

**PERCEIVED INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON SELF-EFFICACY FOR EMPLOYABILITY AMONG BUSINESS EDUCATION STUDENTS OF COLLEGES OF EDUCATION IN ADAMAWA STATE, NIGERIA**

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**Abstract**

This study examined the perceived influence of entrepreneurship education on self-efficacy for employability among business education students in colleges of education in Adamawa State, Nigeria. The study was guided by two specific purposes, two research questions, and two null hypotheses. A survey research design was adopted. The population comprised 252 final-year business education students from colleges of education across Adamawa State, which also constituted the entire sample size. The instrument for data collection was a structured questionnaire developed by the researchers, titled the "Questionnaire on Perceived Entrepreneurship Education and Self-Efficacy for Employability" (QPEESE). The validity and reliability of the instrument were established. Data were analyzed using descriptive statistics (mean and standard deviation) to answer the research questions, while inferential statistics (regression analysis) were used to test the null hypotheses at a 0.05 level of significance. The findings revealed that entrepreneurship education significantly influences perceived managerial self-efficacy for employability among business education students ( $p = 0.000$ ). Similarly, entrepreneurship education was found to significantly influence perceived self-efficacy in creative thinking for employability ( $p = 0.000$ ). The study concluded that entrepreneurship education plays a crucial role in enhancing both managerial and creative thinking self-efficacy, which are essential for the employability of business education students. Based on the findings, it was recommended, among others, that the management of colleges of education should focus on integrating practical, hands-on learning experiences—such as workshops, internships, and real-world business simulations—into entrepreneurship education to enhance students' managerial self-efficacy. Furthermore, institutions should prioritize the recruitment and retention of qualified educators skilled in fostering both managerial and creative thinking competencies.

**Introduction**

The contemporary industrial era is often characterized as the 'entrepreneurial age'. This is because nations are increasingly shaped by entrepreneurs—individuals who leverage resources such as time, money, and energy to establish and manage their own businesses. In Nigeria, the alarming rate of youth unemployment and the declining standard of living have led to a renewed interest in entrepreneurship development (Amoor, 2016). A significant and complex issue facing the country is the large percentage of Nigerian graduates who remain unemployed or are turned away from academic institutions. Following graduation from post-secondary institutions, many graduates commonly experience prolonged periods of unemployment or misemployment.

Unemployment is a pervasive epidemic whose social and economic implications affect nearly every country directly or indirectly (Olubukola, 2013). The development of a knowledge-based society and a sustainable economy depends heavily on businesses' ability to produce competitive goods and services for the global market. In today's digital and globalized competitive environment, critical traits for businesses include creativity and knowledge management, which are essential for fostering natural creativity. The critical need for entrepreneurship education is underscored by the

widespread phenomenon of graduate unemployment; such education is a vital tool for mitigating, if not eradicating, this societal challenge. Unemployment, defined as a situation where factors of production remain idle, has been linked to adverse outcomes, including mental health issues, physical disease, crime, violence, suicide, and poverty (Onuma, 2019).

Businesses that adopt a learning organization approach to sustainability move beyond rigid compliance and integrate knowledge management into their culture and competitive strategies. Creativity in knowledge management practices is a significant element in a competitive environment, enabling a business to produce and deliver products or services more effectively than its competitors. Applying the knowledge spiral is a crucial precondition for developing financially healthy and sustainable enterprises. Creativity is cultivated through a learning process rich with diverse situations that connect learning to real-life problem-solving and foster flexible thinking (Gibson, 2016).

Entrepreneurial skills encompass a broad range of competencies, including technical skills, leadership, business management, and creative thinking. Because these skills are transferable across various job roles and industries, developing them involves cultivating multiple skill sets. For instance, successful business ownership may require strong business management skills, while building effective project teams may necessitate enhanced leadership and communication abilities. Education is viewed as a form of training in entrepreneurial knowledge, behavior, attitudes, and skills (Pulka et al., 2014). Consequently, attitudes towards entrepreneurship and entrepreneurship education can be understood through three components: cognitive, affective, and behavioral (Pulka et al., 2014). The affective component relates to feelings and emotions towards entrepreneurship, influencing an individual's perception of its desirability or relevance.

There is a growing demand in Nigeria for education at all levels that promotes skills acquisition for societal survival. It is through such education that acquired skills can be transferred into business development, contributing substantially to entrepreneurship development in the nation. Entrepreneurship education plays a critical role in national development and growth by shaping people's behavior towards entrepreneurship (Babafemi & Taiwo, 2022). As an integral part of the education system, it involves acquiring and harnessing the skills, knowledge, and ideas necessary for wealth creation, with the aim of imparting the competencies required for entrepreneurial ventures (Aluko et al., 2019).

