

Entrepreneurship Education Content and Venture Creation Potential Among Colleges Of Education Graduates In Kano State Nigeria

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Abstract. The study examined the relationship between entrepreneurship education content and venture creation potentials among graduates of College of Education in Kano state Nigeria. The design was descriptive and involved 385 graduates randomly selected from three Colleges of Education. Data were collected using a researcher made questionnaire. Descriptive statistics, Pearson's linear correlation and linear regression were used to analyze data. The findings revealed a positive significant relationship between entrepreneurship education content and venture creation potentials among graduates of Colleges of Education in Kano state Nigeria ($F = 24.868$, $Sig. = 0.000$), hence rejecting the null hypothesis. This led to the conclusion that entrepreneurship education content has a strong positive relationship with venture creation potentials among graduates of Colleges of Education in Kano state Nigeria. It is recommended that government and other stakeholders should establish standard entrepreneurship education centers, where students can put the content learned in classrooms into practice. This adds more weight in developing their interest towards venture creation as a means for self-employment.

Keywords: Entrepreneurship education, venture creation, potentials

1. Introduction

Education serves as a mechanism for changing the behaviour and attitude of individual citizens, as well as the state economic growth at large. Entrepreneurship education as a skills acquisition

program enables one to observe opportunities, take advantage of them and create a business venture.

The world today is very dynamic in nature and this dynamism is due to changes brought by creativity and innovation. Therefore, for a country's economy to be vibrant these days, its citizens must be creative and innovative in various capacities. To accomplish this, government intervention is necessary. Among the active machinery for a government to meet such obligations are; 1) acting as a protector 2) provider and 3) investing in individual talent (Slaughter, 2017). The concerned point here is investing in individual talent, and that means giving adequate priority to education. The high rate of unemployment in the world especially in developing countries is alarming and this gave birth to search for strategies to carve the menace. If we want young people to succeed in the global job market, there needs to be a stronger focus on entrepreneurial education! Young people need to be equipped with relevant skills and knowledge. We must prepare them better for what is a very fast-paced, constantly changing economy, where we need more job creators and enterprising employees (Damge, 2016).

The World Bank report indicated that only one in every ten graduates get a job while a recent report by the National Directorate of Employment (NDE) indicated that over 200,000 Nigerian graduates who completed the National Youth Service Corps (NYSC) in the last five years, remained unemployed (Igwe, Adebayo, Olakanmi, Ogbonna, & Aina, 2013). A vibrant economy is one that is productive in nature, and that is possible when individuals as a group or in person together with government create

an avenue that will yield a positive result in terms of economic growth.

Nigeria faces a number of challenges that can only be met if she has innovative, well-educated, and entrepreneurial citizens who, whatever their walks of life, have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenges facing them. At the same time, given the current socio-economic and political stance of the country, a thriving economy would require a greater number of young people who are willing and able to become entrepreneurs; who can launch and successfully develop their own commercial or social ventures and who will become innovators in the wider organizations in which they work (Aja-okorie, 2013). This study was conducted to establish whether entrepreneurship education has a significant influence on the venture creation potentials of the graduates of Colleges of Education in Kano state Nigeria.

2. Literature Review

Any course handled in a formal school system needs curriculum, methods, content and environment. Competencies and development of mindset are among the goals and objective of entrepreneurship education. In connection to that Illeris (2013) in Rasmussen *et al.* (2015), claims that competencies are not only based on knowledge and skills, but also on more subjective dispositions and various possible courses of action in uncertain situations. Therefore, entrepreneurship education must have content which; 1) supports the development of students' entrepreneurial knowledge and skills; 2) supports the development of students' personal and emotional resources; 3) provides students with experience in applying knowledge, skills and personal resources in value-creating processes. In Illeris (2013), it is indicated that knowledge and skills are part of the content of entrepreneurship education but it never ends there. White (2015) contends that an enterprising attitude and skills for self-employment can be developed in any individual as a genuine discipline, provided that the appropriate knowledge is presented in the right place, in the right manner and at the right time. This implies that entrepreneurial skills such as venture creation potentials can be created among students if the right content is designed and imparted into them.

