

Entrepreneurial Education and Venture Creation: An Emerging Economy Perspective

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Abstract

The increasing rate of unemployment in the country, specifically graduate unemployment has been a significant source of concern to government and individuals. Despite the effort to shift attention away from the dependence on white-collar jobs, and engage in self-owned ventures, the limited number of MSMEs operated by graduates stimulates concerns that necessitated this study. Specifically, the study assessed entrepreneurial education's influence on graduate venture creation in Nigeria. The study covered six states, one in each geopolitical zone. The study adopted a survey design. The population of the study was 4839 serving Corp members, and Taro Yamane formula was used in determining the study sample of 369, which was selected using convenience and purposive sampling technique. Construct and Internal consistency measure was used for the validity and reliability of the study instrument. Multiple regression was used for data analysis. The study concludes that entrepreneurship education has immense value to graduate venture creation by graduates in Nigeria. It was recommended that there is a need for a regular review of the curriculum content on entrepreneurship education in the country in line with changing global events and activities, given its significance in driving increased venture creation among graduates in the country.

Keywords: Entrepreneurial education, Venture Creation, Graduates, Business Start-up

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Background to the Study

Globally, there is a drive towards a knowledge-based economy that is anchored on the need for self-sustenance and improved productivity (Azuka & Azuka, 2013). The drive is borne out of the need to stem the rising tide of graduate unemployment, as it is worrisome that graduates after several years of graduation are not able to secure a means of gainful employment to cater to their immediate and personal needs. This has, however, not been a regional problem as it is global. This explains why several developed nations have taken actions to ensure that education is directed towards the acquisition of skills that will allow graduates to integrate fully into the labor market after graduation (Oppong & Sachs, 2015, Oluyomi & Adedeji, 2012).

This is because entrepreneurship education is focused on gaining knowledge, identifying opportunities that abound in an individual's internal and external environment, generating a variety of ideas and the ability to develop the intensity to take necessary actions to start-up a venture (Prodromou, 2010). Similarly, Tende (2015) stated that entrepreneurship education is a process-driven sequential effort aimed at stimulating innate capacity in individuals to identify opportunities, utilize them and project them into marketable action to satisfy needs and meet expectations. Kyro (2003) opined that entrepreneurship education is individual-specific, that is, education that takes into cognizance the individual's interest, values, and capacity.

Consequently, Arasti, Falavarjani, and Imanipour (2012), Rengiah (2013), and Olakundu (2017) operationalized entrepreneurship education using variables such as curriculum content, teaching method, and university support. It is based on the belief that the curriculum content of the entrepreneurship education programs is as relevant as the program itself as there must be a content that links with modern reality and provide the student's opportunities to identify their abilities and apply same for their success (Anene & Imam, 2016). Also, the teaching method is as vital as the program itself and the need for tutors that provide practical training skills will help students learn fast and with higher interest (Olakundu, 2017). The stay off the fence attitude of the university system provides the students with less to do as there should be a support system that allows the students access to update information on their skills and attend programs that help reshape their knowledge and reduce graduate unemployment in the country (Olakundu, 2017).

Bassey and Atan (2012) stated that graduate venture creation is a situation in which institutions graduates can start-up ventures for self-sustenance. Graduate venture creation is viewed as the ability to start-up ventures in the absence of a paid form of employment. The rising incidence of unemployment among graduates from higher institutions have made this call for entrepreneurial engagement necessary (Tende, 2017). There is still an observed over-reliance on government for jobs. The number of graduates engaged in micro and small start-up ventures still accounts for less than 5% of operational micro and small ventures in the country (SMEDAN, 2013), thus making one wonder whether the education curriculum, teaching method, and university support have had a significant influence on the graduates.

Finally, this study seeks to correct a commonly observed research abnormally, where entrepreneurship education and graduate unemployment is assessed with undergraduate

students and not graduates. There is no empirical logic behind this common action, as undergraduates cannot provide the requisite answers needed since they are not graduates yet and will not be able to ascertain the relative benefit of the program until they graduate, thereby not providing a true reflection of the entrepreneurship education program success in the country so far.

