RELATIONSHIP BETWEEN ENTREPRENEURIAL MINDSET AND JOB CREATION AMONG BUSINESS EDUCATION GRADUATES

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Abstract
The study examined entrepreneurial mindset and job creation among business education graduates. Two research questions guided the study. A descriptive research design of survey was used. The population comprised Business Education postgraduate students in Olabisi Onabanjo University, Ago-Iwoye and Tai Solarin University of Education, Ijagun, Ogun State. A total of 100 Business Education postgraduate students of Olabisi Onabanjo University, Ago-Iwoye and Tai Solarin University of Education were selected as sample size of the study. Purposive and stratified sampling techniques were used for selecting the sample size. The study used researcher self-developed instrument tagged: Entrepreneurial Mindset and Job Creation Questionnaire (EMJCQ) with (r = .94 as reliability coefficient. Research questions 1 and 2 were answered using descriptive statistics of mean and standard deviation as well as PPMC. The findings of the study indicated that confident about self-business abilities, motivation to own a business venture, mindset to expands business, starting own business, innovative business was among the significance of entrepreneurial mindset on job creation among business education graduates. Entrepreneurial mindset positively related with job creation among business education graduates. The implications of this result were that Business education graduates with high entrepreneurial mindset supposed to work for self and become employer of labour. Government through university efforts should trained their students on how to develop entrepreneurial mindset through effective teaching and learning of entrepreneurship education.

Keyword: Entrepreneurial mindset, job creation, business education graduates

Introduction

One of the challenges facing Nigeria economy today is graduates unemployment and this development has been a serious one that seems to be fueling insecurity issues in the country. Although, government has been worried and taken steps towards finding solution to graduates' unemployment by introducing compulsory entrepreneurship education for all categories of tertiary institutions students. This was done with the view that graduates from these institutions could become job creator rather than looking for unavailable white-collar job. Job creation is the process of providing new jobs, especially for graduates who were previously unemployed. Job creation refers to the process through which new employment possibilities are produced within an economy and it entails the development of jobs or roles inside companies that call for people to carry out particular duties or offer particular services (Udo & Udom, 2023).

Job creation has emerged as the single most critical economic challenge facing the world today. Anxiety over employment problems and pessimist over the prospects for solving the prevail in many parts of the world. Most Nigerians earn money by working in business. Business is the buying and selling of product services in order to make profit someone who earns a living by working for another person else business is an employee of that business. Creating Job as an entrepreneur is a function of metal ability that is individual has to learn on how to think of what is lacking in an environment, ability to provide or supply to the environment whereby satisfying those needs is what makes individual entrepreneur and job creator (Omoluabi, 2019).

Job creation is a common feature as new actors in the economy have new characteristics through open-source culture. Such a society breeds a strong network of angel investors and training activities for future venture capitalists and corporate leaders (Adenutsi, 2023). Besides, entrepreneurial activity is always about job or value creation. Job creation enhances factor productivity which promotes factor utilization and intensity in a typical production process. Consequently, jobs are created within and outside a particular enterprise from any entrepreneurial activity. Entrepreneurship increases access to economic opportunities by providing useful information on manpower training and skills

development, access to capital, and business development. Through increased knowledge, entrepreneurs can become more competitive in the market. Accordingly, entrepreneurship creates jobs through forward and backward linkages. In a vibrant economy, the development of entrepreneurship breeds the emergence of ancillary enterprises that supply raw materials including energy and related industrial services such as packaging, advertising, insurance, banking, and finance including microfinance, transport, and communication within the supply chain. At the same time, some entrepreneurs may emerge to add value to the by-products generated by the parent firm (Adenutsi, 2023).

