

INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON EMPLOYABILITY SKILLS AMONG BUSINESS EDUCATION STUDENTS IN UNIVERSITIES OF NORTH-EAST, NIGERIA**KAMBASAYA, Saratu Bello**

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Adamawa State, Nigeria**Corresponding Author:** yaksegede@gmail.com**ABSTRACT**

The study examined the influence of entrepreneurship education on employability skills of undergraduate Business Education students in universities of North-East Nigeria. Six objectives, six research questions, and six null hypotheses guided the study. A descriptive survey research *design* was adopted. The target population consisted of 1,323 300-level Business Education students from three universities: Abubakar Tafawa Balewa University Bauchi, University of Maiduguri, and Modibbo Adama University Yola. A sample of 116 students was selected using proportionate stratified sampling. Data collection employed a structured questionnaire titled "Questionnaire on Entrepreneurship Education on Employability Skills," validated by experts with a reliability coefficient of 0.827 (Cronbach Alpha). Descriptive statistics (mean, standard deviation) addressed the research questions, while simple linear regression analyzed the six null hypotheses at the 0.05 significance level. Findings revealed that entrepreneurship education positively and significantly influenced students' creativity (grand mean = 3.09, SD = 1.37, $p < 0.05$), innovation (grand mean = 3.02, SD = 1.40, $p < 0.05$), opportunity and recognition (grand mean = 3.02, SD = 1.44, $p < 0.05$), risk-assessment (grand mean = 3.04, SD = 1.44, $p < 0.05$), business plan and strategy (grand mean = 2.97, SD = 1.41, $p < 0.05$), and financial management skills (grand mean = 3.08, SD = 1.42, $p < 0.05$). Regression findings confirmed statistically significant models, for example: creativity ($F = 21.247$, $p < 0.05$), innovation ($F = 40.570$, $p < 0.05$), opportunity recognition ($F = 6.236$, $p < 0.05$), risk-assessment ($F = 8.381$, $p < 0.05$), business plan and strategy ($F = 35.165$, $p < 0.05$), and financial management ($F = 43.136$, $p < 0.05$). The results also indicated that students exposed to entrepreneurship education developed superior practical employability skills. The study concluded that entrepreneurship education enhances employability competencies, specifically, creativity, innovation, opportunity recognition, risk assessment, business planning, and financial management among business education students in the target universities. It is recommended that universities and instructors should further incorporate practical, experiential learning strategies (such as creativity workshops, innovation labs, mentorship, business plan development, risk management simulations, and financial literacy exercises) within entrepreneurship curricula to ensure students develop robust employability skills for the contemporary workforce.

Key words: *entrepreneurship, employability, risk-assessment, creativity, opportunity recognition*

1.1 Introduction

Education drives personal and national development by building skills for employment. With rising youth unemployment and a shift from academic certificates to practical competencies, entrepreneurship education is now critical. It equips learners with creativity, risk-taking, opportunity recognition, and resilience to become job creators, not just job seekers. Context in Nigeria: Despite government programs like NEDEP, YOUWIN, SMEDAN, and YEDP, youth unemployment persists due to poor implementation, bureaucracy, and inadequate infrastructure. Traditional education focuses on theory, leaving business education graduates without employable skills. This has led to economic hardship among graduates and increased reliance on scarce government jobs (Efeanyi & Okolocha, 2020). Entrepreneurship education refers to the process of equipping individuals with the knowledge, skills, and mindset necessary to identify opportunities, innovate, and create value in various contexts. It emphasizes critical thinking, problem-solving, creativity, and risk management, preparing students to establish and manage successful ventures or contribute to organizational innovation (Fayolle & Gailly, 2018; Neck & Greene, 2021). Employability skills are a set of transferable competencies that enable individuals to secure and retain employment, adapt to work place demands, and achieve career success. These skills include communication, teamwork, problem-solving, adaptability, and technical expertise, which are essential for navigating the modern labor market.