While there can be different entrepreneurship education contents, White (2015), provides three content aspects namely attitude, skills and knowledge. White's conceptualization seems to have been earlier emphasized by the European activities in entrepreneurship education from Oslo agenda (2006) to European education and training strategy (2020), where it was mentioned that knowledge, skills and attitude are related to what they called the essential key competencies (Agenda, 2006). The Oslo agenda defined the three content areas as follows; 1) knowledge, refers to the ability to identify available opportunities, a broad understanding of the workings of the economies and challenges facing employers or organizations and awareness of the ethical position of enterprises; 2) skills refer to the ability to plan, organize, manage, lead and evaluate; effective representation and negotiation; ability to work both as an individual and collaboratively in teams; ability to judge and identify one's strengths and weaknesses, to assess and take risks; 3) attitude is characterized by initiative, independence, motivation and determination to meet objectives, pro-activity, innovation in personal and social life.

The teaching of entrepreneurship remains a topic of discussion in the academia. Different suggestions are given in respect to what exactly should be taught in entrepreneurship programs and what approaches should be taken in teaching them. Despite the fact that the purpose of teaching entrepreneurship is similar, entrepreneurship education faces diversity with respect to teaching strategies, learning styles and curricula design" which indicates a wide differentiation among the study programs and the individual style of each lecturer (Henry *et al.*, 2003 in Dunchev & Neergaard, 2012). Gibb (2002) in Dunchev & Neergard (2012) suggests three main building blocks that should create an effective entrepreneurial education. He supports the idea that a more broad approach should be implemented by combining behavior, attributes and skills. The author argues that behavior can be directly observed and measured, while attributes are more personally related and remain individual and specific. In respect to skills, he suggests that they can be learned and developed. He further suggests a list of specific important elements in respect to behavior, attributes and skills (Dunchev & Neergaard, 2012), as summarized in table 1.

Table 1: Content of Entrepreneurship Education

| Building element of entrepreneurship education content | Aspect of importance |
|--|---|
| Behavior | Finding opportunities, grasping opportunities, fixing things and bringing networks effectively, taking initiatives, being able to take risks under conditions of uncertainty and through judgment, persevering to achieve a goal and strategic thinking |
| Attributes | Motivation to achievement, self-confidence, creativity, autonomy and high locus of control, hard work, commitment and determination |
| Skills | Negotiation, persuasion, selling, proposing, project management, time management, strategizing, creative problem solving |

Source: (Gibb, 2002 in Dunchev & Neergaard, 2012)

The educational framework suggested by Gibb (2002) contradicts opinions expressed by Miller (1987) as reported by Dunchev & Neergaard (2012). The acquisition of various analytical techniques for setting up a business, for example, is one of the aspects welcomed by the author and recommended it to be taught in class. The development of features such as persistence, confidence and high energy level, however, are seen as strictly individual and hardly changeable by any means of education which can be seen as a rejection of the self-efficacy proposition and in contradiction to the findings of Gibb (2002).

There is no doubt that the above mentioned successful entrepreneurship features and traits suggested by Gibb (2002) are essential for the creation of business-minded individuals (Dunchev & Neergaard, 2012). According to Nwosu & Ohia (2009) in (Akpan, 2013), entrepreneurship education is that aspect of education which equips an individual and creates in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in school. This means that entrepreneurship education helps to provide students with the knowledge, skills and motivation to encourage entrepreneurship in a variety of settings.

In a study conducted by Uche & Adesope (2009) in (Akpan, 2013), it was discovered that lecturers imparted to the students entrepreneurial skills, including independent-minded skills, skills to start a small scale business, communication/proposal presentation skills, time management skills, risk-taking skills, business management skills, corporate management skills and attitude to work.

