



The Relationship between Entrepreneurship Education and Graduates' Venture Creation Abilities in Oyo State, Nigeria

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Abstract

The study explored the connection between Oyo State graduates' venture creation skills and Entrepreneurship Education Programme. It is anticipated that business and entrepreneurship education will give students the abilities and information needed to start their own companies and support economic expansion. Nonetheless, there is concern that the Entrepreneurship Education programme in Oyo State may not be adequately equipping graduates with the knowledge and competencies required for venture creation and entrepreneurial activities. Consequently, this study examined the extent to which Entrepreneurship Education influences graduates' capacity for venture creation, with particular emphasis on skill acquisition, entrepreneurial mindset, and access to resources. The study adopted a descriptive research design of survey type. The population comprised 3,829 registered employers with venture creation abilities in Oyo State. From the 3,829 registered employers in Oyo State, 500 employers were chosen at random to make up the sample size. A 15-item self-structured questionnaire designed by the researchers was used to elicit responses from the respondents on a four-point rating scale. Three specialists from the the department of Business Education, Emmanuel Alayande University of Education and one University of Ibadan's Department of Test and Measurement validated the instrument. The test-retest procedure assessed the research instrument's reliability and yielded dependability coefficient value of 0.72, 0.82 and 0.85 respectively for the three variables in the study. Mean and standard deviation answered the research questions while two tailed t-test statistical tool analysed the formulated hypotheses at 0.05 level of significance. The study's conclusion indicate that there is meaningful connection between venture creation and Entrepreneurship education programme. Additionally, the study discovered that graduates venture creation abilities and Entrepreneurship Education capabilities in Oyo State significantly correlate. According to the study's findings, employers in Oyo State perceive connections between the skill graduates of Entrepreneurship Education have gained and their capacity to create new ventures. Furthermore, the study suggested that the government should promote core practical skills to enhance the Entrepreneurship Education Programme to boost venture creation and to provide after-school training in form of an apprenticeship model to train Entrepreneurship Education students in Oyo State.

Keywords: Business Education, Graduates, Venture Creation Abilities, Entrepreneurship Education

1. Introduction

Students who study business and entrepreneurship education acquire the fundamental abilities and information needed to launch and start-up a business. Essentially, the hallmark of training obtained by graduates in entrepreneurship education is their capacity to launch businesses. According to Alarape (2025), there is a renewed global push to acquire practical skills based on the need for increased productivity and self-reliance. Around the middle of the 1980s, the economy of Nigeria collapsed. Young graduate unemployment particularly the latter became

a significant problem for the nation's economy, necessitating the creation of jobs (Alarape, 2024). Prior to this time, the emphasis was on filling the positions that the colonial masters had created for the efficient operation of their colonial administration as well as the positions that the colonial masters were leaving open as a result of the nation's political independence. Thus, vacancies were filled by both graduates and non-graduates (Casson, 2022).

But in the mid-1980s, the Nigerian economy was badly hit by an increasing unemployment crisis. A number of interconnected factors triggered this state of affairs and they included economic recession, the ongoing production of unemployed graduates out of educational institutions, low labour absorption capacity in both the public and the private sectors, mass retrenchment of civil servants, an embargo in the employment of the public sectors and the increasing unemployability of the graduates as a result of absence of relevant skills.

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The perceived irrelevance of institutional curricula, closing and transferring of certain business enterprises, and insufficient infrastructure were other causes (Adeagbo, 2021; Davidson and Honing, 2026).

Nigeria, according to the National Bureau of Statistics (2025) has an unemployment rate of 33.9%, a phenomenon that creates a grave worry among government officials, training institutions and the general public. Of concern is especially the continued rise in graduate unemployment in the national labour force (Ademiluyi, 2023). As an example, graduate unemployment increased to 4% in 1984 after reaching about 1% in 1974 and it further intensified to 32% in 1992-1997 (Ademiluyi, 2023). A more recent study by Umoru (2025) found that in 2023, the rate of graduate unemployment was 53.4% due to skills mismatch. This is unacceptable and create room for yearnings for a functional Entrepreneurship Education capable of venture creation.