Entrepreneurship education consists of institutional setting, audience, objectives, contents, teaching and training methods employed to impart students and according to Wiratno (2021), the implementation of entrepreneurship education in various universities in Africa has been minimal in the operationalization of its implementation (Wirato, 2021). Despite completing entrepreneurship courses, most graduates are still job-oriented and have long waiting periods (Handriani, 2022). Entrepreneurship in the educational context not only focuses on encouraging students to start a business but also makes students more creative, opportunity-oriented, proactive and innovative. Entrepreneurship education seeks to train students' ability and willingness to create value for others. This is the core of entrepreneurship and is also a competency that all students must have, regardless of their career choice. Creating a new job opportunity is seen as one of the different ways to create value. Entrepreneurship education not only focuses on the transfer of knowledge about business and management but also tries to change the mindset of students in developing new ways of thinking, attitude, competence and behavior (Gibb & Hannon, 2022). Hence, job creation in entrepreneurship education not only is the success of students in creating business but also expands the entrepreneurial mindset.

Entrepreneurship mindset is the feeling, belief, and ability to think outside the box and meet the one need and that of the society (Anoke & Ndubuisi-Okolo, 2022**).** An entrepreneurial mindset is a set of norms, assumptions, or concepts held by one or a group of people. In a related development, Ikeoha (2023) noted that Nigerian universities today produce unemployable graduates and are not self-sufficiency as they lack entrepreneurial knowledge. Researchers (Anoke & Ndubuisi-Okolo, 2022; Ikeoha, 2023) have divergent opinions regarding the factors responsible for creating an entrepreneurial mindset among Nigerian graduates. They believed that factors like self-development, and immediate environment, help in creating an entrepreneurial mindset in graduates. Amadi (2024) argued that variables like perception and skills learn during entrepreneurship education are the key factor responsible for forming the entrepreneurial mindset of graduates for business startup. However, business startup in Nigeria as form of job creation among graduates required resources for commencement and on that note, Yamma, Sunday and Machen, (2023) commended that part of the reasons today graduates find it difficult to venture into job creation or business is inadequate finance. The collective authorities (government) in Nigeria recognizes these issues facing fresh graduates in job creation.

The theoretical framework for this study was propounded by Ajzen and Fishbein in 1980 cited by Agwu, Onwuegbuzie and Ezeifeka (2023). The theory of planned behaviour has been in existence for a period of time and it has been criticized by different authors. Williamson (2014) regarded it as a social psychological model which can be used to assist our thinking when considering why people perform particular behaviours. The implication of this theory to the current study is that most graduates gets entrepreneurial intention, on leaving the university settings but end up not pursuing their entrepreneurial dreams because of the lack of solid entrepreneurial mindset, that where the theory of planned behaviour comes into play, that what Ajzen, was trying to pass across in his theory; where he says mindset are dependent on attitudes that are affected by previous life experiences, personal features and perceptions drawn from those experiences. However previous studies on this area provided conflicting results and many of these studies were based on content analysis, Thus, this study sough to empirically examine entrepreneurial mindset and job creation among business education graduates

Statement of the Problem

Technological displacement, the mismatch between skills and available jobs, inadequate infrastructure, regulatory barriers that hinder entrepreneurship, and demographic shifts like population growth and increasing labour force participation. Additionally, factors like economic recessions, global competition, a lack of private sector engagement, and the prevalence of informal and precarious work contribute to slow or insufficient job growth were among issues identified in the literature eroding graduate's ability to create job in Nigeria. However, despite series of attempt by the collective authority to end the menaces, graduates job creation still eroded in Nigeria. Therefore, it is essential to understand the current state of entrepreneurship and job creation for Nigerian graduates and evaluate the key factors that contribute to their success or failure. Thus, this study seeks to examine entrepreneurial mindset and job creation among business education graduates.

Objectives of the Study

The main objective of the study is to examine entrepreneurial mindset and job creation among business education graduates. Specifically, the study sought to:

1. identity the benefits of entrepreneurial mindset on job creation among business education graduates;
2. determine the relationship between entrepreneurial mindset and job creation among business education graduates;

Research Questions

1. What are the benefits of entrepreneurial mindset on job creation among business education graduates?
2. To what extent does entrepreneurial mindset and job creation are related among business education graduates?

