



INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON BUSINESS PERFORMANCE OF BUSINESS EDUCATION GRADUATE OF FEDERAL COLLEGES OF EDUCATION IN NORTH EAST, NIGERIA

Buhari Ahmadu, Umar, Y. Baraya, Aisha Abubakar Bayola

School of Business Education, Federal College of Education Technical, Gombe.

Vocational Education Department Modibbo Adama University, Yola

Citation: Ahmadu, B., Umar, Y. B., & Bayola, A. A. (2026)

Abstract

This study examined the influence of entrepreneurship education on business performance of Business Education graduates in Federal Colleges of Education in North-East Nigeria, focusing on revenue growth as key performance indicator. Guided by one research question and one null hypothesis, the study adopted a descriptive survey research design. A structured questionnaire validated by three experts from department of vocational education, Modibbo Adama University Yola was administered to 201 Business Education graduates (Entrepreneurs), out of which all the 201 responses were retrieved and analyzed, representing 100% response rate. Descriptive statistics (mean and standard deviation) were used to answer the research questions, while simple linear regression tested the hypotheses at 0.05 level of significance. The findings revealed that entrepreneurship education had a moderate positive influence on revenue growth of Business Education graduate, with grand mean scores of 3.39 for revenue growth, 3.40 for profitability, 3.34 for competitiveness, and 3.39 for job creation. However, regression analysis showed that entrepreneurship education did not have statistically significant influences on revenue growth ($R^2 = 0.004$, $B = 0.058$, $p > 0.05$), profitability ($R^2 = 0.004$, $B = 0.056$, $p > 0.05$), or job creation ($R^2 = 0.004$, $B = 0.059$, $p > 0.05$). In contrast, a weak but statistically significant influence was found on competitiveness ($R^2 = 0.020$, $B = 0.133$, $p = 0.012$), indicating that entrepreneurship education contributed to graduates' ability to strategically position their businesses and respond to market dynamics. The study concludes that while entrepreneurship education equips graduates with foundational business knowledge and skills, its direct impact on revenue growth, and profitability is limited without complementary interventions such as access to finance, mentorship, technology adoption, and supportive business environments. It is recommended that: policymakers, development partners, and Business Education graduates collaborate to integrate financial support programs, incubation centers, capacity-building initiatives, and innovative technologies with entrepreneurship education to achieve measurable improvements in business performance.

Keywords: Entrepreneurship Education, Business performance, Business Education, Graduate

Introduction

Globally, entrepreneurship education remains the bedrock for acquiring employable skills by graduates for self-employment upon graduation and business performance. Many countries facing economic challenges put immense pressure on higher education to produce quality graduates who can turn around economies with their knowledge and skills (Garwe, 2018). This is because graduate employability is now an issue of national and global concern owing to the ever-rising number of unemployed graduates in Nigeria.

Entrepreneurship education is a structured educational program that focuses on instructing students in the essential skills and attitudes required for entrepreneurship (Karimi *et al.*, 2016). The key objective is to enhance students' comprehension of entrepreneurship, develop their entrepreneurial competencies, and promote an entrepreneurial culture and mentality at personal, societal, and community levels (Ramadani *et al.*, 2022). In developing economies like Nigeria, entrepreneurship education is increasingly recognized as a tool for empowering graduates to contribute positively to their local economies (Adejumo, 2020). Nigeria's high youth unemployment rates underscore the importance of entrepreneurship education as a strategy for job creation and poverty alleviation (National Bureau of Statistics, 2022). With limited formal employment opportunities, many Nigerian graduates turn to entrepreneurship as a means of livelihood, yet often lack the necessary skills to establish and sustain viable businesses (Ojeifo, 2021). Entrepreneurship education, therefore, has been integrated into Nigeria's educational framework to equip students with essential skills and to foster a culture of entrepreneurship from an early stage in their educational journey (Federal Republic of Nigeria, 2013).

Entrepreneurship education has been increasingly recognized as a vital tool for fostering economic development and reducing unemployment, particularly in developing economies such as Nigeria. Entrepreneurship education equips individuals with the necessary knowledge, skills, and attitudes to start and manage successful businesses (Olorundare & Kayode, 2019). This has made it a fundamental component of tertiary education, especially in Business Education programs across Federal Colleges of Education in Nigeria. The primary objective of entrepreneurship education is to enhance students' ability to identify business opportunities, manage risks, and develop innovative solutions that contribute to economic growth and sustainability (Adejimola & Olufunmilayo, 2018).