Premand *et al.* (2012) conducted an experimental study in Tunisia, in an attempt to find out the most relevant content in teaching entrepreneurship. A new package of entrepreneurship education/training was designed and taught to a randomly selected group of students, while the old curriculum was reserved and taught to another (control) group in the same period.

After the graduation of the two groups, a follow-up study discovered that a bigger number of students exposed to a new entrepreneurship content had become self-employed compared to their counterparts who were not exposed to the new content. It was deduced that the new curriculum designed had more relevant content compared to the old one. The new content focused on business skills, expanded networks and behavioral skills. Participation in the entrepreneurship track also increased graduates' sense of opportunities and optimism towards the future.

3. Knowledge Acquisition and Venture Creation Potential

Entrepreneurs work in a fast changing, highly complex environment and thereby execute varying roles and tasks dependent on the life-cycle of the entrepreneurial venture (Frese & Gielnik, 2014). Frese & Gielnik further explained that entrepreneurs need to act as inventors, investors, accountants, facilitators, organizational change specialists, leaders, technologists, marketing specialists, and top salespeople. All these cannot effectively carry out without knowledge, for that, the more knowledge and skills the entrepreneur is able to bring to the table, the better. In one perspective knowledge acquisition is the process of extracting, structuring and organizing knowledge from one source, usually human experts (Calantone & Benedetto, 1991). But in another perspective knowledge can be developed from a range of sources such as textbooks, manuals, simulation models and experience especially that of entrepreneurship. Entrepreneurs bring knowledge and experience from past educational, business, and hobby activities that may be valuable in spotting new business opportunities and in running firms once they are launched (Dencker, Gruber, & Shah, 2007). This dynamic environment demands constant learning from the entrepreneur in order to successfully explore and exploit entrepreneurial opportunities (Cope 2005b; Minniti & Bygrave, 2001) as cited in (Fienhold, 2016). In a formal educational setting learning entrepreneurial strategy

is paramount especially in developing the mindset of an individual towards establishing new business venture or value addition on existing product or services. The entrepreneurs' previous education provided learning applicable to the startup operations; especially when the education was related to entrepreneurship or business management (Fienhold, 2016).

In a study conducted by Fienhold (2016) on knowledge acquisition of generation Y entrepreneurs: antecedents of entrepreneurs' learning choices, she found that learning needs related to the environment and entrepreneurial networks were relevant from the beginning on; customer- and supplier relationship management was relevant to build customer trust and customer retention. Also, customers and suppliers acted as a valuable source of information and as co-developers of products and services.

In another study conducted by Dencker et al., (2007) on knowledge acquisition activities, prior knowledge and experience & the survival of new firms, they found that knowledge acquisition activities can be a great asset for a new firm, and learning by doing can compensate for low levels of prior knowledge and experience. However, the extent of change created by such activities may also be constrained or facilitated by the founders' prior knowledge and experience.

4. Skill Development and Venture Creation Potential

Globally, entrepreneurship skill acquisition programs introduced into educational institutions were meant to provide the level of education or knowledge needed to exploit entrepreneurial opportunity which could help the economic development of such countries (Shane, 2003). Entrepreneurship involves the acquisition of useful skills and ideas that are necessary for self-reliance and job creation. It is a vehicle through which a sustainable economy can evolve and be created (Nnadi, 2016). Nnadi further said, most studies agree that entrepreneurial skills can be achieved through qualitative education which is provided in tertiary education. Such qualitative training enhances the employability skills of the recipients; and prepares the individuals for the labour market. The quality of instruction for teaching entrepreneurship education therefore, matters a lot for the fact that the course was introduced into tertiary institution by Federal government of Nigeria with the aim of curbing the

menace of youth unemployment if content is not well grounded the aim may be defeated. Content of entrepreneurship education