Objectives of the Study

The broad objective of this study is to ascertain the effect of entrepreneurship education on graduate unemployment in Nasarawa State. Specifically, the study seeks:

- (i) To ascertain the extent curriculum content has influenced graduate business start-up;
- (ii) To determine the extent teaching method has influenced graduate business start-up;
- (iii) To analyze the extent university support has influenced graduate business start-up.

Literature Review

Theoretical Foundation

Human Capital Entrepreneurship Theory

Becker (1975) propounded the Human capital entrepreneurship theory. The theory has specifically been used due to its ability to explaining and investigating the study of entrepreneur's development and advancement when contrasted with personality trait theory since human capital can be developed and it is dynamic, though personal trait remains constant. This is because, at each phase of the entrepreneurial procedure, the entrepreneur is gathering skills and expertise, which bolsters once more into his or her underlying enrichment of human capital.

Ucbasaran, Westhead, and Wright (2006) grouped human capital into two particular distinct poles, which are entrepreneurship-specific human capital and venture-specific human capital. They contended that entrepreneurship-specific human capital had been most researched in entrepreneurship, while venture-specific human capital is identified with corporate organization research.

They showed that entrepreneurship-specific human capital has three noteworthy segments, which are entrepreneurial capacity (capacity to perceive business openings and to take advantage of them); parental foundation (entrepreneurs at initial stages of their growth watch their folks acting innovatively), and to comprehend the idea of life as an entrepreneur (attitude development towards risk, new business start-up, and perceptions on finance and management). The venture-specific human capital implies an entrepreneur's information of the venture, knowing their customers and relating with them providers, suppliers, and other business-related services and products.

Hence, some knowledge and abilities learned by an entrepreneur might be hard to group, because they could fall into more than one of the two classes (i.e. entrepreneurship-specific human capital, and venture-specific human capital). Henceforth, this study will be limited to utilize entrepreneurship-specific human capital. In the application of the entrepreneurship-specific human capital theory to this study, it is on the belief that

appropriate curriculum content will provide students with the right entrepreneurial knowledge to help graduate business start-up and thus reduce unemployment. The theory provides the support that a curriculum that is specific towards the capacity to perceive business openings and to take advantage of them will promote venture creation.

Concept of Entrepreneurship Education

The growing interest of economies and survival of organizations has spurred great interest in entrepreneurship since the 1950s. Hence, it has turned into an essential area of business education (Solomon & Fernald, 1991). There has however been an absence of general concurrence on the meaning of entrepreneurship education, thus given rise to varying perspectives shared on the concept; however, it has thus attracted research from diverse distinct authors.

Doan and Sung (2018) defined entrepreneurship education as teaching individuals to begin new organizations effectively, ensure it makes a profit, and accordingly contribute to economic development. That is why Bechard and Tolohous (1998) contended that entrepreneurship education is a program or course focused on introducing business learning and business creation strategy, aimed at preparing people to engage in start-up ventures. While Udo-Imeh et al. (2016) observed that entrepreneurship education is the training for innovativeness and advancement, Doan and Sung (2018) comprehended entrepreneurship education as the training that distinguishes how to identify business opportunities, assets distribution, risk administration, and new business creation.

There have been arguments on the contrasts between entrepreneurship education and business training (Hindle, 2017). They guaranteed that entrepreneurship education is not quite the same as business management and administration. Entrepreneurship education centers around the particular activities that business owners perform, underlining advancement and business development. Regular business education stresses general business administration identified with business organization perspectives (Hindle, 2017). Along these lines, to be particular to new business start-ups, enterprise education should center around the business entry and sustenance in operation (Doan & Sung, 2018), for example, identifying new business openings and maintaining new businesses.

Additionally, entrepreneurship education can be characterized by concentrating on the idea of opportunities identification. That explains the views of Davidsson (2004) that entrepreneurship education is to show students how opportunities are identified, assessed and sought after by entrepreneurs and with what approaches. This takes into cognizance the content of the teaching, the intended interest group, and abilities to manage entrepreneurial exercises.