Business performance is a key indicator of the effectiveness of any enterprise, encompassing both financial success and the operational efficiencies that contribute to a business's long-term sustainability. It is typically assessed through various performance metrics such as revenue growth, profitability, competitiveness, and job creation (Kraus *et al.*, 2017). These indicators serve as benchmarks for determining how well a business is functioning in its environment and whether it is meeting its established goals. Revenue growth is particularly

important as it signifies the ability of a business to generate increasing income, while profitability reflects the ability to manage costs effectively and achieve a surplus from operations (Kotler et al., 2015).

Revenue growth is a core indicator of business sustainability and success. For business ventures established by graduates, growth in revenue reflects their capacity to attract a stable customer base, manage financial resources, and scale their operations effectively (Nwosu & Ohakwe, 2019). Entrepreneurship education provides graduates with a solid foundation in areas such as market analysis, financial management, and customer relationship management, all of which are crucial for sustaining revenue growth. By understanding market needs and trends, graduates can position their products and services to meet demand, thereby enhancing their revenue streams and contributing to regional economic development (Adeola & Amusa, 2021). Profitability is another vital measure of business performance, reflecting a business's ability to generate income after covering its costs (Atiku & Genty, 2019). Entrepreneurship education enhances graduates' ability to manage resources efficiently and implement cost-effective business practices that maximize profit margins. Key skills such as budgeting, financial planning, and operational efficiency are emphasized within entrepreneurship education programs, enabling graduates to navigate the financial complexities of running a business and maintaining profitability (Agwu, 2017). Studies show that graduates with entrepreneurship training tend to adopt more innovative and cost-effective practices, which lead to better profit margins and a greater likelihood of long-term business success (Eze & Nwali, 2022).

Entrepreneurship education has been linked to improved business performance, measured in terms of revenue growth, profitability, competitiveness, and job creation (Adeoti, 2021). Entrepreneurs who receive formal education in business management and entrepreneurship are more likely to succeed in their ventures compared to those without such training (Ekpe et al., 2016). This is because they gain the requisite skills in business planning, financial management, marketing strategies, and problem-solving (Nwosu & Ohia, 2020). A study conducted by Olokundun et al. (2018) found that graduates with entrepreneurship training demonstrated higher levels of business sustainability compared to their counterparts without such training. They were more likely to establish businesses that lasted beyond the startup phase, attributed to their ability to access funding, implement strategic business models, and leverage innovation for competitive advantage. Additionally, Adepoju and Ogunleye (2020) found that entrepreneurship education significantly improved the revenue growth of small business owners who were graduates of Business Education programs in Nigerian universities. The study showed that entrepreneurs who applied business strategies learned during their academic training experienced an average revenue increase of 35% within the first two years of business operation. Similarly, Nwosu and Ohia (2020) indicated that while graduates of entrepreneurship programs demonstrated better financial management skills, external factors such as high taxation and poor access to financial support negatively affected their profitability. In a comparative study conducted by Ibrahim and Suleiman (2021), Business Education graduates from Federal Colleges of Education in North East Nigeria were found to be less competitive in business than their counterparts from southern Nigeria. The researchers attributed this to differences in infrastructural

development, market access, and business support policies available in different regions. Adebayo et al. (2022) found that while many Business Education graduates ventured into self-employment, their ability to create additional jobs was constrained by financial and policy-related challenges. The study suggested that graduates with access to government support programs and entrepreneurial mentorship created more jobs than those without such support.

A recent survey by the Nigerian Association of Small and Medium Enterprises (NASME, 2023) indicated that over 60% of small businesses established by Business Education graduates in North East Nigeria collapse within the first three years. The reasons cited include poor business planning, lack of financial discipline, limited access to mentorship, and unfavorable economic conditions. This trend contradicts the core objective of entrepreneurship education, which is to foster self-sufficiency and long-term business sustainability. Furthermore, Suleiman and Ibrahim noted that many graduates find themselves unable to compete effectively with established businesses due to limited market knowledge and strategic business positioning. As a result, many abandon entrepreneurship altogether and seek employment which is very limited. Given these challenges, it is necessary to assess the influence of entrepreneurship education on business performance of business education graduates of Federal colleges of education in the Northeastern Nigeria.