Entrepreneurship, a bedrock of the global economy, is a key driver of economic growth. Jobs and wealth are created by small businesses started by entrepreneurial-minded individuals with the potential to grow into larger establishments. Entrepreneurship education aims to produce graduates with entrepreneurial attributes, enlightening them about the challenges and opportunities of starting a business. It is a lifelong learning process that begins in elementary school and continues through all levels of education. A lack of quality entrepreneurship education may increase the level of "entrepreneurial poverty" (Aluko et al., 2019). According to Abdul (2013), youth require exposure to practical entrepreneurial work experience to become proficient in their chosen careers. One way to achieve this is through vocational training. While entrepreneurship education aims to change behaviors and intentions, fostering an understanding of entrepreneurship and ultimately leading to new business creation and job opportunities (Fasehun, 2013), relatively few graduates still develop a strong intention to start a new venture.

Managerial skills are essential for effectively implementing management functions such as planning, organizing, controlling, and directing a business. These skills include goal setting, time management, informed decision-making, financial management, marketing, team management, adaptability, risk management, networking, and emotional intelligence. Creative thinking skills in entrepreneurship education can significantly impact perceived self-efficacy. By teaching creative thinking techniques, educators can enhance students' ability to generate innovative ideas, solve problems creatively, take calculated risks, adapt to changing circumstances, and foster innovation.

Incorporating creative thinking development into entrepreneurship education empowers students with the confidence, skills, and mindset necessary to succeed as entrepreneurs and innovators. This study, therefore, examined the perceived influence of entrepreneurship education on self-efficacy for employability among business education students in colleges of education in Adamawa State, Nigeria.

### **Statement of the Problem**

A significant and persistent problem facing students in colleges of education is large-scale unemployment. Entrepreneurial learning environments and support tools are often unavailable in these institutions. The National Bureau of Statistics (NBS, 2019) reported that approximately 85% of Nigerian graduates struggle to find employment annually, and little progress has been made in addressing this issue. Entrepreneurship education can bridge this gap by equipping undergraduates with the skills to become successful entrepreneurs, thereby creating employment. The skills acquired through entrepreneurship education are recognized as crucial for organizational and economic development, contributing to job creation, poverty reduction, wealth generation, and income for both government and individuals.

However, graduates in Adamawa State, like many in Nigeria, face the challenge of unemployment and strive to survive within a dwindling economy. Personal observations and group discussions with business education students in Adamawa State revealed that many are not engaged in any productive skill development activities that could make them self-reliant and contribute to sustainable national socio-economic development. Business education students are expected to develop self-efficacy through their coursework and the Students' Industrial Work Experience Scheme (SIWES).

The current situation, characterized by high graduate unemployment, may stem from inadequacies in the curriculum content and implementation of entrepreneurship education, particularly a lack of requisite skills. This has resulted in economic hardship among graduates, necessitating a transformation in entrepreneurship education within Nigerian colleges. Despite abundant business opportunities in Adamawa State, most graduates make little or no attempt to establish their own businesses, instead besieging government offices in search of scarce or non-existent jobs. It is against this background that this study examined the perceived influence of entrepreneurship education on self-efficacy for employability among business education students in colleges of education in Adamawa State, Nigeria.

### **Purpose of the Study**

The primary purpose of this study was to examine the perceived influence of entrepreneurship education on self-efficacy for employability among business education students in colleges of education in Adamawa State, Nigeria. Specifically, the study sought to:

1. Ascertain the perceived influence of entrepreneurship education on managerial self-efficacy for employability among business education students in colleges of education in Adamawa State, Nigeria.
2. Find out the perceived influence of entrepreneurship education on self-efficacy in creative thinking for employability among business education students in colleges of education in Adamawa State, Nigeria.

### **Research Questions**

The following research questions were raised and answered:

1. What is the perceived influence of entrepreneurship education on managerial self-efficacy for employability among business education students in colleges of education in Adamawa State, Nigeria?

2. What is the perceived influence of entrepreneurship education on self-efficacy in creative thinking for employability among business education students in colleges of education in Adamawa State, Nigeria?

### Research Hypotheses

The following null hypotheses were raised and tested:

1. **H<sub>01</sub>:** Entrepreneurship education has no significant influence on perceived managerial self-efficacy for employability among business education students in colleges of education in Adamawa State, Nigeria.
2. **H<sub>02</sub>:** Entrepreneurship education has no significant influence on perceived creative thinking self-efficacy for employability among business education students in colleges of education in Adamawa State, Nigeria.