Creativity is a fundamental entrepreneurial skill that enables students to devise innovative solutions and adapt to a rapidly changing world. This skill is crucial not only for academic success but also for preparing students to tackle future challenges. Similarly, entrepreneurship education fosters adaptability, problem-solving, and resourcefulness, equipping students for diverse career paths. Innovation skill enhances thinking of unique, original content and deeply understanding issues to find novel solutions, evaluating existing processes and data to identify areas for improvement, adjusting to new, changing environments and technological trends, working across teams to gather diverse perspectives and effectively pitching new ideas, trying new ideas on a small scale and learning from failure and identifying root causes to solve complex issues. Opportunity recognition is a key component of entrepreneurship education, enables students to identify and capitalize on opportunities for career advancement and innovation (Smith & Hendrick, 2023). Similarly, creativity and innovation are central to entrepreneurship, encouraging out-of-the-box thinking and value creation in both new and existing markets. These attributes are vital for problem-solving and adapting to dynamic business environments (Rostron, 2024; Time Pro, 2023). Risk assessment skills are skills that enable us to identify, analyze, and prioritize potential risks that could impact a project, business or organization. Risk assessment skills further enhance entrepreneurship education by enabling students to evaluate and mitigate potential risks. Entrepreneurs must often navigate uncertainties to achieve business growth (Boyles, 2022). A business plan and strategy skill is a skill that enables us to outlines a business's goals, objectives, strategies, and financial projections. It serves as a roadmap for the business, guiding decision-making and helping to secure funding or investment. A well-structured business plan, incorporating strategic risk management, ensures adaptability and resilience in the face of challenges (Boyles, 2022). Financial management skill involves planning, organizing, and controlling financial resources to achieve business objective. Additionally, financial management skills are critical for the sustainability of new ventures. Effective budgeting, investment analysis, and cash flow management are essential for maintaining business viability and competitiveness (Miller & Le Breton-Miller, 2021).

The issue of youth unemployment in Nigeria, especially in the North-East region, continues to be a challenge. Despite the increasing number of university graduates, many face challenges in finding jobs, perhaps due to a mismatch between their skills and the demands of the labour market. Traditional educational programs tend to focus more on theoretical knowledge rather than practical,

creative, and employable skills needed to succeed in today's competitive job market. As a result, many graduates in business education lack the necessary skills to gain employment or start their own businesses. Several attempts have been made at encouraging entrepreneurial activities in Nigeria in the past, examples of such activities according to Oluwafemi and Adeyemi (2023) are: government entrepreneurship development programs and policies: the National Enterprise Development Programme (NEDEP), National Industrial Revolution Plan (NIRP), Small and Medium Scale Industries Credit Scheme, among others. These initiatives have failed to produce the desired results due to various constraints such as poor implementation, inadequate and insufficient infrastructural facilities and over bearing bureaucracy have been identified as being responsible for this failure. This has brought a lot of worries, which could be as a result of inadequacy in requisite skills. The ugly situation has resulted in economic poverty among graduates, thus requiring a way-out through entrepreneurship education transformation in Nigerian Universities. To address these challenges, Nigerian universities introduced entrepreneurship education as part of their curriculum. This initiative aims to equip students with innovative, opportunity-driven, and practical skills to foster self-reliance, create jobs, and reduce unemployment. Entrepreneurship education was hoped to instill critical thinking, creativity, and problem-solving abilities, enabling graduates to either secure employment or become successful entrepreneurs. This study aims to investigate the influence of entrepreneurship education on the employability skills among business education students in Universities in North-East Nigeria.

The Purpose of this study is to examine the influence of entrepreneurship education on six employability skills: Creativity, Innovation, Opportunity recognition, Risk assessment, and Business planning & strategy financial management. The study is guided by six research question each asked on how entrepreneurship education influences one of the six skills listed above. Six Null Hypotheses were also formulated and tested at 0.05 significant levels. Each states there is no significant influence of entrepreneurship education on the respective skill.

2.1 Literature review

Underlying theory for this study is human capital entrepreneurship theory (Schultz, 1979) which comprises of two factors: education and experience. According to the theory, knowledge gained from education and experience represents a resource that is heterogeneously distributed across individuals and in effect central to understanding differences in opportunity identification and exploitation.

