

ENTRPRENEURSHIP EDUCATION AS A PREDICTOR OF GRADUATE SELF-EMPLOYABILITY IN NIGERIAN UNIVERSITIES

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Abstract

This study investigated the predictive power of entrepreneurship education on graduate self-employability in Nigerian Universities using University of Nigeria, Nsukka as the representative area. Six research questions and six hypotheses guided the study. The population of the study was 8652 final year 2024/25 undergraduate students of the University of Nigeria, Nsukka from which a sample of 357 respondents was drawn through multi-stage sampling procedure and Taro Yamane's formula. Two structured questionnaires titled University Entrepreneurship Training Questionnaire (UETQ), and Graduates Self-Employability Questionnaire (GSEQ) constructed by the researcher were the instruments used for data collection. The instruments were face validated by three specialists, two from Centre for Entrepreneurship Studies and one from Department of Educational Foundations, Faculty of Education all in University of Nigeria, Nsukka. Reliability test was carried out to determine the internal consistency of the instruments using Cronbach Alpha formula and the reliability coefficients obtained for the clusters in UETQ yielded an overall average of 0.93 and GSEQ was 0.93. Linear regression was used to answer research questions 1-5, while multiple regression was used to answer research question 6. Also, t-test associated with linear regression was used to test hypotheses 1-5, while Analysis of Variance (ANOVA) associated with multiple regression was used to test hypothesis 6 all at 0.05 level of significance. The study found that entrepreneurship education has a significant predictive power on graduate self-employability. Entrepreneurship courses, seminars, mentorships, internships and exchange programmes all have positive predictive power on graduate self-employability. The researcher recommended that entrepreneurship education should be more practical oriented, that pairing internship with mentorship will increase self-employability intent of graduates, that government should provide enabling environment and start-up capital for prospective graduate entrepreneurs.

Keywords: Entrepreneurship Education, Graduates, Self-Employability, Universities

Introduction

Every country in the world pursues full employment as a macro-economic goal, because it leads to higher economic growth, reduced poverty, and lower crime rates. The National Policy on Education, FRN (2013) clearly defined the national goals of Nigeria which includes building a great and dynamic economy and a land full of bright opportunities for all citizens. Statistics on employment in the 2000s from National Bureau of Statistics/Federal Ministry of Employment, Labour and Productivity (2009) clearly showed that these goals were threatened by the occurrence of high rate of unemployment. For example, the percentage extent of mismatch between the registered graduate unemployed and placement was 74.1% in the year 2003. It was 88.5% in 2004, 78.3% in 2005, 75.3% in 2006 and 91% in 2007. According to Onuma (2016), apart from the rising unemployment rates in a skill constrained economy, rising graduate unemployment is particularly worrisome.

Development Policy Research Unit (DPRU, 2006) stated that 8 million youths are unemployed and it has been the fastest growing education cohort of unemployment since 1995. Oyinlola and Kolade (2024) reported that approximately 80 % of graduates from Nigerian universities struggle with obtaining employment partially due to the curricula that

focuses on obtaining 'white-collar jobs'. Meanwhile, Entrepreneurship education (EE) has emerged globally as a critical tool for economic development, fostering innovation, and addressing unemployment challenges. As operationalized in this study, Entrepreneurship education curriculum is the outlined framework for imparting entrepreneurship knowledge, skills and attitudes into students of tertiary institutions that would enable them become self-reliant and manage their personal businesses after graduation. It aims to instill entrepreneurial mindsets, skills, and knowledge in individuals, enabling them to identify opportunities, manage risks, and create new ventures. The diverse approaches to EE, ranging from theoretical knowledge dissemination to highly practical and experiential learning models (Okechukwu, 2025).

Nevertheless, in African economies such as Nigeria, where the youth unemployment rate is purported to be an average of 42.5 % as submitted by Oyinola and Kolade (2024), integrating entrepreneurship education into the curriculum of universities prepares graduates to effectively contribute to society. Entrepreneurship education has been recognized as a tool for curbing unemployment and supporting sustainable development. It has been introduced widely and started taking prominence in Nigeria in 2006. Okafor and Ikeche (2017) reported that the Nigerian University Commission (NUC, 2007) with a directive in 2007 made it mandatory for all Nigerian universities to introduce entrepreneurship education (EE) for the undergraduates beginning from 2007/2008 academic year. According to NUC, entrepreneurial studies are aimed at making beneficiaries to think creatively to job creation during their undergraduate days and after graduation from the university. The NUC embarked on the promotion of the programme in tertiary institutions in Nigeria with the following objectives: Empowerment of the people (students), Creation of employment, Diversification in business and Individual confidence. The objectives are promising towards reducing unemployment and boosting the economy of the nation.

