

Entrepreneurship Education and Self Employability Skills of Business Management Education Graduates of Adamawa State Polytechnic, Yola

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Abstract

This study entitled “Entrepreneurship Education and Self Employability skills of Business Management Education Students of Adamawa State Polytechnic, Yola.” Two specific objectives and two Research Questions were stated while two null hypotheses were tested at 0.05 level of significance. Descriptive Research Survey design was used for the study. Population for the study was 213 graduate of business management education students were used for the study. A structured questionnaire was the main instrument of the study; Mean scores were used to answer the two research questions. The research study determines Entrepreneurship Education and Self Employability skills of Business Management Education graduates in Adamawa State Polytechnic, Yola to establish a new business, among others. To achieve these objectives three research questions were formulated from the objective to guide the researcher, one among others was, what is the influence of an entrepreneurship education on the ability of business education graduates of business management education to establish new business? A descriptive survey design was used and the population of the study were sixty-six (213) students graduated from business management education Adamawa State Polytechnic yola in the year 2024. A purposive sampling technique of twenty-nine (58) students was used as the sample size of the study. The instrument for data collection was basically questionnaire which was validated by the experts. The administration of sixty-six (58) copies of the questionnaire to the respondents was done by the researcher and they were filled and sent back the responses. Descriptive statistics of frequency distribution of percentage, mean and standard deviation were used to analyze the research questions of the study. Chi-square(χ^2) was used to test the null hypotheses which revealed among others, entrepreneurship education significantly influenced the ability of business education graduates of business management education to establish new businesses. The researcher concluded that entrepreneurial knowledge and skills if it's not adequately taught and acquired by business education graduates would not enable them to establish, manage and sustain new businesses. The researcher recommended among others, that graduates should use the knowledge and skills of entrepreneurship acquired to establish, manage and sustain their own businesses, since they had been taught and trained all the necessary knowledge and skills in various vocation and occupation that will make them to be “job makers” not “job seekers”.

Introduction

Business education is an educational programme that prepares students for entry and advancement in jobs within business and to handle their business affairs as well as to function intelligently as consumers and citizens in a business economy. Osuala (2007) defined business education as that aspect of vocational education, which emphasizes job competency, career preparation and work adjustments. It involves acquisition of special skills in business subject areas would enable the individuals operate in the environment such individuals find themselves. Therefore, business education is the aspect of the total educational programme that provides the knowledge, skills understanding and attitudes needed to perform in the business world as a producer and/or consumer of goods and services that business offers also business education leads to acquisition of relevant skills in different business subject areas. Business management education graduates are men or women who have complete business education program in the polytechnic. The first task is to teach and participate in business in order to educate others and to sustain themselves. Business education is form of training which helps to achieve all the aims of education at any level of learning. Business education include education for office occupation, distribution and marketing occupation, teaching business subjects, business administration and economics understanding.

According Adamu (2018), business education is that education which assists student to develop positive attitude, innovation, and skills for reliance, rather than depending on the government for employment. This will produce graduates with self-confidence and capacity for independent through discovering new information leading to economic development. Business education courses at polytechnic include accounting, management, marketing and office practice and management. The students are expected to have possessed relevant skills and competencies in their areas of specialization after graduation. Business education being one of the vocational programmes in Nigeria was targeted at empowering students with skills for the world of work and creates for them employment opportunities. Federal Republic of Nigeria (2013) provided that business education is to among others impart skills, knowledge and abilities necessary for gainful employment or self-reliance economically. Skill is the ability to do a task expertly, it is the ability coming from one's knowledge, practice, and aptitude etc. to do something well.

Entrepreneurship education refers to the key competence to an individual's ability to turn ideas, gifted potentials into positive action (Sanni, 2014). According to the views of Ogbonna, Ani and Ezeh (2015), entrepreneurship is an attempt to create value through recognition of business opportunities, the management or risk taking appropriate to business opportunities and through the communicative and management skills to mobilize human, financial and material resources necessary to bring such a project to function. In the opinion of Hisrich (2021), entrepreneurship is the process of creating something different with value by devoting the necessary time, effort and receiving the resulting rewards of monetary and personal satisfaction. It gives sense of independence. Entrepreneurship is nothing less than the knowledge, skills and mind-set needed to create jobs by conceiving and starting up new businesses. It is the creation of wealth adding value. The wealth is created by individual who assumed the major risk in terms of equity, time and career commitment of providing values for some product or services (Davis, Hall, & Mayer 2024).