Review of Empirical Study

Manyahaya and Adamu (2025) examined the influence of entrepreneurship skills acquisition on employability proficiency among business education graduates in colleges of education in Kwara State. Survey research design was used; the population for this study comprised 2,414 graduating business education students in colleges of education, and 240 were used as samples. Data collected were analyzed using mean and standard deviation, while t-test statistics were used to test the null hypotheses formulated at the 0.05 level of significance. The findings revealed that there was no significant difference in the mean responses of male and female business education graduates on employability proficiency regarding the entrepreneurial skills acquired in colleges of education. The study suggested the need for adequate provision of funds by the government and other relevant agencies for the acquisition of necessary equipment and facilities for the training of business education students at colleges of education. In a related study, Abulude and Ogunjemilua (2025) explored how exposure to entrepreneurial attitudes, skills, and information influences students' motivation to pursue entrepreneurship and their aspirations to start their ventures. Survey research design was employed for the study while inferential statistics was used for analysis. Findings indicate

that entrepreneurship education enhances self-confidence, risk-taking ability, and opportunity recognition—key traits in entrepreneurial decision-making. However, the transition from education to self-employment is shaped by factors such as cultural norms, financial access, and institutional support. Challenges in implementation include the lack of standardized curricula, limited teacher expertise, and minimal industry collaboration. A comprehensive approach—integrating financial incentives, incubation support, and enabling policies—is essential to increase impact. Entrepreneurship education is promising but must be contextually grounded for long-term success. Adamu et al (2025) investigates the impact of entrepreneurship education on the employability and job prospects of Nigeria Certificate in Education (NCE) graduates from Jigawa State College of Education, Gumel. Drawing on data from 198 graduates, the research explores the relationship between entrepreneurial training and employment outcomes, with a focus on self-employment as an alternative to traditional career paths. Using descriptive statistics, the findings revealed a high employment rate (78.28%) among respondents, with nearly half (48.39%) engaged in self-employment, indicating the effectiveness of entrepreneurship education in fostering entrepreneurial mindsets. The study highlights the need for enhanced practical training, mentorship, and curriculum updates to address gaps in areas like digital marketing and financial risk management. Similarly, Gazi et al (2024) assesses how entrepreneurship education influences the entrepreneurial intentions and employability of students. Quantitative method was used to gather data from 397 university students through a survey questionnaire measured on a seven-point Likert scale using a convenience sampling method. We utilized structural equation modeling (SEM) to examine the data. SEM technique was used to test the hypotheses. The study found that entrepreneurship education could boost students' employability as well as their desire to start their own businesses. Soegoto et al (2023) conducted an empirical investigation aimed at understanding the role of literacy and risk management in shaping entrepreneurial leadership skills among emerging entrepreneurs in Indonesia. The study adopted a quantitative research design and utilized a structured questionnaire to gather data from 280 respondents, comprising both prospective entrepreneurs and recent university graduates actively preparing to enter the business world. The study employed multiple regressions, to evaluate the extent to which literacy (including financial, digital, and general information literacy) and risk management competencies contribute to the development of leadership capabilities in entrepreneurial contexts. The findings revealed that risk management skills exerted a particularly strong influence on the respondents' entrepreneurial leadership capacity. The researchers concluded that in order to produce effective and adaptable entrepreneurial leaders, educational institutions must design entrepreneurship curricula that integrate practical risk management training alongside traditional leadership modules. It was recommendations that embedding real-world case studies, business simulations, and risk analysis exercises into entrepreneurship courses, thereby enabling students to gain firsthand experience in managing risk, a core requirement for successful business leadership in volatile markets. In another study, Alakaleek, Harb, and Harb (2023) examine the effectiveness of entrepreneurship education in shaping entrepreneurial competencies, intentions, and behaviors among university students in Jordan. Data were gathered through self-administered questionnaires distributed at two points: before and after the entrepreneurship module. The study employed partial least squares (PLS) regression and paired sample t-tests to analyze how students' entrepreneurial knowledge, skills, and behavioral tendencies evolved over the course of the training. The findings revealed a significant increase in entrepreneurial knowledge among the participants after course completion, suggesting that the instructional content was effective in enhancing conceptual understanding. Gurel et al (2021) conducted a longitudinal research study designed to investigate the influence of higher education on students' entrepreneurial intentions and risk-taking propensities. The study adopted a quantitative longitudinal design. The population for the study consisted of undergraduate