Statement of the Problem

Entrepreneurship education has been widely implemented in Nigerian higher institutions, particularly in Colleges of Education, to enhance graduates' business ability, performance and empower them for self-employment. As reflected in the curriculum of all tiers of education, it aimed to promote, train, and equip the youths in income generation activities. Yet, the wave of unemployment and job scarcity in the country in recent times has been on the increase with graduates not gainfully employed (Okoli, 2019). A lot of graduates acquire little or no skills, despite entrepreneurship education being described as a general course with the view to empowering and equipping students with uphill tasks upon graduation (Abogoh et al., 2022).

In the North East region of Nigeria, where limited economic opportunities and high youth unemployment rates persist, there is an urgent need for educational strategies that foster economic independence among graduates (Adamu, 2020). Despite these efforts, significant practical challenges hinder the realization of entrepreneurship education's objectives as many graduates face difficulties such as limited access to startup capital, poor infrastructure, and a lack of mentorship, all of which constrain their ability to start and sustain profitable businesses (Ojeifo, 2021). Furthermore, the unique socio-economic conditions in the North East, including security concerns and underdeveloped markets, create additional obstacles that may dilute the translation of entrepreneurship education into successful business ventures.

Research indicates that many graduates still struggle with revenue growth, profitability, competitiveness, and job creation due to limited practical exposure, insufficient access to capital, and lack of mentorship support (Adebayo et al., 2022). While studies have affirmed that entrepreneurship education positively influences

business intention and readiness (Olukundun, 2018), there is inadequate empirical evidence assessing the actual impact of entrepreneurship education on business performance among Business Education graduates from Federal Colleges of Education in North-East Nigeria. This gap in literature calls for a focused investigation into the extent to which entrepreneurship education has empowered these graduates to establish competitive, profitable, and sustainable businesses that contribute meaningfully to economic growth and employment generation. Therefore, this research seeks to find out how entrepreneurship education influences specific business performance metrics such as revenue growth, profitability, competitiveness, and job creation among Business Education graduates in North East Nigeria.

Purpose of the Study

The main purpose of this study is to assess the influence of entrepreneurship education on business performance of Business Education graduates of Federal Colleges of Education in North East Nigeria. Specifically, the study seeks to:

1. Determine the influence of Entrepreneurship Education on revenue growth of Business Education graduates in Federal Colleges of Education in North East, Nigeria.

Research Question

1. What is the influence of Entrepreneurship Education on revenue growth of Business Education graduates in Federal Colleges of Education in North East, Nigeria?

Research Hypothesis

H₀₁: Entrepreneurship Education has no significant influence on revenue growth of Business Education graduates in Federal Colleges of Education in North East, Nigeria.

Literature Review

Entrepreneurship Education: is programme of instruction that equipped Business Education graduate with knowledge, skills of creating, developing and managing business venture. as a education designed to change the mind-set of students by equipping colleges of education graduates with skills to launch a business upon graduation. is an important instrument for encouraging entrepreneurial task because education provides the skills that students will use to start a business.

Business performance: is the term that manifests the level of utilizing resources of enterprises by Business Education graduate to achieve business targets. refers to how will a company achieves its objective and create values over time. is the measure of how effectively an organization utilizes its resource strategies and processes to achieve financial operational and strategic goals.

Entrepreneurship Education and Business Performance

Entrepreneurship education is often associated with improved business performance, which can be measured by factors such as revenue growth, profitability, competitiveness, and job creation (Charney & Libecap, 2020).

Studies suggest that individuals who have received entrepreneurship education are more likely to demonstrate higher performance levels in these areas, as they are equipped with the skills and knowledge required to navigate complex business environments (Van Praag & Versloot, 2017).

Business Revenue Growth

Revenue Growth is the percentage increase (or decrease) in a company's revenue between two or more equivalent fiscal periods (Albrecht, *et al*, 2015). Revenue growth is one of the fundamental indicators of business success, representing an enterprise's capacity to increase sales and market share over time. Entrepreneurship education is widely regarded as a vital driver of business revenue growth, as it equips individuals with the ability to identify viable opportunities and formulate customer-focused strategies (Gautam & Singh, 2015). Studies have shown that entrepreneurship education significantly enhances graduates' competencies in opportunity recognition and market analysis, which directly influence revenue generation in startups and small businesses (Tehrani, 2014).

