



## EFFECT OF ENTREPRENEURSHIP EDUCATION ON GRADUATES' JOB CREATION: A STUDY OF 2021/2022 NYSC SERVING MEMBERS IN BIDA

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### Abstract

*The main objective of this study is to examine the effect of entrepreneurship education (coaching, mentoring, supervision and simulation) on graduates' job creation among Youth Corps members of 2021/2022 set serving in Bida, Niger State of Nigeria. Entrepreneurship education is determined by coaching, mentoring, supervision and simulation. The study adopted a survey research design and sample size of 201 Corpers were sampled out of 417 serving Youth Corps members in Bida using simple random sampling technique. Questionnaire is the instrument for data collection. Data collected were run in Statistical Package for Social Science (SPSS) and hypothesis tested using linear regression technique. The regression result shows that coaching, supervision and simulation have significant effect on graduates' job creation. However, mentoring has no significant effect on graduates' job creation. The study concludes that entrepreneurship education has significant effect on graduates' job creation. The study therefore, recommends that entrepreneurial facilitators in the higher educational institutions should adopt coaching, supervision and simulation teaching techniques to improve students' knowledge, skills and experience for wealth and job creation. This is because the three study variables have significant effect on graduates' job creation.*

**Keywords:** *Entrepreneurship, Education, Graduates, Job Creation, Nigeria*

### 1. Introduction

The revised tertiary institutions curriculum particularly mandatory entrepreneurship education across all disciplines is seen as a giant stride by educational policy makers to empower the young minds for self employment and economic development in Nigeria. Hence, entrepreneurship education and practice is a multidisciplinary field that cut across Art, Science, Technology and commercial activities, which goes beyond classroom teachings, but also involves wide spectrum of life practical skills and experience. It is in this regards that the National Universities Commission (NUC) and National Board for Technical Education (NBTE) in 2011 directed the integration of entrepreneurship education into tertiary institutions curriculum as means of



empowering the students to be self reliant. Other reasons behind inclusion of entrepreneurship education in tertiary institution curriculum include impacting saleable skills, exploiting business opportunities, creating self employment, reducing over dependency on government's job and enhancing quality standard of living for societal wellbeing (Okebukola, 2011).

However, the issue of job creation has been government developmental agenda from 1970s till date, where past administrators have formulated policies and programmes such as Nigerian Enterprises Promotion Decree (NEPD, 1972), Structural Adjustment Programme (SAP, 1986), National Directorate of Employment programmes (NDEP, 1988), National Poverty Eradication Programmes (NAPEP, 2001), Youth Empowerment Scheme (YES, 2003) and Social Intervention Programs (N-power, 2015 and Trader Moni, 2016) aimed at encouraging self employment, but little have been done on entrepreneurship education in tertiary institutions as a means of creating jobs for graduates and stimulating economic growth and development. Lessons from fast growing economies like China, India, America, France, Germany, Japan convinced Nigerian government to introduce entrepreneurship education in tertiary institution's syllabus as a means of job creations amongst its thousands of graduates.

In Nigeria, the essence of establishing mandatory National Youth Service Corps (NYSC) scheme in 1973 was to strengthening national unity and common ties amongst the diversified groups and fostering peace and patriotism amongst its citizenry. However, with the increase in population over 130 million youths and corresponding increase in number of universities, polytechnics and colleges of science and education to accommodate students, there has been a tremendous increase in the numbers of graduates with limited job opportunities, hence the introduction of entrepreneurship education (National Bureau of Statistics, 2010). However, the new NYSC scheme also, enshrined and indoctrinated Skills Acquisition and Entrepreneurship Development (SAED) and Mandatory Attachment Programme (MAP), which were designed to assist graduates who have completed their mandatory NYSC to acquire saleable and employable skills for job creation. The new scheme by extension also created financial opportunities for graduates to source for loan and exploit investment opportunities, through; Bank of Industry (BOI), NYSC Graduate Empowerment Fund (BOI-GEF), Graduate Entrepreneurship Fund (GEF) in 2015 and CBN NYSC business Loan.