The knowledge of the entrepreneur is based on the cognitive skills, social and relational skills, technical skills and management skills. This mixture is crucial to creating and running a business (Sousa & Almeida, 2014). To further elaborate the definition Sousa and Almeida said; cognitive skills include creative thinking, formulation and problem solving, decision making and initiative. Social and relational skills include communication skill, capacity for teamwork and ability to adapt to new situations. Technical skills integrate concepts of technical expertise including working methods, processes and contexts. Management skills integrate knowledge about potential strategies to adopt in the company, capacity planning and setting strategic goals and ability to make strategic decisions on company policies in their various areas of expertise. But entrepreneurship education in Nigeria colleges of education the emphasis with regard to skill development is more of venture creation which will allow graduates to either create new business or develop existing ones. In connection to that more emphasis on skill with regard to business development was placed in the content of entrepreneurship education as contained in the Nigeria certificate in education minimum standards. Business and entrepreneurship skills are essential for the formation, survival and growth of a new business, as well as for the upgrading of existing small and medium scale enterprise (SMEs) (Platform, 2005). According to Souse & Almeida skills with regard to business development, includes the strategy that the company will adopt, products and/or services, the corporate image management systems (human resources management, financial management, marketing, etc.) and the formal and informal structure of the company. Based on what Souse & Almeida said further elaboration was made on financial management skill where Nnadi (2016) said; Accounting education is among the significant entrepreneurial skills acquired in business schools. The recipients of the skills often progress to establish themselves as professional accountant and bookkeepers. A shortage of these skills in any country can have significant negative effect on the economy (Nnadi, 2016).

In a study conducted by Ekpe & Razak (2016) on entrepreneurial skill acquisition psychosocial factors and youth's self-employment in Malaysia Kelantan, generally, the results of the study indicated that entrepreneurial skill acquisition, self motivation and

social influence had significant positive relationship with self-employment among Malaysian graduate youths (Ekpe & Razak, 2016).

In another study conducted by Emaikwu (2011) on integrating entrepreneurship skills acquisition in the university curriculum for national development concluded by saying that entrepreneurship skill acquisition has become a high priority area in Nigeria today because government has implicit faith and confidence in it as a solution to the problem of unemployment and under-utilization of the human resources. The integration of the entrepreneurship skill acquisition in the university curriculum will give students an opportunity to combine and coordinate all the elements of business management and it will also inculcate entrepreneurial mind-set as well as motivate the students to setup their business ventures on graduation (Emaikwu, 2011).

5. Attitude and Values and Venture Creation Potentials

For some time there has been increased acceptance and acknowledgement that entrepreneurship is an instrumental factor driving the emergence and growth of new business (McMullan, Long & Graham, 1986) as cited by (Caggiano, Akanazu, Furfari, & Hageman, 2016). Most developed and developing countries in the world introduced entrepreneurship education due to the various economic and social challenges. Europe (for example) faces a number of challenges that can only be met if it has innovative, well-educated, and entrepreneurial citizens who, whatever their walk of life, have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenges facing them (European Commission, 2012). In another dimension Slaughter (2017) said the dynamism nature of the world at present inclined to changes brought by creativity and innovation. For a country's economy to be vibrant these days its citizens must be creative and innovative in various capacities (Slaughter, 2017). For a country to deal with its challenges both economic and social its citizens to be innovative and creative in nature is among the solution based on what the European commission and Slaughter emphasized. And entrepreneurship education encompasses the aspects of innovation and creativity as well as attitudes and values needed in a modern dynamic economy. Entrepreneurship education is rendered with multiple objectives ranging from personal skill development to innovative venture creation and target audiences are drawn from diversified backgrounds and levels

of education which result in a multiplicity of its definitions (Azim & Al-Kahtani, 2015). This definition is a clear sign that the innovation and creativity cut across almost every discipline and this shows how wider in perspective entrepreneurship education is. Among the important elements of entrepreneurship education content are values and attitude of entrepreneurs. Cultural values and the level of training in entrepreneurship obtained during university training help to shape graduate employees' attitudes towards the labor market (Gorman, Hanlon, & King, 1997, pp. 56-79; Bechard & Toulouse, 1998, pp. 317-332) as cited (Caggiano et al., 2016). Attitude on the other hand, is the predisposition to respond in a generally favorable or unfavorable manner with respect to the object of the attitude (Ajzen 1982; Rosenberg and Hovland 1960; Shaver 1987) as cited (Lindsay, Jordaan, & Lindsay, 1991).

