

Perceptions of NCE II Students of Kaduna State College of Education on the Influence of Entrepreneurship Education on Job Creation

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Abstract

The study examines the impact of entrepreneurship education on job creation among NCE II students at KSCOE Gidan Waya. As unemployment rises globally, entrepreneurship education plays a crucial role in equipping students with job-creating skills. Using a descriptive survey and purposive sampling, 250 out of 750 students participated. Data analyzed via SPSS revealed that entrepreneurship education enhances skills, knowledge, and career intentions. The study concludes that it positively influences job creation and economic growth. To maximize its impact, investments in resources, educator training, and real-world entrepreneurial experiences are recommended.

Keywords: *Student's perception, Influence, Skills and Knowledge, Entrepreneurship education, Job creation.*

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Background to the Study

Entrepreneurship education is increasingly recognized as a vital tool for equipping individuals with the skills and knowledge necessary to create employment opportunities. In Nigeria, where unemployment rates remain persistently high especially among the youth the integration of entrepreneurship education into the curriculum of tertiary institutions has become a top priority. For institutions like the Kaduna State College of Education (KSCOE), which trains students at the Nigeria Certificate in Education (NCE) level, this type of education is essential for preparing future educators and business leaders who can significantly contribute to economic development and job creation.

The impact of entrepreneurship education extends beyond merely imparting theoretical understanding. It nurtures creativity, innovation, problem-solving, and risk taking—key skills necessary for successfully starting and managing businesses. For NCE II students, their perceptions of entrepreneurship education are particularly important, as they are at a crucial stage in their academic and professional journeys. Gaining insights into their views on the role of entrepreneurship education in promoting job creation can inform policy formulation and curriculum experts for effective implementation.

Despite its potential, there is disconnect between the theoretical objectives of Entrepreneurship education and its practical outcomes. Multiple studies indicate challenges such as inadequate funding, limited access to practical training facilities and a shortage of skilled professionals to deliver entrepreneurship education. These obstacles can influence students' perceptions and hinder the effectiveness of entrepreneurship education programs in addressing unemployment in Nigeria.

In Kaduna State, where a significant portion of the population is youth, entrepreneurship education plays a distinctive role. KSCOE and similar institutions are well-equipped to encourage their students' entrepreneurial attitudes. Examining the perceptions of NCE II students regarding the influence of entrepreneurship education on job creation will enhance our understanding of how to improve educational delivery and its impact on the labor market.

Education and training activities specifically tailored for entrepreneurship are usually aimed at increasing the supply through different mechanisms, which normally involve the transmission of necessary instrumental skills to start and grow a new business (Honig, 2004), as well as enhancing cognitive ability to manage the complexity involved in the identifying and assessing business prospects (Detienne and Chandler, 2004), as well as considering the impact of cultural influences on individuals, including their attitudes and behavioral tendencies. (Peterman and Kennedy, 2003).

Theoretical Framework

There are many theories of entrepreneurship, however this study is anchored on the Theory of Planned Behavior (TPB) propounded by Icek Ajzen (1991). It posited that individuals' behavioral intentions are shaped by attitudes, subjective norms and perceived behavioral

control. In the context of entrepreneurship education, it explains how the education shapes student's entrepreneurial intentions by influencing their attitudes towards entrepreneurship and their perceived control over the process of starting a business. The TPB provide a useful framework for understanding how individuals form intentions and take actions based on their subjective norms and perceived behavioral control. The TPB is relevant to this study in the following ways:

- i. Understanding student's Entrepreneurial intentions: TPB helps explain how NCE II students develop intentions to engage in entrepreneurship after receiving entrepreneurship education. Their attitudes towards job creation, social influences and perceived control over business opportunities will shape their willingness to vent into business.
- ii. Examining Attitudes towards Entrepreneurship: The study explores how students perceived entrepreneurship education as a means of job creation. TPB suggests that if students have positive attitudes towards entrepreneurship, they are more likely to consider starting businesses rather than seeking traditional employment.
- iii. Influence their subjective Norms: The role of peers, lecturers, family and society in shaping students' perception is crucial. TPB suggests that if students perceive entrepreneurship as socially desirable and encouraged by their environment, they may be more inclined to pursue it as a career option.
- iv. Assessing Perceived Behavioral Control: The perception of students regarding their ability to start and manage a business is a key factor in job creation. TPB helps analyze how well entrepreneurship education prepares students with the confidence, skills, and resources needed to launch their own businesses successfully.