To address these issues, Government at various levels in Nigeria came up with a number of policies and institutions that were to facilitate entrepreneurial growth and offer support services to entrepreneurs. Such programmes gave rise to the Entrepreneurial Development Programmes (EDPs) in various regions of the nation as one of the approaches to solving venture creation crisis (Umoru, 2025; Ademiluyi, 2023; Arogundade, 2024; Ekpoh & Edet, 2021).

Additionally, some government agencies have been set up to enhance the development of entrepreneurs and solve unemployment problems. For example the National Directorate of Employment (NDE) which offers vocational training in different trades; the National Economic Empowerment and Development Strategy (NEEDS); the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN); the Students Industrial Work Experience Scheme (SIWES); the Youth Enterprise with Innovation in Nigeria ; and the Subsidy Reinvestment and Empowerment Programme. Programmes for government employment training are typically intended as interventionist measures to improve an economy's unemployment rate. These initiatives typically result in small company endeavours. According to Obayi, et al., (2025), these SMEs and entrepreneurship typically have a short lifespan even though they create jobs. However, several of the federal government's entrepreneurship initiatives or Programmes have not demonstrated notable success.

Entrepreneurship education is largely seen as a method of job creation since it is seen as being labour-intensive and can create jobs to the youths and fresh graduates (Amadi, 2025). But, even with all the number of programmes that have been put in place in the country, the rate of unemployment has been on the increase because it has not yielded Entrepreneurial development. Entrepreneurial development is defined by Ademiluyi (2023) and Umoru (2025) as a set of

activities that are focused on enhancing knowledge, skills, attitude and behaviors of people so that they can become successful entrepreneurs.

According to Osuala (2010), Entrepreneurship education is a curriculum that vocational education programmes run for venture creation abilities through theory and practical exposure to the world of work. Ademiluyi (2023) argued that the country's current economic situation, especially in Oyo State, in terms of unemployment among the graduates created the need for research because Entrepreneurship Education has the ability to create programmes that address contemporary societal issues.

Entrepreneurship Education plays a significant role in equipping graduates with the knowledge, skills, and competencies required for self-reliance and venture creation. According to Mamman (2022), education should improve basic computational skills, meet the demands of bilingual and bicultural communities, eradicate occupational stereotyping, assist individuals with special needs, and empower consumers to function effectively within both private and public enterprises. In line with this, one of the major functions of Business Education is to develop the entrepreneurial and venture creation abilities of learners through training in sourcing funds, marketing products, and effective service delivery. These competencies are essential for graduates who intend to establish and manage business ventures successfully.

Irrespective of numerous advantages of Entrepreneurship skills to venture creation Nigeria used to pay minimal focus to the development of entrepreneurship in the past (Muhammed, 2018), Umoru (2025) argued that the industrial policy that was implemented upon the attainment of independence in 1960 in Nigeria was initially geared towards the development of large-scale industries with little attention paid to the small businesses. As a result, unintentionally, the concept of entrepreneurship, on which the development of small businesses is based, was overlooked.

According to Nwachukwu and Nwamuo (2020), there aren't many empirical research examining the connection between involvement in entrepreneurial education and ventures creation. Frimpong (2024), entrepreneurship education aim at venture creation that must equip graduates with startup skills and manpower capabilities to take advantages of market opportunities. There is therefore need for entrepreneurship Education to lunch graduates into alternatives of sourcing funds.

Venture creation has been described as the process of initiating new businesses and transforming ideas and theories into practical realities. Muhammad (2018) explained that venture creation also enhances existing goods and services through the establishment of innovative businesses and products. Similarly, Abdul (2018) maintained that venture creation involves the

identification of business opportunities and should be taught using practical and hands-on approaches. Supporting this view, Umoru (2025) noted that venture creation derives its unique characteristics from continuous innovation, change, and entrepreneurial vision, which often result in significant transformations within business and society. These assertions suggest that Business Education is expected to provide graduates with practical exposure and entrepreneurial competencies necessary for venture establishment and sustainability.

The importance of venture creation to national development cannot be overemphasized. Ahmed (2020) asserted that the economic development of any nation largely depends on venture creation, while Ademiluyi (2023) emphasized its role in promoting socioeconomic growth through employment generation. In most cases, business ventures emerge from market demands, shortages in supply, or the identification of new opportunities (Egwakhe, et al., 2022). Grilli (2022) further observed that establishing a new business requires potential entrepreneurs to identify opportunities and take necessary actions toward creating enterprises. Ahmed, et al., (2020) equally argued that venture creation remains the core of entrepreneurship because innovative individuals and groups initiate new businesses that contribute to economic and social advancement.