In a study conducted by Stamboulis & Barlas (2014) on "effect of entrepreneurship education on student attitudes" at the University of Thessaly they found that entrepreneurship program implemented at the University of Thessaly has made significant impact on student's attitudes, especially with respect to critical aims such as students' perception of entrepreneurship, their self-confidence to pursue it and their perception of the external environment. Furthermore, there is evidence that there is a more strategic attitude, paying more attention to team building and competences, as well to the value proposition as expressed by the product offered (Stamboulis & Barlas, 2014).

In another study conducted by Tshikovhi & Shambare (2015) on "entrepreneurial knowledge, personal attitudes, and entrepreneurship intentions among South African Enactus students at South Africa the study tested the level of influence a specialized group of study sample has on entrepreneurial knowledge and personal attitudes toward entrepreneurship. The findings revealed evidence that indeed specialized groups are more highly influenced than other groups. Moreover, it was found that personal attitude and entrepreneurial knowledge were the important factors to arouse one to act entrepreneurially (Tshikovhi & Shambare, 2015)

6. Methodology

Using the quantitative approach, descriptive and correlational design was used and data were collected using a self-administered questionnaire (SAQ). The questionnaire comprised three sections.

Section A is made up of demographic variables of the respondents. Section B covered items of entrepreneurship education content (independent variable) with three aspects namely knowledge acquisition, skill development and attitudes and value. Five questions were designed for each element mentioned making a total of fifteen (15) questions. Section C covered items on venture creation potentials (dependent variable) with three aspects namely opportunity identification, business start-up and self-employment with five questions each making a total of fifteen (15) questions as well. The questions in section A were nominal questions with appropriate responses required. The questions in sections B and C were ordinal questions scaled using the four-point Likert scale from a minimum of 1 strongly disagree (SD), 2 disagree (D), 3 agree (A)

and 4 strongly agree (SD). The population of the study consists of 10,235 graduates from the 3 respective colleges. For sample size sloven's formulae, $n = \frac{N}{1+N(e^2)}$ was used and a sample size of 385 was reached. For sampling strategy, a proportional stratified random sampling technique was used as the second procedure under which the sizes of the samples from the different strata are kept proportional to the sizes of the strata (Kothari & Garg, 2016). Therefore 385 sample size was allocated to the three different strata of the colleges of education mathematically below using proportional stratified random sampling. The formula is calculated as follows: Sample size of the strata $n = \frac{\text{Size of entire sample}}{\text{Target population}}$

Table 2: Target Population and Sample Size

| College | Target Population | Sample size |
|--|-------------------|-------------|
| Federal College of Education (Technical) Bichi | 3932 | 148 |
| Federal College of Education Kano | 1945 | 73 |
| Sa'adatu Rimi College of Education Kano | 4345 | 164 |
| Total | 10235 | 385 |

7. Data Management

The data collected were processed by coding all data questionnaires, entering them into the computer using the Statistical Package for Social Sciences (SPSS), summarizing them using frequency tables and editing them to remove errors. To establish validity, face validity, content validity index (CVI) and constructs validity were conducted in the study. The supervisors checked the questionnaire and the interview guide as face validity. Content validity was conducted in the study where the researcher seeks expert opinion on the relevance, wording and clarity of the items in the instrument developed before data was collected, in line to that 6 experts checked the instrument. For constructs validity, Kaiser-Meyer-Olkin (KMO) Test was used and the results for entrepreneurship education content (IV) revealed

0.779 and it was interpreted as middling, while for venture creation potential the KMO value was 0.654 and interpreted as mediocre (Cerny & Kaiser, 1977). To establish reliability Cronbach's alpha was used and the result shows 0.729 for entrepreneurship education content (IV) and interpreted as acceptable while for venture creation potential it was 0.769 also interpreted as acceptable (Gliem & Gliem, 2003). The data analysis involved descriptive, correlation and regression analyses. The descriptive analysis involved percentages from the frequency tables, mean and the standard deviation. In correlation, the dependent variable (DV) venture creation potential was correlated with the independent variable entrepreneurship education content and using regression as well the DV was regressed with the IV using multiple regression.