Similarly, Kuswanto, Suratno, and Wulandari (2022) revealed that graduates who undergo entrepreneurship training demonstrate greater capacity for innovative marketing and sales techniques, thereby increasing their potential for business profitability. Revenue is recognized when non-cash assets, such as commodity inventory, are converted to cash or cash equivalents, such as receivables

Methodology

The study adopted a descriptive survey research design. The population of the study comprised all 202 Business Education graduates in Federal colleges in Northeast, Nigeria, who have undergone Entrepreneurship Education and have started their own businesses after graduation. Due to the manageable population size, a census sampling technique was used, involving the entire population as respondents. According to Creswell (2020) Census sampling is a technique where investigators administer a survey to the entire population to describe its behaviors, attitude, opinion or characteristics. It is a valid approach when the researcher wants to understand the characteristics of an entire population, rather than generalizing from a sample (which is in support of the selected design). Census is considered most appropriate for this study because the population size of the respondents is manageable.

The instrument for data collection was a questionnaire structured on a four-point rating scale as follows: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The scale was chosen as it improves data accuracy by allowing respondents to express degrees of agreement rather than forcing binary choices, secondly, the scale facilitates statistical analysis, as the collected data can be analyzed using descriptive and inferential statistical techniques to identify trends and relationships (Joshi *et al.*, 2015). The instrument was validated by three experts. Cronbach's Alpha reliability technique was used and coefficient of 0.70 was obtained and found to be reliable (Hair, *et al.*, 2019). Data collected were analyzed using Mean, Standard deviation and regression analysis. Research question was analysed using mean and standard deviation

while research hypothesis was analysed using simple linear regression at 0.05 level of significance using special package for Social Sciences SPSS version 23.0. The mean was used to determine the central tendency of the data, providing an average value that represents the overall trend within the collected responses (Field, 2018) while the standard deviation measured the dispersion or variability of the data points around the mean, helping to understand the consistency and reliability of the data (Tabachnick & Fidell, 2019).

For decision to be reached, mean scores of 2.50 and above was regarded as agreed statement while mean scores below 2.50 was regarded as disagreed statement. According to Boone and Boone (2016), when analyzing four points rating scale data, a mid-point response often falls around 2.50, making it a logical cut-off for determining agreement or disagreement. This approach aligns with previous studies (Umar & Isa, 2018) who use a similar scale to categorize respondents' perceptions meaningfully. The decision rule for the rejection or acceptance of hypothesis was based on the alpha value of 0.05, where the P-value was equal to or greater than the alpha value of 0.05 ($P > 0.05$) the hypothesis was not rejected but rejected where the P-value is less than the set value of 0.05 ($P < 0.05$).

Results

Table 1 Research Question 1: What is the Influence of Entrepreneurship Education on Revenue growth Of Business Education Graduates in Federal Colleges of Education in North east, Nigeria?

S/N	ITEMS	STD.		REMARK
		MEAN	DEVIATION	
1	My business revenue has grown as a result of applying concepts learned in entrepreneurship education.	3.46	0.66	Agreed
2	Entrepreneurship training helped me in developing effective sales strategies and enhance revenue generation.	3.50	0.62	Agreed
3	My knowledge of market analysis from entrepreneurship education has boosted my revenue.	3.30	0.73	Agreed
4	My business has experienced consistent revenue growth since the time I applied my entrepreneurial skills.	3.30	0.78	Agreed
5	The financial planning skills I gained in school have helped improve my business's revenue.	3.40	0.74	Agreed
6	I can effectively respond to customer feedback, enhancing my revenue growth.	3.44	0.58	Agreed
7	My ability to diversify revenue sources has improved through entrepreneurship education.	3.45	0.65	Agreed
8	Entrepreneurship education helped me identify new revenue channels for my business.	3.29	0.67	Agreed
9	I have been able to set realistic revenue goals as a result of using entrepreneurship skills.	3.16	0.77	Agreed

10	I track my business revenue more effectively because of entrepreneurship education.	3.33	0.87	Agreed
11	Entrepreneurship education has enabled me to understand seasonal revenue fluctuations.	3.40	0.63	Agreed
	GRAND MEAN	3.38		Agreed

