

EFFECT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL OUTCOME OF GRADUATE OF NASARAWA STATE UNIVERSITY

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Abstract

Entrepreneurship Education has continued to gain enormous curiosity both in the field of research, among students and policy makers. Currently, entrepreneurship courses are offered in most universities across the world as a tool to boost business activities and economic growth. Entrepreneurship education courses were introduced into the Nigerian tertiary institutions as a panacea to tackle the challenges of graduate unemployment creation businesses in Nigeria, yet this challenge persists. On this challenges study investigated the effect of entrepreneurship education on entrepreneurial outcomes of graduates of Nasarawa state University, with entrepreneurial outcome as dependent variables proxy by business creation. The study adopted survey research design with population of 664 graduates of Nasarawa state university. Data were collected through primary sources using structured questionnaires from 250 sample size. This study uses multiple regression to analyze the data. The findings show that entrepreneurship curriculum has negative and insignificant effects on entrepreneurial outcomes. The study also, revealed that entrepreneurship andragogy has positive and significant effect on entrepreneurial outcomes. The concluded that Nasarawa state university need to update their curriculum content because few of the graduate have been able to create business with their entrepreneurship education gotten from their undergraduate days in Nasarawa state university Keffi. Also, the study concluded that theoretical and practical methods of teaching in the university does not help the graduate to understood entrepreneurship and start up business after graduation.

Keywords; Entrepreneurship education, entrepreneurship curriculum, entrepreneurship andragogy and entrepreneurial outcome.

INTRODUCTION

Entrepreneurship education has emerged as a pivotal tool in equipping graduates with the requisite skills, attitudes, and knowledge necessary for entrepreneurial success. Globally, the importance of entrepreneurship education has been underscored as a critical mechanism for fostering innovation, reducing unemployment, and enhancing economic development (Nabi et al., 2018). In the context of Nigeria, where youth unemployment remains a significant challenge, entrepreneurship education serves as a vital strategy for equipping graduates with the ability to create and sustain viable enterprises. This study examines the effect of entrepreneurship education on the entrepreneurial outcomes of graduates from Nasarawa State University, with a specific focus on understanding the current state of entrepreneurial performance, the desired outcomes, and the mechanisms through which key independent variables influence these outcomes.

Entrepreneurial outcomes of graduates from Nasarawa State University reflect struggle to translate their entrepreneurial education into tangible outcomes. Factors such as inadequate practical exposure, limited access to capital, and insufficient mentorship have been identified as barriers to entrepreneurial success (Okoye & Adigun, 2020). Moreover, the entrepreneurial ecosystem within the region presents additional challenges, including infrastructural deficiencies and inconsistent policy support. Despite the integration of entrepreneurship education into the university curriculum, its effectiveness in producing competent and successful entrepreneurs remains a subject of debate. The state of graduates of Nasarawa State University are not only well-equipped with entrepreneurial knowledge and skills but are also able to leverage these competencies to establish sustainable businesses that contribute to economic development. This vision aligns with the broader objectives of entrepreneurship education, which include fostering

Entrepreneurship curriculum refers to the structured educational programs and courses designed to equip students with the knowledge, skills, and attitudes necessary to identify, evaluate, and pursue entrepreneurial opportunities. Recent scholarly definitions emphasize the interdisciplinary nature of

entrepreneurship education, highlighting its role in fostering creativity, innovation, and risk-taking while addressing real-world challenges (Kuratko, 2016). Entrepreneurship curriculum is increasingly viewed as a transformative tool that not only prepares individuals for business creation but also enhances intrapreneurial capabilities within existing organizations (Hmieleski et al., 2019). It encompasses a wide range of learning experiences, including classroom instruction, experiential learning, mentorship, and exposure to entrepreneurial ecosystems, with the ultimate goal of developing entrepreneurial mindsets and competencies (Zgheib et al., 2020).

The curriculum is often designed to balance theoretical foundations with practical applications, ensuring that students gain both conceptual understanding and hands-on experience in areas such as business planning, market analysis, financial management, and leadership (Fayolle & Gailly, 2015). Moreover, contemporary entrepreneurship education recognizes the importance of addressing societal and environmental challenges, promoting a more inclusive and sustainable approach to entrepreneurship (McMullen et al., 2021). By integrating technology, collaboration, and global perspectives, the entrepreneurship curriculum aims to prepare students for the complexities of the modern business landscape, fostering a culture of innovation and resilience.