From the understandings above, it is normal thus to abridge that entrepreneurship education is aimed at building the consciousness of enterprise (fundamental ideas and information identified with business) and create essential aptitudes and capabilities to manage innovative exercises, which are unique with customary business education (Bechard & Tolohous, 1998). In light of these, entrepreneurship education is characterized

as the way toward transmitting innovative learning and aptitudes to students to enable them to identify business opportunities. Consequently, students are relied upon to enhance their states of mind (attractive quality or enthusiasm) toward business enterprise and create information and abilities required to take care of complex issues and dangers or vulnerabilities intrinsic in the innovative procedure (Nwokike, 2016).

In this manner, entrepreneurship education ought to be offered to the enterprise intrigued gathering, as well as the individuals who have not built up their interests in the business. Entrepreneurship education programs/courses ought to underline both on (1) furnishing students with innovative learning and abilities, and (2) building up their entrepreneurial demeanors and goals. Therefore, this study opines that it is essential to recognize what sorts of capability (learning and skills) ought to be offered by entrepreneurship education programs and also their impact on changing the innovative impression of students. These will offer critical bits of knowledge into planning viable procedures and rules for business education.

Dimensions of Entrepreneurship Education

Arasti, Z, Falavarjani, M.K., Imanipour, N. (2012) and Olakundu (2017) indicated that entrepreneurship education could be operationalized as curriculum content, teaching method, and university support.

Curriculum Content

Curriculum content is the educational modules that contain the expected knowledge that is supposed to be acquired from a course or program (Olakundu, 2017). It is the guide that is required to be followed in the instructing or affecting learning (Anene & Imam, 2016). It is basically what the students should know or are expected to know in some random order over a period. It has been recommended that curriculum contents should focus more on theories and standards of business enterprise because these are valuable to create psychological aptitudes for student's understudies (Ogundele, 2012).

Olakundu (2017), recommended that curriculum content ought to contain majorly management and business knowledge, including market analysis, estimating procedures, financial investigation, leadership principles, HR, and other administrative skills and abilities. Chinweoke et al. (2015) expressed that it should deliver the issues identified with new business start-ups, enterprise processes, and industry conditions. Nonetheless, Oluyomi and Adedeji, (2012) posted it is inappropriate to train entrepreneurs without covering areas related to management and accounting, or financial risk is given a reliable connection between the two fields. In this sense, curriculum content ought to incorporate both business administration and new business start-up learning and abilities. Olakundu (2017) contended that curriculum content ought to incorporate challenges to beginning a new business and converting conceivable ideas into new ventures.

Hence, curriculum content ought to outfit students with various abilities, including leadership aptitudes, human relational abilities, new product improvement, advancement and data correspondence innovation (Okafor, 2005). Then again, Bukola (2011) proposed

both the art and science of educational program content. The authors guaranteed that that curriculum content not just outfits students with multi-practical management skills (the science), yet besides imagination and advancement abilities to manage the vulnerabilities and dangers in the enterprising procedure (the art). In light of the above, entrepreneurial courses ought to stress a progression of business administration learning and aptitudes, (for example, case studies, bookkeeping, new business start-up, new product advancement, financing options), entry of business and gaining competitive advantage.

Moreover, there have been suggestions that curriculum contents should also incorporate the attitudinal readiness of students. Ukoha (2017) accentuated preparing students to be attitudinally free outside standard classroom settings. Oluyomi and Adedeji, (2012) opined that the curriculum content should focus on the preparation of mental qualities required and the entrepreneurship qualities and state of mind, which will enable the students to manage business-related risk appropriately. Recently, Chinweoke et al. (2015) accentuated creating motivation (passionate component) of students through entrepreneurship courses, while Olakundu (2017) emphasized the curriculum must contain attention to students feeling on entrepreneurship and developing their emotions towards learning from business failures and risk propensity.