Therefore, this study wants to investigate the effect of entrepreneurship education on graduates' job creation from universities, polytechnics and colleges of education. This is because studies by Eze and Aroge (2017), Olufemi, (2018), Lucy, Li, Courage and Wisdom (2020), Peter and Isaac (2020), Mohammed, Alhassan, Nadeem, Umair and Elsadig (2021) failed to study serving NYSC members that graduated from three higher educational institutions in Nigeria (Universities, Polytechnics and Colleges of Education). The research gaps identified in the previous studies are place and population of study.

The research question is “does entrepreneurship education (coaching, mentoring, supervision and simulation) have effect on graduates' job creation?” the main objective of this study is to examine the effect of entrepreneurship education (coaching, mentoring, supervision and simulation) on graduate's job creation among youth Corps members of 2021/2022 set serving in Bida, Niger State of Nigeria.



The following null hypotheses are postulated for testing

**H<sub>01</sub>:** Coaching does not significantly affect graduates' job creation among youth Corps members of 2021/2022 set serving in Bida, Niger State of Nigeria.

**H<sub>02</sub>:** Mentoring does not significantly affect graduates' job creation among youth Corps members of 2021/2022 set serving in Bida, Niger State of Nigeria.

**H<sub>03</sub>:** Supervision does not significantly affect graduates' job creation among youth Corps members of 2021/2022 set serving in Bida, Niger State of Nigeria.

**H<sub>04</sub>:** Simulation does not significantly affect graduates' job creation among youth Corps members of 2021/2022 set serving in Bida, Niger State of Nigeria.

## **2. Literature Review and Theory**

### **2.1 Conceptualization of the Study Variables**

#### **2.1.1 Job Creation**

According to Lowrey (2012), job creation is the ability and willingness of individual(s) to devote lucrative time and human effort in providing economic valuables, by setting up a business for the purpose of maximizing profit and enhancing societal development. It indeed encompasses the novel idea; skills, knowledge and experience an individual have or acquired that is being transformed through a value chain for wealth creation and income generation. Job creation is however, the total sum of mental and physical effort exerted in mobilizing organizational resources for the establishment of a business in a specific industry (Yeiyale, 2012). Therefore, job creation is the ability and willingness of individual to establish a business enterprise for the purpose of producing economic valuables needed by the society, creating employment opportunities and adding value to economic growth and development.

#### **2.1.2 Entrepreneurship Education**

Enu (2012) posits that entrepreneurship education is a process of acquiring new knowledge, skills and experience on how to identify investment opportunities, exploit the opportunities and start-up a business for purpose of maximizing profit and enhancing societal development. We can see from the definition entrepreneurship practice encompasses acquisition of knowledge, skills, talents and experience on entrepreneurship, positive perception of business opportunities, innovation, creativity and risk taking. Sule (2013) asserts that entrepreneurship education revolves round creativity and innovation, risk taking, perseverance, wild consultation, objectivity and desirability for societal needs and wants. Nwangwu (2007) observes that entrepreneurship is the acquisition of knowledge on how to identifying consumer's needs, through research and development (R&D), Science and technology application, creativity and innovation.

Furthermore, entrepreneurship education is the process of impacting and transmitting saleable skills and knowledge to individuals for enterprise creation. Anowor (2001) defines entrepreneurship education as a knowledge impacted on individual to exploit investment opportunity for profit making. Egboh (2009) defines it as a collection of formalized teachings that informs trains and introduce both existing and potential investors to successful and high profit making business. Nevertheless, entrepreneurship education is an intellectual effort of professionals exerted on individuals, capable of transforming their attitude, character and behavior for business enterprising, exploiting investment opportunities and enhancing Gross Domestic Product (GDP). That is why the teaching of entrepreneurship education is seen as a turning point for academic knowledge practices, job creation and enterprises development for a sustainable economic



development. More so, entrepreneurship education is aimed at preparing the graduates to be economically self empowered and develop a wheel for economic sustainability and development. Through, entrepreneurial education youth and graduates of tertiary education will be acquainted with the basic skills and knowledge to run a start-up successfully as both job creators and employers of labor rather than the noted job seekers' status in our economy today. More so, an intensive entrepreneurship education through mentoring and coaching is capable of stimulating and transforming the Nigerian citizens to take a path of enterprise creation for societal development. Aiyeduso in Olorunmolu (2008) postulates that entrepreneurship education in our tertiary institutions is designed to cushion the effect of unemployment, poverty and curb the menace criminal commotion in Nigeria society. However, Emeruwa (2005) opines that entrepreneurship education is not just about mobilization of organizational resources (Men, Money, Machine and Material), but it also has to do with injection of novel idea (creativity and innovation) for wealth creation and income generation.

