

ENTREPRENEURIAL EDUCATION AND PERFORMANCE OF SMALL AND MEDIUM SCALE ENTERPRISES IN EDO STATE.

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Abstract

The main objective of this study is to examine the effects of entrepreneurial education on the performance of small and medium scale enterprises in Edo state. The study investigated how entrepreneurial education (entrepreneurial planning, business planning) affects the performance of SMEs (innovativeness and job creation) of small and medium enterprises in Edo state. The study adopted a survey research approach, descriptive and explanatory design where primary data were collected from the respondents with the use of questionnaire administered to all the managers of selected small and medium enterprises in Edo state with a population of (799). Secondary record data were obtained from SMEDAN, Benin city. Taro Yamane formula was used to determine the sample size (266). Out of the 266 copies of questionnaires that were administered, 250 (94 %) were retrieved and used for analysis. Ordinary Least Square of Multivariate regression was used to test the two formulated hypotheses in line with the objectives of the study and the results led to the rejection of the two null hypotheses showing that there is significant impact of entrepreneurial education on the performance of SMEs in Edo state. The study concluded that entrepreneurial education (entrepreneurial planning and business planning) increases the performance of SMEs (innovativeness and job creation). The study recommends that the government should provide and develop technical/institutional assistance by properly funding and strengthening the institutions charged with supporting the SMEs in Edo state so as to achieve business growth of the selected SMEs in Edo state

Keywords: Entrepreneurial Education, Performance, Enterprises, Innovativeness, Planning

Background to the Study

Over the last 20 years, Entrepreneurial Education and Training (EET) programmes have mushroomed, given their promise and potential to promote entrepreneurial skills and attitudes. While the number of such programmes continues to expand worldwide, global knowledge about their impact remains thin. The growth of small and medium scale enterprises is seen as indicative of widespread governmental belief in the positive impact that entrepreneurship can have on the socio-economic and political infrastructure of a nation (Matlay, 2018). Public policy makers recognize the importance of

entrepreneurship as promoter of economic development and hence the support instruments like entrepreneurial activities (Fayolle, Gailly & Lassas – Clerc, 2023). Today in Nigeria, the central argument on how to overcome the present skyrocketed rate of unemployment lies with outcome of the entrepreneurial education and practices. The progress of a nation is a function of the level of the resourcefulness of the people which to a great extent, relates to the level of quality of the training and purposeful development of education in that nation. Such progress or development could only occur when an individual in the society is gainfully employed and per capita income is enhanced. This could only be possible when government educational policies are geared towards a functional education that can lead to job creation and also self-reliance. Entrepreneurial education is a means through which government could attain such development in the society.

Entrepreneurial education is an overall trend with economic development over the world absolutely affected by the rise of a new and creative venture start-ups. Entrepreneurship is about starting a new business dependent upon a distinguished business opportunity, and operating and keeping up that business. These new business assume an extensive part in creation of job, that is persuading government officials to acknowledge and help in the activity of entrepreneurial introduction because of its certain commitment to the economy. Entrepreneurship, one of the concepts that have been used in social disciplines for a long time, is one of the most researched topics in the literature. Entrepreneurial education is a multidimensional phenomenon and an important element of economic development; in this respect, the issue of developing the entrepreneurship more effectively emerges.

Entrepreneurial education is constructed to instill the skills and knowledge needed to understand before starting on a new business venture. By doing so, would enhance necessary identification and avoidance of many pitfalls awaiting the less well-trained and vigilant contemporaries. This training will be appreciated though may initially be perceived as a cost in terms of time and money.

Considering the abundant resources Nigeria has compared to countries like Japan, Malaysia and Indonesia, due to the positive attitude and high level commitment towards Entrepreneurial education. These countries were able to break the vicious circle of poverty and made standard of

living in their countries better than ever before. Ogundele (2025) opined that Asian Tigers have developed and equipped their human assets with orientation and capacity for spontaneous responses to opportunities of wide ranging patterns both near and far.