Andragogy, is a term coined by Malcolm Knowles, refers to the educational philosophy and practice focused on adult learners' needs, self-directedness, and life experiences. This shift in focus recognizes that adult learners, particularly in the context of entrepreneurship education, bring diverse backgrounds, motivations, and prior knowledge to the learning process. Andragogy emphasizes the importance of creating a learning environment that respects the autonomy of adult learners, encourages active participation, and leverages their existing knowledge and experiences. In the context of entrepreneurship education, this approach is particularly relevant as it aligns with the real-world challenges and opportunities entrepreneurs face. By adopting an andragogical approach, entrepreneurship educators acknowledge that adult learners are motivated by practical relevance and the potential application of concepts to their ventures.

Entrepreneurship andragogy refers to the pedagogical approach specifically designed to meet the learning needs of adult entrepreneurs. It emphasizes the principles of adult learning theory, such as the importance of self-directed learning, prior experience, and practical application of knowledge (Knowles, et al., 2012). In recent years, scholars have expanded this concept to include the integration of entrepreneurial mindset development, experiential learning, and the use of real-world problem-solving as central components of the learning process (Merriam, et al., 2021)

Entrepreneurial outcomes are a product of a complex interplay of individual traits, environmental factors, market conditions, and strategic decisions. Research in this field aims to uncover the determinants of entrepreneurial success, failure, and sustainability. By identifying key drivers and barriers, researchers can offer insights into effective strategies for enhancing entrepreneurial performance and encouraging the creation of value. Entrepreneurial outcomes explore various dimensions, including the role of entrepreneurial mindset, access to resources and networks, regulatory environments, market dynamics, and the impact of education and training. Moreover, research often investigates the relationship between entrepreneurial outcomes and broader economic indicators, such as job creation, economic growth, and regional development (Fitzsimmons & Douglas, 2021).

The Federal Government of Nigeria introduced Entrepreneurship Education in 2006 through a directive to the National Universities Commission (NUC), that Nigerian Higher Education Institutions (HEI's) commence (EE) as a compulsory course for all students. This action was taken by the Federal Government sequel to the fact that universities and other tertiary institutions graduate are unable to create business after graduation. Despite this effort by federal government graduate are unable to create business after graduation. The study ought to investigate the effect of entrepreneurship education on how it can be used to creating business for graduate. On this statement of problem, the study examined two objectives as follows; To investigate the effect of entrepreneurship curriculum on entrepreneurial

outcome of graduate of Nasarawa state university. To investigate the effect of entrepreneurship andragogy on entrepreneurial outcome of graduate of Nasarawa state university.

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship education is defined as the process of providing individuals with the capacity to recognize and exploit opportunities, to initiate and sustain successful ventures, and to assume the responsibilities of business ownership. This definition highlights the multifaceted nature of entrepreneurship education, which goes beyond teaching business basics to nurturing a mindset of creativity, risk-taking, adaptability, and problem-solving. Entrepreneurship education can take various forms, such as formal courses, workshops, experiential learning opportunities, mentorship programs, and immersion in real-world entrepreneurial contexts. It aims to foster not only the development of practical skills like business planning and financial management but also the cultivation of soft skills like communication, collaboration, and resilience (Kuratko and Audretsch 2009).

Entrepreneurship education is rooted in the belief that entrepreneurial skills and mindsets can be nurtured and developed through structured learning experiences. It acknowledges that entrepreneurship involves not only the application of technical knowledge but also the cultivation of traits such as creativity, critical thinking, adaptability, and resilience. The curriculum of entrepreneurship education often emphasizes hands-on, experiential learning. Students might engage in activities such as developing business plans, conducting market research, prototyping products, and even launching small-scale ventures. These experiences provide a taste of the challenges and uncertainties that entrepreneurs face and encourage students to think on their feet, pivot when necessary, and learn from failures. One of the primary goals of entrepreneurship education is to bridge the gap between theory and practice. This involves integrating theoretical concepts from various disciplines such as economics, marketing, management, and psychology with practical insights gained from real-world entrepreneurial experiences. By doing so, students are better prepared to make informed decisions in complex and dynamic business environments. Entrepreneurship education equips individuals with a holistic set of skills, knowledge, and attitudes required to thrive in entrepreneurial ventures and contribute to innovative efforts within established organizations. Its dynamic and practical nature ensures that students are well-prepared to tackle the challenges and opportunities of a rapidly changing business landscape (Meyer, et al., 2010).