8. Results and Discussions

Table 3: Demographic characteristics of respondents

| Variable | Frequency | Percentage |
|---------------|------------|--------------|
| Gender | | |
| Male | 212 | 65.8 |
| Female | 110 | 34.2 |
| Total | 322 | 100.0 |
| Age | | |
| Less than 20 | 14 | 4.3 |
| 20 – 25 | 157 | 48.8 |
| 26 – 30 | 102 | 31.7 |
| Above 30 | 49 | 15.2 |
| Total | 322 | 100.0 |

| | | |
|--------------------|------------|--------------|
| Institution | | |
| FCE (T) BICHI | 122 | 37.9 |
| FCE Kano | 68 | 21.1 |
| SRCOE Kano | 132 | 41.0 |
| Total | 322 | 100.0 |

Source: Primary data (2016)

Table 3 results indicate that more male respondents were sample to answer the questionnaire with 65.8% as compared to their female counterparts (34.2%). This result is consistent with the gender distribution of students in tertiary institutions, where males still outnumber female students. This may be attributed due to the fact that, most female students get married on the way before reaching tertiary institutions.

Regarding age, the results indicate that, graduates whose age is below 20 were only 14 (4.3%), those whose age ranges 20 – 25 were 157 (48.8%), those of 26 – 30 were 102 (31.7%) while those above 30 years of age were 49 (15.2%). The results suggest that over 80% of the respondents were between 20 – 30 years. This is consistent with a 9-3-4 system of education currently being used in Nigeria, which takes a minimum of 16 years for someone to finish university and if that person started at four years, he/she must finish normally at 20 years minimum, assuming that he/she did not repeat any class or skip

| | | |
|-------------------|-----------------------|-----------------------|
| Mean range | Response range | Interpretation |
| 3.26 - 4.00 | Strongly agree | Very high potential |
| 2.51 - 3.25 | Agree | High potential |
| 1.76 - 2.50 | Disagree | Low potential |
| 1.00 - 1.75 | Strongly disagree | Very low potential |

Table 4: Descriptive statistics on the level of Venture Creation Potential (n=322)

| Constructs | Mean | Std. Dev. | Interpretation |
|--|-------------|-------------|----------------|
| Opportunity identification | 2.76 | .600 | High potential |
| Business start-up | 2.87 | .620 | High potential |
| Self-employment | 2.97 | .475 | High potential |
| Overall Mean for Venture Creation Potential | 2.87 | .438 | High potential |

Source: Researcher's computation from field survey data (2017)

Table 4 findings indicate that respondents rated their venture creation potential to be generally high for all aspects of venture creation potential examined in this study (Overall mean = 2.87). Their venture creation potential was rated highest on the aspect of potential for self-employment, with a mean of 2.97 and a standard deviation of 0.475, which is generally, suggesting that responses are not much dispersed and so the mean position is most likely the true position of these respondents. The results suggest that all respondents agreed that they were currently looking for all chances of becoming self employed, whether they had a job or not, which means that there are high chances that many of them will create ventures.

any. Therefore, after graduation, the age of a student would range from a minimum of 20 – 24 years.

Venture Creation Potential

The dependent variable (DV) venture creation potential, was a three-dimensional concept and was measured using three constructs, namely opportunity identification, business start-up, and self-employment. Each of the three constructs was measured using a four-point Likert scale. The response modes for the venture creation potential instrument were 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree. To indicate the extent to which respondents rated their venture creation potential, the responses from the 15 question items were summarised using means and standard deviations as indicated in table 2. To interpret the means in table 3 the following mean ranges were used:

| |
|-----------------------|
| Interpretation |
| Very high potential |
| High potential |
| Low potential |
| Very low potential |

The potential to start up a business was the construct rated second out of the three, with an average mean of 2.87, with a standard deviation of 0.620, interpreted as high potential, suggesting that respondents rated themselves as having a high potential to physically start a business.