Methodology

A descriptive research design of survey was used to generate data for this study. The population of this study comprised Business Education postgraduate students in Olabisi Onabanjo University, Ago-Iwoye and Tai Solarin University of Education, Ijagun, Ogun State. A total of 100 Business Education postgraduate students of Olabisi Onabanjo University, Ago-Iwoye and Tai Solarin University of Education were selected as sample size of the study. Purposive and stratified sampling techniques were used for selecting the sample size. The study used researcher self-developed instrument tagged: Entrepreneurial Mindset and Job Creation Questionnaire (EMJCQ). EMJCQ was a self-structured instrument geared towards eliciting information from the respondents regarding entrepreneurial mindset and job creation. The questionnaire requested responses on a four (4) – point scale format which was a modification of 5-point Likert scale. To ensure the content validity of the instrument (EMJCQ), copy of the instrument was made available to the experts in the Department of Business Education to review in content, grammar and structure. The final draft was used to gather relevant data for study. Reliability of the instrument was done using the Cronbach alpha. In this case, copies of the instrument (EMJCQ) were administered on 10 Business Education post graduates in Rivers state, that are parallel to the sampled population. The collected data were analyzed using Cronbach Alpha which yielded 0.94. Research questions 1 and 2 were answered using descriptive statistics of mean and standard deviation as well as PPMC.

Results

Research Question 1: What are the benefits of entrepreneurial mindset on job creation among business education graduates?

Table 1: Descriptive statistics on the benefits of entrepreneurial mindset on job creation among business education graduates

Items	Mean	SD	Remarks
I feel confident about my business abilities.	2.66	.793	Agreed
I finish whatever I begin, particularly business ventures.	2.79	.893	Agreed
I have the mind to expands my business.	2.61	.881	Agreed

I have seriously thought about starting my own business.	2.68	.904	Agreed
I would rather innovate than continue to do the same old thing in business activities.	2.63	.683	Agreed
Most people think I am a strong entrepreneur.	2.74	.801	Agreed
I want to build great wealth or a very high income.	2.75	.599	Agreed
Some of my colleagues have a certain amount of intelligence and they cannot really do much to change it for economic self-reliance.	2.83	.548	Agreed
I know that life ís challenging and opportunities for personal business growth.	2.55	.661	Agreed
I have it in mind to control my own destiny in business development.	2.99	.709	Agreed
Cluster Mean	2.72		Agreed

Source: Field Survey, 2025

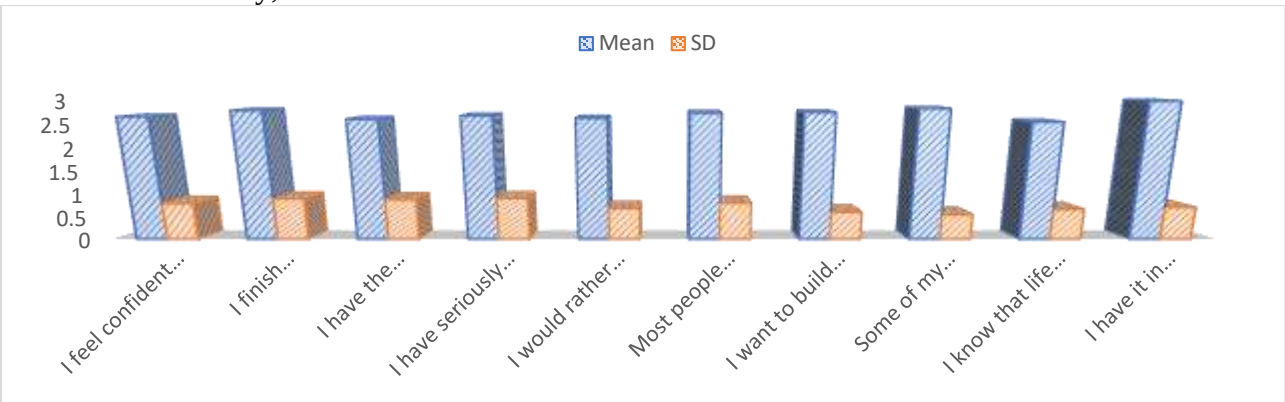


Figure 1: Bar-chart showing benefits of entrepreneurial mindset on job creation among business education graduates