The findings in Table 1 showed that Entrepreneurship Education influenced the revenue growth of Business Education graduates in Federal Colleges of Education in North-East, Nigeria. Respondents agreed that entrepreneurship training helped them in developing effective sales strategies and enhance revenue generation ($M = 3.50$, $SD = 0.62$), indicating that the knowledge and skills acquired through entrepreneurship education contributed significantly to improving their sales performance and revenue outcomes. Respondents also agreed that their business revenue has grown as a result of applying concepts learned in entrepreneurship education ($M = 3.46$, $SD = 0.66$), suggesting that the practical application of entrepreneurial knowledge positively impacted their business revenue. Similarly, respondents agreed that entrepreneurship education improved their ability to diversify revenue sources ($M = 3.45$, $SD = 0.65$) and effectively respond to customer feedback, thereby enhancing revenue growth ($M = 3.44$, $SD = 0.58$). This implies that entrepreneurship education equipped graduates with skills necessary for adapting to customer needs and exploring multiple income streams. The respondents further agreed that the financial planning skills gained in school helped improve their business revenue ($M = 3.40$, $SD = 0.74$), and entrepreneurship education enabled them to understand seasonal revenue fluctuations ($M = 3.40$, $SD = 0.63$), indicating improved financial management and planning abilities.

In addition, respondents agreed that entrepreneurship education helped them track business revenue more effectively ($M = 3.33$, $SD = 0.87$), and their knowledge of market analysis boosted their revenue ($M = 3.30$, $SD = 0.73$). Respondents also agreed that their business has experienced consistent revenue growth since applying entrepreneurial skills ($M = 3.30$, $SD = 0.78$), and entrepreneurship education helped them identify new revenue channels ($M = 3.29$, $SD = 0.67$). However, the ability to set realistic revenue goals as a result of using entrepreneurship skills recorded the lowest mean score ($M = 3.16$, $SD = 0.77$), although it still indicates agreement among respondents. This suggests that while entrepreneurship education positively influenced revenue goal-setting, it may require further strengthening. The grand mean of 3.38 indicates that Entrepreneurship Education has a positive influence on the revenue growth of Business Education graduates in Federal Colleges of Education in North-East, Nigeria. This implies that entrepreneurship education plays an important role in enhancing revenue generation, financial planning, and revenue management skills among graduates, thereby contributing to improved business performance.

Research Hypothesis One

Table 2: Ho₁: Entrepreneurship Education has no significant influence on revenue growth of Business Education graduates of Federal Colleges of Education in North East, Nigeria.

Metrics	R	R ²	Adj. R ²	F-Value	B	T-Value	P-Value	Decision
Revenue Growth	.049	.002	-.003	.491	-.036	-.701	.484	Accepted

Result from hypothesis one presented in table 2, the regression result showed a correlation coefficient ($R = 0.049$), indicating a very weak relationship between entrepreneurship education and revenue growth. The coefficient of determination ($R^2 = 0.002$) revealed that entrepreneurship education accounted for only 0.2% of the variation in revenue growth, while the adjusted R^2 (-0.003) indicated that the predictive value of the model is weak. Furthermore, the F-value of 0.491 with a p-value of 0.484, which is greater than the 0.05 level of significance, showed that the regression model was not statistically significant. The regression coefficient ($B = -0.036$) indicated a negative influence, while the t-value (-0.701) was not statistically significant at the 0.05 level. Since the p-value (0.484) is greater than 0.05, the null hypothesis was accepted. This implies that entrepreneurship education has no significant influence on the revenue growth of Business Education graduates of Federal Colleges of Education in North East, Nigeria.

Discussions of Findings

The findings from research question one revealed that Business Education graduates moderately agreed that entrepreneurship education has influence on revenue growth of Business Education graduate, this suggests that graduates perceived entrepreneurship education as enhancing their skills in areas such as sales strategy development, revenue tracking, identification of new income streams, and responsiveness to customer feedback. These skills are critical for initiating business activities and improving operational awareness, which are essential components of revenue growth. However, regression analysis ($R^2 = 0.002$, $B = -0.036$, $p = 0.484$) showed no statistically significant influence of entrepreneurship education on revenue growth, leading to the acceptance of the null hypothesis (H_{01}). This indicates that while entrepreneurship education provides foundational knowledge, these skills alone are insufficient to generate measurable improvements in business revenue without additional enabling factors. Graduates' businesses may face limitations such as restricted access to capital, limited exposure to market networks, lack of mentorship, and insufficient hands-on practical experience.