Entrepreneurship Curriculum

Neck and Greene (2019), an entrepreneurship curriculum should be "experiential, integrated, and outcome-based." This means that the curriculum should incorporate hands-on activities, integrate concepts from various disciplines, and focus on achieving specific learning outcomes related to entrepreneurship. The curriculum can be structured around key themes such as opportunity recognition, feasibility analysis, business planning, marketing strategies, financial management, and innovation. However, rather than relying solely on traditional classroom instruction, active learning methods are encouraged. These might include case studies, simulations, business plan competitions, guest lectures by successful entrepreneurs, and internships with startups or established businesses. Furthermore, the modern entrepreneurship curriculum should address the digital landscape and technological advancements. Concepts such as e-commerce, digital marketing, data analytics, and technology-driven innovation should be integrated into the curriculum to reflect the evolving nature of business. Entrepreneurship education should also emphasize the development of soft skills such as communication, leadership, teamwork, adaptability, and problem-solving. These skills are critical for entrepreneurs to effectively navigate challenges and collaborate with diverse stakeholders.

Entrepreneurship Andragogy

Andragogy and Pedagogy are used interchangeably, when pedagogy is simply the method or techniques used to teach pupils and andragogy is method or techniques used to teach adults. Moses et al., (2015) defined entrepreneurship pedagogy as a combination of knowledge and skills, necessary for effectiveness in teaching entrepreneurship education. In support of this, Krueger et al. (2011) described

entrepreneurship andragogy as a highly dynamic blend of theoretical understanding and relevant practical skills required to deliver entrepreneurship education and training.

Self-Directed Learning: Adult learners are more likely to be motivated by a desire to solve real-world problems and achieve practical outcomes. Entrepreneurship andragogy encourages learners to take control of their learning process, set their own goals, and explore topics that are relevant to their personal and professional aspirations. **Experiential Learning:** Adult learners often have accumulated life experiences that can be valuable resources for learning. Entrepreneurship andragogy promotes learning through experiences, encouraging learners to engage in hands-on activities, case studies, simulations, and projects that mirror real entrepreneurial challenges. **Relevance and Practicality:** Adult learners are motivated when they see the immediate applicability of what they are learning. Entrepreneurship andragogy focuses on providing knowledge and skills that learners can directly use in their entrepreneurial endeavors, whether they are starting their own businesses or innovating within existing organizations. **Problem-Centered Approach:** Entrepreneurship andragogy encourages learners to engage in problem-solving and critical thinking. Instead of passive absorption of information, learners actively engage with complex entrepreneurial issues, analyze situations, and propose solutions, reflecting the challenges they might encounter in real-world business contexts (Neck & Greene 2019).

Empirical Review

Alhassan (2021) assessed the influence of entrepreneurship education and business creation among business education graduates of Ahmadu Bello University Zaria. One of the three specific objectives were to determine the influence of entrepreneurship education on the ability of business education graduates of Ahmadu Bello University to establish a new business, among others. To achieve these objectives three research questions were formulated from the objective to guide the researcher, one among others was, what is the influence of an entrepreneurship education on the ability of business education graduates of Ahmadu Bello University to establish new business? A descriptive survey design was used and the population of the study were sixty-six (66) students graduated from business education Ahmadu Bello University, Zaria in the year 2013. A purposive sampling technique of twenty-nine (29) students was used as the sample size of the study. The instrument for data collection was basically questionnaire which was validated by the experts. A pilot study of thirty (30) students from Federal College of Education Zaria was conducted to determine the reliability of the instrument and coefficient correlation of 0.80 was obtained. The administration of sixty-six (66) copies of the questionnaire to the respondents was done by the researcher through the means of Google mailing (Gmail) and they were filled and sent back the responses. A descriptive statistics of frequency distribution of percentage, mean and standard deviation were used to analyze the research questions of the study. Chi-square (X^2) was used to test the null hypotheses which revealed among others, entrepreneurship education significantly influenced the ability of business education graduates of Ahmadu Bello University to establish new businesses. The researcher concluded that entrepreneurial knowledge and skills if it's not adequately taught and acquired by business education graduates would not enable them to establish, manage and sustain new businesses.