Entrepreneurship is considered to be a key factor in promoting economic development, innovation, competitiveness, wealth and value creation. Entrepreneurship is the willingness and ability of an individual to seek out an investment opportunity in an environment and able to establish, manage and sustain a business enterprise successfully based on the identified opportunities so as to meet the ever changing needs of the society. Entrepreneurship education is an education that plays a very vital role in addressing the challenges posted by unemployment in the country(Nigeria). In order to make Nigerian graduates more resourceful and self-reliance, Federal Ministry of Education introduced entrepreneurship education into curricula of the universities, polytechnics, and colleges of education through the regulatory and supervisory agencies- National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). This becomes expedient in order to offer a realistic approach to solving the endemic problem of unemployment facing the nation. Thus, entrepreneurship education is developing since being made a compulsory course for all students in three hundred level of tertiary education students irrespective of student's area of specialization.

Entrepreneurship skills or entrepreneurial skills are those activities that will enable an entrepreneur to establish, manage, and sustain his own enterprise. The entrepreneurship skills are those skills, knowledge, attitude, and behavior that will enable an entrepreneur to identify business opportunities, stimulates creativity, and transform an idea into practical economic activities for suitable development of livelihood. These skills are business planning skills, business management

skills and innovation creativity in order to run an enterprise successfully which will lead to wealth and value creation. Business planning skills: -This is an activity which involves decision about aims and objectives, means conducts or policies and result by the entrepreneur in any business enterprise. It is the activity that takes place against the background of the organizational strengths and weaknesses within and outsides the business environment.

Innovation and creativity: -These are the unique qualities and elements of an entrepreneur which been able to think for an entire new ways and identify opportunities that make connections between seemingly unrelated events or situation, often come up with solution or new idea which is the synthesis of other items. They will repurpose products to market them to new industries. Self-employability: - This is the combination of the ability to establish, manage, and sustain a new business in order self-reliance. Employability has in recent times remained the focus of government, employers, job seekers, and educators. Uzor, and Ike (2020), explained employability is the relative chances of getting and maintaining different kinds of employment. For individual's employability depends on the knowledge, skills, and ability (KSA) they possess, the way they present those assets to employment and context (e.g. personal circumstances and labor market environment) within which they employed.

A major concern of Business management education graduates is what constitutes employability skills. According to Ezeani, Ifeonyemalu and Ezemoyih, (2022), employability skills which synonymous with entrepreneurial skills refers to a group of important skills instilled in each individual to become a productive workforce. According Pollard as cited in Imeokparia and Endiagbonya (2022), employability refers to a person's capability for gaining and maintaining employment. Employability skills or entrepreneurial skills are the skills needed by an employee or employer of labor. Specially, entrepreneurial skills are very important for success in self-employment.

Statement of the Problem

One of the goals of business education programme is the acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. It is the statutory duty of colleges of education to groom the required human capital through relevant manpower training, abilities, attitudes, skills and knowledge. It is assumed, also that on graduation, young people could have developed additional skills through training and experience that could further enhance their opportunities, capabilities and success in their life endeavour. Business education deals with the process of recognizing business opportunity, operating and maintaining small scale businesses. Though, people engage into small scale business without acquiring adequate skills and competences that will enable them to effectively manage small scale business, as a result of this attitude, failure followed instead of success (Akpotowoh & Amahi 2016). Graduates who have knowledge of an entrepreneurship education and skills can be able to establish, manage, and sustain a new business in order to be self-employed and boost the economic growth. Experience over the years has revealed that seventy percent (80%) these graduates end of roaming about the streets as a result of lack of job opportunities. The employment rate of the country (Nigeria) keeps escalating as each year comes as a result of continuous injection of graduates who have no jobs to do at the end of the day. This situation has become so pathetic because of job seekers/applicants and of going back to their aged parents who have invested in them, hoping that someday they will get back the dividend of their investments but all to no avail. This cankerworm (unemployment) which has eaten deep into the fabric of the society must be reversed to avoid national crisis. The unfortunate was attributed to under development and a value orientation which relies on government for job opportunities. Fasehun, (2023) attributed this problem to the inadequacies of our educational system which produces "job seekers" instead of "job makers". Therefore, this study empirically investigate the "entrepreneurship education on self-employability skills of business management education graduates of Adamawa State Polytechnic, Yola".

Objective of the Study

The Objective of this study is to examine the influence of Entrepreneurship Education on the Self-Employability skills of Business Management Education Graduates of Business of Adamawa State Polytechnic, Yola. Specifically, the study seeks to:

- i. To assess the influence of Entrepreneurship Education on the ability of Business Management Education Graduates to establish a new business.
- ii. To assess the influence of Entrepreneurship Education on the ability of Business Management Education Graduates to manage a new business.