Despite the objectives of Entrepreneurship Education in developing venture creation competencies, the persistent rate of graduate unemployment and the low level of business start-ups in Nigeria, particularly in Oyo State, suggest a possible gap between theoretical instruction and practical entrepreneurial exposure among graduates. This situation raises concerns about the extent to which Entrepreneurship Education effectively prepares graduates for venture creation. Furthermore, there appears to be limited empirical evidence on the relationship between Entrepreneurship Education and graduates' venture creation abilities in Oyo State. Consequently, there is a need to examine the relationship between the knowledge and practical skills acquired through Entrepreneurship Education and the venture creation abilities of graduates.

1.1 Statement of the Problem

Many graduates in Oyo State face challenges in creating their own business due to lack of practical skills and knowledge as opined by Ademiluyi (2023), Umoru (2024), Ratten and Abdul (2018). The worrying unemployment rate has made the Federal government to institutions and agencies that offer support services to entrepreneurs as part of initiatives to foster entrepreneurial development. Additionally, Entrepreneurial courses are introduced into all tertiary institution programs. Oyo State went a step to create After School Service for young school leavers to acquire needed skills to create enterprises of their own. Despite the growing emphasis on Entrepreneurship Education in tertiary institutions, many graduates still

lack the necessary skills and knowledge to create successful ventures. Additionally, Egwakhe, et al., (2022) found out that while University increasingly mandate entrepreneurship education to build essential skills like opportunity recognition, risk management and strategic marketing, many graduates still face significant challenges from translating academic theories into practice. Therefore, this work examined the relationship between Entrepreneurship Education and graduates venture creation in Oyo State, with a view to identifying the gaps in current Entrepreneurship Education programs and providing recommendations for improvement.

1.2 Objectives of the Study

This research work had the primary aim of investigating the applicability of Entrepreneurship Education programme in the venture creation in Oyo State. In particular the research aimed to:

1. Find out whether there is an impact of Entrepreneurship Education programme on idea generation abilities of graduates.
2. Identify the applicability of Entrepreneurship Education in business start-up abilities of graduates
3. Find out whether the application of Entrepreneurship Education programme enhances manpower development
4. Assess the influence of entrepreneurship education on opportunity identification abilities of graduates in Oyo State, Nigeria.
5. Determine the extent to which entrepreneurship education predicts graduates' venture creation abilities in Oyo State, Nigeria.
6. Determine the relationship between entrepreneurship education and venture creation abilities of graduates in Oyo State, Nigeria.

1.3 Research Questions

The answers to the following research questions were provided:

1. What is the impact of Entrepreneurship Education programme on the idea generation abilities of graduates in Oyo State?
2. What are the applicability of Entrepreneurship Education in business start-up abilities of graduates in Oyo State?
3. In what ways have Entrepreneurship Education programme enhanced the development of manpower of graduates in Oyo State?

1.4 Hypotheses

The Hypotheses that were tested were the following:

Table 1: Mean ratings on the responses of Entrepreneurship Education programme and Idea generation Abilities (n= 455)

S/N	Item	SA	A	D	SD	Total	Mean	Standard	Decision
		(4)	(3)	(2)	(1)	Responses	Score	Deviation	
1	Entrepreneurship education affect venture creation by								
	provision of	70	50	20	10	455	3.20	1.97	Agreed
	Idea generation skills	280	150	40	10				
2	Entrepreneurship education affect venture creation by								
	equipping business	80	40	30	-	455	3.33	1.85	Agree
	educators with pedagogical proficiency	320	120	60	-				
3	Entrepreneurship education affect venture creation by								
	provision of vocational	90	30	20	10	455	3.33	1.63	Agreed
	skill business educators	360	90	40	10				
4	Entrepreneurship Education affects venture creation by providing learners with required competencies for personal manufacture	60	40	30	20	455	3.51	1.74	Agreed
5	Entrepreneurship Education affects venture creation by introducing the students to apprenticeship model of education	240	120	60	20	455	3.47	1.81	Agreed
	Cluster Mean						3.45		

1. There is no significant relationship between the mean responses of respondents on Entrepreneurship Education programme and the idea generation abilities of graduates.
2. There is no significant relationship between the mean responses of respondents on applicability of Entrepreneurship Education and business start-up abilities of graduates.
3. There is no significant relationship between the mean responses of respondents on Entrepreneurship Education programme and development of manpower abilities of graduates.