Statement of the Problem

Despite the growing emphasis on entrepreneurship education in tertiary institutions, there is still limited understanding of how this education influences students' perceptions of job creation, particularly among those in the final year of the Nigeria Certificate in Education (NCE) program. As the global job market becomes increasingly competitive, it is crucial to assess whether the entrepreneurship education programs provided to NCE students equip them with the necessary skills and mindsets to create job opportunities rather than solely seeking employment. This study aims to explore the perceptions of NCE II students regarding the effectiveness of their entrepreneurship education in fostering an entrepreneurial mindset and its potential impact on job creation. Understanding these perceptions is essential for educators and policymakers to enhance the curriculum and better support students in becoming job creators instead of job seekers in the future.

Research Questions

The study is guided by the following research questions:

1. How do NCE II students perceive the effectiveness of entrepreneurship education in providing them with the skills and knowledge necessary for job creation? 2. To what extent do NCE II students believe that Entrepreneurship Education can influence their entrepreneurial intentions and career choices?
2. What are the perceived challenges faced by NCE II students in utilizing

- Entrepreneurship education for job creation?
3. In what ways do NCE II students perceive the impact of Entrepreneurship Education on addressing unemployment and fostering economic growth?
 4. How do NCE II students perceived the role of Entrepreneurship Education in addressing unemployment and contributing to economic development?

Objectives of the Study

The main objective is to assess NCE II student's perception on the influence of entrepreneurship education on job creation. The specific objectives is to:

1. Determine the effectiveness of entrepreneurship education in providing the skills and knowledge necessary for job creation.
2. To determine the extent to which NCE II students believe that Entrepreneurship education influences their entrepreneurial intentions and career choices.
3. To identify and analyze the perceived challenges faced by NCE II students in utilizing entrepreneurship education for job creation.
4. To determine the perceptions of NCE II students regarding the role of entrepreneurship education in addressing unemployment and contributing to economic development.

Conceptual Framework

Entrepreneurship

Barringer & Ireland, (2016) defined entrepreneurship as the process of identifying, creating, and pursuing opportunities to start and grow a new business venture. It involves the ability to take risks, organize resources, and innovate to develop a profitable and sustainable enterprise. Entrepreneurship is the process of exploiting opportunities as well as the creation of new ventures, whether successful or not. This business strategy aims to create employment opportunities, improve social wealth, and boost income (Gholami and Al Tahoo, 2021).

Entrepreneurship Education

Entrepreneurship education is a process of creativity and innovation in overcoming problems, and obstacles with various risks and opportunities for success. This is aimed at developing attitudes, enthusiasm, and abilities to create something of value for oneself and others (Saptono & Najah, 2018). Matthew & Haruna, (2024) Entrepreneurship education is a form of education that makes humans to be responsive to their personal, family, and national needs and aspirations. Entrepreneurship education consists of different concepts aimed at developing entrepreneurial skills, knowledge, and attitudes among individuals. The entrepreneurial attitudes that must be instilled in schools include creativity, innovation, independence, leadership, financial management, and enduring mindsets (Rogel & Reginalde, 2024).

Student perception of Entrepreneurship Education

Many students perceive entrepreneurship education programs as beneficial in enhancing their employability and adaptability in the job market, it builds a mindset oriented toward creativity and independence, preparing them to face challenges as potential entrepreneurs or to innovate

within the existing organization. Nabi, Holden & Walmsley (2006) maintained that entrepreneurship education enhances skill development and career empowerment, it is a gateway to achieving self-employment and job creation by students. Students report an increase in their confidence to take risks and pursue business ideas, as stated by Oosterbeek, Van Praag, and Ijsselstein (2010), which they attribute to their exposure to entrepreneurship education.