Research Questions

- i. What is the influence of Entrepreneurship Education on the ability of Business Management Education Graduates to establish a new business?
- ii. What is the influence of Entrepreneurship Education on the ability of Business Management Education Graduates to manage a new business?

Hypotheses of the study

H_01 : Entrepreneurship Education has no significant influence on the ability of Business Management Education Graduates to establish a new business.

H_02 : Entrepreneurship Education has no significant influence on the ability of Business Management Education Graduates to manage a new business.

Methodology

This study employed a qualitative research design using survey approach. A descriptive survey design was used and a total of population of the study were Two hundred and thirteen (213) students graduated from business management education Adamawa State Polytechnic Yola in the year 2024. A purposive sampling technique of twenty-nine (58) students was used as the sample size of the study. The instrument for data collection was basically questionnaire. The technique used in rating the questionnaire is the four (4) points rating scale of numerical values. In order to obtain the needed responses, the researcher provided each questionnaire items with four (4) options from which the respondent will choose. The instrument was designed using four (4) point rating scale of strongly Agree (4) points, Agree (3) points, Disagree (2) points and Strongly Disagree (1) point. The administration of Twenty-nine (58) copies of the questionnaire to the respondents was done by the researcher. Descriptive statistics of frequency distribution of percentage, mean and standard deviation were used to analyze the research questions of the study. Chi-square(X^2) was used to test the null hypotheses which revealed among others, a total of 213 students graduated from business management education Adamawa State Polytechnic Yola in the year 2024 were used as the total population of this study. All null hypotheses were tested at (alpha) $\alpha=0.05$ level of significance. At this level null hypothesis was either rejected or retained.

Results and Discussion

Research Question One (1).

What is the influence of entrepreneurship education on the ability of Adamawa State Polytechnic, Yola business management education graduates to establish a new business?

To answer the above question the researcher used item 1-5 of the questionnaire. The summary of the respondents to the research question one was presented in Table seven (7) Below.

Table 1: Summary of the Response to Research Question One.

Item.	S	A	D	S D	T A	T D	Mean	Std. Dev.	Decision.
124	20	10	4	44	14	3.41	1.87		Agreed.
222	24	9	3	46	12	3.34	1.86		Agreed.
328	15	11	4	43	15	3.10	1.82		Agreed.
418	29	8	3	47	11	3.10	1.82		Agreed.
515	29	12	2	44	14	2.93	1.78		Agreed.
Average Mean.					3.18				Agreed.

Source: Field Study, 2025.

The analysis of data in Table one item one above, shows that 44 respondents agreed to the fact that entrepreneurship skills acquired is enough for a business education graduates to establish a new business while only 14 respondents disagreed. From item two (2) of the research question, it was observed that 46 respondents agreed that entrepreneurship knowledge is enough for a business education graduates to establish a new business meanwhile, item three, four and five of the research question all agreed that. Therefore, the average mean score of 3.18 indicates that entrepreneurship education acquired by the graduates of Business Management Education students is adequate enough to establish new businesses.

Research Question Two (2).

What is the influence of entrepreneurship education on the ability of Adamawa State Poly business management education graduates to manage a new business?

To answer the above question the researcher used item 6-10 of the questionnaire. The summary of the respondents to the research question two (2) was presented in Table two Below.

Table 2: Summary of Response to Research Question Two (2).

Item	S A	A	D	S D	T A	T D	Mean	Std. Dev.	Decision.
6	25	21	7	5	46	12	3.28	1.84	Agreed.
7	10	32	13	3	42	16	3.14	1.78	Agreed.
8	28	22	4	4	50	8	3.31	1.88	Agreed.
9	24	19	10	5	43	15	3.17	1.81	Agreed.
10	15	31	8	4	46	12	3.07	1.80	Agreed.
Average Mean.				3.19			Agreed.		

Source: Field Study, 2025.

The analysis of data in Table two item six above, shows that 46 respondents agreed to the fact that entrepreneurship skills acquired is enough for a business education graduates to manage a new business while only 9 respondents disagreed. From item seven of the research question, it was observed that 43 respondents agreed that entrepreneurship knowledge is enough for a business education graduates to manage a new business meanwhile, item eight, nine and ten of the research question all agreed that. Therefore, the average mean score of 3.19 indicates that Entrepreneurship Education acquired by the Graduates of business management education is adequate enough to manage new businesses.

Testing of Hypotheses.

The hypotheses were all tested with the inferential statistics of chi square (χ^2). The Chi square is the appropriate statistics to use because the data is in form of perception of frequencies of response of strongly agree, agree, disagreed and strongly disagreed. And what is needed is Influence.

Hypothesis One: Entrepreneurship education has no significant influence on the ability of business management education graduates to establish a new business.