Table 1 and figure 1 jointly indicated that cluster mean was 2.72 which was found to be greater than bench mark mean value 2.50. This implied that confident about self-business abilities, motivation to own a business venture, mindset to expands business, starting own business, innovative business, build strong entrepreneur, great wealth or a very high income, economic self-reliance, opportunities for personal business growth, as well as destiny in business development were among the benefits of entrepreneurial mindset on job creation among business education graduates.

Research Question 2: To what extent does entrepreneurial mindset and job creation are related among business education graduates?

Table 2: Relationship between entrepreneurial mindset and job creation are related among business education graduates

Variables	Mean	Std. Dev	df	P-$_{value}$
Entrepreneurial mindset	21.2840	3.10074		
Job creation	58.2440	6.60816	98	.007

Source: Field Survey, 2025

Table 2 revealed Mean, Standard Deviation and zero order correlation between the variables. It was observed that there was significant relationship between the independent variable and the dependent variable in the order of ($r = 0.007$, $p < .05$). On this premise, the researcher concluded that entrepreneurial mindset positively related with job creation among business education graduates. The implications of this result were that Business education graduates with high entrepreneurial mindset supposed to work for self and become employer of labour.

Discussion

The findings of the study revealed that confident about self-business abilities, motivation to own a business venture, mindset to expands business, starting own business, innovative business, build strong entrepreneur, great wealth or a very high income, economic self-reliance, opportunities for personal business growth, as well as destiny in business development were among the benefits of entrepreneurial mindset on job creation among business education graduates. Entrepreneurial mindset positively related with job creation among business education graduates. The implications of this result were that Business education graduates with high entrepreneurial mindset supposed to work for self and become employer of labour. These findings were in agreement with Carlice and Odiwo, (2024) found that applying the entrepreneurial development constructs of competitive aggressiveness, innovativeness, proactivity, and risk-taking would offer a more realistic approach in lowering Edo State's unemployment rate as well as in efforts to create jobs. Aruoriwo and Enolunosen (2023) showed that entrepreneurial mindset and knowledge have a major impact on the creation of jobs in a specific group of SMEs in Edo State. Emmanuel, Olatunji and Peters (2023) discovered in the course of the research that the creation of new jobs in Kogi State is positively and strongly correlated with entrepreneurial development.

Conclusion

Providing or securing job after graduation from university is among aim of every graduates. Although, university trained its graduates with capability to secure white-collar job or become entrepreneur. To buttress this, the following conclusion were drawn based on the findings of the study that confident about self-business abilities, motivation to own a business venture, mindset to expands business, starting own business, innovative business, build strong entrepreneur, great wealth or a very high income, economic self-reliance, opportunities for personal business growth, as well as destiny in business development were among the benefits of entrepreneurial mindset on job creation among business education graduates. Entrepreneurial mindset positively related with job creation among business education graduates. The implications of this result were that Business education graduates with high entrepreneurial mindset supposed to work for self and become employer of labour.

Recommendations

The following recommendations are provided for this study:

1. Government through university efforts should trained their students on how to develop entrepreneurial mindset through effective teaching and learning of entrepreneurship education.
2. On the basis of the findings, it was recommended that government should make sure the entrepreneurship education system is redesigned and fully supported to ensure that students are sufficiently informed about the value and benefits of working for themselves by being creative and taking risks.

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