In recognition of the importance of the role of entrepreneurship education to the growth of small and medium scale business, economic growth and development, most countries are now shifting interest on promoting and developing Entrepreneurial Education (EE) in both formal (Entrepreneurship Education in schools) and informal (apprenticeship) as a strategy to solve the problems of underdevelopment, unemployment, high level poverty and other social problems inherent in the economy. It is in line with this background that the study examines the effect of entrepreneurial education on the performance of selected small and medium scale enterprises in Edo state.

Statement of Problem

Nigeria is a nation blessed with both human and material resources which can be used to advance economic development, but reverse is the case. With 63 years of independence, majority of Nigerians are still living below the poverty line. Nigerian Universities are producing thousands of graduates at the end of every academic session, and the number is too large for ministries, commissions and agencies to absorb. Entrepreneurial education (EE) including both formal (Entrepreneurial education in schools) and informal (apprenticeship) is a strategy to solve the problems of non performance of small and medium scale enterprises leading to underdevelopment, unemployment, high level poverty and other social problems inherent in the economy. The governments at various levels are implementing programmes towards improving the performance of small and medium scale enterprises in Nigeria, however these have not yielded the desired results. Some managers and owners of small and medium scale enterprises in Nigeria lack the skills and knowledge required to manage these organizations in the areas of entrepreneurial planning and business planning, (Omale and Ayegba, 2016). These challenges have led to entrepreneurs' inability to be innovative and create jobs effectively. It is based on these that the study is carried out to examine the impact of entrepreneurial education on the performance of selected small and medium scale enterprises in Edo state.

Research Questions

Based on the statement of problems, the following research questions were raised to guide the study;

- iii. To what extent has entrepreneurial education affected the job creation of the selected SMEs in Edo state?
- iv. How does entrepreneurial education influence the innovativeness of the selected SMEs in Edo state?

Objectives of the study

The main objective of the study is to examine the effect of entrepreneurial education on the performance of small and medium scale enterprises in Edo state. The specific objectives include to;

- i. examine how entrepreneurial education affected the job creation of the selected SMEs in Edo state.
- ii. determine how entrepreneurial education influenced the innovativeness of the selected SMEs in Edo state.

Statement of Hypotheses

Based on the objectives of the study and research questions, the following hypotheses were postulated to guide the study;

H₀₁: Entrepreneurial education has no significant effect on the job creation of the selected SMEs in Edo state.

H₀₂: Entrepreneurial education does not have significant influence on the innovativeness of selected SMEs in Edo state.

Literature Review

Entrepreneurial Education

Entrepreneurial education is the process or series of activities which aims to enable an individual to assimilate and develop knowledge, skills, values and understanding which allow a broad range of problems to be defined, analyzed and solved (Linan 2024). Entrepreneurial education incorporates both informal and formal methods. The methods used, content and delivery methods will vary depending on the student group. The formal aspects of entrepreneurship education focus on providing the theoretical and conceptual frameworks which underpin entrepreneurship. The educator acts as an expert by instructing and facilitating the learning process. The informal aspects of entrepreneurship education focus on skills building attribute development and behavioral change. The informal aspects of entrepreneurship education combine and integrate with the formal aspects of education. Literature review in Entrepreneurial education shows that there are two schools of thought regarding the conceptual framework for teaching entrepreneurship. One is the "new venture creation" and the other is known as "innovation" (Saks & Gannglion, 2022). Entrepreneurship education tries to develop in the participants the intention to perform entrepreneurial behaviors, knowledge and desirability of the entrepreneurial activity (Linan, 2024).

Entrepreneurship education

is any pedagogical program or process of education for entrepreneurial attitudes and skills which involves developing certain personal qualities. It is therefore, not exclusively focused on the immediate creation of new businesses (Fayolle et al, 2024).

The study of Entrepreneurial education is based, in large measure, on a conceptual understanding of entrepreneurship and learning. Entrepreneurship education is concerned with learning for entrepreneurship, learning through entrepreneurship, and learning about entrepreneurship (Gibb, 2025). For this reason, it is stated that entrepreneurship education should be considered both as a learning method and as a learning content (Remes, 2023). Moreover, entrepreneurship education has been defined as a research focused process enabling us to investigate the most favorable education process to produce graduates in order to transform them into individuals who have life skills (Abiogu, 2021). Furthermore, entrepreneurship is also referred to as problem solving process (Amos & Onifade, 2023). Additionally,

entrepreneurship education is seen as a transfer of ideas; it has, in fact, been described as the transfer of learned knowledge and skills to new situations (Amos & Onifade, 2023; Gustafsson-Pesonen & Remes, 2022).