Directorate of Skills Development and Entrepreneurship (DSDE) was also established at the NUC, the commission submitted that since the discovery that depressed quality of graduates, poor skills development and entrepreneurial challenges were key issues challenging the Nigerian University System, it became imperative for the Commission to establish DSDE to address the growing need for Entrepreneurship Education delivery in the university system and mindful of the prevailing enterprise challenges confronting Higher Education Space. NUC felt the need to engage experts in order to bridge the skill gap and ensure linkages between industries and the universities. Okechukwu (2025) submitted that universities play a multifaceted role in promoting entrepreneurship and innovation, extending beyond mere classroom instruction. They serve as crucibles for research and development, translating academic discoveries into commercial ventures. By providing incubation facilities, access to venture capital networks, and mentoring, universities can significantly reduce the barriers to entry for aspiring entrepreneurs. Different forms of skills can be acquired through entrepreneurship education. It was assumed that with the introduction of entrepreneurship education in our schools, graduate unemployment and poverty which has been of national concerns will be salvaged and the philosophy of self-reliance will be promoted.

This explains why Moseri and Uge (2023) justified that there are assorted forms of skills that students or graduates are expected to acquire through technical and vocational education and training of which EE is part of. These skills include innovative skills, practical skills, self-motivation skill, financial skills, marketing skill, time management skill and professional skill. The acquisition of these skills will enable Entrepreneurship Education graduates to establish business outfits, fund it, work through its difficult and growing stages, and nurture it to maturity so as to become successful self-employed graduates. Apart from the skills, EE was delivered through courses, seminars, mentorship, internship, and exchange programmes.

Entrepreneurship courses are structured university subjects or degree programs that train individuals to start, manage, and grow businesses through innovation, risk-taking, and strategic planning. To ensure the relevance and effectiveness of the curriculum in solving the problem of unemployment, Entrepreneurship education programmes should be able to equip students with innovative skills for self-reliant. This will encourage action-based approach to teaching and learning by exposing the students to the practical aspects of the course (Okafor & Ikeche, 2017). Entrepreneurship mentorship in universities refers to a structured program where experienced entrepreneurs or business experts guide and support students in developing entrepreneurial skills and starting their own businesses. Yani, Suherlan and Azzaakiyyah (2024) explained that the significance of mentoring lies in its capacity to offer guidance, knowledge, and direct support to entrepreneurs, helping them overcome potential obstacles throughout their business journey. Experienced mentors serve as sources of inspiration, aiding in the identification of market opportunities, and providing insights into effective management strategies.

University seminars for entrepreneurship development are organized sessions where students, faculty, and sometimes external experts gather to learn about starting and managing businesses. These seminars focus on building entrepreneurial knowledge, skills, and mindset among students. On record, Baze University (Abuja), Babcock University, Ilishan-Remo, University of Lagos and Federal University of Wukari, Jalingo State are the leaders in the park. They organize seminars and workshops at intervals, as the self-employed directors who serve as facilitators were thoroughly briefed on the importance of the role they play in equipping the youth of the nation among which are their students in different levels, courses, and university. Another form of entrepreneurship training comes from the internship programmes.

Internship programmes in universities are structured opportunities that allow students to gain practical work experience in a company, organization, or institution while they are still studying. Oboreh and Nnebe (2019) asserted that entrepreneurial skills acquisition through internship is said to be the necessary set of skills required to be an entrepreneur. Both internship programmes and university exchange programmes give practical experience and increased exposure. The university exchange programme is a partnership between two institutions allowing students to study abroad at a partner university for one or two semesters while remaining enrolled at their home university. As opined by Nyangu (2026), these programmes offer transformative opportunities for students to gain international experience, enhance their cultural understanding, and develop essential skills, the author further stated that as economies and societies evolve, the need for knowledge-sharing programmes aimed at strengthening innovation, enterprise development, and commercialization becomes evident. The skills and experience acquired can boost entrepreneurship intent. The deviation from the expected result after introducing EE at the universities for two decades and the present situation of still a high rate of graduate unemployment necessitated this study