Teaching Method

Primarily, entrepreneurial or enterprise education is comprised of its distinct and varying styles of teaching (Greene, 2014). At commencement, the style chosen for teaching towards enterprise education was composed of a plan that the business seeks to adopt or strategy for success (Hill, 1988). However, Anyakolu (2006) opined that the writing of business plan as an assumed lecture on entrepreneurial is incapable and lacking to prepare potential entrepreneurs and visionaries who are relied upon to take certain course of action or take risk, recognize distinctive opportunities, accumulate assets, galvanize and arrange activities towards setting up of business ventures aimed at satisfying consumers need or identified market opportunities.

In the opinion of Honig (2004), there are two teaching styles, which will be instrumental in the advancement of start-up enterprises, and they are simulation and games. Accordingly, Solomon (2007) on his part featured some teaching methods such as the writing of business plan, professional classes, case studies, and mentoring or supervisory effort. Further, he distinguished different methodologies, for example, exploratory learning, specialists visit and so forth. Following the above views on teaching methods, the experimental method which includes detailed minded teaching was decreed as the best strategy.

Moreover, Neck and Greene (2011) recommended that entrepreneurship educators and experts should transcend beyond the belief that entrepreneurs are born, not made and thus provide students with the requirement for easy entrepreneurial comprehension and abilities development. There are have been four other business entrepreneurship teaching methods that have been distinguished as a portrayal of the progressions that the field of entrepreneurship has encountered in the development from the center procedure based entrepreneurship to the focal point of activity-based business entrepreneurship and the effect of these methodologies in educating and learning (Neck & Greene, 2011).

There have also been different approaches to convey business entrepreneurship courses/programs. Van der, Klink, and Boon (2002) opined that students ought to be prepared to settle on choices in the unstructured and unverifiable nature of entrepreneurial conditions and henceforth the enterprise education should center around the functional preparing on the most proficient method to set up and deal with a new business start-up.

Fayolle and Gailly, (2008) stated that the university entrepreneurship teaching method and design should cognize of the type of graduates they intend to graduate at the end of the day. This consciousness has become necessary owing to the need to streamline entrepreneurship programs to be specifically driven and articulate the basic rudiments that are supposed to be inherent in the observed skills and interests of their graduates. These should be a primary objective for any institution that wants to achieve the primary goal of entrepreneurship education for their graduates. It should be designed from the immediate environmental, social needs and industry demands. Hytti and O'Gorman (2004) identified three categories of objectives for the teaching method of entrepreneurship education. The authors stated the objectives are to teach to have the knowledge of entrepreneurship, to teach to become entrepreneurial and finally to stimulate the entrepreneur in an individual.

University Support

In spite of the way that each educational stage in this country plays a vital role in the society, it is at the university stage that there is a more significant relationship with the corporate ventures in the country. Pamela (2017) stated that university support for a business start-up could be seen as a methodology taken by the school administration to give the required coaching and preparing required with regards to the enterprise. It is a deliberate and conscious effort that goes past the classroom and pragmatic way to deal with the arrangement of a favorable situation that supports innovativeness and development in people and the capacity (Poblete & Amorós, 2013).

It is believed that the university develops an imaginative system to the extent that it makes the critical coordination: focuses of brilliance, extraordinariness, consistent and pre-defined structures prepared for making incorporated a motivator from the course of action of learning, through examination commercialization that anchored genuinely (Dianconu & Dutu, 2015). Likewise, an innovative mindset is also supported by progressing an entrepreneurial feeling on students and instructors, ensuring that efforts are made in engaging areas prepared to manufacture the number of enterprising endeavors, that will drive their interest and encourage them to want to get engaged. The need to ensuring there is an association between business and industry through the establishment of business incubation centers, mechanical and partnership parks in the university, business discipline taught plan and empowering the enthusiasm for the trading of data and advancement also reinforces the university execution (Rokhman & Ahamed, 2015).

The existing social and financial situations of most economies, most notably the developing economies, it is fundamental for universities to make a basic pledge to the canny regional specialization and encourage widely appealing bodies towards the actualization of promoting a couple of mechanical assemblies of consistent research results from the

universities (Rokhman & Ahamed, 2015). This should be because universities are expected to twist up the focal point of data with the piece of completing adjacent specialist's frameworks in perspective of the advantages and needs with a genuine impact on headway (Rokhman & Ahamed, 2015).