### **2.1.3 Coaching**

Mba and Godday (2015) opine that coaching is as an art of directing the mind set of an individual(s) in achieving excellent performance, learning and skills development. Again, Khakwani, Aslam, Azhar and Mateen (2012) opine that coaching and mentoring are seen to have direct impact on employee's attitude, competencies, motivation, commitment and applicant job creation. However, it can be viewed as an act of guiding individual behavior, through training and retraining for optimum result.

### **2.1.4 Mentoring**

Izlem (2017) opines that a mentor is a person with novel ideas, experience and professional expertise who is committed in providing assistance to individual(s) to career development. Whitney (2006) says mentoring is a dual relationship a mentor (experts) and mentee (learner), where the mentor offers advice, assistance, guidance, encouragement and support to another. While the mentee from the order end concentrate and pay attention for vocational and professional development. However, students' mentoring can be viewed as a educational strategy that could enhance and improve the student's knowledge and skills for career development and job creators (Makaye, 2015). Mentoring has been described as the process of transforming and reshaping individual thinking for the purpose of exploiting innovative and creativity opportunities (Peter and Isaac, 2020).

### **2.1.5 Supervision**

National Open University of Nigeria NOUN (2006) opines that supervision is an avenue for academia to be groomed through analytical and instructional processes of face to face interaction with the students for the purpose of evaluation and appraisal, in line the ethical value of the profession. Archibong (2010) suggestes that the heads of various functional areas of an organization should monitor the evaluation the appraisal processes for an effective and efficient result. Usman (2015) postulates that supervision is a sequential monitoring and controlling the behaviors of the student for efficient performance and desire result.

### **2.1.6 Simulation**

Bello, Ibi and Bukar (2016) define simulation as the demonstration and execution of work plan, subject model, system and event in the compute to aid learning process, such as prototype, model



and projector displays. Atalan and Donmez (2019) say simulation is a type of technology whereby theoretical knowledge is being transformed into practical, simplifies through pictorial representations and architectural design, aimed at solving an identified problem of a short term period. Talan (2021) observes that simulation is the most effective way of training the student on real life situation, represented into models particularly when it is difficult costly, dangerous to educate the students in a real environment, with real tools.

## 2.2 Conceptual Model

The Fig.1 is conceptual model below that shows the study variables.



**Figure 1:** Researchers’ Conceptualization, 2022

The diagram above shows clearly that entrepreneurship education (IV) can be enhanced through mentoring, coaching, adequate supervision and simulation to yield a positive result for graduates’ job creation (DV).

## 2.3 Review of Empirical Literature

Jeffrey, Vivian and Susan (2007) studied the impact of instructional supervision on student Achievement in New York city public schools. The research used qualitative and adopted descriptive survey. The research found out that extensive use of surveys (questionnaires and interviews) as a mechanism for educational reform had impact on instructional supervision, which indicated that principals given many non-instructional assignments did not have the time for an effective supervision, which negatively affect quality in teaching.

Mba and Godday (2015) examined the impact of coaching and mentoring in the Nigeria liquefied natural gas company limited bonny The research methodology was cross-sectional survey research design in generating the required primary data. The population of study was 4,895 employees (184 Direct staff, 150 Contract staff and 36 Seconded staff) and stratified random sampling technique was used to sample 370 employees with aid of Yaro Yamane’s sample size formula. The results show that implementation of coaching and mentoring program in the Nigeria liquefied natural gas company limited bonny, to a large extent influenced improved employees’ performance at 74.32% response rate and reduced employees turnover at 67.57% response rate.