Statement of the Problem

A country with full employment enjoys economic stability, growth and development and it is one of the economic goals of Nigeria. But the country in the past suffered high rate of unemployment among graduates who have received university education, and in a way to curtail this, the government through the National Universities Commission (NUC) introduced entrepreneurship education into the undergraduate programme with the purpose of training the undergraduates to be self-employable after completing their degree programme. Despite the training, the rate of graduates' unemployment remains high in the country, this necessitated this study to find out the usefulness and sustainability of entrepreneurship education in the universities or otherwise recommend a discontinuation.

Purpose of the Study

The general purpose of the study was to investigate the predictive power of entrepreneurship education on graduate self-employability in Nigerian Universities. Specifically, the study sought to determine the;

1. predictive power of entrepreneurship courses on graduate self-employability in Nigerian Universities.
2. predictive power of entrepreneurship seminars on graduate self-employability in Nigerian Universities.
3. predictive power of entrepreneurship mentorship programmes on graduate self-employability in Nigerian Universities.
4. predictive power of internships on graduate self-employability in Nigerian Universities.
5. predictive power of exchange programmes on graduate self-employability in Nigerian Universities.
6. Joint predictive power of entrepreneurship education on graduate self-employability in Nigerian Universities.

Research Questions

The following research questions guided the study:

1. What is the predictive power of entrepreneurship courses on graduate self-employability in Nigerian Universities?
2. What is the predictive power of entrepreneurship seminars on graduate self-employability in Nigerian Universities?
3. What is the predictive power of entrepreneurship mentorship programmes on graduate self-employability in Nigerian Universities?
4. What is the predictive power of internships on graduate self-employability in Nigerian Universities?
5. What is the predictive power of exchange programmes on graduate self-employability in Nigerian Universities?
6. What is the joint predictive power of entrepreneurship education on graduate self-employability in Nigerian Universities?

Hypotheses

The following null hypotheses were formulated to guide the study, and were tested at 0.05 level of significance:

- H₀₁:** There is no significant predictive power of entrepreneurship courses on graduate self-employability in Nigerian Universities.
- H₀₂:** There is no significant predictive power of entrepreneurship seminars on graduate self-employability in Nigerian Universities.
- H₀₃:** There is no significant predictive power of entrepreneurship mentorship programmes on graduate self-employability in Nigerian Universities.
- H₀₄:** There is no significant predictive power of university internships on graduate self-employability in Nigerian Universities.
- H₀₅:** There is no significant predictive power of exchange programmes on graduate self-employability in Nigerian Universities.
- H₀₆:** There is no significant joint predictive power of entrepreneurship education on graduate self-employability in Nigerian Universities.

Method

The study adopted correlational survey research design. The area of the study is the all the universities in Nigeria whereas University of Nigeria, Nsukka was used as representative area and inferences drawn for all the universities as they share the same characteristics. The population of the study comprised all 8652 2024/2025 final-year undergraduate students of

University of Nigeria, Nsukka who have undergone entrepreneurship education, the figure was obtained from the students' affairs unit of the University. A sample of 357 respondents was drawn using multistage sampling procedure with the use of Taro Yamane's formula to determine the minimum sample size. Two questionnaires titled University Entrepreneurship Training Questionnaire (UETQ), and Graduates Self-Employability Questionnaire (GSEQ) constructed by the researcher were the instruments used for data collection. The instruments were structured in line with Likert four-point response options of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) with response options ranging from the highest weight 4 to 1 respectively. The UETO and GSEQ have 10 items per each cluster. The instruments were face validated by three specialists, two from Centre for Entrepreneurship Studies, and one from Educational Administration and planning Unit, Department of Educational Foundations, Faculty of Education all in University of Nigeria, Nsukka. To determine the internal consistency of the instruments, a reliability test was carried out using Cronbach Alpha formula and the reliability coefficients obtained for the clusters in UETQ were 0.89, 0.93, 0.93, 0.97 and 0.91, the overall average coefficient for the clusters was 0.93 and for GEQ was 0.93. Linear regression was used to answer research questions 1-5, and multiple regressions was used to answer research question 6. The benchmark decision rule adopted was R of $+0.7-1$ = high predictive power, R of $+0.40 - 0.69$ = moderate predictive power and R of 0.39 and below = low predictive power. Also, t -test associated with linear regression was used to test hypotheses 1-5, and the Analysis of Variance (ANOVA) associated with multiple regressions was used to test hypothesis 6 all at 0.05 level of significance.