Babola (2018) examined the effect of entrepreneurial education as a tool for employment creation in Nigeria, a study of department of business administration and marketing of selected private universities in Ogun State. The study employed the survey design and the purposive sampling technique to select 450 students across all levels. A well-constructed questionnaire, which was adjudged valid and reliable, was used for collection of data from the respondents. The data obtained through the administration of the questionnaires was analyzed using the Pearson correlation analysis. The results showed that there is positive and significant relationship between entrepreneurial curriculum and employment creation in Nigeria ($r=0.772$; $p<0.05$); a positive and significant relationship exists between Pedagogical approach and employment creation in Nigeria ($r=.896$; $p<0.05$); a positive and significant relationship exists between student internship programme and employment creation in Nigeria ($r=0.772$; $p<0.05$).

Onuorah and Onovo (2017) examined Entrepreneurship education as an antidote to the challenges of employment creation situation in Nigeria with the therapist view point. 2 research questions guided the

study. The descriptive survey research design was employed. The population for the study is the 123 selected entrepreneurs in Enugu Metropolis. No sampling was done because the number is small and manageable. A self-structured instrument called Entrepreneurship Scale as used to collect data for the study. It was validated by three experts and its reliability coefficient ascertained using Cronbach Alpha reliability estimate. A coefficient of .83, .67 and .71 was found for the three clusters. Mean and Standard deviation were used to answer the research questions. It was found among others that Entrepreneurship education enhances acquisition of the necessary skills for gainful self-employment in Nigeria and that lack of perseverance, absence of self-confidence, lack of mental ability, lack of respect and inability of the student to communicate well are some of the challenges hinders entrepreneurship education.

Human Capital Entrepreneurship Theory

Human capital entrepreneurship theory was postulated by Becker (1975) and derives its premise primarily on two factors which are; education and experience. The theory postulates that knowledge acquired from education and experience, is considered a resource that is diversely dispensed across individuals, which informs the basis for understanding the disparities in identification and exploitation of opportunities (Shane & Vankataraman, 2000). Davidson and Honig (2003) and Anderson and Miller (2003), affirmed that human capital factors has a positive impact on the emergence of nascent entrepreneurs. This implies that Human capital theory of entrepreneurship creates a foundation for the place of education regarding entrepreneurial development which makes it particularly relevant to the context of entrepreneurship education (Chandler & Hanks, 1998). Specifically, in the context of this study Shane and Vankataraman (2000) argued that human capital factors are salient to idea generation, opportunity recognition and business planning. This according to Anderson and Miller (2003) implies that the components of an entrepreneurship programme has a prominent role to play in enhancing the development of abilities associated with successful entrepreneurial outcomes of an entrepreneurship programme

METHODOLOGY

The study adopted descriptive survey research design and this is because the information or data needed in this study required the use of structured questionnaire which was administered to the respondents who are the graduates of Nasarawa state university, Keffi with the population of 664 graduate of entrepreneurship department from Nasarawa State University, Keffi (NSUK) as at 2019. The sample size was determined using Taro Yamane

$$n = \frac{N}{1 + N (5\%)^2}$$

Where N is the population size e is the margin error (assume 5%)

1= Constant

e= 0.05

Therefore:

$$n = \frac{664}{1 + 664 (0.05)^2}$$

$$n = \frac{664}{1 + 664 (0.0025)}$$

$$n = \frac{664}{1 + 1.66}$$

$$n = \frac{664}{2.66}$$

$$n = 250.$$

The sample size of 250 were used for the analysis of the study. The study used convenience sampling techniques to collect data from target respondent using 5point likert scale structured questionnaire. The distribution of questionnaire was done using electronic means such as email and WhatsApp. The study used multiple regression and partial least square for the analysis.

$$\text{ENO} = \beta_0 + \beta_1 \text{ENTC} + \beta_2 \text{ENTAN} + e \dots\dots\dots (i)$$