students enrolled in business and engineering programs at higher education institutions in Turkey. The researchers implemented a panel sampling strategy, collecting data at two distinct points in time: during students' first year and again in their fourth (final) year. A total of 215 students participated in both waves of the study, ensuring consistency in the evaluation of developmental changes. Data collection was conducted through self-administered structured questionnaires and analyzed using mean and standard deviation. The results demonstrated that entrepreneurship education significantly influenced students' entrepreneurial intentions. Similarly, Palladan and Adamu (2021) conducted an in-depth quantitative research study aimed at assessing the influence of personality traits—specifically innovativeness, locus of control, and risk tolerance—on opportunity recognition among undergraduate students in Gombe State. The study further examined the moderating role of entrepreneurship education in the relationship between these personality traits and students' entrepreneurial perception and cognitive alertness. This study employed a correlational design using Structural Equation Modeling with Partial Least Squares (SEM-PLS 3). Data collection was carried out using standardized, self-administered questionnaires. These instruments measured latent constructs such as innovativeness, internal locus of control, tolerance for risk, and opportunity recognition, alongside students' exposure to and perceptions of entrepreneurship education. The researchers then applied SEM-PLS 3 to determine both direct effects and moderated relationships, offering a nuanced view of how personal psychological factors interact with formal education to shape entrepreneurial cognition. The results revealed that personality traits had a significant and positive influence on students' ability to recognize entrepreneurial opportunities. Ahmad et al (2021) undertook a quantitative research study aimed at exploring the impact of financial literacy and financial behavior on entrepreneurial motivation among undergraduate accounting students in Malaysia. The researchers adopted a survey research design, which is appropriate for capturing attitudinal and behavioral data at scale. A structured questionnaire served as the primary instrument for data collection. The study population consisted of undergraduate accounting students drawn from public universities in Malaysia, and the sample size was 530 students, a robust number that supports statistical generalizability and provides sufficient power for correlation and regression analyses. Using Pearson's correlation and regression analysis. The findings revealed a statistically significant positive correlation between both financial literacy and positive financial behavior with entrepreneurial motivation. In Vietnam, Dao, et al (2021) carried out a quantitative research study with the primary objective of investigating the moderating role of financial education in the relationship between financial attitudes and financial management skills among university students. The researchers utilized a structural equation modeling (SEM) approach. The population comprised undergraduate students enrolled in various universities across Vietnam. A total of 397 students were surveyed using self-administered structured questionnaires, which measured key constructs such as financial attitude, financial behavior, financial management skills, and exposure to financial education. The findings from the SEM analysis revealed that financial education positively moderates the relationship between financial attitudes and financial management skills. Ferreras-Garcia et al (2021) analyze the impact of business plan development activities on the entrepreneurial competencies and learning outcomes of undergraduate students enrolled in business administration programs in Spain. The research adopted a quantitative methodology grounded in exploratory factor analysis (EFA) and multiple regression models. The study population comprised business students from Spanish universities, though the precise sample size was not detailed in the summary. Data were collected through structured self-administered questionnaires, which captured both objective outcomes and students' subjective perceptions of skill development and academic growth. The researchers used Exploratory Factor Analysis (EFA) to validate the construct structure of entrepreneurial competencies and learning outcomes. Following this, regression analysis was applied to test predictive relationships between engagement in

business plan activities and various competencies. The findings revealed that participation in business plan activities significantly enhanced students' entrepreneurial competencies, particularly in time management, critical thinking, and practical business acumen. Hence the need to enhance business plan activity in the organization