These findings align with Fatoki (2014), who noted that entrepreneurship education improves graduates' intentions to engage in business activities, but does not automatically translate into financial success without external support. Similarly, Eze and Nwankwo (2019) reported that while entrepreneurship education shapes

attitudes toward self-employment, its direct effect on business revenue is contingent on access to resources, markets, and financial guidance. Abdulkarim and Yusuf (2021) emphasized that entrepreneurship education should be complemented with incubation programs and financial literacy training to significantly impact business revenue. The implication of these findings is that entrepreneurship education serves as a foundation for business knowledge and planning, but for graduates to achieve substantial revenue growth, programs must integrate practical support mechanisms, access to funding, and mentorship initiatives that facilitate the application of acquired skills in real business environments.

Conclusion

Based on the findings of this study, it can be concluded that entrepreneurship education moderately improves the knowledge and skills of Business Education graduates of Federal Colleges of Education in North-East Nigeria, providing them with foundational competencies in business management, financial planning, innovation, and strategic decision-making. However, entrepreneurship education alone does not have a statistically significant influence on revenue growth, profitability, or job creation, indicating that these outcomes rely on complementary factors such as access to finance, practical experience, mentorship, technology adoption, and supportive business environments. In contrast, entrepreneurship education has a positive and statistically significant effect on business competitiveness, highlighting its importance in equipping graduates to strategically position their businesses, respond effectively to market dynamics, and maintain a competitive advantage.

Recommendations

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

1. Business Education graduates should actively seek access to finance, credit facilities, and market opportunities, while applying their entrepreneurship education skills to enhance revenue growth and ensure business sustainability.

Reference

- Abdulkarim, J., & Yusuf, A. (2021). *Effectiveness of entrepreneurship education programs on small business profitability in Northern Nigeria. Journal of Entrepreneurship and Innovation, 12(2), 45–60.*
- Adamu, M. (2020). Market Competitiveness and Entrepreneurial Performance in North East Nigeria. *Journal of African Business Studies, 12(2), 101-118.*
- Adebayo, A. S., Yusuf, M. T., & Bello, K. T. (2022). The role of entrepreneurial training on business start-up among Nigerian college graduates. *Journal of Entrepreneurship and Education, 25(1), 11–25.*
- Adejimola, A. S., & Olufunmilayo, T. (2018). Entrepreneurship education and youth empowerment in contemporary Nigeria. *Journal of Educational Research and Development, 12(3), 45–53.*
- Adejumo, G. (2020). Indigenous entrepreneurship development in Nigeria. Characteristics, Problems and Prospects. Journal of Department of Business Administration, University of Illorin Nigeria

- Adepoju, T. L., & Ogunleye, S. O. (2020). Impact of entrepreneurship curriculum on students' business mindset in Nigeria colleges of education. *Nigerian Journal of Educational Studies*, 8(4), 101–115.
- Adepoju, T. L., & Ogunleye, S. O. (2020). Impact of entrepreneurship curriculum on students' business mindset in Nigeria colleges of education. *Nigerian Journal of Educational Studies*, 8(4), 101–115.
- Adeoti, J. O. (2021). Assessing the relevance of entrepreneurship education on graduate employability in Nigeria. *African Journal of Business Education*, 6(1), 72–84.
- Agwu, M. (2017). Enhancing Profitability Through Entrepreneurship Education. *International Journal of Business Management*, 6(4), 98-107.
- Albrecht, W. Steve, James D. Stice, Earl Kay Stice, & Monte Swain (2015). *Financial Accounting*. Thomson South-Western.
- Al-Qashi, Z. S., & Al-Aqlah, M. (2015) Impact of compliance of revenue recognition Principle on the Problems of Income Resources in Arab Satellite Channel Measuring. *Algerian Journal of Accounting and Financial Studies*. 2(5) 244-255
- Atiku, S., & Genty, K. (2019). Financial efficiency and profitability in entrepreneurial ventures. *Journal of Small Business and Entrepreneurship*, 15(1), 67-79.
- Boone, H. N., & Boone, D. A. (2016). Analyzing Likert scale data: The means versus median debate. *Journal of Extension*, 50(6), 1-5.
- Ekpe, I., Mat, N., & Razak, R. C. (2016). The moderating effect of social environment on the relationship between entrepreneurial orientation and entrepreneurial intentions of female students in Nigerian universities. *International Journal of Business and Social Science*, 7(10), 22–29.
- Ekpe, I., & Razak, R. C. (2016). *Effect of skill acquisition on enterprise creation among Malaysian youths*. Polish Journal of Management Studies, 13(1), 40–52.
- Eze, C., & Nwankwo, J. (2019). *Entrepreneurship education and small business success among Nigerian graduates*. *International Journal of Business and Entrepreneurship Research*, 13(4), 64–85.
- Eze, I., & Nwali, L. (2022). Job creation through entrepreneurship education in Nigerian colleges. *Journal of Educational Innovation*, 9(2), 43-59.
- Fatoki, O. (2014). The entrepreneurial intention of undergraduate students in South Africa: The influences of entrepreneurship education and previous work experience. *Mediterranean Journal of Social Sciences*, 5(7), 294–299. <https://doi.org/10.5901/mjss.2014.v5n7p294>
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications. Garwe, E. C. (2018). *Does the timing of work-integrated learning affect graduate employability outcomes?* **South African Journal of Higher Education**, 34(5). <https://doi.org/10.20853/34-5-4225>
- Gautam, M. K., & Singh, S. K. (2015). Entrepreneurship education: Concept, characteristics and implications for teacher education. *Indian Journal of Education and Information Management*, 4(2), 1–8.
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). **When to use and how to report the results of PLS-SEM**. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/EBR-11-2018-0203>
- Ibrahim, M. Y., & Sulaiman, A. R. (2021). Impact of entrepreneurship education on business creation among Nigerian college graduates. *African Journal of Business Management*, 15(7), 106–117.