The results further reveal that the potential to identify a business opportunity was rated lowest among the three aspects used to measure venture creation potential, with an average mean of 2.76 and a standard deviation of 0.600. This proves that opportunity identification, as a starting point for venture creation remains the most contributing factor to employment creation.

8.1 Entrepreneurship Education Content and Venture Creation Potential

To investigate the entrepreneurship education content, respondents were asked to indicate the impact of entrepreneurship education content in them, that is to say, their ability to react to certain situation as a result of acquiring entrepreneurship education knowledge, the skill they can portray as well as the capacity at which it changes their attitude

and values. Three items were used in measuring these elements of entrepreneurship education content namely: knowledge acquisition, skill development and attitude and values based on a four-point Likert scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree and 4 = Strongly Agree. Results of descriptive analysis on content quality are presented item by item in table 5. To interpret the means in table 4, the following mean ranges were used.

Description of Entrepreneurship education content

| <i>Mean range</i> | <i>Response range</i> | <i>Interpretation</i> |
|-------------------|-----------------------|-----------------------|
| 3.26 - 4.00 | Strongly agree | Very effective |
| 2.51 - 3.25 | Agree | Effective |
| 1.76 - 2.50 | Disagree | Ineffective |
| 1.00 - 1.75 | Strongly disagree | Very ineffective |

Table 5: Means and standard deviations on Entrepreneurship education Content among graduates’ of colleges of education in Kano state Nigeria (n = 322)

| Elements | Mean | Std. Dev. | Interpretation |
|--|-------------|-------------|------------------|
| Knowledge acquisition | 2.88 | .542 | Effective |
| Skills Development | 2.87 | .542 | Effective |
| Attitude and Values | 2.72 | .588 | Effective |
| Overall Mean for entrepreneurship education content | 2.82 | .429 | Effective |

Source: Researcher’s computation (2017)

Results in Table 5 suggest that, in terms of content, entrepreneurship education was rated generally effective (overall mean = 2.82, SD = 0.429). This implies that the content taught in entrepreneurship education programs is relevant as far as the graduates are concerned. For all the three elements used to measure the independent variable (IV), the mean ratings suggest that there is effectiveness in entrepreneurship education content. However, the element of (knowledge acquisition) was rated slightly higher than others (mean = 2.88, SD = 0.542). The second element under entrepreneurship education content (skills development) also had an average mean rating of (2.87), with a low standard deviation of (0.542) as well suggesting less deviation from the average. The third and last element examined on entrepreneurship education content (attitudes and values) was also rated high, suggesting that the entrepreneurship education content is rated effective in influencing the attitudes and values of the graduates (average mean = 2.72, SD = 0.588). It is important to note that education is meant to positively change the attitudes and values of the learners; so that they are able to implement the knowledge they have acquired to positively change the world (communities) into better places of living

for humanity. When a venture is created, the community improves in many ways. So when graduates have the potential to create new ventures, it means they are able to improve themselves and their own communities as well.

8.2 Relationship between Entrepreneurship Education Content and Venture Creation Potential

To establish whether entrepreneurship education content was a significantly positive determinant of venture creation potential among the College of Education Graduates in Kano state Nigeria a correlation analysis was carried out at a bivariate level. The three elements of entrepreneurship education content (knowledge acquisition, skills development and attitude and values) were correlated with the index on venture creation potential using Pearson’s Linear Correlation Coefficient and the results are given in table 6.