Chi square statistics on influence of entrepreneurship education on the ability of business management education graduates to establish new businesses. N=29.

Table 3: Summary of Chi-Square (X^2) Test to Null Hypothesis One.

Variable	SA	A	D	SD	Total	X^2 Comp.	X^2 Critic.	P
Influence of entrepreneurship education on ability to establish new business	28 (22.80)	24 (22.90)	6 (10.00)	0 (1.0)	58	24.170	21.026	0.002

Source: Data Output, 2025.

Results of the Chi square (X^2) statistics from Table Three above shows that entrepreneurship education significantly influence the ability of business management education graduates to establish new businesses. Reasons being that the computed X^2 value of 24.170 is higher than the X^2 critical value of 21.026. More over the calculated p value of 0.002 is lower than the 0.05 alpha level of significance. This insist that the level of entrepreneurship education determines the possibility of business management education graduates to establish a new business.

Therefore, the null hypothesis which state that Entrepreneurship education has no significant influence on the ability of business management education graduates to establish a new business, is hereby rejected.

Hypothesis Two: Entrepreneurship education has no significant influence on the ability of business management education graduates to manage a new business.

Chi square statistics on Influence of Entrepreneurship Education on the ability of Business Management Education Graduates to manage new businesses. N=29.

Table 4: Summary of Chi-Square (X^2) Test to Null Hypothesis One.

Variable	SA	A	D	SD	Total	X^2 Comp.	X^2 Critic.	P
Influence of entrepreneurship education on ability to manage new business	28 (20.14)	24 (30.20)	2 (4.82)	2 (1.41)	58	23.737	21.026	0.022

Source: Data Output, 2025.

Results of the Chi square (X^2) statistics from Table four above showed that entrepreneurship education significantly influence the ability of Business Management Education graduates to manage a new business. Reasons being that the computed X^2 value of 23.737 is higher than the X^2 critical value of 21.026. More over the calculated p value of 0.022 is lower than the 0.05 alpha level of significance. This insist that the level of entrepreneurship education determines the possibility of business management education graduates to manage a new business.

Therefore, the null hypothesis which state that Entrepreneurship education has no significant influence on the ability of business management education graduates to manage a new business, is hereby rejected.

Summary of Major Findings.

From the data analysis above, the following are the major findings:

- (1). Entrepreneurship education significantly influenced the ability of Adamawa State Polytechnic, yola business management education graduates to establish new businesses.
- (2). Entrepreneurship education significantly influenced the ability of Adamawa State Polytechnic, yola business management education graduates to manage new businesses.

Summary.

This study was an attempt to investigate an “Assessment of an Entrepreneurship Education on Self-Employability Among Business Management Education Graduates of Adamawa State Polytechnic, Yola”. Chapter one of the study attempts to give the background of the study and the problems associated with the study, three objectives of the study, three research questions, and three null hypotheses were formulated from the research questions and also significance of the study were well stated. While chapter two focused on the three related literature of the study. Chapter three lists the method and sources of data collection, procedure, instruments for data collection, population of the study, sample and sampling techniques and finally the technique of analyzing data. Chapter four the data were presented and analyzed using the responses of the respondents, and also major findings were discussed.

Conclusion.

Based on the findings, the researcher data concludes that an entrepreneurial knowledge and skills if it is not adequately taught and understood by the graduates of business management education Adamawa State Polytechnic, Yola would not enable them to establish, manage, and sustain new businesses effectively.

5.3: Recommendations.

Based on the findings and conclusion, the following recommendations were made in respect of graduates, university, society and government as follows:

- (1). It was recommended that graduates should use their knowledge and skills acquired to establish manage and sustain their own businesses since they had been taught and trained all the necessary knowledge and skills in various vocation or occupation that will make them to be “job makers” not “job seekers”.
- (2). It was further recommended that polytechnics should use their best knowledge and skills and also upgrade their facilities of teaching and learning of entrepreneurship education which will make the students to learn appropriate knowledge and skills that will make them self-reliant not only waiting for a white collar job after graduation.
- (3). It was also recommended that the entire society should invest their own share of contribution to the development of entrepreneurship by making societal entrepreneurship skills acquisition centers for sustainable development of immediate environment and consumer satisfaction.
- (4). Federal, state and local government also should encourage graduates who have knowledge and skills of entrepreneurship by giving them soft loans and infrastructures in order to be self-reliant which in turn curtails all economy crisis resulting by unemployment such as arm robbery, kidnapping among others and which will reduce the burden of reliance on government job and also improve standard of living and Growth National Product thereby leading to a vibrant economy in the country (Nigeria).

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