Eze and Aroge (2017) investigated the impact of entrepreneurship education on job creation ability of Bingham University students, Karu Nassarawa State. Survey research method design was employed. Using Taro Yamene formula, 234 final year students of Bingham University and Pearson Correlation Coefficient was used to test the correlation between variables. The finding reveals that entrepreneurship educational curriculum has low and insignificant effect on job





creation, but rather entrepreneurship skills and pedagogy have positive effect on student's job creation. Furthermore, Afolabi, Kareem, Okubanjo, Ogunbanjo and Aninkan (2017) examined the effect of entrepreneurship education on self-employment initiatives among Nigerian science and technology students. simple percentage ranking, correlation and regression analysis techniques were used to analyse the questionnaires and hypotheses. The result indicates that entrepreneurship education curriculum is a good initiative and have positive effect on self-employment initiatives.

Olufemi (2018) studied the effect of entrepreneurship education on entrepreneurial intention among tertiary institutions in Nigeria. The research adopted survey designed and the result of the study indicated that the the students' attitude towards entrepreneurship education for job creation was positive. Nkomo, Wellington and Clinton (2018) investigated the influences of mentoring functions on job satisfaction and organizational commitment of graduate employees in South Africa. The research was qualitative in nature based on the content analysis and historical data. The findings indicate that mentoring have effect on career development and role modeling functions have significant effects on the job satisfaction and organizational commitment of graduate employees.

In addition, Peter and Isaac (2020) also carried out research on managing entrepreneurship education for job creation for university students in north east Nigeria for today and tomorrow, Benue state University. Descriptive survey research design was adopted and the population was 10,312 staff from in 11 public universities in North-Eastern, Nigeria (Academic staff 7,407 and non academic staff 2, 905). The sample size was 400 selected through multi-stage sampling procedure. The data collected were analyzed using mean score and standard deviation t and chi-square was used to test the hypotheses. The researchers found out that students' supervision and mentoring have positive impact on job creation for university students in North Eastern Nigeria for today and tomorrow. Lucy, Li, Courage, Wisdom (2020) investigated the impact of entrepreneurship education on the entrepreneurial intention of students in tertiary institutions. The researchers adopted a quantitative survey design. The findings reveal that individual attitude and entrepreneurship education have a positive influence on student's entrepreneurial intention, and that entrepreneurship education moderates the individual behavior and attitude towards job creation.

Mohammed, Alhassan, Nadeem, Umair and Elsadig (2021) studied the effect of entrepreneurship education on entrepreneurial intention among University students. Questionnaire was used to collect data from the 345 target respondents while correlation and regression analysis was used as the data analysis method to test the study hypotheses. The findings show that Attitude Toward Behaviour (ATB) and Subjective Norm (SN) has a significant effect on Entrepreneurial Intention (EI) while Perceived Behavioural Control (PBC) has no significant effect on Entrepreneurial Intention.

## 2.5 Theoretical Framework

The study is focused on management school of thought, as propounded by Peter Ferdinand Drucker in 1985. He sees entrepreneurship as a discipline capable of transforming human effort for job creation, by producing economical value for societal growth and development. This school of thought is of the believe that entrepreneurs are not just only born but can also be made through learning. Furthermore, the study can also be anchored on Human Capital Theory (HCT) where



philosophers opined that education remains an impetus for improving human capital efficiency, enhancing technological advancement and stimulating global economy positively for a sustainable economic growth and development. The theorist encourages investment in countries workforce for industrialization (Olaniyan & Okemakinde, 2008). Schumpeter (1934) posit that entrepreneurship education is an apparatus for novel ideas, improves techniques and technologies. Furthermore, Risk Taking Theory (RTT) as propounded by Richard Cantillon and John Stuart Mill which supported entrepreneurship education as a methodology for exposing young mind to take moderate risk, by venturing into investment opportunities with future maximum returns (Alam & Hossan, 2003). The study can be linked also to Need for Achievement Theory (NAT) by McClelland (1965). This theory is psychological in nature where individuals, corporate organizations and government wants to be self employed (Independent), maximize wealth (Profit) and improves its economy (industrialisation) respectively.