Entrepreneurship education has been hailed and captured as playing a fundamental role in enhancing entrepreneurial skills, self-efficacy and intention in different contexts, especially among students (Uyogi, 2025; Matlay, 2018). Literature also suggests that there is an increasing political support for and commitment to promoting entrepreneurship education in both developed and developing economies of the world (Støren, 2018; Akhuemonkhan & Sofoluwe, 2023; Matlay, 2018).

Johansen (2024) asserted that entrepreneurship education is “the promotion of different entrepreneurial capabilities, students’ personal qualities, their attitude towards different items in the world like ready to take actions, like innovativeness, like creativity, enthusiasm to absorb risk, self-competence and social skills”. The entrepreneurship education always supports to creative certain entrepreneurial abilities like that how to start your own business and the process of innovation in the existing business.

2.1.2. Dimensions of entrepreneurial Education

Abiogu, (2021), stated that Entrepreneurial education is made up of various programmes which includes ;

ii. Business Planning:

Business Planning is fundamental to Enterprise’s mission in assisting enterprises to start up, restructure and grow to become more competitive in line with economic policy. Business plan is a thinking process performed by the entrepreneur for the enterprise itself. Every start-up enterprise needs to go through a thorough thinking process in order to come up with viable options and strategies that will strengthen its present position and facilitate its future development. Finally, the thinking process should culminate in a set of measures for the implementation of these strategies. A good thinking process should lead to good business planning where sensible decisions are based on reliable information and not on ‘gut feeling’. Often, the cause of failure is that entrepreneurs do not anticipate simple factors that could easily have been foreseen had they taken the time and trouble to go through a logical thinking process because they lack the skill and knowledge of business planning. These can be acquired through both informal and formal entrepreneurial education.

ii. Entrepreneurship planning

This course introduces participants to the how to source funds for new and entrepreneurial ventures, importance of formal and informal sources of funds for new ventures, exploring the concept, method, and types of finances provided by venture capital and discussions on the various government initiatives in funding new ventures and small and medium enterprises in Nigeria. Also it covers concept of small marketing and how it aids the development and growth of small businesses, learning major differences between small business marketing and marketing for large organizations understanding the pillars upon which marketing rests (marketing mix) and how they are deployed in new ventures, learning the importance of developing a unique selling proposition and how it helps to endear

customers to the products and services of new firms and understanding the concept of International marketing and its dynamics

Concept of Organizational Performance

Controversy can arise from the outset over how to define performance. Much of the literature implies that ‘performance is an objective phenomenon, consisting of a set of attributes of a program and its measurable impacts on the society’. In reality, however, performance is a social construct. The interpretations and measures of performance arises as much, if not more, out of an interactive process among individuals and institutions, as they do out of theories of programs and data generation and analysis.. Performance can also be referred to as the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfilment of an obligation, in a manner that releases the performer from all liabilities under the contract (Business Dictionary 2013). Lifehack (2017) opined that performance is getting the job done. Producing the result that one aimed at. The concept of organization performance is very common in academic literature; its definition is difficult because of the many meanings. For this reason, there is not a universal acceptable definition of this concept (Gavrea, Liviu & Roxana, 2021).

For decades, the term ‘organisational performance’ has been defined from a wide range of perspectives; some scholars distinguish it as multi-dimensional, proposing that each organisation has particular criteria for organisational performance, and the criteria applicable in one organisation may not be appropriate in others (Grünberg 2024; Lumpkin & Dess, 2021).