Empirical Review

Entrepreneurship education programs provide students with the skills and mindset to launch their own businesses, leading to job creation (Olokundun, Moses & Ogbari (2018). Fuchs, Werner & Wallau (2008) reported that startups and small enterprises are major sources of job creation and innovation in economies. Entrepreneurship education plays a significant role in the economic growth and advancement of a nation. An empirical study by Olufemi (2018) evaluated the influence of entrepreneurship education on the entrepreneurial intentions of students across four tertiary institutions in Nigeria. A University, a Polytechnic, a College of Education, and a satellite campus of a university. Data was gathered from 381 students from the four institutions. SPSS was used to analyze the data gathered. Findings revealed that the behavioral component of the student's attitude toward entrepreneurship education was positive. Many of the students enjoyed entrepreneurship education. Practical examples of entrepreneurship should be included more in classroom teaching. Many of the students show the intention of starting their own business when they graduate.

In 2019, Eze and Aroge analyzed the relationship between entrepreneurship education and job creation among students at Bingham University. The study was structured using a survey research method. Using the Taro Yamane formula, 234 final year students of Bingham University drawn from the three Faculties were used as sample size. Data obtained for analyses were through self-administered questionnaires and were analyzed using descriptive statistics and multiple regressions in testing the three hypotheses. The Pearson Correlation Coefficient was used to test the correlation between variables. Findings revealed that entrepreneurship educational curriculum has a low and insignificant effect on job creation, while entrepreneurship skills and pedagogy have a significant effect on job creation among Bingham University students. It was recommended that the Entrepreneurship educational curriculum be reviewed from time to time to accommodate some changes in the business environment such as changes in technologies, demographic factors of customers, new products and services, etc.; and more practical skills should be taught as the business world is dynamic and needs constant change. Also, both traditional and modern pedagogy should be used in entrepreneurship education as both methods are effective. John, Kurgat, self & Philip, (2022) evaluated the effect of entrepreneurship education on the employment, job creation, and job-seeking intentions of students. All the 5 National Polytechnics in Western Kenya were targeted with only 2 being selected using a simple random sampling technique. The study involved 273 students from the selected Polytechnics who were purposively selected. The study adopted a descriptive survey research design. Data were collected using questionnaires and were analyzed using descriptive statistics of percentages and frequencies and inferential statistics (Chi Square and Freeman Halton Test) to test the relationship between independent

and dependent variables. The study concluded that students were not well prepared to be self-employed and create jobs for others upon graduation since inactive teaching methods were frequently used as opposed to active teaching methods that could trigger students towards self-employment and job creation hence the majority of the students being left for job-seeking intentions. It was recommended that tutors should use active methods that cultivate an entrepreneurial culture among students and that the syllabus should be reviewed to capture a more engaging and active teaching method than passive methods.

Magasi, (2022) investigated the antecedents of entrepreneurial intentions among Tanzanian Higher Business Education graduates. This cross-sectional study is based on primary data collected using in-depth interview guide questions physically done by the researcher. A sample of 21 Higher Business Education graduates from various Higher Business Education Institutions. Snowball and purposive sampling approaches were employed to identify respondents for this study. Content analysis method with the aid of the NVivo version 11 software package was used to analyze the qualitative data. The study identifies five important antecedents of entrepreneurial intentions, namely, interpersonal traits, entrepreneurship education through competency-based training, planning and focus, successful groups that are close to a prospective entrepreneur, and government support. The findings task entrepreneurship educators, role models, close groups, professional supporters, and the government to concurrently foster the combinations of entrepreneurship education and other factors which were revealed to have the highest predictive power on entrepreneurial intention in the process of nurturing and psychologically developing the students' entrepreneurial careers of self-reliance and self-employment.