**3. Methodology**

**3.1 Population, Sample Size and Sampling Technique**

The research is quantitative in nature and the researchers adopted descriptive survey design. The targeted population was 417 youth Corps members of 2021/2022 set serving in Bida, Niger State. Online Raosoft sample size calculator was used to determine a sample size of 201, upon which questionnaires were administered using simple random sampling techniques and 184 were successfully collected back.

For the purpose of determining the existence of relationship between the independent variable (Entrepreneurship education) and dependent variable (job creation), the research study adapted the structured questionnaire from the works of Gibbs (1995) cited by Kaijage and Wheeler (2013) and Peter and Isaac (2020) with five (5) points likert – scales; Strongly agree, Agree, Neutral, Disagree and Strongly Disagree which were measured and evaluated by entrepreneurial experts with 0.85 and 0.71 reliability respectively.

Data generated were presented and analyzed in frequency distribution Tables and linear regression of statistical package for social sciences (SPSS) was used to test the hypothesis at 95% confidence interval.

**3.2 Model Specification**

The presentation in equation 1 is a regression mathematical model specifying the research variables used to test the hypotheses.

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \mu \dots\dots\dots 1$$

Where

**Y** = Graduates’ Job creation

**X** = Entrepreneurship education measured by coaching, mentoring, supervision and simulation

**X<sub>1</sub>** = Coaching

**X<sub>2</sub>** = Mentoring

**X<sub>3</sub>** = Supervision

**X<sub>4</sub>** = Simulation

**α** = Constant

**β<sub>1</sub> , β<sub>4</sub>** = Slope of the regression equation.

**μ** = error term.



### 3.3 Operational Definitions of the Study Variables

- i. **Job Creation:** It is the willingness and ability of the graduates to startup a business, by exploiting investment opportunities for profit maximization, self dependent and career development.
- ii. **Entrepreneurship Education:** Is the process of impacting innovative and creative knowledge and skills on student to enhance their career development.
- iii. **Coaching:** It is a process of directing, commanding, controlling and reshaping the student’s behaviors and skills for the purpose of improving their performance, for an envisaged challenges and it’s usually last for a short period of time.
- iv. **Mentoring:** This is a mental process of counseling, advising and guiding student’s attitude and emotions towards career development and lifetime achievements and it’s usually last for a long period of time.
- v. **Supervision:** It is a measure put in place to actively monitor and assess student’s performance on entrepreneurship education for an effective performance appraisal.
- vi. **Simulation:** It is a pragmatic, practical and experimental approach, to aid entrepreneurship teaching and stimulating better understanding to the students.

### 3.4 Decision Rule

The study rejects the null hypotheses if the results of this study are significant at 1% (0.000 – 0.005), 5% (0.006 – 0.010) and 10% (0.011 – 0.099) level of significance. Otherwise the study accepts the null hypotheses because no sufficient reasons for rejection.

## 4. Data Presentation and Analysis

All the data collected were presented in frequency distribution tables, while the hypotheses were tested using linear regression techniques.

### 4.1. Bio-Data of the Respondents

The researchers presented and interpreted the personal data of the respondents in Table 1.

**Table 4.1: Bio-data of the Respondents**

Variable	Category	Frequency	Percent
Gender	Male	78	42.4
	Female	106	57.6
	<i>Total</i>	184	100
Age	18-25 years	34	18.5
	26-30 years	133	72.3
	30-31 years	17	9.2
	<i>Total</i>	184	100
Educational Qualification	HND	57	31.0
	B Sc.	89	48.4
	Others	38	20.7
	<i>Total</i>	184	100

**Source:** Field Survey by the Researchers, 2022.





Table 4.1 show that 78 of the respondents, representing 42.4% are male while 106 of the respondents, representing 57.6% are female. More so, Table1 above shows that 34 of the respondents, representing 18.5% are between the ages of 18-25 years, 133 (72.3%) are between the ages of 26-30 years and 17 (9.2%) are between 30-31 years. In addition, Table 1 shows that 57 (31.0%) of the respondents had HND qualifications, 89 (48.4%) had B Sc., and 38 (20.7%) had other qualifications such as B.A, B.E degrees.

#### 4.2. Job Creation

In this section, the research shows respondents rate of response regarding graduates’ job creation.