Where:

ENO = Entrepreneurial Outcome

ENTC = Entrepreneurship Curriculum

ENTAN = Entrepreneurship Andragogy

β = Coefficient

e = Error terms

RESULTS AND DISCUSSION

Business Creation

Items	5(SA)	4(A)	3(U)	2(SD)	1(D)
University graduates in the NSUK effectively utilize their entrepreneurship education to create business	53(21%)	54(21.6%)	19(8%)	69(28%)	55(22%)
The entrepreneurial skills (output) of university graduates of NSUK is improving because of entrepreneurship education.	60(24%)	38(12%)	17(7%)	66(27.7%)	69(28%)
Creation of business by university graduates of NSUK has seen a sharp decline for the past three years	41(16.4%)	55(22%)	34(13.6%)	50(20%)	70(28%)

Source: Survey, 2024

It is recorded that 21% of the respondents strongly agreed that graduate NSUK effectively utilize their entrepreneurship education to create business, 21.6% of the respondents agreed that graduate NSUK effectively utilize their entrepreneurship education to create business and 8% of the respondents were undecided. 28% of the respondents strongly disagreed that graduate NSUK effectively utilize their entrepreneurship education to create business and 22% of the respondents disagreed that graduate NSUK effectively utilize their entrepreneurship education to create business.

The table shows that 24% of the respondents strongly agreed that graduate of NSUK is improving because of entrepreneurship education, 12% of the respondents agreed that the entrepreneurial skills (output) of graduate of NSUK is improving because of the entrepreneurship education and 17% of the respondents were undecided. 27.7% of the respondents strongly disagreed that the entrepreneurial skills (output) of graduate of NSUK is improving because of entrepreneurship education and 28% of the respondents disagreed that the entrepreneurial skills (output) of graduate of NSUK is improving because of entrepreneurship education received while in the university.

Table also shows that 16.4% of the respondents strongly agreed that creation of business by graduate of NSUK has seen a sharp decline for the past three to four years, 22% of the respondents agreed that creation of business by graduate of NSUK has seen a sharp decline for the past three to four years, and 13.6% of the respondents were undecided. 20% of the respondents strongly disagreed that creation of business by graduate of NSUK has seen a sharp decline for the past three to four years, and 28% of the respondents disagreed that creation of business by graduate of NSUK has seen a sharp decline for the past three years.

Entrepreneurship Curriculum

Items	5(SA)	4(A)	3(U)	2(SD)	1(D)
The entrepreneurship education contents of the curriculum are in line with current happenings in the business world today	59(22%)	69(27.6%)	33(13.2%)	56(22.4%)	33(13.2%)
The entrepreneurship course content in the university raised students interest towards	50(20%)	70(28%)	17(7%)	60(24%)	38(12%)

business start-up and create business.					
The entrepreneurship course studied in the university developed entrepreneurial knowledge and skill of graduates	55(22%)	69(28%)	34(13%)	41(16%)	50(20%)

Source: Survey, 2024

It is recorded that 22% of the respondents strongly agreed that the entrepreneurship education received in the university has helped the graduate of NSUK to create business in teams of content of curriculum, 27.6% of the respondents agreed that the entrepreneurship education received in the university has helped the graduate of NSUK to create business in teams of content of curriculum, and 13.2% of the respondents were undecided. 22.4% of the respondents strongly disagreed that the entrepreneurship education received in the university has helped the graduate of NSUK to create business in teams of content of curriculum, and 13.2% of the respondents disagreed that the entrepreneurship education received in the university has helped the graduate of NSUK to create business in teams of content of curriculum.

The table shows that 20% of the respondents strongly agreed that course content in the university raised students' interest towards business start-up and create business 128% of the respondents agreed that course content in the university raised students' interest towards business start-up and create business and 17% of the respondents were undecided. 24% of the respondents strongly disagreed that course content in the university raised students' interest towards business start-up and create business and 12% of the respondents disagreed course content in the university raised students' interest towards business start-up and create business

Table also shows that 22% of the respondents strongly agreed that entrepreneurship course studied in the university developed entrepreneurial knowledge and skill of the student upon graduation has fulfil my aspiration of creating business, 34% of the respondents agreed that entrepreneurship course studied in the university developed entrepreneurial knowledge and skill of the student upon graduation has fulfil my aspiration of creating business and 13% of the respondents were undecided. 16% of the respondents strongly disagreed that entrepreneurship course studied in the university developed entrepreneurial knowledge and skill of the student upon graduation has fulfil my aspiration of creating business and 20% of the respondents disagreed that entrepreneurship course studied in the university developed entrepreneurial knowledge and skill of the student upon graduation has fulfil my aspiration of creating business.