Ghani and Mohammad (2021) examined the effectiveness of business plan simulation approaches integrated with the Logic Model framework in enhancing entrepreneurial learning among undergraduate students. The study employed a survey research design and collected data from a sample of 272 students who were actively participating in business plan simulation courses at selected higher education institutions. To evaluate the complex relationships among variables, structural equation modeling (SEM) was applied, allowing for a rigorous analysis of direct, indirect, and mediating effects. The Logic Model, a conceptual framework commonly used in program evaluation, was utilized to categorize the entrepreneurial learning process into input, process, and output components. The findings revealed statistically significant relationships between the input variables and the output outcomes, with experiential learning functioning as a partial mediator. Specifically, students who engaged in high-quality simulations and received guidance from skilled lecturers exhibited enhanced business planning abilities, including improved risk-assessment, problem-solving, and strategic decision-making. It was recommended that institutional of experiential learning tools, such as business simulations should be integration within the entrepreneurship curriculum. Olokundun, Ibidunni, Peter, Amaihian, and Ogbari (2017) assessed the influence of entrepreneurship educators' competence on university students' learning engagement, particularly in relation to business plan writing. The study was situated within the Nigerian higher education landscape and drew data from a sizable sample of 600 undergraduate students enrolled in various universities across the country. The researchers adopted a quantitative research design, employing a structured questionnaire as the data collection instrument. The collected data were analyzed using hierarchical multiple regression analysis, a statistical technique that allows for the testing of multiple variables while controlling for potential confounding influences. The study's findings revealed a strong positive correlation between educators' competence and students' entrepreneurial learning engagement, particularly in the context of business plan development. It was recommended the implementation of capacity-building programs for entrepreneurship educators, including pedagogical training workshops, industry immersion experiences, and ongoing professional development initiatives.

Karimi, Biemans, Lans, Chizari, and Mulder (2016) conducted an empirical study to assess the effectiveness of entrepreneurship education programs in shaping students' entrepreneurial intentions and opportunity identification skills within the context of Iranian universities. The researchers adopted a quasi-experimental design. The study utilized both pre-test and post-test surveys to capture changes in students' entrepreneurial mindset before and after participation in entrepreneurship courses. A total of 205 students from six public universities across Iran formed the sample population. Data were collected through structured questionnaires. The data was analysed using descriptive statistics, paired sample t-tests, and multiple regression analysis. The results indicated that both elective and compulsory entrepreneurship education programs positively affected students' subjective norms and perceived behavioral control. The study concluded that entrepreneurship education should be tailored to accommodate student interest and engagement levels to maximize its effectiveness, particularly in the areas of opportunity identification and entrepreneurial intent.

Gap: While many international studies use advanced methods like SEM and longitudinal designs, this study provides a cross-sectional, descriptive assessment of students' perceived skill acquisition in a resource-constrained North-East Nigerian context.

3.1 Methodology Design:

Descriptive survey research design was adopted for the study. The population of the study was 1,323 300-level Business Education students from ATBU Bauchi, University of Maiduguri, and Modibbo Adama University Yola while 116 students were sampled via proportionate stratified sampling. Structured questionnaire titled "Questionnaire on Entrepreneurship Education on Employability Skills" was used to collect the data. Descriptive statistics (mean, SD) was used for research questions while Simple Linear Regression for hypotheses testing at 0.05 levels

4.0 RESULTS AND INTERPRETATION

Table 1: Mean and Standard Deviation of Influence of Entrepreneurship Education on Creativity Skills for Employability among Business Education Students in Universities of North-East, Nigeria

N = 116

S/ N	Item	Mean	S. D	Remark
1	I have ability to generate creative business ideas	3.11	1.35	Agree
2	I have creative solutions to business challenges after taking this course	3.27	1.26	Agree
3	I have ability to think outside the box in problem-solving	3.24	1.39	Agree
4	I have confident in applying creative methods to real-world business problem	3.08	1.53	Agree
5	I am able to experiment with new ideas and approaches	2.92	1.29	Agree
6	I have made creativity become an integral part of my approach to entrepreneurship	2.93	1.41	Agree
	Grand Mean	3.09	1.37	Agree

The results revealed that students generally agree that entrepreneurship education has positively influenced their creativity skills, as indicated by the grand mean of 3.09. All individual items have means above 2.50, suggesting that students perceive improvements in areas such as generating creative ideas, thinking outside the box, and applying creative methods to business problems.

Table 2: Mean and Standard Deviation of Influence of Entrepreneurship Education on Innovation Skills for Employability among Business Education Students in Universities of North-East, Nigeria

N = 116

S/ N	Item	Mean	S. D	Remark
1	I have ability to generate innovative business ideas	2.91	1.46	Agree
2	I have innovative solutions to business challenges after taking this course	3.15	1.40	Agree
3	I have ability to think outside the box in problem solving	3.15	1.33	Agree
4	I have confident in applying innovative methods to real-world business problems	2.98	1.44	Agree
5	I can now experiment with new ideas and approaches	2.86	1.45	Agree
6	I have made innovation become an integral part of my approach to entrepreneurship	3.04	1.33	Agree
	Grand Mean	3.02	1.40	Agree

The results revealed a grand means of 3.02, indicating overall agreement that entrepreneurship education positively influences students' innovation skills.