**Table 4.2: Job Creation by Corp Members**

Statement Item	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Graduate’s passionate to setup a business after School	60 (32.6%)	64 (34.8%)	15 (8.2%)	42 (22.8%)	3 (1.6%)
Supervision of work progress enables them develop critical thinking for job creation	17 (9.2%)	64 (34.8%)	34 (18.5%)	41 (22.3%)	28 (15.2%)
Exposed to series of business opportunities at the orientation Camp	32 (17.4%)	64 (34.8%)	2 (1.1%)	41 (22.3%)	45 (24.5%)
Evaluating student's entrepreneurship practical competencies enables them to develop new ideas for job creation	45 (24%)	63 (34.2%)	6 (3.3%)	30 (16.3%)	40 (21.7%)
One year NYSC experience is an avenue for job creation	32 (17.4%)	64 (34.8%)	2 (1.1%)	41 (22.3%)	45 (24.5%)

Legend: N = 184

**Source:** *Field Survey by the Researchers, 2022.*

Table 4.2 shows that 3 (1.6%) of the respondents strongly disagree that they are passionate to setup a business after graduation, 42 (22.8%) disagree, 15 (8.2%) Neutral, 64 (34.8%) agree and 60 (32.6%) strongly agree. Furthermore, it shows that 28 (15.2%) of the respondents strongly disagree that monitoring students’ work progress enables them develop critical thinking for job creation. 41 (22.3%) disagree, 34(18.5%) Neutral, 64 (34.8%) agree and 17 (9.2%) strongly agree. In addition, the table also shows that 45 (24.5%) of the respondents strongly disagree they were exposed to series of business opportunities at the orientation Camp, 41 (22.3%) disagree, 2 (1.1%) Neutral, 64 (34.8%) agree and 32 (17.4%) strongly agree. In addition, the table above shows that 40 (21.7%) of the respondents strongly disagree that evaluating student's entrepreneurship practical competencies enables them to develop new ideas for job creation. 30 (16.3%) disagree, 6 (3.3%) Neutral, 63 (34.2%) agree and 45 (24%) strongly agree. Finally, the table 4.2 above shows that 45 (24.5%) of the respondents strongly disagree that one year NYSC experience is an avenue for job creation, 41 (22.3%) disagree, 2 (1.1%) Neutral, 64 (34.8%) agree and 32 (17.4%) strongly agree.



### 4.3. Entrepreneurship Education

This section indicates respondents rate of response concerning entrepreneurship education.

**Table 4.3: Entrepreneurship Education Received by Corp Members**

Statement Item	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Entrepreneurship education was a compulsory course to all the students	57 (31.0%)	110 (59.8%)	3 (1.6%)	9 (4.9%)	5 (2.7%)
Entrepreneurship coaching exposes the students to industrial best practices	57 (31.0%)	37 (20.1%)	6 (3.3%)	30 (16.3%)	54 (29.3%)
Entrepreneurship mentorship enables the students to identify business opportunities	48 (26.1%)	96 (52.2%)	4 (2.2%)	26 (14.1%)	10 (5.4%)
Coaching students on modern trends of doing business could greatly improve their professional competency	38 (20.7%)	74 (40.2%)	6 (3.3%)	38 (20.7%)	28 (15.2%)
Simulation assists in exposing students to varieties of innovation models in doing business	17 (9.2%)	64 (34.8%)	34 (18.5%)	41 (22.3%)	28 (15.2%)