Dimensions of Organizational Performance

i. Innovativeness

Innovation provides the life-blood of economic activities. Innovation is a tool for economic growth and the application of those inventions to meet emerging business opportunities, and to meet social needs, and environmental challenges. Organizational innovation is essential for companies that intend to follow strategic challenges, since they result in improvements in the organization's management (Higgins, 2020). Thus, organizational innovation means the implementation of a new organizational method in a company's business attitudes, such as the arrangement of the workplace and also external relationships. New methods aid in the organization's routines and procedures, in addition to driving the work and practices which facilitate learning and knowledge sharing within the company (OECD, 2022). Innovation can only lead to increased productivity or improve performance when combined effectively with other resources like human resources (Dauda and Akingbade, 2021). Innovation affects the way products and services are designed, developed and distributed. For any organization to be able to compete, it has to be innovative

ii. Job Creation

The government has a key role to play in job creation in the country. In fact, it must persevere to increase the employment levels of the country. In the light of this,

governments in the past have acted to deal with unemployment in India. The National Rural Employment Guarantee Act (NREGA) was passed in 2005. The NREGA seeks to provide 100 days of guaranteed wage employment to rural households willing to perform unskilled manual work. It makes special provisions for women and for the distance within which the job must be available to job-seekers for convenience.

State and federal governments, over the years, have played a key role in enacting other social security programmes, providing unemployment allowances and conducting training programmes and encouraging on-the-job training to absorb more skilled labour into jobs. The government has also strived to provide direct employment in government departments and offices at various positions and levels. It also helps in indirect employment through the production of goods and services that aid the ability of the private sector to invite more job applicants and create opportunities. One of the main allied objectives of these policy programmes is the idea of poverty alleviation, with other emphases on health, nutrition, a standard of living, education, road-building, infrastructure and rural development.

2.2 Theoretical Framework

The following theories formed the theoretical framework of the study;

Survival-Based Theory

The concept of survival-based theory or some might call it as “survival of the fittest” theory was originally developed by Herbert Spencer (1985). Survival-based theory is a strategy that firm uses to avoid being exterminated by competitors. The survival-based theory centers on the premise that firms need to always adapt to its competitive environment for it to survive. It recommends that organizations should develop managerial strategy based on the situation and condition they are experiencing. One of the ways organizations can achieve this is through engagement in entrepreneurial education.

Survival-based theory assumed it is normal for the competition to behave in hedonistic ways to produce the fittest business, who survived and prospered by successfully adapting to its environment or become the most efficient and economic producer of all. Hence, ruthless business rivalry, applications of skills and knowledge acquired through educational education and unprincipled politics are acceptable under this assumption.

Resource Base Theory

The resource-based theory stems from the principle that the strength of firms for competitive advantage lies in their internal resources as opposed to their positioning in the external environment. This theory as a basis for competitive advantage of a firm lies primarily in the application of a bundle of valuable tangible or intangible resource at the firms’ disposal. Barney (1995) agitated further that rather than simply evaluating environment opportunities and treat in conducting business, competitive advantage depends on the unique resources and capabilities that a firm possesses. The resource base theory of the firm predict that certain types of resources such as skills and knowledge owned and controlled by firms have the

potential and promise to generate competitive advantage and eventually superior firm performance.

2.3 Empirical Study

The following formed the empirical study of the research; Yusuf (2017) studied the Influence of Entrepreneurship Education, Technology and Globalization on Performance of SMEs in Nigeria. Cross sectional survey research design was adopted for the study. Linear regression was used to test the hypotheses and the results indicated that acquisition of entrepreneurship education skills; adoption and use of technology enhance performance of SMEs in Nigeria. The study brought another dimension in the examination of entrepreneurship performance by studying technology and globalization impact on entrepreneurship performance as against most studies such as (Angga, Ery & Agus, 2017; Shazia et al, 2016; Yun & Lee, 2015) who did not consider these important variables in their studies.

Niklas, Fredrik and Karl (2018) studied entrepreneurship education and entrepreneurial performance and survival. Using propensity score matching, they compared three Swedish cohorts from Junior Achievement Company Program (JACP) alumni. They found that while JACP participation increases the long-term probability of starting a firm as well as entrepreneurial incomes, there is no effect on firm survival. The use of Swedish cohorts from Junior Achievement Company Program (JACP) alumni may not give accurate result as the junior alumini may not have the full grasp of the study due to their tender ages.