Table 3: Mean and Standard Deviation of Influence of Entrepreneurship Education on Opportunity and Recognition Skills for Employability among Business Education Students in Universities of North-East, Nigeria

N = 116

S/ N	Item	Mean	S. D	Remark
1	I have identified potential business opportunities effectively	3.17	1.40	Agree
2	I have the ability to evaluate the feasibility of business ideas	3.04	1.42	Agree
3	I recognize market trends and opportunities	2.87	1.43	Agree
4	I have confident in my ability to spot gaps in the market for new ventures	3.01	1.41	Agree
5	I have networking skills, crucial for identifying opportunities	3.06	1.48	Agree
6	I can anticipate future business opportunities more effectively	2.99	1.49	Agree
Grand Mean		3.02	1.44	Agree

The grand mean of 3.02 in table 3 indicates that students agree that entrepreneurship education has enhanced their opportunity recognition skills. The highest mean (3.17) is observed in identifying potential business opportunities, suggesting that students feel more capable of spotting viable business prospects.

Table 4 Mean and Standard Deviation of Influence of Entrepreneurship Education on Risk-Assessment Skills for Employability among Business Education Students in Universities of North-East, Nigeria

N = 116

S/ N	Item	Mean	S. D	Remark
1	I have ability to assess risks in business scenarios	3.04	1.41	Agree
2	I identify potential risks associated with business opportunities	3.09	1.41	Agree
3	I have effectively strategies for mitigating business risks	2.95	1.52	Agree
4	I can now make calculated decisions despite uncertainties in business	3.25	1.35	Agree
5	I now know importance of balancing risks and rewards	2.94	1.52	Agree
6	I am more capable of managing challenges and uncertainties in entrepreneurship	2.96	1.44	Agree
Grand Mean		3.04	1.44	Agree

The results of the analysis in Table 4 showed the mean rating and standard deviation for the Influence of Entrepreneurship Education on Risk-Assessment Skills for Employability Among Business Education Students in Universities of North-East, Nigeria. With the grand mean of 3.04, this shows that students generally perceive entrepreneurship education as improving their risk-assessment skills.

Table 5: Mean and Standard Deviation of Influence of Entrepreneurship Education on Business Plan and Strategy Skills for Employability among Business Education Students in Universities of North-East, Nigeria

N = 116				
S/N	Item	Mean	S. D	Remark
1	I have the skills to create comprehensive business plans	2.97	1.44	Agree
2	I can identify key components required for successful business strategies	3.12	1.38	Agree
3	I am confident in setting achievable business goals and objectives	2.91	1.37	Agree
4	I have ability to develop long-term business strategies	2.88	1.42	Agree
5	I am better prepared to present and defend my business plan effectively	2.78	1.43	Agree
6	I now understand how to align business strategies with market demands	3.17	1.42	Agree
Grand Mean		2.97	1.41	Agree

The results revealed a grand mean of 2.97, showing that students agree that entrepreneurship education has enhanced their business plan and strategy skills.

Table 6: Mean and Standard Deviation of Influence of Entrepreneurship Education on Financial Management Skills for Employability among Business Education Students in Universities of North-East, Nigeria

N = 116				
S/N	Item	Mean	S. D	Remark
1	I have improved my understanding of basic financial management principles	3.12	1.415	Agree
2	I am now confident in creating and managing budgets for entrepreneurial ventures	3.12	1.51	Agree
3	I have ability to forecast financial performance effectively	3.01	1.448	Agree
4	I can now analyze and interpret financial statement with confidence	3.08	1.421	Agree
5	I have equipped myself with knowledge about various funding options for businesses	3.15	1.397	Agree
6	I now prepared to make informed financial decisions for a business	3.02	1.332	Agree
Grand Mean		3.08	1.42	Agree

The results revealed a grand mean of 3.08, demonstrating that students agree that entrepreneurship education positively impacted their financial management skills.

