability to create jobs in state universities in North-East Nigeria.

**Table 6: Chi-Square Test of Goodness-of-Fit Analysis of the Influence of Organizing Entrepreneurship Education programmes on Students' Ability to Create Jobs in State Universities in North-East Nigeria**

<b>Response Options</b>	<b>Fo</b>	<b>Fe</b>	<b>Alpha Level</b>	<b>Df</b>	<b><math>\chi^2\alpha</math></b>	<b>Asymp. Sig.</b>	<b>Remark</b>
Strongly Disagree	2	82.8					
Disagree	25	82.8					
Agree	139	82.8	0.05	3	239.091 <sup>a</sup>	0.000	S, R
Strongly Agree	165	82.8					
<b>Total</b>	<b>331</b>						

*N= Total number of respondents, Fo =Observed frequency, Fe= Expected frequency Df = degree of freedom,  $\chi^2\alpha$  = chi-square calculated value, Asymp. Sig. = Asymptotic significance value(P-value) under Chi-square test of goodness-of-fit analysis, S= Significant, R= rejected*

The data in Table 6 showed a p-value of .000 which was less than the alpha value of 0.05 at 3 degrees of freedom (i.e .000 < .05; df = 3). This indicates that the test is statistically significant, implying that organizing Entrepreneurship Education programmes significantly influence students' ability to create jobs in state universities in North-East Nigeria hence, the null hypothesis, was rejected.

The significant result obtained was subjected to coefficient of contingency to establish the magnitude of the significant result. The analysis yielded coefficient of contingency of 0.6476 which is regarded as a large effect size and which when expressed in percentage is equal to 64.76 %.

### **Discussion of the findings**

The study revealed that planning for Entrepreneurship Education programmes has significant influence on jobs creation of undergraduates in state universities in North-East Nigeria. The influences were: effective planning is required to make the objective and goal of Entrepreneurship Education a reality, proper planning facilitates Capacity development for skill acquisition , Effective planning ensures the development of entrepreneurship mindset that facilitates job creation among Students Effective planning ensures effective Implementation of entrepreneurship Education there by promote job Creation and Effective planning ensures effective Implementation of Entrepreneurship Education there by promote job Creation. The finding is in agreement with Eton and Omorobi and Kajang (2020) who found that planning includes making decisions on how resources can be procured, managed, used and maintained for the attainment of the goals and objectives of education. The findings also agree with Khan and Khalique (2019) who found that the overall goal of educational planning is to foster quality education through learning and human capacity development for skill acquisition (through vocational education), gainful employment, and solving problems. This might be why Okoroma (as cited in Eton, Omorobi & Nwakpa, 2021) averred that planning is an

essential activity that succeeds policy formulation. The above finding implies that in order to conduct Entrepreneurship Education effectively, administrators need to prepare (plan) ahead for a number of factors, including the kind and quality of human and materials resources, the skills that will be taught, and the kind of equipment needed for the practicals.

The study also revealed five ways in which coordinating of resources for Entrepreneurship Education programmes influences students' propensity to create jobs in state universities in North-East Nigeria. Such ways of coordinating Entrepreneurship Education programmes were: proper coordination is required to make the objective and goal of Entrepreneurship education a reality, Effective coordination of entrepreneurship programmes will ensure the development of entrepreneurship Mindset that facilitates Job creation among Students, Proper coordination ensures effective Implementation of Entrepreneurship Education there by promote job Creation, Proper coordination ensure unity among various Department thereby motivates student's mindset for job creation and Coordination reduces waste of resource for Entrepreneurship Education there by promote job Creation The study's findings collaborate with those of Ekere and Adatunn (2018), who found a substantial positive association between secondary school goal attainment and principal coordination of resources for entrepreneurship instruction. This finding is in harmony with the findings Ekere and Adetun (2018) that head teachers' mobilization/coordination of resources had a significant positive relationship with primary school goals attainment. Such coordination according to the authors entails process of mobilization of resources ensures the sourcing, identification, procurement, recruitment, and effective harmonization of physical, financial and human resources use in the implementation of educational programmes. Thus, achieving entrepreneurial education becomes easier when resources are well coordinated.

The study result of the study further showed five ways in which organizing Entrepreneurship Education programmes influences students' ability to create jobs in state universities in North-East Nigeria. The ways were: proper organization is required to make the objective and goal of Entrepreneurship education a reality, Effective organization of entrepreneurship programmes will ensure the development of entrepreneurship Mindset that facilitates Job creation among Students, Proper organization ensures effective Implementation of Entrepreneurship Education there by promote job Creation, Proper organization ensure unity among various Department thereby motivates student's mindset for job creation and organization reduces waste of resource for Entrepreneurship Education there by promote job Creation. This is in agreement with Ategwu and Kenn (2023) that organizing is a crucial management function because, when done correctly, it can significantly aid an organization in achieving its objectives and, when done incorrectly, it may significantly impede it. The above implies that the organizing function of management is crucial to the implementation of Entrepreneurship Education especially as it correlates with student job creation propensity because organizing Entrepreneurship Education activities ensures sure that resources are employed as effectively and efficiently as possible in order to achieve the goals that were set during planning. The views of the author cited above added credence and validity to the findings of this study.

## **Conclusion and Recommendations**

In view of the findings of that emanates from analysis of data, the study concludes that effective planning, coordination and organizing resources are indispensable management practices that facilitate the achievement of the goals and objectives of Entrepreneurship Education programmes. This is because planning, coordinating and effective organization of resources in Entrepreneurship Education programmes has the potential to increase students' desire and determination to create jobs for themselves especially at undergraduate level. The following recommendations were made by the study:

1. University administrators should effectively Plan Entrepreneurship Education programmes in order to facilitate smooth teaching and learning in schools;

2. Coordination/mobilization of resources for Entrepreneurship Education programmes must be adequate done by administrators and stake holders to ensure a fair students-resource ratio which is critical to achievement of the objectives of entrepreneurship Education and;
3. Entrepreneurship Education programme activities should be properly and regularly organized for continuous acquisition and development of job creation skills by undergraduates

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