Results

Research Question 1: What is the predictive power of entrepreneurship courses on graduate self-employability in Nigerian Universities?

Table 1: Linear regression analysis of the predictive power of entrepreneurship courses on graduate self-employability in Nigerian Universities

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate
1	.734 ^a	.413	0.405	3.689

The result in Table 1 showed that the regression co-efficient was R (.734) which indicated that entrepreneurship courses have high positive predictive power on graduate self-employability in Nigerian Universities. This implies that the quality of the entrepreneurship courses is part of the determinants of self-employability interest of students. The co-efficient of determination R^2 (.413) indicated that entrepreneurship courses account for 41.3% of graduate self-employability in Nigerian Universities while the remaining 58.7% variation in graduate self-employability is accounted for by other factors other than entrepreneurship courses.

H₀₁: There is no significant predictive power of entrepreneurship courses on graduate self-employability in Nigerian Universities.

Table 2: t-test associated with linear regression analysis of the predictive power of entrepreneurship courses on graduate self-employability in Nigerian Universities.

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	23.021	1.679		14.229	.001
Entrepreneurship courses	-.220	0.050	.413	-4.375	.000

Data in Table 2 revealed that the t-test associated with linear regression is -4.375 with probability value of .000. Since the probability value of .000 is less than the alpha level of 0.05, the null hypothesis was rejected. Therefore, entrepreneurship courses have significant predictive power on graduate self-employability in Nigerian Universities.

Research Question 2: What is the predictive power of entrepreneurship seminars on graduate self-employability in Nigerian Universities?

Table 3: Linear regression analysis of the predictive power of entrepreneurship seminars on graduate self-employability in Nigerian Universities

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate
1	.609 ^a	.371	.362	3.996

The result in Table 3 revealed that the regression co-efficient was R (.609) which indicated that entrepreneurship seminars have moderate positive predictive power on graduate self-employability in Nigerian Universities. This implies that participation in entrepreneurship seminars stimulates self-employability interest of the students. The co-efficient of determination R² (.371) indicated that entrepreneurship seminars account for 37.1% of graduate self-employability in Nigerian Universities while the remaining 62.9% variation in graduate self-employability is accounted for by other factors other than entrepreneurship seminars.

H₀₂. There is no significant predictive power of entrepreneurship seminars on graduate self-employability in Nigerian Universities.

Table 4: t-test associated with linear regression analysis of the predictive power of entrepreneurship seminars on graduate self-employability in Nigerian Universities.

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	23.133	1.566		14.770	.000
Entrepreneurship seminars	.198	.047	.609	-4.207	.000

Data in Table 4 revealed that the t-test associated with linear regression is -4.207 with probability value of .000. Since the probability value of 0.00 is less than the alpha level of 0.05, the null hypothesis was rejected. Therefore, university entrepreneurship seminars have significant predictive power on graduate self-employability in Nigerian Universities.

Research Question 3: What is the predictive power of entrepreneurship mentorship programmes on graduate self-employability in Nigerian Universities?

Table 5: Linear regression analysis of the predictive power of entrepreneurship mentorship programmes on graduate self-employability in Nigerian Universities.

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate
1	.644 ^a	.415	0.406	3.979

The result in Table 5 showed that the regression co-efficient was R (.644) which indicated that entrepreneurship mentorship programmes have moderate positive predictive power on graduate self-employability in Nigerian Universities. This implies that subjecting undergraduates to entrepreneurship mentorship exposes them to skills and experience that enhance self-employed after graduation. The co-efficient of determination R² (.415) indicated that entrepreneurship mentorship programmes account for 41.5% of graduate self-

employability in Nigerian Universities while the remaining 58.5% variation in graduate self-employability is accounted for by other factors other than entrepreneurship mentorship programmes.

H₀₃: There is no significant predictive power of entrepreneurship mentorship programmes on graduate self-employability in Nigerian Universities.