Methodology

The study adopts a descriptive survey method and data collected were analyzed using percentage, mean and standard deviation. The non-judgmental purposive sampling was employed in sampling 250 students from a population of 750 NCE II students in different Schools (faculties). The researchers developed a structured questionnaire containing 40 items using a 4-point Likert scale of Strongly Agreed, Agreed, Disagreed, and Strongly Disagreed, and was shared to NCEII students to respond to, and the responses were collected within 1 week. The decision rule, therefore, was 2.50. This means that a benchmark means of 2.50 and above was agreed, while a benchmark mean of less than 2.50 was disagreed. The developed questionnaire was validated by professionals in Economics education from the Department of Economics, Kaduna State College of Education Gidan Waya. The instrument was pilot tested using Cronbach's alpha yielding a score of 0.78, indicating greater reliability.

Discussions and Results

Research Question One

Table 1: How do NCE II students perceive the effectiveness of entrepreneurship education in providing them with the skills and knowledge necessary for job creation?

S/No	STATEMENTS	SD	D	A	SA	X	S Dev.	Decision
1	Entrepreneurship education has improved my understanding of basic business concepts.	9	24	100	117	3.30	0.79	Accepted
2	The practical skills I have gained from entrepreneurship education are sufficient for starting my own business.	8	35	160	47	2.98	0.68	Accepted
3	The program encourages creativity and innovation in business ideas.	9	57	83	101	3.10	0.88	Accepted
4	I have learned effective risk management strategies through entrepreneurship education.	32	31	61	126	3.12	1.06	Accepted
5	The education provided has equipped me with the skills to develop a comprehensive business plan.	5	67	107	71	2.98	0.80	Accepted
6	I feel confident in my ability to start and run a business after completing this program.	5	14	57	174	3.60	0.69	Accepted
7	I have a good understanding of how to conduct market analysis.	36	23	119	72	2.91	0.98	Accepted
8	The skills and knowledge gained from entrepreneurship education have prepared me to create job opportunities.	15	58	59	118	3.12	0.97	Accepted
9	Entrepreneurship education has improved my financial literacy and management skills.	9	14	111	116	3.34	0.74	Accepted
10	The education program has increased my motivation and aspiration to become an entrepreneur.	15	6	125	104	3.27	0.78	Accepted

Grand Mean = 2.50

Source: Field study (2024)

From table 1, it is observed that the questions were answered using descriptive statistics which indicate the mean of items 1-10 to be greater than the decision rule of 2.50. Therefore, they are all accepted.

Research Question Two

Table 2: To what extent do NCE II students believe that Entrepreneurship Education can influence their entrepreneurial intentions and career choices?

S/No	STATEMENTS	SD	D	A	SA	X	S	Decision Dev.
1	Entrepreneurship education enhances my interest in starting my own business.	24	35	94	97	3.06	0.96	Accepted
2	I believe the skills learned in Entrepreneurship Education are essential for my future career.	13	38	114	85	3.08	0.83	Accepted
3	Entrepreneurship Education makes me confident in choosing a career path that involves entrepreneurship.	29	51	84	86	2.91	1.00	Accepted
4	Entrepreneurship education influences my intention to become an entrepreneur after graduation.	40	40	90	80	2.84	1.05	Accepted
5	I am more likely to pursue a career in entrepreneurship because of the entrepreneurship education I received.	28	44	133	45	2.78	0.87	Accepted
6	Entrepreneurship education has positively influenced my attitude towards self-employment.	27	45	112	66	2.87	0.93	Accepted
7	The knowledge gained from entrepreneurship education is applicable to real-life entrepreneurial situations.	30	57	90	73	2.82	0.99	Accepted
8	I feel that Entrepreneurship education is crucial for my ability to identify business opportunities.	29	30	60	131	3.17	1.04	Accepted
9	Entrepreneurship education has made me more aware of the challenges and rewards of entrepreneurship.	32	66	72	80	2.80	1.03	Accepted
10	Entrepreneurship education has a significant impact on my career choices beyond entrepreneurship.	43	15	118	74	2.89	1.02	Accepted
Grand Mean = 2.50								

Source: Field Study (2024)

Table 2, From table 2, it is observed that the questions were answered using descriptive statistics which indicate the mean of items 1-10 to be greater than the decision rule of 2.50. Therefore, they are all accepted.