Entrepreneurship Andragogy

Items	5(SA)	4(A)	3(U)	2(SD)	1(D)
Entrepreneurship teaching methods in the university provided new experience for student in teams of business creation	38(15.2%)	50(20%)	29(11.6%)	55(22%)	78(31.2%)
Entrepreneurship teaching methods in the university is both theoretical and practical in nature	49(19.2%)	47(18.8%)	19(7%)	66(27.7%)	69(28%)
Entrepreneurship teaching method in the university provided an opportunity to learn skill by practical.	35(16%)	55(22%)	50(20%)	50(20%)	60(24%)

Source: Survey, 2024

It is recorded that 15.2% of the respondents strongly agreed that teaching methods in the university provided new experience for student in teams of business creation, 20% of the respondents agreed that teaching methods in the university provided new experience for student in teams of business creation, and 11.6% of the respondents were undecided. 22% of the respondents strongly disagreed that teaching methods in the university provided new experience for student in teams of business creation and 31% of the respondents disagreed that teaching methods in the university provided new experience for student in teams of business creation.

The table shows that 19% of the respondents strongly agreed that teaching methods in the university is both theoretical and practical in nature NSUK. 18.8% of the respondents agreed that teaching methods in the university is both theoretical and practical in nature business creation and 7% of the respondents were undecided. 27% of the respondents strongly disagreed that teaching methods in the university is both theoretical and practical in nature in NSUK, and 28% of the respondents disagreed that teaching methods in the university is both theoretical and practical in nature NSUK.

Table shows that 16% of the respondents strongly agreed teaching method in the university provided an opportunity to learn skill by practical NSUK, 22% of the respondents agreed that teaching method in the university provided an opportunity to learn skill by practical business creation, and 20% of the respondents were undecided. 20% of the respondents strongly disagreed that teaching method in the university provided an opportunity to learn skill by practical in nature and 24% of the respondents disagreed that teaching method in the university provided an opportunity to learn skill by practical.

Correlation Matrix of Variables

Correlations		ENO	ENTC	ENTAN
ENO	Correlation Coefficient	1.000	.950**	.968**
	Sig. (2-tailed)	.	.000	.000
	N	250	250	250
ENTC	Correlation Coefficient	.950**	1.000	.967**
	Sig. (2-tailed)	.000	.	.000
	N	2250	250	250
ENTAN	Correlation Coefficient	.968**	.967**	1.000
	Sig. (2-tailed)	.000	.000	.
	N	250	250	250

** . Correlation is significant at the 0.01 level (2-tailed).

This table indicates that there is positive relationship between entrepreneurship outcome (ENO) and Entrepreneurship Curriculum (ENTC) which stood at 0.950 and it statistically insignificant at 5% level of significance. (ENO) also, show positive and strong relationship with Entrepreneurship Andragogy (ENTAN) which stood at 0.968 but statistically insignificant at 5% level of significance. Also, from the table above table entrepreneurship curriculum (ENTC) indicates positive relationship with entrepreneurship andragogy (ENTAN) which stood at 0.967 and it statistically insignificant at 5% level of significance.

Entrepreneurship Curriculum and Entrepreneurial outcome Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.945 ^a	.787	.821	.16379

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.170	.008		12.701	.000
ENTC	.557	.057	.911	-40.181	.441

a. Dependent Variable: ENO

a. Dependent Variables: ENO

b. Predictors: (Constant), ENTC

The result shows that $R^2 = 0.787$ indicates 78% which is signifies the variation in entrepreneurship outcome (ENO) that can be used to explain one of the independent variables entrepreneurship curriculum (ENTC) of graduate of Nasarawa State University, Keffi. The remaining 22% can be explained by other factors or variables not includes in the study.