In the view advanced by Bonaccorsi and Piccaluga (1994) they perceived no under four reasons why present-day divisions would be asked to have a strong relationship with universities. This they indicated is getting quick access to intelligent advancements; extending consistent models; assigning specific enhancement works out, including danger sharing and diminishing of particular costs and settling the absence of benefits, for instance, examine offices and equipment. Universities furthermore have inspirations to look for after the relationship with industry.

Graduate Venture Creation

Studies on venture creation have been a broad research area, and there have been varying methods that have been advanced to starting up business ventures (Tende, 2017, Bukola, 2011; Osakwe, 2011). This probably because business ownership has been as old as man and forms a critical part of every society (Tende, 2017). That is why education for a business start-up is to prepare students to be business owners (Linan, 2004). Unique with the mindfulness education where students might be new to the business, the focus for this kind of education is tinted towards a start-up training course, or program usually are profoundly sort after or a rare opportunity towards satisfying a particular market.

In the opinion of Linan (2004), the determination criteria of the start-up training exceedingly prescribe that the students have arranged certain specific business thoughts of their own. In this way, the start-up courses are to reinforce the ambitious goal of students and help them to start-up business ventures. It is the start-up projects or courses pull in the students who are persuaded to fire up that ensures that they can be self-sustaining upon graduation from the university.

Similarly, business start-up education allows the students to build up the capacity to detect viable opportunities and analyze the opportunities and critically determine the time to make a move (i.e., answering questions such as when or what is the appropriate circumstance to begin a business?). Thus, this depth of education is supposed to teach students to create and fire up personal business ventures. Entrepreneurship education provides students with business start-up schemes that enable the students to make an effort towards starting their own business and managing them in their interest.

Relationship between Curriculum content and Graduate Venture creation

Hadiza and Garba (2015) examined the curriculum content of entrepreneurship education programs in secondary schools. The sample is 216, and the data were analyzed using the rank man correlation technique. The study found that the content curriculum was adequately sufficient to provide the needed education support need for secondary school students in Nigeria. The study implied that the existing curriculum contents are vital to ensuring that students develop the right entrepreneurship skills required for self-sufficiency. The study

was limited to secondary school students, and the study failed to identify whether the curriculum content generally provides a skill acquisition support system required for self-sufficiency.

The study carried out by Hidi, Renninger, and Krapp (1992) assessing curriculum content on student's entrepreneurial intentions for business start-ups. The study used a sample of 345 students, and they used a quantitative approach using multiple regression. The study found that there is a significant exceptional and testing assignment for teachers to take cognizance of every student's ability and interest and the class sizes educators need to work with. The study found that suitable encouraging curriculum contents that allow for diverse techniques can invigorate student's interests in entrepreneurship and for business creation. However, it is worthy to state that this study failed to highlight the basics of curriculum content and designing a curriculum content on the interest of students may not be possible. This leaves a gap that this study seeks to close. Thus, this study states that:

***H_o:** Curriculum content has no significant influence on graduate venture creation*

Relationship between Teaching Method and Venture Creation

Nwokike, (2016) carried out a study on teaching method role in improving the entrepreneurial competencies. The study adopted a quantitative approach and a study sample of 109 using 15 universities in the southeast, Nigeria. The study adopted the analysis of variance to test the study hypothesis. The findings indicate that practical activities and demonstration methods have a significant influence on improving the entrepreneurial competencies of students. The study drew support from the fact that students will also learn when the emphasis is led by the lecturers. A situation where the students see their lecturers engage in profitable ventures could also influence them positively.