Research Question Three

Table 3: What are the perceived challenges faced by NCE II students in utilizing Entrepreneurship education for job creation?

S/No	Statements	SD	D	A	S A	X	S Dev.	Decision
1	I find that Entrepreneurship education courses lack sufficient practical experiences to effectively prepare me for job creation.	60	74	29	87	2.57	1.19	Accepted
2	I face challenges in accessing the necessary resources (funding and materials) to apply what I learn in this course for job creation.	44	46	130	30	2.58	0.92	Accepted
3	The support and guidance provided by lecturers in Entrepreneurship education are not adequate to help me create jobs.	104	30	101	15	2.10	1.03	Rejected
4	There are limited opportunities within Entrepreneurship education program to network with industry professionals or potential business partners.	30	74	116	30	2.58	0.85	Accepted
5	Entrepreneurship education has not sufficiently built my confidence in my ability to start and run a business.	74	74	87	15	2.17	0.93	Rejected
6	The Entrepreneurship education curriculum does cover enough relevant topics that would help me create jobs.	58	72	60	60	2.49	1.09	Rejected
7	The infrastructure available for practical learning in Entrepreneurship education is inadequate for preparing me to create jobs.	59	59	117	15	2.35	0.91	Rejected
8	The time allocated within the overall NCE program is insufficient for me to fully utilize the knowledge for job creation.	31	12	32	62	2.50	1.00	Accepted
9	There is a lack of mentorship programs that could guide me in applying Entrepreneurship education towards job creation.	32	65	87	66	2.75	0.99	Accepted
10	I find it difficult to identify or access business opportunities even with the knowledge gained from Entrepreneurship education.	131	44	30	45	1.96	1.17	Rejected

Grand Mean = 2.50

Source: Field study (2024)

From table 3, it is observed that the question was answered using descriptive statistics which indicate the mean of items 1, 2, 4, 5, 6 and 9 are greater than the decision rule of 2.50 and therefore, they are accepted, while items 3, 5, 6, 7 and 10 are less than the decision rule of 2.50 and therefore they are rejected.

Research Question Four

Table: 4: How do NCE II students perceived the role of Entrepreneurship Education in addressing unemployment and contributing to economic development?

S/No	Statement	SD	D	A	SA	X	S Dev.	Decision
1	Entrepreneurship education equips students with skills necessary to start their own business.	44	28	59	119	3.01	1.14	Accepted
2	Entrepreneurship education helps in reducing unemployment among graduates.	16	32	61	141	3.31	0.93	Accepted
3	The knowledge gained from Entrepreneurship education is applicable to real-world economic challenges.	30	14	147	59	2.94	0.88	Accepted
4	Entrepreneurship education fosters innovation and creativity among students.	29	28	119	74	2.95	0.93	Accepted
5	Entrepreneurship education enhances students' ability to identify and exploits business opportunities.	31	32	110	77	2.93	0.96	Accepted
6	The skills acquired through Entrepreneurship education can significantly contribute to economic development.	15	29	74	132	3.29	0.90	Accepted
7	Entrepreneurship education encourages self-reliance and independence among students.	30	47	31	142	3.14	1.11	Accepted
8	Entrepreneurship education should be a compulsory part of the curriculum for all NCE students	15	45	72	118	3.17	0.93	Accepted
9	Entrepreneurship education effectively prepares students to face the challenges of the labour market.	29	58	104	59	2.77	0.94	Accepted
10	Entrepreneurship education plays a critical role in the socio-economic development of the community.	30	14	147	59	2.94	0.88	Accepted

Grand Mean = 2.50

Source: Field study (2024)

From table 4, it is observed that the questions were answered using descriptive statistics which indicate the mean of items 1-10 to be greater than the decision rule of 2.50. Therefore, they are all accepted.