Legend: N = 184

**Source:** Field Survey by the Researchers, 2022.

Table 4.3 shows that 5 (2.7%) of the respondents strongly disagree that entrepreneurship education was a compulsory course to all the students. 9(4.9%) disagree, 3(1.6%) Neutral, 110 (59.8%) agree and 57 (31.0%) strongly agree. Furthermore, it also shows that 54(29.3%) of the respondents strongly disagree that entrepreneurship coaching exposes the students to industrial best practices. 30 (16.3%) disagree, 6 (3.3%) Neutral, 37 (20.1%) agree and 57 (31.0%) strongly agree. In addition, it also shows that 10(5.4%) of the respondents strongly disagree that entrepreneurship mentorship enables the students identify business opportunities. 26 (14.1%) disagree, 4 (2.2%) Neutral, 96 (52.2%) agree and 48 (26.1%) strongly agree. More so, Table 4.2 shows that 28 (15.2%) of the respondents strongly disagree that coaching students on modern trends of doing business could greatly improve their professional competency. 38 (20.7%) disagree, 6 (3.3%) Neutral, 74 (40.2%) agree and 38 (20.7%) strongly agree. The Table 4.3 also shows that 28 (15.2%) of the respondents strongly disagree that simulation assists in exposing students to varieties of innovation model in doing business, 41 (22.3%) disagree, 34(18.5%) Neutral, 64 (34.8%) agree and 17 (9.2%) strongly agree

### 4.4 Test of Hypotheses and Discussions

This part tests null hypotheses formulated for the study to draw conclusions and discussions.

**Table 4.4. Model Test of Fitness**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.973 <sup>a</sup>	.947	.946	.955

a. Predictors: (Constant), Coaching(IV1), Mentoring(IV2) , Supervision (IV3) and Simulation (IV4)

b. DV: Graduates' Job Creation



Table 4.4 shows diagnosis test of the model. The value R, R<sup>2</sup> and adjusted R<sup>2</sup> are 0.973, 0.947 and 0.946 respectively. The R value is the coefficients of association that explain the relationship among the predictors and response variable which is a strong positive association. Therefore, there is no problem of multicollinearity since none of the correlation coefficient is greater than ± 0.09. Again, the R<sup>2</sup> value tells us that 94.7 percent of the variation in the dependent variable (graduates' job creation) is explained by the predictors that comprises entrepreneurship coaching, mentoring, supervision, simulation.

**Table 4.5. ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2931.097	4	732.774	803.572	.000 <sup>b</sup>
Residual	163.229	179	.912		
Total	3094.326	183			

a. Dependent Variable: DV= Graduates' Job Creation

b. Predictors: (Constant), Coaching(IV1), Mentoring(IV2), Supervision (IV3) and Simulation (IV4)

Table 4.5 indicates the ANOVA result that reveals the significance of the overall regression output. The F statistical value (p-alpha) is 803.572 which is significant at 1% (0.000). There is statistically significant influence as specified by the significance of F change value (0.000). This discloses that the research model is fit for this study going by F statistic rule of fitness. The research model is only fit for study if significance of F statistic value is less than 0.005 (p < 0.005).

**Table 4.6 Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	-.686	.332		-2.068	.040	-1.341	-.031		
1 Coaching	.400	.085	.301	4.721	.000	.233	.567	.073	13.779
Mentoring	.090	.150	.025	.602	.548	-.205	.386	.166	6.015
Supervision	.551	.113	.365	4.879	.000	.328	.773	.053	19.009
Simulation	.888	.146	.311	6.082	.000	.600	1.177	.113	8.848

a. **Dependent Variable:** DV= Graduates' Job Creation

In Table 4.6 indicates that at 95% confident interval of the predictors, the lower boundary limit and upper boundary limit of coaching are 0.233 and 0.567 respectively, with an estimated coefficient β value of 0.400. This discloses that coaching has significant and positive effect on graduates' job creation. This is because the coefficient value of coaching ranges between the lower and upper boundary limits.

Furthermore, the lower boundary limit and upper boundary limit of mentoring are -0.205 and 0.386 respectively, with an estimated coefficient β value of 0.090. This also discloses that mentoring has



insignificant and positive effect on graduates' job creation. This is because the coefficient value of mentoring ranges between the lower and upper boundary limits.

In additions, the lower boundary limit and upper boundary limit of supervision are 0.326 and 0.773 respectively with an estimated coefficient  $\beta$  value of 0.551. This also discloses that supervision has significant and positive effect on graduates' job creation. This is because the coefficient value of supervision ranges between the lower and upper boundary limits.

Again, the lower boundary and upper boundary limits of simulation are 0.600 and 1.177 respectively, with an estimated coefficient  $\beta$  value of 0.888. Hence, it indicates that simulation has significant and positive effect on graduates' job creation. This is because the coefficient value of simulation ranges between the lower and upper boundary limits.