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	13.794	1	12.674	287.116	.000 ^b
Residual	2.812	359	.007		
Total	16.605	360			

a. Dependent Variable: ENO

b. Predictors: (Constant), ENTC

The regression result shows f-statistic stood at 287.116 and also the probability of the f-statistic was found to be significance at 5% level of significance. Which therefore, indicates that the model is fit to measure associate between the variables under study.

The regression line $ENO = 0.170 + 0.557 ENTC$ which indicates that increase in entrepreneurship curriculum (ENTC) will lead to a 0.557 increase in entrepreneurial outcome (ENO). The p-value of 0.441 which is higher than 0.05 level of significance and as such the study therefore, accept the null hypothesis which states that entrepreneurship curriculum has no significant effect on entrepreneurship outcome of graduates of Nasarawa State University, Keffi.

**Entrepreneurship Andragogy and Entrepreneurial outcome
Regression Analysis**

Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.912 ^a	.814	.903	.09515

a. Predictors: (Constant), ENTAN

The result shows that $R^2 = 0.814$ indicates 81% which is signifies the variation in entrepreneurship outcome (ENO) that can be used to explain one of the independent variables entrepreneurship andragogy (ENTAN) of graduate students of Nasarawa State University, Keffi. The remaining 18% can be explained by other factors or variables not includes in the study.

The regression result shows f-statistic stood at 171.116 and also the probability of the f-statistic was found to be significance at 5% level of significance. Which therefore, indicates that the model is fit to measure associate between the variables under study.

Coefficients^a

The	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.170	.014		3.164	.002
	ENTAN	-.841	.032	.904	-44.162	.000

a. Dependent Variable: ENO

regression line $ENO = 0.170 - 0.841 ENTAN$ which indicates that increase in entrepreneurship andragogy (ENTAN) will lead to a 0.841 decrease in entrepreneurial outcome (ENO). The p-value of 0.000 which is less than 0.05 level of significance and as such the study therefore, reject the null hypothesis which states that entrepreneurship andragogy has no significant effect on entrepreneurship outcome of graduates of Nasarawa State University, Keffi.

Discussion of Findings

The study sought to examine the effect of entrepreneurship education on entrepreneurial outcome of graduate of Nasarawa state university Keffi;

Hypothesis 1, revealed in the findings that entrepreneurship curriculum (ENTC) has a positive and insignificant effect on business creation of graduate of Nasarawa state university Keffi. This implies that few among the students that graduated from this university have been able to create business on their own despite the different type of vocational skills and entrepreneurship education gotten over the years while in their undergraduate days. This finding is in agreement with the findings of Olufemi, et. al, (2015) who investigated the impact of entrepreneurship education on job creation and the effect of entrepreneurial skill acquisition on entrepreneurial performances and found out that there exist significant differences between the variables.

Hypothesis 2, also revealed in the findings that entrepreneurship andragogy (ENTAN) has a negative and significant effect on business creation of graduate of Nasarawa state university Keffi. This implies that adoption of both practical and theoretical teaching methods in entrepreneurship class during undergraduate days has not increase the desire in students to start businesses after graduation and create business for themselves. The finding is not in line with any of the findings in the study.

CONCLUSION AND RECOMMENDATIONS

Hypothesis one showed that there is a positive and insignificant effect of entrepreneurship curriculum on entrepreneurial outcome of graduate from Nasarawa State University. The concluded that, the institution need to update their curriculum content because few of the graduate have been able to create business with their entrepreneurship education gotten from their undergraduate days in NSUK.

Hypothesis two result indicate that entrepreneurship andragogy has negative and significant effect on entrepreneurial outcome of graduate from Nasarawa State University. Based on this finding, the study concluded that theoretical and practical methods of teaching in the university does not help the graduate to understood entrepreneurship and start up business after graduation.

- The study recommends that critical look at the content of curriculum should be carried out to realign the curriculum with the needs of the course and the contemporary challenges of the outcome of the students as the study findings shows positive but insignificant effect from the results.
- From the findings the study also, recommends that diverse range of instructional approaches that cater to different learning preferences. Incorporating elements of heutagogy (self-directed learning) might be beneficial for a well-rounded learning experience.

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