HYPOTHESIS TESTING

Table 7a: Model Summary of Influence of Entrepreneurship Education on Creativity Skills for Employability among Business Education Students in Universities of North-East, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.396 ^a	.157	.150	.51356

a. Predictors: (Constant), Entrepreneurship Education

Table 7a shows that entrepreneurship education has a moderate relationship with creativity skills among business education students, as indicated by an R value of 0.396. The R Square value of 0.157 means that entrepreneurship education explains 15.7% of the variation in creativity skills

Table 7b: Summary of ANOVA of Influence of Entrepreneurship Education on Creativity Skills for Employability among Business Education Students in Universities of North-East, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.604	1	5.604	21.247	.000 ^b
	Residual	30.067	114	.264		
	Total	35.671	115			

Table 7b shows that the regression model is statistically significant, with an F-value of 21.247 and a corresponding significance level of 0.000. Since the p-value is below the 0.05 threshold, the result indicates that entrepreneurship education has a significant influence on creativity skills.

Table 8a: Model Summary of Influence of Entrepreneurship Education on Innovation Skills for Employability among Business Education Students in Universities of North-East, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512 ^a	.262	.256	.52656

Table 8a reveals a stronger relationship between entrepreneurship education and innovation skills compared to creativity skills. The R value of 0.512 indicates a moderate to strong positive influence.

Table 8b: Summary of ANOVA of Influence of Entrepreneurship Education on Innovation Skills for Employability among Business Education Students in Universities of North-East, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.249	1	11.249	40.570	.000 ^b
	Residual	31.608	114	.277		
	Total	42.857	115			

Table 8b shows that the influence of entrepreneurship education on innovation skills is statistically significant, as reflected by the F-value of 40.570 and a significance level of 0.000. Since the p-value is far below 0.05, the results clearly demonstrate that entrepreneurship education significantly improves students' innovation skills.

H₀₃: There is no significant influence of entrepreneurship education on opportunity and recognition skills for employability among business education students in universities of North-East, Nigeria

Table 9a: Model Summary of Influence of Entrepreneurship Education on Opportunity and Recognition Skills for Employability Among Business Education Students in Universities of North-East, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.228 ^a	.052	.044	.62983

The results in Table 9a show a weaker relationship between entrepreneurship education and opportunity and recognition skills, with an R value of 0.228. The R Square value of 0.052 means that entrepreneurship education explains only 5.2% of the variation in students' opportunity-recognition skills. This indicates that although entrepreneurship education influences these skills, the influence is relatively small compared to creativity and innovation skills.

Table 9b: Summary of ANOVA of Influence of Entrepreneurship Education on Opportunity and Recognition Skills for Employability among Business Education Students in Universities of North-East, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.474	1	2.474	6.236	.014 ^b
	Residual	45.222	114	.397		
	Total	47.695	115			

Table 9b shows that the model is statistically significant, with an F-value of 6.236 and a p-value of 0.014. Since this value is less than 0.05, entrepreneurship education still exerts a significant influence on opportunity and recognition skills, even though the strength of the influence is small.

Table 10a: Model Summary of Influence of Entrepreneurship Education on Risk-Assessment Skills for Employability among Business Education Students in Universities of North-East, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.262 ^a	.068	.060	.59177

Table 10a shows that entrepreneurship education has a weak but positive relationship with risk-assessment skills, as indicated by an R value of 0.262. The R Square value of 0.068 means that entrepreneurship education explains only 6.8% of the variation in students' risk-assessment skills

Table 10b: Summary of ANOVA of Influence of Entrepreneurship Education on Risk-Assessment Skills for Employability among Business Education Students in Universities of North-East, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.935	1	2.935	8.381	.005 ^b
	Residual	39.922	114	.350		
	Total	42.857	115			

Table 10b indicates that the regression model is statistically significant, with an F-value of 8.381 and a p-value of 0.005. Since the p-value is below the 0.05 threshold, the model shows that entrepreneurship education significantly influences students' risk-assessment skills.