Table 6: Pearson Correlation for Entrepreneurship Education Content and Venture Creation Potential among Colleges of Education Graduates in Kano, Nigeria

| Variable correlated | r-value | Sig. | Interpretation |
|--|---------------|-------------|--------------------------------|
| Knowledge acquisition and venture creation | .338** | .000 | Significant correlation |
| Skill development and venture creation | .348** | .000 | Significant correlation |
| Attitude and values and venture creation | .321** | .000 | Significant correlation |
| Overall EE Content and venture creation | .436** | .000 | Significant correlation |

** . All correlations are significant at the 0.01 level (2-tailed). Source: Researcher’s computation (2017)

The results in Table 6 suggest that all the three corresponding element of entrepreneurship education content, were significantly correlated with venture creation potentials of the graduates of Colleges of Education in Kano State Nigeria. The results revealed that the three elements of entrepreneurship education content (knowledge acquisition, skills development and attitude and values) whether individually considered or taken together are positively and significantly correlated with venture creation potentials. This implies that an improvement in the content quality of entrepreneurship education is likely to increase venture creation potentials among the graduates. To further ascertain and to establish the predictive strength of entrepreneurship education content

elements towards venture creation potential, multiple linear regression was applied, the results of which are presented in Table 7.

Testing Hypothesis

In line with the second objective of the study, the hypothesized negative relationship between the three elements of entrepreneurship education content and venture creation potentials was finally tested by running a multiple linear regression. This was done to prove that entrepreneurship education content significantly and positively influence venture creation potential among the Colleges of Education graduates in Kano state Nigeria. The results of this test are presented in Table 7.

Table 7: Regression Analysis for EE Content and Venture Creation Potential

| Variable Regressed | Adjusted R ² | F | Sig. | Interpretation | Decision on Ho |
|--------------------------------|-------------------------|----------|------|--------------------|----------------|
| EE Content VS Venture creation | .182 | 24.868 | .000 | Significant effect | Rejected |
| Coefficient | Beta | t | | | |
| (Constant) | 1.608 | 10.879 | .000 | Significant effect | Rejected |
| Knowledge acquisition | .180 | 3.086 | .002 | Significant effect | Rejected |
| Skill development | .198 | 3.380 | .001 | Significant effect | Rejected |
| Attitude and value | .188 | 3.401 | .001 | Significant effect | Rejected |

Source: Researcher’s computation (2017)

The results from Table 6 reveal that all the three elements of entrepreneurship education content taken together significantly affected venture creation potentials of the graduates (F=24.868, sig. = 0.000). However, the results indicate that the three elements of content taken together accounted for only 18.2% towards variations in venture creation potential of the graduates (adjusted R² = 0.182). This means that the remaining 81.8% is a contribution of other factors not included in this study. This implies that, whereas the factors related to entrepreneurship education content are important in determining the potential to create ventures among the graduates, many other factors as well are important.

0.180, p = 0.002), based on the respective magnitudes of the betas. For example, the beta of 0.198 suggests that a one unit improvement in skill development is likely to bring a 0.198 increase in venture creation potential and this contribution is higher than 0.188 and 0.180 respectively that is in case of improvement in attitude and values and knowledge acquisition.

9. Conclusion

For the fact that the content of entrepreneurship education in colleges of education in Kano state is guided by the Nigeria Certificate in Education (NCE) minimum standards, it was concluded that content of entrepreneurship education in these colleges were designed in line with the students’ area of specialization. This makes the students’ internalize it with ease.

The results further indicate that skills development (β = 0.198, p = 0.001) followed by attitude and values (β = 0.188, p = 0.001) are stronger determinants of venture creation potentials as compared to knowledge acquisition is having (β =

10. Recommendation

From the study, only one College has entrepreneurship education centre where various practical trades are been taught, although one of the College covered by this research was technical biased College yet the other one is conventional. In addition, even the one that is technical in nature there are some courses that need to have entrepreneurship education centers because they do not have workshops for their study area, for example, Primary Education. For that government through Federal Ministry of Education and National Commission for Colleges of Education should provide well equip entrepreneurship education centers in all Colleges of Education in the country capable of putting entrepreneurship education content learned by the students into practice.

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