Discussions of Findings

From Research question 1, table 1, ten items were raised to determine the effectiveness of entrepreneurship education in providing NCE II students with the skills and knowledge necessary for job creation. All the items raised were accepted by the respondents denoting that entrepreneurship education is effective and provide students with the skills, knowledge and expertise for job creation. This is in consonance with the findings of Nabi, Holden, & Walmsley (2006) who found that students who have undergone entrepreneurship education often display a higher intention to start their own businesses. This increased inclination is often due to the development of a more favorable attitude toward self-employment.

From Research question 2, table 2, ten items were raised to determine the extent in which NCE II students believe that Entrepreneurship education influences their entrepreneurial intentions and career choices. All the items fall above 2.50 bench mark and therefore were accepted. This implies that entrepreneurship education influenced student's entrepreneurial intentions and career choices. This tallies with a study done by Olokundun, Falola, & Ibidunni, (2014)

suggests that entrepreneurship education positively influences students' acquisition of relevant skills for self-employment and job creation, showing a correlation between entrepreneurship training and a more proactive approach to job creation.

From Research question 3, table 3, ten items were raised to identify and analyze perceived challenges faced by NCE II students in utilizing entrepreneurship education for job creation. The respondents agreed with five of the items which connotes challenges ranging from lack of sufficient practical equipment, insufficient resources, limited opportunities within the program to network with industry professionals, insufficient time allocated within the NCE programs to lack of mentorship programs that will guide students for job creation, and disagreed with five items which states that lecturers do not provides them with adequate support and guidance, the program has not sufficiently built their confidence and ability to start and run a business, the curriculum does not cover relevant topics and inadequate infrastructures to prepare them for job creation. This is in line with studies conducted by Ogundele, Akingbade, & Akinlabi, (2012) which asserted that while students view entrepreneurship education positively, challenges such as insufficient practical exposure and limited access to funding are barriers to its effectiveness in fostering job creation.

From Research question 4, table 4, ten items were raised to determine the perceptions of NCE II students regarding the role of entrepreneurship education in addressing unemployment and contributing to economic development. All the items raised were accepted by the respondents which implies that NCE II students perceived entrepreneurship education programs in reducing unemployment and contributing immensely to economic development of a nation. The findings is in tandem with a study conducted by Fayolle & Gailly (2015) which indicates that the impact of entrepreneurship education goes beyond individual benefits. It extends to societal contributions through job creation, with students perceiving themselves as future contributors to economic development.

Conclusion

The major objective of the study was to assess student's perception on the influence of entrepreneurship education on job creation in KSCOE Gidan Waya. In the study, 4 research questions were raised as well as 4 objectives were developed. Questionnaires were used to elicit information from the respondents. The study uncovered four outcomes. The findings revealed that; entrepreneurship education is effective and provide students with the skills, knowledge and expertise for job creation. It also shows that entrepreneurship education influenced student's entrepreneurial intentions and career choices. Findings also reveals that entrepreneurship education program is faced with lack of sufficient practical equipment, insufficient resources, limited opportunities within the program to network with industry professionals, insufficient time allocated within the NCE programs to lack of mentorship programs that will guide students for job creation. It finally shows that students perceived the program of having the potential to reduce unemployment and helping them to contribute immensely to economic development of a nation.

Finally, while entrepreneurship education is viewed positively as a driver of job creation and contributing to economic development of the nation, addressing the identified challenges is crucial to maximize its potential impact. However, it is important to note that this study provides potential avenues for future investigations. By including a larger range of samples and considering additional higher institutions, further studies may reveal other dynamics that could be relevant to NCE graduates.

Recommendations

Based on the findings of this study, the following recommendations are made.

- a. The NCCE (National Commission for Colleges of Education) should collaborate with the Federal and State governments to prioritize entrepreneurship education programs by providing the appropriate support and ensure that entrepreneurship Centers across COEs are well equipped with practical equipment.
- b. The NCCE should ensure that sufficient time is allocated for entrepreneurship education within the NCE programs.
- c. The entrepreneurship curriculum should be practical based than theoretical based.
- d. Entrepreneurship lecturers should be trained, retrained and reskilled so that they can pass on relevant knowledge and skills that will enhance job creation.

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