Ukoha (2017) examined entrepreneurship education among the three federal colleges in Nigeria. The study adopted a survey research design, and a sample of 30 instructors participated in the study. The study used simple percentages to analyze the responses from the questionnaires. The study revealed that the method of teaching adopted were traditional methods and thus explained the inability of the students to fully engage in entrepreneurial activities after graduation. The study also found that the teachers were less concerned about whether the students have a practical understanding of the concepts and ideas explained. We, therefore, propose that:

***H_o:** The teaching method has no significant influence on graduate business start-ups.*

Relationship between University Support and Venture Creation

There have been different studies carried out to assess university support and graduate business start-up. The study carried out by Saeed, Yousafzai, Yani-De-Soriano, and Muffatto (2013) assessed the perceived role of University support in student's entrepreneurial intention formation. The study operationalized university support with concept development and educational support. The study sample comprised 805 University students that partook in the survey. The study used SEM for data analysis. The study findings

revealed that university support affects entrepreneurial intention. The study failed to identify the links of university support to the actual start-up of a business, as the focus was on perception alone.

Khayri, Yaghoubib, and Yazdanpanah (2011) on university education and business start-up provided empirical justification for university support role on business start-up. The study sample was 452 graduates that took part in the study. The study used multiple regression techniques for analysis, and the study found that university education though vital contributes minimally to the ability to engage in entrepreneurial ventures by graduates. The study found that the university prepares the graduates but contributes little in attributes such as innovations, adaptability, prescience, and delegacy, a reaction against feedback and proposals, the attitude of versatility, authority and self-assurance. Thus, we propose that:

H₀₃: University support has no significant influence on venture creation

Material and Method

The study adopted a survey design. The choice of the design was because of the nature of the study problem that required gathering inputs to draw inference on likely solutions. The study population was 4839 serving Corp members in six states, one state in each geopolitical zone. The criteria for state selection was based on the year of creation. The graduates from batch A were selected given the period of the research, and it was our easier access to graduates. The study adopted Taro Yamane (1967) formula in determining the study sample of 369, which were selected using convenience and purposive sampling technique. Construct and Internal consistency measure was used for the validity and reliability of the study instrument. Multiple regression was used for data analysis with the aid of SPSSv25.

Measures

The study relied on a self-design instrument to measure entrepreneurship education. The instrument has twenty-one items for the three variables used in the study. The instrument was designed in a Likert scale format ranging from strongly agree to strongly disagreed. Example of some of the instrument questions where 'the university provides us with avenues to start-up ventures in school', the teaching is direct and practical towards our learning and understanding' and the basis of starting and managing a business was covered in during entrepreneurial classes'. The instrument was pilot tested on a sample of 25 undergraduate students. Principal component factor analysis was carried out. The Cronbach alpha coefficient for the three variables curriculum content, teaching method, and university support are 0.723, 0.811 and 0.798 respectively. The instruments retrieved were 40 and principal axis factoring with varimax rotation was conducted. The KMO and Bartlett's Test of Sphericity was significant (0.722, $p < 0.005$), which is consistent with the recommendation of Tabachnick and Fidell (2007) recommendations. The result established the multidimensional nature of entrepreneurial education. four (4) items loaded on curriculum content, Six (6) items loaded on university support and three (3) items loaded on teaching method. The scale explained variance stood at 61.13%.

The instrument used in measuring venture creation was a self-design instrument and the items were designed from the adaption of literature on venture creation and business start-

up. The scale had 10 items, and the Cronbach alpha index was 0.89. The KMO and Bartlett's Test of Sphericity was significant (0.842, $p < 0.005$), which is consistent with the recommendation of Tabachnick and Fidell (2007) recommendations. The result established that venture creation was unidimensional and the items with less than .70 were removed reducing the scale to six items.

Result and Discussions

Table 1: Model Summary on Entrepreneurial Education and Venture Creation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.598 ^a	.358	.353	.71388	1.682

a. Predictors: (Constant), University support, Teaching method, Curriculum content

b. Dependent Variable: Venture Creation

Table 2: ANOVA on Entrepreneurial Education and Venture Creation

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	103.814	3	34.605	67.903	.000 ^b
Residual	186.012	365	.510		
Total	289.827	368			

a. Dependent Variable: Venture Creation

b. Predictors: (Constant), University support, Teaching method, Curriculum content