Table 6: t-test associated with linear regression analysis of the predictive power of entrepreneurship mentorship programmes on graduate self-employability in Nigerian Universities.

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	23.520	1.515		15.524	.000
Entrepreneurship mentorship programmes	.211	.632	.644	4.609	.000

Data in Table 6 revealed that the t-test associated with linear regression is 4.609 with probability value of .000. Since the probability value of 0.000 is less than the alpha level of 0.05, the null hypothesis was rejected. Therefore, entrepreneurship mentorship programmes have significant predictive power on graduate self-employability in Nigerian Universities.

Research Question 4: What is the predictive power of internships on graduate self-employability in Nigerian Universities?

Table 7: Linear regression analysis of the predictive power of internships on graduate self-employability in Nigerian Universities.

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate
1	.493 ^a	.243	.232	3.907

The result in Table 7 showed that the regression co-efficient was R (.493) which indicated that internships have moderate positive predictive power on graduate self-employability in Nigerian Universities. This implies that undergraduate's internship trainings expose students to skills and competencies that support self-employment after graduation. The co-efficient of determination R² (.243) indicated that internships account for 24.3% of graduate self-employability in Nigerian Universities while the remaining 75.7% variation in graduate self-employability is accounted for by other factors other than internships.

H₀₄: There is no significant predictive power of internships on graduate self-employability in Nigerian Universities.

Table 8: t-test associated with linear regression analysis of the predictive power of university internships on graduate self-employability in Nigerian Universities.

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	25.286	1.452		17.420	.000
Internships	.264	.493	2.293	6.041	.000

Data in Table 8 revealed that the t-test associated with linear regression is 6.041 with probability value of .000. Since the probability value of 0.00 is less than the alpha level of 0.05, the null hypothesis was rejected. Therefore, internships have significant predictive power on graduate self-employability in Nigerian Universities.

Research Question 5: What is the predictive power of exchange programmes on graduate self-employability in Nigerian Universities?

Table 9: Linear regression analysis of the predictive power of exchange programmes on graduate self-employability in Nigerian Universities.

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate
1	.590 ^a	.348	.3388	3.991

The result in Table 9 revealed that the regression co-efficient was R (.590) which indicated that exchange programmes have moderate positive predictive power on graduate self-employability in Nigerian Universities. This implies that participation in exchange programmes exposes the students to new skills and experience which is useful for self-employment. The co-efficient of determination R² (.348) indicated that exchange programmes account for 34.8% of graduate self-employability in Nigerian Universities while the remaining 65.2% variation in graduate self-employability is accounted for by other factors other than exchange programmes.

H₀₅: There is no significant predictive power of exchange programmes on graduate self-employability in Nigerian Universities.

Table 10: t-test associated with linear regression analysis of the predictive power of exchange programmes on graduate self-employability in Nigerian Universities.

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	23.420	1.594		14.692	.003
Exchange programme	.207	.348	.214	.4314	.000

Data in Table 10 revealed that the t-test associated with linear regression is .4314 with probability value of .000. Since the probability value of 0.00 is less than the alpha level of 0.05, the null hypothesis was rejected. Therefore, exchange programmes have significant predictive power on graduate self-employability in Nigerian Universities.

Research Question 6: What is the joint predictive power of entrepreneurship education on graduate self-employability in Nigerian Universities?

Table11: Multiple regression analysis of the joint predictive power of entrepreneurship education on graduate self-employability in Nigerian Universities.

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate
1	.578 ^a	0.334	0.325	3.900

The result in Table11 revealed that the regression co-efficient was R (.578) which indicated that entrepreneurship education has moderate joint predictive power on graduate self-employability in Nigerian Universities. The co-efficient of determination R² (.334) indicated that entrepreneurship education account for 33.4% of graduate self-employability in Nigerian Universities. Thus, 66.6% of the variations was attributed to extraneous factors not explained by the model.

H₀₆: There is no significant joint predictive power of entrepreneurship education on graduate self-employability in Nigerian Universities.

Table 12: ANOVA associated with multiple regression analysis on the joint predictive power of entrepreneurship education on graduate self-employability in Nigerian Universities.