Besides, the multiple linear regression result is also used to test the hypotheses. The result reveals the effect of coaching, mentoring, supervision and simulation on graduates' job creation as contend in the equation  $Y$  (Entrepreneurship education) =  $-0.686 + 0.400X_1 + 0.090X_2 + 0.551X_3 + 0.888X_4$ .

The result of the regression output between the explanatory variables and job creation has a constant  $\beta$  value of  $-0.686$  and standard error of  $0.332$ . Firstly, coaching has positive co-efficient  $\beta$  value of  $0.400$  with standard error  $0.085$ , t- value of  $4.721$  and significant level of  $0.000$  (1%). Hence, coaching has positive and significant effect on graduates' job creation among Youth Corps members of 2021/2022 set serving in Bida, Niger state of Nigeria. Therefore, 1% increase in coaching will significantly increase graduates' job creation by  $0.400$  (40%). The result is in line with the findings of Ikpesu, (2014) that say mentoring and coaching will facilitate job creation amongst Nigerian universities students.

Secondly, mentoring has positive co-efficient  $\beta$  value of  $0.090$  with standard error  $0.150$ , t- value of  $0.602$  and significant level of  $0.548$ . Hence, mentoring has positive and significant effect on graduate's job creation among Youth Corps members of 2021/2022 set serving in Bida, Niger state of Nigeria. Hence, 1% rise in mentoring will insignificantly rise graduates' job creation by  $0.090$  (9%). The result is different from the findings of Peter and Isaac (2020) that state there is positive and significant relationship between students' supervision and mentoring on job creation for university students in North Eastern Nigeria for today and tomorrow. Contrarily to the findings of Olufemi, (2018) that student's attitude in tertiary institution in Nigeria have positive effect on job creation.

Thirdly, supervision has positive co-efficient  $\beta$  value of  $0.551$  with standard error  $0.113$ , t- value of  $4.871$  and significant level of  $0.000$  (1%). Hence, supervision has positive and significant effect on graduate's job creation among Youth Corps members of 2021/2022 set serving in Bida, Niger state of Nigeria. So, 1% increase in supervision will significantly increase graduate's job creation by  $0.551$  (55%).

Fourthly, simulation has positive co-efficient  $\beta$  value of  $0.888$  with standard error  $0.146$ , t- value of  $6.082$  and significant level of  $0.000$  (1%). Hence, simulation has positive and significant effect on graduate's job creation among Youth Corps members of 2021/2022 set serving in Bida, Niger state of Nigeria. Hence, 1% increase in simulation will significantly increase graduate's job creation by



0.888 (89%). The result in conformity with the findings of Olufemi, (2018), Eze and Aroge (2017) that entrepreneurship skills and simulation pedagogy have positive effect on student's job creation and that entrepreneurship educational curriculum has low and insignificant effect on job creation.

### 5.1 Conclusion and Recommendation

Previous empirical researches such as Lucy *et al.* (2020), Peter and Isaac (2020), Mohammed *et al.* (2021) failed to study serving NYSC members that graduated from three higher educational institutions (Universities, Polytechnics and Colleges of Education) in Nigeria. This study investigates the effect of entrepreneurship education on graduate's job creation among Youth Corps members of 2021/2022 set serving in Bida, Niger State of Nigeria. This study found that entrepreneurship education (coaching, supervision and simulation) has significant effect on graduates' job creation. But entrepreneurship education (mentoring) has no significant effect on graduate's job creation. The study concludes that entrepreneurship education has significant effect on graduates' job creation among Youth Corps members of 2021/2022 set serving in Bida, Niger State of Nigeria.

Thus, this study recommends that entrepreneurial facilitators in the higher educational institutions should adopt coaching, supervision and simulation teaching techniques to improve students' knowledge, skills and experience for wealth and job creation. This is because the three study variables have significant effect on graduates' job creation.

### 5.2 Suggestions for Further Researches

Further researches are required on the "impact of graduate's entrepreneurial education to the development of three (3) local manufacturing industries in Bida for job creation". In addition, there need to investigate "the effect of public private partnership (3ps) on entrepreneurship educational development for self reliance".

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