2. Methodology

The study adopted a descriptive research design of survey type. The choice of the design was because of nature of the study problem that required gathering input to draw inference on likely solutions. The target

population was 3,829 registered employers engaging in venture creation within Oyo State, Nigeria. From the population of the study 500 employers were chosen to enhance balancing statistical precision using random sampling technique. The sample size was calculated using Slovin's formula. A 15-items self-structured questionnaire were used to elicit responses from the respondents. The questionnaire was primarily design to realize the purposes of this study. The instrument was divided into two segment, the first segment collected demographic information such as age, sex, occupation and educational background. The second segment was further divided into three groups: Entrepreneurship Education and Idea Generation, Entrepreneurship Education and Start-up capabilities, Entrepreneurship Education and Manpower Development. Two specialists in Business Education, Emmanuel Alayande University of Education, Oyo and one specialist in Measurement and Evaluation department, University

Table 2: Mean rating on the responses of Entrepreneurship Education promotion and business start-up abilities

S/N	Item	SA	A	D	SD	Total	Mean	Standard	Decision
		(4)	(3)	(2)	(1)	Responses	Score	Deviation	
6	Entrepreneurship Education relevantly provides learner with prerequisite skills for self reliance	90	30	20	10	455	3.33	1.63	Agreed
		360	90	40	10				
7	Entrepreneurship Education relevantly extend the frontier of knowledge in venture creation	60	40	30	20	455	2.93	1.95	Agreed
		240	120	60	20				
8	Entrepreneurship Education relevantly serves as a catalyst for guiding venture creation abilities of graduates	50	40	30	20	455	2.73	1.98	Agreed
		200	120	30	120				
9	Entrepreneurship Education is relevant by being the running oil which for needed for venture creation	80	40	20	10	455	3.27	1.81	Agreed
		320	120	40	10				
10	Entrepreneurship Education is relevant by controlling immensely the GDP growth of a state	60	40	30	20	455	2.93	1.95	Agreed
		240	120	60	100				
	Cluster Mean						3.04		

of Ibadan were consulted to find out the validity of the research instrument as appropriate, clear and content validity. Their comments and corrections were incorporated into the final draft of the instrument. In order to determine the reliability of the instrument, the study selected a pilot group of 53 respondents outside the target population using test-retest method. The instrument was first administered on the pilot group and after two weeks, the same instrument was administered on the same group. Scores obtained from the two exercises were tested using Cronbach Alpha co-efficient which yielded 0.753, 0.812 and 0.857 respectively for the three variables of idea generation, business start-up abilities and manpower development. This shows that the instrument was reliable for the study. The researchers and the trained research assistants personally administered the instrument to the employers in their respective organisations. A total of 455 questionnaires were retrieved, giving a return rate of 95%. Mean and standard deviation were used to answer the research questions while a two-tailed t-test statistical tool was used to analyse the formulated null hypotheses at 0.05 level of significance. A 2-tailed t-test is applicable in this study because of its ability to determine any significance difference between two groups of mean regardless of the direction used. A mean score of 2.50 and more was

found positive and was accepted while a mean score of less than 2.50 was found negative and was rejected. When testing the hypotheses, the decision rule was to reject the null hypothesis when the calculated t-value exceeded the critical t-value at 0.05 level of significance otherwise the null hypothesis was accepted.

3. Results

3.1 Research Questions

Research Question 1: What is the impact of Entrepreneurship Education programme on the idea generation abilities of graduates in Oyo State?

Table 1 explains that items 1,2,3,4 and 5 have a mean of 3.20, 3.35, 3.33, 3.57 and 3.47 respectively. Respondents agreed that Entrepreneurship Education affects venture creation with a cluster Mean of 3.45.

Research Question 2: What are the level of applicability of Entrepreneurship Education in business start-up abilities of graduates in Oyo State?