Model	Sum of Squares	df	Mean Square	F	Sig.
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1. Regression	637.670	5	127.534	8.384	.000 ^b
Residual	5856.290	352	15.211		
Total	6493.959	357			

Data in Table 12 revealed that, F-statistics ratio of 8.384 with an associated exact probability value of 0.000^b was obtained. When compared with the probability value of .000 with 0.05 set as level of significance, it was found to be significant since 0.00 is less than 0.05. Thus, the null hypothesis of no significant joint predictive power of entrepreneurship education on graduate self-employability in Nigerian Universities was rejected. Therefore, the joint predictive power of entrepreneurship education on graduate self-employability in Nigerian Universities is statistically significant.

Discussion

The findings revealed that entrepreneurship courses have significant predictive power on graduate self-employability. The reason for this is that entrepreneurship courses cultivate the skills, enterprising mindset, and self-reliance necessary for graduates to create their own employment, thereby positioning such courses as a significant predictor of graduate self-employability. This supports Okechukwu (2025), which found that entrepreneurship courses have initiated a positive shift in students' mindsets, significantly increasing their awareness of entrepreneurship as a viable career path and an alternative to traditional employment. However, the finding contradicted Okafor and Ikeche (2017), which established that the existing curriculum content of entrepreneurship education in higher institutions of learning is not relevant to students' skills acquisition for self-reliance. This may not be unconnected to the theoretical nature of the courses.

The study found that entrepreneurship-seminars have significant positive predictive power on graduate self-employability. This because the programme plays a significant role in fostering graduate self-employability by shifting mindsets from job-seeking to job-creation. Entrepreneurship-seminars are valuable opportunities for aspiring and existing entrepreneurs to learn new skills, network with peers and mentors, and access resources and support. This explains why Baze University, Abuja; Babcock University, Ilishan-Remo; University of Lagos; Federal University, Wukari and many others organize it at intervals.

The findings showed that entrepreneurship mentorship programmes have significant positive predictive power on graduate self-employment. This is because the programmes equip students with practical business skills, industry knowledge, and entrepreneurship confidence which prepare the students to create self-employment ventures. The finding is in consonance with Yitshaki (2024), which reported that mentors provide novice entrepreneurs with knowledge-based resources, share their knowledge and related experiences, and furnish practical advice and support. Also, in the context of entrepreneurial business, the importance of mentorship has proven to be a highly significant element in stimulating growth and success. Mentorship not only serves as a provider of practical advice but also as a source of inspiration, holistic perspectives, and emotional support (Yani, Suherlan, & Azzaakiyyah, 2024).

This study found that internships positively predict graduate self-employment. This is because it provides practical workplace skills, professional exposure, and hands-on experience that enhances graduates' ability to engage in self-employment activities. The finding is consistent with Obore and Nnebe (2019), which discovered that entrepreneurship education and internships have significant influence on creativity of graduating students in public Universities. Internships can provide students with an exceptional opportunity to practice theories and to develop skills beyond the classroom, build networks and strengthen self-employability (Galloway, Marks & Chillas 2014).

The study revealed that exchange programmes significantly positively predict graduate self-employability. This may be because it exposes the students to diverse ideas, cultures and business environments that broadens their entrepreneur outlook. This finding corroborated Nyangu (2026), which reported that exchange programmes offer transformative opportunities for students to gain national and international experience, enhance their cultural understanding, and develop essential skills. This was reinforced by Pettersen and Kubberød (2023) which found that learning about the entrepreneurial culture triggers comparison with own culture, enhance graduate self-employability by exposing students to diverse, international, and innovative environments that foster an entrepreneurial mindset, skills, and global networks.

Conclusion

Based on the findings of the study, it was concluded that entrepreneurship education which is made up of entrepreneurship courses, seminars, mentorship programmes, internships and exchange programmes can significantly lead students of Nigerian universities to self-employment after graduation. Entrepreneurship education in the universities is very effective and the reason for high rate of graduates' unemployment in Nigeria can be attributed to extraneous factors.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The universities should continue with entrepreneurship education and make it more practical oriented.
2. Successful self-employed should be facilitators of the seminars to state the step-by-step startup. pathways and show startup cost templates for businesses.
3. Pairing internship with mentorship will increase self-employability intent of undergraduates.
4. Undergraduates should use exchange programmes to identify business opportunities and models in other regions and propose a localized adaptation strategy.
5. Since other factors other than entrepreneurship education have predictive power on graduate self – employability, the government should create good enabling environment and access to start- up capital.

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