Munene (2019) study sought to ascertain the impact of entrepreneurial training on performance of SMEs focusing on Nakuru County. The study design was descriptive survey and data for this exercise were collected using pre-tested questionnaires. Statistical Package for Social Scientists was used and the findings indicated there is a correlation between entrepreneurial skills and performance of MSMEs.

3. Methodology

The study used the survey approach, descriptive and explanatory research designs to obtain information on the effect of entrepreneurial education on the performance of selected small and medium scale enterprises in Edo state. The reason for using survey approach is that it involves inquiry by generating information from the sample through administration of copies of well-structured questionnaires. This made it easier to obtain information from the respondents about the problem being investigated. Secondly, this study is descriptive and explanatory in nature because steps taken in course of the study were described and explained. The study is to establish the relationship that exists between variables.

Data were collected from primary source through the use of copies of structured questionnaire distributed to the target respondents and secondary source through the use of data obtained from documented information from SMEDAN in Edo state. The use of copies of questionnaire was enable the researchers to obtain factual information and also for clarity of the analysis and of our findings.

3.2. Population of the Study

The study assesses the effect of entrepreneurial education on the performance of selected small and medium scale enterprises in Edo state. Therefore, the population of the study includes the managers of the selected SMEs in Edo state that have at least five years post entrepreneurial education experience and are into businesses that the impact of entrepreneurial education can be felt at least two after the entrepreneurial education was acquired.

The table below present the population of the study which is made up of the managers of the SMEDAN documented selected SMEs in Edo state that have at least five years post entrepreneurial education experience and are into businesses that the impact can felt at least two after the entrepreneurial education was acquired.

Distribution of the Population

Selected Government in Edo state	Local councils	No of Managers
Etsako West		121
Etsako Central		113
Esan North East		116
Esan West		122
Egor		109
Oredo		218
Total		799

Source:SMEDAN, 2025

The table indicates that 799 managers of the Corporate Affairs Commission's documented small-scale businesses in Edo state who have at least five years of post-business experience and are involved in businesses where the impact of currency redesign can be felt after the introduction of currency redesign make up the study's population. A total of 121 managers were selected from the Etsako West Local Government Council, 113 from the Etsako Central Local Government Council, 116 from the Esan North East Local Government Council, 122 from the Esan West Local Government Council, 109 from the Egor Local Government Council, and 218 from the Oredo Local Government Council.

The six Local Government Councils were purposively selected two from each senatorial zones of Edo state based on the level of resources available to the researcher and large numbers of registered small scale businesses in the selected Local Government Councils

3.3 Sampling Technique

The methods adopted in this study were the stratified sampling, simple proportion and random selection. These techniques were applied because they gave all members of the population fair chance of being selected into the sample, the sample is representative and the results of dataanalysis on the sample can be generalized to the population (Dibua&Dibua, 2023).

In line with that, the respondents are made up of the managers of the SMEDAN documented SMEs in Edo state that have at least five years post entrepreneurial education experience and are into businesses that the impact can felt

at least two after the entrepreneurial education was acquired.

3.4 Sample Size Determination

The necessity for the population was reduced to a manageable level emerges from the study's big population and the researchers' incapacity to handle it. The sample size is 267, and the Taro Yamane formula was used to accomplish this.

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

Where:

N = Population
 n = Sample size
 $e = (0.05)^2$
 $n = 799 / 1 + 799(0.0025)$
 $n = 799 / 1 + 1.99$
 $n = 799 / 2.99$
 $n = 267$

The simple proportion was used to determine the number of managers that made up the sample in each selected local government area of Edo state.

$$\text{Simple Proportion} = \frac{x}{N} \times \frac{n}{1}$$

Where x = population size
 N = Total population size
 n = sample size

Etsako West Local Government council = $\frac{121}{799} \times \frac{267}{1} = 41$

Etsako Central Local Government council = $\frac{113}{799} \times \frac{267}{1} = 38$

Esan North East Local Government council = $\frac{116}{799} \times \frac{267}{1} = 39$