### Methodology

This study adopted a survey research design. This design involves collecting and analyzing data to determine the relationships between variables (Cooper & Schindler, 2018). The population of the study comprised 252 final-year business education students from the three colleges of education in Adamawa State, Nigeria. This population consisted of students enrolled in the Entrepreneurship Skills and Venture Management course (BED 214) for the 2024/2025 academic session. The entire population was used as the sample, as it was considered manageable. A self-developed questionnaire titled the "Questionnaire on Entrepreneurship Education and Self-efficacy for Employability" (QEESE) was used for data collection. The instrument was validated by three experts from the Department of Vocational Education, Faculty of Education, Modibbo Adama University, Yola. To determine its reliability, the questionnaire was pilot-tested at Federal College of Education, Gombe State, with 252 business education students. The reliability index, calculated using Cronbach's alpha coefficient, was 0.827, indicating good internal consistency. The instrument was administered to the respondents by the researchers with the assistance of two trained research assistants. Students' entrepreneurship education scores (from the Entrepreneurship in Business Education I course for the 2024/2025 academic session) were collected from college examination officers using a proforma. Of the 252 questionnaires distributed, 249 were returned, representing a 96% return rate. The respondents' biodata were analyzed using frequency and percentage, while regression analysis was used to test the null hypotheses at a 0.05 level of significance. The decision rule was based on the computed p-value: the null hypothesis was rejected if the p-value was less than 0.05 and retained if greater than 0.05.

### Results

**Research Question 1:** What is the perceived influence of entrepreneurship education on managerial self-efficacy for employability among business education students in colleges of education in Adamawa State, Nigeria?

**Table 1: Mean and Standard Deviation of Perceived Influence of Entrepreneurship Education on Managerial Self-efficacy for Employability (n = 244)**

S/N	Item Description	Mean	S.D.	Remark
1	I have high self-confidence in my ability to plan a business for strategic purposes.	3.47	0.75	Agree
2	I have confidence in my ability to plan a business for operational results.	3.29	0.80	Agree
3	I believe I can set up an organizational structure for my business.	3.39	0.74	Agree
4	I have the ability to supervise a work situation for optimum performance.	3.12	0.94	Agree
5	I can set up a performance appraisal system for a business.	2.83	1.03	Agree

S/N	Item Description	Mean	S.D.	Remark
6	I believe in my ability to coordinate different organs of a firm for meaningful results.	3.17	0.93	Agree
7	I feel I can create a transparent accounting system.	2.99	0.98	Agree
8	I have strong feelings I can make rational decisions.	3.14	0.93	Agree
9	I believe I have the ability to set up a business for sustainable competition.	3.22	0.86	Agree
10	I have a strong belief in instilling discipline among my staff.	3.10	1.02	Agree
<b>Cluster Mean</b>		<b>3.17</b>	<b>0.90</b>	<b>Agree</b>

The results in Table 1 show that the overall cluster mean of 3.17 (SD = 0.90) indicates that students generally agreed that entrepreneurship education positively influenced their perceived managerial self-efficacy. The highest agreement was for confidence in strategic planning (Mean = 3.47, SD = 0.75), while the lowest was for setting up a performance appraisal system (Mean = 2.83, SD = 1.03), though still within the agreement range.

**Research Question 2:** What is the perceived influence of entrepreneurship education on self-efficacy in creative thinking among business education students in colleges of education in Adamawa State, Nigeria?

**Table 2: Mean and Standard Deviation of Perceived Influence of Entrepreneurship Education on Self-efficacy in Creative Thinking (n = 244)**

S/N	Item	Mean	S.D.	Remark
1	I believe I can persuade others to adopt my creative ideas.	3.18	0.98	Agree
2	I hate following the crowd.	2.76	0.98	Agree
3	I am already thinking of doing business differently.	3.37	0.80	Agree
4	I think it is wasteful to invest in research and development.	2.70	1.07	Agree
5	I believe being successful lies in being unique.	2.69	1.13	Agree
6	I think copying a business idea will keep you stuck in the middle.	2.93	1.02	Agree
7	I have the tenacity to identify people with creative ideas.	3.00	1.01	Agree
8	I have self-confidence in anticipating the future.	3.04	0.94	Agree
9	My business idea is built on what the future holds.	3.32	0.83	Agree
10	Promoting critical thinking would drive value in my business.	3.18	0.90	Agree
<b>Cluster Mean</b>		<b>3.02</b>	<b>0.96</b>	<b>Agree</b>

The results in Table 2 show an overall cluster mean of 3.02 (SD = 0.96), indicating that students generally agreed that entrepreneurship education positively influenced their perceived self-efficacy in creative thinking. The highest agreement was for "thinking of doing business differently" (Mean = 3.37, SD = 0.80), while the lowest was for the belief that success lies in uniqueness (Mean = 2.69, SD = 1.13).