Table 11a: Model Summary of Influence of Entrepreneurship Education on Business Plan and Strategy Skills for Employability among Business Education Students in Universities of North-East, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.486 ^a	.236	.229	.50884

Table 11a reveals a moderate relationship between entrepreneurship education and business plan and strategy skills, as shown by an R value of 0.486. The R Square value of 0.236 indicates that entrepreneurship education accounts for 23.6% of the variation in students' business planning and strategy skills.

Table 11b: Summary of ANOVA of Influence of Entrepreneurship Education on Business Plan and Strategy Skills for Employability Among Business Education Students in Universities of North-East, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.105	1	9.105	35.165	.000 ^b
	Residual	29.517	114	.259		
	Total	38.622	115			

Table 11b shows a highly significant regression model, with an F-value of 35.165 and a significance of 0.000. Because the p-value is below 0.05, the results show that entrepreneurship education significantly enhances students' business plan and strategy skills.

Table 12a: Model Summary of Influence of Entrepreneurship Education on Financial Management Skills for Employability among Business Education Students in Universities of North-East, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.524 ^a	.275	.268	.53150

Table 12a shows that entrepreneurship education has a moderately strong relationship with financial management skills, with an R value of 0.524. The R Square value of 0.275 indicates that entrepreneurship education explains 27.5% of the variation in financial management skills among students.

Table 12b: Summary of ANOVA of Influence of Entrepreneurship Education on Financial Management Skills for Employability among Business Education Students in Universities of North-East, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.186	1	12.186	43.136	.000 ^b
	Residual	32.204	114	.282		
	Total	44.390	115			

Table 12b shows that the regression model is statistically significant, with an F-value of 43.136 and a significance level of 0.000. This result confirms that entrepreneurship education has a significant effect on students' financial management skills.

Discussion of Findings

The finding of the study reveals that entrepreneurship education has a positive and significant influence on students' creativity skills. This finding is consistent with several previous studies such as Karimi et al. (2016), Manyahaya and Adamu (2025), whom on their separate study opined that entrepreneurship education significantly enhance students' creativity skills. The study also revealed that entrepreneurship education positively influences students' innovation skills. This finding implies that entrepreneurship education contributes meaningfully to the development of students' innovative abilities, such as generating novel solutions, experimenting with new approaches, and applying innovative methods to business challenges. This finding is supported by several previous studies such as Palladan and Adamu (2021), Gazi et al. (2024) and Alakaleek et al. (2023), whom

in their separate study found that entrepreneurship education improved innovative skills of the students' knowledge. Furthermore, the finding of the study reveals that entrepreneurship education influences students' opportunity and recognition skills. This finding aligns with many earlier works such as Palladan and Adamu (2021), Karimi et al. (2016) whom on their separate study find that entrepreneurship education enhances students' opportunity and recognition skills. Similarly, the finding of the study reveals that entrepreneurship education positively influences students' risk-assessment skills. The finding of this study substantiated with the finding of Abulude and Ogunjemilua (2025), Soegoto et al. (2023), Gurel et al. (2021) whom on their separate study opined that there is entrepreneurship education has positive influences on students' risk-assessment skills. Additionally, the finding of the study reveals that entrepreneurship education influences business plan and strategy skills. This finding strongly agrees with the finding of Ferreras-Garcia et al. (2021), Olokundun et al. (2017), in the various study opined that entrepreneurship education business plan and strategy skills. Finally, the finding of the study also reveals that entrepreneurship education influences students' financial management skills. This finding is in line with the finding of Soegoto et al. (2023), Ahmad et al. (2021), Dao et al. (2021), all the authors find positive relationship between entrepreneurship education and financial management skills.

5.0 Conclusion and recommendation

This study is carried out to examine the influence of entrepreneurship education on employability skills among business education students in universities of North-east, Nigeria. It was revealed that Entrepreneurship education effectively develops employability competencies among business education students in North-East Nigeria. Based on the finding, it was recommended that Universities should integrate practical, experiential learning – creativity workshops, innovation labs, mentorship, business plan development, risk simulations, and financial literacy exercises into their curriculum to bridge the gap between theory and labor market demands with emphasis on hands-on training to improve graduate self-reliance and reduce unemployment in the region. In overall, Entrepreneurship education is not just about starting businesses but about equipping students with transferable skills for employment and self-employment in Nigeria's challenging economic environment.

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