Table 3: Coefficients on Entrepreneurial Education and Venture Creation

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	1.100	.211		5.200	.000		
	Curriculum content	.267	.049	.284	5.400	.000	.635	1.576
	Teaching method	.149	.050	.149	2.968	.003	.700	1.429
	University support	.306	.051	.298	5.997	.000	.711	1.407

a. Dependent Variable: Venture Creation

The result above is a multiple regression results on the overall model on entrepreneurship education ability to predict graduate venture creation. Table 2 on model summary indicates the $R = .598$, $R^2 = .358$, adjusted $R^2 = .353$, $SD = 7.1388$. The multiple correlation coefficient between the predictors and the criterion variable was .598. This means that a 59.8% shared positive relationship exists between entrepreneurship education and venture creation. The

predictors accounted for 35.8% of the variance in graduate venture creation. The variance is explained by the model (curriculum content, teaching method and university support system). This means that the model explains 35.8.5% of the variance in graduate venture creation in Nigeria. This moderate value indicates that the model is a good predictor of the dependent variable. The adjusted R square shows a better estimate of the true population to be .353. The generalisation of this model to the population was .353.

In table 2, the value of the regression line sum of squares (103.814) is less than the residual value (186.012) indicating the data is sufficient. The significant F-test shows that the relationship (67.903, $p < 0.05$) indicates the overall prediction of the independent variable to the dependent variable is statistically significant. This implies that the model is fit and there is a significant relationship exist between the independent variable (entrepreneurship education) and the dependent variable (venture creation).

The regression line $G_{BST} = 1.100 + .267CC + .149TM + .306USS$ indicates that graduate venture creation improves by 1.1% for every 1% increase or decrease in the independent variables (curriculum content, teaching method and university support system). The standardized coefficient (curriculum content $\beta = .284$, teaching method $\beta = .149$, and university support system $\beta = .298$). Further, the relative contribution of each independent variable in explaining the dependent variable is illustrated above. The largest beta coefficient is the university support system ($\beta = .398$), which means that the university support system has the most effect on graduate venture creation; when the variance explained by all other variables in the model is controlled.

The first hypothesis was on curriculum content influence on graduate venture creation. The t-statistics for curriculum content is 5.400 ($p\text{-value} < 0.05$) and beta is .284. Therefore, given this result, there is sufficient evidence to conclude that curriculum content has a significant influence on graduate venture creation. The result is consistent with the result of Hadiza and Garba, (2015) and Hidi, Renninger, and Krapp (1992).

The second hypothesis was on teaching method influence on graduate venture creation. The t-statistics for teaching method is 2.968 ($p\text{-value} < 0.05$) and beta is .149. Therefore, given this result, there is sufficient evidence to conclude that the teaching method has a significant effect on graduate venture creation. This finding agrees with the study of Nwokike (2016) and Ukoha (2017).

The third hypothesis was on university support influence on graduate venture creation. The t-statistics for university support is 5.997 ($p\text{-value} < 0.05$) and beta is .298. Therefore, given this result, there is sufficient evidence to conclude that university support has a significant effect on graduate venture creation. The result is in line with the study of Saeed et al. (2013) and Khayri et al. (2017).

Conclusion and Recommendations

The study concludes that entrepreneurship education has immense value to graduate venture creation by graduates in Nigeria. The study concludes that the university role

remains the most vital component in the drive for increased entrepreneurial activities of graduates in the country. Based on the findings, this study recommends:

1. There is a need for a regular review of the curriculum content on entrepreneurship education in the country in line with changing global events and activities, given its significance in driving increased venture creation among graduates in the country.
2. The teaching method adopted should be modern approaches and be in line with global best practices on training young adults on venture creation. The teaching method should allow for the students to make their inputs, thereby showing the innovative ability and improving on them.
3. University support to students while in school should be significantly improved, as it should not be about imparting knowledge alone, but should also providing platforms for the students to show their ingenuity and be allowed to make real business start-ups within the school premises with the right support.

Implication of the Study

The study provides societal implications for government and management of universities in the country would direct beneficiary of the study, as it provides an empirical view on the relevance of entrepreneurship education on graduate venture creation in the country.

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