Esan West Local Government council = $\frac{122}{799} \times \frac{267}{1} = 41$

Egor Local Government council = $\frac{109}{799} \times \frac{267}{1} = 36$

Oredo Local Government council = $\frac{218}{799} \times \frac{267}{1} = 72$

Table 3.2 Distribution of the Samples

Selected Local Government councils in Edo state	No of Respondents
Etsako West	41
Etsako Central	38
Esan North East	39
Esan West	41
Egor	36
Oredo	72
Total	267

Survey Data, 2025

Table 3.2 above shows the intended distributions of respondents from the six Local Government councils selected. A total of 41 managers were selected from the Etsako West Local Government Council, 38 from the Etsako Central Local Government Council, 39 from the Esan North East Local Government Council, 41 from the Esan West Local Government Council, 36 from the Egor Local Government Council, and 72 from the Oredo Local Government Council.

3.5 Sources of Data Collection

The study combined both Primary and Secondary data. The primary source of data was through a well-structured questionnaire that was administered to the respondents from the selected small and medium scale enterprises. The secondary data was obtained from the records of SMEDAN where the population of the documented SMEs in Edo state that have at least five years post entrepreneurial education experience and are into businesses that the impact can felt at least two after the entrepreneurial education was acquired was obtained.

3.6 Methods of Data Collection

The study made use of primary source of data obtained with the use of structured copies of questionnaire to elicit responses of the respondents. The structured copies of questionnaire serve as a major tool for the collection of data for the study. The questionnaire contained three questions relating to bio data and forty four questions that are related to the variables and research questions of the study. Five point Likert was used with: 1-Strongly Agree, 2-Agree, 3-Undecided, 4-Disagree and 5-Strongly Disagree. Also secondary data were collected by consulting the records of SMEDAN where the population of the documented SMEs in Edo state trained last five years and the effect of the training can be seen after two year of training was obtained.

3.7 Methods of Data Analysis

The method of data analysis to be adopted for this study included the use of the inferential statistics approach of multiple linear regression. The reason for using multiple regression is that it is useful for the estimation of the impact of independent variable (Entrepreneurial education) and dependent variable (Performance of small and medium scale enterprises).

3.8 Model Specification for the study

In order to evaluate the impact of Entrepreneurial Education on the performance of the selected small and medium scale enterprises in Edo state, the following multiple regression models were built for the test of hypotheses in line with the objectives of the study.

$$JCR = a + b_1ENP + b_2BUP + e \dots\dots\dots 3.1$$

$$INN = a + b_1ENP + b_2BUP + e \dots\dots\dots 3.2$$

Where, JCR = Job Creation, INN = Innovativeness which are all proxies of the dependent variable (performance of SMEs), e = is the intercept (constant), b_i is the parameter to be estimated as the independent variables

ENP = Entrepreneurial planning, BUP = Business planning, which are all proxies of the independent Variable (Entrepreneurial Education) being in line the objectives of the study.

4 Tests of Hypotheses

H₀₁: Entrepreneurial education has no significant effect on the job creation of the selected SMEs in Edo state.

Table:4.1OLS result using E-view Statistical Software

Dependent Variable: JCR

Method: Least Squares

Date: 25/04/25 Time: 00:33

Sample: 250

Included observations: 250

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	0.540789	0.731218	0.739572	0.5946
ENP	0.112382	0.028794	0.043030	0.0015
BUP	0.023886	0.041439	0.057398	0.0001

Source: Data output using e-view (2025)

1% level of significance, 5% level of significance and 10% level of significance

From the regression result, the entrepreneurial coefficient for entrepreneurial planning (ENP) is positive and significant in achieving job creation of the selected SMEs in Edo state (JCR). The $JCR = 0.54 + 0.11ENP$ which indicated that job creation (JCR) of the selected SMEs in Edo state increased by 11% for every 1% increase in entrepreneurial planning (ENP). The p-value of 0.00 is less than the t-statistic value of 0.04 and the standard error value of 0.02 is less than the t-statistic value. This implied that there was a significant effect of entrepreneurial planning (ENP) on the job creation (JCR) of the selected SMEs in Edo state.