Table 2 explains that items 6,7,8,9 and 10 have mean scores of 3.33, .93, 2.73, 3.27 and 2.93 respectively accepted. The cluster mean of 3.04 indicates the

Table 3: Mean ratings on the responses of structure of Entrepreneurship Education programme and manpower development (455)

S/N	Item	(4)	(3)	(2)	(1)	Total Responses	Mean Score	Standard Deviation	Decision
11	Entrepreneurship education programme improves manpower development through curriculum design driven by market needs	90 360	40 120	20 40		455	3.47	1.76	Agreed
12	Entrepreneurship equip learners with necessary manpower development through intrapreneurship training	60 240	40 120	30 60	20 20	455	2.93	1.95	Agreed
13	Entrepreneurship Education equip learners with necessary manpower skills they access to capital.	50 200	40 120	30 60	30 30	455	2.73	1.98	Agreed
14	Entrepreneurship Education prepares learners for soft skills integration	80 320	40 120	30 60	10 10	455	3.13	1.90	
15	Entrepreneurship Education programmes enhance manpower development through technical and vocational training	90 320	50 140	40 120	20 40	455	3.13	1.87	
	Cluster Mean						3.12		

importance of entrepreneurship Education in venture creation been promoted in Oyo State.

Research Question 3: In what ways have Entrepreneurship Education programme enhanced the development of manpower?

Table 3 showing that the structure of Entrepreneurship Education programme improved manpower development. It shows item 11, 12, 13, 14 and 15 with varying mean score of 3.47, 2.93, 2.73, 3.27 and 3.13 were accepted. The table further revealed a cluster mean of 3.12 indicating Entrepreneurship Education programme improve manpower development.

3.2 Hypotheses

Hypothesis 1: There is no significant relationship on the mean response of respondents on Entrepreneurship Education programme and venture idea generation abilities of graduates.

From Table 4, the calculated t-value (6.22) exceeds the critical table value (1.96) at 148 degree freedom. Thus, the null hypotheses is rejected therefore there is significant relationship between Entrepreneurship Education programme and job creation.

Table 4: t-test analysis on significant relationship between Entrepreneurship Education and idea generation

Variables	N	X	Sd	df	t-cal	t-crit	decision
Entrepreneurship education programme	50	2.80	0.20	148	6.22	1.96	Rejected
Venture creation	100	3.16					

Table 5: t-test analysis on significant relationship between venture creation and promotion of Entrepreneurship Education between job creation and promoting Entrepreneurship Education.

Variables	N	X	Sd	df	t-cal	t-crit	decision
Venture Creation	50	2.96	0.38	148	4.32	1.96	Rejected
Promotion of Entrepreneurship	100	2.96	0.32				

Table 6: t-test analysis on significant relationship between Entrepreneurship Education programme and manpower development

Variables	N	X	SD	df	t-cal	t-crit	decision
Business education programme	50	2.78	2.78	0.33	14.10	1.96	Rejected
Job creation	100	1.39	0.94				

Hypothesis 2: There is no significant relationship between the mean response of respondents on applicability of Entrepreneurship Education and business start-up abilities of graduates

Hypothesis 3: There is no significant relationship between the mean response of respondents on Entrepreneurship Education programme and development of manpower abilities of graduates.

From table 6 above the calculated t-value (14.10) which exceeds the critical table value (1.96) at 148 degree of freedom. The null hypothesis is rejected, hence there is significant relationship between Entrepreneurship Education programme and manpower development in Oyo State.

4. Discussion

Table 1 presents the answer to how Entrepreneurship Education programme affects venture creation in respect of idea generation, equipping learners with indepth reasoning, provision of vocational skill, provision of learners with competencies for manufacturing and apprenticeship model experiences. The respondents agreed with all the five items that measured how Entrepreneurship Education affects venture creation through idea generation abilities. This corroborates with the work of Mammam (2024), Manundu, et al., (2025) which explore the impact of entrepreneurial orientation and self-efficacy on venture creation among business education graduates. They found out that idea generation abilities of graduates is pivotal to creating a venture. Also, Yahyah (2026), Ratten and Usmanji (2021) agreed with the finding of this study which implies that high level of entrepreneurial orientation can spur idea generation and self-efficacy thereby leading to venture orientation. However, Ademiluyi (2023), Grill (2022)

and Onwubiko (2021) differ in their opinions that entrepreneurship education alone may not be enough for idea generation and eventual venture creation but personal attributes or individual experiences in the environment. The findings of the initial hypothesis test show also that there is a very strong correlation between Entrepreneurship Education programmes and idea generation abilities of graduates in Oyo State ($t\text{-cal } 6.22 > t\text{-cal } 1.96$). The findings of this research hypothesis also validates the claim put forward by Joseph and Honing (2026), that the programs of Entrepreneurship Education need to be taught and learnt both in the context of insight and in the context of awareness of their impact. Absolutely, Amadi (2025) though differ that idea generation is not enough but aligns with the findings of this study that knowledge is key to excelling in idea generation abilities.