### Test of Hypotheses

**H<sub>01</sub>:** Entrepreneurship education has no significant influence on perceived managerial self-efficacy for employability among business education students.

**Table 3a: ANOVA Summary for Influence of Entrepreneurship Education on Perceived Managerial Self-efficacy**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	14.806	1	14.806	36.535	.000 <sup>b</sup>
Residual	98.074	242	.405		
Total	112.880	243			

a. *Dependent Variable: Perceived managerial self-efficacy for employability*

b. *Predictors: (Constant), Entrepreneurship Education*

The ANOVA results in Table 3a show a significant regression model ( $F(1, 243) = 36.535, p < .05$ ). Therefore, the null hypothesis was rejected. Entrepreneurship education has a significant influence on perceived managerial self-efficacy for employability.

**H<sub>02</sub>:** Entrepreneurship education has no significant influence on perceived creative thinking self-efficacy for employability among business education students.

**Table 4a: ANOVA Summary for Influence of Entrepreneurship Education on Perceived Creative Thinking Self-efficacy**

Model	Sum Squares	of df	Mean Square	F	Sig.
Regression	10.271	1	10.271	20.835	.000b
Residual	119.295	242	.493		
Total	129.566	243			

a. *Dependent Variable: Perceived self-efficacy in creative thinking*

b. *Predictors: (Constant), Entrepreneurship Education*

The ANOVA results in Table 4a show a significant regression model ( $F(1, 242) = 20.835, p < .05$ ). Consequently, the null hypothesis was rejected. Entrepreneurship education has a significant influence on perceived creative thinking self-efficacy for employability.

## Discussion of Findings

The first finding revealed that entrepreneurship education positively and significantly influences perceived managerial self-efficacy for employability among business education students. This suggests that entrepreneurship education equips students with the confidence and skills necessary for management tasks, such as planning, organizing, and decision-making, thereby enhancing their employability in managerial roles. This finding aligns with previous research by Shuwa et al. (2023), who found a significant positive relationship between entrepreneurship education and managerial self-efficacy. It also corroborates the work of Iwuoha et al. (2021), who reported that entrepreneurship education enhances students' confidence in managing business-related tasks. Similarly, Tambari et al. (2017) and Ogundele (2020) found that entrepreneurship education positively influences managerial self-efficacy and equips graduates with essential skills for employment generation.

The second finding demonstrated that entrepreneurship education positively and significantly influences perceived self-efficacy in creative thinking. This indicates that

entrepreneurship education fosters creativity, innovation, and the ability to approach problems from novel angles, which are highly valued in the modern, dynamic job market. This finding is consistent with Deebom and Baridoma (2017), who found a positive relationship between entrepreneurship education and creative thinking self-efficacy, noting its role in reducing graduate unemployment. It also supports the work of Oboreh and Nnebe (2019), who found that higher exposure to entrepreneurship education correlates with greater creative thinking abilities among university undergraduates. Furthermore, Abdullahi et al. (2019) concluded that entrepreneurship education provides recipients with the requisite skills for self-reliance, including the ability to recognize and pursue business opportunities.

### **Conclusion**

Based on the findings, this study concludes that entrepreneurship education plays a significant and positive role in enhancing the self-efficacy of business education students in Adamawa State, Nigeria. Specifically, it significantly improves students' confidence in their managerial abilities, including planning, organizing, and decision-making. Furthermore, it significantly fosters creative thinking skills, enabling students to innovate, solve problems creatively, and adapt to new challenges. These enhanced competencies—both managerial and creative—are critical for improving the employability and entrepreneurial potential of graduates, thereby equipping them to navigate the complexities of the job market and contribute to economic development.

### **Recommendations**

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

1. The management of colleges of education should prioritize the integration of practical, hands-on learning experiences into the entrepreneurship education curriculum. This can be achieved through activities such as business simulation workshops, internships with local enterprises, and project-based learning where students develop and manage real or simulated business ventures. These experiences are crucial for translating theoretical managerial knowledge into practical self-efficacy.
2. Entrepreneurship education programs should deliberately incorporate activities designed to stimulate creative thinking. This includes structured brainstorming sessions, design thinking workshops, case studies of innovative businesses, and assignments that challenge students to develop novel solutions to existing problems. Fostering an environment that encourages risk-taking in ideation and values unique perspectives is essential.
3. Colleges of education should prioritize the recruitment, retention, and continuous professional development of entrepreneurship educators who possess not only strong academic credentials but also practical business experience and the pedagogical skills to effectively teach both managerial competencies and creative thinking methodologies.

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