- Joshi, K.D., Kathuria, A. and Das, S., 2019. **Fostering corporate entrepreneurship through information technology and digital platforms.** *Journal of Business Research*, 98, pp.1–9.
- Karimi, S., Biemans, H. J. A., Lans, T., Chizari, M., & Mulder, M. (2016). *The impact of entrepreneurship education: A study of Iranian students' entrepreneurial intentions and opportunity identification.* **Journal of Small Business Management**, 54(1), 187–209. <https://doi.org/10.1111/jsbm.12137>
- Kotler, P., Armstrong, G., & Cunningham, M. (2015). *Principles of Marketing.* Pearson Education.
- Kuswanto, E., Suratno, T., & Wulandari, N. (2022). Entrepreneurship education and student business performance in Indonesian vocational schools. *Journal of Vocational Education Studies*, 4(1), 54–66.
- Kraus, S., Halbertstadt, J., Niemand, T., Shaw, E., & Syrjä, P. (2017). *Social entrepreneurship orientation: Development of a measurement scale.* **International Journal of Entrepreneurial Behavior & Research**, 23(6), 977–997. <https://doi.org/10.1108/IJEBr-07-2016-0206>
- National Bureau of Statistics. (2022). *Labour force statistics: Unemployment and underemployment report (Q4 2021).* Abuja: NBS.
- Nwosu, B. O., & Ohakwe, J. (2019). Entrepreneurship education as a tool for curbing graduate unemployment in Nigeria. *Journal of Educational Policy and Entrepreneurial Research*, 6(1), 13–24.
- Nwosu, A., and N. Ohia. “Entrepreneurship Education as a Strategy for Addressing Unemployment and Insecurity in Nigeria.” *Global Journal of Educational Research* 8.1 (2020): 56–67.
- Ojeifo, M. (2021). The impact of entrepreneurship education on graduate self-reliance in Nigeria. *Management*, 11(4), 98-115
- Olorundare, A. S. & Kayode, D. J. (2019).** *Entrepreneurship education in Nigerian universities: A tool for national transformation.* *Asia Pacific Journal of Educators and Education*, 29, 155–175.
- Okoli, J., & Anugwu, C. (2022). The relationship between entrepreneurship training and business growth among SMEs in Southeast Nigeria. *West African Journal of Business and African Journal of Education and Development*, 8(3), 29-36.
- Olokundun, M. A. (2018). Effect of entrepreneurship education on entrepreneurial intention among Nigerian university students. *Journal of Entrepreneurship Education*, 21(1), 1–12.
- Ramadani, V., Bexheti, A., Dana, L.-P., & Ratten, V. (2022).** *Informal Ethnic Entrepreneurship: An Overview.* In *Informal Ethnic Entrepreneurship: Future Research Paradigms for Creating Innovative Business Activity* (pp. 1–7)
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.). Pearson.
- Tehrani, (2014).** *The role of entrepreneurship education as a predictor of university students' entrepreneurial intention.* *International Entrepreneurship and Management Journal*, 10, 623–641. (2014 empirical study)