Table 2 represents the answer to the applicability of Entrepreneurship Education in business start-up abilities of graduates in Oyo State. The respondents agreed with all the five items used to measure the applicability of Entrepreneurship Education to business start-up abilities of graduates. This finding also corroborates with the work of Mammam (2024) and Casson (2022) that quality of Entrepreneurship Education increases business start-up potentials among Entrepreneurship Education graduates. The research according to the testing of the hypothesis two ($t\text{-cal } 4.32 > 0.05$) equally demonstrated that there is a significant correlation of the applicability of Entrepreneurship Education with and business start-up abilities among graduates. A case study conducted by Bauman and Lizy (2021), Entrepreneurship Education was also found to be significant as it provide students with the three skills they require to become self-sufficient and by starting their own businesses. This

aligns with Ekpoh and Edet (2025) work that found out that applicability of Entrepreneurial Education and business start-up of graduates are inseparable.

Tables 3 presents the answer to how the application of Entrepreneurship Education programme enhances manpower development of graduates. Respondents agreed that curriculum design driven by market needs, intrapreneurship training, access to capital skills, soft skill integration, technical and vocations skills are key areas in manpower development.

Finally, the evaluation of the third hypothesis ($t_{cal} 14.6 > t_{val} 0.05$) seems to have proved the statement that the program of Entrepreneurship education and manpower development in Oyo State is highly correlated. This is also consistent with the claim of Di Vaio, et al., (2021) that Entrepreneurship Education programs can create manpower since it focuses on the current issues of the society such as graduates that can use both their needs and hands to solve problems of joblessness. This also corroborates the findings of Ademiluyi (2023) and Alarape (2024) that functional entrepreneurship education has impacted manpower development in all developed nation more than any other variable. However, Umoru (2025), Obayi, Ezeet al., (2025) argued that teaching of entrepreneurship education as only theory and lack of follow-up after training made what is learned got lost in 90 days. They also differ in their opinions that there are other social cultural factors enhancing manpower development abilities of graduates apart from knowledge gained in Entrepreneurship Education. The study conducted by Alarape (2024) and Amadi (2025) suggested apprenticeship model to be fully enshrined into Entrepreneurship Education program at all levels for enhancing venture creation.

5. Conclusion

Based on the findings of this study, Entrepreneurship Education has immense value to graduate venture creation abilities by enabling recipients to acquire practical training in opportunity recognition, idea generation, business start-up and manpower development for transforming theory into successful venture creation Oyo State. Thus, Entrepreneurship Education has a significant positive relationship through often mediated means of idea generation, business start-up and manpower development abilities of graduates. Also, venture creation abilities through intrapreneurship training, skills in access to capital, technical and vocational are the hallmark of Entrepreneurship Education programmes that is capable of shifting graduates from job seekers to job creators.

6. Recommendations

The following suggestions were offered in light of the study's findings.

1. Tertiary institutions should allocate sufficient time for practical training in Entrepreneurship

Education programs to enhance idea generation abilities of graduates

2. There should be a push to encourage graduates to enroll in business and entrepreneurship education programmes to provide After School Training. More graduates from all disciplines are likely to sign up for the programme if people are made aware of its advantages.
3. Graduates should be encouraged financially through the ministry of industries to start and grow a business of their choice.
4. In order to improve the programme's quality, the government should hire additional business and entrepreneurship instructors, as the researchers encountered a staffing shortage.
5. To improve the programme's quality, the government should build more buildings and equipment for business and entrepreneurship education departments
6. A year Apprenticeships program should be incorporated into Entrepreneurship Education program to enhance manpower development abilities
7. Since the authors were unable to cover every economic sector due to time and financial constraints, more research investigating the interaction effects of business and entrepreneurship education on employment generation abilities of graduates.

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