Entrepreneurial education coefficient for business planning (BUP) is positive and significant in achieving job creation of the selected SMEs in Abuja. The $JCR = 0.54 + 0.02BUP$ which indicated that job creation of the selected SMEs in Edo state increased by 2% for every 1% increase in business planning (BUP). The p-value of 0.00 is less than the t-statistic value of 0.05 and the standard error value of 0.04 is less than the t-statistic value. This implied that there was a significant effect of business planning (BUP) on job creation of the selected SMEs in Edo state.

This implied that there was an evidence of existence of linear impact between entrepreneurial education (entrepreneurial planning and business planning) and job creation (JCR) of the selected SMEs in Edo state. Therefore, we reject the null hypothesis which stated that Entrepreneurial education as no significant impact on the job creation of the selected SMEs in Edo state

Test of Hypothesis 2

H₀₂: Entrepreneurial education does not have significant influence on the innovativeness of selected SMEs in Edo state

Table:4.2 Result using E-view Statistical Software

Dependent Variable: INN
 Method: Least Squares
 Date: 25/04/25 Time: 12:58
 Sample: 250
 Included observations: 250

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	0.057788	0.127025	0.154936	0.6498
ENP	0.081507	0.039161	0.069540	0.0000
BUP	0.075978	0.040651	0.052023	0.0000

Source: Data output using e-view(2025)

1% level of significance, 5% level of significance and 10% level of significance

From the regression result, entrepreneurial education coefficient for entrepreneurial planning (ENP) is positive and significant in achieving the innovativeness of selected SMEs in Edo state. The $INN = 0.05 + 0.09ENP$ which indicated that the innovativeness of selected SMEs in Edo state increased by 9% for every 1% increase in entrepreneurial planning (ENP). The p-value of 0.00 is less than the t-statistic value of 0.06 and the standard error value of 0.03 is less than the t-statistic value. This implied that there was a significant influence of entrepreneurial planning (ENP) on the innovativeness of selected SMEs in Edo state.

Entrepreneurial education coefficient for business planning (BUP) is positive and significant in achieving innovativeness of selected SMEs in Edo state. The $INN = 0.05 + 0.07$ which indicated that the innovativeness of selected SMEs in Edo state increased by 7% for every 1% increase in business planning (BUP). The p-value of 0.00 is less than the t-statistic value of 0.06 and the standard error value of 0.04 is less than the t-statistic value. This implied that there was significant influence of business planning (BUP) on the innovativeness of selected SMEs in Edo state. This implied that there was an evidence of existence of linear impact between entrepreneurial education (entrepreneurial planning and business planning) and innovativeness of selected SMEs in Edo state. Therefore, we reject null hypothesis which stated Entrepreneurial education does not have significant influence on the innovativeness of selected SMEs in Edo state.

4.3 Major Findings

In this study, the tested hypotheses formed the basis of discussion and the observed regression values show positive effect of the independent variable entrepreneurial education (entrepreneurial planning and business planning) on the performance of SMEs, the dependent variable proxied with innovativeness and job creation.

The analysis in hypothesis 1, the findings was that there was a significant effect of entrepreneurial education (entrepreneurial planning, and business planning) on job creation of the selected SMEs in Edo state..

The analysis in hypothesis 2, the findings was that there was a significant influence of entrepreneurial education (entrepreneurial planning and business planning) on innovativeness of the selected SMEs in Edo state.

5. Conclusions & Recommendations

5.1 Conclusions

From the study, the following conclusions are made:

The findings of this study show that variable independent entrepreneurial education proxied with entrepreneurial planning, and business planning affect significantly and positively on the performance of selected SMEs in Edo state proxied with job creation and innovativeness. Therefore, we concluded that entrepreneurial education, when properly managed increased significantly the performance of selected SMEs in Edo state.

5.2 Recommendations

From the results of the analysis, the following recommendations were made:

- iii. The management of the selected small and medium scale enterprises small should encourage training and development and retraining of managers and employees in the organizations which will result in improved performance and job creation by the selected SMEs in Edo state.
- iv. The management should pay attention to application of improved technology so as to access and process information that can bring about innovativeness of the selected SMEs in Edo state.

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